

GULF PROVINCIAL EDUCATION PLAN 2007-2016



Striving for a better future

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Acknowledgement

The Gulf Province Division of Education through the Provincial Education Board (PEB) has the obligation to its people to formulate a plan for education in the Province. Thus, this plan is consistent with the Nation Education Plan “achieving a better future” 2005 -2014. The formulation and eventual production of this plan is also the result of wide consultations being carried out with the cross sections of the community and our major stake holders.

This Education Plan also reflects the Gulf Provincial and Local Level Government’s will and vision to give every child a meaningful education. This is again realised through the Governments commitment in through the funding in partnerships with other agencies including churches, NGO’s and the Private Sector, Communities and Individuals in achieving the following major goals.

The Provincial Education Board expresses its sincere thanks to the Provincial Education Division’s staff and the planning and writer’s team and the consultative team who provided guidance and input of all stakeholders in compiling the plan. We also acknowledge the assistance from the National Department of Education through the Planning, Facilitating and Monitoring Unit of the Department of Education especially to Mr Geoff Thompson and Mr Peter Wambena for their tireless efforts and advise into the formulation and the subsequent production of the Gulf Provincial Education Plan 2006 – 2016. We also to acknowledge the support from Mr Uke Kombra who was instrumental in securing monies from the Pacific, Regional Initiatives in the Development of Basic Education (PRIDE) to assist us in our district and stake holder consultations that were carried out during the process of writing this plan.

Finally, the Provincial Education Board acknowledges the following organizations and individuals who gave their invaluable guidance, advise, support and commitment that lead on to the formulation and eventual production of Gulf provincial education plan 2006 – 2016.

- ❖ The Governor of Gulf Province- Hon. Chris Haiveta, CMG MP,
- ❖ The Gulf Provincial and Local Level Government
- ❖ The Administrator and the Gulf Provincial Administration
- ❖ National Department of Education
- ❖ Dr Joseph Pagelio- Secretary for Education.
- ❖ Dr Michael Tapo- FAS – HRD - Responsible for Southern Region
- ❖ The Division of Planning, Facilitating and Monitoring (NDoE)
- ❖ Mr Joseph Logha – a/Assistant Secretary PFM
- ❖ Mr Maxton Essy -The PRIDE Project - Coordinator NERC.
- ❖ The AUSAID
- ❖ Mr Geoff Thompson – National and District Planning Adviser.
- ❖ The Director Mr Mefaramu Mero and the Gulf Provincial Education Board (PEB).
- ❖ The Consultative Team Members

- ❖ The Planning and Writers Team members
 - Mr Simon Malara – Provincial Education Planner.
 - Mr Charles. K. Soso – Senior Primary School Inspector
 - Ms Sabathy Mero – Research and Evaluation Officer
 - Mr. Pamfilo C Canlas – Superintendent Operations
 - Mrs Siling Sauka – Provincial Vocational Coordinator
 - Mr Tony Malaisa- Mission Education Secretary (Catholic)
 - Mrs Shirley Haiveta – Coordinator FODE
 - Mr Joshua Aivei- Provincial Literacy and Non Formal Coordinator
 - Mr Kepsy.K.Kevette- Provincial Elementary Teacher Trainer Coordinator
 - Mr Hank Pori Arialave- Provincial Elementary Inspector Coordinator
 - Mr.John Ambil – Assistant District Education Officer – Kerema District

The division also acknowledges others who have assisted in one way or another in the process leading to the writing of this plan, and wish to thank you all for a job well done.

TIVI LAREVA KOFA, HOROVA VEVEKE HAVAVU, EAKI I'MA MIKI, TIVI META PAPA, AUWADE, TIVI HOUJA KOFA, EVERI MAINA KABU.

Message from the Governor

It is an honour to present the Gulf Provincial Education Plan 2006-2016 to the Gulf Provincial Government, Department of Education, other funding agencies and the people of Gulf Province including all stakeholders.

You will appreciate that the plan will increase access to elementary, primary, lower secondary, secondary and vocational education over the period of this plan. Despite the challenges in this province, the plan aims to achieve universal and basic primary education within the next 15 years.

This Plan is reflective of sound political will and support of my government with that of the people of Gulf Province. I must also add that Gulf Province acknowledges the partnership that my Government has established with the National Government, donor Governments and agencies for the funding, finalization and the subsequent production of this provincial education.

Finally my government recognizes the need for upgrading the level of our education and manpower development. Our support will enable us to realize our commitment in promoting Integral Human Development, which is embedded in our National Constitution and the Millennium Goals, and again reflected in our Medium Term Development Strategies.

I therefore, invite every citizen of Gulf Province and stakeholders to work in partnership to implement this plan in our endeavors to educate the future generation of our province.

Hon. Christopher Seseve Haiveta. CMG, MP.

Governor and Chairman for Education & Finance
Gulf Provincial Government.

Forward by Provincial Education Adviser.

The Gulf Province Division of Education through its Provincial Education Board (PEB) has the obligation to its people to formulate a plan for education in the Province. Thus, this plan is consistent with the Nation education Plan “achieving a better future” 2005 - 2014. The formulation and eventual production of this plan is also result of wide consultations being carried out with the cross sections of the community and of course our entire major stake holders.

This Education Plan also reflects the Gulf Provincial Governments will and vision to give every child a meaningful education. This is again realised through the Governments commitment in terms of funding in partnership with other agencies including churches, NGO’s and the Private Sector, Communities and Individuals in achieving the following major goals.

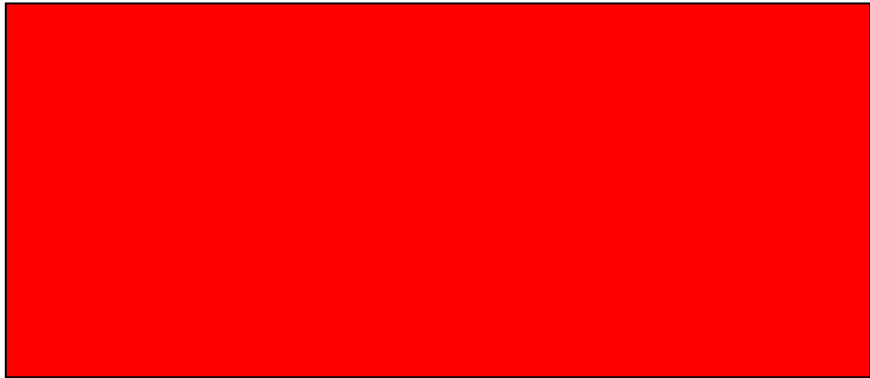
- Provide opportunity for nearly all school age children to enter formal education;
- Provide opportunity for all students to complete basic education un to grade 8;
- Convert over all community schools to primary school status and consequently achieving 90 - 98 percent (%) transition rate between 6 and 8 ;
- Double the current student enrolment in high schools;
- Upgrade vocational schools to vocational secondary status and increase its enrolment; and
- Provide a more equitable, relevant and skilled quality education at all level of education.

Finally, the Provincial Education Board expresses its sincere thanks to the Provincial Education Division’s staff and the planning and writer’s team and the consultative team who have provided guidance and input by all stakeholders in compiling the plan. We also acknowledge the assistance from the National Department of Education through the Planning, Facilitating and Monitoring Unit of the Department of Education for their tireless efforts and advise into the formulation and the subsequent production of the Gulf Provincial Education Plan 2007 – 2017. The people of Gulf through the division of education also acknowledges the financial assistance from the Pacific, Regional Initiatives in the Development of Basic Education (PRIDE) and the Australian Aid (AUSAID)

The Provincial Education Board once again wish to express it appreciation to every one who has helped us in one way or the other for a job well done.

Mr.Mefaramu Mero LM.

Provincial Education Adviser and Chairman, PEB



Section: 1



INTRODUCTION

The context of the plan

Gulf province and its people

According to the 2000 census the population of Gulf Province was 106,898 with an annual growth rate of 1.2. The percentage of 64.5% of the total population is comprised of people in the age group of 0 – 24 years whilst the rest are at the middle and old age group category.

In 2000 census this figure has doubled whilst the bulk of the population are living in the rural areas.

Gulf Province has a total land area of approximately 34 757 square kilometres, to the West of Port Moresby. The provinces coastline is bisected by many inland waterways and a great deal of the coastal area is swampy and subjected to inundation, while a lot of the inland area consists of variable broken deep rugged mountain ranges.

Table 1: Population and population density by district.

District	Local Level Government (LLG)	Population	Land area (sq km)	Population Density
Kerema	East Kerema	11,479	1,116	10.7%
	Taure Lakekamu	10,208	2,157	9.6%
	Central Kerema	12,864	1,143	12.0%
	Kerema Urban	5,124	12	4.8%
	Kotidanga	16,652	1,874	15.6%
	Kaintiba	9,171	1,204	8.6%
Kikori	Ihu	14,569	3,080	13.6%
	Baimuru	10,468	7,898	9.8%
	East Kikori	8,788	6,267	8.2%
	West Kikori	7,575	10,006	7.1%
Total		106,898	34,757	100%

Major language

Major language groups and vernacular in the province are divided by Local Level Government areas. East Kerema LLG and Taurelakekamu speak three dialects, which are known as Toaripi, Kovio and Sepoe. In Central Kerema LLG, the people speak Kaipi, Tairuma and Opao. In Kaintiba and Kotidanga LLG in the mountain region the people speak Kamea, Angave and Kapau. In Ihu LLG the language is Orocolo, Keuru, Atriave. In Baimuru Eare, Koriki, Pawaia, Evara, Kaimare, Varoi, Maipua, Ipiko, and Vaimuru. In Kikori Kerovo, Porome, Pepeki, Gobe/Urama and Kairi.

Table 2: Language groups in Local Level Governments (LLG).

Local Level Government	Language
East Kerema & Taure Lakekamu	Toaripi, Kovio, Sepoe
Central Kerema	Kaipi, Tairuma, Opao
Kaintiba & Kotidanga	Kamea, Angave, Kapau
Ihu	Orocolo, Keuru, Atriave
Baimuru	Eare, Koriki, Pawaia, Evara, Kaimare, Varoi, Maipua, Ipiko & Vaimuru
Kikori	Kerowo, Porome, Pepeki, Gobe/Urama, Kairi

Orthographies need to be completed for all dialects.

Government

At the national level there are three elected representatives. There are two open electorates and a Provincial seat.

Consistent with the new Organic Law on Provincial and Local Level Government (1995), the Provincial Assembly consists of the three national members of parliament from the province and the nine rural local level government presidents and the mayor from the Kerema Urban Local Level Government.

Table 3: Local - level Governments by District

DISTRICT	LOCAL-LEVEL GOVERNMENT
Kerema	Kerema Urban East Kerema Rural Central Kerema Rural Kotidanga Rural Taure Lakekamu Rural Kaintiba Rural
Kikori	Ihu Rural Baimuru Rural East Kikori Rural West Kikori Rural

The Provincial Executive Council consists of the Governor and the Chairmen of sector committee responsible for each of the major Divisions of the Provincial Department and the Local Level Governments.

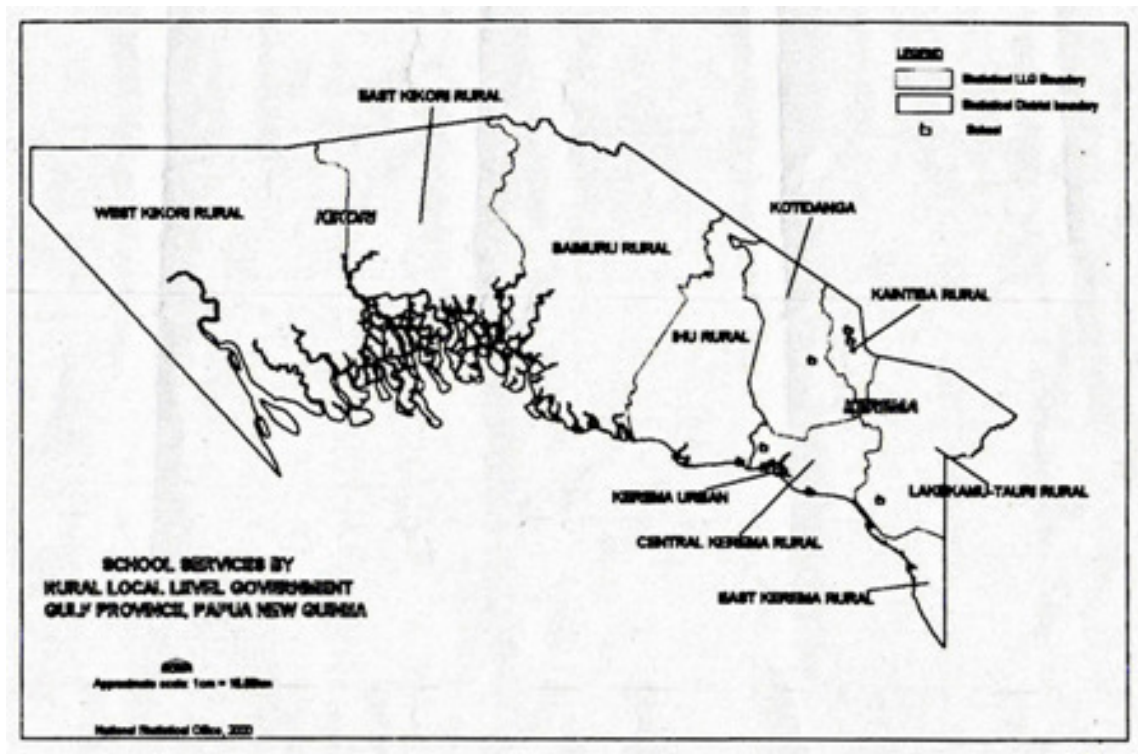
Communication

Most People comprising of the 76.7 per cent of the population live in settlements that are scattered along the coast and the remaining 23.3 per cent live in small-scattered hamlets in the rugged and densely populated forested mountains. Sago is the staple diet for the coastal people whilst kaukau is the staple for the highland inhabitants.

Communication is mostly through VHF Radio. Telephone Services are available in Urban centres only. The major modes of transportation are by sea or air. Road accessibility is only on the eastern part of Gulf Province as far as Kerema Town.

Map of Gulf Province.

Gulf province borders with neighbouring provinces of Central, Morobe, Eastern Highlands, Simbu, Southern Highlands and Western.



Economic Activity

Traditional subsistence gardening, fishing, hunting and collecting, forms the major life pattern for the 95.5% of the rural population. In the coastal areas cash crops such as cocoa, copra and rubber are grown and sold. In the highland areas coffee and chilli are grown. There is great potential for forestry, fisheries and mineral resources development.

Currently, sago and betel nut provide a good source of income for the people.

The Kutubu gas and oil resource development in the Southern Highlands has had spin off benefits for the landowners in Kikori. Future possible economic activities include:

- an oil palm project in both the Kikori and Kerema Districts;
- a proposed gas pipeline to Queensland;
- a proposed sea port at Paia Inlet to service the Gulf and highlands provinces;
- proposed roads linking the Gulf Province with the Morobe and Southern Highlands Provinces;
- a proposed road to link Port Moresby, Kerema and Kikori;
- a proposed balsa project.
- downstream processing of timber products.
- rubber processing factory development.

Gulf Province – Its Education system.

Gulf Province has a decentralized education system following the Provincial and Local Level Government system. Decentralization has given the provinces responsibilities including planning, financing, staffing and maintaining general education institutions up to grade twelve.

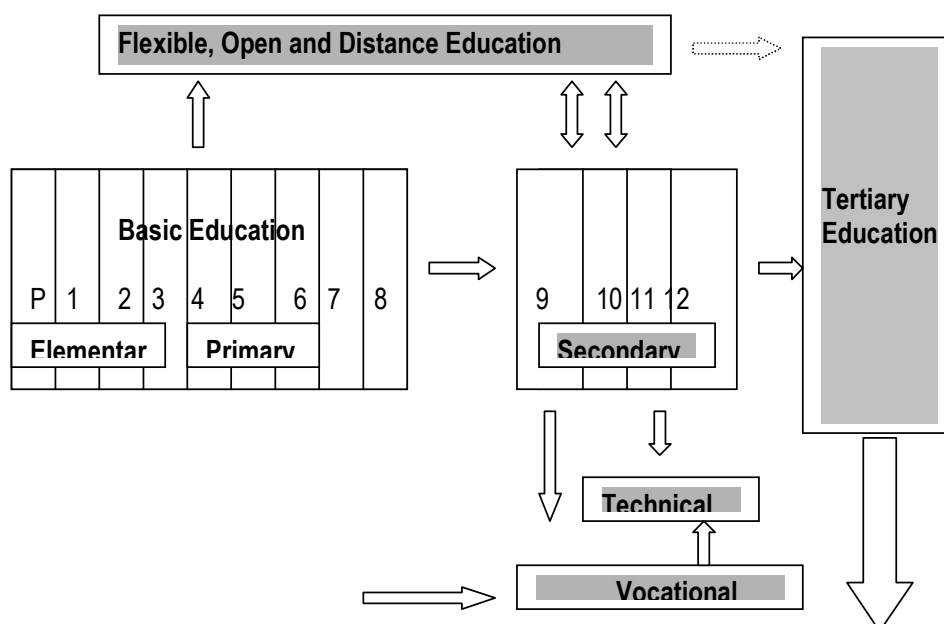
In 1990 and 1991, the Department of Education, with assistance from UNDP and UNESCO, conducted an Education Sector Review. The primary recommendation of the sector review called for the reform of the education system. This recommendation was based upon an analysis of major issues and an identification of basic weaknesses in the system. The reform involved the restructuring of the formal education system from the pre - primary level through to the upper secondary level. The reform was designed to directly address most of the systemic weaknesses and problem areas identified in the sector review.

Over the last ten to fifteen years to 2006, the education reform addressed the identified issues and concerns in improving access and retention. Since the implementation of the reform in 1994, Gulf Province has established 121 elementary schools employing 290 teachers in the elementary sector. In the primary sector there are 107 primary schools with 282 teachers. In the same period, there has been an establishment of one secondary and a secondary technical school in addition to the four existing high schools. A total of 71 teachers are employed in the secondary sector in 2006.

The language of instruction in elementary schools will be the vernacular allowing for acquisition of literacy in the language that the children speak. Prep curricula would emphasise initial literacy, numeracy, ethics, morality and cultural bonding. To make the curriculum more relevant, a new integrated curriculum based on the child's own culture and community is taught. In many schools, teaching will be done by using multi-grade teaching methods. The transition to English will begin in the third year. A more new relevant, integrated activity-based curriculum will be adopted, and will use locally developed materials.

Figure 1: The structure of education

The structure of education in the Gulf Province is consistent with the National Department of Education as depicted in the diagram shown below.



Elementary teachers will be trained through a programme consisting of three phases and internships. A system of supervision for elementary school teachers is being developed. Teachers will receive a salary commensurate with training and hours of duty.

The elementary schools will act as feeder schools to primary schools. The introduction of elementary schools in the villages will free classroom space and other facilities within the primary schools. This will allow for the relocation of Grades 7 and 8 classes from the high schools. There will be no great increase in either the enrolments or number of teachers in the primary schools over the plan period. Six years of primary education will be provided through to Grade 8. All children will be expected to continue with their education until Grade 8. It is hoped that this will help overcome the problem of the loss of students, particularly girls, from the system after Grade 6. To improve the quality and relevancy of education, the primary curriculum will become more subject-specific and a strong vocational component will be developed for the upper grades as part of a Curriculum Reform Project. A new examination system will be formulated for graduation from Grade 8 and to enable selection for Grades 9 through to 12. Teachers currently within the system will be offered the opportunity to upgrade their qualifications to diploma level through an in-service programme. New graduates from the Teachers Colleges will be diploma holders equipped to teach reform curriculum in primary schools.

The facilities freed up by the relocation of the Grade 7 and 8 classes will be used in one of the two ways. In most secondary schools there will be an immediate increase in the number of Grade 9 and 10 places. At the same time selected schools will take on grades 11 and 12. There will be an increase in enrolments and number of teachers in the secondary schools over the plan period. Additional teachers will be trained to occupy created funded teaching positions.

The curriculum will be broadened to include more technical, agricultural, commercial and scientific content. Vocational centres will become part of the secondary system. Open learning will provide an alternative opportunity for further education.

The net effect of all this on schooling will be greatly increased access at all grades. The major expenditures required will be the upgrading of facilities, provision of materials at the primary and secondary levels and the cost of elementary school teacher salaries. The unit costs of education in Grades 7 through to 12 will be reduced through the increased enrolments utilising facilities at existing primary and provincial high schools. This reduction is further enhanced by the almost complete abolition of boarding students in Grades 7 and 8.

Governance of Law

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

Gulf Province Education Act

An Act to govern education was passed by the provincial legislature in 1988. This Act will be amended to ensure consistency with the new Organic Law on Provincial and Local Level Government (1995), the Education (Amendment) Act (1995) and the Teaching Service (Amendment) Act 1995.

Partnership and Responsibilities

Provincial Education Board

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

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

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

Specific responsibilities of the PEB include: the development of provincial policies and plans; approval of school fees; hearing appeals against expulsion of pupils; teacher recruitment, appointment and discipline, approval of membership of school boards and approval of establishment of schools.

District Education Boards

There is a need to establish such boards, however the responsibilities of these Boards have yet to be clearly defined and legislated by parliament.

School Boards

Boards of Management and Boards of Governors for Elementary, Primary, Vocational and Secondary schools are approved by the PEB every two years. They play a vital role in the formulation and implementation of policies at the school level.

School Boards also have particular responsibility for:

- the care and maintenance of school facilities, equipment and materials;
- disciplinary processes, including expulsion;
- fund raising and expenditure of school funds and
- proposing development plans to the local level government.

The Department of Education

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

- formulate national policies and co-ordinate the implementation of those policies in the provinces and local level government areas;
- provide support to the Provincial Administrators and District Administrators with planning, professional service and consultancies, and to maintain standards as prescribed by the national laws;
- support research, training and professional development;
- build up capacity for purposes of carrying out public investment programmes¹.

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

- curriculum development;
- initial supply of textbooks and curriculum materials;
- teacher education;
- national examinations;
- supervision and appraisal of teachers.

The Teaching Service Commission

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

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

Provincial Government

Under the Organic Law, provincial legislatures may make laws on the following matters: primary, secondary, technical and vocational education, but not curriculum².

Administrative responsibilities include:

- development and implementation of provincial policies and plans consistent with national policies and plans;
- funding of salaries of registered members of the national Teaching Service and public servants within the provincial education establishment;
- development and annual roll-over of an institutional maintenance plan;
- funding or sourcing of funding, for the building and maintenance of educational infrastructure in all member institutions of the national education system;
- replacement/re-issue of textbooks;
- selection of students for upper secondary education.
- teacher deployment.

¹ Organic Law on Provincial and Local Level Government (1995), Section 80, Subsection 2

² Organic Law on Provincial and Local Level Government (1995), Section 42, Subsection (b)

Local Level Governments

Under the Organic Law, Local-Level Government may make laws in relation to self help and tokples schools, but not curriculum³.

Administrative responsibilities include:

- pre-school education;
- establishment and operation of elementary schools in accordance with the provincial education plan;
- supporting school communities in the construction and maintenance of infrastructure (elementary and primary schools) within the district;
- support for the operations of the inspector(s) and elementary teacher trainer/supervisor(s) and any other education personnel assigned to the district⁴.

Church Education Agencies

The churches have always played a large role in education in Gulf province. Church Education Agencies have a responsibility to participate with the provincial and local level governments in funding the construction and maintenance of the schools that they operate. The partner agencies in the national education system schools in the province are the Catholic, Lutheran and United Church. The table below shows systemic schools by agency:

Table 4: Education institutions by agency in 2006

Type	Government	United Church	Catholic	Lutheran	Total
Elementary	65	16	40	0	121
Community/ Primary	67	18	19	2	107
High Schools	3		1		4
Secondary	1		1		2
Vocational	4				4
Fode	1	0	2	0	3

Source: Corporate Data, NDoE

The Seventh Day Adventist Schools have joined the National education System in 2006. Therefore, new SDA schools in Gulf will commence by 2007.

Volunteers have been teaching in Gulf Province. Agencies involved have been the British Voluntary Service Overseas (VSO), Australian Volunteers Abroad (AVA), Japanese International Cooperation Association (JICA) and the American Peace Corp. In addition, large number of mission volunteers has worked in the province over the years.

Aid Donors

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

- AusAID
 - primary school textbooks and curriculum materials;
 - education capacity building project (ECBP).
 - multi-grade teaching and rehabilitation of primary infrastructure (BEDP);

³ Organic Law on Provincial and Local Level Government (1995), Section 44, Subsection (c)

⁴ The Organic Law on Provincial and Local Level Government (1995), Section 45, Subsection (h) requires Local Level Governments to consult with their respective Electoral Development Authority in relation to the implementation of its functions.

- Canada Fund - Vocational centre facilities;
- European Union - water supply at some schools.

Anticipated donor support during the period of this plan includes:

- JICA - solar lighting.
- European Union – primary school textbooks, vocational education, teacher supply

Resource Developers

Inter Oil; the operators of the pipeline that runs through Gulf Province have put a considerable amount of money into schools in the Kikori District. It is expected that future benefits will also cover other parts of Gulf Province. This money largely comes through the tax credit scheme. This is administered through a Board of Directors comprising the company, local representatives and Government officers from the Gulf Provincial Government and the Department of Mining and Petroleum.

There have been a number of other resource developers, particularly in timber.

It is important that any future agreements between Government and developers should include education development.

Foundation of the plan

The Gulf Provincial Education Plan 2006-2016 “ Striving for a better future” is consistent with the Papua New Guinea National Education Plan, “Achieving a better future 2005-2014 presents outcomes for education in the Gulf Province and the main strategies for achieving them from 2006 to 2016. It builds on the Progress made in the previous Gulf provincial Education Plan 1996-2004. It will also be subject to review in five years and monitored annually at the National, Provincial and Local Level Government Levels.

Principle governing objectives with regard to population are contained in the population policy 2000-2010. The policy is consistent with the right and freedoms consistent with Papua New Guinea Constitution and with the International Human Rights Covenants. Policy Goal number 2 is to raise the level of general literacy to facilitate broad base social and economic development, to improve the status women and to raise the quality of the labour force. Specific objectives and strategies relate to targets of access, retention, transition and female participation all are consistent with the National Education Plan.

Provincial Development Goals

The provincial development policy aims are statements that reflect both the vision and more detailed objective specifications.

The development aims formulated through comprehensive community consultation and analysis of the current situation are as follows:

- Promote integral human development with emphasis on Education, Training, Health, Public Service, Spiritual Life, Youth and Women Affairs in the province.
- Ensure increased finance and investment with emphasis on the development of infrastructure in the province.
- Encourage economic activities based on Primary produce under Local control and participation in the province.
- Encourage and participate in the implementation of the Government Reform System.
- Protection of natural flora and fauna and land resources.
- Establish effective law and order system in the province.

Provincial Objectives

The Provincial Executive Council has assigned these provincial objectives to the Division of Education

- To develop an education system to meet the needs of Gulf Province and its people which will provide appropriately for the return of children to the village community for formal employment or for continuation to further education and training.
- To provide basic schooling for all children as this becomes financially feasible.
- To help people understand the changes that are occurring in contemporary society through the provision of Non- formal education and Literacy programmes.
- To identify and facilitate higher education training programme to develop manpower resources.
- To improve morale by providing facilities conducive to teaching and learning.
- To improve supervisory and managerial competence in schools.
- To encourage and support responsible leadership at all levels.

In addition to these objectives, education must prepare citizens who:

- will have a strong moral value system which places emphasis on personal integrity, the equality of all members of the society and the importance and relevance of traditional values in modern life;
- are committed in their own personal development and view education as a continuing life long process;
- Are invested with a productive work ethic and a realization of the value of both rural and urban community development activities in the context of Provincial development;
- are prepared for the realities of life in most communities; and
- are capable of providing a basis for effective further training for manpower needs

National Education Goals

- The Papua New Guinea's National Goals and Directive Principles and the Gulf Provincial Government Objectives emphasizing Integral Human Development.
- International Obligations in particular the Millennium Development Goals and Education for all goals.
- The Government objectives in the education sector has outlined in the mission statement and the medium term development strategy 2005-2010.
- Community demands as determined during Community and District consultations.

The Gulf Provincial Education Goals

The Gulf Provincial Education Plan reflects the Gulf Provincial Government's goals, through the Gulf Provincial Administration and its Division of Education and the Provincial Education Board to facilitate and promote Integral Development of every individual

- To develop and encourage an education system which satisfies the requirements of Gulf Province and its people.
- To establish, preserve and improve standards of education throughout Gulf Province.
- To make the benefits of such education available as wide as possible to all people.
- To make accessible to the poor and physically, mentally and socially handicapped plus those who are educationally disadvantaged.
- Also as Gender equity – improves education opportunities for women and girls

Population

The National Department of Planning and the National Statistical Office have worked on population action plan in each province. Gulf Province has incorporated this action plans in our

own Gulf Provincial Education Plan. According to the 2000 census the population of Gulf Province was 106,898 with an annual growth rate of 1.2%.

The total population of 64.5% is comprised of people in the 0 to 24 year age group. This will have an impact on the need to provide more schools giving access to all school age population

The rapid growth in our population is putting a lot of pressures on our province's finances and services. Establishment of schools, health facilities and roads are some of the vital services which are hard to satisfy. The role of education is to develop and acknowledge an understanding of this issues relating to this concerns.

The population projections for this plan is based on the national census conducted in 2000 for distribution of school age projections from 2006-2016.

Table 5: School Age Population by years, 2006 – 2016

Years	M	F	Tot 6yr pop
2005	2078	1828	3907
2006	2132	1876	4008
2007	2188	1924	4112
2008	2245	1975	4219
2009	2303	2026	4329
2010	2363	2079	4441
2011	2424	2133	4557
2012	2487	2188	4675
2013	2552	2245	4797
2014	2618	2303	4922
2015	2686	2363	5050
2016	2756	2425	5181

Consultative process

The Plan was developed over a number of phases including the formation of the consultative committee comprising of high level people giving rise to the status of the consultative team.

The membership was drawn from all sectors of the community including government, business sector, churches, and the broader community and of course the teachers who will be the major players in implementing the initiatives of the plan.

After initial series of meetings, the planners and writers team along with the consultative committee considered the key issues facing the education system in the Gulf Province. These meetings were followed by district consultations where institutions within districts and LLGs were visited to gauge the views from community groups and all stakeholders on the identified issues.

These consultations were followed by further series of meetings by the steering committee to discuss and analyse the findings. The initial draft of the Plan was based upon the report to the Provincial Education Board and Provincial Management Team and ultimately to the Provincial Executive Council for their deliberation and endorsement.

Major Social Issues.

The following major social issues affecting the welfare of our society, Education has an important role to play in addressing these issues. The Education Plan seeks to provide ways with the support of the community and other stakeholders in tackling these issues to ensure that we achieve a better future.

Healthy Living.

All citizens have a right to healthy life which includes such things as clean water, a nutritious diet, immunization programs, family planning, sanitation, shelter and local health services. Despite improvements in our facilities, our health status has not sustained over the last twenty years. For example our infant mortality rate is among the worst in the Pacific Region.

The National Health Plan 2001-2010 states health education programmes will target health conditions and promote healthy behaviours.

There are many challenges education is supporting the health sector to achieve better health outcomes for our nation and Gulf province 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 our students with the opportunity, that responsibility for their health using various preventive measures. Formal health education begins at the elementary level where children learn about such things as washing hands, cleaning teeth, healthy foods and safe behaviours. At the Primary level the personal development curriculum enables students to consider personal and community health and concerns such as effects of family size, use of drugs and making informed choices. Personal Development is an important aspect of the Secondary schools curriculum and students are engaged in more in-depth study of health matters.

HIV / Aids

HIV/ AIDS is a major and one of the greatest challenges with the health of the nation and the Gulf province. HIV Aids has major social and economic implications on our nation and our province. 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.

The HIV Aids policy for Education is an essential way of demonstrating the commitment that Education has to educate its employees and young people about this disease. This policy was developed and launched in November 2005. Another challenge to the health of our nation and the province is illegal drug use particularly amongst our young people.

Gulf Provincial Government and its major stakeholders including our schools will take a proactive role in implementing the HIV/AIDS policy in its endeavours to address these issues confronting and challenging our livelihoods.

Gender Equity in Education.

At every level of education, more males are represented than females. Access to formal education and training programmes is even more difficult for women. Policies have been developed to address these issues however; the matter is slow with little or no resources allocated to support it.

Overview of the Plan

Access

Population growth rate in Gulf province is increasing at a rate of 1.2% with a total population of 64.5 % are at the age group of 0 – 24 years age group. Obviously the school age population is increasing and it is putting an increasing demand to the limited financial resources and services available. However, the province acknowledges the fact that it is the right of every individual and eligible school age child whether they are abnormal or normal in remote and isolated areas, these children must be provided with an opportunity to enter our school system. Gulf provincial government with its stakeholders will collaborate with each other to establish schools in selected locations where there are school age population. This will enable every eligible child to enter our school system and completes a full cycle of the education system.

The emphasis of Gulf provincial education plan 2006-2016 is to ensure that every 6 year old child are given the opportunity to enter elementary preparatory grade and completes a full cycle of the elementary education whilst further guidance and support will be made available to encourage the child to continue onto to completing the full cycle of the basic education. Strategies will be put in place to achieve an 80% - 90% retention rate between grades 3 to grade 8 at the primary level.

Primary schools in the Gulf province have not all phased out grades 1 & 2 classes. There are some community schools still existing in the remote mountainous parts and isolated communities of the province. Strategies will be put in place for the division to slowly work on to phasing out community schools during the plan period.

Post Primary education institutions will be equipped with appropriate skills and resources to absorb the various percentages of students exiting the primary education. Gulf province envisage that 50% of students leaving grade 8 will be absorbed into its Vocational Centers whilst 30% will be absorbed into the existing secondary schools with 15% into our Flexible, Open and Distance education system. The remaining 5 % absorbed into other private education institutions.

Establishment of new secondary schools will be controlled but with moderate expansion in our existing secondary schools to match the demand of students passing from grades 8 and 10 in our schools.

Land is not a problem for the schools in Gulf province. However, the land to be utilized for establishment of schools must be acquired through established process and procedures.

Quality curriculum and monitoring

Issues of curriculum are critical to the quality of education provided to our children. Curriculum for basic education is the foundation upon which children will learn the basics of their culture. In Gulf Province our parents and communities are playing an important role in developing culturally relevant elementary curriculum. The parents and communities are also taking an active part in implementing the curriculum through schools cultural programmes.

Monitoring tests for grades 3, 5, and 7 will be developed by the Education Department and will jointly be implemented by schools in the Gulf province to monitor standards. The results of these tests will assist the review of the basic education curriculum on regular basis to monitor its relevance.

Parents will be required to make a significant contribution towards the cost of education in this sector whilst greater emphasis will be placed on schools to teach quality skill oriented secondary reform curriculum. Quality skill and self-sustaining courses will be developed and taught to encourage continuity of the livelihood.

Gulf Provincial Division of Education will establish links with the Flexible, Open and Distance Education and Vocational Centres to absorb the students who exit after grades 8 and 10.

Awareness will be carried out to inform all stakeholders and communities about reform curriculum in Vocational and Technical and Flexible, Open and Distance Education centers. Initiatives on schooling pathways for those enrolling in the Vocational and FODE centers will be publicized to attract school leavers.

Initiatives such as the best students of a trade course in vocational schools will be given the opportunity to complete further studies at the Business and Technical Colleges with the possibility to further accelerate into University studies. The students taking FODE will sit the similar examination and be given the same certification with pathways open to pursue studies at tertiary institutions.

Quality teacher education and training

Gulf Provincial Division of Education will provide incentives to assist professional development and training for its teachers. In the elementary sector suitable male or female candidates who meet the criteria will be selected by the community and endorsed by the provincial education division to under go training to become elementary teachers.

The division of education will ensure there is proper monitoring of bridging teachers in grade 3. The division intends to develop a viable strategy to train elementary teachers to become primary grade 3 teachers.

The division of education will continue to support quality teacher education and training and other short courses to enhance competencies in the classroom. Constant school and cluster based short courses designed to improve competency levels of teachers of all sectors of our school system will be supported and strengthened.

Opportunities will be made available to primary and secondary school teachers to upgrade their qualifications.

Management

The functions and structure of the Department of Education and the Gulf Provincial Education division will be reviewed and improved every three years to ensure that the Provincial Education Division is more responsive to changes and that it has the capacity to administer the Gulf Provincial Education Plan.

Parents and the communities will be encourage to take a greater proactive role in appraising and assist develop culturally relevant elementary curriculum whilst in primary and secondary schools parents will be encouraged to take part in self reliance programs in schools.

Gulf division of education will take a proactive role to address issues relating disadvantages school allowances and other incentives that the division intends to implement in order to attract teachers to its disadvantage and isolated areas. Its major stake holders including the Teaching Service Commission, the Department of Education, the Provincial and Local Level Governments will be consulted to discuss financial, housing and other incentives to improve teacher equity and distribution to schools in the province.

The organic Law on Provincial Governments and Local Level Governments and the Gulf Provincial Education Act has allowed parents and communities through it site leaders to take greater responsibilities in appraisals and commenting on the suitability and acceptability of teachers to the communities they serve. Church agencies would be given greater responsibilities over the institutions that are operated by them.

Financing

The financing of this plan will come from different levels of government and funding sources. The National Government will play its part by looking after the teachers' salaries and leave fare entitlements. It will also ensure that the new initiatives for the scholarship and the voucher system are in place to assist students to continue in schools. It will also support the provision of subsidies and other functional grants to support teacher education and curriculum development.

The Gulf Provincial government and local level governments will play its role in funding or sourcing of funds for the building, construction and maintenance of infrastructures to all classrooms and teachers houses. The provincial government will also continue to support the operations of Inspections and Standards. This also applies to elementary teacher trainers/supervisors and other education personnel assigned to Gulf Division of Education.

Education of our children in Gulf province is a shared responsibility, and therefore parents and communities will be encouraged to play an active role in supporting self- reliance projects in schools. Furthermore parents and communities must also be encouraged to support the school with finance and through the use of labour or other assistance in kind.

Organization of the Plan

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

SECTION 1: INTRODUCTION

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

SECTION 2: GULF'S VISION 2006 - 2016

This section outlines the vision for education by sectors.

SECTION 3: SITUATIONAL ANALYSIS

This section outlines the progress made since the first Provincial Education Plan and identifies the key challenges still ahead in each sector. The section considers the following sectors of education: elementary education, primary education, secondary education, vocational technical, FODE and administration. Each of these sectors is first defined and then an analysis follows using the following strategic problem areas as organisational headings: access, quality teacher education and training, quality curriculum and monitoring and management.

SECTION 4: THE PLAN FOR EDUCATION.

This is the main section of the plan. The sectors – elementary education, primary education, secondary education, flexible, open and distance education, vocational education and training and technical education and training - are described using the four components. These components are access, quality curriculum and monitoring, quality teacher education and training, and management. Each of these components has its minor outcome, and the key strategies and activities for achieving these outcomes. In the text, the minor outcomes are referred to using the first letter of the sector (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 end points that the system aims to achieve.
- A major outcome is the end point to be achieved at the end of this ten year Plan.
- A minor outcome is a point that has to be achieved on the way to accomplishing the major outcome.
- The strategies describe the broad means of how the minor outcome will be achieved.
- The activities will collectively contribute to the successful implementation of the strategy.

The implementation timeline of the strategies and activities comes after each sector.

The monitoring and evaluation framework for the plan collates the targets identified in this section and for each target a measure or set of measures are identified that will be used to monitor and evaluate the performance of the of the Plan. Data collected during the first five years of the plan will be used to support a review of progress made whilst other support documents and awareness materials will supplement this plan.

SECTION 5: ADMINISTRATION.

This section looks at the organization and the establishment in the effective implementation of the plan. It also addresses the need to relevant human resource development and training.

SECTION 6: FINANCING THE PLAN

This section considers the financial implications of the Plan.



Notes on mask

Section: 2

OUR VISION 2006 - 2016

The Gulf provincial education division's vision is consistent with the National Education Plan: Therefore, our guiding vision for our education system is;

GUIDING VISION

- **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 individuals personal viability and character formation, while ensuring all can contribute to the peace and prosperity of the Gulf province and Papua New Guinea.**
-

BASIC EDUCATION

Vision for elementary education

- **At 6 years of age all children in Gulf province begin their basic education in an elementary school in a language that they speak. For the next three years they develop the basis for sound literacy and numeric skills, family and community values including discipline, personal health care, and respect for others.**
-

Vision for primary education

- **At 9 years of age children in Gulf province 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

Vision for secondary education

- **Students in Grades 9 to 12 in Gulf province 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.**
-

Vision for Flexible, open and distance education

- **Papua New Guinea harnesses all appropriate and affordable technologies to pursue flexible, open and distance education opportunities.**
-

Vision for Vocational (TVET) education

- **The education and training needs of the immediate community in Gulf province are catered for by vocational education institutions offering appropriate and relevant courses of varying lengths and giving priority to those students who have completed Grade 8.**

Section: 3

SITUATIONAL ANALYSIS



Elementary Education

Definition

Elementary education is the first stage of education. It consists of Elementary Prep (EP), Elementary one (E1) and Elementary two (E2) in the language of the child and the teacher. These 3 years of schooling prepares a child for entry into a Grade 3 class at the primary school.

Access

There are 121 elementary schools that are established and are operational throughout the province as of 2006. There are 15 schools yet to be registered.

Elementary schools are established in proximity of primary schools and become a feeder school to the primary schools. Increase in elementary preparatory enrolments has resulted in gradual phasing out of grade one enrolments over the years.

The school age population in the province is increasing at an annual growth rate of 2.6%. The growth of school age population demands the need to establish more schools in order to increase access.

Table 6: Total enrolment by gender and grade, 2000-2004.

		2000	2001	2002	2003	2004
Prep	Male	1181	63	1133	811	953
	Female	1139	30	1010	627	734
	Total	2320	93	2143	1438	1688
Elem 1	Male	1070	49	964	1479	1849
	Female	775	39	872	1260	1575
	Total	1845	88	1836	2739	3424
Elem 2	Male	785	47	896	1438	1798
	Female	620	24	793	1164	1455
	Total	1405	71	1689	2602	3252
Total	Male	306	158	2993	3728	4600
	Female	252	93	2675	3051	3764
	Total	5570	251	5668	6779	8364
%age Female		4.5%	37%	47.2%	45.0%	45.0%

Female enrolment is significantly improving compared to the last 10 years.

Generally, there is an increase in school age population. The provincial education system is to ensure that all school age children in Gulf province are given the opportunity to enroll in elementary schools by 2012

Quality

Elementary teacher training programs are designed to enhance teacher skills development. These programs assist teachers to work towards Certificate in Elementary Teaching awarded by Papua New Guinea Education Institute (PNGEI). The eight district based elementary trainers with certificate in elementary teacher training will help supervise and monitor these teacher training programs.

The Provincial Education Office is in the process of completing all orthographies. Currently, half of the established elementary schools have written orthographies.

Table 7: Total elementary school staffing by gender and teacher pupil ratio, 2000-2004.

	2000	2001	2002	2003	2004
Male	132	158	46	96	145
Female	73	93	25	45	65
Total	205	251	71	141	210
Ratio	27.2	37.1	79.8	48.1	39.8

Management

There are one hundred and twenty one (121) established elementary schools in the province. These schools are organized around primary schools that will accept children enrolling into grade 3.

The district based trainer inspectors will monitor the curriculum. Provincial Education Division and the local level governments will provide logistic and budget support for the inspectors in monitoring the curriculum.

All stakeholders including teachers, parents, local level governments and communities need to be made aware of their responsibilities such as maintenance and up keep of facilities in schools.

Primary Education.

Definition

Primary education begins at grade 3 and finishes at grade 8. It caters for the 9 to 14 years age group. The primary education consists of lower primary grades 3-5 and upper primary grades 6-8.

Access

The restructuring of primary education in Gulf Province has resulted in increase of student enrolment. The high enrolment increases are experienced in grade 3 in Lower Primary and grade 7 in Upper Primary. These rises in enrolment have also seen increases in access for girls in the province.

Table 8: Grade 3 enrolment rates by gender, 2000-2004

	2000	2001	2002	2003	2004
Male	1419	1250	1307	586	1381
Female	996	974	928	513	977
Total	2415	2224	2235	1099	2358

Whilst there is a positive growth in student enrolment, there are community schools also suspended due to severe shortage of teachers. This situation has forced some functioning schools to be overcrowded with students from the suspended schools. Hence, there is a need for Provincial Education Division to re-open suspended schools and lease with Gulf Province Administration to create incentives to attract teachers to work in remote schools.

Table 9: Total enrolment by grade and year.

		2000	2001	2002	2003	2004
Grade 1	Male	756	232	379	82	181
	Female	629	192	272	65	111
	Total	1385	424	651	147	292
Grade 2	Male	1021	389	372	102	150
	Female	744	277	248	79	102
	Total	1765	666	575	181	252
Grade 3	Male	1419	1250	1307	586	1381
	Female	996	974	928	513	977
	Total	2415	2224	2235	1099	2358
Grade 4	Male	1017	997	1222	709	1307
	Female	794	744	988	542	1975
	Total	1811	1741	2210	1251	2383
Grade 5	Male	925	792	906	569	928
	Female	774	668	711	422	729
	Total	1699	1460	1717	991	1657
Grade 5	Male	739	682	790	474	812
	Female	561	508	630	374	668
	Total	1300	1190	1420	848	1480
Grade 6	Male	356	405	595	368	744
	Female	349	335	488	304	614
	Total	705	740	1083	672	1358
Grade.7	Male	260	306	408	319	516
	Female	209	273	318	318	402
	Total	469	579	726	637	918
Grade.8	Male	6493	5053	5934	3209	6019
	Female	5056	3971	4583	2617	4679
	Total	11549	9024	10517	5826	10698
% Female		43.8%	44.0%	43.6%	44.9%	43.7%

Quality

The prerequisite to teaching positions require a Diploma in primary teaching. As such, Gulf Province seeks to improve the education qualification of all its primary teachers to Diploma status. Since the introduction of trimester courses by Papua New Guinea Education Institute, an estimated 25% of teachers have graduated with Diploma Teaching awards.

The need to implement reform curriculum in schools also demand teacher in-servicing. Provincial Education Division will design appropriate staff development programs to assist teachers to adopt and apply new teaching concepts. The professional staff development courses will specifically target reform curriculum topics.

Table 10: Total primary school staffing by gender and year and pupil teacher ratio, 2000-2004.

	2000	2001	2002	2003	2004
Male	202	157	117	115	113
Female	98	64	48	62	76
Total	300	221	165	117	189
Ratio	38	41	64	33	56

Management

Management at the school level is proving to be an increasing concern during the recent period of rapid changes. Particular challenges have been faced in the area of staffing, largely as a result of critical teacher shortage and the management of reform curriculum implementation. The reports from the sub districts and the general observation of the schools' performance suggest many community and primary schools do not have the capacity to adequately administer the institutions.

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

The process of structuring involved relocating Grades 7 and 8 to the primary schools and establishing of two secondary schools in the province. This development has seen high student enrolments in Grades 9 and 10. At present, there are two secondary schools enrolling Grades 11 and 12 while four lower secondary schools enrol grades 9 and 10.

Table 11: Secondary enrolments by year and gender, 2000-2004.

	Year	2000	2001	2002	2003	2004
Grade 7	Male	220	72	7	37	13
	Female	160	43	1	16	9
	Total	380	115	8	53	22
Grade 8	Male	228	122	91	13	36
	Female	202	87	74	10	21
	Total	430	209	165	23	57
Grade 9	Male	214	383	358	326	377
	Female	166	264	292	245	238
	Total	380	647	650	571	615
Grade 10	Male	195	248	264	258	270
	Female	138	201	214	190	221
	Total	333	449	478	448	491
Grade 11	Male	0	28	36	28	28
	Female	0	17	21	15	18
	Total	0	45	57	43	46
Grade 12	Male	0	0	25	22	22
	Female	0	0	12	13	13
	Total	0	0	37	35	35
Total	Male	857	853	781	688	746
	Female	666	612	614	489	520
	Total	1523	1465	1395	1177	1266
% Female		43.7%	41.8%	44.0%	41.5%	41.1%

The transition rate from Grade 8 to Grade 9 has dropped due to high number of children completing Grade 8 in the primary schools. However, retention is a problem at the secondary level with students dropping out between Grades 9 and 10. The major reason for this can be attributed to rises in school fees.

Table 12: Grade 8 to 9 transition rate 2000-2004.

	2000 to 2001	2001 to 2002	2002 to 2003	2003 to 2004
Male	78.5%	83.6%	65.3%	113.6%
Female	64.2%	81.1%	62.5%	72.6%
Total	72.0%	82.5%	64.1%	93.2%

The Gulf Province Education Division has been the consistent target of criticisms in relation to selection of students for secondary schools and for good reasons. The Provincial Education Board Selection Committee had endorsed for placement students who do not meet the national or even the provincial qualifying academic standard to enter high school in order to supply the quota for the number of students needed for the high school classes.

Quality

The secondary school curriculum has remained unchanged. However, the efforts to maintain consistency with Education Reform have resulted in Learning Teams being established in schools. These professional sessions assist teachers to adopt teaching skills recommended in Outcomes Based Education approach.

Most teachers in secondary schools possess either a diploma or degree qualification. There are however, a number of teachers who are employed without proper teaching qualification in some of our secondary schools. This has lead to a number of schools not adequately providing effective teaching.

Table 13: Total primary school staffing by gender and year and pupil teacher ratio, 2000-2004.

Year	M	F	T
2000	42	17	59
2001	1	6	7
2002	45	15	60
2003	42	16	58
2004	38	17	55

Management.

The restructuring of schooling system has created problems in teachers supply. This is particularly evident in the lower secondary where there is high grade 9 enrolment. Thus, there is a great need to establish accurate teacher demand information to assist in recruiting adequate number of teachers for secondary schools.

Table 14: Secondary staffing by gender and year, 2000-2004

Year	2000	2001	2002	2003	2004
Male	42	1	45	42	38
Female	17	6	15	16	17
Total	59	7	60	58	55
Ratio	25.8	209.3	23.3	20.3	23.02

The Provincial and Local Level support for maintenance and new infrastructure has been minimal. The lack of adequate funding has led to deteriorating infrastructure resulting in unhygienic schooling environment. This has also forced schools to suspend classes for an indefinite period.

Flexible, open and distance education.

Definition

Distance education is a means of delivering education to people who cannot attend a formal educational institution. Currently, it is offered primarily through the College of Distance Education to students wishing to complete their Grades 7 to 10.

Access.

There are four Flexible, Open and Distance Education study centers functioning in the province. These centers provide academic courses for students wishing to upgrade their level of attainment in individual subjects in Grade 10 and receive a letter of attainment and for students who successfully complete all subjects for a grade and receive a certificate. The student enrolment has made very little progress due to public perception of the College of Distance Education as being an institution for school leavers rather than as a comparable pathway leading to Grade 10.

FODE also offers grades 11 and 12 courses, which are limited to mainstream education to allow students a re-entry pathway to high education or tertiary institutions.

Table 15: Students issued with college of distance education by level and grade in 2000.

Gulf	Grade 7			Grade 8			Grade 8			Grade 9			Grade 10			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
	0	0	0	0	0	0	0	0	0	2	0	2	5	3	8	7	3	10

In addition to that a total of 41 male and 12 female were issued letters of attainment in various subjects offered by FODE formally CODE in 2000.

The 2000 figures along shows that Distance Education has always promised much in Gulf but, it has failed to market itself properly to decision makers, public servants and students.

Quality

The College of Distance Educations curriculum is limited to general education in grades 7 to 10. Students commence and complete courses at any time of the year. It takes a maximum of nine months for a student to complete a course, meaning a student can take up to three years to complete a grade. The absence of a policy on articulation means that students from the distance education system have only limited opportunities to move into the conventional stream.

The current mode of instruction of the college of distance education is through print material. Most times, student materials do not reach college of distance education study centers in time.

Management

There is one provincial and three registered study centers. This registered study centers provide face-to –face teaching with college of distance education courses. A review of the structure and functions of the college of distance education is necessary and will be undertaken during the plan period to achieve cost effectiveness and increase its capacity to meet the demands of its students.

Recently , there is a rapidly increasing number of Grade 12 graduates as a result of education reforms and the diminishing proportions to tertiary places available to graduates makes the demand for post –school educational opportunities grow.

Therefore, there is an urgent need for a University Study Centre to be established here in Gulf as currently only a subsidiary of UPNG Open Campus is operating in Moro, Kikori. This however, does not cater for the bulk of the population and therefore our citizens of Gulf continue to use the UPNG Open Campus which economically is an expensive exercise going to and for.

The case for this initiative is even stronger with the expansion of secondary schools and more public servants wishing to further their studies. Such a move will further assist the expansion of tertiary opportunities in the Province.

Vocational Education

Definition

Vocational education is a skills –oriented education offered primarily to students completing grade 8, and community at large, in a variety of institutions.

Access

There are four (4) Provincial Vocational Centres and one (1) Catholic – run Secondary Technical High School. These schools are as follow;

1. Baimuru Vocational Centre
2. Ihu Vocational Centre
3. Kotidanga Vocational Centre
4. Malalaua Vocational Centre
5. Don Bosco Araimiri Technical Secondary School

Don Bosco is a private agency.

Vocational Centres in the Province mostly enrol the grade eight leavers with a few grade tens. Rarely, grade twelves are enrolled. A few grade sixes have been enrolled this year and last year.

According to the TVET Corporate plan (1999 – 2003), the number of students enrolled in 1998 was 243. The last 2-4 years record shows that the figures have dropped drastically.

The existing required instructor to student ratio in a class is 1:18 to 1:20 in larger institutions and 1:10 – 1:18 in smaller institutions. Here in Gulf Province, the centres mostly have much lesser ratios (ie, 1:2 – 1:10). This is not proper for a centre to conduct a course even though there might be materials available.

Gender equity has not picked up in an actual fact within the vocational stream. There needs to be more awareness and attractive courses for females to encourage enrolments. Also, infrastructures will have to be improved, as all the buildings are very run down.

Quality

There are ten (10) Trade Skills, which have existing Curricula, which are available to all the centres. These trade skills are as follow:

1. Mechanical
2. Building and Construction
3. Electrical
4. Mining
5. Business studies
6. Tourism and Hospitality
7. Agriculture
8. Livestock
9. Fisheries
10. Forestry

However, little consideration is given to the demands of individual communities. There are few links with the centres and other departments, such as Agriculture and Livestock and Community Development, and little use made of potentially beneficial links with private enterprises such as mining, agriculture and fisheries companies (National Education Plan 2005-2014, pp 35).

There is no national accreditation policy in place and individual centres award their own certificates. There is no articulation with other programs either (National Education Plan 2005-2014, pp 35).

The curriculum has been revised in seven-core trade areas based on a competency-based approach (CBTA). These are:

1. **Business Studies – Office Administration**
2. **Carpentry Construction**
3. **Electrical**
4. **MVM**
5. **MFV**
6. **MFV**
7. **Plumbing Trades**

Gulf province vocational centres have no proper resource materials and equipment to instruct its students. Hence, quality curriculum to be taught to the students is absent.

There needed to be an improvement in the quality of curriculum (with supporting resource materials – books and equipment) in the four vocational centres of Gulf Province. There never exist an articulation of courses either as well as **“on the job training”** conducted for some of these courses.

The courses taught at the centres are as follow:

1. **carpentry**
2. **joinery**
3. **agriculture**
4. **printing**
5. **fisheries / net mending**
6. **forestry**
7. **welding**
8. **motor mechanics – out board motor**
9. **home economics**
10. **cabinet / furniture**

The instructors have seen it fit to incorporate a community demand driven course /s which is beneficial to the communities. At the moment there has never been a conduction of short courses in any of the vocational centres.

Gulf communities would greatly benefit from short courses conducted by the centres due to the remoteness of their areas to the Provincial town or the main city like POM where services are available.

A self-reliance demand driven appropriate technological short courses would very much benefit the local surrounding communities.

One of the centre (Baimuru Vocational Centre), due to the low academic performance of the students that were enrolled has sort to become a FODE (previously CODE) centre as well to upgrade its students which is a good initiative, because at the same time students can be able to upgrade their marks and attain a higher grade level.

Most of the existing instructors in the vocational centres have no formal teaching qualifications. They are tradesman by profession. There has never been a pre service teacher education offered to upgrade the teachers education, hence a lot of these teachers have used only their trade skills knowledge to teach the students.

In year (2006), new graduates from DoVet have been taken in but still these instructors will have to have wider experience to impart the skills to the students.

The inspections of instructors in Gulf is to be carried out effectively because in order for quality curriculum to be imparted, first of all, instructors will have to be adequately qualified. The vocational inspectors initially must inspect instructors. The recommendations, advise, instructions from the inspections will enable an individual instructor to improve on his / her performance.

Generally, the inspections of vocational centres in Gulf Province are very poor. This is probably due to the remoteness of these centres as well as difficulty in transportations and communication.

Table 16: Vocational center staffing by gender and year 2000-2004.

	2000	2001	2002	2003	2004
Male	14	9	10	13	14
Female	3	1	0	0	0
Total	17	10	10	13	14
Ratio	13.4	24.1	32.7	36.2	32.9

Management

The major problem faced with the management of the vocational centres is the misappropriation of funds (subsidies not being acquitted) and the “management know - how”. Due to these cases, three of the centres are not operating efficiently.

Also the infrastructures of the schools as well as the remoteness of the centres have posed a difficulty in communication and transportation.

Management of the centres initially depends on the centre managers and their expertise. Baimuru Vocational Centre in Gulf Province is the only efficient operating centre.

On the other hand, the technical vocational education section within the Education Division also faces problems especially with the centres subsidies in that there is a delay in the release process of the money. Due to this, some centres do not operate until money is sent to them. Either that or a credit basis is adopted until the school subsidy is sent to them. These are schools, which do not have self-sustaining projects to get them going. Due to inadequate enrolment, some centres have a tendency to lie about their enrolment figures in order to get higher subsidy amounts.

The other major problem faced by the TVET Section within the Provincial Education Division is the Non Existence of the “Technical Vocational Sector Planning and Development Committee”. This working sub committee of the PEB has just been set up.

Literacy And Non-Formal.

Definition

The word literacy may have couple of literal meanings however, in this plan the word literacy refers to basic reading and writing and basic acquiring of basic vocational live hood skills.

Access

There are about thirty (30) literacy school established by the Catholic Church. All of these in areas that don't have elementary schools established. However, the figure maybe more but due to communication and non-cooperate working attitude between the provincial literacy office and the church agencies. These schools pave way for elementary and primary schools.

Quality

1. Teacher

- There are no quality teacher training programs conducted for the literacy workers due to no funding support from the Government.

2. Curriculum

- There is no standard and formal quality curriculum formulated for implementation either in local languages or in English, Pidgin or Motu.

Management

There is no clear and sound direction for this sector in the province. As a result, there is a poor management in this sector.

The churches and non-government organizations are also not interested and not worried about the literacy programs for the congregations.

LIBRARY

Definition

A building housing variety of books, records, files, documents, and collections organized in logical sequence to provide both pleasure and educational readings. The Library provides additional learning place for students and general public to access needy educational information to support their learning or keep them abreast with the latest events and happenings.

Access

There is no Public Library in Gulf Province. Hence, the general public is deprived of the opportunity to obtain educational information and be leant persons. Similarly, schools in Gulf Province lack proper organized libraries to help support students learning. Currently, a quarter of the schools have reasonable established libraries or resource centres that compliment the learning activities.

Quality

The absence of Public Library in Gulf Province obviously means there is no evidence of availability of books to make comparison in terms of quality. It is therefore well understood that the Province is far behind in matters of reading materials.

For school libraries, generally many of the books are outdated. The school s have not been consistent in ordering new library books to keep in tune with the current curriculum reform. As such, there is little or no improvement in the provision of new educational information in the school libraries.

Management.

The provision of library service offered by the schools lacks the desired standard. This is evident as most schools give very little attention to library. The interpretation of library as merely a reading place to pass time by school administrators and teaching staff is a serious concern. Presently, this perspective has negatively influenced the progress of established libraries particularly in schools.

The lack of properly trained teachers or librarians also contributes to poor management of schools libraries. Many schools give low profile to library and as a result allocate little or no funding in their school budgets. This too has badly affected the development of school libraries as an alternative learning place.

Also in the Education Division there is no position of a Librarian to oversee the work of libraries in the Province. Thus, to say that libraries are given very low priority and that it is up to the individual institutions to train or recruit their own librarians.

Administration of Education.

Definition.

Administration of education encompasses all of the delivery of education and training at the Gulf Provincial level and at the school establishments.

Organizational and Establishment

The Gulf Provincial Division of Education is an integral part of the Gulf Provincial Administration under the Organic Law on Provincial Governments and Local Level Governments (1995).

The existing establishment and the structure of the Gulf Provincial Divisions of Education was put in place with the view to strengthening efforts for planning and management capacity. One of the most important outcomes of this has been the development and implementation of this plan.

A number of management challenges facing the education sector in this plan period include:

- Ensuring that the planning processes take into account the costs of new initiatives
- Establishing organization systems within the Division of Education that can meet the demands of governments and its people.
- Planning at all levels especially at the Provincial, District and Local Level Government for increases in numbers of teachers, and classes necessary to achieve targets.
- Strengthening the capacity of the Provincial, District and the Local Level Government to conduct, monitor and evaluate informed strategic planning.

There is a need to review and restructure the functions of the Division of Education in light of the changes with the overall Education System and the Gulf Provincial administration to strengthen its capacity for organizational self-improvement.

Human Resources Management.

The Division of Education in consistent with the National education Department is making a concrete effort to provide opportunities for the divisional officers and the teachers to upgrade their qualifications to diploma and degree levels.

Financial Management

Financial management processes within the Division of Education are coordinated by the Division of Finance and Administration. Budgeting skills remain weak in the Division with budget preparation often carried out by officers who do not have either the necessary qualifications or experience. There is also little or no budget forecasting capacity within the division.

Information Communication Technology.

The Division of Education in collaboration with the Corporate Data Unit of the National Department of Education regularly sets out to improve data collection, which is critical to the Planning and Management of the education system. The collection of data continues to be a problem and unless resolved, will continue to be an impediment to planning and the effective implementation and monitoring of this plan. Computer hardware and software is almost non-existence making communication and the collecting and sharing of data extremely difficult.

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Section 4

GULF EDUCATION PLAN 2006-2016.

BASIC EDUCATION

Elementary Education

Major Outcome.

Every 6 year old child in Gulf province enters elementary preparatory grade by 2012 and complete three years of basic relevant and quality education

Access

Minor Outcome: E1.

Elementary schools will be established in all Local Level Government areas in order to allow six year old children to enter elementary education.

Gulf Provincial and Local Level Governments through the Division of Education will ensure that every six year old will be given the opportunity to enter the Elementary preparatory grade. The provincial division of education will develop an efficient strategy to monitored and ensure that all 6 year are given the opportunity to enrol in the elementary preparatory grades throughout the province.

Compulsory education will be introduced to enable all eligible children to enrol in elementary schools.

Target E.1.1
By 2008 enrolment in schools will be monitored

Further, the provincial education division will ensure 7 and 8-year children from disadvantaged, isolated and scattered communities of the province are also provided with the opportunity to enrol and complete three years of elementary education. Multi – grade teaching will be utilized in less populated schools.

Target E.1.2
That an average of 17 new prep classes be established each year.

Parents and the community will be encouraged to take a greater role in ensuring that the six year, seven and eight year old children are sent to elementary schools. Annual enrolment in all the schools will be encouraged whilst in a few circumstances repetition will be permitted on agreed criteria. Student transferring and when academic skills are low are some examples for establishing criteria for repetition.

Target E.1.3
By 2009 a repetition policy will be implemented

School age population in Gulf is increasing as shown on the table below. These figures assume that all 6 year old children will enrol in the elementary preparatory grade from the plan period.

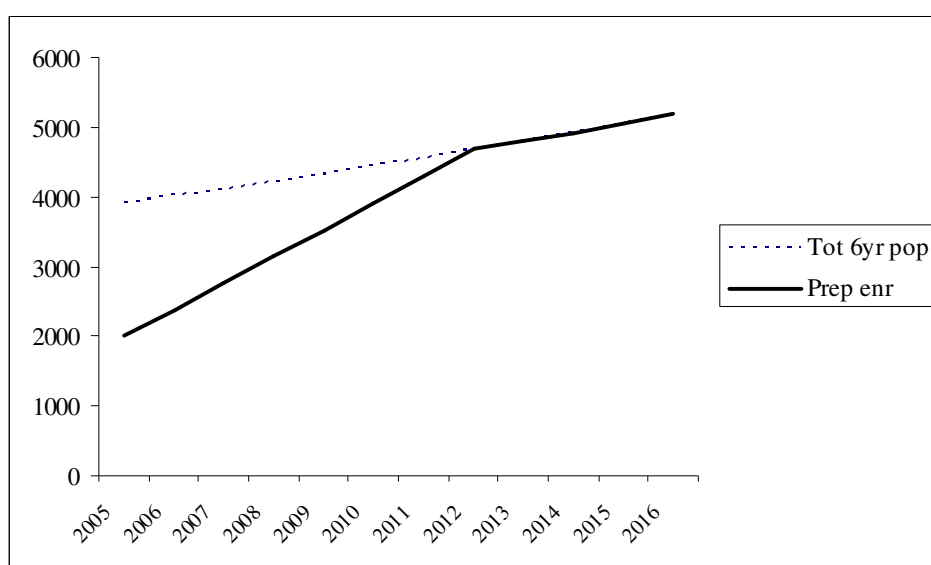
Table 17: Projected Population of 6 year old, selected years

Year	2006	2008	2010	2012	2014
Male	2132	2245	2363	2487	2618
Female	1876	1975	2079	2188	2303
Total	4008	4219	4441	4675	4922

Table 18: Projected elementary enrolment by Grade, selected years

Year	2007	2010	2013	2016
EP	2699	3885	4797	5181
E1	2322	3385	4535	4898
E2	2059	2912	4027	4631
Total	7080	10182	13359	14710

There is an increase in school age population in the Gulf province and it is a right that every child be given the opportunity to enter our school system. The task of educating children will be difficult but will require cooperation of parents, community, government churches and NGO's as well as other stakeholders who will assist us in providing education and making it available for the increasing school age population.

Graph 1: Total 6 year old population vs. projected enrolment target

The number of new classes to be established each year is indicated in order to achieve a full enrolment by the plan period.

Table 19: New elementary preparatory classes required, 2006 -2016

Year	2007	2010	2013	2016
New classes	16	15	4	4

Provincial division of education will have to establish a criterion based on population and areas where there is urgency and desperate need for establishing of elementary schools.

This will be done to provide every 6 year and school age child in the province an equal right to be educated in an elementary school during the plan period.

Table 20: Enrolment and Admission rates, selected years

Year	2007	2010	2013	2016
Admission	65.6%	87.5%	100.0%	100.0%
End' rates	59.2%	80.4%	97.7%	99.6%

Retention rate in elementary schools are increasing whilst the demand for establishing and maintaining schools are increasing. The provincial education division should carry out awareness to inform its provincial and local level about their responsibilities. Hence, it is to encourage parents, community and stake holders to play a major role in ensuring that the children are given the opportunity to enrol in elementary schools.

The Division of Education will ensure that user pay policy for school fees is implemented with defaulters paying in kind or labour. The Division will liaise with local level government, mining and logging companies to pay school fees to school age population of a particular area.

Strategies and activities

- Establish sufficient elementary schools
 - Make land available
 - Provide quotas to districts for the establishment of the schools
 - Develop implementation schedule
- Establish linkages
 - For LLGs to budget for establishment grants
 - Provide awareness regarding community responsibilities
- Awareness on the importance of school
 - Conduct feasibility study on compulsory enrolment
 - Conduct feasibility study
 - establish repetition policy

Quality Curriculum and Monitoring.

Minor Outcome E2

A relevant local elementary curriculum is developed, implement and effectively monitored in Gulf province.

The provincial education division in consultation with the department of education will ensure that the reform curriculum is distributed and all schools in the province must have access of it. The language instruction of instruction in the elementary schools will remain the language of the community.

Further, the provincial division of education will liaise with its governments' to engage the personnel of Summer Institute of Linguistic (SIL) to assist in the development and completion of outstanding Arthrographies of the eight major languages of the province. Their expertise will also be utilized for the development of support relevant local curriculum materials.

Target E.2.1

By 2008 district curriculum committee be established in districts

District curriculum committee need to be established for the purpose of identifying local language and cultures that need to be developed to be taught in various local areas.

Skilled local villagers will be identified and encouraged by the community to support the development and implementation of local curriculum through schools cultural programs. Hence, the division of education will further liaise with the Provincial Government to provide incentive for community participation.

Supervisory services will be provided by the Department, with some logistical support from the Division of Education, to monitor and evaluate all teaching and learning programs. The role of inspectors will become more advisory in nature and school communities, through their Board of Management, will play a much significant role in the appraisal of teachers at their schools.

The opportunity for teacher appraisal will be in areas of teacher attendance, and the acceptability and relationship of the teacher to the community.

Target E2.2

Board of Management contribute in teacher appraisal by 2008

Strategies and activities

- Develop and produce a locally relevant curriculum support materials
 - Establish curriculum development committees
 - Support local curriculum committees
 - Provide incentives
- Monitor the implementation of the curriculum
 - Provide logistical support to ensure that inspectors visit schools on a regular basis to monitor standards.
 - To make communities responsible for the appraisal for their teachers.
 - Support elementary curriculum and reform.
- Review and develop locally produced curriculum and support materials for all subjects at the elementary level.
 - Locally produced curriculum and other support materials in vernacular for students.
 - Locally produced curriculum and other support materials in vernacular for teacher
 - Complete orthographies as required.
 - Determine criteria's and develop orthographies as required.
- Community involvement in teacher appraisal.
 - Develop a system of community involvement in teacher appraisal.

Quality Teacher Education and Training

Minor Outcome E3

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

The Division of Education should establish criteria to be used by community to select people who will under go elementary teacher training program. Those individuals who are selected by the community should meet certain criteria, which may include grade 10 or 12 school leavers from the particular community who have lived there for three or several years.

Candidates selected should be able to speak the language of the community and be knowledgeable about the customs, values and the tradition of the community

Target E.3.1

By 2008 selection criteria is developed and endorsed to be implemented

The division of education will ensure that candidates who were selected by the community are endorsed and in consistent with the National quota to under go elementary teacher training. This program is administered as mixed mode to equip trainees with appropriate skills to teach all children including disabilities in elementary schools in the province.

Table 21: Elementary teacher training requirements; 2007 - 2016

Years	2007	2010	2013	2016
1	23	38	24	3
2	0	40	35	3
3	0	30	37	13
Total	23	108	96	20

Multi – grade teaching will be a key component of the elementary teacher training program. Short courses will be provided to serving teachers, both male and female. This is to further increase their professional knowledge and skills. In particular teacher in - charge will receive support to

enhance their school leadership in the areas of curriculum, professional learning and financial management.

Target E.3.2
In - service program to be developed by 2009

Strategies and activities.

- Ensure that required number of teachers is provided.
 - Selection criteria for elementary teachers are reviewed.
 - Identify training needs and provide leadership and management training.
- 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 on multigrade teaching and reform curriculum through professional gathering (In-service).
 - Identify training needs and provide leadership and management training.
 - Provide leadership training opportunities for women leaders
 - Provide leadership, management and finance training for teachers.

Management

Minor Outcome E4

Elementary education is cost – effective and affordable for parents, governments and agencies.

Elementary education will be made compulsory by 2008. Hence, it requires greater stakeholders' participation. The provincial education division should carry out awareness to inform its provincial and local level about their responsibilities. This strategy is applied to encourage parents, community and stake holders to play a major role in ensuring that the children are given the opportunity to enrol in elementary schools.

The national department will maintain and continue its support with the school subsidy as shown. This subsidy policy where monies are distributed to schools will continue until sometimes when its current form will be reviewed. There is high rise in subsidy to meet targets over the plan period due to increase in the population. Basic school supplies are becoming scares and therefore parents and other stakeholders will assist where required. Functional grants are monies given by the national government each year and send to education through provincial treasuries for operational purposes of the schools in province.

Table 22: Functional Grant, selected years, 2006 – 2016.

Year	2007	2010	2013	2016
Grants	334.6	478.5	627.9	691.4

The Provincial Government will continue to support with the school subsidies, through the Education function grant at present rate of K20 per head. The Local Level Government (LLG) will be responsible for supporting the community in securing land for the establishment of new schools and the maintenance and infrastructure development.

Target E.4.1
By 2008 all local level government will provide maintenance grant to elementary school

Establishment of new schools will be based student enrolment in schools. Population growth, and of course, the view on equal distribution of schools to all parts of the province and its people will be some of the facts to be considered when establishing new schools. This is done with the view to ensure that all school age children are provided with the opportunity for schooling.

The creation of positions and establishment of schools in the province will be based on quotas supplied by the department of education whilst the provincial division of education will determine criteria for the deployment of teachers in the province.

Target E.4.2

By 2009 teachers will be allocated to schools based on enrolments.

Multi - grade teaching will be applied to schools where enrolment is low, and to where there is one teacher school establishments.

Table 23: Elementary teacher salaries / emoluments, selected years (K'000's) 2006- 2016.

Year	2007	2010	2013	2016
Salaries	2102.8	2858.9	3531.1	3669.8
Allowances	105.1	142.9	176.6	183.5
Leave fares	0.0	0.0	0.0	0.0
Total	2208.0	3001.8	3707.6	3853.3

Elementary establishment is second largest sector beside primary sector that consumes millions of kina in salaries and emoluments. Major cost of elementary teacher education is on teachers' salaries alone and therefore it is equally important that efficient and rational use of teacher deployment strategy is developed and implemented in the province.

Strategies and activities

- Develop and implement sustainable, affordable school fee policy
 - Allow for shared responsibility in the payment of school fees.
 - National, Provincial and Local level Governments should provide 100% school fee subsidy support
- Efficient and rational use of teachers.
 - Positions created be based on enrolment for each school.
 - Apply multigrade teaching for the appointment of teachers at schools, which have low enrolment in each class.

Responsibilities.

- **Parents and Community will be responsible for:**
 - Compulsory enrolment of 6 year old children.
 - Infrastructure and maintenance
 - Recommendation of elementary teachers for training
 - Participation in parents and Citizens activities
- **School Board of Management will be responsible for:**
 - Planning for infrastructure requirement in close consultation with councillors of the wards in the area.
 - The development of locally-based curriculum materials and the implementation of a locally based curriculum.
- **Local Level Government will be responsible for:**
 - Budgeting for maintenance and establishment grants for all new elementary schools.
- **District administration will be responsible for:**
 - Endorsement and completion of the district education plan and implementation schedule.
 - Liaising with local level governments to ensure that budget provision is made for establishment grants.
- **Provincial Government will be responsible for:**
 - the allocation of elementary establishments between districts
 - the appointment of teacher.
- **National Government will be responsible for:**
 - payment of teachers salaries
 - the training of elementary school teachers
 - curriculum development and development of orthographies
 - the provision of supervisory services
 - provision of opportunities for the professional development of teachers
 - the allocation new classes to each province.
 - the provision an distribution of basic school supplies
 - providing technical assistance in areas of planning, management and legal matters.

Implementation Schedule

This section provides a timeline for the implementation of this plan. 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 plans of the Districts and Provincial Education Division.

KEY:



Indicates full implementation



Indicates preparatory activities and reviews

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Elementary education											
Minor Outcome E1											
Establish and maintain a sufficient number of schools											
Conduct awareness on importance of school											
Determine district quotas for school establishments											
Develop teacher recruitment and selection criteria											
Develop implementation schedule											
Establishment of schools											
Conduct awareness to LLG - function of establishment grants											
Conduct awareness to parents & community on their roles											
Improve retention											
Conduct awareness on the value of schooling											
Conduct feasibility studies on enrolment and attendance											
Minor Outcome E2											
Develop locally relevant support curriculum materials											
Establish curriculum committees											
Awareness on function of the committee											
Assist the development of relevant curriculum											
Support the curriculum committee											
Ensure reform curriculum materials are readily available											
Monitor implementation of the curriculum											
Provide logistical support to inspectors											
Train site leaders											
Establish training and in – service plans											

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Complete Orthographies											
Liaise with SIL for the development of it.											
Provide financial support for it											
Community involvement in teacher appraisal											
Develop a system for teacher appraisal											
Minor Outcome E3											
Elementary teacher selection and training											
Carry out training need analysis											
Provide financial support for training											
Minor Outcome E4											
Develop and implement sustainable, affordable school fee policy											
Conduct awareness on shared responsibilities											
Efficient and rational use of teachers											
Create positions based on population											

Monitoring and Evaluating the Plan

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.

Performance Area: Access		
Minor Outcome	Target	Measure(s)
E1. Elementary schools established at the community level in order that all children in Gulf are given the opportunity to enrol at the age of 6 years	By 2008 enrolment in schools will be monitored	- Returns received - Annual report produced
	That an average of 17 new prep classes be established each year.	- Enrolment returns - No. of new classes
	A repetition policy to be developed to be implemented by 2009	A policy developed for repetition

Performance Area: Quality curriculum and monitoring		
Minor Outcome	Target	Measure(s)
E2. A relevant elementary curriculum is developed, implemented and monitored	By 2009 curriculum committees are established in all districts	No. of curriculum committee established
	Board of Management contribute in teacher appraisal by 2008	- No. Board Management members trained in appraisal technique - No. applying appraisal technique

Performance Area: Quality teacher education and training		
Minor Outcome	Target	Measure(s)
E3. A sufficient number of appropriately trained and qualified elementary teachers are available.	By 2009 selection criteria is developed and endorsed to be implemented.	- Criteria reviewed - Selection based on criteria
	In - service program to be developed by 2009	No. of in – service courses conducted

Performance Area: Management		
Minor Outcome	Target	Measure(s)
E4. Elementary education is cost effective and affordable for parents, government and agencies	By 2008 all local level government will provide maintenance grant to elementary school	- School reports and census forms - Budget documents
	By 2009 teachers will be allocated to schools based on student enrolment figures	- No. of student enrolment - No. of elementary schools - No. of elementary teachers

PRIMARY EDUCATION

Major Outcomes.

All children will have the opportunity to complete a full quality primary education of 6 years to Grade 8 in Gulf province.

Access

Minor outcome P1:

All registered primary schools must be operational providing appropriate number of classes to achieve access and retention targets.

Phasing out of Grades 1 and 2 classes in remote and isolated primary schools will be done annually to meet the deadline of year 2012. The division of education will also ensure that the ratio of one teacher to 45 students per class will be applied until teacher shortage problem experienced by the province is minimised. It is anticipated that the target ratio of one teacher to 35 students for a class be achieved in 2009. Facilities that become available will be used to accommodate Grades 7 and 8 classes.

All children completing Grade 6 in these primary schools will continue onto Grades 7 in the primary schools. Community schools that do not have the population and relevant infrastructure will become feeder schools to existing primary schools within their locality.

Table 24: Primary School enrolment by grade and selected years.

Grade/ year	2007	2010	2013	2016
Grade 1	382	190	0	0
Grade 2	424	241	59	0
Grade 3	2679	2827	3769	4513
Grade 4	2081	2387	3282	4179
Grade 5	2043	2335	2835	3685
Grade 6	1746	2297	2424	3232
Grade 7	1391	1534	2047	2814
Grade 8	1276	1412	2002	2430
	12022	13223	16417	20854

Retention between grades in the past was not encouraging. However, it is anticipated that retention rate will increase between grades during the plan period.

Table 25: Primary school retention rates, 2006- 2015, selected years.

Year	2007	2010	2013	2016
Grade 1-6	0.0%	0.0%	82.5%	83.0%
Grade 1-8	0.0%	0.0%	74.2%	74.6%

The rise in retention and transition rate between grades in the schools will require collaborative efforts of all to ensure the children in the province are given the opportunity to have access to schooling.

Table 26: New Grade 7 classes required

Year	2007	2010	2013	2016
Classes	1	1	0	7

Target P.1.1

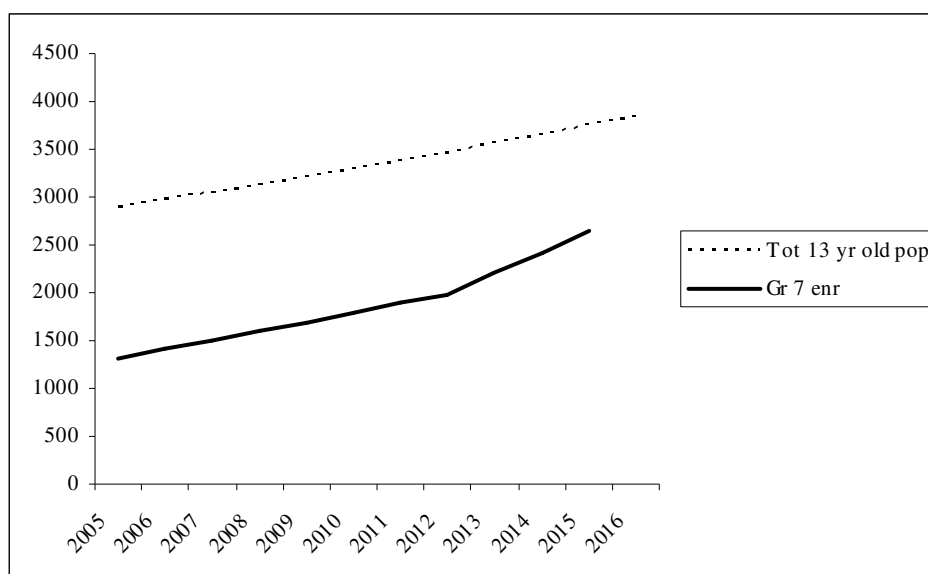
All suspended primary schools will be revived and be fully functional by 2010.

Multi-grade teaching will be a strategy to be used in remote, isolated and scattered communities to assist the present high teacher - pupil ratio being experienced. The criteria for multi-grade classes will be based on annual enrolments and the class size of no more than 45 students. Additionally, Provincial Education Board in through consultations with Gulf Provincial Government will create incentives to attract teachers to serve in those areas.

Target P.1.2

All children completing Grade 6 can be accommodated in Grade 7 by 2012.

Graph 4: Gr 7 primary enrolment vs. 13 yr old population



Furthermore, the Provincial Education Board will have to liaise with NDoE and TSC to ensure multi – Grade teaching allowances and other teacher entitlements are paid on time, at correct location, and at correct salary rate.

Target P.1.3

A teacher pupil ratio of 1:35 by 2012.

Strategies and Activities

- Maintain all registered primary schools
 - Re-open all suspended schools
 - Review schools clustering and structure of primary schools.
 - Develop school plan including infrastructure and quality component.
 - LLG to budget grants for infrastructure and maintenance.
 - Develop implementation schedule for conversion of schools.
- Provide support to remote schools.

- Review the criteria for disadvantage school and classify primary schools accordingly.
- Improve retention rates.
 - Conduct an awareness program on the value of schooling.
 - Review the enrolment policy to include issues of enrolment, attendance and repetition

Quality Curriculum and Monitoring

Minor outcome P2:

All primary schools in Gulf province will implement and monitor the reform curriculum.

Lower and Upper primary curriculum will be implemented by 2006. Therefore workshops will be conducted to help teachers employ the reform curriculum approaches in all primary schools.

The implementation of the reform curriculum will be monitored through site leaders at school level and district education officers.

Target P.2.1

By 2009 in - services in all phases of curriculum and its implementation will be completed.

There are the four phases for the implementation of the reform curriculum. These are as follows;

- Awareness - Teachers demonstrate an awareness of curriculum document & policy statement.
- Involvement – Teachers use some of the policy concepts and contexts to trail new ideas and approaches
- Engagement – Teachers consistently apply the reform curriculum approaches in their context.
- Ownership – Teachers confidently use the syllabus approaches consistently with the reform curriculum.

Monitoring and evaluation will be carried out during the schools visits in order to monitor the implementation of the curriculum and its affect on teaching and learning performances.

Provincial Education Division will support the implementation of reform curriculum through staff development programs. Teachers will also be made aware of other support reform curriculum materials. This will include the provision of relevant student and teacher information to support the implementation of the department's HIV /AIDS policy.

School library is an integral part of teaching and learning process. The provincial education division in partnership with the provincial government, national library, and other stake holders will ensure that school library services are reviewed and upgraded to the required level to maximize and sustain teacher and pupil interest.

Target P.2.3

Head teachers contribute to the appraisal of teachers by 2009.

Strategies and Activities

- Support the implementation of the primary reform curriculum.
 - Train teachers and district based education officers.
 - Improve access to information on reform curriculum.
- Monitor the reform curriculum implementation.
 - Provincial Education Division to provide logistic support to Monitor

- Implementation.
 - Ensure all primary schools are visited on a regular basis by standards officer.
- Support the implementation of the HIV /Aids policy.
 - Conduct HIV/Aids awareness during professional workshops.
 - Provide relevant student and teacher information on HIV/Aids.

Quality Teacher Education and Training

Minor Outcome P3.

Sufficient appropriately trained and qualified teachers prepared for primary schooling in Gulf province.

Gulf province has experienced teacher shortage over a number of years in its remote, isolated and scattered communities.

Gulf Provincial Government in consultations with the provincial education division will have to carry out a major recruitment drive to lure trained teachers from teachers colleges, and further lure qualified and experienced teachers who are teaching in other provinces to come and teach in our primary schools.

Further strategy is for the provincial education division to seek approval from the Secretary for Education to endorsed graduates who do not meet the selection criteria for enrolment from disadvantage and remote locations to be trained in Teachers Colleges.

Table 27: Primary teacher requirement, 2007 – 2016, selected years.

	2007	2010	2013	2016
Grade 1	13	6	0	0
Grade 2	11	8	2	0
Grade 3	68	76	109	140
Grade 4	56	66	97	133
Grade 5	55	67	87	120
Grade 6	47	68	76	109
Grade 7/8	67	72	95	118
	318	363	465	620
TP ratio	37.8	36.4	35.3	33.6

The Gulf province should look into the 'return for service system' whereby students who are sponsored by the province should return and serve the province for an agreed period.

Potential teachers identified by merit will be appointed as site leaders to strengthen and improve the schooling system.

Target P.3.1

By 2012, all primary school teachers will have up graded their teacher qualification to diploma status.

The demand to understand the reform curriculum will mean additional teacher in – service training is necessary to be initiated by the province. This would mean that teachers will be encouraged to established professional learning teams within their clusters to enable in - service programs for primary school teachers to be conducted at school and sub district levels.

Bridging children coming through from elementary 2 into grade 3 in our primary schools have been a problem area over the years. The provincial education division in consultation with National Department of Education should develop an appropriate and suitable training program to train elementary trained teachers to teach in community schools.

Further, the provincial education Board in consultation with the provincial government will provide incentives to support the serving teacher qualification development programs whilst the return for service system can also be utilised for this category of teachers.

Target P.3.2
Bridging program developed for Grade 3 teachers by 2009

Strategies and Activities

- Provide required number of appropriate trained teachers
 - Identify teachers demand on the number of registered primary Schools and student enrolment and establish teaching position as required.
- Provide professional development opportunities for primary school teachers.
 - Develop suitable staff development programs consistent with reform curriculum teaching practices.
 - Identify and upgrade teacher qualification through Papua New Guinea Education Institute programs.
- Provide professional opportunities for site leader.
 - Conduct supervision, planning and management workshops for head teachers and senior teachers.
 - Conduct training for school assert management to include the storage and care of textbooks and procurement of basic materials.
 - Provide leadership-training opportunity for women teachers.
 - Provide training for site leaders on Schools Learning Improvement Plan (SLIP).

Management

Minor Outcome: P4

Parents, general public and government of Gulf province can afford the cost of primary education.

In line with government policies, Provincial Education Division will ensure primary education is cost effective and affordable for everyone. The provincial government component of subsidies will be facilitated through the Provincial Education Division whilst the national component will be coordinated at the national department level.

The Gulf Provincial Education Division will also need parental contributions in cash or kind for effective administration of all our primary schools. Boards of Management will determine an appropriate guidelines set by the National and Provincial Education Boards facilitate it.

Table 28: Primary school function grants, selected years, 2007 to 2016,

	2007	2010	2013	2016
Function grants	849.7	945.1	1188.3	1512.2

Self-reliance or self help programs in our primary and community schools in the provinces will be encouraged thus will reduce dependency syndrome that have been experienced over the years.

Strategy for more awareness on the importance of schooling is essential to be carried out by the provincial education board. Utilization of the available district education officer in the district can be used to carry out the awareness.

Teachers will be allocated according to an agreed formula with multi grade teaching taking place in many remote schools. Local language speakers will be appointed to all schools in order to ensure that the bridging program is successfully implemented.

Target P.4.1
Multi-grade teaching will be institutionalised in remote primary schools by year 2009.

Target P.4.2
A local teacher appointed in all primary schools to do bridging year 2009.

The provincial education board will establish a technical working committee by 2006 to liaise and to establish linkages with governments and major stakeholders to negotiate funding assistance for the implementations of the sector initiatives.

Further awareness will be carried out to inform our stakeholders and communities about reform curriculum especially in the vocational and Flexible, open and distance education centers, and the impact it will have on the graduates of these institutions.

Initiatives on schooling pathways for those enrolling in vocational and FODE centers will be publicized to attract potential school leavers.

Strategies and Activities

- Develop and implement a sustainable, affordable and appropriate school fees subsidy policy.
 - Develop a formula to distribute subsidies to primary schools.
 - 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.
 - Develop and apply a set of criteria for teachers deployment and allocation to schools.
 - Ensure that local language teachers are appointed to Grade 3 classes.

Responsibilities

Parents and the community will be responsible for:

- The payment of parental contributions in cash or kind
- Infrastructure and maintenance
- Participating in Parents and Citizens activities.

Schools Boards of Management will be responsible for:

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

Local Level government will be responsible for:

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

District administration 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.

- The completion and endorsement of Provincial Education Plan.

- The creation of necessary teaching positions
- The appointment of teachers

The National Government will be responsible for:

- The payment of teacher salaries
- Pre-service training of primary school teachers
- Curriculum development
- Provision of inspectorial services
- The provision of opportunities for teachers development
- Providing technical assistance in areas of planning and management.

Implementation Schedule

This section provides a timeline for the implementation of this plan. 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 plans of the Districts and Provincial Education Division.

KEY:

 Indicates full implementation

 Indicates preparatory activities and reviews

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Primary Education										
Minor Outcome P1										
Provide and maintain a sufficient number of schools										
Rehabilitate and maintain both suspended and existing primary schools.										
Gulf Provincial Government and LLG to budget for infrastructure and maintenance.										
Provincial Education Division to develop guidelines for re-establishment of suspended primary schools.										
Review clustering of schools.										
Provide support to remote schools.										
Review the criteria for disadvantage school and classify primary schools accordingly.										
Improve Retention										
Conduct community awareness on value of schooling										
Remote primary schools to practice annual enrolment and apply multigrade teaching.										
Minor Outcome P2										
Support the implementation of the primary reform curriculum.										
Plan and conduct relevant teacher training on reform curriculum.										
Improve access to information on reform curriculum.										
Measure and monitor education standards at the primary level of education.										
Standards officers do regular school visits.										

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Implement the Curriculum Standards Monitoring Test.										
Provide relevant student and teacher information on HIV/AIDS										
Conduct more community awareness on reform curriculum.										
Minor Outcome P3										
Sufficient appropriately trained and qualified teachers prepared for primary schooling										
Identify teacher demand on the number of registered primary schools and allocate teachers accordingly.										
Identify and up grade teacher qualification through PNGET.										
Conduct planning, management and supervision training for Site Leaders.										
Provide training to schools on SLIP.										
Minor Outcome P4										
Develop and implement a sustainable, affordable and appropriate school fee subsidy policy.										
Ascertain realistic and affordable levels of parental contributions.										
Encourage schools to under-take self help project.										
Develop a formula for teacher deployment to schools.										
Ensure that local teachers are appointed to Grade 3 classes.										

Monitoring and evaluation

Performance Area: Access		
Minor Outcome	Target	Measure(s)
P1. Sufficient primary school classes established to achieve access and retention targets.	All schools will be fully functional by 2010.	- No of schools in operation - Teacher postings - Enrolment returns
	All children completing Grade 6 can be accommodated in Grade 7 by 2012.	Enrolment returns
	A teacher pupil ratio of 1:35 by 2012.	- No of primary school teachers. - No of primary school children.

Performance Area: Quality Curriculum and Monitoring.		
Minor Outcome	Target	Measure(s)
P2. A relevant primary curriculum is developed, implemented and monitored	By 2009 in - services in all phases of curriculum and its implementation will be completed.	- No. of teachers attending training - Inspector reports.
	Head teachers contribute to the appraisal of teachers by 2009	- No. of head teachers trained in teacher appraisal - No. of head teachers contributing to teacher appraisal reports.

Performance Area: Quality Teacher Education and Training		
Minor Outcome	Target	Measure(s)
P3 Sufficient appropriately trained and qualified prepared teachers prepared for primary schooling.	By 2012, all primary school teachers will have up graded their teacher qualification to diploma status	- No. of teachers with a certificate. - No. of teachers with a diploma. - No. of teachers with a degree.
	Bridging program developed for Grade 3 teachers by 2009	Program implemented

Performance Area: Management		
Minor Outcome	Target	Measure(s)
P4 Primary education is cost-effective and affordable for parents and government.	Multi-grade teaching will be institutionalised in remote primary schools by year 2009	Census reports
	A local teacher appointed in all primary schools to do bridging.	No. of local teachers in primary schools.

Secondary Education

Major Outcome

A relevant affordable and quality secondary education provided to selected Grade 8 and Grade 10 graduates

Access

Minor Outcome S1

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

There will be sufficient number of places made available in our secondary schools to meet reasonable demands for access to secondary schools to meet reasonable demands for access to secondary education. Sixty percent of students completing Grade 8 will have places available to proceed into lower secondary schools while 30% of those completing Grade 10 will be offered a place in upper secondary grades.

Table 29: Gulf Schools by Districts /Sub-districts with Grade 8 students in 2004.

District /Sub-district	DATA ON COBE EXAMS		
	No of candidates	No missed out	Actual
Baimuru	139	-	139
Ihu	106	5	101
Kaintiba/Kotidanga	110	4	106
Kerema	203	18	185
Kikori	70	-	70
Malalaua	213	3	210
Total	841	30	811

Table 30: Secondary Schools in Gulf Province 2004.

Name of School	Category	Average enrolment 2004-2006
Bema High School	Upper primary/Lower Secondary	339
Ihu High School	Lower secondary	217
Kerema High School	Lower secondary	139
Kikori Secondary School	Lower/Upper Secondary	199
Malalaua High School	Lower Secondary	385
Don Bosco Araimiri	Lower /Upper secondary	257

The transition rate is the percentage of graduating students moving into the next level of schooling. The table below shows projected transition rates between Grades 8 and 9 to Grade 10 and 11.

Table: 31 Secondary transition rates in selected years, 2007 to 2016.

Grade Level/ Year	2007	2010	2013	2016
Grade 8 to 9	78.5%	50.0%	50.0%	50.0%
Grade 10 to 11	28.9%	25.4%	25.0%	25.0%

The following table presents total secondary school enrolment by grade.

Table: 32 Secondary school enrolments by grade selected years, 2007 to 2016.

	2007	2010	2013	2016
Grade 9	648	683	751	1094
Grade 10	638	651	718	986
Grade 11	129	160	174	246
Grade 12	129	160	168	185
Total	1544	1653	1811	2511

The Province will effective during this plan period research on the causes of the high retention rate and establish ways to effectively monitor retention rates and eliminate the causes of high retention rate.

Target S1.1

By 2010 transition rates for Grades 8 to 9 are reduced and kept at 50%

Gulf Province will employ two approaches to improving access to secondary education.

The first one is the establishment of at least two secondary schools one in Baimuru and another one in Kotidanga/Kaintiba. Costly air travel together with circuitous river channels in Baimuru and Kotidanga /Kaintiba negate whatever effort is there in making secondary education at present accessible to the populace.

The second approach shall be the rehabilitation /expansion of the six existing secondary schools. Both approaches shall be done with the concerted efforts of the government, governing councils, donor agencies and companies under the Tax Credit Scheme. The academic eligibility of students for Grades 9 and 11 selections shall be enhanced by regular testing program to monitor the teaching being done in order to put teachers and students alike in an academic competition mode.

Aside from this, teachers shall be encouraged to perform well by adhering to the basis of 1.5 teachers per class by 2009 and Merit Award System for evident good teaching performance.

Table 33: Secondary Schools staffing by grade, selected years, 2007 to 2016.

	2007	2010	2013	2016
Lower secondary	56	58	63	90
Upper secondary	13	16	17	22
Total	68	74	81	111
TP ratio	22.6	22.5	22.5	22.6

Target S1.2

By 2015 two new secondary schools shall be established; Baimuru and Kaintiba / Kotidanga

The enrolment of students in the existing secondary schools in the province per se should have more significance when taking into account the gender equity factor. Gulf Province as revealed in the 2004 Grade 9 enrolment figures below its highly satisfactory consideration of female enrolment. Currently females account for 41% of secondary enrolment and is projected to hit 50% during the plan period.

Table 34: Grade 9 Selection 2005 by Gender

No	Secondary/High School	Male	Female	Total
1	Bema H/School	75	21	96
2	Don Bosco	59	41	100
3	Ihu	18	12	30
4	Kerema	68	73	141
5	Kikori	68	41	109
6	Malalaua	76	64	140
	TOTAL	364	252	616

Strategies and Activities.

- Establish and maintain a sufficient number of secondary schools
 - maintain and rehabilitate the six existing secondary schools
 - establish new secondary schools following guidelines on land acquisition, staffing, housing, school facilities, curriculum materials etc.
 - monitor teaching –learning activities through regular testing programs to improve academic eligibilities of students for the next grade
 - utilize available technology/materials from private sources in order to upgrade academic performances.
 - ensure that academic qualification standards are met for acceptance to secondary schools.
 - Make provision for gender equity in enrolment at the lower and upper secondary schools
 - set up a quota for the number of female intakes for secondary schools.
 - encourage female enrolment by conducting awareness and offering incentives for female enrolees.
 - Equip all schools with the needed staff, facilities and teaching materials
 - make mandatory a development plan for each school upon which the school's progress is evaluated
 - Implement procedures for its expansion of secondary schools.
-

Quality Curriculum and Monitoring.

Minor Outcome S2

A relevant outcome –based curriculum is developed, implemented and monitored in the Lower Secondary in 2008 and Upper Secondary by 2012.

The Gulf Province Division of Education will coordinate with the Curriculum Division of the Department of Education to ensure that the student resource materials on outcome –based curriculum for lower secondary schools will be available by 2007 and to all upper secondary schools by 2014. It is aimed that there will be one textbook per students in all subjects.

Target S2.1

By 2009, all outcome based students, and resource materials, including HIV/Aids are available and implemented in schools.

Secondary schools should be at the forefront in the implementation of the outcome -based curriculum. Of particular mention is the national policy on HIV-Aids where schools are in the most strategic place to conduct campaign to stem the tide of the spread of HIV-Aids. Likewise, school officials should also make sure that the quality teaching; learning, accountability and teacher performance is maintained.

These should be a healthy balance between academic and livelihood skills as an answer to the need to have high school graduates with enough skills to engage in livelihood activities upon graduation from high school. The reform curriculum will provide opportunities for different pathways for students to follow in secondary schools.

Target S2.2

By 2009, students will have the option of pursuing approved vocational skills courses in the secondary schools.

School – based guidance counsellors will serve as effective instruments in instilling discipline among students and in providing guidance in the students choice for a vocation. Properly trained and approved positions for commensurate salary level for the Teaching Service Commission, these officers will be able to administer vocational and academic aptitude tests for Gr.9 students for their proper classification under the proposed Gulf Integrated Vocational Education (GIVE) plan.

Target S2.3

By 2010 school-based guidance counsellors will be in place to instil student discipline and provide guidance for academic /vocational career choices for grade 9 students.

All efforts for effective teaching –learning situation will go to naught if these are not complemented by a well equipped and functional library services. The ardent of modern information technology puts the library at the threshold of things to feed the hungry minds of the students and teachers alike. Aside from the conventional books, the library should be equipped with computers for easy access to information and communication.

Target S2.4

By 2011, the school library services will be upgraded to meet the demands of students and teachers alike

Strategies and Activities

- The Provincial education Division will develop with the assistance of the Curriculum Development Division
 - a relevant curriculum for secondary education (2-2 Plan) together with the necessary support materials for all subjects
 - resource books for all subjects including HIV-Aids materials.
- With assistance from TVET design and prepare for implementation the proposed 2-2 Plan for secondary schools.
- Utilize the services of trained guidance counsellors for student discipline and vocational /academic course classification
- Provide tutorial services under the high school Bridge Program for the Grade 8 examinees who fail to make it straight to grade 9
- Enhance academic standards through a careful monitoring and evaluation to teaching and learning
 - regular inspectorial visits
 - scheduled termly tests on common topics covered

Quality teacher education and training.

Minor Outcome S3

A sufficient number of appropriately trained and qualified teachers and guidance officer prepared for secondary teaching.

The Provincial Education Division will recruit appropriately – trained qualified teachers with degrees, post-graduate qualifications and specialized degrees for the secondary schools. The absence of the comprehensive record on Teacher Information in the Education Division makes management and policy decision a very difficult task.

Teacher 'information sheet' is submitted purposely for it to go to a 'central file' to be kept for future use when there is a need. There is a very vague picture of teachers who are entitled for promotion, desirous of training, scheduled for leave fares, due for retirement and so forth.

This situation calls for the establishment of a Data Bank from which relevant information on our teachers could readily be seen. Currently, selection to fill up school based counsellors position becomes a more or less haphazard process.

Target S3.1

By 2009, a Data Bank on basic teacher information will be established for easy access and retrieval

The typical life of a teacher in the province revolves around coming in and out of the classroom following his /her teaching schedule. Very little is spent for his/her professional growth- reading, listening to radio broadcasts, watching shows, discussions and sharing on teaching and learning issues. It is veritable humdrum life not conducive to productive professional endeavour. This negative trend could be tuned around by conducting in-service trainings, initialling open –forums and sponsoring lectures where academics and teachers can share their views and research findings.

Teachers will be encouraged to upgrade their qualification to degree and post –graduate levels based on the guidelines of the Provincial Staff Development Committee. Sponsorship will be on Full or Partial basis with the tied-in condition of serving the province for TWO YEARS upon completion of the course.

Target S3.2

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

A very effective and widely –proven techniques in encouraging maximum performances is the merit or award system. A well established award system within the school provides the necessary incentive to encourage the teacher to perform to the best of his/her ability. It could also influence his decision to stay and prove his /her worth in the same school. It could also promote a healthy and friendly competition for academic excellence among students.

Target S3.3

By 2009 all secondary schools will incorporate an award system in their school policy.

Strategies and Activities.

- Establish a Data Bank system to store and retrieve basic teacher information.
 - Avail of the use of computer for data storage.
- Maintain a continuous in-service and other activities for the professional growth of teachers
 - Set up lecture sessions/open forums for intellectual discussions among teachers and academics.
 - Sponsor attendance of provincial education officers to seminars for re-echoing to teachers in the province.
- Firm up establishment of school based counselors /guidance officer in all secondary schools
 - Seek approval of TSC for the creation of counselors/guidance officers positions
 - Support training of school-based counselors and guidance officers.
- Implement an Award System in all secondary schools.
 - Establish clean-cut award system policy
 - Adhere to implementation guidelines on the award system.

Management

Minor Outcome S4

Secondary education is cost effective and affordable for parents and government

Land issue and its related problems on acquisition, ownership, payments and compensation had always posed serious threats to the smooth functioning of our education system. This holds true to the existing secondary schools and the new ones proposed to be established to meet the demands of an increasing number of youth reaching high school age.

Disruptions to existing classes and delays in opening new secondary schools do not augur well to the target of providing affordable secondary education to its populace. A Land Acquisition Authority for Educational Purposes should be established upon initiative of the Education Division of the province to attend to land issue involving present and proposed schools.

Management of the Education Division's human resources (teachers) will be through the guidelines promulgated by the department of education. Posting of teachers shall be based on the actual need in each secondary school. Teachers related costs are shown in the table below.

Table 35: Secondary school teacher emolument, selected years in (K'000)

	2007	2010	2013	2016
Salaries	1197.8	1287.2	1409.3	1948.4
Allowances	59.9	64.4	70.5	97.4
Leave Fares	47.9	51.5	56.4	77.9
Total	1305.5	1403.0	1536.2	2123.8

The Gulf Provincial Administration through its Technical Services Division in partnership with the education division will be responsible for the improvement and maintenance of the current school facilities as well as development of secondary schools.

This will also call for the involvement of stakeholders such as parents, communities and church agencies. Towards this all secondary schools will be required to submit three year school maintenance.

Target S4.1

By 2008 all secondary schools will have an approved three – year school maintenance and improvement plans

The Gulf provincial Administration will support all secondary schools with the establishment grants for lower and upper secondary. Details are shown in the finance section of this plan.

There is only one permitted private school in the Gulf province offering secondary education. While the facilities and services it offers are quite attractive compared to those provided in the government schools the prohibitive costs of enrolling one's child to the said school gives limited access to the general public. The choice is still left with government secondary schools where parents are still faced with paying the school fees of their children. Fortunately, the government takes cognizance of this school fee payment and has embarked on providing school subsidies to lessen the burden on parents. We have the subsidies from the national component and the provincial component. In order to ease the burden on parents all schools will be expected to undertake self reliance programs.

Target S4.2

All school have self reliance project by 2012

The management of secondary schools through the Board of Governors and Principals properly equipped with managerial skills gained from related workshops. These will cover financial management and good governance.

Funds will be provided for teachers training and professional development. The Division of Education In-service Unit in partnership with the Department of Education and other agencies will see to carrying out the activities for teachers' advancement.

Target S4.3

By 2009, a training program on management and governance is developed for Principals and Board of Governors.

Strategies and Activities.

- Settle all land issue –related problems to ensure smooth operation of existing and newly opened secondary schools.
 - Activate the Land Acquisition Authority for Educational purposes.
- Provide establishment and maintenance grants to all secondary schools
 - Submit comprehensive 3-year School Maintenance and Improvement Plan
 - Assess and implement priority maintenance of improvement areas.
- Regulate establishment of secondary schools
- Implement effective school management practices
 - Fund and administer management skills workshop for Board of Governors and Principals
- Sponsor principals and teachers' training for professional advancement.
 - Plan annual training and professional workshops
 - Organize attendance to training and workshops in execution of the annual plan.

Responsibilities

Parents and Community will be responsible for;

- Identification of land areas for establishment of new secondary schools
- Ensure non-disruption of secondary schools operation on account of land disputes and law and order problems.
- Payment of parents component of students' school fees
- Maintenance/improvement of secondary schools based on plans earlier made.

Schools Board of Governors will be responsible;

- For participation in the selection of their teachers
- For exercise of function to instil discipline among teachers and students
- To initiate and execute plans for maintenance/rehabilitation of staff houses, classroom etc.
- To establish Merit Award System to encourage competitive spirit between teachers and students alike in quest of high academic performance.

Local Level Government (Electorates) will be responsible;

- For finding suitable location for secondary schools
- For organising / funding of workshops/seminars involving Board of Governors, principals and teachers
- For funding maintenance/improvement of schools and its facilities
- For mediating on land disputes involving secondary schools.

The Provincial Administration will be responsible for funding the following;

- Land acquisition for schools
- Establishment /maintenance/improvement of schools and facilities.
- Recruitment of teachers
- And leave fares.

Implementation Schedule

This section provides a timeline for the implementation of this plan. 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 plans of the Districts and Provincial Education Division.

KEY:



Indicates full implementation



Indicates preparatory activities and reviews

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Secondary Education										
Minor Outcome S1										
Establish and maintain a sufficient number of secondary school										
Maintain and rehabilitate the six (6) existing secondary schools.										
Establish new secondary schools following the guidelines on land acquisition, staffing, housing , facilities & etc										
Monitor teaching learning activities through regular testing programs to improve academic eligibilities of students for the next grade.										
Utilize available technology /materials from private sources in order to upgrade academic performance.										
Ensure that academic qualification standards are met for acceptance to secondary schools.										
Make provisions for gender equity in enrolment at the lower and upper secondary schools										
Set up a quota for the number of female intakes for secondary schools										
Encourage female enrolment by conducting awareness and offering incentives for females.										
Equip all school with the needed staff facilities and teaching materials										
Make mandatory development plan for each school upon which every school's individual progress is evaluated.										
Implement procedures for expansion of secondary schools										
Work for conversion of existing conventional high schools to secondary technical status.										
Minor Outcome S2										
A relevant curriculum for secondary education (GIVE plan) together with the necessary support materials for all subjects.										
Resource book for all subjects including HIV/Aids materials										
With assistance from TVET design and prepare for implementation of proposed GIVE plan for secondary schools.										

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Utilize the services of trained guidance counsellors for student's disciplines of vocational/academic course classification.										
Provide tutorial services under the high school Bridge Program for the Grade 8 examinees who fail to make it straight to Grade 9.										
Enhance academic standards through a careful monitoring and evaluation of teaching and learning.										
Regular Inspectorial Visits										
Scheduled termly tests on common topics covered										
Minor Outcome S3										
Establish a Data Bank system to store and retrieve basic teacher information										
Avail of the use of computer for data storage.										
Maintain a continuous in-service and other activities for the professional growth of teachers.										
Set up lecture sessions or open –forums for intellectual discussions for teachers and academics.										
Firm up the establishment of school based counsellors/guidance officer in all secondary schools.										
Seek approval of TSC for the creation of counsellor or guidance officer positions.										
Support training of school based counsellors and guidance officers.										
Implement an award system in all secondary schools.										
Establish clear-cut award policy system.										
Adhere to implementation guidelines on the award system.										
Minor Outcome S4										
Secondary education is cost effective and affordable for parents and government.										
Settle all land issue related problems to ensure smooth operation of existing and newly opened secondary schools.										
Activate the Land Acquisition Authority for Education Purposes										
Provide establishment and maintenance grants to all secondary schools.										
Submit comprehensive 3- year School Maintenance and Improvement Plan										
Assess and implement priority maintenance of improvement areas										
Regulate establishment of secondary schools.										
Subsidize school fee payments in support of parents.										
Implement effective school management practises										
Fund and administer management skills workshops for Board of Governors and Principals										

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Sponsor principals and teachers training for professional advancement.										
Plan annual training and professional workshops										
Organize attendance to training and workshops in execution of the annual plan.										

Monitoring and Evaluating the Plan

Performance Area: Access		
Minor Outcome	Target	Measure(s)
S1. An appropriate number of well equipped and resourced secondary schools established within budget to provide a quality education.	By 2006 transition rate for Grade 8 to 9 be authoritatively reduced to no less than 60%	- No of children completing grade 8 - No of children completing Grade 9
	By 2015 two new secondary schools shall be established – Baimuru and Kotidanga/Kaintiba	No of new secondary schools established.

Performance Area: Quality curriculum and monitoring		
Minor Outcome	Target	Measure(s)
S2. A relevant secondary curriculum is developed implemented and monitored	By 2009, all outcome based students, and resource materials, including HIV/Aids are available and implemented in schools.	- No of outcome based materials developed - No of outcome based materials implemented
	By 2009, students will have the option of pursuing approved vocational skills courses in the secondary schools	- No of schools using reform curriculum. - No of students taking vocational option
	By 2010 school based counsellors will be in place to instil student discipline and provide guidance for academic /vocation career choices for Grade 9 students.	No of trained counsellors in schools
	By 2011, the school Library Service will be up graded to met the demands of students and teachers alike.	No of school library services to be up graded.

Performance Area: Quality teacher education and training		
Minor Outcome	Target	Measure(s)
S3. A sufficient number of appropriately trained teaches and guidance prepared for secondary schooling.	By 2009, a Data Bank on basic teacher information will be established for easy access and retrieval	Information on teachers available through data bank
	By 2008, all secondary schools have developed an in-service training program	All teachers receiving in service each year..
	By 2009 all secondary schools will incorporate an award system in their school policy.	No of awards presented

Performance Area: Management		
Minor Outcome	Target	Measure(s)
S4. Secondary education is cost effective and affordable for parents and government.	By 2008 all schools will have approved three – year school maintenance and improvement plans.	Number of plans
	All school have self reliance project by 2012	No of school having the project
	By 2009,a training program on management and governance is developed for Principals and Board of Governors	No of BOG members attending program

FLEXIBLE, OPEN AND DISTANCE EDUCATION

Major Outcome:

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

Access:

Minor Outcome FI:

For a significant growth in enrolment achieved by offering a number of demand driven programme.

Distance Education has the potential to reach a broader audience at lower cost to its client. In addition, it has the potential to address the difficulties of distance and terrain in the delivery of education services to our Gulf people. Reviewing and revitalizing the existing provincial FODE centre will achieve this and accredited study centres such as those operating in the vocational centres and by private providers. Remote rural primary schools will also benefit from the development of distance programs.

The principal target groups will be:

- Grade 6 to 8 in remote schools
- Students who choose to complete their Grade 9 and 10 education through FODE mode then articulate into formal system following graduation from grade 10
- Those who want to complete a grade 6 to 12 education
- Students who want to complete matriculation program to progress into tertiary education institutions
- People undertaking technical and training courses.

The Gulf Provincial Education Division will carry out a review and table a need analysis on the Distance Education Sector in 2008, to identify the most wanted programs.

This will ensure that every school leavers that exit between terminal points will be given the opportunity to enrol and complete various course programs at the Flexible, Open and Distance Education Centres in the respective Local Level Governments.

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

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

Table 36: Projected FODE enrolments - Selected years, 2007 to 2016.

	2007	2010	2013	2016
New Grade 9	18	68	75	109
New Grade 11	95	141	156	222

Target F1.1

By 2014 25 percent of Grade 8 and 10 graduates will choose to enrol in distance education.

The Gulf Provincial Education Division in consultations with UPNG NCD Open Campus will consider the establishment of a university Centre in the province.

This institution when established will provide popular programs for students as an alternate formal sector of Distance Education in Gulf Province.

The Gulf Provincial Education Division in consultations with Universities will have to develop a plan to make FODE, UPNG NCD Open Campus and Certificate in Tertiary and Community Studies (CTCS) and University of Technology's Matriculation program an alternate opportunity to accommodate the high demand of students exiting the Grade 12 exit point.

Target F1.2

By 2014 a University Study Centre to be established in Gulf Province.

Awareness to target groups of students, parents and community about this informal education sector will be carried out whilst encouraging annual enrolment. Furthermore, to increase the enrolments of the centre, one study center will be established in each Local Level Government by 2010

Table 37: FODE Study Centres to be established 2006 – 2010.

YEAR	2006	2007	2008	2009	2010
LLG	East Kerema	Baimuru	Taure Lakekamu	Ihu	West Kikori

The National Department of Education will ensure that the full school subsidy fee is paid upon enrolment as per the established school fee policy guidelines. Gulf Provincial Education Division in partnership with each Local Level Governments will ensure the funding of these Centres is concurrently occurring to support the operations of the Centres.

Strategies and Activities:

- Construct and establish a FODE and University Study Centre.
 - Identify locations for the establishment of the FODE and University Study Centre
 - Gulf Provincial Education Division will Budget for infrastructure and maintenance grants
 - Establish the structure of the Centres
- Improve retention:
 - Carry out awareness to target groups, parents and the community on this informal sector of education.
 - Develop guidelines in consultations with NDoE with specific strategy to improve retention for female enrolments.

Quality Curriculum and Monitoring

Minor Outcome F2:

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

The curriculum and assessment programs offered by the institution will be based on the national curriculum, although the institution will be free to include

Value – added programs. This system will be same and students who choose to do any part of their secondary education through distance education will be able to transfer to and from education system schools.

The Gulf Education Division will have to review its Flexible, Open and Distance Education internal assessment so that it is consistent with the formal secondary external examination requirement where by they are certified in Grade 8 – 12 with the same certification and recognition.

Enrolments of students will be encouraged to commence at the beginning of each calendar year to facilitate the concept of transferring to and from between the education system school. Whilst this concept will be the main philosophy of the system's operations, the concept of enrolment at any time of the year, study at their own pace, study at a time convenient to them and completing assignments and sit for examination as and when they are ready will also be encouraged.

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

Production of curriculum materials will have to be done to ensure that the students when enrolled at grades 8 – 12 and those students wanting to upgrade examination results must have all the materials available and at hand. Curriculum package should have study guides and directions on where to get assistance and should also be available. Flexible, Open and Distance Education will also ensure that its curriculum will include HIV/AIDS and Personnel Development courses. Implementation of this curriculum will have to be done in consultations with the relevant agencies.

Gulf Provincial Education Division will liaise with the National Centre for FODE and the Curriculum Division to have the printing and the production of the curriculum and its support materials done and disseminated on time for the program.

Target F2.1

To develop a system for the supply and delivery of FODE materials by 2009

Likewise, the University's Open Campus Matriculation and Community enrichment courses must have the materials available and at hand when students are enrolled for the program.

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

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

Strategies and Activities:

- Review and redesign current curriculum and college practices.
 - Review the current curriculum
 - Identify points of articulation between the universities, colleges and the school system and develop an appropriate policy.
 - Adapt a reform curriculum in the upper primary, lower secondary and upper secondary grades for use in the distance education mode
 - Develop and deliver other programs such as adult literacy and short module courses.
 - Utilise information technology when it becomes available.
- Develop an appropriate assessment, examination and certification system
 - Review the current assessment and examination policies in light of the reform curriculum in the secondary education
 - Review the assessment processes to be consistent with the national requirements
 - Establish a Central Record Systems to be hooked to the study centres.

Quality Teacher Education and Training

Minor Outcome F3:

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

Flexible, Open and Distance Education teachers will be recruited from high schools and secondary schools. These teachers who are to be recruited must have a number of committed years of teaching experiences and are trained subject specialized teachers, who can coordinate, organize and administer the total operations of the centres. These teachers will be used to provide professional support to FODE students in the study centres and, in certain cases, be attached full time to a Study Centre to coordinate and support all distance education activities.

Gulf Provincial Education Division will have to liaise with the National Department of Education to establish an administrative structure of the centres to assist its operations.

Target F3.1

By 2009 teachers will be deployed to certain study centres to support the FODE students.

Sufficient incentives will be needed to attract the best experienced and qualified teachers through the established FODE policy whilst the Memorandum of Understanding will have to be developed between Gulf Provincial Flexible, Open and Distance Education Center, Education Department and other service providers to support teachers and personnel through on – going professional development.

Work attachment training is another strategy to explore to assist teachers and improve their capacity to review curriculum and assessment materials for the distance mode of education.

The development and production of distance education curriculum will be a major problematic area. Therefore, the GPED will liaise with UPNG NCD Open Campus and DODL to provide training in the development and production of the distance education curriculum materials for a range of delivery mechanisms.

Strategies and Activities:

- Increase enthusiasms and interests
 - Establish a MOU to upgrade the technical capacity of staff through training program
 - Develop work attachment program
- Improve the capacity of college staff to produce curriculum and assessment materials for distance education
 - Upgrade the skills of college staff in curriculum design and assessment
 - Train college staff specialist areas such as the design, preparation and printing of non – print distance materials.

Management

Minor Outcome F4:

An institution offering flexible, open and distance education

The demand for access in our school system is placing a greater emphasis on parents, community and the Government. School expansion in National Capital District is not possible as there is no more land available for expansion.

Gulf Provincial Administration must start negotiating with the Local Level Governments, Gulf Provincial Education Office, NDoE, FODE and other stakeholders to establish a FODE and Study Centres. These study centres will be established in the remaining eight Local Level Government, while the main center will be established in the central location. This center will coordinate all activities of the other study centres within Gulf province.

Target F 4.1

By 2010, a committee to be established to source funding from Donor Agencies, Gulf Administration and others for the development of facilities and its operations

In order to have these centres established, the Gulf Provincial Education Board in close consultations with Local level Governments and the Lands Department must identify and acquire vacant state land to build these centres in strategic and convenient location to assist student tutorial, guidance/counselling and study purposes.

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

Strategies and Activities:

- Establish a central Flexible, Open and Distance Education Centre and study centres
 - Review FODE to enhance the capacity to meet projected enrolment targets.
 - Establish appropriate policy to guide its operation
 - Identify suitable state vacant land for the establishment of the centres
- Monitor improvements consistent with national education system's prerequisites
 - Establish a standard work plan to improve existing facilities and other programs
 - Strengthen the capacity of the Board of Studies

Implementation Schedule

This section provides a timeline for the implementation of this plan. 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 plans of the Districts and Provincial Education Division.

KEY:



Indicates full implementation



Indicates preparatory activities and reviews

Years	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
FODE Education											
Minor Outcome F1											
For a significant growth in enrolment achieved by offering a number of demand driven programme.											
Construct and establish a FODE and University Study Centre											
Identify locations for the establishment of the FODE and University Study Centre.											
Establish structures of the Centres.											
Improve Retention											
Carry out awareness to target groups, parents and the community on this informal sector of education											
Develop guidelines in consultation with NDoE with specific strategy to improve retention for female.											
Minor Outcome F2											
The curriculum and assessment programs offered will be based on and articulate with the mainstream education system including recognised and reputable distance open learning providers.											
Review and redesign current curriculum and college practices.											
Identify points of articulation between the universities ,colleges and the school system and develop an appropriate policy.											
Adapt a reform curriculum in the upper, lower secondary and upper secondary grades for use in the distance education mode											
Develop and deliver other programs such as adult literacy and short module courses.											
Utilise information technology when it becomes available.											
Develop an appropriate assessment, examination and certification system											
Review the current assessment and examination policies in light of the											

Years	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
reform curriculum in the secondary education.											
Review the assessment processes to be consistent with the national requirements											
Establish a Central Record System to be hooked to the study centres											
Minor Outcome F3											
The provision of well trained and committed college teachers and support personnel											
Establish a MOU to upgrade the technical capacity of staff through training program											
Develop work attachment program											
Improve the capacity of college staff to produce curriculum and assessment materials for distance education.											
Upgrade the skills of college staff in curriculum design and assessment.											
Minor Outcome F4											
An institution offering flexible, open and distance education.											
Review FODE to enhance the capacity to meet projected enrolment targets											
Establish appropriate policy to guide its operation											
Identify suitable state vacant land for establishment of the centres.											
Monitor improvements consistent with national education system's prerequisites											
Establish a standard work plan to improve existing facilities and other programs											
Strengthen the capacity of the Board of studies.											

Monitoring and Evaluating the Plan

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.

Performance Area: Access		
Minor Outcome	Target	Measure(s)
F1 For a significant growth in enrolment achieved by offering a number of demand driven programme	By 2014 25% of grade8 and 10 graduates will choose to enrol in distance education.	Enrolment returns
	By 2014 a University Study Centre to be established in Gulf Province.	Study centre established

Performance Area: Quality curriculum and monitoring		
Minor Outcome	Target	Measure(s)
F2. The curriculum and assessment programs offered will be based on and articulate with mainstream education system including recognised and reputable distance open learning providers.	To develop a system for the supply and delivery of FODE materials by 2009	Centre records of material received.

Performance Area: Quality teacher education and training		
Minor Outcome	Target	Measure(s)
F3. The provision of well trained and committed college teachers and support personnel	By 2009 teachers will be deployed to certain study centres to support the FODE students	Teachers deployed

Performance Area: Management		
Minor Outcome	Target	Measure(s)
F4. An institution offering flexible, open and distance education.	By 2010, a committee to be established, to source funding from Donor Agencies , Gulf Administration and others for the development of facilities and its operations.	

TECHNICAL VOCATIONAL EDUCATION AND TRAINING

Vocational Education

Major Outcome

A variety of institutions offering course of varying lengths to students completing primary education and to the wider population to gain appropriate skills to satisfy both personal and community demands.

Access

Minor Outcome VI:

An appropriate number of vocational centres provided in public and private sectors.

The following is the optional redirected access plan for TVET in Gulf Province.

1. No new vocational centres.
2. Non economical centres to have its programs rationalized.
3. Non economical centre infrastructures and assets improved and upgraded.
4. Non economical centres become outreach centres.
5. Non economical centres taken over by interested private agencies
6. Economical centres concentrate on modularized or one year training courses.
7. Compulsory grade eight selection criteria into vocational centres.
8. Flexible selection criteria for non school leavers and FODE students.

Rationalization of centres will be the last option to take when other avenues like offering to private agencies and improvement or upgrading of centre infrastructure and assets fail. There is a humongous need to reach the rural population with life skills that improve and sustain lives in Gulf province.

The vocational centres in Gulf will have to be upgraded in terms of infrastructures and assets.

Target V.1.1

All vocational centres be re-registered by 2008 as government agencies, private or outreach centres.

Three of the vocational centres in Gulf province are deemed uneconomical and therefore will have to be given to private agencies to manage. Either this option is taken or the vocational centre infrastructures and assets will have to be exhaustively upgraded and improved as well as curriculum wise to attract students. However if these options fail then rationalization of centres and programs will take place especially for one year full time trade courses or modularized courses. The remaining centres then can opt to become outreach centres specializing in conducting short community based development courses. In the process of these changes, the vocational centres will re-register by the year 2008 as provincial centres, private agencies or outreach centres.

The provincial education division will look at ways to encourage grade eight students to see vocational education as an alternative option to a formal secondary education. A selection criteria will be developed to absorb the grade eights who are unable to go onto grade nine and emphasizing on gender equity by providing attractive courses that suit the female population. Grade tens can also be enrolled and looking at the grade levels of entry, programs can be made to suit the levels. Vocational centres will also consider FODE, hence making it possible for adult

FODE students to have access to TVET. The adult enrolment is permissible so long as they meet all entry requirements. The selection criteria should be open and flexible for non school leavers to attract and at the same time boost enrolment.

Target V.1.2

Vocational centre enrolment policies to be reviewed by 2009.

The selection of one year full time students is the responsibility of the PEB and BOM. Below is a table percentage showing full time projected figures in the next ten years and transition rates from primary to vocational centres in Gulf province

Table 38: Vocational centre enrolments, selected years, 2007 to 2016.

	2007	2010	2013	2016
Year 1	134	171	209	230
Year 2	10	5	6	0
Total	143	176	215	230

Table 39 Transition rates to vocational, selected years, 2007 to 2016.

	2007	2010	2013	2016
From Gr8	14.6%	11.3%	12.5%	10.6%
From Gr10	3.0%	2.7%	3.0%	2.6%

Enrolment figures will not increase very much unless awareness is carried out on the relevance of vocational training as well as improvement to infrastructures, assets and curriculum and an *in built* selection criteria absorbing the remaining grade eights.

A grade eight Graduate Incentive Scheme could be introduced by the year 2009. However, this is not likely in Gulf province due to the fact that there are no private providers (except one) to demand competence. It will be a *likely initiative to consider* when situations arise where private agencies take over from the government run centres or when there are more private agencies being built.

Target V1.3

All vocational centres offering short-term community oriented programs by 2010.

Centres, which are specializing in short courses for community development, will need a major support from the division of community development services to carry out its community development activities. Short- term community courses will be fully explored and all centres should be able to provide community oriented programs by 2010.

Strategies and Activities

- Review the status of vocational institutions in the districts.
 - Determine criteria for the registration of vocational centres as provincial centres, private agencies or outreach centres.
 - Liaise with other providers and the division of community development services.
- Facilitate and monitor the implementation of provincial education system reform.
 - Rationalize training programs where applicable.
 - Develop criteria for the registration of centres.
- Provide infrastructure to meet training program needs.
 - Upgrade and renovate existing infrastructure based on the training program specifications.
 - Provide new infrastructures as required by the vocational training programs and according to future provincial economic activities.
- Provide opportunities for private providers to become registered.
 - Establish and strengthen linkages with other training providers and establishments.

Quality Curriculum and Monitoring

Minor Outcome V2:

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

Validity of courses to be conducted in a center.

1. Job oriented with the availability of natural resource materials for practical utilization and an appropriate technology based.
2. Demand driven by the communities;
3. Provincial, district and community development oriented and;
4. Existed infrastructure and assets

Changes to the curriculum must reflect the reclassification and re-designation of vocational institutions. Therefore the curriculum will be reviewed by 2007 and developed in such a way that both the formal and informal sector development needs of Gulf province and its people are reflected in the programs offered. In other words, the curriculum must be broadened and based on the development, economic and employment needs of the whole population within Gulf and considering locally based curriculum as well.

Target V2.1
Identify relevant vocational courses for all centres by 2008.

Hence, programs must consider the accreditation and the articulation aspect of the course curriculum including *trade testing*. Trade testing is available to a grade ten doing one year CBT course (PETT) and grade eight doing three year CBT course. However, ways are looked at to modularize the courses to one year. The economical centre conducts the full year courses. A special regard concerning infrastructures and assets according to course specifications is a paramount priority to effectively establish a course.

Both the economical and the uneconomical centres, which gradually become outreach centres will have access to short course materials provided by the Skills Training Resource Unit (STRU) by the year 2008. This is especially for the community development oriented purpose, which can be delivered by even an informal teacher.

Target V2.2
Short course materials distributed to all vocational centres by 2008.

Course curriculum will be made aware to the general public to change their perceptions on technical vocational education.

Target V2.3
Awareness campaign in place by 2007.

Mediums of awareness campaign:

1. posters
2. radios
3. advertisements in newspapers and televisions
4. public drama, acts and speeches
5. debates
6. establishing linkages with other departments, private firms, and resource developer's etcetera.

Strategies and Activities

- Review curriculum in vocational centres. Curriculum will be broadened and based on the development, economic and employment needs of Gulf people.
 - 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 (STRUM).
 - Establish skills unit in Gulf.
 - Support the production of locally based curriculum.
 - Conduct community development programs in and out of schools (outreach centres).
 - 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 and other departments and agencies.
 - Conduct a review of the vocational education inspections system.
 - Strengthen the operational functions of the inspectors.
 - Develop a greater understanding between the vocational institutions and other departments and agencies.
 - Conduct interdepartmental meetings at the provincial and district level to foster greater understanding of and strengthen links with the vocational centres.
 - Increase and strengthen links between community and industry.
 - Establish a database of courses, providers and instructors from various agencies, communities and other departments.
 - Develop an awareness program to change public perception of technical vocational education and training.
 - 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 V3:

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

The successful implementation of a much wider range of vocational courses will require programs to prepare appropriately qualified instructors and managers, taking into consideration gender equity as well as a proactive and entrepreneurial management (self sustainable centres). As well as developing Papua New Guinean staff the province will also explore the possibility of developing understandings with other countries for the provision of technical expertise through volunteers.

There are more instructors on the ground now. The following is the training provision of these instructors.

1. Further training at UOG for uncertified instructors.
2. Instructors and managers undergo in-service training at UOG.
3. Instructors re-skilled to be able to teach adults in community based short courses.
4. Access to DoVet distance mode of training when it comes into effect in 2007.
5. Occasional inspections of instructors by TVET Regional Inspector.
6. Available accreditation and articulation provided for instructors to gain higher qualifications.

The lowest ratio recorded in Gulf of instructor to pupil is 1:2 due to the fact that there are more instructors in a centre. Below is a table showing the expected required number of instructors in the province in selected years if the centres are not rationalized.

Table 40: Expected required number of instructors in selected years, 2007 to 2016.

	2007	2010	2013	2016
Vocational instructors	7	9	11	13
Student instructor ratio	20.0	20.0	20.0	17.5

Target V3.1

Develop an in service program to upgrade centre staff by 2009.

The shift towards conducting short courses requires skills auditing for all institutional staff and in communities to identify the resources available to deliver a wide range of courses.

Strategies and Activities

- 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.
- Provide professional development opportunities for vocational centre managers.
 - Conduct skills audit of managers.
 - Identify, develop and deliver courses to include planning, financial and asset management and entrepreneurial skills.

Management

Minor Outcome V4:

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

Principles of good governance will be critical if the directional shifts proposed are to be realized. The transparent management of finances and assets is an essential component of this. Therefore board of Management guidelines will be reviewed to effect the sound management of institutions in which one of this to include fundings improved and directed into the centre accounts rather than into Provincial Trust Accounts for purchase of tools etcetera.

Target V4.1

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

Private agencies like churches will be given greater autonomy to take part in decisions concerning vocational education and this might include the appointment, management and discipline of vocational education instructors.

Consultation and cooperation with the business communities and developers is demanded from the provincial division as well as the centres. This requires divisional and centre plans and taking into account of incentives to bring in skilled instructors.

The provincial division personnel responsible for vocational education is the provincial technical vocational coordinator. The role of the provincial coordinator will be reviewed by 2009. It is anticipated that the coordinator be a holder of tertiary qualifications.

Target V4.2
Review roles of the vocational centre coordinator by 2009.

Below is a table showing expected subsidy allocation and grade 8 incentive scheme to be introduced where applicable in 2009.

Table 41: Functional grants in selected years, 2007 to 2016

Year	2007	2010	2013	2016
Functional grant	25.8	31.6	38.7	41.4

In accordance with the shift in vocational education reform system, duty statements will be reviewed in 2008 to reflect innovation, business minded leadership and enterprise education driven. A strict criterion will be established worth the planned emoluments. Below is the table showing teachers salaries and emoluments in selected years.

Table 42: Vocational Centre staff salaries and emoluments (K'000s), selected years, 2007 to 2016.

	2007	2010	2013	2016
Salaries	96.8	118.6	145.2	177.9
Allowances	4.8	5.9	7.3	8.9
Leave fares	3.9	4.7	5.8	7.1
Total	105.5	129.2	158.3	193.9

There will also be provisions made for the seasonal staffs where appropriate and applicable.

In order to lessen the burden on parents paying high school fees all vocational centres will be expected to implement self reliance projects by 2010. These will be tied to the trades offered at the centres.

Target V4.3
All centres to have self reliance projects by 2010.

Strategies and Activities

- Develop a system of greater agency involvement in the administration of vocational centre.
 - Grant greater responsibility to agencies (churches) for the management of centres to include the management of teachers.
- Develop and implement a sustainable and affordable 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.
 - Establish position allocation committee.
 - Conduct an annual teacher audit.
- Develop a culture of self reliance in vocational centres.
 - Include entrepreneurial skills in all training programs.
 - Ensure vocational programs in all vocational institutions are enterprise driven.
- Promote the principles of good governance in the administration of vocational institutions.
 - Develop appropriate systems for financial, inventory and assets management.
 - Review guidelines for vocational centre Boards of Management.
 - Strengthen the role of the vocational centre coordinator in the province.
 - Develop institution plans.

Roles and 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 recommendations of instructors for appointment.
- planning for infrastructure requirements.
- the administration of short courses.

Provincial Governments will be responsible for:

- the completion and endorsement of Provincial Education Plans.
- The maintenance of centres.
- The enrolment of students.
- The creation of necessary teaching positions.
- The appointments of instructors.
- Identifying the type of courses to be offered in the centres.
- The development of local curricula.

The National Government will be responsible for:

- The payment of instructor salaries in an efficient and timely fashion.
- Pre-service training of vocational centre instructors.
- Curriculum development and accreditation.
- Provision of inspectoral services.
- The development of criteria for the registration of centres.
- Provision of opportunities for teacher development.
- Allocation of instructors to provinces.
- The development of policy relating to school subsidies.

IMPLEMENTING THE PLAN

The following table shows the timeframe of implementing the plan. The specific strategies and activities for each minor outcome in the plan are listed along with an indicative schedule for their implementation and completion.



Indicates full implementation



Indicates preparatory activities and reviews

Below are the main purposes of monitoring and evaluating under this plan.

- For the government to monitor the status and the performance of the education system.
- For management to assess and take corrective measures when and where necessary.
- For management to have the information necessary to improve on past performance.
- For management to measure progress against established objectives, targets .

Years	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Minor Outcome V1										
. Review the status of vocational institutions in the district.										
Determine criteria for the registration of vocational centres (government, private, outreach).										
Complete vocational education component of provincial education plan.?										
Develop Institution plans.										
Liaise with other providers and the division of community development services.										
. Facilitate and monitor the implementation of provincial vocational education reform system.										
Rationalize provincial vocational centres – training programs where applicable.										
Develop criteria for the registration of vocational centres.										
3. Provide infrastructure to meet training programs.										
Upgrade and renovate existing infrastructure based on training program specifications.										
Provide new infrastructure as required by vocational training specifications.										
4. Provide opportunities for private providers to become registered.										
Establish and strengthen linkages with other training providers and establishments.										
Minor Outcome V2										
1. Review and develop appropriate competency – based training programs for centres based on the development, economic, and employment needs of gulf province, its 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.										

Years	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Years	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Establish skills units in the province.										
Support the production of locally based curriculum.										
Conduct community development in and out of schools (outreach programs & extension courses).										
. 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.?										
Conduct a review of the vocational inspections system.										
Strengthen the operational functions of the inspectors.?										
. Develop a greater understanding between the vocational institutions and other departments and agencies.										
Conduct inter – departmental meetings at the provincial and district levels to foster greater understanding of, and strengthen links with the vocational centres.										
Increase and strengthen links between community and industry.										
Establish a database of courses, providers and instructors from various agencies, communities and other departments.										
Develop an awareness program to change public perception of technical vocational education and training.										
. Provide incentives for institutions to offer short courses for the community at large.										
Allocate start up capital for institutions meeting agreed criteria.										
Minor Outcome V3										
. Provide the required number of appropriately trained instructors.?										
Review delivery mode and accreditation of the Diploma in Vocational Education and training.										
Articulate this to the Diploma in Technical Education and Training.										
Adapt the residential program into distance mode.										
. Provide professional development opportunities for vocational center instructors.										
Conduct skills audit of instructors.										
Identify, develop and deliver course to include entrepreneurial and adult education skills.										
Develop bilateral training arrangements.										
. Provide professional development opportunities for vocational centre managers.										
Conduct skills audit of managers.										
Identify, develop and deliver courses to include planning, financial and asset and entrepreneurial skills.										
Minor Outcome V4										
. Develop a system of greater agency involvement in the administration of vocational education.										
Grant greater responsibility to agencies for the management of centres to include the management of teachers.										
. Develop and implement a sustainable, affordable and appropriate school fee policy.										

Years	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
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.										
Establish a Position Allocation Committee.										
Conduct an annual teacher audit.										
. Develop a culture of self reliance in vocational centres.										
Include entrepreneur skills in all training programs.										
Ensure programs in all vocational institutions enterprise driven.										
. Promote the principles of good governance in the administration of vocational institutions.										
Develop appropriate systems for financial inventory and asset management.										
Review guidelines for vocational centre Boards of Management.										
Strengthen the role of the vocational centre coordinators in the provinces.										
Develop institution plans.										

MONITORING AND EVALUATING THE PLAN

Performance Area: Access		
Minor Outcome	Target	Measure(s)
V1 An appropriate number of vocational centres provided in public and private sectors.	All vocational centres be re-registered by 2008 as government agencies, private or outreach centres.	No. of vocational centres reregistered.
	Vocational centre enrolment policies to be reviewed by 2009	Enrolment policy endorsed by PEB.
	All vocational centres offer short term community oriented programs by 2009.	No. of vocational centres offering short term community oriented courses.

Performance Area: Quality Curriculum and Monitoring		
Minor Outcome	Target	Measure(s)
V3 The provision of a sufficient number of appropriately trained and committed vocational centre instructors and managers.	Identify relevant vocational courses for all centres by 2008.	No. of vocational centres using relevant curriculum.
	Short course materials distributed to all vocational centres by 2008	No. of vocational centres using short course materials.
	Awareness campaign in place by 2007	Awareness campaign plan and activities.

Performance Area: Quality Teacher Education and Training		
Minor Outcome	Target	Measure(s)
V3 An appropriate number of vocational centres provided in public and private sectors.	Develop an in service program to upgrade centre staff by 2009.	No. staff undergoing in service training..

Performance Area: Quality Management		
Minor Outcome	Target	Measure(s)
V4 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 2010.	No. of vocational centres granted increased autonomy to church agencies.
	Review the role of vocational centre coordinators by 2009.	Role of vocational centre coordinators reviewed.
	All centres to have self reliance projects by 2010.	No. of centres with self reliance projects.

LITERACY AND NON FORMAL

MAJOR OUTCOMES

That every illiterate or semi literate adult; out of school youth and child whose age fall either before or between the elementary and primary level of education will go through some form of basic literacy programs like tok ples schools and orthography workshops and livelihood skills to empower them to sustain themselves in this competitive world.

ACCESS

Minor Outcomes LNF 1.

Existing Literacy Schools be strengthened and appropriate workshops focused on basic literacy, numeracy and skill-based courses be conducted in all Local Level Government areas.

Establishment of basic literacy schools will be the responsibility of communities in consultation with Churches, Local Level Government and the Gulf Provincial Government through the Division of Education.

Target LNF 1.1
By 2008 Provincial, District and LLG Literacy Committee to be put in place.

Short skilled-based module courses are encouraged for the illiterate, semi literate and literate adults and out of school youths to enhance themselves.

There is an ever-increasing rate of school dropouts either from Primary and Secondary Schools, Vocational Centres and Tertiary Institutions in, all these population fall back to village communities. Therefore, these short courses will target this category of people basically to help and aid them with these live hood skills to equip them to enable them to live a meaningful life in their communities.

Target LNF 1.2
By 2008 establish sound literacy network with NGOs, other Division and Institutions etc.....

STARTEGIES AND ACTIVITES.

- Establish a competent sound literacy networking system amongst NGOs, Resource Institutions and other Government Divisions.
 - Liaise with NGOs [churches] Resource Institutions and other Government Divisions
- As an alternate, Establish Tok Ples or basic literacy Schools where there is no establishment of elementary or primary school.
 - NGOs (Churches) to identify areas/places where TPS or Literacy schools can be instituted or established in consultation with the Division of Education,
 - NGO's (Churches) to identify resource person in the community as teachers and recommend them to the literacy and non-formal section for the Division of Education to endorsement them.
 - Community to make land available to establish Literacy Schools
 - Community to build school infrastructures like classrooms and etc.
 - Local Level and Provincial Government will be responsible to pay the teachers living allowances, subsidies and the establishment grants and also provide an ample awareness to the communities regarding their roles and responsibilities.

- Introduce and conduct short skill base courses for the advanced learners targeting adults and out of school youths
 - Conduct feasibility studies to identify training needs,
 - Make awareness for the program,
 - Liaise with the NGOs, Institutions and other divisions for resource personnel's for skills impartation and
 - Review the programs.

QUALITY CURRICULUM AND MONITORING

Minor Outcomes LNF2.

Relevant local curriculum inclusive of skill based courses and HIV/ Aids awareness is developed, implemented and monitored provincially.

The Gulf Division of Education through its literacy and non formal section, LLGs and the NGOs (churches) will help to develop relevant local curriculum and orthographies to be used in tok ples schools. Skilled local/outsider from the villages will be encouraged to support the development of the curriculum.

The Division of Education will encourage the involvement of Summer Institute of Linguistic (SIL) personnel to assist in the development of Orthographies and relevant local curriculum development.

Target LNF 2.1

By 20014. 50% of the local community with no elementary or primary schools should have literacy schools established with local curriculum development committees in place.

The Division of Education will liaise with the Gulf Provincial Government to provide incentives for Churches (NGOs) and Community Participation especially in developing relevant local curriculum that can also be used in the elementary schools.

The supervisory services will be provide by the agencies which have established the institutions like tok ples schools in conjunction with the Literacy and Non Formal Education Office of the Education Division to monitor and evaluate all teaching and programming. The role of the Literacy and Non Formal Officer will be advisory.

STRATEGIES AND ACTIVITES

- Develop and produce a locally relevant curriculum in the existing orthographies
 - Establish curriculum development committees
 - -Support local curriculum committees
 - Provide basic material support to the committees
- Monitor the implementation of the curriculum
 - Provide logistic support to ensure that Literacy and Non Formal Officer visit Literacy Program Sites
 - Make communities responsible for the appraisal for their teachers
 - Support relevant local curriculum.
- Review and develop locally produced curriculum and support materials
 - Locally produced curriculum and other support materials in vernacular for tok ples schools
 - Locally produced curriculum and other support materials in vernacular for local teachers.
- Complete orthographies as required
- Determine criteria; and develop orthographies

- A sufficient number of appropriately trained qualified literacy workers are available
- The Gulf Provincial and Local Level Governments through the Division of Education will ensure that trainees are selected by the communities in close consultation with the churches [NGOs.]

QUALITY TEACHER EDUCATION AND TRAINING.

Minor outcome LNF3

Sufficient and appropriately trained and qualified Literacy Workers or Teachers are prepared for children and adult literacy and professionally trained personnel's / teachers to impart basic vocational skills to the adults and out of school youths.

By 2008 start conducting orthography workshops for Elementary teachers, Tok Ples School teachers and others those interested with the professionals from SIL, NLAS and etc...

Gulf Province has recurrent acute shortage of teachers in Primary, High or Secondary Schools. Thus in addition, non-establishment of elementary schools in some remote areas has also recurrent adverse effect in our formal education System. This in itself has adverse in our children's education because there are no teacher and no too any establishments of these formal schools. Thus, greatly denies children's right to formal education in becoming literate.

Never the less, in regard to this notion, the Literacy and Non Formal Education Sector wishes to address this gap by training literacy teachers or workers and to by establishing literacy schools to fill this void.

Target:LNF 3.1
By 2007-2008 Provincial Literacy Policy on teacher recruitment, functions, roles and responsibilities will be developed and endorsed for implementation.

The candidates for the teacher training must speak in local language and be educated as far as grade six with some civil experience or up to grade 10 -12 level of education for those with no civil work experience. The candidates must be local person and be resident of the place where the school will be established.

The literacy and Non Formal Sector of the Division of Education will ensure that these candidates selected by the communities or the NGO's (Churches) would be endorsed by the PEB.

Table 43: Literacy Teachers anticipated to be trained in this plan period.

2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
0	30	40	20	0	30	40	20	10	50	0
0	30	40	20	0	30	40	20	10	50	0

During this plan period there will be adequate number of in-services trainings for teachers to enhance their skills and knowledge in curriculum content and teaching principles.

STRATEGIES AND ACTIVITES

That the Literacy and Non Formal Education Sector through the Division of Education will :

- That required number of teachers are provided for every established Literacy Schools:
 - Selection criteria for Literacy Workers are to be reviewed and
 - Identify training needs and provide leadership and management trainings.
- Provide personal development opportunities for literacy workers or teachers:
 - Review their roles and responsibilities;
 - Provide support for those engaged in training the literacy workers;

- Conduct frequent in-service programs;
- Identify needs and conducted trainings on these needs and
- - Provide leadership, management and financial help for literacy workers.
- Ensure that a wide awareness will be conducted to encourage people to involve/to become literacy workers.
 - Identify training needs and provide leadership and management training.
- Provide professional development opportunities for TPS teachers and trainers
 - Enhance teacher's knowledge (TPS) on curriculum issues.
 - Provide leadership training or opportunities for women.[gender balance]

MANAGEMENT

Minor Outcome LNF 4

Literacy and short lively hood skills training programs are to be cost effective and affordable for people involved, agencies and the Government.

In order to achieve the major outcome it requires greater stakeholder's participation.

The Provincial and Local Level Governments will continue to support with the financing through the Education Division functional grants. The local level government (LLG) will be responsible for supporting through it's budgetary process too and donors agencies.

Target LFN 4.1

By 2008 – Gulf Provincial Government through the Division of Education and all Local Level Governments will budget and provide establishment grant's, teacher allowances and the subsidies.

The Division of Education through the church agencies make efficient and rational use of teachers by helping them with the Education function grants, the training and living grants.

Subsidy policy will be drawn to guide the implementation of the subsidy.

Establishment of Literacy Schools will be based on non availability of formal schools like Elementary and Primary Schools in an area and secondly due to remoteness and other reasons.

The literacy schoolteachers allowance will be funded by the Provincial Government depending on the number of teachers on the ground and the projection. The Division of Education through the Literacy and Non Formal Education Sector will facilitate this.

Apparently, the exercise will indeed become expensive to continue and too sustain therefore, it is equally important that effective and ration use of teacher deployment strategy is developed and implemented in the province.

STRATEGIES AND ACTIVITES

- Develop and implement sustainable affordable school fees subsidy and teacher salary policy.
 - Allow for shared responsibilities between parents, LLG and Provincial Government.
 - Provincial and LLG Governments provide 50 % school fees.
 - Provincial government provide 100% teacher allowance grants through the Division of Education
- Efficient and rational use of literacy workers :
 - Number of literacy workers recruited will be based on the needs identified.

ROLES AND RESPONSIBIITES

- **Parents and the communities will be responsible for:**
 - 50% School fees

- Building infrastructures,
- sending the children to school,
- recommend for literacy teacher as per identified by the community and
- participate in parents and citizen activities
- **The Board of Management will be responsible for :**
 - collecting school fees,
 - planning the infrastructure and
 - developing of local curriculum, materials and implementations.
- Local Level Government will be responsible for
 - Budget for establishment grants and maintenance grants
- District Administration will be responsible for :
 - writing up of the district literacy plan
 - -endorsement of district literacy plan
 - liaise with LLG for establishment and maintenance grants.
- Provincial Government will be responsible for;
 - -School fee subsidies
 - Teacher assistance grants
 - Provincial Operational Budget for Literacy Section and
 - Drafting of Provincial Literacy Policy.
- **National Government will be responsible for :**
 - Provide skilled professionals to train teachers and to conduct short skilled based trainings ;
 - Curriculum development and development of orthographies;
 - Provide technical advice and help where it is needed and
 - Provide supervisory roles and direction.

Implementation Schedule

This section provides a timeline for the implementation of this plan. 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 plans of the Districts and Provincial Education Division.

KEY:



Indicates full implementation



Indicates preparatory activities and reviews

Years	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
LITERACY AND NON –FORMAL EDUCATION											
Minor outcomes LNF1											
Establish a sound literacy network system amongst appropriate Government divisions, NGO's and Resource Developers..											
Liase with Government divisions, NGO's and Resource Developers in supporting the work of literacy in the Province.											
Establish new literacy schools where there is no elementary school.											
Identify areas in each LLG where literacy schools can be established.											
Community to make land available to establish literacy schools.											
Community to support in building literacy school infrastructure.											
Conduct short skilled base courses targeting youths and adults											
Carry out awareness on the importance of literacy programs for community participation.											
Conduct training needs analysis for Literacy programs											
Minor outcome LNF2											
Develop local relevant curriculum in the existing orthographies.											
Establish curriculum development committees in the province.											
Provide basic material to support the work of curriculum development committee.											
Monitor the implementation of the curriculum.											
Review literacy programs.											
Provide logistic support to ensure that literacy and Non Formal Officer to visit literacy centres.											
Support relevant local curriculum											
Minor Outcome LNF3											
Provide the required number of appropriately trained literacy teachers.											
Suitable qualified trainees should be selected by the community.(ies) within the selection criteria.											
Sufficient number of teachers is provided for all literacy schools.											

Years	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Provide personal development opportunities for literacy workers or teachers.											
Review roles and responsibilities of literacy workers											
Provide support for those involved in training literacy workers											
Conduct frequent in-service programs											
Provide professional development opportunities for Literacy teachers.											
Enhance teachers knowledge on curriculum issues.											
Provide leadership-training opportunities particularly for women.											
Minor Outcome LNF4											
Develop and implement affordable school fees subsidy and Teacher salary policy.											
Allow for shared responsibilities between parents, LLG and Provincial Government.											
Provincial and Local Level Governments will be responsible to pay teachers salaries.											

Monitoring and Evaluating the Plan

Performance Area: Access		
Minor Outcome	Target	Measure(s)
LNF1. A) Tok Ples or Basic Literacy schools to be established under church agencies in areas that do not have any Elementary or Primary School establishments. B) Literacy workshops on Language and Numeracy to be conducted in every Sub-district, LLGs to address illiteracy. C) Conduct short based courses in areas of need such as baking, sewing& etc for the advance litera population	By 2007 Provincial, District and Subdistrict Literacy committees to be out in place	Total number of member 5
	By 2007 Establishment of sound literacy network with NGO's and other Divisions or Institutions	Total agencies 10
	By 2008 Start conducting orthography workshops for Elementary and Tok Ples or Literacy teachers with professional help from SIL and NLAS and etc	Total number of two workshops in a year
	By 2007-2016 Short skill based courses will be conducted.	

Performance Area: Quality curriculum and monitoring		
Minor Outcome	Target	Measure(s)
LNF2. A) A relevant local curriculum is developed ,implemented and effectively monitored(orthographies) B) Relevant short courses are developed or adopted and implemented to advance learners(literate) population and effectively monitored C) A relevant health awareness program like HIV/Aids are translated into local languages or orthographies and effectively monitored for the people.	By 2007-2016 translation workshop are conducted	50% of the communities without elementary /primary schools.
		Total of two workshops in a year.
		Total of two translation workshop completed.

Performance Area: Quality teacher education and training		
Minor Outcome	Target	Measure(s)
LNF3 (A) Sufficient and appropriately trained and qualified Literacy Workers or Teachers are adequately prepared for child and adult literacy. (B) Bring in professionally trained personnel's / teschers to impart basic vocational skills to the adult and out of school youths(all ages).	By 2008 Literacy teachers /workers selection policy/criteria will be developed and endorsed for implementation	A draft Policy
	By 2008 –2016 bring in professional trained personnel's to conduct training of basic skilled information	Conduct (x1) in-service for the teachers
		Total of two workshops in a year

PROVINCIAL AND SCHOOL LIBRARY SERVICES

Outcome

Library and information services developed to support and complement the education process

Library and information services at the provincial, district and school levels will be reviewed and strengthened where such services already exist, and re-established and developed where no services are available

Target L1.1

Develop and collect data information on the existence of school libraries in the province by 2008.

At the provincial and district levels, provincial and district libraries will be established to serve as support bases for school library development and also to provide on-site services to teachers and students seeking additional sources of information.

At the school level, adequate library and information services will be further developed to support and complement the school curriculum. School Libraries will be further developed by 2008 to serve as information centres for local communities.

Target L1.2

Plan and establish provincial public library in Kerema Town by 2009.

School library is an integral part of teaching and learning process. The provincial education division in partnership with the provincial government, national library, and other stake holders will ensure that school library services are reviewed and upgraded to the required level to maximize and sustain teacher and pupil interest.

Target L1.3

By 2009, the school library services will be reviewed and upgraded to meet teacher and pupil interest.

Strategies and Activities

- In collaboration with the Office of Libraries and Archives, produce and implement a province- wide school library development plan
 - Commission a province –wide survey on the state of school libraries
 - Use the findings of the survey to produce a school library development plan
 - Secure funding for and implement the school library development plan.
- In collaboration with the Office of Libraries and Archives, produce and implement a provincial library and information service plan
 - Draw up a provincial Library and information service plan
 - This plan will include a provincial library and a branch library in each district
 - Joint school/community libraries will be developed for use by teachers and students and after school or weekends by the members of the community.

Section: 5

ADMINISTRATION

ADMINISTRATION

Major Outcome

The provincial division of education and at district levels and their organisational systems and human resource provide an efficient and effective education system.

Changes and improvements to the administration of education in Gulf province is required to achieve the outcome of the plan.

Provincial administration must support the provincial education division to seek advice and guidance from the Department of Education to review its provincial and district organisational structure, staff problems, human resource management and other organisational systems, and adjust them in accordance to the guidelines of the National Government's Medium Term Development Strategy. This process will improve the effectiveness and enhance the operations of the division.

Enhancing human resource capacity through on – going training opportunities for staff including improved opportunities for women will be the way forward to sustain operational activities and equally important to encourage productivity in work places.

Organisational Improvement

Minor Outcome A1:

The Gulf provincial division of education will have the capacity to strategically respond to changing conditions and the division's priorities in implementing the provincial education plan; 2006 – 2016.

The Gulf provincial education division and its district offices will be reviewed together with their organisational system in consultation with the department of education. The structure of these offices will be reviewed as when appropriate in order to become flexible enough to respond to changes.

Target A1.1

By 2008 the division's structure and function be reviewed

Provincial education division will have to strengthen its relationship with its provincial and local level governments, the community, parents, teachers and stakeholders. It has to also establish stronger relationship and linkages with other important donor agencies.

This process has to be established and strengthened in order to provide support to staff in training, and provision of other resources to guide and direct efficiency in the operation of the education system and the implementation of the plan.

Establishing of private schools need to be encouraged. There institution will take in 10% of our students who will leave our formal system. In order to control and maintain the continuity of the education services to our children, the schools will be monitored on a regular basis by the respective inspectors to ensure standards are being maintained.

Target A1.2

By 2008 a policy will be developed to monitor private institutions

The provincial education division will take a proactive role in ensuring that HIV /AIDS Policy for the Department of Education is implemented. The provincial education division will have to strengthen its existing relationship with the Provincial AIDS Council Secretariat. Advice and expertise will be sought from the Secretariat to ensure that the policy is implemented in the schools throughout the province.

Target A1.3

By 2008 Department of Education HIV/AIDS policy to be implemented

Strategies and Activities

- Restructure the provincial and district divisions to make it more efficient in the delivery of core functions
 - Conduct a review on the divisions' organisational capacity including its structure
 - Improve the organisational system and its practices in consultations with NDoE
 - Develop organisational capacity of the division
- Develop and establish an efficient system for registration of schools
 - Review existing system and practices
 - Inspect all permitted schools
 - Monitor all private schools
- Develop annually work plans
 - Develop quarterly work plans
 - Develop annual divisional work plans
 - Develop district and school work plans
- Implement the HIV /AIDS Policy in schools
 - Strengthens existing relationship with provincial HIV/AIDs Secretariat
 - Provide awareness to all schools on the policy
 - Liaise with other government and non – government agencies to implement the policy
 - Monitor the implementation of the policy in all schools
 - Facilitate regular forums with relevant government, non – government and church agencies

Human Resources Management

Minor Outcome A.2

Human resource systems and programs established in all levels of staff in the provincial education system.

The Gulf provincial education division welcomes the Human Resource Development Policy developed by the Department of Education. The Gulf provincial education division in consultations with the National Department of Education will implement the policy through succession planning and targeted career development. Talented males and females within the provincial division, district and school establishments will be identified and supported as well as encouraged to upgrade qualifications and professional development through career courses offered by the various higher institutions of the country.

Target A2.1

Implementation of the Department of Education human resource development policy by 2007

The Division of Education will have to liaise with the higher Institutions such as the Papua New Guinea Education Institute, the University of Papua New Guinea, University of Goroka and the Pacific Adventist University to develop and tailor training courses and programs to suit the needs of the province. The courses will be short and developed to address immediate challenges of workplace for serving provincial and district officers.

Provincial education division will have to develop a development training program consistent to the Department's Human Resource policy whereby guidelines are established to identify talented individuals in district and school establishment to under go the training in order to replace officers

who have gone beyond the retirement age. Women in particular will be targeted with a view to greatly increasing the number of women in decision-making positions both within the Division of Education and within the school system.

Target A.2.2

By 2007 an integrated, workplace development program is implemented

The priority of the integrated, workplace development training program is to strengthen the division's ability to direct the implementation of the 2007 – 2016 provincial education plans.

High turn over of staff and poor attendance experienced over the years will be alleviated through the training. Hence, the division anticipates changes in attitudes and commitment towards work.

Strategies and Activities

- Implement Human Resource Development Policy
 - Provide work place training for public servants
 - Provide support through succession planning for talented officers
 - Provide specific skills training courses
 - Short development programs for divisional staff/ teachers on immediate work challenges
- Improve procedures for attendance
 - Review current processes and procedures

Financial Management

Minor Outcome A.3

Budgeting and financial systems and processes are managed and sustainable

Planning and budgeting processes including the current financial systems practised will be integrated into the planning and budgeting processes. Gulf provincial division of education will ensure that the best planning and budgeting practices are followed to strengthen efficient monitoring of the receipt and disbursement of public funds.

Specialised training will be provided as when necessary in consultation with the department of education.

Target A.3.1

By 2009 integrated planning and budgeting processes will be implemented.

Proper management of procurement and asset management have been a grey area in the province for a long time. Institutional houses, vehicles and other valuable divisional and school assets have either been mismanaged or destroyed. Experiences have shown that government assets have been sold for personal gains resulting in a loss of a substantial amount of money.

The Gulf provincial division of education will have to liaise with the department of education to establish a new system in order to minimise future losses. The new called, the “coordinated centralised system of procurement and asset management register” developed by department that is used can be utilised by the Gulf division of education.

Target A3.2

By 2008 implementation of Master Procurement and Asset Register

The division of education will also implement cost recovery and income generating activities. Best practices and systems will be put in place to ensure that all monies collected are suitably accounted.

Strategies and Activities

- Consult the department of education to integrate planning and budgeting processes
 - Relevant training on planning and budgeting process
 - Provide training on annual divisional budget estimates
 - Provide training on quarterly budget reviews and cash flow projection
- Ensure disbursement and receipts of funds are used as per Finance Management Act.
 - Improve management of the division's trust account
 - Monitor and control division's recurrent budget
 - Improve the capacity of the budget and payroll section

Information Communication Technology

Minor Outcome A4

Information communication technology systems and processes developed to support the management of education programs.

Information and communication systems and its processes are important for efficient communication.

Gulf provincial division of education will liaise with the department of education to utilise the current information and communication system agreement between the Datec and the department of education in a bid to review and strengthened its current information and communication systems.

Gulf provincial division of education will take a proactive role in making sure that the current information and communication system used is reviewed and strengthened to allow efficient delivery of information and education services.

Target A4.1

By 2010 a basic data base system is developed to keep teacher and student information

The division will seek the approval of the department of education to utilise its information policy and plan that is consistent with the best practices of the information and communication industry. It will also ensure that procedures for the maintenances and replacement of the computer hardware and its minimum standards and practices are adhered.

The Gulf Provincial Division of Education will seek advise from the Department of Education with the intention to utilise television teaching program to its remote and isolated communities.

Target A4.3

By 2009 the Division will liaise with Department of Education on the use of Television teaching.

Gulf Provincial Division of Education will liaise with the Department to development a small database system to keep basic student and teacher information.

Strategies and activities

- Implement an information technology plan and policy of the department
 - Ensure officers apply minimum standards and the best practises in the use of the system.
 - Strengthen all forms of electronic communication
 - Liaise with Datec to train officers on the use of Email and web access for schools.
 - Train also teachers on the use of web access
 - Support the use of television teaching program
 - Liaise with Teaching Service Commission create and fund model teacher positions
 - Review and enhance current practices and procedures for record management and archiving of information
 - Liaise with the department to train officers on its best practices
 - Implement the best practise
 - Establish a basic student and teacher data base system
 - Liaise with the department and Datec to establish it
 - Establish a centralise data storage and access with the department
 - Train officers on the use of communication and accessing of information
-

Communication Systems

Minor outcome A5

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

The Gulf Provincial Division of Education will use its available communication networks to consult major stakeholders, communities and parents in the province with regard to their obligations and responsibilities in the process of implementing the plan.

Target A5.1

By 2008 strategies will be developed to carry out awareness on the roles and responsibilities of all stakeholders

The awareness program is designed to reach all areas of Gulf province. A variety of media strategies will be used to bring forth the message. Power point presentations will be a common form of communication to stake holders about the targets of the plan. Flip charts and drama groups are strategies to utilise in rural areas. Principals, head teachers and deputies, and senior teachers of schools will be consulted. These stakeholders will play a major part in ensuring that appropriate strategies are followed to achieve the targets of this plan.

Target A5.2

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

Gulf Division of Education will develop a format to write, produce and disseminate newsletters and information on a regular basis to its stakeholders. The division in consultation with the National Department of Education will review its publication, printing and distribution functions with the view to rationalising the entire process and increasing capacity to realistic and sustainable levels.

Strategies and activities

- Develop and implement an awareness program to support implementation of District Education Plan
 - Identify target groups and develop strategies to cater for them
 - Expand awareness to all stake holders
- Disseminate information and newsletters on regular basis
 - Write, produce and distribute information to schools on targets of the plan and other essential information

Implementation Schedule

This section provides a timeline for the implementation of this plan. 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 plans of the Districts and Provincial Education Division.

KEY:



Indicates full implementation



Indicates preparatory activities and reviews

years	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Administration											
Minor Outcome A1											
Organisational Improvement- The Gulf Provincial Division of Education will have the capacity to strategically respond to changing conditions and the division's priorities in implementing the provincial education plan ; 2006-2016.											
Restructure the provincial and district divisions to make it more efficient in the delivery of core functions.											
Conduct a review on the divisions' organisational capacity including its structure.											
Improve the organisational system and its practices in consultation with NDoE											
Develop organisational capacity of the division											
Develop and establish an efficient system for registration of schools.											
Review existing system and practices											
Inspect all permitted schools											
Monitor all private schools											
Develop annually work plans											
Develop quarterly work plans											
Develop annual divisional work plans											
Develop district and school work plans											
Implement the HIV/Aids Policy in schools.											
Strengthen existing relationship with provincial HIV/Aids Secretariat											
Provide awareness to all schools on the policy											
Liaise with other government and non-government agencies to implement the											

years	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
policy											
Monitor the implementation of the policy in all schools											
Facilitate regular forums with relevant government, non-government and church agencies.											
Minor Outcome A2											
Human Resources Management											
Human resource systems and programs established in all levels of staff in the Provincial Education System.											
Implement Human Resource Development Policy											
Provide work place training for public servants											
Provide support through succession planning for talented officers											
Provide specific skills training courses.											
Short development programs for divisional staff/ teachers on immediate work challenges											
Improve appointment system											
Review appointment policy											
Develop appropriate policy											
Improve procedures for attendance											
Review current procedures and processes											
Minor Outcome E3											
Financial Management: Budgeting and financial systems and processes are managed and sustainable.											
Consult the Department of Education to integrate planning and budgeting process.											
Provide relevant on planning and budgeting process											
years	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Provide training on annual divisional budget estimate.											
Provide training on quarterly budget reviews and cash flow projection											
Ensure disbursement and receipts of funds are used as per Finance Management Act.											
Improve management of the division's trust account											
Monitor and control division's recurrent budget.											
Generate revenue for Cost Recovery Activity											
Implement best practices											
Improve master asset management system of the division											

years	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Minor Outcome A4											
Information Communication Technology											
Development of Information Communication Technology Systems.											
Implement an information technology plan and policy of the division.											
Strengthen all forms of electronic communication.											
Train officers and teachers on how to use computers.											
Review and enhance current practices and procedures for record management and archiving of information.											
Implement best practise											
Establish a basic student and teacher data base system.											
Establish a centralised data storage system.											
Train officers on the use of communication and accessing of information.											
Minor Outcome A5											
Communication systems and processes are effective for producing and disseminating information and raising awareness.											
Develop and implement an awareness program to support implementation of District Education Plan.											
Identify target groups and develop strategies to monitor the implementation of the district education plan.											
Expand awareness to all stakeholders											
Disseminate information and newsletters on regular basis											
Write, produce and distribute information to schools on targets of the plan and other essential information											

Monitoring and Evaluating the Plan

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.

Performance Area: Organisational Improvement		
Minor Outcome	Target	Measure(s)
A1. The Gulf Provincial Division of Education will have the capacity to strategically respond to changing conditions and the division's priorities in implementing the provincial education plan;2006-2016.	By 2008 the divisions structure and function be reviewed	• Divisional structure reviewed
	By 2008 a policy will be developed to monitor private institutions	• Policy endorsed by PEB
	By 2008 HIV/Aids policy to be implemented	• Policy adopted

Performance Area: Human Resource Management		
Minor Outcome	Target	Measure(s)
A2. Human resource systems and programs established in all levels of staff in the provincial education system.	Implementation of human resource policy by 2008	• Policy implemented
	By 2008, an integrated workplace development program is developed for implementation.	• Policy implemented

Performance Area: Financial Management		
Minor Outcome	Target	Measure(s)
A3. Budgeting and financial systems and processes will be implemented.	By 2007 integrated planning and budgeting processes will be implemented.	• Budgeting and planning processes linked.
	By 2008 implementation of Master Procurement and Asset Register.	• Asset register maintained

Performance Area: Information and Communication Technology		
Minor Outcome	Target	Measure(s)
A4. Information communication technology systems and processes developed to support the management of education programs.	By 2010 a basic data base system is developed to keep basic teacher and student information	•
	By 2009 the Division will liase with Department of Education on the use of television teaching.	•

Performance Area: Communication Systems		
Minor Outcome	Target	Measure(s)
A5. Communication systems and processes are effective for producing and disseminating information and raising awareness.	By 2007 strategies will develop to carry out awareness on the roles and responsibilities of all stakeholders.	• Awareness carried out
	By 2007 a format be developed to produce, disseminate newsletters and information.	• Newsletters received in schools

Section: 6

FINANCING THE PLAN.

Gulf province has seen a remarkable achievement in the school system reform since 1994. High schools have taken onboard grades 11 and 12 while community schools have taken on grades 7 and 8, hence, have become primary schools. The responsibility once belonged to the conventional high schools establishments.

Introduction of elementary education into the formal educational establishment has placed additional pressure on the province's ability to establish new school to accommodate the rise in student and teacher enrolments. This includes having the infrastructure in place including building new classrooms and teacher's houses

The financing of the Gulf Education Plan is a shared responsibility between the National Government, the Provincial Governments, through the Gulf Provincial Administration, and Local-level Governments along with parents, the churches, the communities, other stakeholders and donor agencies.

The **National Government** will continue to support the province in its recurrent budget appropriation. The bulk of the National Government recurrent budget for education has been devoted to teacher salaries and personal emoluments. The National Government is responsible for teachers salaries and emoluments which includes leave fares, and the payment of school fee subsidies through the function grants. The provincial government is responsible for post primary infrastructure and the general operation of education services.

The table below shows the national government contribution. The rises over the plan period reflect the growing number of teachers and students required to achieve planned targets.

Table 44: National Government contribution, selected years, 2007 to 2016(K'000s)

	2007	2010	2013	2016
Salaries	8077.5	9621.2	11937.2	14871.3
Leave fares	223.6	252.2	313.5	419.7
Subsidies	1488.0	1752.9	2180.9	2697.0
Total	9789.1	11626.2	14431.6	17988.1

These areas of expenditure are shown in more detail in the following series of tables. The first shows total salaries by sector and the second the unit salary cost per student that clearly shows that the post primary education sector are much more expensive in terms of salary than basic education.

Table 45: Total salaries by sector, selected years, 2007 to 2016(K'000s)

	2007	2010	2013	2016
Elementary	2208.0	3001.8	3707.6	3853.3
Primary	4510.3	5143.4	6597.2	8785.4
Secondary	1257.6	1351.5	1479.8	2045.8
Vocational	101.6	124.5	152.5	186.8
Total	8077.5	9621.2	11937.2	14871.3

Table 46: Unit salaries by sector, selected years, 2007 to 2016 (Kina)

	2007	2010	2013	2016
Elementary	311.8	294.8	277.5	262.0
Primary	375.2	389.0	401.9	421.3
Secondary	814.4	817.6	817.0	814.8
Vocational	708.8	708.8	708.8	811.4

Leave fares are calculated as a percentage of salary. It is assumed that elementary school teachers will work in their own communities and so will not be eligible for a leave fare.

Table 47: Projected leave Fares by sector, selected years, 2007 to 2016(K'000s)

	2007	2010	2013	2016
Elementary	0.0	0.0	0.0	0.0
Primary	171.8	195.9	251.3	334.7
Secondary	47.9	51.5	56.4	77.9
Vocational	3.9	4.7	5.8	7.1
Total	223.6	252.2	313.5	419.7

The amount required for subsidies are based upon current unit figures and the level of enrolments. These figures reflect both funding received in function grants and funds made available through the provincial government recurrent (701) budget. These subsidies will be spent on basic school materials and supplies and is over and above the funding provided through the Department of Education school fee subsidy program.

Table 48: Projected subsidies, selected years, 2007 to 2016(K'000s)

	2007	2010	2013	2016
Elementary	334.6	478.5	627.9	691.4
Primary	849.7	945.1	1188.3	1512.2
Secondary	278.0	297.6	326.0	452.0
Vocational	25.8	31.6	38.7	41.4
Total	1488.0	1752.9	2180.9	2697.0

The **Gulf Provincial Government** appropriates funding through the function and operation grants and it's own resources, which is largely through the Special Support Grant. It is this SSG that will allow the province to carry much of the development work required as a part of this Plan. The province is responsible for the post – primary sector that includes infrastructure and the maintenance of Secondary Schools and vocational institutions. The costs of rehabilitating the existing vocational centres and then maintaining them will cost approximately K1.5 million over the plan period. The table below presents these costs for the plan period. The assumptions underlying these are as below:

- Grade 9 expansion: K500,000 for each new class
- Grade 11 expansion: K500,000 for each new class
- Secondary school maintenance: K10,000 per class per year

Table 49: Projected post primary infrastructure costs by year, selected years, 2007 to 2016(K'000s)

	2007	2010	2013	2016
Gr 9 class	0.0	500.0	500.0	1500.0
Gr 11 class	0.0	0.0	0.0	1000.0
SS Mtce	920.0	980.0	1080.0	1480.0
Voc mtce	30.0	100.0	100.0	100.0
Total	950.0	1580.0	1680.0	4080.0

The number of new Grade 9 and Grade 11 classes are determined by the assumed transition rates between Grades 8 and 9, and Grades 10 and 11. These are 50% and 25% respectively. These figures are consistent with those for the nation as a whole.

The Provincial Government is also responsible for the administration of the education system. This will include the operations of the Provincial Education Board. In addition, the province is supporting standards in the schools through providing annual funding for teacher in service and the inspectors.

Costs are kept constant unless there is a need for a rise due to rising enrolments or rising staff numbers. As an example the amounts required for examinations, included as a part of administration, will rise as the numbers in Grades 8, 10 and 12 rise. The costs by category are shown in the table below. The cost of salaries are not included in this table as they are budgeted for elsewhere in the budget for the Department of Gulf.

Table 50: Projected administration costs by year, selected years, 2007 to 2016(K'000s)

	2007	2010	2013	2016
Administration				
Wages	10.0	10.0	10.0	10.0
Utilities	17.0	17.0	17.0	17.0
Stationary	10.0	10.0	10.0	10.0
Maintenance	17.0	17.0	17.0	17.0
Travel	40.0	40.0	40.0	40.0
PEB	50.0	50.0	50.0	50.0
Districts	60.0	60.0	60.0	60.0
Exams	50.0	54.4	70.7	88.1
Tr travel	40.0	45.2	56.5	75.6
	294.0	303.6	331.2	367.7
Standards				
Staff development	5.0	5.0	5.0	5.0
Tr In Serrvice	50.0	56.5	70.7	94.5
Tr Pre Service	100.0	100.0	100.0	100.0
Inspections	54.0	61.0	76.3	102.1
	209.0	222.6	252.0	301.6
Grants				
Library Services	0.0	100.0	100.0	100.0
Literacy	20.0	20.0	20.0	20.0
FODE	30.0	55.4	61.4	87.8
	50.0	175.4	181.4	207.8
	553.0	701.6	764.6	877.1

Total costs to the provincial government are below:

Table 51: Projected Provincial Government costs by year, selected years, 2007 to 2016(K'000s)

	2007	2010	2013	2016
Infrastructure	950.0	1580.0	1680.0	4080.0
Admin	553.0	701.6	764.6	877.1
	1503.0	2281.6	2444.6	4957.1

The **Local Level Governments** through District Administration are responsible for supporting the efforts of the parents and the community in financing the establishment and maintenance of Elementary Schools and Primary Schools in their districts. This work will include classrooms and teacher housing. In addition to funding from the Local-level Governments it is also expected that there will funds available from other sources such as the Basic Education Development project and from local Members of Parliament.

The District Administration is required to provide logistical support for this work services in both the districts of Gulf Province. The table below presents these costs to the Local-level governments for the plan period. These figures equate to an average requirement of about K50,000 for each of the LLGs in the early years of the plan period rising to about K90,00 at the end. The assumptions underlying these costs are as below:

- Elementary maintenance K250 per class
- New elementary school grant K1000 per class
- Primary maintenance K1000 per class
- New Grade 7 grant K15,000 per class

Table 52: LLG cost for Basic Education and Maintenance, selected years, 2007 to 2016(K'000s)

	2007	2010	2013	2016
Elem mtce	75.1	102.1	126.1	131.1
Elem est	16.0	15.0	4.0	4.0
UP est	20.5	20.5	0.0	109.7
Prim mtce	318.2	362.8	465.4	619.8
	429.8	500.4	595.5	864.5

The total costs by level of Government are shown in the final table below:

Table 53: Cost by levels of Government, selected years, 2007 to 2016(K'000s)

	2007	2010	2013	2016
National	9789.1	11626.2	14431.6	17988.1
Prov	1503.0	2281.6	2444.6	4957.1
LLG	429.8	500.4	595.5	864.5
	11721.9	14408.2	17471.7	23809.6

The various governments will be supported by the parents and the community, the church agencies and also by the continued efforts of the donor community. The province is presently benefiting from various AusAID programs and projects and is expected during the plan period to also to benefit from a major European Union project designed to support the implementation of the National Education Plan.

The support of the **Church Agencies** in delivery of education services is recognised in the Gulf Province. They will continue to provide for the spiritual development of the people as well as supporting many schools.

There are also **other stakeholders** who contribute to the delivery of education services. These include the NGOs and those in the private sector including resource developers such as Inter Oil, Turama Forest Industry and the Kutubu Pipeline Project Tax Credit Scheme.

Parents will continue to pay school fees until such time as the government is able to fully subsidise education. Indicative figures for the total parental contribution by sector is presented in the table below:

Table 54: Parental contributions by sector, selected years, 2007 to 2016(K'000s)

	2007	2010	2013	2016
Elementary	424.8	610.9	801.6	882.6
Primary	1217.8	1353.9	1718.6	2191.5
Secondary	1004.0	1087.6	1189.3	1636.0
Vocational;	71.7	87.8	107.6	115.1
	2718.2	3140.2	3817.1	4825.2