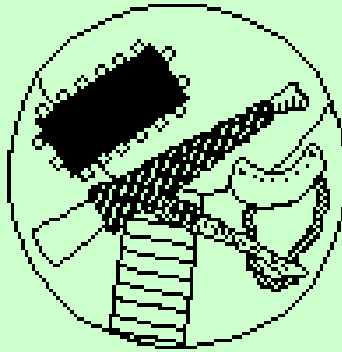




Striving for a Peaceful and Prosperous Future

ENGA PROVINCIAL EDUCATION TEN-YEAR PLAN 2006-2015



“Ask the Lord to bless your plans and will be successful in carrying them out.” Proverbs 16:3

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Table of Content

Acknowledgment.....	i
Contents.....	ii
Chairman’s Message.....	iii
Forward by Governor.....	iv

Section 1: Introduction.....	1
Enga Province – Its Characteristics.....	2
Foundation for the Plan.....	6
Consultative Process & Methodology.....	9
Major Social Issues.....	10
Overview of the Plan.....	14

Section 2: Our Vision 2006-2015.....	19
---	-----------

Section 3: Situational Analysis.....	23
Elementary Education.....	24
Primary Education.....	28
Secondary Education.....	31
Flexible, open and distance education.....	34
Enga University Center.....	36
Vocational Education.....	39
Adult Literacy.....	42
Special Education.....	46

Section 4: The Plan for Education 2006-2015.....	49
Elementary Education.....	50
Primary Education.....	59
Secondary Education.....	70
Flexible, open and distance education.....	79
Enga University Center.....	84
Technical Vocational Education and Training.....	89
Adult Literacy.....	97
Special Education.....	111

Section 5: Financing the Plan.....	120
---	------------

Section 6: Implementing the Plan	125
Implementing Schedule	

Section 7: Monitoring and Evaluating the Plan.....	135
Monitoring Chart	

References.....	150
Provincial Consultative Team.....	150

List of Tables

Table 1:	2000 Population by Districts and intercensal growth.
Table 2:	School age population for Enga by age, 2005-2015
Table 3:	Elementary Enrolment for the last five years
Table 4:	Student Enrolment & Staffing by sex – 2005
Table 5:	Primary school enrolment for the last 5 years
Table 6:	Secondary Staffing by Gender and Year, 2001 – 2005.
Table 7:	Secondary Enrolments by Year and Gender, 2001 – 2005
Table 8:	FODE Student Enrolment- 2001-2005- Full Correspondence.
Table 9:	FODE Student Enrolment- 2001-2005- RS/Centers.
Table 10:	Adult Matriculation Study Program- Semester (2) 2005
Table 11:	CTCS Enrolment- 2001-2005
Table 12:	Degree/Diploma Program Enrolment
Table 13:	Summary of Vocational Center staffing and student enrolment
Table 14:	Total Enrolment by Gender and program (2000 – 2005)
Table 15:	Total Teacher Enrolment
Table 16:	Total Enrolment by Gender and Grade (2004 – 2005) page.
Table 17:	Projected elementary school enrolments, 2006 to 2015, selected years.
Table 18:	New elementary preparatory classes required, 2006 to 2015, selected years
Table 19:	Preparatory enrolment and 6-year old population, 2006 to 2015, selected years
Table 20:	Elementary school teacher requirements, 2006 to 2015, selected years
Table 21:	Elementary enrolment rates, 2006 to 2015, selected years
Table 22:	Projected number of new elementary teachers required for training
Table 23:	Elementary School Subsidies (K'000s), 2006 to 2014, selected years.
Table 24:	Elementary school teacher salaries and emoluments (K'000s), 2006 to 2015, selected years
Table 25:	Projected primary school enrolments – 2006 to 2015, selected years
Table 26:	Primary school retention rates, 2006 to 2015, selected years
Table 27:	Primary school enrolment rates, 2006 to 2015, selected years
Table 28:	Grade 8 enrolment and the 14-year old population, 2006 to 2015, selected years
Table 29:	New Grade 7 classes required to meet targets, 2006 to 2015, selected years
Table 30:	Primary school teacher requirements, 2006 to 2015, selected years
Table 31:	Recommended boarding Primary Schools by District
Table 32:	Primary school subsidies by grade (K'000s), 2006 to 2015, selected years
Table 33:	Primary school teacher salaries and emoluments (K'000s), 2006 to 2015, selected years
Table 34:	Projected secondary school enrolments, 2006 to 2015, selected years
Table 35:	Grade 9 enrolment and the 15-year old population, 2006 to 2015, selected years
Table 36:	Grade 11 enrolment and the 17-year old population, 2006 to 2015, selected years
Table 37:	Secondary Class Structure, 2006 to 2015, selected years
Table 38:	Secondary transition rates, 2006 to 2015, selected years
Table 39:	Secondary enrolment rates, 2006 to 2015, selected years
Table 40:	Secondary school staffing requirements, 2006 to 2015, selected years
Table 41:	Secondary school subsidies (K'000s), 2006 to 2015, selected years
Table 42:	Projected distance education college enrolment, 2006 to 2015, selected years,
Table 43:	Staffing requirements for FODE center by Grade.
Table 44:	Projected distance education enrolment for the EUC, selected years, 2006 to 2015.
Table 45:	Range of rationalized programs offered by vocational institutions
Table 46:	Program classification .
Table 47:	Projected full-time equivalent vocational institutions enrolments by programs, 2006 to 2015, selected years.
Table 48:	Vocational institution staffing requirements, 2006 to 2015, selected years
Table 49:	Projected Literacy school enrolments, 2006 to 2015, selected years.

Table 50:	Tok-ples school teacher requirements, 2006 to 2015, selected years.
Table 51:	Projected Special Education enrolments in the mainstream education system, from 2006 to 2015, selected years.
Table 52:	Total projected teacher emoluments by level, 2006 to 2015, selected years.
Table 53:	Total projected teacher emoluments by sector (K'000s), 2006 to 2015, selected years

List of Figures

Figure 1:	Map of Enga showing location of High/Secondary Schools by District
Figure 2:	Enga Education Administrative Structure
Figure 3:	The bar graph below showing the number of youth enrolment for 2000 – 2005.
Figure 4:	The line graph below shows the number of adult enrolment for 2000 – 2005
Figure 5:	Enrolment vs. 6-year-old population
Figure 6:	Grade 7 Primary Enrolment vs. 13-year-old population
Figure 7:	Costs by level of Government

Governor's Message

It gives me a great pleasure to introduce the Enga Provincial Education Plan to you. Our children are regarded valuable assets and have been the main focus of the Enga Provincial Government among others, for the last decade. This Government under my leadership realizes that, unlike most infrastructures which depreciate in value overtime, the human resource of Enga have a potential increasing worth. From the outset I commend all those parents, communities, teachers and agencies for sharing this view, and have proactively contributed so much to the education system in our province. Without your continued support Enga would not have fared well in the past in contributing its share of quality human resource to PNG's labor market and elsewhere. Our young people deserve the opportunity to take their place in the global community.

The Provincial Education Ten-year Plan, 2006 to 2015, serves as a road map for education in Enga and, as the title suggests, it points the way towards *Striving for a Peaceful and Prosperous Future*. The prime objective of this Plan is to provide a basic education for all and while in pursuit of that aim, it plans to promote peace in the communities. This plan is sensitive to the current social and economic conditions of the province. It is perceived that maintaining peace and health within the community is a necessary catalyst for social, economic and political development and prosperity. We expect that all of our people will be literate and numerate and be able to contribute positively towards an improved quality of life in their communities. This will lead to a better future for all.

In the past ten years (1996-2005), my Government's commitment in education continues to focus on strengthening education at all levels and training. In line with the reform lots of elementary schools have been established as a result, many community schools have been converted to top-up primary schools, three secondary schools have been established as feeder schools for high schools in the province for enrolling grades 11 and 12. My Government has given equal recognition to tech-vocational education, adult literacy and more recently special education for the disabled. Flexible, Open Distance Education (FODE) and University level studies have gained popularity as it provides an alternate avenue to educating the great bulk of population who cannot be absorbed into the mainstream education system.

The implementation of this Provincial Education Plan is achievable but it will be demanding and requires the support and commitment from all stakeholders. Parents and communities are responsible for the up-keep and maintenance of the schools. School boards are required to implement Provincial Education Board policy on rental collections and budgetary support towards maintenance of staff houses and classrooms. Elected LLG leaders and Local MPs are expected to provide financial support to schools in their electorates. This government has made its share of contribution towards education by setting up the Enga Children's Trust Fund and its investment value has doubled in recent years. This long term investment will ensure sustainability and continued support for quality education for the future generation. We are proud of these big envinous achievements in education and all Engans will appreciate this.

Many representatives of the various sectors of the community, the consultative group and the planning committee who have contributed towards brainstorming of ideas and views of how best we can shape the future of our education system in the province. I must thank the provincial head-quarter staff and the district education officers for their special input.

I commend this plan to all as a way forward to achieving a peaceful and prosperous Enga society.

.....
Honorable Peter Ipatas (MP)
Governor

PEB Chairman's Message

This plan is founded on the progress made in education and experience gained in Enga over the last ten years (1996-2005). The plan is mainly guided and inspired by:

- *the Papua New Guinea National Goals and Directive Principles,*
- *international obligations, in particular the Millennium Development Goals,*
- *Education For All goals,*
- *Government objectives in the education sector, as outlined in the mission statement and the Medium Term Development Strategy (MTDS),*
- *Enga Province's Medium Term Development Strategy (EPMTDS),*
- *And the Enga Provincial Corporate Plan goals.*

Education is a joint entrepreneurship between many stakeholders and its progress depends on the spirit of partnership and a mutually shared responsibility. This plan is achievable and affordable as we share more responsibility with all the stakeholders in the province to take up this challenge. In order to make this plan successful it needs the support of all stakeholders to do what is right and required of each under the law and not give in to internal and external pressures. Our elected representatives, teachers, agencies of each school, parents and communities, churches, local level governments, school boards and education officers have an essential contribution to make to our education system in the province.

Our education officers within the provincial headquarters and at the district level will need to be strong in their pursuit of the admirable objectives set out in this plan. Community ownership of this plan is also essential for its success. The community must assist in their appraisal of every teacher based in the communities as required under the plan.

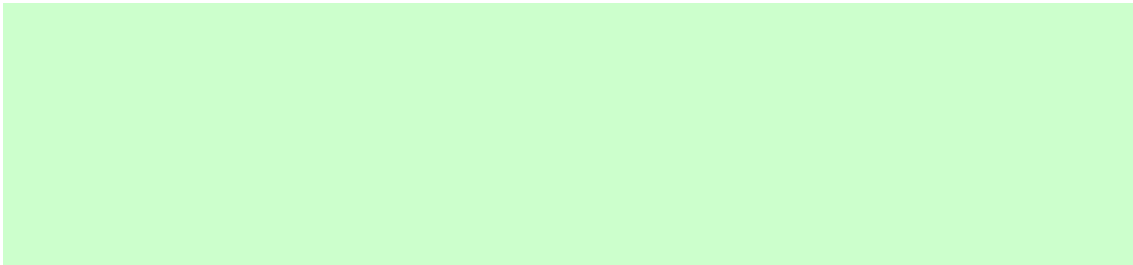
Our young people deserve the opportunity to take their place in the global community. To this end, the State and Enga Provincial Government will share the responsibility in meeting the expenses of teachers, curriculum and school materials, and support the establishment and maintenance of infrastructure in all our schools. Communities must see that the elected government and their leaders are playing their part to support them. Our nation's success is reliant upon recent Constitutional laws that empower local-level governments and the community to become self-reliant and contribute towards the nation's development.

Due to the nation facing financial constraints our schools are encouraged to become more self reliant and self sustainable in raising funds internally through extensive utilization of every idle land for crop cultivation and animal husbandry purposes. Every school manager is to harness his or her management skills to become faithful and be committed to the notion of self-reliance with a corporate approach to prove their own profitability and sustainability. Institutional heads must take a corporate approach to running the institutions. We must deviate from the evils of the 'give me' and 'dependency' syndrome and avoid being over patronized by government handouts, which cannot be sustained in the long run.

This plan has been developed after province-wide consultations with many individuals and representatives from all walks of life and their contributions have shaped this plan. We will only be able to implement this plan successfully if all stakeholders play their part. I commend this plan to all as a way forward to achieving a better future for the Enga Province.

Dr. Samson Amean

Provincial Administrator & Chairman - PEB



Section 1

INTRODUCTION

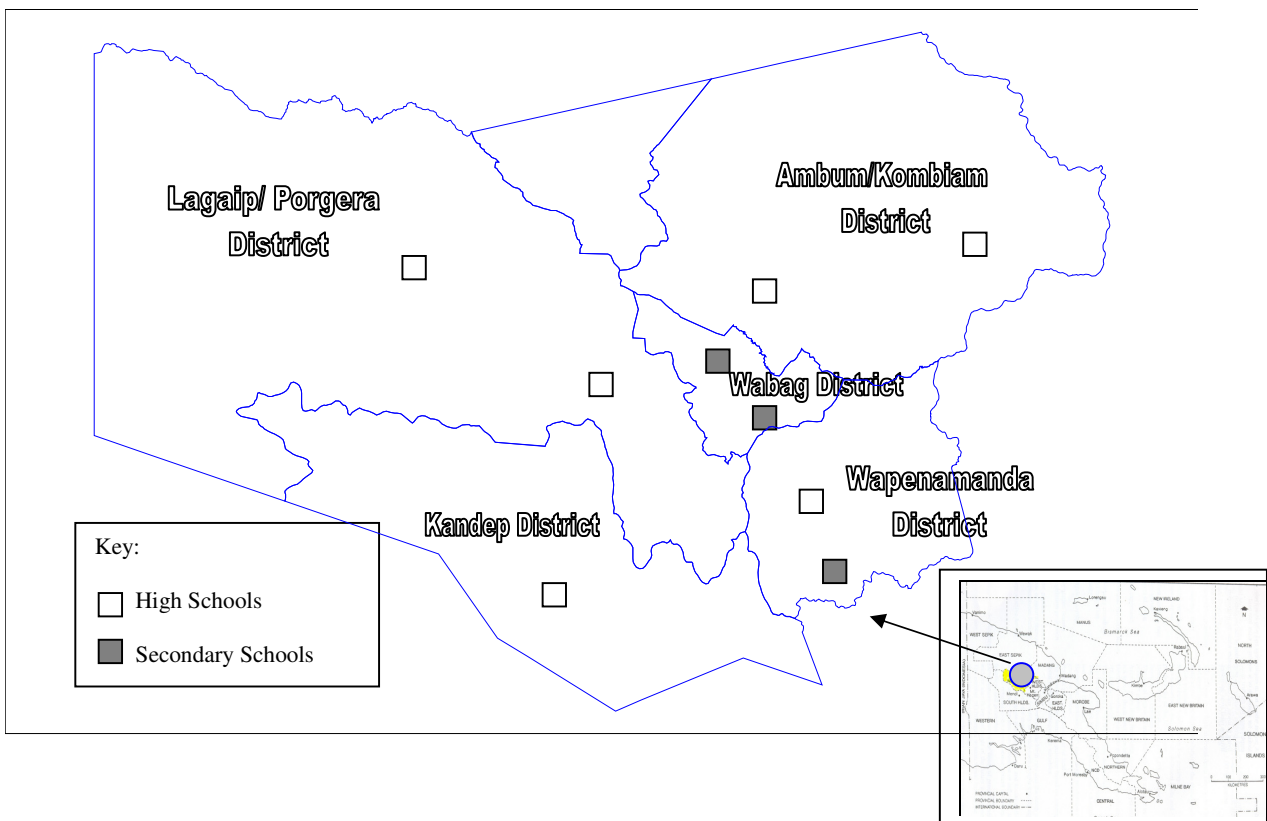
Introduction

Enga Province – Its Characteristics

Geography

The Enga Province is located in the western hinterlands of the central highlands of Papua New Guinea (PNG) and it has a total land mass stretch of 12, 298 km². The province is dominated by rugged mountains, high plateaus and valleys with more than half the province higher than 2000m above sea level. The highest peak being Mt Hagen, which is around 3800m and it lies to southeast bordering Western Highlands Province. It is well known to be an extinct volcano. Only 25 % of the land is arable for agricultural cultivation and human dwelling. Most Engans live between the altitude of 1400 and 2600 meters above sea level, the majority being concentrated in the intermountain valleys of the Lai, Ambum, Lagaip, Tsak and the high Sirunki and Kandep basins. Life at higher altitudes is affected by frosts, which are sometimes severe. Lower concentrations of people occur around Kompiani, Maramuni, Porgera, Yengis, the Talua headwaters, the Upper Sau, Paiela and in some high valleys west of Kandep at altitude of over 2600 meters. Outside these areas, the population is sparse and scattered.

Figure 1. Map of Enga showing location of High/Secondary Schools by District



Population & Language

The Province has a population of 295,031 persons according to the 2000 census information. About 96% of the population live in rural areas, primarily following traditional ways of life, with only 4% in urban areas and in the rural non-village category. The province has an annual growth rate of about 2.9 percent, which is one of the highest in the country. If the population growth continues at this rate, it is expected to double in 24 years time. This means that, given continuation of the current growth rate, the Enga population will reach a size double that of 2000 that is 590,062 persons by the year 2024.

Table 1: 2000 Population by Districts and intercensal growth.

INDEX	PROVINCE TOTAL	WABAG	WAPEN	KOMBIAM	LAIGAM	KANDEP	PORGERA
POP.2000 [NO]	295,031	58,750	53,547	44,332,	57,109	47,400	33,893
R [%] 1980-1990	2.9	3.7	2.1	0.6	1.1	1.2	7.1
Double Time [yrs]	24	19	33	126	63	58	10

Table 1 indicates that the population of Enga Province is fairly distributed among the six districts. The urban population of Enga in 2000 is under 2% of the total population. The level of urbanization is significantly below the already fairly low national average. At the time of this plan, only Wabag was declared an urban center.

The Enga language is the most dominant language and widely spoken by the Enga people, although there is slight variation in the language within Porgera/Paiala and the Kandep area blending with the '**Ipi**' and the '**Waeke**' dialect respectively.

Population Density and Land Pressure

The resident population of the Province was 295,031, spread over a total land area of the province of 12,298 km square. Of this about 3,084 square kilometer is useful for agriculture, given the present technologies of the Engans. The crude population density of the Province is 24 persons/km² and this is nearly 3 times the national average. With a growth rate of 2.9% per year, those lowland areas with high population concentration are already beginning to face some land pressures added with increased demand for more and improved government services.

The Political and Administrative Structure

Political Structure

Under the organic law the political head of the Province is the Governor, elected by the people of the Province. All general business of the Provincial Government is conducted by a Provincial Assembly constituting all six elected members of Parliament, presidents of all Local Level Governments, a community leader and a women and youth representative each.

The executive arm of government or the Provincial Executive Council [PEC] comprises all chairpersons of the various PEC Committees representing major government functions. The chairpersons are appointed among the members of the Provincial Assembly. The Governor is the chairperson of the PEC and the deputy governor who is elected by the assembly.

There are 13 Rural Local Level Governments in Enga Province and one Urban LLG. The Organic Law, however provides for the declaration of at least three or two LLGs in each electorate or District taking the potential number of LLGs to twenty two. The existing Rural LLGs are: Wabag Rural, Maramuni, Wapandamanda, Tsak, Kompam, Ambum, Wapi/Yengis, Lagaip, Maip/Mulitaka, Kandep, Wage, Porgera, Paiela/Hewa and the Wabag Urban LLG. These councils represent a total of 314 declared council wards. Six members of parliament including the regional member, who is the Governor, represent the people in the Parliament. Under the Organic Law, these members of Parliament are required to appoint Joint District Planning & Budget Priority Committees [JDP & BPC] in all Districts to serve as a semi-political body to oversee the planning and implementation of programs and projects at the district level.

Administrative Structure

The Administrative arm of the government is the Enga Provincial Administration headed by a Provincial Administrator and assisted by two Deputy Administrators. One Deputy Administrator is responsible for overseeing the Social Sector and the other is responsible for Economic Sector. A Director Corporate Services oversees the corporate service wing of the administration while a Coordinator District and LLG Administration is responsible for all districts and LLG matters. Directly under the Deputy Administrators, the Coordinator and the Director come and the 18 Branch Advisors and 6 Districts Administrators. The above constitutes the core management team of the Provincial Administration.

Enga Provincial Administration has a total manpower on strength of 780 (inclusive of districts) apart from teaching staff. DPM approved positions for the Province is however only 606 leaving an excess staff of 174. Teachers in all institutions number some 1800, and this gives a total Provincial Public Sector work force of 2641, excluding other line Departments.

General public perception on the role of the bureaucracy is that, it is huge, ineffective and a waste of public resources. In Enga, efforts must be made to institute appropriate reforms in the administration to respond to current needs and deliver services in a more efficient, transparent and accountable manner.

Enga Division of Education

The Enga Division of Education is the biggest division within the Enga Provincial Administration and it serves the educational needs of about 295,000 people in the province. There are three main agencies participating in the delivery of Education services in Enga Province and they are; National Government, the Provincial Government and the Missions. There are about 1800 teachers teaching 49,000 students in well over 370 educational institutions in the province. These institutions consists of 217 elementary, 88 top-up primary, 45 community schools, two upper secondary, ten lower secondary, seven technical/vocational, and three permitted schools. Some of these institutions are accessible by roads while others are accessible by air (example, Maramuni) and even few schools are accessible on foot only.

Today there are five prominent church agencies (Catholic, Lutheran, Seventh-day Adventist Church, Four Square, Baptist,) as partners with the Enga Provincial Government (EPG) in delivering educational services. These schools are governed by the Enga Provincial Education Board and managed by the Division of Education. There is also a small number of permitted privately run autonomous schools in the province. Papua New Guinea has a highly decentralized education system following the establishment of the provincial government system in 1978. The decentralization laws have given Enga Province the responsibilities including planning, financing, staffing and maintaining general education institutions up to Grade 12. This includes pre-school, elementary, primary, secondary and vocational schools.

Provincial Education Board

Apart from the Education Administrative structure, which identifies different sectional heads and their professional responsibilities; their overall operation is governed by the Provincial Education Act (No: 2) and the Provincial Education Board (PEB). This board is established by the National Education Act (1995) and is chaired by the Provincial Administrator and it has numerous representations from the communities, churches, provincial Government, teachers' association, women, youth and other government sectors. Currently the Provincial Administrator chairs this board. The board's main role is to determine provincial education policy guidelines in line with the national education objectives. Other PEB roles include: appointment of teachers, student and teacher discipline, education budget and deliberation on school fees.

Various working committees are established from this board such as discipline committee, appointments committee and other such committees deemed necessary by the board to effectively address certain issues within the Education Division.

School Boards

School Boards are established in all education establishments in the province as provided for by the National Education Act (1995). Different Boards of Governors (BOG) are established to govern the affairs of each secondary schools, high schools and technical vocational schools. Similarly, a board of management (BOM) team is established to manage the elementary, community and the primary schools in the province. Their responsibilities blend well with those stated for the PEB. For efficient management of school boards an Advisor of School Boards position was created by the EPG and seconded to the division of education. This officer provides technical guidance and advises on the roles of each school board, thus ensuring efficient management of schools within the province.

Foundations for the Plan

Enga lacked a solid education plan for the last five years although it had a sketchy Education Corporate Plan for the last three years. This ten-year Provincial Education Plan, *Striving for a peaceful and prosperous future: A Provincial Plan for Education 2006-2015*, presents the outcomes for education in Enga and the main strategies for achieving them from 2006 to 2015. This Plan would be the landmark document that will serve as a foundation and reference point for other subsequent future plans. Being faced with an escalating law and order problem and various other pressing social issues it is anticipated that education will be used as a main vehicle to drive and strengthen law and order aimed at maintaining peace within the civil society. Enga perceives that

maintaining a peaceful society is a necessary catalyst for economic and social development in the province.

It is recognized that ten years is a long period for a plan to remain current in this environment. As such, this provincial Plan will be reviewed and updated in five years time (2010). It will also be subject to an annual planning process and closely monitored at the provincial level. The overall objectives of the Plan are consistent with:

- The Papua New Guinea National Goals and Directive Principles
- International obligations, in particular the Millennium Development Goals and Education For All goals
- Government objectives in the education sector, as outlined in the mission statement and the Medium Term Development Strategy
- National Education Plan 2005-2006
- Enga Province Medium Term Development Strategy (EPMTDS)
- Enga Provincial Corporate Plan

National Goals and Directive Principles

The Provincial Education Plan is closely guided and inspired primarily by the five Development Goals as set out in the National Constitution. These are interpreted as follows;

Integral Human Development

All Enga citizens are to be actively involved in freeing himself/herself from any form of domination or oppression so that each man and women, all have the equal opportunity to develop as a whole person in relationship with others.

- **Equality And Participation**
All Enga citizens have the opportunity to participate in and benefit from the development of the province.
- **Provincial Sovereignty And Self-Reliance**
Enga Province to be politically independent and its economy to be self-reliant.
- **Conservation Of Natural Resources And Environment**
Enga's natural resources and environment shall be conserved and used for the collective benefit of all its people now and in the future.
- **Papua New Guinea And Enga Ways**
To promote development through the use of appropriate Engan ways of social, political and economic institutions and to promote Engan culture and traditional institution as a means to develop an appropriate provincial identity.

Millennium Development Goals

Enga Province is committed to embracing in its Plan the eight Millennium Development Goals developed by the United Nations in which Papua New Guinea has pledged to uphold.

- 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 and the high population growth rate it is difficult to see how the second of these goals can be achieved within the time frame. However, every effort is being made for children to achieve a 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, and that Enga Province has committed itself to are:

- Expanding and improving comprehensive early childhood care and education, especially 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.
- Child friendship learning approaches

In the current economic climate it is difficult to see how the second of these Education For All goals can be realized within the time frame. However, every effort is being made to give children the opportunity to achieve a primary education. The Plan aims to achieve the fifth of these goals within the time frame of the Plan as opposed to that stipulated.

Medium Term Development Strategy

The Enga Plan is in accord with the core development strategy of the Medium Term Development Strategy (MTDS), 2005 to 2010 (Department of National Planning and Rural Development, 2004) and consistent with the requirement to empower Papua New Guineans to mobilize their own resources to improve the quality of life and raise the level of living. The MTDS is the government's policy document for development and is a critical policy reference point. The education sector is part of the mutually supporting sectoral expenditure priorities of the MTDS. In the education sector basic education is the first priority, 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 Medium Term Development Strategy will be to support the implementation of reform aimed at achieving Universal Primary Education. Under the goal of Universal Primary Education all children will be able to complete nine years of basic education.

At the national level, priority resources will be 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.

Enga Provincial Development Goals

The Mission Statement of Enga Provincial Government (EPG) over the period of this ten year education plan will be those adopted from the Enga Provincial Corporate Plan, and they are;

- To improve the Social Services in the province so that a greater number of Engans have access to quality, improved and expanded education and health services and that the average Engan Individual is educated [literate], healthy and living in a conducive Law & Order environment so as to effectively participate and benefit from the development of the Province.
- To improve the public infrastructure and communication network and other basic services in the Province to facilitate the development of the province and the people of Enga.
- To improve Economic Service in the Province so that the Economy of the province is diversified, sustainable and self-sufficient so that;
- The average Engans have access to economic opportunities, so that he/she can earn a living and be self-sufficient and;
- The Enga Provincial Government can expand and improve its revenue sources to raise money to fund its different development programs.

The Division of Education goals are stated together in 'Our Vision' in the preceding chapter.

Consultative Process & Methodology

Deliberations on the Plan have been in a number of distinct phases through different working committees. The first of these was the formation of the Enga Provincial Consultative Group (EPCG) in April 2005, under the Chairmanship of John Yangala and co- chaired by Raphael Tamean. This committee comprised of members representing the provincial government, provincial administration, the provincial education board, the private sector, women groups, NGO's and the broader community. In a series of meetings this committee considered the key issues facing the education system. Initial deliberations were followed by a round of district consultations. All districts were visited during a period of 6 weeks and views elicited from groups of public servants, secondary students and other stakeholders on identified issues.

Most often, district education officers and school inspectors were brought in to solicit up to date information and data regarding issues affecting the districts. Sectional heads of the Division of Education and field officers served as prime data sources for this plan. These consultations were followed by a further series of Executive Committee (EC) meetings chaired by Bob Yangao to discuss and analyze the findings. A final report was then

presented to the Enga Provincial Education Board. The different sectional heads of the Provincial Division of Education were then consulted and a second draft prepared for deliberation by the Executive Planning Committee and the Provincial Executive council.

Major Social Issues Facing Enga

This plan takes into account major social issues affecting the welfare and economic prosperity of the Enga society, and they are: law and order; health education; HIV/Aids; drug, white color crimes, gender and population. The division of education has an important role to play in addressing these so that it can achieve its overall goal of building a peaceful and prosperous society. The Plan seeks to provide pathways, with the support of the EPG and other stakeholders, of tackling these challenges head-on to ensure that we achieve a peaceful, healthy and productive society, which is the overall theme for this plan.

Education and Law & Order

The major issues that underlie Enga's law and order problems are crimes of various kind: tribal warfare; holdups, rascalism, land-disputes, sexual abuse and domestic violence. The main victims of these crime and violence are the weakest and most vulnerable groups in our community. A disproportionate number of these victims are women, innocent children and girls. These problems are caused by many young people who feel excluded from participating particularly in urban communities through lack of qualifications and employment opportunities. In rural communities youths are no longer subject to traditional controls that have been eroded by rapid social and economic change. These problems are exacerbated by limited access to formal education and a curriculum that has not been particularly relevant to the practicalities of life. Problems such as inter-group fighting, sorcery and sexual abuse are experienced in many rural communities. Gangs receive much publicity along the highlands highway and white collar crime, corruption and fraud are on the increase. Improving law and order is a task for every sector including education.

Taking responsibility for one's actions requires self-discipline. Learning how to be responsible for everyone's behavior is an important part of education at home and at school. Parents are responsible for their children's behavior 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 subject Personal Development 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 avoiding cult worship, drug abuse and indulging themselves more in Christianity.

Education and Illegal Drug & Alcohol

Another challenge to the health and peace of our province is the emergence of illegal drug use, home brew and alcohol, particularly among young people. These problems are directly exacerbated by weak government policy in allowing night-clubs and alcohol outlets. The drug abuse has significantly risen in Enga with the main concern being marijuana and cannabis. The use of these drugs is influenced by its fairly easy availability. Other reported drug use includes inhalants such as glue and paint thinner among youth. Cocaine is reported to be used to a small extent and there are also some instances of 'ecstasy' use.

The province has no firm policy to control legalized beer outlets amidst a predominantly Christian population that strongly opposes and detests consumption of alcohol in the province. Alcohol consumption has become a major cause of tribal conflicts and social ills recently. Alcohol consumption has led to other social ills like idleness, sexual abuse, family breakups and uncontrolled sexual behavior among youth, which makes them become vulnerable to HIV/Aids. The Guidance and Counseling departments within each school will have to develop a general awareness course on drug and alcohol abuse and its related side effects. Schools will have to work hand in hand with the health workers to develop this course to be taught within all levels of schools in Enga Province.

Education and 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, basic hygiene, shelter and local health services. Gains made in the health status of Enga prior to independence have not been sustained. For instance, the infant and maternal mortality rates are among the worst in the Highlands region. Life expectancy of 54 years at birth is the worst reflection of the quality of life. Inadequate funding, inefficient management and lack of community support are contributing factors to the province's health problems as in the case of closure of Sopas Adventist Hospital. The National Health Plan 2001-2010 states 'Health education programs will target health conditions and promote healthy behaviors'. There are many challenges for education in supporting the health sector to achieve better health outcomes for our nation's citizens. The Population Education and Personal Development curriculum have been developed in response to the need for a more relevant health 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 foods and safe behaviors. At the 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. Personal development is an essential aspect of the secondary school curriculum and students are engaged in a more in-depth study of health matters.

Education and HIV/AIDS

This Plan is commencing at a time when Enga Province faces a major health crisis in managing and preventing the transmission of HIV/AIDS. The spread of HIV/AIDS is uncontrolled across the Province as a whole. This is particularly so in rural areas and in young active adults in the most economically productive years, which if not contained, will have major socio-economic implications for the province. Prevention and management requires a multi-sectoral approach rather than leaving it to the provincial health division to address. Education has an equally important role to play in responding to the HIV/AIDS crisis through its curriculum and teacher education and training responsibilities.

HIV/AIDS, first identified in Papua New Guinea in 1987, is rapidly spreading and is a major cause of admissions and deaths in major Health Centers and Hospitals. HIV/AIDS has major social and economic implications for Enga Province and the nation. It is mainly affecting the young, sexually active adults of both sexes who belong to the most economically productive age groups. The prevention, control and treatment of HIV/AIDS are inadequate. An HIV/AIDS policy for education is already put in place by NDOE as its commitment towards educating its employees and young people about this disease. This policy will have to be supported and implemented in the schools as a matter of urgency with the support of the Enga Provincial Government.

Apart from the formal curriculum every teacher in Enga will be expected to develop and teach responsible sexual behavior and health as optional subjects in all levels of the education system. Health education programs will target health conditions and promote healthy behaviors. There are many challenges for education in supporting the health sector to achieve better health outcomes for the province. The Population Education and Personal Development curriculum have been developed in response to the need for a more relevant health curriculum at all levels. The reform curriculum will provide students with the opportunity to take responsibility for their health using various preventative measures.

Gender Equity in Education

At every level of education in Enga more males are represented than females. In major studies, cultural factors have been found 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 are illiterate and the illiteracy rate among women is estimated at around 70 per cent for Enga. 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-moving with little or no resources being allocated to support it.

Enga Provincial Government's efforts to provide 100% school fee for all schools in Enga did not show any marked difference in the enrolment ratio between male and female. Marginal difference between male and female enrolment continued to exist. Therefore in order to encourage female enrolment an enrolment ratio of 1:1 male /female rule would be applied commencing 2006. A boy who comes to enroll would be expected to bring a girl. A boy who fails to show up with a girl during enrolment would be on reserve until if

there is no girl coming forward for enrolment then those reserved spaces would be filled by those boys.

The other EPG policy would be to provide 50% fee subsidy for girls at the Elementary level (Elementary Prep up to Elementary 2). Initial enrolment is crucial and 50% fee subsidy for every female enrolling at that level would see more girls having access to education. This is to come into effect in 2006.

Enga Province perceives also that to promote this single sex education at the secondary level in the future is only possible through the missions. There is a need to initiate with the missions, a separate single sex high school for girls for the province. Strong and decisive political and administrative support for this policy option is required and needs implementation urgently if we are to champion the fight against the culturally entrenched gender inequity in the province.

Population

The rapid growth in our Province's population is making demands on our finances and services, which are difficult to satisfy. The role of education would be to develop and acknowledge an understanding of the issues relating to this concern. Principal government objectives with regard to population are contained in the National Population Policy, 2000 to 2010 (Department of Planning and Monitoring, 1999). The Enga Provincial Administration is currently working on the provincial population policy. The primary goal of this plan is to improve the quality of life through more effective planning of our development efforts. A good portion of the primary and secondary curriculum on population attempts to teach the child about what the future would be like if nothing is done to control the population. Schools would be able to provide: information and education; improving the quality and quantity of education and health services.

The population projections for this Plan have been based upon the National Census conducted in 2000. Table 1 provides the school age population for selected years.

Table 2: School age population for Enga by age, 2005-2015

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
6 yr	9,286	9,555	9,832	10,117	10,410	10,712	11,023	11,343	11,672	12,010	12,358
7 yr	9,024	9,286	9,555	9,832	10,117	10,410	10,712	11,023	11,343	11,672	12,010
8 yr	8,770	9,024	9,286	9,555	9,832	10,117	10,410	10,712	11,023	11,343	11,672
9 yr	8,522	8,770	9,024	9,286	9,555	9,832	10,117	10,410	10,712	11,023	11,343
10 yr	8,282	8,522	8,770	9,024	9,286	9,555	9,832	10,117	10,410	10,712	11,023
11 yr	8,049	8,282	8,522	8,770	9,024	9,286	9,555	9,832	10,117	10,410	10,712
12 yr	7,822	8,049	8,282	8,522	8,770	9,024	9,286	9,555	9,832	10,117	10,410
13 yr	7,602	7,822	8,049	8,282	8,522	8,770	9,024	9,286	9,555	9,832	10,117
14 yr	7,387	7,602	7,822	8,049	8,282	8,522	8,770	9,024	9,286	9,555	9,832
15 yr	7,688	7,387	7,602	7,822	8,049	8,282	8,522	8,770	9,024	9,286	9,555
16 yr	7,472	7,688	7,387	7,602	7,822	8,049	8,282	8,522	8,770	9,024	9,286
17 yr	7,261	7,472	7,688	7,387	7,602	7,822	8,049	8,282	8,522	8,770	9,024
18 yr	7,056	7,261	7,472	7,688	7,387	7,602	7,822	8,049	8,282	8,522	8,770
Total	104,221	106,720	109,290	111,936	114,658	117,983	121,405	124,925	128,548	132,276	136,112

The division of education plans to instil in the lives of the children through population education a sense of aware that: population does constraint economic growth and development; births are spaced to enhance the health of both the mothers and children; women and men live longer and enjoy healthier lives; women have higher social status and participate in the economy; births are spaced to enhance health of both mothers and

children; adult literacy is reduced; fewer infants and children die before they have the chance to experience life. This would form the main theme in teaching population as a subject in the school system.

Overview of the Plan

Access

In line with the need to provide education for all in Enga, the principal objective in the elementary education sector will be to expand the system 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. At the elementary the use of vernacular language will be introduced only in the first year and bridging to English would begin in the second year rather than on the third year. The EPG has adopted this approach knowing the fact that kids beginning elementary school are grounded Enga speakers while with their parents.

In primary education there will be space available for all children to complete an education through to Grade 8. By 2012 all primary schools will have phased out Grade 1 and 2 classes and all secondary schools will have phased out Grade 7 and 8 classes. Strategies to improve retention will be put in place in order to increase the retention rate to approaching 70 per cent between Grades 1 and 6 by 2015.

Basic education will be available for all including those with disabilities. Enga Division of Education has given recognition and allocated a building space for the development of resource center for children with disabilities. There are lots of children and adults in the districts with some form of disabilities but are denied education and this plan accommodates this identified need in the province.

Teacher Appointment

Issues of equity in teacher deployment will be addressed by the establishment of three Position Allocation Committees, which will determine criteria for the deployment of teachers and allocate the number of positions to each schools and districts in the province. The three committees representing each sector of elementary, primary and secondary will deliberate on the teacher appointments respectively. All the three committees will be chaired by the PEA or PA and the inspectors and coordinators of each sectors will be able to provide determining technical advice to the respective committees. These teacher appointment committees will be established as sub-committees to the PEB purely to avoid bias and political influence at the general PEB level. A range of initiatives will be undertaken in order to improve teacher deployment. These will include the introduction of return of service conditions for teacher trainees who have been funded by the government, the determination of minimum standards of housing for teachers, enhancement of allowances for teachers in remote schools and other non-financial incentives.

In secondary education there will be moderate expansion in order to maintain government objectives regarding transition between Grades 8 and 9, and then Grades 10 and 11. Emphasis will be placed on quality, with the development of a 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 Grade 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 as the current EPG subsidy scheme is anticipated to decrease over the next

few years. The Enga Provincial Government has already started to sponsor academically talented students to do grades 11 and 12 in the Highlands Lutheran International School (HLIS). There will be minor increases in the number of Grade 11 places available. The necessary strategy to achieve this will be through the addition of classes to existing institutions, rather than the establishment of new secondary schools. The Enga Provincial Government will need to act responsibly to ensure that this strategy is implemented rather than be carried away with the urge to establish new schools. The transition rate from Grade 10 to Grade 11 must be maintained at 25 to 30 per cent.

Opportunities for flexible, open and distance education will be enhanced to provide alternative and comparable pathways for students and adults to complete their education. Enga University Centre and FODE Center will serve the ever increasing demand for continued secondary and tertiary level studies through the distance mode of learning.

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. The catalyst for such change will be a new form of subsidy for post primary students and initiatives that are already underway through the Employment Orientated Skills Development Project. Those vocational centers not in operational will either shut down or given away to private providers to operate the centers.

Quality

Issues of curriculum and teacher education and training are critical to the quality of education provided. The Enga Province has to support its teachers in terms of facilitating short in-service courses and release them for further training for its province-based teachers. In-service training of teachers on an ongoing basis will support curriculum reform initiatives. School communities will be supported to develop locally relevant curriculum materials and programs based on the reform curriculum. Linkages between local communities, private providers and secondary, vocational schools will be encouraged and strengthened.

The Inspections service has been hampered in recent years by a lack of operating funds and logistic support and has been unable to carry out its functions fully. A review of the inspections system will be completed in early 2005. The EPG has supported well the standards sections of the Division of Education by supplying a fleet of cars for inspection and guidance purposes. The plan anticipates this support from EPG will continue into the future.

Management

The functions and structure of the Division of Education will be reviewed and improved to ensure that the Division is more responsive to change and has the organizational capacity to administer this Plan. The Organic Law on Provincial Governments and Local-level Governments defining roles and responsibilities of District Education Officers (DEO) are not clear and it has to be redefined for more efficient delivery of education services between the provincial and district levels. There are conflicting subordination and reporting procedure for DEOs. Most often DEOs are confused as to who to report to, either the District Administrator or the Provincial Education Advisor.

Frequenting the Provincial Head quarter (PHQ) by teachers would be minimized if the DEOs were attending to teacher's queries at the district level. Those wishing to go to the Provincial Education office should be referred by the DEOs with a note signed by him only and that is if they are not able to solve their issues. All DEOs are supposed to attend to all teacher queries at the district level and they should bring those matters to the PHQ. Proper outlining of duty statements of DEOs and coordination between PHQ personnel are currently lacking.

The province intends to have the payroll system transferred from Waigani to the province by the year 2008. This move is intended to cut down and monitor teacher absenteeism and for effective enforcement of salary deduction for teachers being absent. Not only that but it will also see the efficient implementation of entitlements for teachers at the provincial level.

At the basic education level greater responsibility will be given to the community to be involved in the appraisal of teachers. In particular they will be in a position to be able to assess the suitability and the acceptability of the teacher to the community that they serve. Church agencies will be given the opportunity to exert a greater degree of control over the vocational institutions that they operate. Since there is a alarmingly high rate of teacher absence at the school level we need to rely heavily on the community to report direct chronic absence of teachers in school to the PHQ authorities.

Transport

There is a need to pool all divisional cars allocated individually to sectional heads and rationalize the use of the fleet of car we have. Pool system of operating limited divisional cars will help avoid wastage or underutilization of resources while other key sections are neglected. A centrally controlled system of using divisional cars would be very fair for all sections within the division. At the moment when cars are allocated by name to individual sectional heads there is a sense of individual ownership of those government cars, which is proving counterproductive and resource-wastage.

Financing

The financing of the Plan will come from the different levels of government, parents, the school itself and the communities. The difficult government financial situation dictates that parents and the schools themselves, through increased self-reliance activities, will have to take a greater responsibility for education. This plan seeks to make all post primary-learning institutions in Enga to move away from the chronic dependency syndrome from EPG and become self-reliant. This will be the case, most particularly, in the vocational schools, the high schools and two secondary schools, which have excess underutilized mass of land. The provincial government need to change its subsidy policy administration with stringent control. The EPG subsidy is required to provide budgetary support for maintenance in all secondary schools and vocational centers in the province instead of subsidizing ration, which should come from student fees, collected.

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. Vocational institution staffing will be based on a student instructor ratio of 1 to 18. The National Government will support parents in the provision of education largely through the payment of all teacher salaries, the provision of subsidies, teacher education and curriculum development.

There is also a widespread view that parents should make a contribution, either financial or in kind, towards the education of their children and the Provincial Government should not underestimate the parental potential and responsibility to pay 100% fees for their children. At the elementary level the National 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 support in furthering their education and training at any approved institution. These will include secondary schools, distance education, vocational centers and approved private providers.

The Provincial Government subsidy needs to be distributed fairly on the principles of **equity** rather than **equality**. Equitable distribution of subsidy would mean subsidizing on the basis of need rather than a blanket cover policy, which subsidizes everybody with an equal amount. Subsidies must be seen to be assisting those who are unfortunate and struggling in terms of their socio economic background rather than a multiplied privilege for those well to do in society.

Divisional administration funds over the years have been operated on an ad-oc basis with no itemized budgeting and spending thus raising queries on accountability. Sectional Heads have to submit clearly itemized budget with clear objectives as to where money is to be spent. Realistic and transparent budget would cut down on laying for lump sum over claim, which are never acquitted properly by sectional heads. There is a need to pool all administration money in one account apart from teachers leave funds and salaries for proper accountability and to avoid under spending by each sectional heads. Current operational arrangements allows for allocation of lump sums with no itemized budgeting is resulting in huge operational budgets allocated but amounts to huge wastage and inefficiency.

In some cases overlapping and duplicating of national functions by EPG is resulting in a lot of resource wastage and this is due to ill advise and ill-coordination by the Division. For example, full funding for all exam administration marking and in-service. EPG does not need to reimburse the division or an individual school under the disguise of these functions as this amounts to resource wastage and misuse.

Organization of the Plan

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

Section 1: Introduction

This section provides the background information and overview of the plan.

Section 2: Our Vision 2006-2007

This section outlines the visions for education by sector.

Section 3: Situational Analysis

This section outlines the progress made since the last Education Corporate Plan and identifies the key challenges still ahead in each sector. This section considers the following sectors of education: elementary education, primary education, secondary

education, vocational education, flexible and distance education, University Center, special education and Literacy Education, and the administration of these sectors. Each of these sectors is first defined and then an analysis follows, using the following strategic problem areas as organizational headings, viz; access, quality curriculum and monitoring, teacher education and training, and management.

Section 4: Plan for Education 2006-2005

This is the main section of the Plan. The sectors- elementary education, primary education, secondary education, technical vocational education and training and training, distance education, special education, and adult literacy 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 sector has its own minor outcome and key strategies and activities for achieving these outcomes. In the text, the minor outcomes are referred to using the first letter of the sector (E for Elementary, P for Primary and so on) and the minor outcomes are numbered in sequence. E3, then, refers to elementary Quality Teacher Education and Training, minor outcome number 3.

- An **outcome** identifies in broad terms the planned destination or the end points that the system aims to achieve.
- A **major outcome** is the end point to be achieved at the end of the 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** collectively contribute to the successful implementation of the strategy

The responsibilities of each are outlined at the end of each sector. Targets to be achieved during the life of the plan are identified in the boxes under the corresponding text for each sector. Performance measures for each of these targets are identified in section 7: Monitoring and Evaluating the Plan.

Section 5: Implementing the Plan

This section outlines how the plan will be implemented and provides an implementation timeline of the strategies and activities.

Section 6: Financing the Plan

This section considers the financial implication of the Plan.

Section 7: Monitoring and Evaluating the Plan

This section describes the monitoring and evaluation framework for the Plan. It collates the targets identified in section 4 and for each target a measure or set of measures are identified 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, if and when they become available.

Section 2

OUR VISION

2006 - 215

Our Vision

National

Our vision is integral human development achieved through an affordable education system that appreciates Christian and traditional values, and that prepares literate, skilled and healthy citizens by concentrating on the growth and development of each individual's personal viability and character formation, while ensuring all can contribute to the peace and prosperity of the nation.

Provincial

Our provincial education vision is to have a healthy, literate, peaceful and economically productive Enga Society.

In fulfilling the above vision, the enabling objectives for the Enga Division of Education, as defined by the Provincial Executive Council are six-fold:

- to facilitate and promote the integral development of every Engan individual
 - to develop and encourage an education system which satisfies the special requirements of Enga Province and its people
 - to establish, preserve and improve standards of education throughout Enga Province
 - to make the benefits of such education available as widely as possible to all of the people in the province
 - to make education accessible to the poor and physically, mentally and socially handicapped as well as to those who are educationally disadvantaged
 - We will identify manpower development needs in the province, and provide the level of education and training appropriate to those needs
 - To improve educational opportunities for women and girls in Enga Province that is predominantly a male dominated society.
-

Basic Education

Elementary Education

At 6 years of age all children begin their basic education in an elementary school in the vernacular language that they speak in the first year, and will be able to bridge that with English language in the second and third year.

Within the three years at elementary level they develop the basis for sound literacy and numeracy skills, family and community values including discipline, personal health care, and respect for others.

Primary Education

At 9 years of age children continue their basic education in a primary school. 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 8.

Post-Primary Education

Secondary Schools

Students in Grades 9 to 12 achieve their individual potential to lead productive lives as members of the local, national and international community and partake of further quality education and training, having undertaken a broad range of subject and work related activities that can be used in everyday life.

Distance Education

All Enga Citizens of all ages harness all appropriate and affordable technologies to pursue flexible, open and distance education opportunities.

Literacy Education

Seventy percent of the illiterate rural population in Enga to pursue universal literacy classes for out of school youth and for children who do not have access to the formal elementary system. By 2015 at least 90 % of the population should be able to read and write and communicate effectively in Enga “tokples”.

Special Education

We envision that every Engan children with disabilities to get their basic education which is their constitutional and universal right. Special Education strives for Enga to become a fully inclusive society where the mainstream civil society support people with disabilities, especially the children, without discrimination and with all barriers removed, so that people with disabilities may enjoy full quality lives like any other citizen of the province.

POST-SECONDARY EDUCATION

University Center

Three quarters of the grade 10 school leavers dropping out of school each year will be able to do the Certificate in Tertiary and Community Studies (CTCS) course from the Enga University Center. A mixture of public service employees, private sector employees, Grade 12 leavers and CTCS graduates to continue onto doing degree and diploma courses through the distance mode of learning at Enga University Centre.

Technical Vocational Education and Training

Vocational Education system in Enga will be transformed to offer varieties of programs, designed to provide alternate path-ways, and equal opportunity for men and women who wish to pursue vocational and technical stream education and training. Continued education and training needs of the immediate community will be catered for by technical vocational education institutions offering appropriate and relevant courses of varying lengths and giving priority to those students who have completed Grades 8, 10 and 12.

The rationalized institutions are intended to train an appropriate workforce for employment in the formal and informal sectors, including self-employment, with linkages to National Apprenticeship and Trade Testing Board and other recognized training providers.

Province's Dream

The people of Enga, have a long-term dream also, a dream that can only be interpreted through implementation of this education plan:

...The day will come when Enga Province will be judged not by our population or economic growth, nor by the splendor of our provincial capital town and public buildings, but by the well-being of our people: by the levels of our education, health and nutrition; by our opportunities to earn a fair reward for our labors; by our ability to participate freely in the decisions that affect our lives; by the respect that is shown for our civil and political liberties; by the level of peace and social order; by the provision that is made for our women and children who are vulnerable and disadvantaged; and the protection that is afforded to the growing minds and bodies of our children...

This dream is in tune with the Enga Provincial Corporate Plans' overarching vision and that is poverty alleviation and improved quality of life for its citizens. The mission statements of the Division of Education are attuned to the overall provincial vision.

Section 3

CURRENT SITUATION ANALYSIS

Current Situation Analysis

Introduction

It was imperative that a brief analysis of each section was deemed vitally important within the Enga Division of Education to support the development of this ten-year Plan. A separate section dedicated to the analysis of current situation was deemed appropriate because without a thorough analysis of current situation there would be no valid base information and statistics to make projections for the next ten-years.

Data from the schools collated by sectional heads of the division and the annual enrolment and staffing statistics for the last 5 years were used to determine areas that needed attention. Issues and achievements are summarized in bullet point form to inform the reader in brief of the education context in Enga for the past 5 years prior to this plan. Furthermore, consultations in all districts and with other key stakeholders were used to discuss key policy issues and trends and to explore appropriate courses of action to be incorporated with section 4 that covers the actual plan. Research studies and government commissioned reports were used and are referred to in the text.

Elementary education

Definition

Elementary education is the first stage of formal education. It consists of an Elementary Preparatory Grade, Elementary Grade 1 and Elementary Grade 2 in the language of the child's community. These three years of education prepare a child for entry into primary school at Grade 3.

Access

In Enga, the first elementary schools were established in 1997 and by 2005 Enga Province had a total of 216 elementary schools. Fifteen (15) of these schools are closed and were not operating at the time of writing this plan due to tribal fighting and lack of support from the community. Enrolments have since risen to more than 18,000 and there are now more children enrolling into the elementary school system than there are into the community schools.

Table 3: Elementary Enrolment for the last five years

	2000	2001	2002	2003	2004	2005
Prep	4557	2588	5992	5559	6202	6844
E1	3182	2485	5737	5263	5448	6078
E2	2094	2308	4472	5090	5158	5339
Total	9833	7381	16201	15912	16807.2	18261

Teacher Training

A mixed mode teacher-training program has been implemented province wide. There are total of ten (10) Elementary Trainers, which consists of two Provincial Based Coordinators and eight District Based Trainers implementing the program. These trainers have a Certificate of Elementary Teacher Training from the Papua New Guinea

Education Institute, to deliver this training program. This program leads to the Certificate in Elementary Teaching awarded by the PNG Education Institute. The three-year program has three main components:

- a) Trainer Directed Training (TDT), which is conducted every year for six (6) weeks. These residential workshops train and enroll new teachers into the Certificate in Elementary Teacher (CET) program and also provide ongoing training for trainee teachers undergoing the three years of CET program.
- b) Home study with Self Instructional Unit (SIU). Trainers mark the SIU's and assess the teachers after completion every year.
- c) Supervised teaching – where the trainers supervise teachers 3-4 times in a year and assess their professional development.

Further training for Trainee teachers undergoing the CET program are provided through Curriculum Cluster Workshops (CCW). Areas of difficulties are identified and programmed by Elementary Trainers during school visits to in-service teachers in their districts. Trainers can also provide short in-service to individual teachers/schools during their schools visits.

Table 4 Student Enrolment & Staffing by sex – 2005

Grade	STUDENT ENROLMENT				STAFFING		
	No of Class	Male	Female	Total	Male	Female	Total
Elem. Prep	236	4,083	3,079	7,162	121	79	200
Elem. One	212	3,475	2,578	6,053	117	81	198
Elem. Two	185	2,911	2,125	5,036	108	66	174
Total	633	10,469	7,782	18,251	346	226	572

There are 60 multi-grade classes and that's why the number of classes has gone up compared to number of teachers.

Achievements since 1997

Access

- 216 schools have been established so far and it's increasing at an average rate of 30 new school opened per year. This has resulted in more children entering the education system at the elementary level.
- Enrolment has risen on average at a steady rate of 24% per annum.
- Communities have made a significant contribution to the growth in elementary education through the provision of land, although acquisition of land has proved problematic in some areas.

- The percentage of girls enrolled has remained constant at 42% and is consistent with the percentage of girls within the population at large. There is evidence of elementary section attempting to promote gender equity
- In 2005 the Elementary workforce has increased to 572 as 75 new trainee teachers were undertaking training to teach Elementary children.
- The division has made a submission for forty nine (49) new elementary schools for registration in 2006.
- There are plans to open up elementary schools as feeder schools to community schools which are very isolated or remote that cannot be topped up for example in Paiela / Hewa, Maramuni, and Yangis.

Teacher Training and Supervision

- Three hundred and sixty (360) teachers have completed all the phases of required training while 342 are undergoing training. There are eight (8) elementary trainers who are based in the six districts and two (2) provincial based Coordinators, ie. Provincial Elementary Teacher Training Coordinator (PETTC) and Provincial Elementary Inspections Coordinator (PEIC). All the eight (8) trainers assist the PETTC in carrying out training roles and responsibilities. Four (4) out of eight trainers/inspectors also assist the PEIC to carry out inspections. The pupil teacher ratio has been inconsistent over the last 4 years due to fluctuation in student enrolment.
- Almost half of the Elementary teachers in the province are females. It can be stated that Gender Equity in the area of staffing is well addressed in Enga Province.
- Total numbers of classes has gone up to 633 while the actual number of teachers stands as 572. This is because some schools have multiple classes being conducted.
- The Elementary teachers and trainers regularly go into the communities where they come from and are carrying out more awareness on the issue of gender equity.
- Trainers were able to provide short in-service training to individual teachers/schools during their schools visits as need arose.

Issues

Establishment Issues

- Enga Province has adopted a new policy to allow commencement of elementary in the local vernacular in the first year and commence bridging with English in the second year
- Appropriate strategies are required to strengthen female enrolment at the elementary level.
- Some existing schools have not got sufficient land to expand and it is becoming difficult to acquire land for new establishments.
- Individuals who donate land want to be chairperson of the schools and they in turn take ownership of school and manipulate decisions.

- Recruitment of Elementary teachers are at certain times done single-handedly by trainers, coordinators with no consultation with host communities. A proper selection process needs to be established.
- Proper consultation to be done with PHQ before establishing new schools
- Teaching hours are considered too short by parents and it needs to be extended

Teacher Training/Supervision Issues

- In-service programs need to be planned and conducted for new graduate teachers in areas of difficulties as assessed by inspectors during inspection visits. Ongoing in-service training needs to be conducted to in-service the teachers on new areas of development in Elementary Education, which they were unable to get during their training program. For example new Reform Curriculum Package and Outcome Based Education.
- There is lack of adequate supervision of trainee teachers by some trainers
- The introduction of the user pay system, whereby trainee teachers and trainers are required to pay training fees, has resulted in fewer teachers being trained than is needed
- Province needs to come strong in budgetary support for elementary training and in-services.
- About 12 teachers are still in the pool. These teachers are either rejected by their community or have no position to teach.
- Ratings of teachers are not done adequately due to shortage of inspectors.

Curriculum Issues

- The new reform curriculum cannot be fully implemented in most schools in Enga due to unavailability of the curriculum materials.
- Since Enga is spoken widely and the most dominant language at an early age and that language can be used only at the Elementary Prep level and commence bridging with English at Elementary 2 level.
- Distribution of curriculum materials (to coordinator not to primary schools)
- There is a lack of learning materials available in the local language.
- Teachers may have the general knowledge on teaching using the New Curriculum Package gained during training (TDT) but to implement it is a big problem because they do not have these curriculums in their schools. The curriculum delivery mode is not working effectively in Enga.
- Most Trainings / Cluster Workshops need to be conducted for the teachers on Outcome Based education in order for them to successfully teach using the New Reform Curriculum.
- Important workshops and in-service programs for teachers cannot be conducted due to unavailability of funds.
- There is an acute need for a Lamp shelter in the province to produce curriculum books, and language learning materials not only for elementary schools but also for literacy and special education materials as well.

Management Issues

Elementary schools are planned and established by the districts, with the support of technical officers from the Provincial Division of Education. Elementary schools are organized around the primary schools that will accept their children into Grade 3. These are known as clusters of schools. Poor planning has caused the rapid uncontrolled expansion in the number of elementary schools in some districts. This has resulted in problems with the registration of schools and teachers causing a number of elementary teachers to be unpaid for long periods of time.

However we are continuously facing problems, as most Districts Trainers are not up to date in providing accurate data to the provincial office. This might improve if trainers are provided with adequate funds, good office space, accommodation and logistic support at the district level in order for them to perform their duties as required. The Enga Provincial Government has boosted the elementary sector by allocating a new Suzuki and a Toyota utility. Because of its large-scale operation there is a need to fill the vacant Provincial Elementary Coordinators (PEC) position that is currently vacant. Currently the Provincial Elementary Teacher Training Co-coordinator (PETTC) is performing dual responsibilities of PEC as well as coordinating the Teacher Training Program, which has resulted in the latter being overworked.

Primary Education

Definition

Primary Education begins at Grade 3 and finishes at Grade 8 and it caters for students who are about 8-9 year old coming in from Elementary schools who will complete Primary Education when they are about 14 years old. It has Lower and Upper Primary Education, which are composed of Grades 3 – 5 as Lower Primary and Grades 6 – 8 as Upper Primary.

Access

Since 1998, development at the primary level involved the relocation of Grade 1 and 2 classes from community schools to elementary schools, and the establishment of Grade 7 and 8 classes in primary schools. Grade 1 and 2 enrolments in the community schools did not decline as rapidly as expected following the introduction of elementary schools in 1998. This has led, in part, to shortages of teachers in some parts of the province.

Enga has a total of 133 schools from which 52 are To-Up Primary schools while 88 are still Community Schools. Out of the 88 community schools, 27 schools are either closed or suspended while 61 are currently in operation. By 2005 there was a total enrolment of 25,538 of which 13,742 were boys and 9,742 were girls. Under the reform and with inclusion of Elementary Education, the number of students entering Primary Schools had increased thus reducing the grades 7 and 8 classes in the secondary schools.

Only Anditale High school have continued to enroll grades 7 & 8. That represents about 3 per cent of Grade 7 students which are now in the secondary school system. As a consequence of the reform the percentage of children passing from Grade 6 to Grade 7 has risen from 48 per cent in 1995 to 79.5 percent in 2003. The rate for boys and girls was exactly the same. These rises in enrolment have seen slight increases in access for girls in the upper primary who now make up some 45 per cent of enrolments in primary schools compared to 43 in 1995. This improvement in access has not been reflected

evenly around the districts. There is still considerable inequity between districts within the province.

Table 5: Primary school enrolment for the last 5 years

Grades	2000	2001	2002	2003	2004	2005
G1	4858	4957	4286	4475	2908	2618
G2	5102	5493	5267	4404	2300	2374
G3	5962	5729	5661	7261	4996	5117
G4	4870	4516	4833	5093	4247	4368
G5	3684	4850	4302	4294	3860	3789
G6	3175	4086	4146	3544	2875	3115
G7	1750	2310	2092	1893	2213	2360
G8	1272	1595	2359	1477	1795	1890
Total	30,673	33,537	32,946	32,441	24,894	25,538

The retention of children between Grades 1 and 6 has not improved and this is a major area of concern that needs to be addressed. Indeed, it has got considerably worse. Only about 40 per cent of children who enrolled in Grade 1 in 2000 completed Grade 6 in 2005. In addition to those who have dropped out of school there is also the large group who have never had the opportunity to enroll in school. These problems are complex and there are many contributing factors, some of which have been investigated. Equally disturbing, and probably a key-contributing factor to the poor retention statistics in Enga, is tribal fights resulting from election related disputes and second to it is the very high rate of teacher absenteeism and of teacher shortage reported. This is of particular concern in remote, rural schools.

The major reasons for closer of schools in Enga were tribal fight and shortage of staff, which, between them, accounted for almost half. Teacher absenteeism and shortages are cited as key issues that can be addressed by the Division of Education. This affected the rural and remote schools to a much greater extent than it did urban schools. Teachers should have been allocated to Grade 7 and 8 classes at the rate of 1.5 teachers per class. However, more teachers have been appointed in many cases and this is one of the causes of the teacher shortages reported in some remote parts of the province. Small, remote schools in Maramuni, Payala and Kandep face considerable hardship and the children from these areas are severely disadvantaged in their access to education services. There is a need to open or establish boarding primary schools in the most disadvantaged and remote schools. Attracting teachers to remote areas is a continual problem. Consultations revealed that a lack of teacher housing and incentives are considered primary reasons for teachers not wishing to serve in such areas. Broader issues include the declining law and order situation in some parts of the province, declining provision of basic services and the deteriorating infrastructure in many rural areas.

Achievements

- About 32% of primary schools have phased out grades 1 and 2 classes since 1998.
- Enrolments have been constant each year.
- Every child who completes Grade 6 is given the opportunity to complete a full primary school education up to grade 8.
- The pupil teacher ratio has remained reasonably constant.
- Female enrolment is constant at about 40%

- Reform Curriculum Implementation in progress.
- More teachers now have improved qualification (Diploma in Education)
- In anticipation of the reform Teachers Colleges have upgraded their initial teacher training entry qualification from Grade 10 to Grade 12 for two years.
- With the entry qualifications from Grade 10 to Grade 12, the new teachers are academically qualified to learn the new curriculum to be taught in Primary Schools with in-depth content knowledge.
- Serving teachers in Enga have been given the opportunity to upgrade their qualifications from a certificate to a diploma through the Papua New Guinea Education Institute and other teachers colleges.
- Similar opportunities have been afforded to inspectors to equip them to deal with the upper primary grades.

Issues

Most infrastructures in the top up primary schools in the province were in need of maintenance and rehabilitation. In addition, classroom furniture and secure storage areas were at a premium in many schools. The schools in the rural and remote categories were found to be worse off than those in the urban areas in all measures.

- ❑ There were other deficiencies in few schools in not having a proper administration block, a multi-purpose building for the teaching of science and basic technology or a library facility.
- ❑ Existing schools cannot expand due to limited land and there is an urgent need to register all land in which the schools sits with the support of LLGs.
- ❑ Increased access has resulted in overage children enrolling in most rural areas. Overcrowding is experienced in most schools due to increased access.
- ❑ When selecting people for initial teacher training use quota system to select local teachers from remote areas who would be required to go back to their area and teach.
- ❑ There is a need to establish boarding facility for selected remote schools.
- ❑ Budgetary support for funding teacher in-services (PIST) , DEPI and at University of Goroka by the Division of Education and the Provincial Government is lacking. Further more the Province has to release teachers with pay when they go for training as an incentive for the teachers to return and serve in Enga.
- ❑ Professional teacher training program offered by Enga University Centre to be accessed
- ❑ Nepotism and political influence sensed in teacher appointments affecting the teaching profession
- ❑ In order to reduce high teacher mobility or teacher turn-over Teaching Service Commission (TSC) must increase the tenure appointments up to 3 years at least.
- ❑ Use a quota system to select local trainee teachers from remote areas for initial teacher training. Upon completion of training they go back and serve in their remote schools with ease.

Management Issues

Planning, organizing and managing the Primary Schools have been a difficult experience for Enga, given the sudden change to the education structure with the inclusion of the Upper Primary component. Head teachers had to go through tremendous task to grasp the idea on managing the school with the Upper Primary Students. A lot were done on trial

and error basis. Head teachers and Board of Managements had to be exclusively In-Serviced to manage the affairs of the Primary Schools. Intensive management training is required because of increased student enrolment, facilities, infrastructure and finance. Schools have continued to face problems in the areas of administering school finances, identifying functions of the Board of Management and Staff Development program. Most schools in Enga have failed to provide records of income and expenditure. Continued training is required in the areas of school finances; staff management and student enrolment.

Secondary Education

Definition

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

Access

Up to 2005 there were 8 Provincial High Schools and 2 secondary schools in Enga Province. The levels of the schools have all gone up as well: Wabag – 9, Kopen – 9, Pausa – 9, Porgera – 8, Kandep- 7, Pilikambi – 7, Sirunki – 7, Anditale – 7, Kompam – 7 and Kumbas Four Square - 7.

First enrolment for grades 11 began in 1998 for Wabag Secondary School and for Kopen in the year 1999. The Enga Provincial Government is anticipating to open two new secondary schools within the plan period. It is anticipated that Pausa High school would be converted cater for the population in the eastern end and the other (yet to be identified) to cater for people in the western end of the province.

This plan accommodates the Enga Provincial Government's plan to convert Pausa High School into a secondary school to cater for grade 10 leavers in the eastern region of the province. This means Enga would acquire its third secondary school in 2006. The Province has already committed funds for the upgrading of the facilities to a tertiary level status. The Province is now negotiating with the National Department for class structure, staffing and formal approval and endorsement by the National Education Secretary to accord Pausa secondary status.

Table 6: Secondary Staffing by Gender and Year, 2001 – 2005.

	<i>Year</i>	<i>2001</i>	<i>2002</i>	<i>2003</i>	<i>2004</i>	<i>2005</i>
Grade 7	Male	151	146	155	159	151
	Female	32	17	34	37	39
	Total	183	163	189	196	190
Ratio		26.3	36.1	40.1	46	49.1

The process of phasing Grade 7 and 8 classes out of the secondary schools has meant that enrolments in Grades 9 and 10 have risen significantly. Enrolments in Grade 10 have risen from 1,079 in 2001 to 1, 237, in 2005.

Table 7: Secondary Enrolments By Year and Gender, 2001 – 2005

	<i>Year</i>	<i>2001</i>	<i>2002</i>	<i>2003</i>	<i>2004</i>	<i>2005</i>
Grade 7	Male	546	559	348	74	38
	Female	259	226	120	45	23
	Total	805	785	468	119	61
Grade 8	Male	527	672	507	123	101
	Female	247	340	216	60	76
	Total	774	1012	723	183	177
Grade 9	Male	1065	1206	1317	985	1064
	Female	459	543	607	533	504
	Total	1524	1749	1924	1518	1568
Grade 10	Male	722	1090	1085	735	811
	Female	355	477	496	339	426
	Total	1079	1567	1581	1074	1237
Grade 11	Male	300	349	305	243	255
	Female	87	96	105	108	117
	Total	387	445	410	351	372
Grade 12	Male	198	254	273	259	256
	Female	56	72	87	107	100
	Total	254	326	360	366	356
TOTAL	Male	3358	4130	3829	2419	2525
	Female	1463	1754	1631	1192	1246
	Total	4821	5884	5460	3611	3771
% Female		30.3%	29.8%	29.9%	49.3%	49.3%

Over-crowding has been experienced in lower secondary classes due to the increasing demand for this level of schooling. The transition rate from Grade 8 to Grade 9 has dropped due to the increasing number of children completing Grade 8 in the primary schools.

Achievements

- Total student enrolment has been constant over the years
- Gender balance improved with 49.3% well over the national target of 45% in the last 5 years
- In two consecutive years (2003 – 2004), Enga province was rated first in the Grade 10 Mean Rating Indices.
- In the past recent years, the Enga Province was not performing so well in the National Grade Ten (10) Examinations until the year 2003 when the province was ranked number one. In the following year (2004) the province came second. It was partly due to the province having very high examination cut off mark for grade seven (7) enrolment. The latest positive achievements were attributable to the Porgera and Highlands Lutheran International schools doing extremely well academically that lifted the provinces' rating.
- The average Grade 8 to 9-transition rate for the last 4 years is well above 50%.
- The Province has phased out about 32% Grades 7 and 8 classes since 1998.
- Eight Secondary schools out of ten now have Grade 9 to 10 classes with 2 offering a full secondary education through to Grade 12.
- The average Grade 10 to 11-transition rate over the last 4 years is about 30%.
- On average about 30% of the Grade 11 student enrolments are females and is improving every year.
- The Enga Provincial Government's support for maintenance and new buildings in the two secondary schools have been outstanding. This has led to the two

secondary schools good steady enrolment. Female participation at the higher secondary level has improved as a result of the improvement done on school infrastructure.

Issues

Student's enrolment at remote schools declining sharply due to:

- Continuous tribal fights experienced all over the province
- When School fees were introduced most parents were unable to pay and if there was any choice to be made by parents as to who to send to school then it would be the male child.
- High rate of rural urban drift into other major centers
- Parental choice for children's school/province
- Geographical factors are proving problematic for improving access
- Gender balance steadily on the increase but needs determined policies directions to improve further
- Teacher in-service/refresher courses not encouraged or promoted vigorously.
- Good quality teacher performance not recognized in terms of promotion

Fall of Education Standard in education are varied but the following are perceived to be the chief determining factors:

- Teacher appointment politicized and not done on merits. Qualified teachers from other provinces are tending to leave the province when their profession is threatened by such nepotism and wantokism in appointments.
- Junior/unqualified officer heading senior positions in institutions
- Too much political interference in student enrolment
- Some teachers receiving pay without physically teaching in the schools they are sent to.
- Principals/administrators misappropriating school funds
- Retaining best performing teachers and managers in one particular school for a long time. There is a need to circulate teachers in the province after five years in a school.

Management Issues

- There is a need to have a separate sub-teacher appointment committee for the secondary schools chaired by the PEA with the SI as chief Advisor. More professional Education personnel to comprise the teacher appointment committee. This is the only way to neutralize nepotism at the PEB level to attract and retain the best performing and qualified teachers from other provinces to serve in Enga.
- The unplanned expansion of a third secondary school would create problems in the areas of teacher supply, provision of textbooks and infrastructure. This is particularly pronounced in the upper senior grades. Adequate teacher preparation and curriculum materials must precede any expansion bid initiated at the provincial level.
- The provinces' push to have a third secondary school would mean enrolment of average or below average performing students that would further water down performance of the two established secondary schools. That is assuming the academically best students are already enrolled in Kopen and Wabag .
- The costs of upgrading a school in preparation for accepting upper secondary grades, including infrastructure and school materials, is approximately six to eight

- million kina. Establishment of Kopen Secondary resulted from EPG's determined budgetary support, which reached over Eight million. Upgrading of Wabag High school have cost about the same amount.
- Selection of Grade 9 students is the responsibility of the Enga Provincial Government , while that of Grade 11 is carried out nationally. However, the actual number of students enrolled in Grade 11 frequently exceeds the numbers selected nationally because province has its own cut off mark for selection.
 - The continual changing of policies regarding the school fee subsidies has caused fluctuating levels of school fees. This, in turn, has caused considerable problems for parents and children
 - The province is vying to convert Pausa High School into a secondary school thus bringing the total number of secondary schools in the province up to three by 2006.

Flexible, open and distance education

Definition

Open and distance education is a means of delivering continuing education to people who cannot attend a conventional educational institutions, by adopting some flexible methods of teaching and learning.

Access

The Flexible, Open and Distance Education (FODE) in Enga is extending opportunities for those who want to pursue grades 7 to 12 level of general education. Many private institutions and some universities provide distance courses, but the FODE is the main recipient of government funding for the provision of distance Education. Our current target group for all genders ranges from; grades 7-8, grades 7 to 10 (for students which cannot continue education for personal reasons) and Grade 11(for Adult Matriculation Studies). The FODE through its 3 Registered Study Centers (RSC) caters for two types of students:

- Those who wish to upgrade their level of attainment in individual subjects in Grade 10 and 12 and receive a letter of attainment
- Those who successfully complete all subjects for a grade and receive a certificate.

The main FODE Provincial Centre in Wabag provides supervision and co-ordination of all activities of Flexible, Open and Distance Education in the Province. It enrolls students to study through full correspondence, especially those who are unable to enroll at FODE Registered Study Centres (RSC). Some Vocational centers have been offering FODE courses while others are closed.

FODE Registered Study Centers incorporate trade skill courses while academic improvements and gains are offered through Flexible Open and Distance Education. Students at these centers have the privilege of continuing their secondary education from grade 7 to 10 or upgrade High School grade 10 certificate.

Table 8: FODE Student Enrolment- 2001-2005- Full Correspondence.

	2001	2002	2003	2004	2005
Male	225	248	267	235	310
Female	109	120	126	133	175
Total	334	368	393	367	485

Table 9. FODE Student Enrolment- 2001-2005- RS/Centers.

	2001	2002	2003	2004	2005
Male	445	210	138	104	45
Female	229	191	174	163	130
Total	684	401	312	267	175

Enrolment has dropped due to closure of RS/Centers over the mentioned period. The number of girls has subsided proportionally between 2001 and 2005, but is still below 40per cent of the total enrolment. The public perception of the College of Distance Education is that of being an institution for school leavers, rather than as a comparable pathway leading to Grade 10.

Though, we have not made full awareness for Adult Matriculation Program, a total of ten (10) students have enrolled for Semester (2), 2005. This Is a positive respond to kick start the program. The center anticipates to increase in enrolment and expand the program to the district level as planned activities a implemented throughout the planned period.

Table 10. Adult Matriculation Study Program- Semester (2) 2005

	English -1	Math - 1	Others:
Male	7	1	0
Female	2	0	0
Total	9	1	0

As the program expands to districts with establishment of district centers to carter for grade 7 to 10 and Adult Matriculation Study Program, FODE foresees an increase in staff at district centers and provincial center.

FODE Registered Study Centres incorporate trade skill courses while academic improvements and gains are offered through Flexible Open and Distance Education. Students at these centers have the privilege of continuing their secondary education from grade 7 to 10 or upgrade High School grade 10 certificate. While there is a range of issues to explain student attrition, some of these are related to management issues such as the poor administration of marking student work and the delivery of materials.

Overall authority and decision-making is highly centralized as the college is part of the Department of Education organizational structure. Concerns have been expressed that the present management structure is unable to provide an efficient service.

Achievements

- As the program expands to districts with establishment of district centers to cater for grade 7 to 10 and Adult Matriculation Study Program, FODE foresees an increase in staff at district centers and provincial center.
- FODE Enga has 3 sub-study centers and a provincial centre
- Target group Grades 6 – 10, enrolment is 526
- Students studying through FODE can be Articulated into formal education system
- There is a policy to share vocational centre facilities for FODE studies
- 18% of students enrolled in FODE Enga are females

Issues

The following are issues affecting the efficient operations of FODE and will be deliberated in the next section which is the actual plan

- Provincial Centre under Staffing. Teachers providing voluntary or part-time service, require full time work at the FODE centers.
-
- Student materials do not reach College of Distance Education provincial centers in sufficient quantities or in a timely enough fashion to cater for the demand.
- Occasionally, the secondary school inspector provides professional advice to provincial education center coordinators.
- Short supply of Curriculum materials supplies from FODE- Waigani
- Lack of office equipment at the Provincial Centre
- Infrastructure Development
- Financial support grant from EPG needs to be improved through a MOA with Enga Provincial Government
- Staff training and In-service lacking
- Provincial and District Awareness
- Awareness from feeder schools as well
- Upgrading existing facilities to accommodate FODE at Vocational Centers.
- Utilizing vacant positions at Voc. Centers as permanent FODE teachers.

Enga University Center

Definition

Enga University Center is tertiary level institution established through a Memorandum of Agreement (MOA) between the Enga Provincial Government and the University of Papua New Guinea (UPNG)). The overall aim of this joint venture agreement is to offer more tertiary level courses through the flexible distance mode of learning. That is to increase access to both continued secondary and university level education for students unable to attend secondary schools and UPNG campus on a full time basis.

Access

Enga University Center is extending opportunities for grade 10 school leavers who want to pursue a higher level of grade 12 education coupled with basic life skills, thus providing an alternative for settling in the communities. This program is called Certificate in Tertiary and Community Studies (CTCS). The UPNG through its extended provincial centers caters for three types of students:

- Those who complete grades 10 and 12 education and does not find a place in the secondary schools or in tertiary institutions to undertake the CTCS course. It is open for both grades 10 and 12 leavers.
- Those who successfully complete this CTCS course can continue onto degree and diploma programs, which are offered also through Enga University Center as well.

The CTCS is a pre-requisite course for undertaking studies at Universities and other tertiary institutions in the country. Enrolment for this new course has increased over last couple of years and it expects to increase its intake over the next ten years.

Table 11. CTCS Enrolment- 2001-2005

	2003	2004	2005
Male	104	93	299
Female	24	24	49
Total	128	117	348

Enrolment in the degree and diploma programs for the first time commenced in 2005. A number of professional degree courses were selectively offered at the center for practicing public servants in the public service machinery and the private sector.

Table 12. Degree/Diploma Program Enrolment

	Year	2004	2005
Bachelor of Public Policy and Management	Male	0	15
	Female	0	2
	Total	0	17
Bachelor of Arts in Education	Male	0	9
	Female	0	0
	Total	0	9
Diploma in Accounting	Male	0	4
	Female	0	5
	Total	0	9
Bachelor of Arts	Male	0	0
	Female	0	2
	Total	0	2

The University Centre's overall objectives are as follows:

- Continue to provide the Certificate in Tertiary and Community Studies (CTCS) for serving public servants, school leavers and private sector employees in the province as part of their professional development.
- Enrol more public servants, private sector employees and secondary school leavers to undertake degree and diploma programs through the distance mode.
- Allow for more able school leavers and public servants in the province to get into tertiary institutions of their choice for higher education and job training

Achievements

Since our establishment we have been able to achieve the following:

- Set up an effective and stable central administrative center in Wabag enrolling well over thousands of students since its inception .
- Offer complete matriculations courses for school leavers and adult public servants in the province thus raising the standard and the average life expectancy indirectly
- EUC has assisted about 2 000 students so far to have completed their matriculation studies and or upgraded their previous matriculation grades from secondary schools .
- Assisted a more students to be selected in tertiary institutions both within and outside of the country.
- We have successfully replaced the matriculation program with the Certificate in Tertiary and Community Studies (CTCS) program. Matriculation has been shifted to FODE.
- We are now able to offer Diploma and degree courses through the distance mode of study
- Decentralized our mission by establishing an effective net-work of sub- centers in respective districts as mentioned
- Increased the general level of secondary education for public servants in the province for effective job performance and in promotion wise, thus effectively assisting implementation of Provincial & LLG reforms and Education reform in the Province.
- We have provided in-service on certain topics during PIST week for high school teachers in the province.
- Taking part in campaigns against Aids and Organized short workshops in collaboration with other agencies in the province

Issues

In order to contain some of the problems highlighted in the report, few recommendations are tipped for those in authority to pursue immediately:

- That the Province continue to fulfill its obligation under the MOU to provide support grant for the center in its yearly budget. There is a need to realistically increase the yearly EPG component of the budget rather than being static as prices of things are going up each year due to decline in the kina value. This will also enable UPNG to clear other outstanding contractual entitlements for contract officers like the center Director.
- That the center's continued move to decentralize its courses and programs to the district level be supported by local MPS of each district, in setting up sub centers in their electorates.
- That the education division could come up with a plan to enroll and subsidize all teachers teaching in the top-up primary schools, to do CTCS courses during Lahara. It should be made compulsory as this would broaden and expose the teachers general educational level especially in the fields of numeracy and literacy at a higher level so that they could perform better implementing the reform.
- That two secondary teachers be seconded to teach at the University Center. One should be an English teacher and the other a math's specialist.
- An additional casual staff to be seconded to the center and to come under EPG payroll.

- There is a need to sponsor public servants and school leavers to undertake other degree and diploma programs offered at Enga University Centre through a joint venture agreement with other corporate sector and EPG

Vocational Education

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Definition

Vocational Education in Enga will become a post grade 8 and 10 program designed to provide equal opportunity for men and women in appropriate trade skills for the informal sector and those who excel academically, provide access for articulation opportunities to higher level courses.

Vision

The Technical Vocational Education and Training is to provide demand driven broad based Technical and Vocational Education and training that meets national competency standard and the needs of the community government, commerce and industry.

Access

At present there are twelve institutions offering various trade courses while Pina Girls vocational Centre offers FODE studies to upgrade their academic qualifications. Six of the twelve vocational centers have an enrolment of 223 and the remaining six of the institutions are open but with nil enrolments. There are 57 teachers on the payroll and 20 of the teachers are placed in six centers that have nil student enrolment but on full pay.

Vocational Education has long been a poor relation of the education scene in the province. A low priority has been placed by the system and the institutions are characterized by poor teaching facilities, equipment and the general administration of the Section. The perennial problem with these institutions has been the absence of articulation into further training opportunities. A lack of formal recognition and national accreditation has given a very low public perception of the vocational education and training in the province.

It is expected that grade 9, 10 and 12 entry will continue to increase. There is a growing demand from these graduates for further training opportunities. In addition there is an increasing awareness of the need for relevant skills for the wider population. Currently the vocational centres are only providing limited provision for these requirements for both sectors the formal and the informal.

Vocational Education has long been a poor relation of the education scene in the province. A low priority has been placed by the system and the institutions are characterized by poor teaching facilities, equipment and the general administration of the Section. Table 13 shows the current status of Vocational Centers in the province. It shows that there are six centers that are not operational and but positions are created and funded for. This shows there is wastage and underutilization of resources made available by the government.

Table 13: Summary of Vocational Center staffing and student enrolment

Schools	Enrolments			Staffing		
	M	F	TOTAL	M	F	TOTAL
1. PUPANG, 70-651 - LEVEL 4	-	-		4	2	6
2. KOMPIAM, 70-652 - LEVEL 3	-	-		2	0	2
1. PORGERA, 70-653 - LEVEL 4	51	2	53	6	0	6
2. S.T.C. WAP, 70-654 - LEVEL 5	13	15	28	7	2	9
3. YUMBILYAM, 70-655 - LEVEL 4	-	-		2	1	3
4. PANDAI, 70-656 - LEVEL 3	-	-		2	-	2
MAMALE, 70-657 - LEVEL 4	26	6	32	4	2	6
5. ANDAIT, 70-670 - LEVEL 3	-	-		2	0	2
KUMBAS, 70-671 - LEVEL 4	36	10	40	5	1	6
6. POMPABUS, 70-690 - LEVEL 4	39	2	41	6	0	6
7. WANEPAP, 70-691 - LEVEL 4	-	-		4	0	4
8. PINA, 70-692 - LEVEL 4	29	0	29	-	5	5
TOTALS	188	35	223	44	13	57

Quality

There is no common curriculum reliable in the province to compare with other centers to standardize the vocational education and training in the core trade areas. And very little consideration is given to the community demand driven course in the province. There is no uniformity and a standard syllabus to measure assessment system and certification for the quality of education and training, all centers are working in isolation from one another. There are few links between the centers and other divisions, such as Agriculture and Livestock and commerce or mining. There is no national accreditation policy in place and individual centers award their own certificates. There is no articulation with other programs. A lack of formal recognition and national accreditation has caused some provinces to move to establish vocational secondary schools, or technical high schools as they are sometimes known.

We are in the process of organizing the vocational centers to offer specialized courses in the core trade areas based on the competency-based approach. Other smaller centers will offer shorter courses on the related trade areas. We have some appropriately trained vocational center instructors and managers who have graduated from Papua New Guinea Education Institute. Only a handful have not completed the Vocational Education and training currently offered by PNGEI. Some of our current instructors have very little to offer when they are not qualified teachers and very little knowledge in any trade at their

level. However, most of them have accumulated work experience in various trade skills in their profession and were able to deliver both theory and practical knowledge.

Inspectors of the vocational centers have heavy visit schedule but are unable to have regular visits to vocational institutions due to lack of logistic support. Technical advisory visits have contributed a lot to the professional development and performance of the instructors.

Achievements

- Students in 2 Voc. Centres are doing CODE, students doing fine

Issues

- Enrolment steadily decreasing every year in all vocational centers.
- Overstaffed with less student enrolment resulting in huge wastage of resources
- Courses are not attracting clients because the course are not industry driven.
- Insufficient qualified instructors
- No reliable record of enrolment and staffing data, data inflated in the last 4 years for the purpose of subsidy.
- There is no uniform curriculum for the Vocational centres in the province to implement.
- One regional inspector that is resulting in inadequate inspection coverage.
- Most vocational centre managers lack management skills
- There is limited land for expansion and existing Infrastructure are in appalling conditions and not maintained
- Financial management of school funds needs improvement
- Maintenance & Rehabilitation of existing facilities
- Subsidy & Grant not flowing steadily to the sector
- There is no linkage or any articulation between vocational and other technical education providers in the country for continuity.

Management Issues

- Vocational Centers in the province are now becoming increasingly dependent upon the school subsidies provided by the government. Centres are now becoming increasingly dependent upon cash subsidies provided by the Department of Education and the fees charged to students. Government subsidies are at present provided to all centres, based on enrolment, at the same level as that of the secondary schools. At present the centres are not making use of potentially beneficial links with local business, other government departments, educational institutions and training providers.
- The institutional administrators often at times have abused subsidy funds and fees paid by parents. Due to lack of management and transparency, some centers have been run down and others have been closed because of poor managerial skills of center managers.
- The Provincial Governments low priority placed on the vocational education and training has also contributed to low moral among students and staff. Budgetary allocation for vocational centers has been very minimal and also not enough logistic support allocated to this sector by the system.
- Inspectors require logistic support to visit the institutions regularly for professional development and general education of the trainees. There should be

one inspector for each province for closer supervision of teaching and learning to progress. The vocational centers are not involved in entrepreneurial skills to be able to rely on income generating projects to survive. To date we do not have a Technical college in the province. We are in the process of opening a Technical College in the province.

Adult Literacy

Definition

It is the traditional notion of literacy involving reading and writing, but encompassing related skills such as numeracy, and awareness of events and activities in the wider community, which impact on the quality of life. Literacy education is a means of delivering universal education for adults, out of school youth and for children who do not have access to cater for formal elementary system.

Access

The government has encouraged and support strategies that will meet the educational needs for the adults and young school age children. The objectives shall be achieved through;

- Church and NGO operated Tokples Prep Skul (TPS) to be uniform with government run elementary schools. This will facilitate students transferring from fluency to functional literacy activities and TPS to elementary programs beginning in 2008,
- Children should have a chance to read and write in their tok-ples first, so that they will have good chances of reading and writing well in English later to perform well in school.
- Giving children a feeling of love for their places, tradition, culture and language so that the children will not turn their backs on their cultures and traditions of their communities.

A sudden increase in student enrolment was experienced in the year 2004 because this sector was going to get a Asian Development Bank funding under PNG life Project. This proposed ADB boosting was to promote the theme of “Literacy is for everyone”. Since there was no counterpart funding from the PNG government the project never eventuated. The same proposed ADB project affected teacher recruitment in that year as depicted in Table 15. Table 14 shows total enrolment by gender and program offered.

Table 14: Total Enrolment by Gender and program (2000 – 2005)

Program	Sex	2000	2001	2002	2003	2004	2005
TPS	Male	0	437	148	522	1751	881
	Female	0	460	148	620	1834	722
	Total	0	897	296	1142	3585	1603
Youth	Male	0	73	20	81	250	70
	Female	0	205	28	33	436	75
	Total	0	278	48	114	686	145
Adult	Male	0	437	156	183	1756	303
	Female	0	692	309	2183	2607	558
	Total	0	1129	465	2366	4363	861
Total	Male	0	947	324	786	3757	1254
	Female	0	1357	485	2836	4977	1355
	Total	0	2304	809	3622	8734	2609

Enga has the highest illiteracy rate of well over 70% in PNG. Over the years the focus has been on the formal education system, while the non-formal education system including the adult literacy program has become the business of non-governmental organizations (NGO) and church groups in the province.

Tokples Priskuls

Tokples priskuls (TPS) are established in all the Districts in the province. In some districts like Kompiam the number is increasing, as parents and communities see the importance for such a school. Therefore TPS shall continue to operate where Elementary is not operating and further TPS shall coexist with Elementary schools.

Most TPS sites are at least three years old, and in most likely the language of instruction is local vernacular. Reading and writing are the objectives of the program. Both male and female children are attending TPS in similar proportions.

Teachers both male and female involve three weeks intensive courses. Though we have the programs, the refresher courses for teachers have not been provided over the last four years. Thus majority of the teachers will not have the opportunity to enhance their knowledge and skills. Teachers do not receive an allowance for the work. Those who happened to be paid receive small amount of money or food in lieu of pay. The vast majority of teachers are not paid. Literacy teachers under TPS program tend to stay for a short time and the lack of financial incentives eventually results in teachers looking for paid employment.

Table 15: Total Teacher Enrolment

Sex	2000	2001	2002	2003	2004	2005
Male	0	80	18	110	196	94
Female	0	40	32	75	161	36
Total	0	120	50	185	357	130

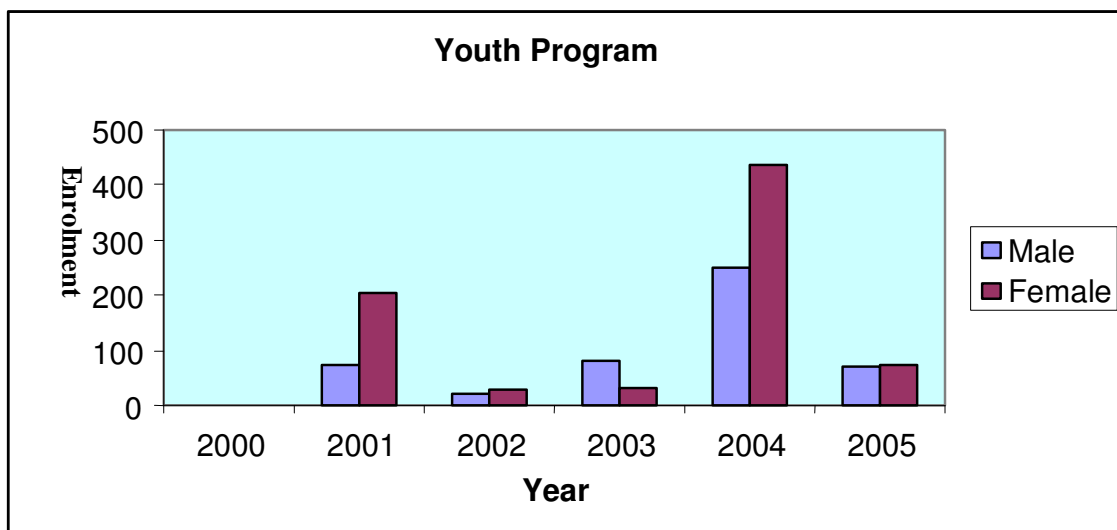
Tokples Skuls sites do not attract funding from the Government. School fees are the major source of income and are approximately K10.00 per year. There is no formal

recognition of TPS. Although, the objective of the government is to replace TPS with elementary schools, the reality of this has not happened for some considerable times, if at all.

Classroom teaching materials are either not available or in sort supply in nearly all TPS sites in the province. The few materials that are available are relevant but adequate and secure storage space for materials in schools is lacking. Tokples Skul is mostly conducted in bush material classroom or community building such as church halls. Providing teachers house is approximately rare. Most of the teachers are expected to look after their own requirements.

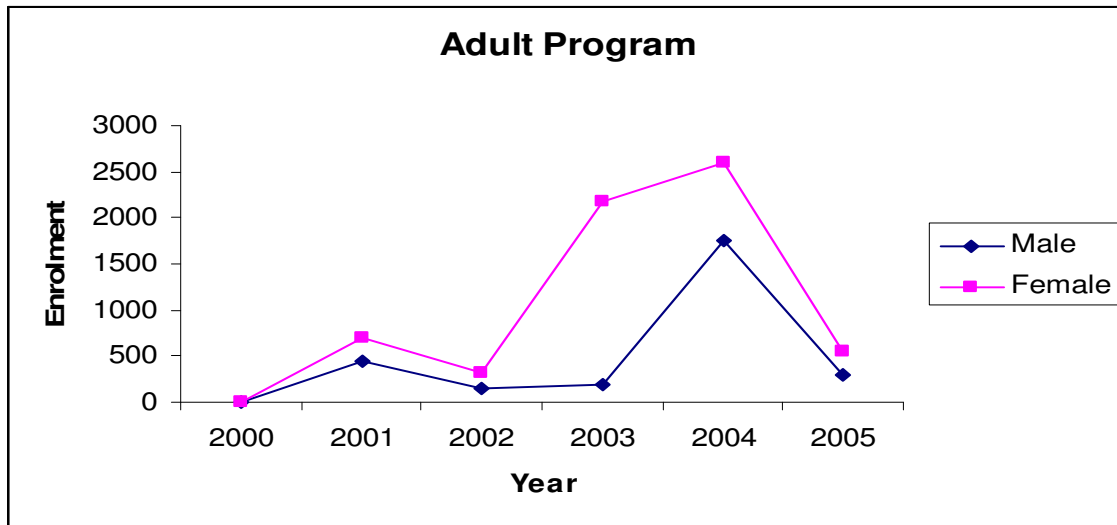
Churches, NGOs, CBOs and communities are aware of the value of TPS and support schools through local literacy committees and with infrastructure development. However, report that a lot more could be done in terms of support and infrastructure development through close interaction with Provincial and Local Level government. Other technical support by agencies such as National Literacy and Awareness Secretariat (NLAS) and literacy sites as well.

Figure 3: The bar graph below showing the number of youth enrolment for 2000 – 2005.



NGOs and churches are playing a very important role in establishing literacy TPS programs. NGOs and Churches provide other awareness activities for local communities in health promotion, HIV/AIDS, drug awareness, conservation and electoral matters from time to time. In fact with no support or very little recognition, if any by the Enga Provincial Government, the churches and the NGOs have done a tremendous job. However the capacity of churches and NGOs promoting adult literacy is limited, hence very slow progress in improving literacy rates is inevitable under the current circumstances.

Figure 4: The line graph below shows the number of adult enrolment for 2000 -2005



Directly or indirectly almost all of the adult literacy programs in the province are associated with the churches. Success of the program very much depend on church and community support. There are only 126-registered adult literacy program establishments and from this only 69 are in operation.

Achievements

- Literacy schools (Tokples Priskuls) are established in all districts of the province
- This schools operate where there are not elementary schools operating
- There is an equal proportion of male female enrolment for the TPS schools
- The TPS schools are mainly run by NGOs and churches
- Nearly all the teachers are not paid any allowance and they provide voluntary service
- There are currently about 200 teachers teaching in the TPS schools
- In-service training for TPS teachers are done by volunteers or a NGOs.
- Literacy schools are used to carry out awareness campaign against domestic violence, tribal fighting, HIV Aids, drug abuse and alcohol consumption

Issues

- Lack of financial incentive for teachers makes them look for job elsewhere
- Government needs to budget some allowance for this self sacrificing teachers
- School fees seem to be the major source of income for the schools
- There is a lack of support from Local Level Government and the Local MPs to assist in funding this charitable organization
- Preparation and Production of course materials for TPS schools are not done for use.
- A critical need for LAMP center to be established in Wabag.

SPECIAL EDUCATION

Definition

Special Education refers to the education of children who have physical, mental, social, hearing or sensory impairment so as to required modifications of school curricula, programs, instructional materials and services to assist them to develop to their maximum capacity as an integrated person and live in relationship with others in his or her society peacefully to the fullest.

Access

Special Education is part of the National Education Report of 1994 but has never been part of mainstream Division of Education in Enga. At present, there are currently 14 registered centers catering for around 2,500, clients in Papua New Guinea. Enga's Special Education Resource Centers' initial enrollment will start from 50 disabled children comprising of 20 children with hearing impairment, 20 children with visual impairment and 10 with other disability forms.

Other provinces in the country have interpreted the Special Education Philosophies in various ways. These include some provinces establishing Special Education Resource Centers and others establishing Specialized Disabled Schools to bridge the integration of Special Education into the Mainstream.

Special Education intervention in Enga is quite recent and it is in its infant stage of discussion, planning and negotiation with EPG, the Division of Education and other stakeholders. Special Education came to the limelight in May 2004 with the need and urgency to provide some form of education for the disadvantaged group.

The SERC shall exist in its infancy stage from 2006 to 2009 and mature to the stage of integration.

Table 16: Total Enrolment by Gender and Grade (2004 – 2005)

First Year Visual Impaired	Sex	2004	2005	2006
	Male	Project not effected in the province till May 2004.	Awareness and preparation of enrolment list	10
	Female			10
	Total			20

First Year Hearing Impaired	Male	Project not effected in the province till May 2004.	10 Hearing Impaired	
			5 Physically impaired	
	Female		10 Hearing Impaired	
			5 Physical Impairment	
	Total		30	
		% Female	12.5%	

Enga Province's approach to interpretation of the Special Education philosophy is through the establishment of a Special Education Resource Centre (SERC) as an initial approach. In other words the SERC will exist as a threshold through which early intervention of disabled children will proceed through a three years of primary education. It is envisaged that these three-year period will enable the Division of Education and the coordinating team adequate time to choose between the option of either establishing Special Disabled School or integration into the main stream.

Some major undertakings towards establishing specialist disable school are discussed in the actual Plan Section, which is the next preceding chapter of this overall plan. However it is deemed appropriate to highlight some brief achievements and issues faced in the pioneering stage of this new program.

Achievements

- The notion of Special Education program was initiated in may 2004 by EPG
- A special Education Board has been formed to oversee the establishment of the SERC
- A special Education Coordinator has been appointed for the province by PEB to assess and do an initial need analysis for special education within the province.
- The Provincial Administration has allocated the old Education Office to be used as special Education Resource Center for the province
- Youth leaders, church pastors, elementary teachers, parents of disabled children, the disabled people themselves and with the help of Special Education Coordinator has identified 1003 disabled people within central areas of the 6 districts of Enga Province.
- Special Education will begin to be funded and commencing operating as a center in 2006

Issues

- The Special Education Board (SEB) will have to do a major SES needs analysis and propose clearly which of the two Special Education philosophy to adopt for Enga.
- If the option of setting up a special education school is taken then it had to look at the issues that would arise in terms of specialist staff recruitment, salary, staff training, extended operational budget, etc.
- The type of curriculum to be adopted for disable people will depend very much on the degree of disability.
- If the option of integration into the mainstream is undertaken then the issues of lack of staff recruitment has to be addressed.

Management Issues

- The Enga Division of Education in Collaboration with EPG has taken up the responsibility in its attempt to include Special Education within the mainstream education department.
- The whole community shall share responsibility for the disabled children in the province. This sharing shall be reflected in the Health Division taking the responsibility for the disabled children's health, the Education Division for their

- education and the Division for Home Affairs and Youth for ensuring future employment and acceptance of the child in his or her community.
- Effective management in discharging Special Education Programs effectively in the province will depend on effective logistic support and budgetary provisions to cater for: capital assets purchase; travels; up-dating statistics record; conducting in-services and workshop. Liaising well with other disable organizations and NGO's for curriculum and strategic development.
 - Recurrent budget provisions for the Operation of SERC and other related activities

The situation analysis has provided a brief updated overview on what the situation is like currently within the education realms of Enga Province. Based on this information proper undertakings and strategies are outlined in the plan section that follows from here.

Section 4

THE PROVINCIAL EDUCATION PLAN
2006 -2015

Elementary Education

Major outcome

Every 6-year old child in Enga enters the Elementary Preparatory Grade by 2013 and completes three years of basic relevant education.

Access

Minor outcome E1:

Elementary schools established at the district and community level in order that all children in Enga enroll at the age of six years.

All children in Enga will be provided with the opportunity to enter the elementary preparatory grades by 2013 at the age of six years and to complete three years of elementary education. There are 216 existing elementary schools and 49 were submitted for registration.

All children enter Elementary Preparatory Grade at the age of 6 years by 2013.

Table 17 shows projected enrolment figures. These figures assume that all 6-year old children will enroll in the Elementary Preparatory Grade from 2013.

Table 17: Projected elementary school enrolments, 2006 to 2015, selected years.

	2006	2009	2012	2015
Preparatory	7,766	9,578	11,391	12,411
Elementary 1	7,162	8,974	10,787	12,061
Elementary 2	6,053	8,370	10,183	11,721
Total	20,981	26,923	32,360	36,193

The province will establish on average 17 new classes per year and each district is allocated a quota of 3 schools to be established per year. The number of new classes to be established each year in order to achieve full enrolment by 2015 is set out below for Enga.

Table 18: New elementary preparatory classes required, 2006 to 2015, selected years

	2006	2009	2012	2015
New Preparatory classes	17	17	17	10

The following table shows the number of 6-year old children and the projected number of children enrolled in the preparatory grade. It is anticipated that a total of 170 elementary schools would have been established throughout the province during the plan period.

An average of 17 Elementary Preparatory classes established each year until 2013.

Annual enrolments will be encouraged in all schools and multi grade teaching will be encouraged where there is less enrolment rate. Repeat of grades will be encouraged only on special circumstances.

Table 19: Preparatory enrolment and 6-year old population, 2006 to 2015, selected years

	2006	2009	2012	2015
Preparatory enrolment	7,766	9,578	11,391	12,411
6-yr old population	9,595	10,455	11,391	12,411

Staffing projections are shown in Table 20. Teacher pupil will rise to 36 by 2015. Enrolment increases due to population growth will be accommodated in existing classes rather than through the formation of new classes. Except under exceptional circumstances, class sizes should not exceed 45 children.

A teacher pupil ratio of 1:32 by 2013 for preparatory section.

Multi-grade classes will become institutionalized and techniques for multi-grade teaching will continue to be a key part of teacher training programs. Figure shows the rate of enrolment and in proportion to the six year old population in the province.

Figure 5: Enrolment vs. 6-year-old population

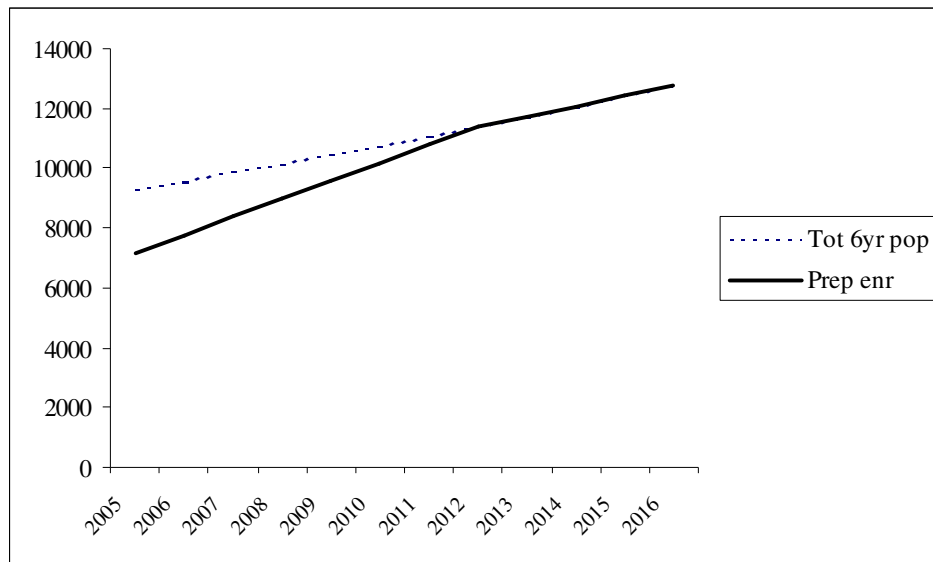


Table 20: Elementary school teacher requirements, 2006 to 2015, selected years

	2006	2009	2012	2015
Preparatory	217	270	323	354
Elementary 1	200	252	305	343
Elementary 2	198	235	287	333
Total	615	757	915	1030

To ensure that all children complete three years of education with desired outcomes, they must first be enrolled and then problems of attrition addressed. Different strategies will be researched and explored with particular emphasis being placed on areas that suffer from high drop out rates. It is hoped that strategies to increase community involvement in the schools and the strengthening of the Boards of Management will have a positive impact on enrolments and retention. In particular, issues regarding the value of schooling will be included in the community awareness program at the elementary level of education.

An elementary enrolment rate of 100% by 2015.

Table 21: Elementary enrolment rates, 2006 to 2015, selected years

	2006	2009	2012	2015
Elementary enrolment rate	73 %	88 %	97 %	100 %

A major planning exercise will need to be undertaken at all levels. The Department of Education will be responsible for ensuring that suitable numbers of teachers are prepared and that there is equity between provinces. The provincial and district authorities will prepare plans and implementation schedules, while the schools themselves, with the support of the District Education Officer, will complete individual school plans.

The building of schools, and the provision and acquisition of suitable blocks of land, are the responsibility of individual communities with support from local-level governments. The local level Governments will budget for and then provide grants to support communities in providing suitable school buildings. Guidelines will be developed for all elementary school buildings, in particular classrooms, which will include minimum recommended dimensions and take into account lighting and other health and safety related considerations.

All elementary schools have classrooms constructed in accord with guidelines by 2015
--

Strategies and Activities

- **Establish and maintain a sufficient number of schools.**

- Develop guidelines, to include building dimensions, for elementary school
- Classrooms and other buildings
- Develop an efficient process for the registration of schools and teachers.

- **Improve retention**

- Review the enrolment policy to include issues of enrolment, attendance, gender and repetition.
- Conduct awareness on the value of schooling, especially the importance of sending girls to school.

Quality curriculum and monitoring

Minor outcome E2:

A relevant elementary curriculum is developed, implemented and monitored.

Although the elementary curriculum is completed, there has, however, been little progress made in the development of locally based curriculum materials to support the curriculum. The Department of Education will support the province and the districts, in terms of both technical assistance and financing, with the development of locally-based curriculum materials. This may include the establishment of district or provincial curriculum committees. The language of instruction will remain as the language of the community and will be selected by the community.

Locally based curriculum support materials are produced in all
--

Based on advice provided by the Provincial Executive Council and popular view expressed by ordinary people during the consultative process the planning committee decided to introduce the bridging of vernacular in EP1 rather than EP2. The reason behind this shift is because Enga Children are already familiar with the Enga language prior to entering school and it was felt there was no need to delay bridging to the third year at the elementary. In order to speed up the process of curriculum production a lamp center needs to be established.

A Lamp center to be established for producing curriculum materials by 2007
--

The Department of Education will provide supervisory services to all elementary schools. The role of the supervisors will be reviewed to allow it to become more advisory in nature as community and school-based teacher appraisal is extended. A monitoring and evaluation mechanism will be put in place to ensure that standards are maintained and enhanced. Communities, through Boards of Management, will be provided with the opportunity to have a greater say in the appraisal of the teachers working in their schools. Teacher attendance, acceptability to and relationships with the community will be monitored by representatives of the community.

All Boards of Management contribute to teacher's appraisal by 2008.

An inspections system has been established in Enga based on a unique model. Ratings of teachers are carried out provincially and the community is already involved in the teacher appraisal process. The trainers in the province support the work of the inspectors. There are total of ten (10) Elementary Trainers consisting of two Provincial Based Coordinators and eight District Based Trainers implementing the program. In order to maintain the quality and support the work of inspectors a senior teacher from one of the nearby primary schools is appointed as a mentor or supervisor to the elementary school.

The Enga language is the most dominant language and widely spoken by the Enga people, although there is slight variation in the language within Porgera/Paiala and the Kandep area blending with the 'Ipi' and the 'Waeke' dialect respectively.

Two new orthographies to be developed by 2008.
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Strategies and Activities

- Develop locally relevant programs in accord with the national curriculum.
 - Support the formation and define the role of provincial curriculum committee as required.
 - Commence Bridging of Enga Vernacular with English at E1 level and English to be made compulsory in schools from E2 onwards.
 - Negotiate with donor agencies for setting up a lamp shelter to facilitate production of curriculum materials.
 - Provide support for elementary schools in the development and use of community-based support materials.
- Review, develop, produce and distribute curriculum and support materials for all subjects at the elementary level.
 - Develop student support materials and resources.
 - Develop teacher support materials and resources.
 - Develop locally based materials in the vernacular.
- Complete orthographies as required.
 - Determine criteria and identify orthographies to be developed.
 - Establish an implementation process for orthography development.
- Monitor and evaluate teaching and learning to enhance standards.
 - Develop and trial a qualitative means of monitoring and evaluating teaching and learning.
- Provide supervisory services to all elementary schools and teachers
 - Review and redefine the elementary supervisory service.
- Community involvement in the appraisal teachers.
 - Determine a system of community involvement in the appraisal of teachers.
- Provide supervisory services to all elementary schools and teachers.
 - Review and redefine the elementary supervisory service.
- Community involvement in the appraisal of teachers.
 - Determine a system of community involvement in the appraisal of teachers.

Quality teacher education and training

Minor outcome E3:

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

~~The EPG has taken on funding for teacher training after reviewing the process of funding~~

An average of 44 teachers enrolled in elementary teacher courses each year.

~~funding K20, 000 for 2000 teacher training and it is expected to increase funding in the~~
preceding years. The teacher-training program will equip teachers with the skills to teach all children including those with disabilities.

Table 22: Projected number of new elementary teachers required for training

	2006	2009	2012	2015
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New teachers	43	141	158	115
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Multi-grade teaching will be institutionalized in elementary schools and will be a key component of teacher training programs.

The selection of a teacher is the responsibility of the community and the school Board of Management. Continued efforts will be made to encourage the selection of female trainees. The criteria used to make this selection will be reviewed. The existing guidelines will be reviewed to include the provision that selected trainees should have lived for at least three years, following completion of their schooling, in the community that they are going to serve. They should be able to speak the language of instruction selected by the community. In addition, they should be knowledgeable about the customs, values and traditions of the community. All trainee teachers in Enga will be required to have grade 10 qualifications or better unless otherwise approved by the Secretary of the Department of Education.

A flexible system of delivering teacher in-service is implemented by 2007.

Opportunities will be provided for serving teachers; both men and women, to further increase their professional knowledge and skills. In particular, teachers-in-charge will receive support to enhance their school leadership in areas of curriculum, professional learning and financial management. Women teachers will be given the opportunity to develop their Leadership skills.

Strategies and Activities

- Provide the required number of appropriately trained teachers.
 - Review guidelines for communities to use for the selection of teachers.
 - Review a system for funding the elementary teacher training fees.
- Provide professional development opportunities for elementary school teachers and trainers.
 - Review the roles and provide support for those associated with elementary teacher training.
 - Enhance teachers' knowledge of the reform curriculum and multi-grade teaching and improve their ability to monitor and assess pupils learning.
 - Provide leadership, management and finance training for teachers-in-charges.
 - Provide leadership-training opportunities for women teachers.

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 2013, no child can be denied access for reasons of financial hardship. At the elementary level the National Government will provide appropriate basic school supplies for all schools from 2013. Minimum needs will be determined for both children and teachers. Existing systems will be strengthened to procure and distribute these materials on an annual basis.

Minimum basic school supply needs for elementary schools are determined by 2007.

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.

A formula for an equitable supply of teachers to be determined by 2007.
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The table 23 shows elementary school subsidy costs. The very large increase in costs over the period of the Plan reflects both the rapid rise in enrolments to reach targets and the rise in the subsidy allocation per child required to provide all basic school supplies.

Table 23: Elementary School Subsidies (K'000s), 2006 to 2014, selected years.

Elementary Subsidy	2006	2009	2012	2015
	806.0	1420.1	2833.9	447.8

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 teacher salaries as shown by Table 24 below. The number of teachers allocated to each province will be based on the number of children enrolled and approved plans. The Department of Education and the Teaching Service Commission will oversee the number of teachers allocated to Enga.

All schools staffed according to an agreed formula by 2009.

Table 24: Elementary school teacher salaries and emoluments (K'000s), 2006 to 2015, selected years

	2006	2009	2012	2015
Salaries	8,190.9	5,448.0	6,478.5	7,453.2
Allowances	409.5	272.4	323.9	412.1
Total	8,600.4	5,720.4	6,802.4	7865.3

Strategies and Activities

- Make efficient and rational use of teachers.
 - Apply agreed criteria, including multi-grade teaching, for the allocation of teachers in the all the 5 districts.
 - Provincial elementary coordinator to appoint teachers according to agreed national and provincial criteria.
 - Local teachers are expected to stay foot in their schools and be less mobile.
 - Ensure that local teachers who are fluent in the local vernacular are allowed to do the bridging. Local teachers are expected to stay foot in their schools and be less mobile.
- Schools should become self reliant in raising funds for running the school.
 - Schools should look at options of growing vegetables and animal husbandry in order to raise money for the school.

Responsibilities

Parents and the community will be responsible for:

- ensuring that all boys and girls enroll and attend school
- infrastructure and maintenance
- participating in Parents and Citizens activities
- the recommendation of teachers for training.

School Boards of Management will be responsible for:

- the completion of the School Planner
- 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.

Local-level governments will be responsible for:

- budgeting for establishment grants for all new elementary schools.
- Help build school infrastructure

District administrations will be responsible for:

- the completion and endorsement of District Education Plans and implementation schedules
- liaising with local-level governments to ensure budget provision is made for establishment grants.

Provincial governments will be responsible for:

- the completion and endorsement of Provincial Education Plans
- the allocation of elementary establishments between districts
- the appointment of teachers based on national formulae
- the training of elementary school teachers

Primary Education

Major outcome

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

Access

Minor outcome P1:

Sufficient primary school classes established to achieve access and retention targets.

Grade 1 classes will be phased out of primary schools by 2012. Facilities that become available will be used to accommodate the newly established Grade 7 and 8 classes. All children completing Grade 6 will be given the opportunity to enter Grade 7 from 2013.

All children completing grade 6 can be accommodated in grade 7 by 2013

It is anticipated that the majority of primary school-aged children will complete primary education without imposing compulsion. A review will be initiated by the division relating to enrolment to include issues of enrolment, attendance and attrition.

A 70 percent of Grade 1 to 6 retention rate achieved by 2015

In order to move closer to achieving universal education at this level, the problems of attrition, particularly that of girls, will have to be addressed. Initially, the introduction of the Grade 8 Graduate Incentive Scheme by the NDOE in 2008 to replace post primary education subsidies should encourage students to complete Grade 8.

Other strategies in the Plan will look to increase community involvement, provide Board of Management training and to provide better counseling of students. Recent studies have indicated that the degree of community support and the strength of the Board of Management impacts positively on teacher and student attendance, which will also have a positive impact on the retention of students.

An average of fourteen new Grade 7 classes established each year.

Table 25 Shows projected enrolments and Table 26 projected goals for rises in retention.

Table 25: Projected primary school enrolments – 2006 to 2015, selected years

.	2006	2009	2012	2015
Grade 1	2182	874	0	0
Grade 2	2356	1179	2	0
Grade 3	7173	9180	9933	11391
Grade 4	4605	8036	8714	9708
Grade 5	3931	6621	7639	8249
Grade 6	3410	5229	6693	7241
Grade 7	2860	4362	5859	6353
Grade 8	2124	3475	4826	5569
Total	28,641	38,956	43,666	48,511

Table 26: Primary school retention rates, 2006 to 2015, selected years

	2006	2009	2012	2015
Grade 1 to 6	66.8 %	68.7 %	70.4 %	72.3 %
Grade 1 to 8	50.6 %	52.9 %	55.7 %	57.5 %

It is anticipated that the primary school Grades 3 to 8 enrolment rates will rise as shown in Table 27 below.

Table 27: Primary school enrolment rates, 2006 to 2015, selected years

	2006	2009	2012	2015
Primary enrolment rate	93	93	101	104

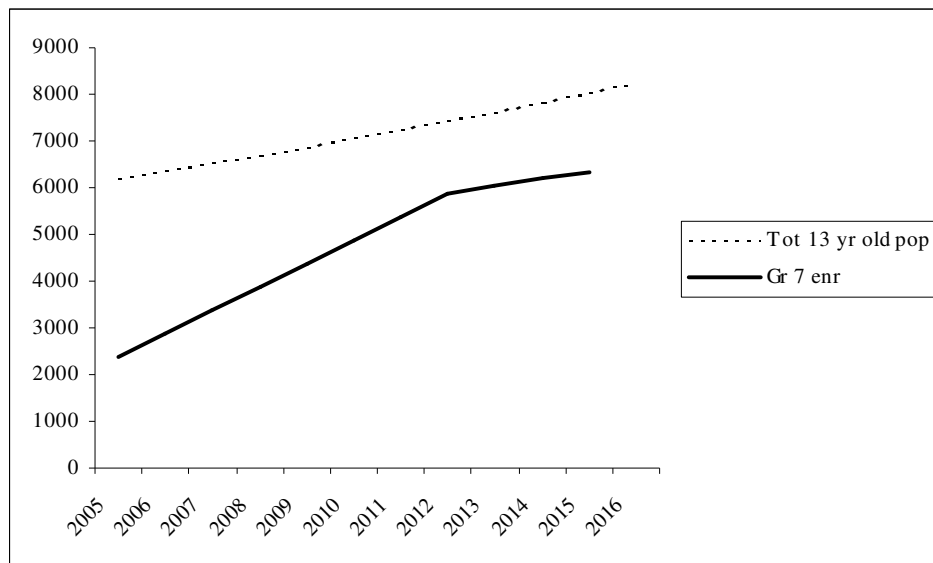
Figure 6: Grade 7 Primary Enrolment vs. 13-year-old population

Table 28 shows the number of 14-year old children and the projected number of children enrolled in Grade 8.

Table 28: Grade 8 enrolment and the 14-year old population, 2006 to 2015, selected years

	2006	2009	2012	2015
Grade 8 enrolment	2860	4361	5858	6352
14-yr old population	6385	6896	7448	8044

Achieving this projected enrolment rate will require the establishment of approximately 10 new primary school Grade 7 classes for the planned period as shown in Table 29.

The Department of Education will determine the number of new Grade 7 classes that will have to be established each year and quotas will be allocated to each province. Planning for the increasing of access to Grades 7 and 8 will be the responsibility of the EPG and the 6 district authorities in accord with Departmental quotas. Provincial and district education plans will be developed with support from the Department of Education. The District Education Administrators, in consultation with the provincial authorities, will prepare an implementation schedule that will be consistent with that prepared for the elementary schools.

There are ninety six community schools yet to be opened as primary schools under the reform program. On average we expect to open 6 new primary schools per district per year over the plan period. If we are to increase the number of new schools to be opened with no caution then we would stand to stretch further resources and that might lead to a compromise on quality.

This should include the provision of library facilities and resources. Schools should ensure that there are sufficient good quality toilets and enough drinking water and encourage children and parents to participate in the learning experience.

Table 29: New Grade 7 classes required to meet targets, 2006 to 2015, selected years

	2006	2009	2012	2015
New Grade 7 classes	14	14	14	5

The problem of teacher shortage faced by remote rural communities will be addressed and all schools will be staffed according to an agreed formula. There will be enhanced incentives to attract teachers to serve in remote areas by EPG. The province will determine as to what constitutes a remote and disadvantaged school for the purposes of attracting a disadvantaged school allowance. The provincial government has already established an incentive for secondary school leavers from remote districts to undertake initial teacher training.

Teacher-to-class ratios in Grades 7 to 8 will be reduced from 1.5 to 1 by 2009 due to the implementation of the reform primary curriculum. The effect of these changes will result in a teacher-pupil ratio of 1:35 by the end of the Plan period. Teacher requirements for the Plan period are shown in Table 30.

Table 30: Primary school teacher requirements, 2006 to 2015, selected years

	2006	2009	2012	2015
Grade 1	55	22	0	0
Grade2	76	33	0	0
Grade3	205	251	260	286
Grade 4	148	248	257	275
Grade 5	127	230	254	263
Grade6	110	205	251	260
Grade7/8	142	214	280	299
Total	863	1204	1303	1383
Pupil Teacher Ratio	33.2	32.4	33.5	35.1

A teacher pupil ratio of 1:37 achieved by 2015.
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In addition, there will be a package of non-monetary inducements. It is not unreasonable for a teacher to expect a minimum standard of housing, to be determined on the basis of agreed criteria, if required to teach in a remote community. This standard of housing should be used as a basis for a teacher taking up a position. Communities and Boards of Management will be made aware of their obligations regarding the provision of teacher housing.

All school staffed according to an agreed formula by 2009
--

A system of return of service will be introduced and applied for all new graduates from the teachers colleges, who have been sponsored by Enga Provincial Government. Teachers will be required to make a commitment to serve in specified schools in return for their sponsorship.

At the upper primary level the problem of access for children from remote communities will be addressed through a variety of strategies. Both boys and girls in remote areas will be given the opportunity to remain in their local schools for Grades 7 and 8. Enga Provincial Government has opted for the provision of boarding facilities for a selected number of very remote districts. The EPG realizes that providing boarding facilities is neither a cheap nor a recommended alternative and will be solely the responsibility of the community, relevant agency and the local-level governments. Table 31 indicates the identified schools by year, district and by local level government.

By 2007, conduct a full study to include all costing, for establishing selected boarding primary schools.
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Table 31 Recommended boarding Primary Schools by District

Year	School	Local Level Government	District
2009	Kandep Primary School	Kandep	Kandep
	Kombiam Primary School	Kombiam	Ambum/Kombiam
	Tsikiro Primary School	Ambum	Ambum/Kombiam
2011	Yangis Primary School	Yangis LLG	AmbumKombiam
	Paslagus Primary School	Maramuni	Wabag
	Kambyia Primary School	Kambyia	Kandep
2015	Paiala Primary School	Paiala	Porgera
	Ilya Primary School	Maramuni	Wabag

Local-level governments and agency responsible for each school are required to contribute to the maintenance of schools and new developments at the primary level. The Enga Division of Education will negotiate with Local Level Governments (LLG) and the district administration for infrastructure maintenance over the Plan period. Guidelines will be developed for all primary school buildings, in particular classrooms and dormitories, which will include minimum recommended dimensions and take into account lighting and other health and safety related considerations.

Strategies and Activities

- Provide and maintain a sufficient number of schools.
 - Completion and implementation of district plans for primary Education
 - Completion of school plans to include both infrastructure and quality components.
 - Determine the number of Grade 7 classes to be established annually in the districts.
 - Local-level governments to budget grants for infrastructure and maintenance.
 - Review the structure of primary schools.
 - Apply building guidelines, to include building dimensions, for primary school classrooms and other buildings developed by School Infrastructure Management Office (SMO).
- Provide support to remote schools.
 - Develop criteria to determine which primary schools in Enga are to be classified as remote schools and those that are not.
 - Establish boarding primary schools for those identified as remote primary schools
 - Encourage teachers to take up positions in remote schools by providing agreed allowances and non-financial incentives, such as minimum standards of housing.
 - Develop and implement a system of return of service for teachers college students.
- Improve retention
 - Conduct an awareness program on the value of schooling.
 - Develop guidelines, with specific strategies, to improve retention. Review the enrolment policy to include issues of enrolment, attendance and repetition.

Quality curriculum and monitoring

Minor outcome P2:

A relevant primary curriculum is developed, implemented and monitored by an effective inspection system.

The development and distribution of curriculum materials is the responsibility of the National Department of Education (NDOE). Updated syllabuses and teacher's guides will be provided for all primary schools as necessary. Text books will be supplied at the approved ratio of 1 to 2 students in lower primary and 1 to 1 in upper primary as outlined in the National Policy for the Procurement, Distribution and Storage of Curriculum Materials (Department of Education, 2003) to support the reform curriculum.

The completed curriculum to be distributed to all schools by 2007.

The Province acknowledges the critical role that libraries have to play in education. Schools will be encouraged to develop their libraries and to stock them with materials that both support and complement the school curriculum.

All schools will be encouraged to develop their school libraries by 2006

The Enga Division of Education will ensure that appropriate student and teacher support materials are produced and supplied to support the HIV/AIDS education in the schools. The education division will collaborate with the Provincial Health Division in producing these educational materials.

By 2007 a provincial policy guideline will be developed by the Division of Education to address the issues of HIV and AIDS.

Inspections and standards are national functions but practical logistical supports are rendered by the provincial government. The Enga Provincial Government has bought a fleet of Suzuki's for the primary school inspectors and one for the high school inspector. This support has to be consistent over the years and the NDOE has to play a counterpart role in providing supplementary budgetary support to the standards section.

Inspectors will visit and provide written reports on schools visited in order to monitor the implementation of the curriculum, teaching standards and other aspects of schooling such as head teacher and student performance. Standards is a national function but the EPG is going a long way in providing cars for all district inspectors in the province. The secondary schools inspector is also provided a vehicle by EPG to do his efficiently. There will be greater community and head teacher involvement in the appraisal of teachers. This will allow inspectors to take on a much greater advisory role.

Head teachers and Boards of Management contribute to appraisal by 2008

Local communities, through the Board of Management, will be given greater authority in the appraisal of teachers with the monitoring of teacher attendance and teacher acceptability to the community in which they serve. Research evidence suggests that this will have a beneficial effect on teacher attendance.

Strategies and Activities

- Review and produce curriculum and support materials for all subjects at the primary level on a regular basis.
 - Develop supplementary student support materials and resources
 - Develop supplementary teacher support materials and resources
- Support the implementation of the primary reform curriculum.
 - Train district and school officials about the new curriculum.
 - Develop and distribute locally-based support curriculum support materials in the vernacular.
 - Improve access to quality distance education materials in the upper primary grades.
 - Support the work of inspectors
- Support the implementation of the HIV/AIDS policy.
 - Assist in the development and provision of appropriate teacher and student HIV/AIDS information materials.
- Measure and monitor education standards at the primary level of education
 - Implement the curriculum standards monitoring test
 - Trial a qualitative means of monitoring and evaluating teaching and learning
 - Reactivate the Monitoring, Evaluation and Research Office (MERO)
- Provide advisory and appraisal services to all primary schools.
 - Ensure all schools are visited on a regular basis by inspectors.
 - Train, and then monitor, head teachers in teacher appraisal techniques.
- Greater community involvement in the management of schools.
 - Determine a system of community involvement in the appraisal of teachers.
 - Endeavor to achieve a more equal representation of genders on Boards of Management.

Quality teacher education and training

Minor outcome P3:

Sufficient appropriately trained and qualified teachers prepared for primary schooling.

The Department of Education will identify the number of teachers required on an annual basis. Grade 10 graduates from areas with a demonstrated teacher shortage will be allowed access to colleges at the discretion of the Secretary for Education. A specified percentage of these places will be made available for women. Foundation courses will be required for those students who have not upgraded their qualifications through distance education.

From 2006 onwards a handful of grade 10/12 school leavers from remote districts will be selected to attend pre-service training to address teacher shortage

Although, teacher training responsibility lies with the DOE, there are some responsibilities that can be shared relating to securing corporate sponsorship for under training teachers targeted to teach specifically in remote areas of the province. Despite there are new graduates coming out of the teachers' college, it is still insufficient to fill all vacant positions in the primary schools. For example in 2005, there were about 300

vacant positions in Enga, which were not filled although funded by DOE. Most of these vacancies are identified to be existing in remote schools

In order to meet that shortfall, the Enga Provincial Government sponsored 30 grade 12 graduates to undertake teacher training selected by DOE. This arrangement of course was successful as the Secretary of Education approved it. Money for this special training was taken out from the Enga Children's Trust Fund.

While anticipating the same trend during the plan period the Enga Division of Education will help to secure corporate sponsorship to sponsor grade 12 graduates from the remote areas of Enga to undertake teacher training. At the moment Enga Children's Trust Fund has taken on board the critical shortage of teacher supply to teach in the remote areas of the Province and we expect other corporate bodies such as Porgera Joint Venture (PJV) to share similar responsibilities in the future. European Union has taken similar responsibilities in that they are sponsoring experienced teachers undertaking a degree program currently being offered by the University Open College.

All schools will have access to fully qualified teachers by 2013.

Professional development programs for primary school teachers will be conducted at regional and provincial levels by the Department of Education and the provincial divisions. Teachers will be encouraged to have a greater input in decisions regarding the implementation of curriculum at the school level. In particular, teachers will be encouraged to solve common problems through the establishment of professional learning teams in schools. Provision of information about HIV/AIDS will be made available to all participants at professional development workshops.

Province based teacher in-service programs 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 and beyond. This will include multi-grade teaching and bridging at Grade 3. Teachers will be provided with opportunities to increase their proficiency in dealing with learning areas concerned with children with special needs. There will also be an increasing emphasis on school leadership training for all head teachers and Boards of Management, including school, financial and asset management training.

All schools will have access to a trained teacher counselor by 2007.

Provincial and school based in-services will be conducted in primary schools, high schools and secondary schools in the province on an annual basis. Enga Provincial Government should provide consistent funding for teacher in-service programs in the province as this would ensure quality teaching, management and quality learning outcome in the schools. More female teachers will be trained to take up leadership positions in the division.

By 2007 the province will provide leadership training for female senior teachers

Provincial Education Board should make provisions that would allow teachers with Diplomas to go for B.Ed In-service and or post graduate (PGDE) studies for those

professional specialist degree holders. The province will select a number of teachers with certificates to attend PNGETI to upgrade their qualifications to diploma level.

By 2007 a handful of certificated teachers will be sent to PNGETI to upgrade their qualifications to diploma level.

This in-service training is very vital if the overall reform is to be implemented well at that level.

Strategies and Activities

- Provide the required number of appropriately trained teachers.
 - Identify teacher demand on an annual basis, particularly from areas with demonstrated teacher shortages, and establish further places as required.
- Provide professional development opportunities for primary school teachers & managers.
 - Identify suitable staff development programs to include student counseling.
 - Identify and provide leadership-training opportunities for women teachers.
 - Identify and provide supervision, planning and management workshops for head teachers and senior teachers.
 - Identify and provide training for school asset management to include the storage and care of textbooks and procurement of basic school materials.

Management

Minor outcome P4:

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

Consistent with National Government objectives EPG will continue to provide school subsidies to the primary school grades. The total subsidies in this sector will rise in accord with the rise in enrolments. There will be a need for parental contributions, in cash or kind, for all children in Grades 3 to 8. Boards of Management will determine the level of these contributions in line with guidelines set by the National and Provincial Education Boards.

Parental contributions will be reviewed on an annual basis taking into account the levels of subsidies provided by both the Provincial and National

Enga Provincial Government has paid 30% for all its children in 2005 and 50 % in 2006. The EPG hopes to pay full 100% school fee subsidy in 2007.

Table 32 shows the subsidy requirements for primary education that will be met by the National Government.

Table 32: Primary school subsidies by grade (K'000s), 2006 to 2015, selected years

	2006	2009	2012	2015
Grade 1 to 2	58.3	31.4	4.5	0.0
Grade 3 to 5	620.5	1053.7	1197.8	1291.8
Grade 6 to 8	429.5	882.5	1335.4	1497.2
Total	1108.4	1967.6	2537.7	2789.0

Schools will be required to embark on self-reliance initiatives in order to reduce the burden on parents. Wherever possible these activities should be linked to the national curriculum. The major cost of primary education is in teacher salaries as shown in Table 33 below. The deployment of teachers to upper primary classes will be reduced from 1.5 to 1 teacher per class leading to a teacher pupil ratio of 1:35. This will result in a significant reduction in the number of teachers needed and savings in salaries.

Table 33: Primary school teacher salaries and emoluments (K'000s), 2006 to 2015, selected years

	2006	2009	2012	2015
Salaries	11,190.6	11,291.8	11,495.4	9,341.6
Allowances	559.5	1, 424.6	2, 414.8	4,743.2
Leave fares	447.6	339.7	331.8	363.4
Total	12,197.7	13,056.1	14,242.0	14,448.2

Strategies and Activities

- Develop and implement a sustainable, affordable and appropriate school fee subsidy policy.
 - Develop a strategy to redistribute subsidies from post primary to basic education for example by creating an account for each school.
 - Ascertain realistic and affordable levels of parental contributions.
 - Reduce the burden of school fees on parents through schools undertaking self-reliance activities.
- Make efficient and rational use of teachers.
 - Establish a primary school Position Allocation Committee.
 - Develop and apply a set of criteria for teacher deployment and allocation to districts.
 - Ensure that local language teachers are appointed to Grade 3 classes as bridging class commences at that level.

Responsibilities

Parents and the community will be responsible for:

- the payment of parental contributions in cash or kind
- infrastructure and maintenance
- maintain security for schools
- participating in Parents and Citizens activities

School Boards of Management will be responsible for:

- the completion of school plans
- planning for infrastructure requirements.
- playing a role in the appraisal of teachers

Local-level governments will be responsible for:

- budgeting for maintenance and new infrastructure as per endorsed plans.

District administrations will be responsible for:

- the completion and endorsement of District Education Plans and implementation schedules
- liaising with local-level governments to ensure budget provision is made for maintenance and infrastructure.

Provincial governments will be responsible for:

- endorsement of Provincial and District Education Plans
- the creation of necessary teaching positions
- the appointment of teachers.
- in-service training for teachers

Secondary Education

Major outcome

A relevant, affordable and quality secondary education provided to selected Grade 10 and Grade 12 graduates.

Access

Minor outcome S1:

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

In line with government priorities in education, there will not be a significant increase in access to secondary education during the Plan period. Agreed transition rate targets between Grades 8 and 9, and Grades 10 and 11, must be met by 2015.

In order to increase access the Enga Provincial Government has already committed funds and resources worth up to K2, 120,000 in 2005 for upgrading the basic facilities of Pausa High School in its bid to acquire secondary school status by 2006. Conversion of Pausa High School will bring the number of secondary schools up to three (3) for Enga Province. Pausa will commence with 3 grade 11 classes in 2006. Kopen and Wabag secondary schools are well established schools enrolling grades 9 to 12.

Pausa High School to be upgraded to achieve secondary school status by 2006.

Secondary schools offering Grade 11 and 12 classes must be properly planned and have all necessary buildings, equipment and teaching materials in place before teachers are allocated and Grade 11 classes enrolled. Each school boards of governors, provincial education authority and the Enga provincial government will be responsible for the maintenance of school buildings and grounds. The maintenance and the upgrading of existing schools, rather than the construction of new schools, will be the priority of provincial and school boards.

For the next ten years the expansion of existing schools, rather than the establishment of new schools, will be the principal strategy for improving access to secondary education in Enga. Three secondary schools are sufficient to accommodate the academically best students and to do the otherwise in pushing for more schools would mean a compromise on standards.

Enga Province has plan for the development of two technical secondary schools, which include schools that will have an emphasis on skills training as well as academic subjects. A dual curriculum will be used in these proposed technical schools. Kopen Secondary School has been officially handed over by the Enga Provincial Government to the Catholic Church to run beginning in 2008. When that happens Wabag District will be in need of a high school of its own to cater for the increasing number of grade 9 and 10 spaces created by the expanded school system.

The transition rate between Grades 8 and 9 reduced to no less than 55% by 2015.
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The target for transition between the primary and lower secondary sectors will be 55 per cent. The continued relocation of Grade 7 and 8 classes to primary schools means that there should be minimal expansion required before 2010. The transition rate of 30 per cent from lower to upper secondary will require a small marginal increase in the number of Grade 11 places each year. A restructured flexible, open and distance education college will provide an attractive alternative pathway for students who are unable to gain a place in the formal school system.

The transition rate between Grade 10 and 11 maintained at 25%.

The percentage of girls in lower secondary will rise from the present 39 percent to 46 percent and in upper secondary from 35 percent to 46 percent over the Plan period.

Girls occupy 48% of places in lower secondary and 45% in upper secondary by 2015.

Table 34: Projected secondary school enrolments, 2006 to 2015, selected years

	2006	2009	2012	2015
Grade 9	1568	1664	2407	2982
Grade 10	1380	1380	1900	2552
Grade 11	372	414	505	701
Grade 12	372	414	439	635
Total	3,692	3872	5251	6870

Tables 35 and 36 show the number of 15 and 17-year old students and the projected numbers enrolled in Grades 9 and 11 respectively.

Table 35: Grade 9 enrolment and the 15-year old population, 2006 to 2015, selected years

	2006	2009	2012	2015
Grade 9 Enrolment	1568	1664	2407	2982
15-yr old population	7,387	8,049	8,770	9,555

Table 36: Grade 11 enrolment and the 17-year old population, 2006 to 2015, selected years

	2006	2009	2012	2015
Grade 11 enrolment	372	414	505	701
17-yr old population	7,472	7,602	8,282	9,024

There has been an increase in the number of Grade 9 and 10 students during the Plan period, the lower secondary enrolment rate will be expected to rise as well. This is due to the very high rate of population growth and the government objective of focusing on the provision of basic education.

Table 37: Secondary Class Structure, 2006 to 2015, selected years

	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12
2006	2	3	45	45	11	11

2009	0	0	48	45	12	12
2012	0	0	69	62	14	13
2015	0	0	85	83	20	18

The enrolment rate in the upper secondary grades will remain constant at about 6.6 per cent as a result of the minimal expansion planned in the sector. Alternative pathways will be provided in distance education and vocational education. Tables 38 and 39 show the transition and enrolment rates.

Table 38: Secondary transition rates, 2006 to 2015, selected years

	2006	2009	2012	2015
Grade 8 to 9	83.0 %	55.0 %	55.0 %	55.0 %
Grade 10 to 11	30.1 %	30.0 %	30.0 %	30.0 %

Table 39: Secondary enrolment rates, 2006 to 2015, selected years

	2006	2009	2012	2015
Lower Secondary enrolment rate	17.2 %	16.7	22.2	26.2
Upper Secondary enrolment rate	6.2 %	6.3	7.1	8.7

Two high schools will be targeted to be converted to technical vocational education and training (TVET) secondary school status by 2009 and 2011 respectively. One school to cater for students at the eastern end and the other to cater for population at western end of the province. The responsibility for the enrolment of students in full-time courses will rest with the provincial government in close consultation with the individual Boards of Management. A feasibility study will be conducted in 2007 to determine the viability of such an institution. A thorough study on the implication of establishment cost, curriculum, intake level, and staffing.

Two secondary schools to be converted to technical vocational education and training secondary school by 2009 and 2011 respectively.

It is planned that Kopen secondary School will be handed over to the Catholic Church to be operated as a Catholic Agency School in 2009. It is done with the view that the Catholic Mission has the manpower and resource capacity to set up the technical high school as planned. Porgera is earmarked to be converted in 2010 to cater for students at the western end of the Province. Enga Technical Secondary School Curriculum Model is shown in Table 46.

Staffing at the secondary level will be based upon 1.5 teachers per class in both upper and lower secondary classes. This is a reduction from 1.75 teachers per class currently allocated in the higher grades. It will result in salary savings of more than K20 million over the Plan period. It is further assumed that expatriate contract officers will be phased out by 2008.

Table 40: Secondary school staffing requirements, 2006 to 2015, selected years

	2006	2009	2012	2015
Lower Secondary	134	138	196	252
Upper Secondary	32	35	40	57

Total	166	174	236	309
Pupil teacher ratio	22.2	22.3	22.2	22.2

Strategies and Activities

- Establish and maintain a sufficient number of secondary schools.
 - Complete the implementation of the plan for secondary education by 2006
 - Re-designate existing vocational institutions offering lower secondary education as technical secondary schools.
 - Maintain and rehabilitate all existing schools rather than construct new schools.
- Develop a plan for expansion of secondary schools in the province.
 - Determine the number of new classes required on an annual basis and allocate these classes to the schools.
 - EPG to commence upgrading facilities in Pausa for acquiring secondary Status in 2006.
 - Establish agreements with Enga provincial government guidelines for the expansion of secondary schools.

Quality curriculum and monitoring

Minor outcome S2:

A relevant secondary curriculum is developed, implemented and monitored.

The Department of Education will develop, publish and distribute new reform curriculum materials for the secondary schools. It will be the responsibility of the Department of Education to procure and distribute any new curriculum materials in accordance with the National Policy for the Procurement, Distribution and Storage of Curriculum Materials (Department of Education, 2003). Books will be distributed to students in the approved ratio of one to one.

By 2007 all reform curriculum materials will have been distributed to schools in the province.

The development of locally-based projects linked to the national curriculum will be encouraged. A Provincial Curriculum Committee (PCC) will be established to help monitor curriculum implementation in the province. The Department of Education will provide technical assistance and advice to schools taking this initiative and monitor school-based curriculum development to ensure consistency. There will be increased emphasis on skills development in the development of the lower secondary curriculum, taking into account the National Skills Plan – Enhancing our Futures, (Department of Education and National Research Institute, 2000) and the work being carried out in the vocational sector. This change in emphasis will cater for the existing and proposed institutions currently designated as Vocational Secondary Schools.

A provincial curriculum committee to be established by 2008 to coordinate the development of support curriculum materials and oversee overall implementation.

The provincial Secondary school inspector will visit schools on a regular basis for advisory and inspection purposes. An increased reliance on school-based teacher appraisal will mean that inspectors will be able to place a greater emphasis on their advisory functions and concentrate on financial and management issues.

The Provincial Guidance officer will visit all schools on a regular basis to advise students on future opportunities and to conduct academic aptitude tests for Grade 9 students and differential aptitude tests for those in Grade 11.

Secondary Inspector and provincial guidance officer are to report on schools annually.

The Division of Education and EPG acknowledges the growing importance of counseling for secondary students. Of particular importance is the countering of more recent problems such as that of drug taking. The training of trainers for school-based teacher counseling will be a key strategy. Teacher counselors will provide counseling services to students while performing teaching duties. All secondary school will have a teacher counselor by the end of 2007 and school Boards of Governors will be encouraged to engage locally available expertise to support teachers in the counseling of students. It is expected that these initiatives will have a significant impact on both student retention and student attendance at schools.

All secondary schools have a trained teacher counselor by 2007.

In Enga, the deterioration in the standards of discipline of students is causing concern across the whole system, but is particularly felt in the secondary schools. There is an increasing awareness that discipline should begin at home and that parents should participate more fully in their children's education. They should be encouraged to become more involved in the school. This should be achieved through structured, regular activities such as parent teacher consultations. Schools in rural areas will be expected to develop innovative solutions as to how to involve the parents of those students who are boarders.

Strategies and Activities

- Design, develop and produce complimentary curriculum and assessment support materials for all subjects at the secondary level.
 - Provincial Curriculum Committee (PCC) to Review all current secondary curriculum and assessment materials.
 - PCC to encourage schools to Develop skills based curriculum at the school level.
- Provide inspectoral services to all secondary schools.
 - Secondary inspector to visit schools on a regular basis.
 - Province to fund training and then monitor principals in teacher appraisal techniques.
- Monitor and evaluate teaching and learning to enhance standards.
 - Develop and trial qualitative means of monitoring and evaluating teaching and learning.
- Support counseling and guidance services for secondary school students.
 - Province and NDOE to select and train school-based counselors and guidance officers.
 - Support the provision of counseling services by consulting outside agencies and by engaging local personnel and parents.
 - Schools to involve parents to a much greater degree in the education of their children.

Quality teacher education and training

Minor outcome S3:

A sufficient number of appropriately trained and qualified teachers prepared for secondary schools in the province.

The province envisages that upper secondary teachers will be degree holders who have gained a Postgraduate Diploma of Education. Provided that targets regarding access can be adhered to, the demand for lower secondary teachers will increase markedly in the latter years of the Plan period. This is because the increase in Grade 9 enrolment will be through the establishment of extra classes, rather than through replacing Grade 7 and 8 classes relocated to the primary schools.

All secondary school teachers will be degree holders by 2010.
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The major avenue for teachers wishing to upgrade their qualifications will be through in-service courses using a mixed delivery mode. In-service training will be focused on the implementation of the new curriculum. Self-paced, in-service units will be developed to support this process. There will continue to be opportunities available for serving teachers without a teaching qualification to gain a Post Graduate Diploma of Education. This will be offered by a mixed mode of delivery through Enga University Center. Currently the Enga University Center is facilitating a professional degree program targeted for already practicing primary school teachers and school administrators with a diploma in education to pursue.

A number of in-service courses to be made available by 2007.

School and financial management is a concern and school managers will be provided with training to strengthen, in particular, financial management and leadership. A fair number of women teachers will be selected to across the province to undertake management courses.

Strategies and Activities

- Provide the required number of appropriately trained teachers.
 - Secondary appointment committee to appoint qualified teachers to the secondary schools
 - Provide opportunities for serving teachers without a teaching qualification to gain a Post Graduate Diploma in education.
- Develop a program of professional development for all teachers.
 - Conduct in-service training courses to develop knowledge and understanding of the reform curriculum and new assessment and examination requirements.
- Provide school management training.
 - Provincial In-service Coordinators to organize courses on key issues such as planning, financial and asset management in schools.

Management

Minor outcome S4:

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

Parents will continue to pay a significant percentage of the school fees, while EPG will support secondary schools with cash subsidies direct to the schools or in the form of ration and stationary goods. The national government will provide some form of subsidy in the form of the Grade 8

These will take the place of the school subsidies and be of the same value, although there will be no increase in real terms. In light of this, the two secondary schools will be required to become self-reliant and undertake activities to reduce the burden on parents. These activities should be integrated into the school curriculum wherever possible.

All schools to have self-reliance projects by 2015.

Table 41: Secondary school subsidies (K'000s), 2006 to 2015, selected years

	2006	2009	2012	2015
Lower secondary	884.4	913.0	1292.0	1660.0
Upper secondary	223.2	248.4	283.1	400.9
Total	1107.6	1161.4	1575.1	2060.9

A scholarship scheme will be developed to ensure that no talented, disadvantaged students miss out on further education. The Enga Provincial Government has initiated an incentive scholarship scheme whereby academically bright students take up studies at the Highlands Lutheran International School. The Governments approach to paying full school fee has to be cautioned and take a more responsible approach in allowing parents to pay a good portion of the fees as this will avoid developing a dependency syndrome.

A more equitable deployment of teachers will be achieved through an annual teacher audit. A group will be established that will allocate teachers to schools based upon agreed criteria determined by the number of classes and number of students. Issues of equity in teacher deployment will be addressed by the establishment of three Position Allocation Committees, which will determine criteria for the deployment of teachers and allocate the number of positions to each schools and districts in the province.

All schools staffed according to an agreed formula by 2015.

The three committees representing each sector of elementary, primary and secondary will deliberate on the teacher appointments respectively. All the three committees will be chaired by the PEA or PA and the inspectors and coordinators of each sector will be able to provide determining technical advice to the respective committees. These teacher appointment committees will be established as sub-committees to the PEB purely to avoid bias and political influence at the general PEB level.

In order to raise the level of community participation and involve themselves in the running of the schools all secondary schools in the province must establish the parents and citizens forum (usually referred to as P&C). This forum is necessary and important because it will serve as a conduit whereby parents and citizens can openly debate or make suggestions as to how the schools can work with the parents and the surrounding communities to raise the level of education in the school their children are attending. Open minded, visionary and progressive modern school administrators would see this as an interactive and participatory approach to administering schools. This approach will breathe open diplomacy and transparency in the entire administration of the school.

All schools to establish a Parents and Citizens (P&C) forum for interactive approach to running all schools in the province by 2007.

A day in a school term can be allocated as P & C day for this special gathering of parents and citizens to have an open forum to meet with school administration and teachers alike. Parents must be made to be part and parcel of the running of the school. A senior teacher in the school can be appointed to coordinate this forum. The benefit of such arrangement is that at the end of each school year there will be a sense of appreciation that everyone (the teachers, school administration, the school board and the parents) have all contributed to the success of the school.

Strategies and Activities

- Develop and implement a sustainable, appropriate school fee subsidy policy.
 - Establish a scholarship scheme for talented students.
 - Reduce the burden of school fees on parents through schools undertaking self-reliance activities.
 - Support the administration cost of examinations.
- Make efficient and rational use of teachers.
 - Establish a separate secondary teacher appointment committee within the secondary section.
 - Establish criteria for the allocation of teachers to achieve a more equitable and fair distribution of teachers in Enga secondary schools
- The parents and the community to be involved in the running of schools.
 - Establish a parents and citizens forum in all secondary schools.

Responsibilities

Parents and the community will be responsible for:

- the payment of parental contributions towards school fees
- participating in Parents and Citizen activities.
- maintain security at the school.

School Boards of Governors will be responsible for:

- the recommendation of teachers for appointment
- planning for infrastructure requirements.
- Source financial support from external sources

Enga Provincial governments will be responsible for:

- the completion and endorsement of Provincial Education Plans
- the maintenance of school infrastructure especially Pausa to be converted into secondary school by 2006.
- Constant funding to be maintained for maintenance of school infrastructure.
- the creation of necessary teaching positions and the appointment of teachers
- the selection of students for Grade 9
- the administration of the scholarship and subsidy scheme.

Flexible, Open and Distance Education

Major outcome

The provision of a flexible, open and distance education through FODE-Wabag provides opportunities to students to pursue alternative pathways for continued formal education.

Access

Minor outcome F1:

A significant growth in enrolment achieved by offering a number of demand driven Programs at FODE.

Distance education has the potential to reach a broader audience at lower cost to the client. In addition, it has the potential to address the difficulties of distance and terrain in the delivery of education services to all Engan school aged citizens. This will be achieved by reviewing and rationalizing the existing main FODE office in Wabag and its affiliated Tec- vocational centers around the province. The rural primary schools and high schools will also benefit from the development of distance programs.

Review and rationalize the FODE center in Wabag and its affiliated centers in the Vocational Centers.

The principal target groups will be:

- Grades 6 to 8 students in remote schools who choose to complete their secondary education through the flexible, open and distance education mode
- Grade 10 students who wish to take up the matriculation program.
- People undertaking technical and vocational training courses.

Twenty Five per cent of Grade 8 and 10 percent of Grade 10 graduates choose to enroll in distance education by 2015

The FODE center will target Grade 6 to 8 students, although this group will decrease over the Plan period. Enrolment in Grades 9 to 10 will cater for 10 per cent of the students who are not offered a place or do not wish to take up a place in a secondary school. The college also aims to attract ten percent of the students who complete Grade 10 and are not offered a place in Grade 11. The number of Grade 10 graduates who currently enroll to upgrade their qualifications is expected to drop once the Grades 11 and 12-matriculation program offered. Projected enrolment is shown in Table 42 for those who exit the formal system following Grade 8 and Grade 10.

Table 42: Projected distance education college enrolment, selected years, 2006 to 2015

	2006	2009	2012	2015
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New Grade 9	242	445	440	530
New Grade 11	142	200	330	430
Total	384	645	770	960

FODE Enga has the facilities to enroll 5 per cent of Grade 9 graduates and 10 per cent of Grade 10 graduates who are unable to continue, or who do not wish to continue in the formal education system.

Strategies and Activities

- Increase access to distance education.
 - Carry out awareness of the importance and value of continued distance education.
 - Set up sub – study centers in all the districts.
 - Provide flexible, open and distance modes of delivery using vocational centers and private providers.
 - Prepare annual budget for the province to help fund the operations of the FODE.
 - Commence offering matriculation courses at the FODE Centre.

Quality curriculum and monitoring

Minor Outcome F2:

The current curriculum and assessment programs offered will be based on and articulate with the mainstream education system.

The curriculum and assessment programs offered by the FODE center and sub-centers will be based on the national curriculum. This can be defined as being “one system, many pathways and the same outcomes”. As a result students who miss out or fail to continue for one reason or another through the formal system can attain the same certificate through FODE system.

The process of assessment of distance education students will be reviewed to ensure consistency with that of the formal education system. Links between the provincial centers and headquarters will be further strengthened. The center will provide relevant demand driven options for students.

Appropriate assessment, examination and certificate system established by 2009.

Flexible, open and distance education courses offered at the FODE Enga center will be reviewed, restructured and upgraded to provide pathways for students to:

- enroll at any time of the year
- study at their own pace
- study at a time and place convenient to them
- complete assignments and sit for examinations as and when they are ready.

Strategies and activities by NDOE and the Province

- Review and redesign current curriculum and college practices. Although most of these strategies will be carried out by the Department of Education. FODE Enga will help to:
 - Identify points of articulation between the college and the school system and

- develop an appropriate policy.
- Adapt the reform curriculum in the upper primary, lower secondary and upper secondary grades for use in distance education mode.
- Develop and deliver other programs such as adult literacy and other short modular Courses through the ongoing Provincial Literacy program
- Utilize information communications technology as it becomes feasible.
- Province to coordinate the distribution curriculum materials consistent with the national policy for the Procurement, Distribution and Storage of Curriculum Materials.
- Develop an appropriate assessment, examination and assessment policies
 - Review the current examination and assessment policies in light of the reform curriculum in secondary education.
 - Review assessment processes to be consistent with national requirements.
 - Rationalize the central academic records system to be linked to all provincial distance education centers.
 - Province to mark papers and carry out awareness of FODE programs and activities.
- Establish a materials production and procurement system that is cost-effective and efficient.
 - Review current materials production and distribution systems for distance education.

Quality teacher education and training

Minor Outcome F3:

The provision of well-trained support personnel at the FODE center.

The part-time employment of national staff at the Wabag FODE center will be accelerated through enhanced training opportunities. Sufficient incentives will be needed to attract qualified Papua New Guineans, to teach and mark papers at the Provincial center. Apart from the administrative staff, the center will require additional teaching and guidance staff to provide special tutorial support to students.

FODE Center to be staffed by appropriately trained staff by 2010

The reformed curriculum and assessment procedures will necessitate in-service training for part time teachers and staff in marking alignments. The center coordinator to draw up a staff development program for the center.

Table 43 Staffing requirements for FODE center by Grade.

	2006	2009	2012	2015
Administration	4	6	6	7
Grade 9-10	4	6	6	8
Grade 11-12	4	6	8	12

Staff at the center will remain static for a while at constant level. Currently there is sufficient academic staff at the center to mark papers and provide tutorial services.

Strategies and Activities to be carried out by NDOE

- Increase the rate of localization.
 - Request additional staff to be added to FODE through the provincial appointment committee.
 - Secure sufficient funds from Enga Provincial Government for operational purposes.
 - Upgrade the skills of center staff in tutoring and assessment.

Management

Minor Outcome F4:

A provincial center offering flexible, open and distance education.

The concept of distance education have been changed to flexible, open and distance education reflecting current and expected future trends and technological advances. A flexible and relevant curriculum appropriate for distance learning has been developed. The provincial FODE center will continue to offer educational programs that maximize choice and flexibility in study pathways using the national curriculum through a number of practical and affordable modes.

The Enga Provincial Government has released some teachers to help mark and provide tutorial services to those students enrolled at the center. It has also assisted in allocating a car to the code center for its smooth operation. The Province has also assisted in allocating funds for its day-to-day operations. EPG has also provided subsidy for students studying at the FODE center and is expected to continue.

More students will access nationally recognized qualification by 2007.

Students will be able to access nationally recognized qualifications regardless of their geographical location or situation. The quality of the programs will be achieved through a continuous monitoring process and improvements in management processes consistent with the national education system.

Strategies and Activities

- Maintain an effective provincial and study centers in the province
 - Second a good number of teachers from teaching duties to help mark and teach distance students at the center.
 - Strengthen the capacity of the Board of Studies for flexible, open and distance education.
 - Establishment and management of sub-study centers in the districts.

Enga University Center

Major outcome

To build the future of Enga by degrees and diplomas through the provision of a flexible and open distance education, from Enga University Centre which provides opportunities to students to pursue alternative pathways for secondary and tertiary level studies.

Access

Minor outcome U1:

A significant growth in enrolment achieved by offering a number of industry driven degree and diploma programs through Enga University Centre (EUC).

Because of the country's rough terrain, scattered and isolated island communities distance education has the potential to reach a broader audience at lower cost to the client. Distance education certainly has the potential to address these diverse geographical barriers in delivering education through the distance services to all Engan citizens. This will be realized through boosting logistic and budgetary support to Enga University Center to offer its various programs.

The principal target groups will be: Grade 10 leavers who want to do the Certificate in Tertiary and Community Studies(CTCS) then articulate into the formal tertiary institutions in the country Grade 12 leavers who want to do the CTCS program to receive a pre tertiary qualification in preparation for tertiary level studies Public servants and private sector employees who want to do a diploma or degree program in their own specialist fields through the distance mode of study. Public servants and private sector employees who want to do short professional course in their own specialist fields to increase competency.

Twenty percent of Grade 10 and 10 percent of grade 12 to enroll in distance education courses by 2015.

The Enga University Centre will target the increasing number of grade 10 and grade 12 leavers. Enrolment at EUC will cater for more than 60 per cent of the students who are not offered a place or do not wish to take up a place in a secondary school. The University Center also aims to attract 70 percent of students who complete Grade 12 and are not offered a place in tertiary institutions.

Projected enrolment is shown in Table 43 for those who exit the formal system following Grade 8 and Grade 10.

Table 44: Projected distance education enrolment for the EUC, selected years, 2006 to 2015

	2006	2009	2012	2015
New Grade 10	400	700	1100	1600
New Grade 12	200	400	600	900
Diploma in Accounting	15	50	100	200

Bachelors in Accounting	10	40	86	150
BA in Public Policy Management	20	60	120	200
Bachelor of Arts in Education	30	80	130	230
Bachelors in Nursing	6	20	60	120
Bachelor of Arts Foundation	30	60	140	200
Others as it comes into				

Public servants and private sector employees will also have the opportunity of enrolling in the Certificate in Tertiary and Community Studies. Those who have already matriculated and have a diploma would continue onto Degree and diploma programs.

Ten percent of public servants in the province and 5 percent of the public sector employees enroll for degree and diploma programs by 2015

Strategies and Activities

- Enga University Center has the facilities to enroll 20 per cent of Grade 10 graduates and 10 per cent of Grade 12 graduates who are unable, or do not wish to continue in the formal education system.
 - Establish University sub- study centers in the Districts and enroll students for the CTCS program
 - Undertake Training needs analysis with HR Division in Enga and prepare a long term Human Resource Development program.
 - Identify training needs for the public service and the private sector employees in Enga and submit it to corporate bodies such as Porgera Joint Venture for possible sponsorship packages.
 - Prepare annual budget for the province to help fund the operations of the center.

Quality curriculum and monitoring

Minor Outcome U2:

The current curriculum and assessment programs offered under different programs will be based on and articulate with the mainstream university programs.

The academic curriculum of course programs offered by the Enga University will be wholly controlled and reviewed by the various schools of the UPNG who have ownership over the programs. The course materials are centrally designed, produced and supplied by UPNG to all its network of University Centers and open campuses throughout the country.

To maintain the quality of the programs offered assignments and exams are set and prepared by UPNG and marked centrally by UPNG academics of the various schools.

Appropriate assessment, examination and certification system established by 2006.

The institution will provide relevant market demand driven courses for students to enroll in. Recognition of prior learning through work and life experiences will enable students

to gain credit towards their course program. Examples of such programs are Bachelor of Arts in Education and Diploma in Accounting. ***Strategies and Activities***

- Review and redesign current curriculum and University Open College practices.
 - Help UOC to Review the current CTCS curriculum.
 - Develop and deliver other short professional courses such as basic computer skills.
 - Collect and develop a multi-media teaching aids resource center for EUC.
- Establish a materials production and procurement system that is cost-effective and efficient.
 - Review current materials production and distribution systems for Distance Education at the University Open College.
 - University Open College to rationalize the production and distribution systems
 - Make available electronic notes of lectures delivered at UPNG via the Internet services.

Quality teacher education and training

Minor Outcome U3:

The provision of well-trained and qualified staff and support personnel.

The University Center will engage tutors who have a basic degree in any of the specialist subject fields to teach the CTCS course. Sufficient incentives will be needed to attract qualified Papua New Guineans to teach at the center on part time basis. Mentors will be appointed to the University center to provide academic guidance and counseling to students enrolled for degree and diploma programs.

University Center staffed by appropriately trained and qualified staff by 2006.

Strategies and Activities

- Select appropriately qualified staff to fill tutor positions under each program.
 - Maintain a pool of specialist secondary teachers who will be able to render tutorial services to the University Center on part time basis.
 - Offer attractive remuneration packages to attract competitively part time tutors to teach at the University Center.

Management

Minor Outcome U4:

An institution offering flexible, open and distance education.

The University Open College's distance and flexible education will reflect current and expected future trends and technological advances. A flexible, open and distance education curriculum has to be one that is relevant and innovative and one that students will wish to enroll in because they see it as being useful, relevant, cost effective and relatively affordable.

The University Center will offer educational programs that maximize choice and flexibility in study pathways through the distance mode of learning.

Distance education students would be able to acquire nationally recognized degree/diploma qualifications by 2008.

Students will be able to access nationally recognized qualifications regardless of their geographical location or situation. The quality of the programs will be achieved through a continuous monitoring process and improvements in management processes consistent with the University wide system.

Strategies and Activities

- Restructure the Provincial University Study Center.
 - Review the University Center to enhance the capacity to meet projected enrolment targets.
- Monitor improvements consistent with the UPNG prerequisites.
 - Establish a standards and monitoring system.
 - Strengthen the capacity of the University Center for flexible, open and distance education.

Responsibilities

Parents and the community will be responsible for:

- Carry out awareness on the types of courses offered at the center
- Enroll students at the University Center
- the payment of parental contributions towards school fees

EUC Advisory Board will be responsible for:

- the recommendation of teachers for appointment
- As required under the provisions of the MOU paragraph 10-13, a Board of Management is put in place to govern the overall management of the Center and be accountable to:
 - The University Council through the Institute of Distance and Continuing Education.
 - The Provincial Government on matters relating to finance, staff and plan provided by the Provincial Government.

Enga Provincial governments will be responsible for:

- An annual grant of K100,000 payable to UPNG as direct annual appropriation
- Provide Housing for the Center Director
- Provide transport for to be used at the center
- Other such financial grants from the Province

UPNG will be responsible for:

- the payment of center staff salaries in an efficient and timely fashion
- Course materials specifically designed for instruction through the distance mode of learning
- Centralized registration support functions for enrolling and enrolled students
- the preparation and administration of the School Certificate Examinations

- Centralized bursarial functions
- Annual Review of Center Operations
- Recommendation to the UPNG and the Provincial Government on other matters as appropriate.
- Maintain central student information and records

Technical Vocational Education and Training

Major outcome

A selected number of technical vocational education and training institutions will be able to offer courses of varying lengths to students completing both grade 8 and grade 10 education and to the wider population to gain appropriate skills to satisfy both personal and community demands.

Access

Minor outcome TVET1:

An appropriate number of vocational centers providing, technical and vocational education and training for the school leavers and the general public.

Vocational Education system in Enga will be transformed to offer varieties of programs, designed to provide alternate path-ways, and equal opportunity for men and women who wish to pursue vocational and technical stream education and training.

Vocational courses will be conducted in four different types of institutions in Enga Province. These will range from Vocational Secondary Schools (VSS) offering full-time two-year accredited courses to small Vocational Training Centers (VTC) that provide short Courses from 1 hour to 3 months targeted at the wider population. All will subscribe to a philosophy of education for life and prepare vast majority of its students for a life in their respective societies. Vocational institution that offer full-time one year courses may conduct trade testing.

The Enga Division of Education will review the status of all the 12 current vocational centers immediately by 2007. This process of rationalization will be overseen by the Department of Education, with a view to the closure of some uneconomical institutions and the rationalization of others.

Re-register all vocational centers in the Province by 2007.
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Positions at those closed vocational centres will be relocated to the re-registered and upgraded vocational institutions.

All institutions will be re-registered against approved classification (to be established by TSC and NDOE) although institutions themselves may choose to call them by other names to denote their special emphasis. The 12 vocational schools in Enga will be reclassified and renovated, to reflect the type and level of program envisaged. Each institution may offer, two (2) or more programs. The range of programs offered by vocational schools is shown in Table 44 and their classification is shown in Table 45.

Closer linkages with the Department of Agriculture and Life Stock, Commerce, Trade and Industry, Culture and Tourism, Department for Community Development, churches and NGOs will be developed to support the vocational centres and vocational schools that are specializing in the provision of courses for the community. In particular, the concept of communities themselves being the principal agents for change will be supported

through the establishment of community learning centres by the Department for Community Development. The Department for Community Development envisages that these will not be stand-alone institutions, but will use existing facilities (Vocational Centers) for conducting community development and community training activities. The District Community and Ward Development Officers will play a key role in these initiatives.

All TVET centers offer short-term community orientated programs by 2010.

Table 45: Range of rationalized programs offered by vocational institutions

Length & Type of Program	Intake/ Target Group	Accreditation Possible	Articulation Possible
One-year full-time conventional vocational training centers	Grade 8 up to two years out of school.	Yes	Yes
One week to one-month individual and industry driven Modular Block Courses.	Individual and industry	Yes	Yes
One day to three months community demand driven short courses offered in the institutions.	Out of school youth and adults in the communities	No	No
One day to four weeks community demand driven short courses offered through outreach and community extension activities.	Out of school youth and adults in the communities	No	No
Two-year post grade eight vocational high school	Selected grade 8 basic education graduates and selected school leavers	Yes	Yes
Two year post grade 10 vocational secondary school	Grade 10 vocational high school graduates and selected grade 10 school leavers	Yes	Yes
One year post grade 10 pre-employment technical training.	Grade 10 school leavers.	Yes	Yes

Churches and private providers will be encouraged to provide skills training both in the field of business and trade areas. Their involvement will encourage competition between themselves and government institutions. A major shift in subsidy policy through the provision of an incentive scheme for all Grade 8 graduates will help to encourage such competition. This will commence in 2008 and be preceded by a study conducted by NDOE to determine guidelines and ensure that it is consistent with local needs.

Grade 8 Graduate Incentive scheme introduced in 2010.

Table 46: Program classification

Programs	Classification	Enrolment	Teacher	Comments
Vocational S/S	Level 5 - 9	108 – 720	8 - 45	
Vocational H/S	Level 3 - 8	72 – 540	5 - 36	

Pre-employment	Level 3 - 7	72 – 450	5 - 30	
Conventional V/S	Level 3 - 7	72 – 360	5 - 24	
Short Courses	Conducted within above	Based on community demands	3 - 7	
Block Courses	Conducted within PETT	Based on individuals and industry demands	3 - 7	

Table 47 below shows projected enrolments assuming that there will be significant rises in overall enrolment. The enrolment patterns will alter, over a period of four years. The percentage of girls in vocational schools will rise from about 30 per cent to 45 per cent by 2015, whilst total 14 year old school age population streaming to technical and vocational institution will increase dramatically.

Table 47: Projected full-time equivalent vocational institutions enrolments by programs, 2006 to 2015, Selected years

Programs	2008	2009	2010	2011	2012	2013	2014	2015
Vocational S/S								
Gr. 11 (yr 3)								
Gr. 12 (yr 4)								
Vocational H/S								
Gr. 9 (yr 1)	720	720	864	864	864	864	864	864
Gr. 10 (yr 2)		700	700	844	844	844	844	844
Pre-employment								
Year 1	810	810	810	810	810	810	810	810
Conventional VTC								
Year 1	972	972	972	972	972	972	972	972
Short Courses								
Block courses								
Total	2502	3202	3346	3409	3409	3409	3409	3409

It is assumed that a very high proportion of all full-time places in vocational high school, will be taken up by Grade 8 graduates and vocational institutions will need to provide places for more than 25 per cent of Grade 8 graduates.

Strategies and Activities

- Asses the status of all vocational institutions in the province.
 - Complete vocational education component of Enga Provincial Education plan.
 - Develop institutional plans.
- Facilitate and monitor the implementation of provincial vocational education system reform.
 - Rationalize provincial vocational training centers.
 - Close centers not in operational and relocate instructors and resources
- Provide infrastructure to meet training program needs.
 - Upgrade and renovate existing infrastructure based on training program specifications.
 - Provide new infrastructure as required by vocational program specifications.
- Provide opportunities for private providers to become registered.
 - Provide the opportunity to local people who have expertise in mechanical, carpentry and those with secretarial background to take over closed down centers and offer training.

- Establish and strengthen linkages with other training providers and establishment for industrial experience.

Quality curriculum and monitoring

Minor outcome TVET2:

A quality vocational skills training program provides clients with skills that are relevant and required by the community.

Changes to the curriculum must reflect the reclassification and re-designation of vocational institutions. The major thrust will be to redirect the curriculum towards providing appropriate and broadly based skills and knowledge, while preparing students to continue on to further training where such opportunities exist.

Vocational curriculum reviewed by 2006.

A compulsory training needs analysis will have to be completed, as the curriculum development process will be streamlined to respond to different needs. The content of all vocational education and training courses, regardless of the nature of the institutions will be competency-based and enterprise-driven. The type of programs offered will be determined during the rationalization process.

Short course materials distributed to all vocational centers by 2007.

The fulltime programs offered in vocational centers will be for a maximum one year duration. These courses will be modularized to allow students to attend and complete modules at a time of their choosing. New courses that are developed will be in response to needs, identified in particular communities. Recognition of prior learning will be available once the appropriate policy is developed.

An awareness campaign will be put in place by 2007 in order to change the public perception of vocational education. Vocational centres, while focused on their core business of providing courses for people with a Grade 8 education, will also provide courses that are suitable for others including Grades 9 and 10 and the wider community.

Awareness campaign in place by 2006.

At the same time, centres should be building links with other organizations and institutions to reach a wider community, offering courses such as basic literacy and numeracy, and basic health training. In addition to greater linkages with other government departments and non-government organizations there is also much to be gained through learning from initiatives taken by a number of major resource developers. Specific examples of these are Porgera Mine, Kare Alluvial Mine, Kandep wheat and Sheep farm and the pyrethrum industry.

There will be a review of the role of the vocational education inspectors to include greater monitoring of the 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

- Rationalize and develop appropriate competency-based training programs for centers based on the economic and employment needs of Enga Province, districts and the individual communities.
 - Adapt existing full-time courses for maximum one-year duration.
 - Identify, develop and modularize new courses.
 - Review and adapt existing short courses including Skills Training Resource Unit materials.
 - Support the production of locally-based curriculum.
 - Conduct community development programs in and out of schools.
- Provide adequate tools and equipment to service training programs.
 - Procure relevant tools and equipment for conducting training programs based on course specifications.
- Provide advisory and appraisal services to all vocational institutions.
 - Strengthen and support the operational functions of the inspector.
- Develop a greater understanding between the vocational institutions and other departments and agencies.
 - Develop and conduct awareness program to change public perception of vocational education.
 - Increase and strengthen links between community and industry
 - Establish a database of course, providers and instructions from various agencies, communities and other departments.
- Provide incentives for institutions to offer short courses for the community at large.
 - Allocate start up capital for institutions meeting agreed criteria.

Quality teacher education and training

Minor outcome TVET3:

The provision of a sufficient number of appropriately trained and qualified vocational centre instructors and managers.

The successful implementation of a much wider range of vocational and TSS courses will require programs to prepare appropriately qualified teachers and supervisors, as well as proactive and entrepreneurial management. Teachers with Diploma of Vocational Education and Training will continue to be recruited from Papua New Guinea Education Institute (PNGEI). This will allow greater numbers of instructors to graduate from the program.

Graduates from PNG University of Technology will be recruited to teach in the TVET institutions by 2009

Graduates from PNG University of Technology will be recruited to teach at the TSS, but upon doing a yearlong Postgraduate diploma program. The table below shows vocational center staffing requirements.

Table 48: Vocational institution staffing requirements, 2006 to 2015, selected years

	2006	2009	2012	2015
Male	44	64	68	93
Female	13	20	22	34
Total	57	84	90	127
Ratio	1:4	1:3	1: 3	1:2

The capacity of short course for centre managers and teachers will be enhanced through further entrepreneurial and management training. This training program will build upon initiatives already undertaken. The shift towards the provision of short courses directed at the community means that instructors are going to have to be re-skilled to prepare them to teach adults. There will also be courses that can be taught by local people with demonstrated skills. A skills audit will be carried out for all institutional staff and in the communities to identify the resources available to deliver a wide range of courses.

Conduct skills audit for vocational center staff by 2007.

Strategies and Activities

- Provide the required number of appropriately trained instructors.
- Provide professional development opportunities for vocational center instructors.
 - Conduct skills audit of instructors.
 - Identify, develop and deliver courses to include entrepreneurial and adult education skills.
 - Develop bilateral training arrangements with established industries
- Provide professional development opportunities for vocational centre managers.
 - Conduct skills audits of managers.
 - Identify, develop and deliver courses to include planning, financial and asset management and entrepreneurial skills.

Quality Management

Minor outcome TVET4:

A vocational education system that is both cost-effective for government and affordable for all.

The transparent management of finances and assets is an essential component of this. Board of Management guidelines will be reviewed to effect the sound management of institutions. A greater autonomy will be granted to major church agencies and other capable organizations. This could include the appointment, management and discipline of vocational education instructors.

Develop a process to grant increased autonomy to church and other agencies by 2010.

The Province will be required to adopt the system of introducing the Grade 8 Graduate Incentives Scheme by NDOE. This scheme is designed to encourage competition and a shift towards a needs driven system. This support would only be available for Grade 8 graduates. All these graduates will be provided with an incentive for them to enrol at an

institution of their choice. This could be an approved private provider. This will act as a major catalyst to encourage the vocational centres to make the shift towards offering one-year modularized courses and to offer relevant courses for the local communities.

Grade 8 Graduate Incentive Scheme introduced in 2009.
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The duty statements of the vocational centre staff will be amended to reflect the need for innovative, business-minded leadership, as well as enterprise education. Institutions will be encouraged to become industrious and self-reliant. Schools if managed properly are expected to become self-sustaining in their normal operations. The number of full-time permanent teachers in vocational centres will be based upon the number of full-time equivalent students at a rate of one instructor for 18 students.

Define the role of the Vocational Center Coordinators by 2009
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Further positions will only be approved in accordance with strict criteria as determined by a Position Allocation Committee at NDOE level. Provision will be made for the employment of seasonal staff, where appropriate, to allow centers the flexibility to be able to offer a wide range of courses. Provincial governments will be expected to support the infrastructure development and maintenance of the centers. Duty statements for vocational center infrastructures l be

Strategies and Activities

- Develop a system of greater agency involvement in the administration of TVET centers.
 - Grant greater responsibility to agencies for the management of centers to include the management of teachers.
- Develop and implement a sustainable, affordable and appropriate school fee policy.
 - Conduct a review to ascertain the viability of a Grade 8 Graduate Incentive
 - Scheme allowing them to enroll at any approved institution.
 - Determine, on an annual basis, the costs of delivering vocational & technical education programs.
- Make efficient and rational use of vocational institution staff.
 - Regular visits to centers
 - Engage seasonal teachers to teach practical subjects.
 - Establish a provincial TVET Position Appointment Committee.
 - Conduct an annual teacher audit.
- Develop a culture of self-reliance in vocational centers.
 - Include entrepreneurial skills in all training programs.
 - Ensure programs in all vocational institutions are enterprise driven.
- Promote the principles of good governance in the administration of vocational institutions.
 - Strengthen appropriate systems for financial, inventory and asset management.
 - Develop guidelines for center Boards of Management and Develop institutional plans.
 - Strengthen the role of the vocational centre coordinator in the province.
 - Establish a provincial TVET committee

Responsibilities

Parents and the community will be responsible for:

- the payment of parental contributions
- participating in Parents and Citizen activities.

Centre Boards of Management will be responsible for:

- the recommendation of instructors for appointment
- planning for infrastructure requirements
- the administration of short courses the and development of local curricula.

Enga Provincial Government will be responsible for:

- the endorsement of two technical secondary schools for Enga
- the maintenance of centers and Technical secondary Schools
- the funding of teacher in-service training
- the enrolment of students and appointment of Instructors
- identifying the types of courses to be offered in centers and TSS
- the development of local curricula

Adult Literacy

Major outcome

Every adult, out of school youth and school-aged children who do not have access to the formal elementary system in Enga enters a literacy school by 2012.

Access

Minor outcome L1:

Literacy schools established at the district and community level in order that all pre-school children and adults in Enga learn to read and write in their vernacular.

All pre-skull children at the age of 5-6 years and adults will be provided with the opportunity to enter the tok-ples skuls by 2012 operated by NGOs and Church organizations. There will be annual enrolments in all tokples schools. Table 49 shows projected enrolment figures.

Every adult, out of school youth and school-aged children who do not have access to the formal elementary system in Enga enters a literacy school by 2015.

Table 49: Projected Literacy school enrolments, 2006 to 2015, selected years.

Program	Sex	2006	2009	2012	2015
TPS	Male	1233	2687	4304	5870
	Female	976	2334	3989	4212
	Total	2209	5021	8293	10082
Youth	Male	70	133	207	300
	Female	75	135	176	256
	Total	145	268	383	556
Adult	Male	303	388	429	544
	Female	558	467	378	489
	Total	861	855	807	1033
Total	Male	1606	3208	4940	6714
	Female	1609	2936	4543	4957
	Total	3215	6144	9483	11671

Although not compulsory, the government has encouraged strategies that will meet the educational needs for the adults and young school age children. The following are strategic objectives to drive literacy program in the province:

- Church and NGO operated Tokples Prep Skul (TPS) to be consistent with government run elementary schools. This will facilitate students transferring from fluency to functional literacy activities and TPS to elementary programs beginning in 2008,

- Children should have a chance to read and write in their tok-ples first, so that they will have good chances of reading and writing well in English later and perform better in school.
- Giving children a feeling of love for their places, tradition, culture and language so that the children will not turn their backs on their cultures and traditions of their communities.

Tokpless skuls should operate where there is no elementary school by 2007

The number of new tok-ples classes required would be determined by the community, the church groups and the NGO groups who are involved with this program.

Staffing projections are shown in Table 50. Enrolment increases due to population growth will be accommodated in existing classes rather than through the formation of new classes. Teacher requirements will not increase as new elementary schools will be created and not many would want to volunteer to teach in tokples skuls without any form of payment. However, where there is a lack of conventional elementary schools tokples skuls would play a prominent role in educating children and youths in their vernacular.

Table 50: Tokples school teacher requirements, 2006 to 2015, selected years

Sex	2006	2009	2012	2015
Male	94	110	150	155
Female	36	68	89	102
Total	130	178	239	257

It is hoped that strategies to increase community and church involvement in the schools and the strengthening of the organizations providing literacy education will have a positive impact on enrolments and retention. In particular, issues regarding the value of schooling will be included in the community awareness program for the adult tok-ples education.

Teachers usually have a three weeks intensive course. Though we have the programs, the refresher courses for teachers have not been provided over the last four years. Thus majority of the teachers will not have the opportunity to enhance their knowledge and skills. However, teachers do not receive an allowance for the work. Those who happened to be paid receive only a small amount of money or food in lieu of pay. The vast majority of teachers are not paid. Literacy teachers under TPS program tend to stay for a short time and the lack of financial incentives eventually results in teachers looking for paid employment.

EPG to budget for teacher allowance for the Tok Ples Skuls by 2008.

Tokples Skuls sites do not attract funding from the Government. School fees are the major source of income and are approximately K10.00 per year. There is no formal

recognition of TPS. Although, the objective of the government is to replace TPS with elementary schools, it has never materialized due to the fast population growth and the government's inability to establish elementary education to the much wider and remote population.

Classroom teaching materials are either not available or in sort supply in nearly all TPS sites in the province. The few materials that are available are relevant but adequate and secure storage space for materials in schools is lacking. Tokples Skul is mostly conducted in bush material classroom or community building such as church halls. Providing teachers house is very rare. Most of the teachers are expected to look after their own requirements.

Strategies and Activities

- ***Establish and maintain a sufficient number of literacy schools.***
 - Develop guidelines for communities and local-level governments to use for the establishment of tokples literacy schools.
 - Develop guidelines, to include building dimensions, for literacy schools
- ***Improve retention***
 - Conduct awareness on the value of schooling, especially their ability to read and write.
 - Review and establish a network to improve participation with NGOs
 - Organize literacy committees in the districts.

Quality Curriculum and Monitoring

Minor outcome L2:

A relevant literacy curriculum is developed, implemented and monitored.

The curriculum is usually unwritten and Kisim Save Buk is often used. Teachers purchase the books that are far expensive at this stage. This is expensive for students and there is a move back to phonics or community relevancies in most parts of the province. Few literacy sites receive outside funding. However, fees are charged and are likely to be managed by project owners to run literacy activities. The emerging literacy sites usually raise funds through projects or fundraising activities such as trading groceries and meat raising projects.

Church and NGO operated schools to be uniform with Government operated elementary schools for easy integration and articulation by 2009.

Literacy programs in Porgera under the coordination of Porgera District Women Association receive little support from P J V management. It is often the case that literacy teachers and project owners will source funding from their own pockets. Adult literacy and TPS sites are most often carried out in bush materials and church buildings. Awareness is a strong aspect of adult literacy and TPS program for young school age children. The value of literacy and other awareness such as domestic violence or tribal fighting, HIV/AIDS poverty, drug abuse and other contributing factors towards development are widely carried out in village sites that support literacy programs.

Children when they are taught these issues using their own language they will soon learn to appreciate their language and culture and start commencing in their own language.

Children will begin to appreciate their language and culture and commence communicating in their own language by 2006.

Districts are encouraged to register their organization through IPA and become a private entity. The emerging NGOs are obliged to seek outside funding as this can be a requirement for the funding agencies. Most NGOs in the Districts make rounds and stimulate teachers and volunteers in running workshops and teacher trainings. These are run on a small budget by NGOs and participants assist to meet the costs. A relevant and appropriate assessment and examination should be established that should articulate with the conventional education system.

Appropriate assessment, examination and certificate system established by 2008

Strategies and Activities

- Develop locally relevant programs in accord with the national curriculum.
 - Provide support for Tokples schools in the development and use of Community-based support materials.
- Review, develop, produce and distribute curriculum and support materials for all subjects at the elementary level.
 - Develop locally based materials in the vernacular.
 - Complete orthographies as required.
 - Identify orthographies to be developed and shared with that of elementary schools
 - Establish an implementation process for orthography development.
- Monitor and evaluate teaching and learning to enhance standards.
 - Trial a qualitative means of monitoring and evaluating teaching and learning.
- Community involvement in the appraisal of teachers.
 - Determine a system of community involvement in the appraisal of teachers by the community.

Quality Teacher Training

Minor Outcome L3:

The provision of well trained and qualified staff and support personnel

Teacher training is usually done by NGOs and there is already a pool of teachers in the province but it is still insufficient to meet the ever-growing need for literacy education in the province. It is envisaged that literacy teachers would receive some form of training together with elementary teachers. There is usually limited support coming from the formal sector to train literacy teachers. Division of education should help source funding for literacy teacher training.

Provincial Government to assist in funding for appropriate teacher training by 2008.

Teachers should be trained to be more flexible to adopt appropriate teaching materials as curriculum is usually unwritten. Teachers purchase the books such as *Kisim Save Buk* that are far expensive at this stage. This is expensive for students and there is a move back to phonics or community relevancies in most parts of the province. Few literacy sites receive outside funding. However, fees are charged and are likely to be managed by project owners to run literacy activities. The emerging literacy sites usually raise funds through projects or fundraising activities such as trading groceries and meat raising projects.

Teaching materials are expensive to obtain. Adult literacy teacher trainings have been conducted in the District with NGOs. More teachers are enrolled for training in each district in a year. There is already a net work of literacy teachers already effective and already in operation in the province. The provincial coordinator to negotiate with Elementary coordinator as to how they can collaborate and maximize the use of limited elementary teacher training resources to accommodate literacy trainers.

Strategies & Activities

- Provide the required number of appropriately trained literacy teachers
 - Review guidelines for NGOs and communities to use for selection of teachers
 - Obtain professional assistance within the elementary section for literacy teacher training strategies
 - Review the system for funding literacy teacher training
 - Negotiate with donor agencies for setting up a Lamp shelter to facilitate production of curriculum materials.

Management

Minor outcome L4:

Adult literacy education is cost effective and affordable for adults and children

Non-Government Organizations are making a significant contribution to the coordination of literacy education in the province. This is an area where government contribution or recognition is absent. Teacher training, teachers in-service, training of trainer responsibilities are already in the hands of NGOs from Districts. The NGOs also conduct awareness on social issues. The provincial coordinator will assess and evaluate programs in the Districts with District Coordinators, NGO representatives and stakeholders on scheduled meetings.

The NGOs to establish a systematic way of providing teacher training, teachers in-service and trainers training by 2007.

LAMP centre development is lacking in the province to develop elementary materials and other reading materials for adult classes. A production centre was well established by JICA in 1980s since the remains of this equipment are never seen at this stage. TPS or

Elementary stages for basic education curriculum for community relevancies are not accessed well. Material production equipment is a priority for the program.

Some literacy workers in the formal or non formal are paid allowances while most do not. The literacy section employees more than 200 plus literacy teachers without any support from the government and there is a moral question why some are paid and others not.

This equally disappoints most of the literacy workers in the province and the practice seems discriminatory, unjust and demoralizing.

EPG to consider subsidizing teacher allowances by 2008

It is unfair for not recognizing the values of literacy work of those who put in so much effort in this humanitarian work and are not adequately compensated.

Strategies and Activities

- Develop and implement a sustainable, affordable and appropriate teacher training subsidy for literacy teachers
 - Determine minimum basic supplies for literacy school needs
 - Review and administer the system of procurement and distribution of basic literacy supplies
- Make efficient and rational use of teachers
 - Train teachers within each locality of the school
 - Negotiate with EPG for subsidizing teacher pays and training

Responsibilities

Parents and the community will be responsible for:

- ensuring that all boys and girls enroll and attend tokples school where there is no elementary education
- infrastructure and maintenance

Parent organization of the tokples skul will be responsible for:

- liaising with local-level governments to ensure budget provision is made for establishment grants.

Literacy Coordination will be responsible for:

- develop strategies with emerging NGOs in fostering Integral Human Development
- active participation and encouraging in the provision of Adult Literacy in the local areas.

District Organisation will be responsible for:

- Lobby with the district administration and local MPs for subsidising training and teacher pays

Provincial governments will be responsible for:

- the completion and endorsement of Literacy Education Plan
- Set up a LAMP Center for producing teaching materials
- the allocation of tokples school establishments between districts
- EPG to budget for teacher allowance for the Tok Ples Skuls
- the payment of Literacy Coordinators allowances
- the training of tokples school teachers
- the provision of opportunities for the professional development of literacy teachers

Special Education

Major Outcome

All children with disabilities in Enga to get some form of basic education by 2015.

Access

Minor Outcome SE1

All semi impaired school aged children with the abilities to learn are to enroll in the Special Education Resource Center at the age of six years in Wabag.

Special Education refers to the education of children who have the following forms of disabilities:

- Mental Retardation (Intellectual Impairments)
- Learning Disabilities
- Emotional and Behavioral Disorders
- Hearing Impairments
- Visual Impairments
- Physical and other Health Impairments
- Severe or Multiple Disabilities

Make provisions for awareness campaigns throughout the province of the importance of education for disabled children by 2007.

Special Education in Enga strives to make all disabled children to be fully inclusive in the mainstream society in having equal access to all vital government services such as education and health so that those with disabilities may truly live and enjoy quality lives like everybody else. It is envisaged that quality special education will be provided through:

- providing support services that promotes the rights of the disabled children to protect/represent themselves.
- providing support services that promotes special care within and beyond the parameters of the schools.
- providing support services that promotes Community Based Rehabilitation.
- providing awareness workshops and disability screening
- providing Integration backup services.

There are well over 2,500 disabled clients in the country. Currently there are approximately more than 400 disabled children who have already integrated into ordinary schools, who are being monitored and supported by other organizations registered with the National Board for Disabled persons that have educational programs.

All children with disabilities in Enga to get some form of basic education by 2015.

It is now the eleventh year since the adoption of Special Education in the Papua New Guinea Education Reform and Enga Province has struggled with fundamental constraints such as lack of visionary planning, decisive leadership, logistical support and budgetary provisions. The province now envisages through this plan to establish a separate special rehabilitation center as opposed to providing special education through the mainstream education system.

Enga's Special Education Resource Centers (SERC) initial enrollment will start from 50 disabled children comprising of 20 children with hearing impairment, 20 children with visual impairment and 10 with other disability forms. The SERC shall exist in its infancy stage from 2006 to 2009 and mature to the stage of integration into the main stream or other options deemed appropriate for Enga.

Special education center to be established in Wabag by 2007.

Thorough maintenance and rehabilitation shall be carried out at the old Education Office Complex to accommodate all parameters of a resource centre and learning environment for the disabled pupils. It will rather be a boarding school with all requirements of a boarding school and most importantly infrastructure facilities will incorporate disabled features such as paths for wheelchairs etc, and ancillary staff for the school.

Therefore, the education system has to meet the requirements for modifications of school curricula, programs, instructional materials and services to assist them to develop to their maximum capacity quality lives to the full as an integrated person – in their societies.

Table 51: Projected Special Education enrolments in the mainstream education system, from 2006 to 2015, selected years.

Type of Impairment	Year	2006	2009	2012	2015
Visual	Male	0	5	8	12
	Female	0	7	7	9
	Total	0	12	15	21
Hearing	Male	4	5	3	6
	Female	6	6	4	6
	Total	10	11	7	12
Physical	Male	6	5	8	11
	Female	4	5	5	3
	Total	10	10	13	14

Strategies and Activities

- **Establish and maintain an appropriately equipped special education center in the Province.**
 - Establish a boarding facility within the town to accommodate and educate the disabled children
 - Determine quotas for the number of children to be admitted annually.

- Enroll fairly from all districts in the province
- Develop guidelines, to include building dimensions, for the special school classrooms and other buildings with reference to special needs of the disabled students.
- • Improve retention
- Conduct awareness on the value of schooling, especially the importance of sending disabled children to school.
- Review the enrolment policy to include issues of enrolment, attendance repetition and retention.

Quality Curriculum and Monitoring

Minor Outcome SE2:

A relevant special education curriculum is developed, implemented and monitored

The curriculum for special education shall be based on the national curriculum. The following options are to be adopted for special education programs in Enga Province:

- (a) Standard Curriculum – the national curriculum.
- (b) Modified Curriculum - the standard curriculum adapted somewhat for exceptional children with particular needs.
- (c) Special Curriculum – a curriculum designed primarily to develop special skills to maximize potential of those children for whom the special curriculum is relevant.

Curriculum plans shall be tested successfully in a pilot basis and evaluated periodically. A range of suitable instructional materials shall accompany these plans. The modified curriculum for the visually impaired shall include sensory training, special instruction in Braille reading and writing, mathematics, orientation and mobility, music and typing. The modified curriculum for the hearing impaired shall emphasize communication and language development based on the philosophy of Total Communication, tailored to meet the strengths and limitations of individual child's particular situation.

EPG to assist in purchasing instructional materials for the disabled by 2007

The curriculum shall include instruction in speech, auditory training and rhythm. The multi-sensory approach shall be maximized and speech shall be encouraged from the first year of schooling. Likewise, sign language will ordinarily be introduced from the beginning of formal schooling.

Australasian Sign Language supplemented by standardized signs or distinctive concepts related to Papua New Guinea life and culture shall be used in the education of hearing impaired children. Where circumstances of the availability and maintenance of hearing aid allow and where parents are supportive of the approach, a clinical auditory-verbal approach to speech and language development for hearing impaired children will be encouraged.

The modified curriculum for children and youths with behavior problems shall include special activities with a view to normalizing their behavior. There will be an emphasis on moral, community-oriented, and spiritual values as well as training in technical and academic skills conducive to their settling as working citizens of the nation. The special curriculum for the mentally retarded shall emphasize training in self-care, socialization, motor and pre-vocational and vocational skills. For the more severely retarded child, emphasis shall be on self-care skills. For effective teaching and quality training of the disabled children in Enga, a separate institution has to be established in a central location.

Appropriate assessment, examination and certificate system established by 2008.

Teaching strategies shall maximize use of impaired and unimpaired senses and abilities and maximize active participation of the child in the learning process. Children who cannot avail of ordinary school based education shall be reached by community based, home based or hospital based programmes mounted with the support of agencies and higher educational or training institutions. Guidance, job placement, and effective counseling programmes shall be developed and maintained.

Strategies and Activities

- • Low cost and appropriate instructional aids and materials shall be developed for the use of children with special needs.
 - Provide the Modified Curriculum - the standard curriculum adapted somewhat for exceptional children with particular needs.
 - Provide the Special Curriculum – a curriculum designed primarily to develop special skills to maximize potential of those children for whom the special curriculum is relevant.
- • Review, develop, produce and distribute curriculum and support materials for all disable children.
 - Develop student support materials and resources for students with hearing impairment.
 - Develop teacher support materials and resources for children with eye impairment.
 - Develop teacher support materials and resources for children who are mentally impaired.
 - Develop teacher support materials and resources for children who are physical disabled.

Quality Teacher Education and Training

Minor outcome SE3:

The provision of specially trained and qualified staff and personnel

The main focus of Special Education teacher training is to train teachers to:

- provide support services promoting the rights of the disabled children to protect/represent themselves.
- To teach mainstream education curriculum to disable children

- provide support services promoting Community Based Rehabilitation.
- provide Awareness workshops.
- provide Disability Screening and provide Integration Backup services.

It is true to say that because training in Special Education in the past has not been part of the preparation of teachers for ordinary schools, enrolling authorities have lacked the confidence to welcome the enrolment of children with impairments in the formal school system. Given the opportunity to learn the skills required, there is willingness on the part of many teachers to accept and integrate such children.

A suitable training path for teachers of disabled children is firstly, normal training in a pre-service community teacher's college (with some experience in the 3 year program in principles of teaching according to individual needs of all children and in special education electives). This is followed by ordinary teaching experience leading to either experience of integrating disabled children in ordinary classes or on-the-job training experience associated with a special education resource center.

Specialist teacher training for disabled schools to be included in the normal pre-service teacher by 2007

Currently, Special Education is included in mainstream teacher education courses of all colleges for all training of pre-school, elementary, primary and secondary teachers. It is part of the expectation of an ordinary teacher to avail of courses or in-service workshops offered to enable the integration of at least one disabled child in his/her classes.

Optional basic and in depth in-service workshops or courses will be offered in Special Education for interested or and all concerned teachers in the province by the Provincial Special Education Coordinating Office and the SERC. Assistance shall also be provided for aid-teachers and teachers wishing to pursue qualifications related to specific disabilities.

Experienced teachers taking up specialized training to teach disable children through intensive in-service courses by 2007.

Parents of children with special needs are the primary educators and are valued members in the process of the education of their children. They are to be involved in the special education programs. They can also be assisted to develop confident in their ability to cope with, care for and teach their disabled children.

Strategies and Activities

- • Provide the required number of appropriately trained teachers for the special education center.
 - Teacher appointment committee to appoint appropriate teachers to the disable schools
 - Provide opportunities for serving teachers without a specialist disable teacher qualification to gain a Post Graduate Diploma in special education.
- • Develop a program of professional development for all teachers.
 - Organize and Conduct in-service training courses to develop knowledge and understanding of the special education curriculum.
 - Provide special school management training for center managers.

- Provincial In-service Coordinators to organize courses on key issues such as planning, financial and asset management.
- Disable training needs analysis should be conducted for such institution by the school inspectors.

Management

Minor Outcome SE4:

Special education that is cost effective and appropriate for the disabled and impaired in the community.

The National Department of Education has taken up the responsibility in extending itself to Special Education. Responsibility for the disabled children in Enga Province shall be shared by the whole community. This sharing shall be reflected in the Health Division taking the responsibility for the disabled children's health, the Education Division for their education and the Division for Home Affairs and Youth for ensuring future employment and acceptance of the child in his or her community. Effective management in discharging Special Education Programmes effectively in the province will depend on effective: –

Logistic support and budgetary provisions catering for capital assets purchase, travels, up-dating statistics record, conducting in-service workshops and liaising well with other disable organizations and NGO's for curriculum and strategic development.

The Division of education to help establish a cordial working relationship with NGOs and Division of Health to provide a balanced and an holistic education to the disabled children by 2008.

Strategies and Activities

- Develop and administer child friendly special education institution for Enga
 - Make provisions for awareness campaigns throughout the province of the importance of education for disabled children.
 - The Division of Education to carefully and critically analyze methods and procedures appropriate for Special Education in Enga; integration within the mainstream or special schools for the disables.
 - The Division of Education to review, reconsider and formulate workable plans and strategies for Special Education implementation in Enga.
- Source and provide adequate funding for a sustainable and affordable institution
 - Provincial Government to make budgetary provision for Special Education within its budgets and alternatively secure funding utilizing existing donor organizations like JICA.
 - Make arrangements and engage overseas and national volunteers to implement the program.
 - National MPs from Enga may seek funding where appropriate for this project and chip in funds for the purpose of Special Education.

- In-service training on special Education can be conducted within the province for all elementary, primary school teachers and at the same time make training arrangements for few selected team for DEPI courses.
- Make provisions for the Special Education Resource Centers stockings.

Responsibilities

Parents and the community will be responsible for:

- Help carry out awareness of the special education center
- Help to enroll disable children at the disabled center

Special Education Coordination will be responsible for:

- completion of the special education center planer
- planning for infrastructure requirement in close consultation with EPG
- liaising with EPG to ensure budget provision is made for establishment grants and for annual operational purposes.

Provincial Governments will be responsible for:

- budgeting for maintenance and establishment grants for the new disable education center
- Recommendation of teachers for training
- Infrastructure and maintenance

Administration of Education Division

Major outcome

The effective organization at the provincial, district and school levels with its quality human resources will provide an efficient and effective education division delivering education services in Enga.

Changes and improvements to the administration of the Enga Division of Education and District Education Administrations are required to achieve the outcomes of this plan. Areas to be addressed will include divisional structure and organization, provincial curriculum committee, teacher appointment, human resource training, provincial payroll system, finance management, school based counseling, review of the provincial education plan in 2010 and other organizational aspects at all levels. Strategize and plan for the establishment of district education boards, where appropriate and in accordance with Provincial Education Act. The Provincial Education Board will oversee the implementation of this plan at the district level.

Organizational Improvement

Minor outcome A1:

The Enga Division of education has the capacity to strategically respond to changing conditions and government priorities.

The functions and structure of the Division of Education will be reviewed and improved to ensure that the Division is more responsive to change and has the organizational capacity to administer this Plan. The Organic Law on Provincial and Local-level Governments in defining roles and responsibilities of District Education Officers (DEO) are not clear and it has to be redefined for more efficient delivery of education services between the provincial and district levels. There are conflicting subordination and reporting procedure for DEOs and they are confused as to who to report to, either the District Administrator or the Provincial Education Advisor.

Duties and responsibilities of DEOs to be reviewed and be redefined to effect efficient delivery of education services at the district level 2008.

Frequenting the Provincial Head quarter (PHQ) by teachers would be minimized if the DEO's were attending to teacher's queries at the district level. Those wishing to go to the Provincial Education office should be referred only by the DEOs with a note signed by him and that is if they are not able to solve their issues. All DEOs are supposed to attend to all teacher queries at the district level and they should bring those matters to the PHQ for respective divisional heads to attend to. Proper outlining of duty statements of DEOs and coordination between PHQ personnel are currently lacking.

There is already an high overhead cost within the Division of Education after the creation of extra positions by the Enga Provincial Administration. In order to maintain an efficient and vibrant workforce delivering education services in the province a major overhaul of the headquarter personnel is required. The structure needs to be rationalized and aligned with nationally recommended structure. The Provincial Education Planner will undertake this task by 2007.

The Provincial Education Division structure and functions reviewed by 2007.

The Provincial Government subsidy needs to be distributed fairly on the principles of **equity** rather than **equality**. Equitable distribution of subsidy would mean subsidizing on the basis of need rather than a blanket cover policy, which subsidizes everybody with an equal amount. Subsidies must be seen to be assisting those who are unfortunate and struggling in terms of their socio economic background rather than a multiplied privilege for those are already well to do in society.

One of the major structural changes this plan anticipates to achieve during the plan period is to have the provinces payroll system transferred from Waigani to Wabag for the efficient management of teacher salary queries and entitlements. We plan to achieve this concept affected by 2008. This concept will also enable the provincial education authorities to clamp down on chronic teacher absenteeism and effect immediate salary deduction for the offending teachers straight away.

Payroll system to be decentralized to Wabag from Waigani by 2008.

We plan to have an OIC salary section and three other pay clerks working under him. We anticipate that our officers will receive training for this section by pay personnel from one of the sister highlands Provinces such as Simbu, which have had their payroll system, decentralized already.

The transfer of provincial payroll is more strategic in that once transferred it would result in:

- Effective and immediate action on claims and entitlements for teachers
- Effective and immediate action on ED12 forms relating to teacher salaries and duty resumption
- Avoiding ghost names appearing on payroll which has become very common
- Saving huge amount of time and money in flying to POM in trying to attend to salary matters, which could be easily dealt with at the provincial level once decentralized.
- Effect sick leave forms straight away and help to improve performance
- Cut down on teacher absenteeism and the presence of payroll system will make officers attend to their duties faithfully

The Division of Education is the biggest division in the Province with expanded sections and functions. Therefore originally the division was to occupy the ground floor office space currently occupied by Human Resource division. The reason being that it has a section that was planned to accommodate the payroll system. It would be more appropriate if Education division is relocated there for effective and coordinated

operation. The move would position the division in a more strategic position to execute its roles and to implement this plan in a more coordinated manner.

The PEB has to push vigorously for the relocation Education Division to the Ground floor of Wing B, ground floor of the Ipatas Center and HR to occupy the current education office space. As it is Education is strategically disadvantaged in terms of its office location.

At the basic education level greater responsibility will be given to the community to be involved in the appraisal of teachers. In particular they will be in a position to be able to assess the suitability and the acceptability of the teacher to the community that they serve. Church agencies will be given the opportunity to exert a greater degree of control over the vocational institutions that they operate. Since there is a alarmingly high rate of teacher absence at the school level we need to rely heavily on the community to report direct chronic absence of teachers in school to the PHQ authorities.

Issues of equity in teacher deployment at the primary, secondary and post secondary level will be addressed by the establishment of three Position Allocation Committees, which will determine criteria for the deployment of teachers and allocate the number of positions to each schools and districts in the province. A committee of each of the sectors of elementary, primary and secondary will deliberate on the teacher appointments respectively. All the three committees will be chaired by the PEA or PA and the inspectors and coordinators of each sectors will be able to provide technical advise to the respective committees. These teacher appointment committees will be established as sub-committees to the PEB purely to avoid bias and political influence at the general PEB level. Such an approach will restore a high degree of respect for the profession and allow the established system to appraise teachers based solely on merits and performance. A range of initiatives will be undertaken in order to improve teacher deployment. These will include the introduction of return of service conditions for teacher trainees who have been funded by the government, the determination of minimum standards of housing for teachers, enhancement of allowances for teachers in remote schools and other non-financial incentives.

Each sectional teacher appointment committee structure be endorsed and established by 2007.
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This plan proposes that the appointment committee should receive a preference list from the individual school boards prior to the appointment committees meeting. The principals and headmasters preference list should not be seen as the final teacher preference for the schools as there may be some bias in the process. Appointment committees at this level should give some responsibility to the school boards and the community in appraisal and appointment of teachers and this should be taken heed by appointing authorities.

In order to cultivate a divisional culture of oneness and for effective implementation of this plan there is a need for greater interaction and collaboration among management staff at the Wabag Education head quarters. One strategy to effect this would be to hold regular staff meetings on a agreed time schedule as this is lacking at the moment for such a big division. This would enable the senior management staff section coordinators to check on each other's responsibilities so that no one works in isolation to the detriment of this plan.

That continuous PHQ Education staff meeting be held every month for a coordinated effort to monitor and implement this plan.

There is an acute need to properly define in writing the roles and responsibilities of each officer involved in the delivery of Education service at the Provincial headquarter level to avoid overlapping or duplicating duties and responsibilities which may prove counter productive. In order to remedy this a page is attached to this plan, which clearly defines some of the main roles and responsibilities as per each officer. The restructure for the Division of Education and defining of roles and responsibilities would be done by 2007 and certain positions rationalized for maximum output at the provincial headquarter level.

Difficulties encountered so far in data collection for this plan saw the need for the creation of a position of a corporate data analyzer and office space for setting up a database. The division needs to employ urgently a competent computer literate person to collate management and school corporate data for planning purposes. Rather than creating a new position there is a need to rationalize the position of the Provincial Administrative Officer and have someone who is a computer literate who would be able to perform the role of both corporate data analyzer and perform routine PAO's role. At the moment the position is funded and occupied but the officer is found to be dysfunctional and counterproductive to the division.

A new position to manage and update database at the provincial education Office be created and funded by 2008.

The major stakeholders in education will be consulted by the Division on a regular basis. Annual forums will be held with the church agencies involved with the administration of schools, other government departments and non-government organizations to address social issues of concern. The Division will take a proactive role towards the sensitive issue of HIV/AIDS. A Division wide policy will be developed following consultation with relevant agencies such as the Provincial Division of health.

HIV/AIDS policy and plan completed and implemented by 2007.

Being able to read and write and to have basic numeracy skills is a fundamental educational requirement for all. To this end, the Division will continue to support the work of the Adult literacy program in Enga and non-government organizations to raise literacy and numeracy levels from the present level to 70 per cent.

Strategies and Activities

- Restructure the Enga Division of Education and improve its systems to make it more efficient and effective in the delivery of its core functions.
 - Conduct a review of the organizational capacity of the Division of Education, including its structure.
 - Transfer Payroll system to Enga
 - Establish sectional teacher appointment committees
 - Conduct regular divisional staff meeting
 - Promote Aids awareness in the province

- Create Provincial data base and maintain records of vital school enrolment information
 - Centralize the collection of data by the Enga Division of Education from schools and districts, further broken down into enrolment by sex.

Human Resource Development

Minor Outcome A2:

Human resource development plan for all sectional management staff in the provincial headquarters as well as those in the districts.

In order to maintain a quality teaching force in the province the province will be required to send teachers away for continued training. Teachers will be required to undertake one of the following programs:

- Bachelor of Education In-service program undertaken at University of Goroka
- Post graduate Diploma in Education
- Continued teacher training at the Institute of Teacher Education for both primary and Vocational instructors

The expanded education system has resulted in critical shortage of teachers. This has resulted in the TSC employing specialist graduates from Universities and colleges in the country with no proper teaching qualification. Therefore the Province has a prime task to allow this group of teachers to go for their PGDE program. Diploma holders will also be required to go and upgrade their qualifications.

A staff development program to be developed by 2008.

Primary teachers need to upgrade their teaching certificates to diploma and this will require determined budgetary allocation for these various training programs. Provincial In-service Training program will need to be supported strongly by the Provincial Government as well as the Division of Education.

There is a need for conducting short training for sectional heads or institutional heads of the division of education in the areas of financial management, leadership, appraisal requirements, conflict resolution, ethics and time management etc. These short courses will be coordinated by the secondary inspector in consultation with the Provincial in-service committee.

The Province will devise a policy and plan that will include strategies for succession planning and targeted career development to identify talented officers, female and male, and provide them with support for accelerated progress. Particular emphasis will be placed on identifying women capable of taking up senior positions with the Division of Education and to ensure that they are given consideration in appointment to management positions at the schools and at headquarters in order to address the current gender imbalance. An equal opportunities policy will be developed to promote women in Enga.

Strategies and Activities

- Develop and implement an appropriate Human Resources Development Policy and Plan for Education Division.
 - Carry out regular assessments of training needs at the school as well as at the provincial headquarter level
 - Provide work-based training for all public servants in the Division.
 - Provide senior Division staff with targeted training in order to improve their capacity to lead the organization
- Develop and implement a program for the training of education staff at the sub-national level.
 - Provide training for district and provincial staff.
- Implement and monitor the Department's Gender Policy.
 - Develop an implementation plan for the policy.
 - Identify and support female officers and teachers suitably qualified for rapid promotion.
- Develop an equal opportunities policy.
 - Identify and support officers and teachers from disadvantaged groups suitable for rapid promotion.

Financial Management

Minor Outcome A 3:

Budgeting and financial systems and processes are managed competently and sustainable.

Divisional administration funds over the years have been operated on an ad-oc basis with no itemized budgeting and spending thus raising queries on accountability. Sectional Heads have to submit clearly itemized budget with clear objectives as to where money is to be spent. Realistic and transparent budget would cut down on applying for lump sum claim, which are never acquitted properly by sectional heads.

Effective budget and planning processes integrated and implemented at Provincial and district levels by 2007.

Allocation of funds under each section should be kept separate acquitted by each sectional head. There is a need to pool all administration money in one account apart from teachers leave fairs and salaries for proper accountability and to avoid under-spending by each sectional heads. Current operational arrangements allows for allocation of lump sums with no itemized budgeting and that is resulting in huge operational budgets allocated but amounts to huge wastage and inefficiency.

Financial and procurement systems reviewed and strengthened by end of 2007.

In some cases overlapping and duplicating of national functions by EPG is resulting lot of resource wastage and this is due to ill advice and ill-coordination by the Division. For example, full funding for all exam administration marking and in-service. EPG does not

need to reimburse the division or any individual school under the disguise these functions as these amounts to resource wastage and misuse.

The Division of Education is to keep an updated asset register to keep track of all capital items using divisional funds over time. Failure to do so has resulted in loss of valuable office equipment.

Master assets and management register designed and in place for the Division of Education by 2007.

Strategies and Activities

- Integrate planning and budgeting processes at all levels of education in the province.
 - Provide support to district officials in the formulations of education budgets.
 - Develop a master assets register for the Division of Education
- Create Provincial data base and maintain records of vital school enrolment information
 - Centralize the collection of data by the Enga Division of Education from schools and districts.

Information communications technology

Minor Outcome A4:

Information communications technology systems and processes developed to support the management of educational programs.

Information and communications systems at all levels school system throughout the province will be reviewed and strengthened so that data transmission from schools to the provincial headquarters will be reliable and effectively managed. The Division will take a more strategic approach to the management of information communication technology so that it can be fully utilized in the delivery of information and education services.

A provincial information data base should be established with a permanent position and office created to manage this information. This office will allow for ready retrieval, transmission and use of data for delivery of information and education services.

A system for collecting and storing provincial education data will be established by 2007.

Accurate data collection will be the responsibility of all sectional coordinators every year. All schools and institutional heads will be required to furnish to provincial head office returns for the schools at the beginning of each school year.

Strategies and activities

- Use appropriate information communications technology for flexible and effective dialogue between all level of schools and other stakeholders.
 - Develop a data base for collection and storage of vital information
 - Liaise with schools and other authorities to provide proper and correct statistical data.

Communication System

Minor Outcome A5:

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

The Enga Provincial ten-year education plan will be supported by a major awareness campaign designed to reach all communities in the province. The awareness program will be aimed at the provincial headquarter executive level to school and the local community. The main focus of the awareness will be on the obligation that all parents will have to enroll their children at school and then keep their children at schools. Secondly the program will focus and emphasize the responsibilities that communities have in relation to operations and development of their schools.

Develop a divisional communication policy and implement this policy by 2008.

Various forms of media will be utilized but face to face contact would be most effective way of reaching the majority of rural communities. Therefore officers from Wabag Headquarters will have to travel to all communities to provide information awareness to the communities.

The Provincial Education office will write, produce and distribute news letters to schools or use Radio Enga as public media to disseminate information on policy change and other administrative matters.

Strategies and activities

- Develop and implement an awareness policy for the Enga Division of Education
 - Develop and implement an awareness strategy to support this Provincial Ten-Year plan.
 - Identify target groups and provide awareness campaign
 - Write, produce and distribute news and information to education officials, schools and communities
 - Strengthen the capacity of education officers, teachers and community organizations at the provincial and district levels to deliver effective awareness.

Responsibilities

Provincial Education Administration

Visionary and decisive leadership will be required at this level to ensure that the plan is implemented:

- Monitor the smooth implementation of the provincial ten-year plan
- Evaluate and update the PEB on the progress of the Plan implementation
- Ensure that sectional targets stated in the plan are achieved and brief the PEB and EPG on issues that has implication for funding and policy
- Ensure that strategies proposed in the plan are executed in a timely and professional manner to achieve targets.
- Prepare well in advance annual budgetary framework that should accommodate annual targets for that operational year.
- planning for infrastructure requirement in close consultation with EPG
- Liaising with EPG to ensure budget provision is made for establishment grants and for annual operational purposes.
- Set up a Provincial Plan Monitoring committee to evaluate and monitor the plan for the next ten years.
- Prepare to review the ten-year provincial plan after 5 years of implementation.
- Hold special meetings annually with stakeholders to discuss the general progress of the plan.

Provincial Governments will be responsible for:

- Provide annual budget to accommodate infrastructure and maintenance
- Budgeting for maintenance and establishment grants for the new infrastructure
- Recommendation of teachers for training
- Help to create a position for a data analyst to look after data base for the division. The same person can act as information officer for the division.
- Help to accommodate the Education Salary section at the EPG Administration center if pay roll is decentralized.
- Provide necessary logistic support to the division to effectively administer the comprehensive ten year plan in the province.

Section 5

FINANCING THE PLAN

Financing the Plan

Enga Provincial Government heavily relies on the National Government grant, Porgera Tax Credit Scheme (TCS), Special Support Grant (SSG) from the National Government for delivery of goods and services. The passage of the Organic Law on Provincial Government and Local-Level Government in 1995 has resulted in the devolution of responsibilities to the provinces. In the case of education changes have centered on resource allocation, with the Provincial and Local-Level Government being made largely responsible for education services.

Education System has gone through a remarkable period of expansion since the inception of the reform in 1995. System expansion without increase in budget to accommodate such expansion will remain a big challenge for the Province for the ten-year period.

Improved school infrastructure, well furnished learning facilities, better trained teachers, procurement of adequate school materials of reasonable quality, amongst others will demand considerable attention in terms of funding. Despite the prohibitive cost of providing basic education, we share the sentiment that education for a long time will be a shared responsibility between all stake holders. That includes parents, churches, NGO's, the community, and all levels of government will jointly be responsible for providing education in the province.

The Plan recognizes dangers of making financial projection as far forward as ten years. Our policies and targets are long term and they will be reviewed in the medium term (2010) after five years of implementation. We must be well aware that the scarcity of resources will dictate priorities and set limits to programs and projects for funding. Consistent monitoring of the plan will be required during implementation.

Costs of the Plan

The financing of the Enga Education Plan will come from a variety of sources:

- National Government
- Provincial government
- Local-level governments
- Church agencies
- Communities
- Parents.

Donor funding will be used to complement the funding provided by these sources.

National Government costs to Enga

The National Government will have to fund three main areas – teacher salaries, school subsidies and the costs of administering the system by the Department of Education.

Teacher salaries

The largest part of the education budget is devoted to the payment of teacher salaries and emoluments. Table 51 shows total teacher emoluments that include provision for allowances and leave fares where appropriate. Tables 52 and 53 show teacher emoluments by unit cost and sector respectively.

Table 52: Total projected teacher emoluments by level, 2006 to 2015, selected years.

	2006	2009	2012	2015
Elementary	4,522.6	5,296.0	6,405.2	7,208.6
Primary	12,197.7	13,056.1	14,242.0	14,948.2
Secondary	2,697.3	3,618.3	6,400.7	9,083.5
Vocational	13,989.4	16,194.4	18,747.1	21,676.5
Total	33,407.0	38,164.8	45,795.0	52,916.8

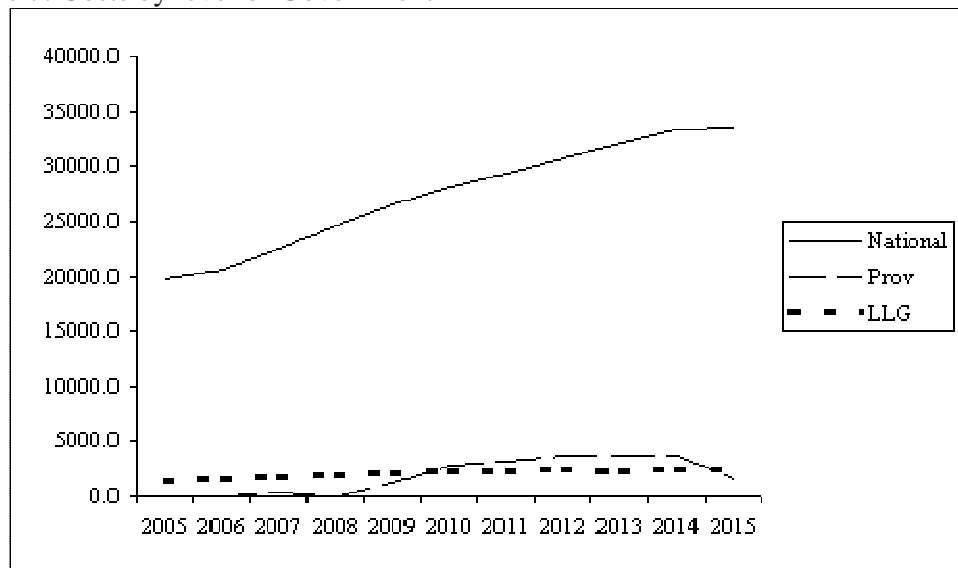
Table 53: Total projected teacher emoluments by sector (K'000s), 2006 to 2015, selected years

	2006	2009	2012	2015
Basic Education	16,720.3	18,352.1	20,647.2	22,156.8
Post Prim education	16,686.7	19,812.7	25,147.8	30,760.0

The average elementary school salary will continue to rise as a greater proportion of teachers become registered. The Department of Education will impose greater control over the allocation of teaching resources through the formation of a Position Allocation Committee, with representation from the Department of Education, Department of Treasury, the Teaching Services Commission and the provinces. This group will be responsible for:

- Determining criteria for the allocation of teachers
- Annually allocating the number of positions for each province to be based on agreed criteria.

Figure 7: Costs by level of Government



School subsidies

The allocation of school subsidies will reflect the government's priority for basic education. All subsidy allocations will be included in the Department of Education budget and the total provided

will rise in accord with rises in enrolment. There will be much greater support for children in the elementary schools. Parents will be required to make greater contributions for the education of their children in the secondary schools. The following summarizes the shifts that will take place in this Plan period:

- An incremental increase in the allocation to children attending Prep to Grade 2 classes
- as a prerequisite to the availability of education for all 6-year olds from 2012.
- Constant subsidy levels for those in Grades 3 to 5.
- Constant subsidies for secondary school students with no added subsidies for boarding students.
- The introduction of a Grade 8 Graduate Incentive Scheme for all Grade 8 graduates.
- to Grade 9 secondary school students, vocational centres and the College of Distance Education.
- The introduction of scholarships for ten per cent of students in lower secondary education.

Enga Provincial Government costs

Provincial governments are responsible for all aspects of post primary education. These include:

- the maintenance of secondary schools and vocational institutions
- new infrastructure requirements for secondary schools.
- additional subsidy to help alleviate parental fee burden at the primary, secondary and at post-secondary level.

Parents will continue to make significant cash contributions towards the education of their children. The difficult government financial situation dictates that parents and the schools themselves, through increased self-reliance activities, will have to take a greater responsibility for education. This plan seeks to make all post primary-learning institutions in Enga to move away from the chronic dependency syndrome from EPG and become self-reliant. This will be the case, most particularly, in the vocational schools, the high schools and two secondary schools, which have excess underutilized mass of land. The provincial government need to change its subsidy policy administration with stringent control. The EPG subsidy is required to provide budgetary support for maintenance in all secondary schools and vocational centers in the province instead of subsidizing ration, which should come from student fees, collected.

The Provincial Government subsidy needs to be distributed fairly on the principles of **equity** rather than **equality**. Equitable distribution of subsidy would mean subsidizing on the basis of need rather than a blanket cover policy, which subsidizes everybody with an equal amount. Subsidies must be seen to be assisting those who are unfortunate and struggling in terms of their socio economic background rather than a multiplied privilege for those well to do in society.

Local-level government costs

The local-level governments are responsible for supporting communities in the infrastructure and maintenance costs of elementary and primary schools. Infrastructure support will be in the form of establishment grants. Indicative figures are shown below:

- Elementary school establishment grant – K5, 000 per class
- Upper primary school establishment grant – K20, 000 per class
- Elementary school maintenance – K250 per class
- Primary school maintenance – K1, 000 per class

It is important that per capita funding, as legislated for under Section 93(2) of the Organic Law on Provincial Government and Local-level Governments, be provided direct to the local level governments. Both local members of parliament and the churches will assist the local-level governments. Members of parliament will also be expected to support the establishment and maintenance of basic education facilities through the use of district support grants administered through the Joint District Budget and Planning Priorities Committee (JDBPPC).

Agency contributions

This Plan recognizes the significant contributions that have been made by the church agencies in the delivery of education services to the people of Enga Province. It is expected that they will continue to provide support, both pastoral and otherwise, to the communities within which they work.

Community contributions

The contribution that communities make will largely be in the form of the construction and maintenance of infrastructure in the elementary and primary schools. This will be in kind rather than cash.

Parental contributions

There is also a widespread view that parents should make a contribution, either financial or in kind, towards the education of their children and the Provincial Government should not underestimate the parental potential and responsibility to pay fees for their children. There is an added value and high regard for education when fees are paid by the parents. At the elementary level the National 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 support in furthering their education and training at any approved institution. These will include secondary schools, distance education, vocational centers and approved private providers.

Donor agency contributions

Some of the activities in the Plan, for which the national budget allocation cannot cover, will need to be supported by donor agencies. This funding cannot be seen as a replacement for the Government's recurrent and development budgets but should provide additional funds and be a catalyst to further development. If this is not the case, then sustainability becomes a major issue. The Enga Provincial Government should continue to liaise with donor agencies such as Aus-Aid and others to supplement the Provincial education budget in the areas of infrastructure development and capacity building in the general administration of Education service delivery in the province.

Section 5

IMPLEMENTING THE PLAN

Implementing the Plan

This section provides a timeline for the implementation of the Enga Education Plan, which begins in 2006. 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 will be provided each year through the annual Provincial plan.

Key:



Indicates full implementation.



Indicates preparatory activities and reviews.

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Elementary education										
Minor Outcome E1										
Establish and maintain a sufficient number of schools										
Complete District plans for the implementation of elementary education.										
Determine quotas for the number of school to be established annually in each district.										
Develop guidelines for communities and local-level government to use for the establishment of elementary schools.										
Develop guidelines to include building dimensions, for elementary school classrooms and other buildings.										
Develop an efficient process for the registration of schools and teachers.										
Improve retention.										
Review the enrolment policy to include issues of enrolment, attendance, gender and repetition.										
Conduct awareness on the value of schooling, especially the importance of sending girls to school.										
Minor Outcome E2										
Develop locally relevant programs in accord with the national curriculum.										
Support the formation and define the role of district curriculum committees as required.										
Commence Bridging of Enga Vernacular with English at E1 level and English to be made compulsory in schools from E2 onwards.										
Negotiate with donor agencies for setting up a lamp shelter to facilitate production of curriculum materials.										
Provide support for elementary schools in the development and use of community -based support materials.										
Review, develop, produce and distribute curriculum and support materials for all subjects at the elementary level.										
Develop student support materials and resources.										

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Develop teacher support materials and resources.										
Develop locally based materials in the vernacular.										
Complete orthographies as required.										
Determine criteria and identify orthographies to be developed.										
Establish an implementation process for orthography development.										
Monitor and evaluate teaching and learning to enhance standards.										
Develop and trial a qualitative means of monitoring and evaluating teaching and learning.										
Provide supervisory services to all elementary schools and teachers										
Review and redefine the elementary supervisory service.										
Community involvement in the appraisal teachers.										
Determine a system of community involvement in the appraisal of teachers.										
Minor Outcome E3										
Provide the required number of appropriately trained teachers.										
Review guidelines for communities to use for the selection of teachers.										
Review the system of funding of elementary teacher training fees.										
Provide professional development opportunities for elementary school teacher and trainers.										
Review the roles and provide support for those associated with elementary teacher training.										
Enhance teachers' knowledge of the reform curriculum and multi-grade teaching and improve their ability to monitor and assess pupils learning.										
Provide leadership, management and finance training for teacher – in - charges.										
Provide leadership-training opportunities for woman teachers.										
Minor outcome E4										
Make efficient and rational use of teachers.										
Apply agreed criteria, including multi-grade teaching, for the allocation of teachers in the all the 5 districts.										
Provincial elementary coordinator to appoint teachers according to agreed national and provincial criteria.										
Local teachers are expected to stay foot in their schools and be less mobile.										
Ensure that local teachers who are fluent in the local vernacular are allowed to do the bridging between Prep and E1.										
Schools should become self reliant in raising funds for running the school.										
Schools should look at options of growing vegetables and animal husbandry in order to raise money for the school.										

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Primary Education										
Minor Outcome P1										
Provide and maintain a sufficient number of schools.										
Completion and implementation of district plans for primary education.										
Completion of school plans to include both infrastructure and quality components.										
Determine the number of grade 7 classes to be established annually.										
Local level government to budget grants for infrastructure and maintenance.										
Review the structure of primary schools.										
Apply building guidelines, to include building dimensions, for primary school classrooms and other buildings developed by School Infrastructure Management Office (SMO).										
Provide support to remote schools.										
Develop criteria to determine which primary schools in Enga are to be classified as remote schools and those that are not.										
Establish boarding primary schools for those identified as remote primary schools.										
Encourage teachers to take up positions in remote schools by providing agreed allowances and non-financial incentives, such as minimum standards of housing.										
Develop and implement a system of return of service for teachers college students.										
Improve retention										
Conduct an awareness program on the value of schooling.										
Develop guidelines with specific strategies, to improve retention.										
Review the enrolment policy to include issues of enrolment, attendance and repetition.										
Minor Outcome P2										
Review and produce curriculum and support materials for all subjects at the primary level on a regular basis.										
Develop supplementary student support materials and resources										
Develop supplementary teacher support materials and resources										
Support the implementation of the primary reform curriculum.										
Train district and school officials about the new curriculum.										
Develop, produce and distribute locally-based curriculum support materials in the vernacular.										
Improve access to quality distance education materials in the upper primary grades.										
Support the work of inspectors										

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Support the implementation of the HIV/AIDS policy.										
Assist in the development and provision of appropriate teacher and student materials.										
Measure and monitor education standards at the primary level of education										
Implement the curriculum standards monitoring test										
Trial a qualitative means of monitoring and evaluating teaching and learning										
Reactivate the Monitoring, Evaluation and Research Office (MERO)										
Provide advisory and appraisal services to all primary schools.										
Ensure all schools are visited on a regular basis by inspectors.										
Train, and then monitor, head teachers in teacher appraisal techniques.										
Greater community involvement in the management of schools.										
Determine a system of community involvement in the appraisal of teachers.										
Endeavour to achieve a more equal representation of genders on Boards of Management.										
Minor Outcome P3										
Provide the required number of appropriately trained teachers.										
Identify teacher demand on an annual basis, particularly from areas with demonstrated teacher shortages, and establish further places as required.										
Provide professional development opportunities for primary school teachers & managers.										
Identify, suitable staff development programs to include student counseling.										
Identify and provide leadership-training opportunities for women teachers.										
Identify and provide supervision, planning and management workshops for head teachers and senior teachers.										
Identify and provide training for asset management to include the storage and care of textbooks and procurement of basic school materials.										
Minor Outcome P4										
Develop and implement a sustainable, affordable and appropriate school fee subsidy policy.										
Develop a strategy to redistribute subsidies from post primary to basic education.										
Ascertain realistic and affordable levels of parental contributions.										
Reduce the burdens of school fees on parents through schools undertaking self-reliance activities.										
Make efficient and rational use of teachers.										
Establish a primary school Position Allocation Committee.										
Develop and apply a set of criteria for teacher deployment and allocation to the districts.										
Ensure that local language teachers are appointed to Grade 3 classes as bridging class commences at that										

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
level.										
Secondary Education										
Minor Outcome S1										
Establish and maintain a sufficient number of schools.										
Complete the plan for secondary education by 2006										
Redesignate existing vocational institutions offering a lower secondary education as technical secondary schools.										
Maintain and rehabilitate all existing schools rather than construct new schools.										
Develop a plan for expansion of secondary schools in the province.										
Determine the number of new classes required on an annual basis and allocate these classes to the schools.										
EPG to Commence Upgrading facilities in Pausa for acquiring secondary Status in 2006										
Establish agreements with Enga provincial government guidelines for the expansion of secondary schools.										
Minor Outcome S2										
Design, develop and produce inclusive curriculum and assessment support materials for all subjects at the secondary level.										
Provincial Curriculum Committee (PCC) to review all current secondary curriculum and assessment materials										
PCC to encourage schools to develop skills based curriculum at the school level.										
Provide Inspectoral services to all secondary schools.										
Secondary Inspector to Visit schools on a regular basis.										
Province to fund training and then monitor principals in teacher appraisal techniques										
Monitor and evaluate teaching and learning to enhance standards.										
Develop and trial qualitative means of monitoring and evaluating teaching and learning.										
Support counselling and guidance services for secondary school students.										
Province and NDOE to select and train school-based counsellors and guidance officers.										
Support the provision of counseling services by consulting outside agencies and by engaging local personnel and parents.										
Schools to involve parents to a much greater degree in the education of their children.										
Minor Outcome S3										
Provide the required number of appropriately trained teachers.										
Appointment committees to appoint qualified teachers to the secondary schools										
Provide opportunities for serving teachers without a teaching qualification to gain a Post Graduate Diploma in Education.										

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Develop a program of professional development for all teachers.										
Conduct in-service training courses to develop knowledge and understanding of the reform curriculum and new assessment and examination requirements.										
Provide school management training.										
Provincial In-service Coordinators to organize courses on key issues such as planning, financial and asset management in schools.										
Minor Outcome S4										
Develop and implement a sustainable, appropriate school fee subsidy policy.										
Establish a scholarship scheme for talented students.										
Reduce the burden of school fees on parents through schools undertaking self-reliance activities.										
Support the administration cost of examinations.										
Make efficient and rational use of teachers.										
Establish a separate secondary teacher appointment committee within the secondary section.										
Establish criteria for the allocation of teachers to achieve a more equitable and fair distribution of teachers in Enga secondary schools.										
The parents and the community to be involved in the running of schools.										
Establish a parents and citizens forum in all secondary schools.										
Flexible, Open and Distance Education.										
Minor Outcome F1										
Increase Access to Distance education.										
Carry out awareness of the importance and value of continued distance education										
Set up sub – study centres in all the districts										
Provide flexible, open and distance modes of delivery using vocational centres and private providers.										
Prepare annual budget for the province to help fund the operations of the FODE.										
Commence offering matriculation courses at the FODE Centre										
Minor Outcome F2										
Review and redesign current curriculum and college practices. Although most of these strategies will be carried out by the Department of Education. FODE Enga will help to:										
Identify points of articulation between the college and the school system and develop an appropriate policy.										
Adapt the reform curriculum in the upper primary, lower secondary and upper secondary grades for use in distance education mode.										
Develop and deliver other programs such as adult literacy and other short modular courses through the ongoing Provincial Literacy program										

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Utilize information communications technology as it becomes feasible.										
Province to coordinate the distribution of curriculum materials consistent with the national policy for the Procurement, Distribution and Storage of Curriculum Materials.										
Develop an appropriate assessment, examination and assessment policies										
Review the current examination and assessment policies in light of the reform curriculum in secondary education.										
Review assessment processes to be consistent with national requirements.										
Rationalize the central academic records system to be linked to all provincial distance education centres.										
Province to mark papers and carry out awareness of FODE programs and activities.										
Establish a materials production and procurement system that is cost-effective and efficient.										
Review current materials production and distribution systems for distance education.										
Minor Outcome F3:										
Increase the rate of localization.										
Request additional staff to be added to FODE through the provincial appointment committee.										
Secure sufficient funds from Enga Provincial Government for operational purposes.										
Upgrade the skills of centre staff in tutoring and assessment.										
Minor Outcome F4:										
Maintain an effective provincial and study centers in the province										
A provincial centre offering flexible, open and distance education.										
Second a good number of teachers from teaching duties to help mark and teach distance students at the centre.										
Strengthen the capacity of the Board of Studies for flexible, open and distance education.										
Establishment and management of sub-study centres in the districts										
Enga University Centre										
Minor outcome U1:										
Enga University Centre has the facilities to enrol 20 per cent of Grade 10 graduates and 10 per cent of Grade 12 graduates who are unable, or do not wish to continue in the formal education system.										
Establish University sub- study centres in the Districts and enrol students for the CTCS program										
Undertake Training needs analysis with HR Division in Enga and prepare a long term Human Resource Development program.										
Identify training needs for the public service and the private sector employees in Enga and submit it to corporate bodies such as Porgera Joint Venture for										

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
possible sponsorship packages.										
Prepare annual budget for the province to help fund the operations of the centre.										
Minor Outcome U2:										
Review and redesign current curriculum and University Open College practices.										
Help UOC to Review the current CTCS curriculum.										
Develop and deliver other short professional courses such as basic computer skills.										
Collect and develop a multi-media teaching aids resource centre for EUC.										
Establish a materials production and procurement system that is cost-effective and efficient.										
Review current materials production and distribution systems for Distance Education at the University Open College.										
University Open College to rationalize the production and distribution systems.										
Make available electronic notes of lectures delivered at UPNG via the Internet services.										
Minor Outcome U3										
Select appropriately qualified staff to fill tutor positions under each program										
Maintain a pool of specialist secondary teachers who will be able to render tutorial services to the University Centre on part time basis.										
Offer attractive remuneration packages to attract competitively part time tutors to teach at the University Centre.										
Minor Outcome U4										
Restructure the Provincial University Study Center.										
Review the University Center to enhance the capacity to meet projected enrolment targets.										
Monitor improvements consistent with the UPNG prerequisites.										
Establish a standards and monitoring system.										
Strengthen the capacity of the University Centre for flexible, open and distance education.										
Technical Vocational Education and Training (TVET)										
Minor Outcome TVET1										
Asses the status of all vocational institutions in the province.										
Complete TVET education component of provincial education plan.										
Develop institutional plans.										
Facilitate and monitor the implementation of vocational education system reform.										
Rationalise provincial vocational training centres.										
Close centres that are not in operating and relocate instructors and resources to those canter that are operating.										

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Provide infrastructure to meet training program needs.										
Upgrade and renovate existing infrastructure based on training programs specifications.										
Provide new infrastructure as required by vocational program specifications.										
Provide opportunities for private providers to become registered.										
Provide the opportunity to local people who have expertise in mechanical, carpentry and those with secretarial background to take over closed down centres and offer training.										
Establish and strengthen linkages with other training providers and establishment.										
Minor Outcome TVET2										
Rationalise and develop appropriate competency-based training programs for centres based on the economic and employment needs of Enga Province, districts and the individual communities.										
Adapt existing full-time courses for maximum one-year duration.										
Identify, develop and modularize new courses.										
Review and adapt existing short courses including Skills Training Resource Unit materials.										
Support the production of locally based curriculum.										
Conduct community development programs in and out of schools.										
Provide adequate tools and equipment to service training programs based on course specifications.										
Procure relevant tools and equipment for conducting training programs based on course specifications.										
Provide advisory and appraisal services to all vocational institutions.										
Strengthen and support the operational functions of the inspector.										
Develop a greater understanding between the vocational institutions and other departments and agencies.										
Develop and conduct awareness program to change public perception of vocational Education.										
Increase and strengthen links between community and industry.										
Establish a database of course, providers and instructions from various agencies, communities and other departments.										
Provide incentives for institutions to offer short courses for the community at large.										
Allocate start up capital for institutions meeting agreed criteria.										
Minor Outcome TVET3										
Provide the required number of appropriately trained instructors										
Provide professional development opportunities for vocational centre instructors.										
Conduct skills audit of instructors.										
Identify, develop and deliver courses to include entrepreneurial and adult education skills.										
Develop bilateral training arrangements with established industries.										
Provide professional development opportunities for vocational centre managers.										
Conduct skills audits of managers.										
Identify, develop and deliver courses to include planning, financial and asset management and entrepreneurial skills.										
Minor Outcome TVET4										
Develop a system of greater agency involvement in the administration of TVET centres.										
Grant greater responsibility to agencies for the management of centres to include the management										

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
teachers.										
Develop and implement a sustainable, affordable and appropriate school fee policy.										
Conduct a review to ascertain the viability of a Grade 8 graduate incentive Scheme allowing them to enrol at any approved institution.										
Determine, on an annual basis, the cost of delivering vocational education programs.										
Make efficient and rational use of vocational institution staff.										
Regular visits to centres.										
Engage seasonal teachers to teach practical subjects.										
Establish a provincial TVET Position Appointment Committee.										
Conduct an annual teacher audit.										
Develop a culture of self-reliance in vocational centres.										
Include entrepreneurial skills in all training programs.										
Ensure programs in all vocation institutions are enterprise driven.										
Promote the principles of good governance in the administration of vocational institutions.										
Strengthen appropriate systems for financial, inventory and asset management.										
Develop guidelines for centre Boards of Management and Develop institutional plans.										
Strengthen the role of the vocational centre coordinator in provinces.										
Establish provincial TVET committee										
Adult Literacy										
Minor Outcome L1										
Establish and maintain a sufficient number of literacy schools										
Develop guidelines for communities and local level governments to use for the establishment of tokples literacy schools.										
Develop guidelines, to include building dimensions, for literacy schools										
Improve retention										
Conduct awareness on the value of schooling, especially their ability to read and write.										
Review and establish a network to improve participation with NGOs										
Organise literacy committees in the districts										
Minor Outcome L2										
Develop locally relevant programs in accord with the national curriculum.										
Provide support for Tokples schools in the development and use of community-based support materials.										
Review, develop, produce and distribute curriculum and support materials for all subjects at the elementary level.										
Develop locally based materials in the vernacular.										
Complete orthographies as required.										

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Identify orthographies to be developed and shared with that of elementary schools.										
Establish an implementation process for orthography development.										
Monitor and evaluate teaching and learning to enhance standards.										
Trial a qualitative means of monitoring and evaluating teaching and learning.										
Community involvement in the appraisal of teachers.										
Determine a system of community involvement in the appraisal of literacy teachers by the community.										
Minor Outcome L3:										
Provide the required number of appropriately trained literacy teachers										
Review guidelines for NGOs and communities to use for selection of teachers										
Obtain professional assistance within the elementary section for literacy teacher training strategies										
Review the system for funding literacy teacher training										
Negotiate with donor agencies for setting up a Lamp shelter to facilitate production of curriculum materials.										
Minor outcome L4:										
Develop and implement a sustainable, affordable and appropriate teacher training subsidy for literacy teachers.										
Determine minimum basic supplies for literacy school needs										
Review and administer the system of procurement and distribution of basic literacy supplies										
Make efficient and rational use of teachers										
Train teachers within each locality of the school										
Negotiate with EPG for subsidizing teacher pays and training										
Special Education										
Minor Outcome SE1										
Establish and maintain an appropriately equipped special education centre in the Province.										
Establish a boarding facility within the town to accommodate and educate the disabled children										
Determine quotas for the number of children to be admitted annually.										
Enrol fairly from all districts in the province										
Develop guidelines, to include building dimensions, for the special school classrooms and other buildings with reference to special needs of the disable students.										
Improve retention										
Conduct awareness on the value of schooling, especially the importance of sending disabled children to school.										
Review the enrolment policy to include issues of										

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
enrolment, attendance repetition and retention.										
Minor Outcome SE2										
Low cost and appropriate instructional aids and materials shall be developed for the use of children with special needs										
Provide the Modified Curriculum - the standard curriculum adapted somewhat for exceptional children with particular needs.										
Provide the Special Curriculum – a curriculum designed primarily to develop special skills to maximize potential of those children for whom the special curriculum is relevant.										
Review, develop, produce and distribute curriculum and support materials for all disable children.										
Develop student support materials and resources for students with hearing impairment.										
Develop teacher support materials and resources for children with eye impairment.										
Develop teacher support materials and resources for children who are mentally impaired.										
Develop teacher support materials and resources for children who are physically disabled.										
Minor Outcome SE3										
Provide the required number of appropriately trained teachers for the special education centre										
Appointment committees to appoint appropriate teachers to the disable school										
Provide opportunities for serving teachers without a specialist disable teacher qualification to gain a Post Graduate Diploma in special education.										
Develop a program of professional development for all teachers.										
Organize and Conduct in-service training courses to develop knowledge and understanding of the special education curriculum.										
Provide special school management training for centre managers.										
Provincial In-service Coordinators to organize courses on key issues such as planning, financial and asset management.										
Disable training needs analysis should be conducted for such institution by the school inspectors.										
Minor Outcome SE4										
The Division to review, reconsider and formulate workable plans and strategies for Special Education implementation in Enga.										
Make provisions for awareness campaigns throughout the province of the importance of education for disabled children.										
The Division of Education to carefully and critically analyse methods and procedures appropriate for Special Education in Enga; integration within the mainstream or special schools for the disables.										
The Division of Education to review reconsider and formulate workable plans and strategies for Special Education implementation in Enga.										

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Provincial Government to make budgetary provision for Special Education within its budgets, and alternatively secure funding utilizing existing donor organizations like JICA.										
Make arrangements and engage overseas and national volunteers to implement the programme.										
National MPs from Enga may seek funding where appropriate for this project and chip in funds for the purpose of Special Education.										
In-service training on special Education to be conducted within the province for all elementary, primary school teachers and at the same time make training arrangements for few selected team for DEPI courses.										
Make provisions for the Special Education Resource Centres stockings.										
Administration of Education in Enga.										
Minor Outcome A1										
Restructure the Enga Division of Education and improve its systems to make it more efficient and effective in the delivery of its core functions.										
Conduct a review of the organisational capacity of the Division of Education, including its structure.										
Transfer Payroll system to Enga										
Establish sectional teacher appointment committees										
Conduct regular divisional staff meeting										
Promote Aids awareness in the province										
Create Provincial data base and maintain records of vital school enrolment information										
Centralise the collection of data by the Enga Division of Education from schools and districts, further broken down into enrolment by sex.										
Minor Outcome A2										
Develop and implement an appropriate Human Resources Development Policy and Plan for education Division.										
Carry out regular assessments of training needs at the school as well as at the provincial headquarter level										
Provide work-based training for all public servants in the Division.										
Provide senior Division staff with targeted training in order to improve their capacity to lead the organisation.										
Develop and implement a program for the training of education staff at the sub-national level.										
Provide training for district and provincial staff.										
Implement and monitor the Department's Gender Policy.										
Develop an implementation plan for the gender policy.										
Identify and support female officers and teachers suitably qualified for rapid promotion.										
Develop an equal opportunities policy.										
Identify and support officers and teachers from disadvantaged groups suitable for rapid promotion.										

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Minor Outcome A3										
Integrate planning and budgeting processes at all levels of education in the province.										
Provide support to district officials in the formulations of education budgets.										
Develop a master assets register for the Division of Education										
Create Provincial data base and maintain records of vital school enrolment information										
Centralize the collection of data by the Enga Division of Education from schools and districts										
Minor Outcome A4										
Use appropriate information communications technology for flexible and effective dialogue between all level of schools and other stakeholders.										
Develop a data base for collection and storage of vital information.										
Liaise with schools and other authorities to provide proper and correct statistical data.										
Minor Outcome A5										
Develop and implement an awareness policy for the Enga Division of Education.										
Develop and implement an awareness strategy to support this Provincial Ten-Year plan.										
Identify target groups and provide awareness campaign										
Write, produce and distribute news and information to education officials, schools and communities.										
Strengthen the capacity of education officers, teachers and community organizations at the provincial and district levels to deliver effective awareness.										

Section 7

**MONITORING AND EVALUATING
THE PLAN**

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*, on the other hand, is a systematic way of learning from experience and using the lessons learnt to improve.

Situation analysis

The designing of an appropriate monitoring and evaluation framework is an essential and integral part of the development and implementation of this Plan. While major education service providers are potential sources for data and information relevant for analysis and projections, current systems in place at the provincial, district and school levels do not provide reliable and timely data.

There were raw data available from the school level gathered by sectional coordinators but they are not collated properly for the purpose of monitoring the plan. There is an acute need for the creation and funding of a data base office to be manned by a computer literate. The data base office will be designed to store, retrieve, analyse and evaluate raw data on student enrolment, staffing and school infrastructure and inventory within the Enga Division of Education over the plan implementation period.

Monitoring and Evaluation Framework

For this plan to be monitored and evaluated we will rely on statistical data from all levels of the system and key research areas need to be identified. The purposes of monitoring and evaluation system of this plan are:

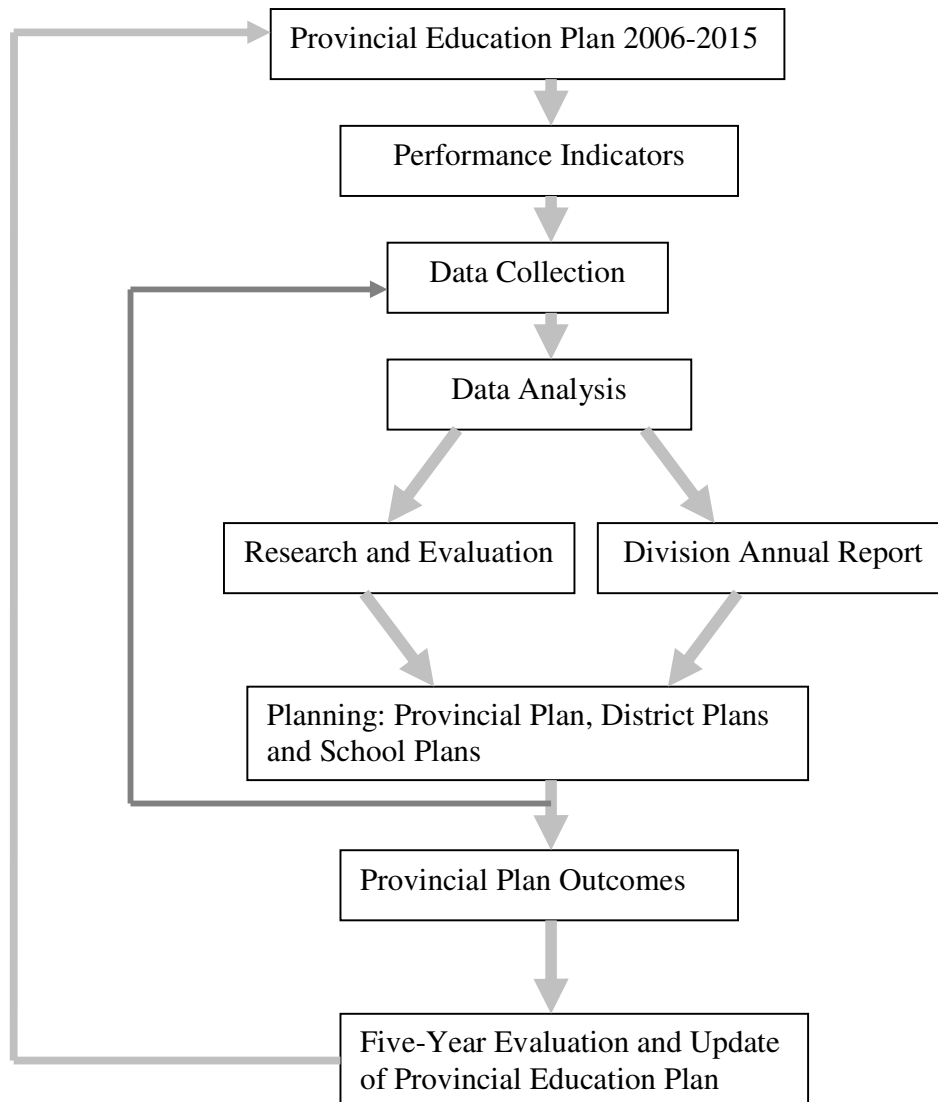
- for the provincial government to monitor the status and the performance of the education system
- for the division management to asses and take corrective measures when and where necessary
- for the division management to have information necessary to improve on past performance
- for the division management to measure progress against established objectives, targets or outcomes
- for the management to measure the cost effectiveness of delivering education services

The monitoring of the plan's implementation will be aimed at two areas:

- progress in the implementation of the programs foreseen by the Plan with respect to time schedules, resources, inputs, costs and funding
- results and impacts achieved

A five year review of the Plan is planned which will be done 2011 to produce an updated plan and as such it may be necessary to modify the set of indicators used for reporting processes.

Monitoring and Evaluating the Framework for the Enga Education Plan



Analysis and feedback about the data to those collecting it is necessary if data accuracy is to be enhanced. Provincial data collectors will give more attention to their input if they see a use for the final product. Providing useful information to persons collecting data assists with generating more reliable data in the future. Careful analysis is essential if accurate reporting against the plan is to be achieved by the Enga Division of Education.

Elementary

Performance Areas: Access		
Minor Outcome E1	Target	Measure [s]
Elementary schools established at the district and community level in order that all children in Enga Province enroll at the age of 6 years.	All children enter Elementary Preparatory Grade at the age of 6 years by 2013.	- Total no. of 6-years old children. - No. of 6 year old children in elementary school.
	An average of 17 Elementary Preparatory classes established each year until 2013.	No. of elementary prep classes established
	A teacher pupil ratio of 1:32 by 2013 for preparatory section.	- No. of Elementary Teachers - No. of Elementary Students.
	An Elementary enrolment rate of 100% by 2015.	No. of children in Prep, E1 and E2 as a percentage of 6 to 8-year olds
	All Elementary schools have classrooms constructed in accord with guidelines by 2015.	Total No. of elementary classrooms constructed according to the guidelines.

Performance Areas: Quality curriculum and Monitoring.		
Minor Outcome E2	Target	Measures [s]
A relevant elementary curriculum is developed, implemented and monitored.	Locally based curriculum support materials produced in all districts by 2013.	- No. of materials reviewed. - No. of materials developed. - No. of materials distributed.
	A Lamp center to be established for producing curriculum materials by 2007	Number of Curriculum materials produced using Lamp Center.
	All Board of Management contribute to teacher appraisal by 2008.	No. of orthographies developed each year.
	Two new orthographies developed by 2008.	No. of new orthographies.

Performance Areas: Quality Teacher Education and Training.		
Minor Outcome E3	Target	Measures [s]
A sufficient number of appropriately trained and qualified elementary teachers are available.	An average of 44 teachers enrolled in elementary teacher courses each year.	No. of teacher trainees enrolled in teacher training.
	A flexible system of delivering teacher in- service implemented by 2007.	No. of workshops conducted for serving teachers.

Performance Areas: Quality Management		
Minor Outcome E4	Target	Measure [s]
Elementary education is cost effective and affordable for parents and government.	Minimum basic school supply needs for elementary schools are determined by 2007.	Minimum basic school supplies determined.
	A formula for an equitable supply of teachers to be determined by 2007.	Formula developed for equitable supply of teachers.
	All schools staffed according to an agreed formula by 2009.	No of elementary schools staffed according to formula.

Primary

Performance Area: Access		
Minor Outcome P1	Target	Measure [s]
Sufficient primary school classes established to achieve access and retention targets.	All students completing Gr 6 can be accommodated in Gr7 by year 2013.	- Total no. of children entering Grade 7 - Total no. of children completing Gr 6.
	A 70% Grade 1 to 6-retention rate achieved by 2015.	No. of children completing grade 6 as % that enrolled in Grade1.
	An average of 14 new Grade 7 classes established each year.	Total no. of new Grade 7 classes establish each year.
	A teacher Pupil ratio of 1:37 by 2015.	- No. of primary school teachers - No. of primary school children.
	All school staffed according to an agreed formula by 2009.	No. of primary schools staffed according to formula.
	By 2007, conduct a full study to include all costing, for establishing selected boarding primary schools.	Boarding schools established

Performance Area: Quality Curriculum and Monitoring.		
Minor Outcome P2	Target	Measure [s]
A relevant primary curriculum is developed, implemented and monitored by an effective inspection system	The completed curriculum to be distributed to all schools by 2007.	- No. of students using reformed curriculum. - No. of materials distributed.
	All schools will be encouraged to develop their school libraries by 2006	Number of school libraries established
	By 2007 a provincial policy guideline will be developed by the Division of Education to address the issues of HIV and AIDS.	- HIV and AIDs policy guidelines to be developed - Number of teachers trained to execute the task
	Head teachers and Boards of Management contribute to appraisal by 2008	- No. of Head teachers trained in and contributing to teacher appraisal. - No of Board of Management trained in and contributing to teacher appraisals.

Performance Area: Quality Teacher Education and Training.		
Minor Outcome P3	Target	Measure [s]
Sufficient appropriately trained and qualified teachers prepared for primary schools.	From 2006 onwards a handful of grade 10/12 school leaver's from remote districts will be selected to attend pre-service training to address teacher shortage.	- Number of school leavers selected for pre-service training - No. of teachers with a diploma.
	All schools will have access to fully qualified teachers by 2013.	No. of teacher with a diploma.
	All schools will have access to a trained teacher counselor by 2007.	No. of schools with counselors.
	By 2007 the province will provide leadership training for female senior teachers.	Number of female teacher trained to take up leadership training.
	By 2007 a handful of certificated teachers will be sent to PNGEI to upgrade their qualifications to diploma level.	- Number of teachers with no diploma qualifications - Number of teachers with diploma and or higher qualifications.

Performance Area:Quality Management.		
Minor Outcome P4	Target	Measure [s]
Primary education is cost-effective and affordable for parents and government.	Parental contributions will be reviewed on an annual basis taking into account the levels of subsidies provided by both the Provincial and National Government.	• Amount of fees to be paid annually by parents • .Level of subsidies provided by both levels of government.

Secondary

Performance Area: Access		
Minor outcome S1	Target	Measure [s]
An appropriate number of well-equipped and resourced secondary schools established within budget to provide a quality education.	Pausa High School to be upgraded to achieve secondary school status by 2006.	Number of grade 11 classes in 2006.
	The transition rate between Grade 8 and 9 reduced to no less than 50% by 2015.	- No. of children completing Grade 8. - No. of Grade 9 students.
	The transition rate between Grade 10 and 11 maintained at 25%.	- No. of students completing Grade 10. - No. of Grade 11 students.
	Girls occupy 48% of places in lower secondary and 45% in upper secondary by 2015.	No. of girls enrolled in Grades 9 to 12 as a % of students in Grades 9 to 12.
	Two secondary schools to be converted to technical vocational education and training secondary school by 2009 and 2011 respectively	- Number of TVET courses offered at the nominated secondary school - Level of infrastructure and equipment build up at the school level

Performance Area: Quality Curriculum and Monitoring.		
Minor Outcome S2	Target	Measure [s]
A relevant secondary curriculum is developed, implemented and monitored.	By 2007 all reform curriculum materials will have been distributed to schools in the province	Number of secondary schools accessing reform curriculum.
	A provincial curriculum committee to be established by 2008 to coordinate the development of support curriculum materials and oversee overall implementation.	- Establishment of Curriculum Committee - Number of locally-based curriculum materials produced.
	Secondary Inspector and provincial guidance officer are to report on schools annually.	- Number of inspection visits per year - No. of school inspector's reports done. - Number of guidance officers visit
	All secondary schools have trained teacher counselors by 2007.	No. of schools with trained counselors.

Performance Area: Quality Teacher Education and Training.		
Minor Outcome S3	Target	Measure [s]
A sufficient number of appropriately trained and qualified teachers prepared for secondary schools in the province.	All secondary school teachers will be degree holders by 2010.	No. of teachers with a degree and teaching qualification.
	A number of in-service courses to be made available by 2007	No. of reform curriculum in- service conducted annually.

Performance Area: Quality Management.		
Minor Outcome S4	Target	Measure [s]
	All schools to have self-reliance projects by 2015.	No. of schools initiating self-reliance projects.
	All schools staffed according to an agreed formula by 2015.	No. of secondary schools staffed according to formula.
	All schools to establish a Parents and Citizens (P&C) forum for interactive approach to running all schools in the province by 2007.	- P & C established in all schools - Level of P&C participation in schools

Flexible, Open and Distance Education

Performance Area: Access		
Minor Outcome F1	Target	Measure [s]
A significant growth in enrolment achieved by offering a number of demand driven programs at the FODE center.	Review and rationalize the FODE center in Wabag and its affiliated centers in the Vocational Centers.	Review and rationalization completed.
	Twenty five percent of Grade 8 and 10 percent of Grade 10 graduates choose to enroll in distance education by 2015.	- No. of students enrolling to do Grade 10. - No. of Grade 11 students being enrolled.

Performance Area: Quality Curriculum and Monitoring.		
Minor Outcome F2	Target	Measure [s]
The curriculum and assessment programs offered at the Wabag FODE center will be based on and articulate with the mainstream education system.	Appropriate assessment, examination and certification system established by 2009.	Establishment of assessment, examination and certification system.

Performance Area: Quality Teacher Education and Training.		
Minor Outcome F3	Target	Measure [s]
The provision of well-trained and qualified staff and support personnel.	Appropriate training to be provided for the coordinator and staff by 2010.	- No. of staff with distance education qualifications. - Number of staff trained

Performance Area: Quality Management		
Minor Outcome F4	Target	Measure [s]
A provincial center offering flexible, open and distance education.	More students will access nationally recognized qualifications by 2007.	Number of students who access recognized qualification

Enga University Center

Performance Area: Access		
Minor Outcome U1	Target	Measure [s]
A significant growth in enrolment achieved by offering a number of demand driven programs through Enga University Center.	Twenty percent of Grade 10 and 10 percent of grade 12 to enroll in distance education courses by 2015.	- No. of grade 10 leavers enrolling to do CTCS course. - No. Of Grade 12 leavers and public servants enrolling to do CTCS.
	Ten percent of public servants and 5 percent of private sector employees choose to enroll at the Enga University center by 2015.	- No. of public servants enrolling to do degree / diploma programs - No. of private sector employees enrolling to do degree / diploma programs

Performance Area: Quality Curriculum and Monitoring.		
Minor Outcome U2	Target	Measure [s]
The current curriculum and assessment programs offered under different programs will be based on and articulate with the mainstream university programs.	Appropriate assessment, examination and certification system established by 2006.	System approved by University Board of Studies.

Performance Area: Quality Teacher Education and Training.		
Minor Outcome U3	Target	Measure [s]
The provision of well-trained and qualified staff and support personnel.	University Center staffed by appropriately trained personnel by 2006.	- No. of staff with distance education qualifications. - Total no. of staff at the center

Performance Area: Quality Management		
Minor Outcome U4	Target	Measure [s]
An institution offering flexible, open and distance education	Distance education students would be able to acquire nationally recognized degree/diploma qualifications by 2008.	No. of students with nationally recognized degree and diploma qualifications.

Technical Vocational Education and Training (TVET)

Performance Area: Access		
Minor Outcome TVET1	Target	Measure [s]
An appropriate number of vocational centers providing, technical and vocational education and training for the school leavers and the general public.	Re-register all vocational centres by 2007.	No. of TVET centres re-registered.
	All TVET centers offer short-term community orientated programs by 2010.	No. of TVET centres offering short term community orientated course.
	Grade 8 Graduate Incentive scheme introduced in 2010.	No. of grade 8 graduate accessing incentive scheme funding.

Performance Area: Quality Curriculum and Monitoring		
Minor Outcome TVET2	Target	Measure [s]
A quality vocational skills training programs provides clients with skills that are relevant and required by the community.	Vocational curriculum reviewed by 2006.	No. of vocational centres using reviewed curriculum.
	Short course materials distributed to all vocational centres by 2007.	No. of vocational centres using short course materials
	Awareness campaign in place by 2006.	Awareness campaign plan and activities.

Performance Area: Quality Teacher Education & Training.		
Minor Outcome TVET3	Target	Measure [s]
The provision of a sufficient number of appropriately trained and committed vocational centre instructors and managers.	Graduates from PNG University of Technology will be recruited to teach in the TVET institutions by 2009	Number of PNG Uni-Tech graduates teaching
	Conduct skills audit for Vocational Centre staff by 2007.	Vocational centre skills audit report.

Performance Area: Quality Management		
Minor Outcome TVET4	Target	Measure [s]
A vocational education system that is both cost-effective for government and affordable for all.	Develop a process to grant increased autonomy to church and other agencies by 2009.	No. of vocational centres granted increased autonomy to church agencies.
	Grade 8 Graduate Incentive Scheme introduced in 2009.	Number of students on the graduate incentive scheme
	Define the role of the Vocational Centre Coordinator by 2009	Role of vocational coordinator centres reviewed.

Adult Literacy

Performance Area: Access		
Minor Outcome L1	Target	Measure
Literacy schools established at the district and community level in order that all pre-school children and adults in Enga learn to read and write in their vernacular.	Every adult, out of school youth and school-aged children who do not have access to the formal elementary system in Enga enters a literacy school by 2015.	• More adults enrolling for tokples classes • More school age children enroll in tokples skuls
	Tokples skuls should operate where there is no elementary school by 2007.	• Number of tokples skuls
	EPG to budget for teacher allowance for the Tok Ples Skuls by 2008.	• Teacher allowance paid by EPG.

Performance Area: Quality Curriculum and Monitoring.		
Minor Outcome L2	Target	Measure [s]
A relevant literacy curriculum is developed, implemented and monitored.	Church and NGO operated schools to be uniform with Government operated elementary schools for easy integration and articulation by 2009.	• Number of shared curriculum materials used by two systems • Level of cooperation seen • Production and wide circulation of Kisim Save Buk in literacy classes
	Children will begin to appreciate their language and culture and commence communicating in their own language by 2006.	• Level of literacy and numeracy skills displayed using local vernacular • Develop locally based materials in the vernacular.
	Appropriate assessment, examination and certificate system established by 2008.	• System approved by appropriate Boards of Studies.

Performance Area: Quality Teacher Education and Training.		
Minor Outcome L3	Target	Measure [s]
The provision of well-trained and qualified staff and support personnel.	Provincial Government to assist in funding for appropriate teacher training program by 2008.	• No. of teachers with appropriate qualifications. • Total no. of staff.

Performance Area: Quality Management		
Minor Outcome L4	Target	Measure [s]
Adult literacy education that is cost effective and affordable for adults and children.	The NGOs to establish a systematic way of providing teacher training, teachers in-service and trainers training by 2007.	• No. of teachers with appropriate qualifications
	EPG to consider subsidizing teacher allowances by 2008	• Total no. of staff on subsidized allowance

Special Education

Performance Area: Access		
Minor Outcome SE1	Target	Measure [s]
All semi impaired school aged children with the abilities to learn are to enroll in the Special Education Resource Center at the age of six years in Wabag.	Make provisions for awareness campaigns throughout the province of the importance of education for disabled children by 2007.	Awareness completed.
	All children with disabilities in Enga to get some form of basic education by 2015.	- School aged children enroll in tokples schools - Adults enrolling in literacy classes
	Special education center to be established in Wabag by 2007	Students enrolling at the center.

Performance Area: Quality Curriculum and Monitoring.		
Minor Outcome SE2	Target	Measure [s]
A relevant special education curriculum is developed, implemented and monitored.	EPG to assist in purchasing instructional materials for the disabled by 2007	- Standard Curriculum – the curriculum for ordinary schools. - Modified Curriculum - the standard curriculum adapted somewhat for exceptional children with particular needs. - Special Curriculum – a curriculum designed primarily to develop special skills to maximize potential of those children for whom the special curriculum is relevant.
	Appropriate assessment, examination and certificate system established by 2008.	Certification System approved by appropriate Boards of Studies.

Performance Area: Quality Teacher Education and Training.		
Minor Outcome SE3	Target	Measure [s]
The provision of specially trained and qualified staff and personnel.	Specialist teacher training for disabled schools to be included in the normal pre-service training by 2007.	No. of teachers with appropriate qualifications.
	Experienced teachers taking up specialized training to teach disable children through intensive in-service courses by 2007.	Total no. of staff enrolled for in-service courses

Performance Area: Quality Management		
Minor Outcome SE4	Target	Measure [s]
Special education that is cost effective and appropriate for the disabled and impaired in the community.	The Division of education to help establish a cordial working relationship with NGOs and Division of Health to provide a balanced and holistic education to the disabled children by 2008.	Education, NGO's and Health personnel working together to provide special education to the disabled.

Administration

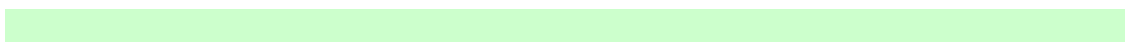
Performance Area: Organisational Improvement		
Minor Outcome A1	Target	Measure [s]
The Enga Division of education has the capacity to strategically respond to changing conditions and government priorities.	Duties and responsibilities of DEOs to be reviewed and be redefined to effect efficient delivery of education services at the district level 2008.	Duty statements and reporting system established for DEOs
	The Provincial Education Division structure and functions reviewed by 2007.	Report and recommendations approved by Secretary for Education.
	Payroll system to be decentralized to Wabag from Waigani by 2008.	Effect Pay and other entitlements from Wabag
	Each sectional teacher appointment committee structure be endorsed and established by 2007.	Appointment committees established
	That continuous PHQ Education staff meeting be held every month for a coordinated effort to monitor and implement this plan.	Number of Division meetings
	A new position to manage and update database at the provincial education Office be created and funded by 2008.	Data analyst/Communication Officer employed at PHQ.
	HIV/AIDS policy and plan completed and implemented by 2007.	Implementation of First HIV awareness program funded by PNG Media Council

Performance Area: Human Resource Management.		
Minor Outcome A2	Target	Measure [s]
A2 Human resource development plan for all sectional management staff in the provincial headquarters as well as those in the districts.	A staff development program to be developed by 2008.	Number of programs developed and appropriate training conducted.

Performance Area: Financial Management.		
Minor Outcome A3	Target	Measure [s]
Budgeting and financial systems and processes are managed competently and sustainable.	Effective budget and planning processes integrated and implemented at both provincial and district levels by 2007.	- No. of integrated budget planning schedules at local levels. - Itemized budget allowed by coordinators
	Financial and procurement systems reviewed and strengthened by end of 2007.	- Acquittal reports available and completed - Internal audit reports annually as stipulated in the Public Finance Management Act.
	Master assets and management register designed and in place for the Division of Education by 2007.	Register completed.

Performance Area: Information communications technology.		
Minor Outcome A4	Target	Measure [s]
Information communications technology systems and processes developed to support the management of educational programs.	A system for collecting and storing provincial education data will be established by 2007.	• A provincial data base created. by 2007 • Data analyst being employed

Performance Area: Communication System		
Minor Outcome A5	Target	Measure [s]
Communication system and processes are effective for producing and disseminating information and raising awareness.	Develop a divisional communication policy and implement this policy by 2008.	• Media and Communication policy published by 2008. • A news letter system to be established at PHQ



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