

SIMBU PROVINCIAL ADMINISTRATION



PROVINCIAL EDUCATION PLAN

2006 - 2014

Human resource development is our priority

EDUCATION CHAIRMAN'S MESSAGE

I am pleased that the Division of Education has formulated a Provincial Education Plan 2006 – 2015 after intensive consultations with stake holders throughout the province. The plan is a reflection of stake holders input and how they would like the Division of Education to move forward in the next decade. Such consultations are the first of their kind and I applaud PRIDE, the financiers of the Provincial Education Plan.

As the Political head of the division, let me emphasize that the Division of Education, the Provincial Administration, the District Administrations and the Provincial Government claim ownership of the Provincial Education Plan and will ensure the strategies and activities, and the targets set in the plan are achieved. I urge the Provincial Government to faithfully finance the plan during the implementation period.

Simbu has almost no economic base for its future destiny; how ever it has the human resource to tap into. This human resource is our children. The Provincial Education Plan is formulated for our children's' benefit and for their intellectual development. Parents, school boards, Agencies, Local Level Governments and other stakeholders support is of paramount importance for the successful implementation of this plan.

The National Department of Education has gone through structural and curriculum reform in the last decade and its implementation is progressing well. The curriculum reform is said to be shifting from "objectives-based" to "outcomes-based". I personally have reservations about the curriculum reform. Our grade 10 students from remote locations are not performing to the standard expected. Could this be a reflection of the reform that we are forced to implement? Are we moving in the right direction? Only time will tell.

Though I have my reservations, I urge all stake holders to support and implement the policy changes and shifts the National Department of Education has undertaken through the National Education Plan (NEP). The Provincial Education Plan 2006 to 2015 is formulated consistent with the NEP major and minor outcomes for the maximum benefit to our children.

May God Bless this Plan, the implementers and especially our children.

TONY TABIE
EDUCATION CHAIRMAN.

ACKNOWLEDGEMENTS

The Provincial Education Plan 2006 to 2015 was formulated with the support and commitment of many individuals and stake holders.

The Pacific Regional Initiatives for the Delivery of Basic Education (PRIDE) is acknowledged for financing the consultative and planning processes. The Department of Education is acknowledged for the provision of technical advisors, who advised and guided us through many workshops and visits in the formulation of this Plan. We especially acknowledge the efforts of the Planning Advisor – Mr. Geoff Thompson, the a /Coordinator, National Planning - Mr. Maxton Essy, staff of the Planning, Facilitating and Monitoring Unit, and staff of the TVET division, whose frequent visits, advice, guidance and assistance have been invaluable.

The Division of Education in Simbu under the administration of Mr. Thomas Tumun is acknowledged for the financial assistance and support when ever it was required. The general staff of the Division of Education are acknowledged for their contribution one way or other in the formulation of this Plan.

In order to achieve this Plan a Provincial Consultative Group was formed to effect consultative processes, The Provincial Consultative Group held meetings and forums throughout the province and solicited stakeholders' views on what the Plan should be addressing in the next 10 years. We acknowledge the following members of the Provincial Consultative Group: Pastor; Samuel Sipa – Church Representative - Chairman; Mrs; Martha Kaiun – Women's Representative – Deputy Chairlady; Mr; Thomas Tumun – Division of Education Representative; Mr; Arnold Wau – Provincial Education Board – Representative; Mr; Alphonse Kee – Provincial Administrator's delegate; Mr; Michael Coonmer – Business Community Representative; Mr; Apakure Mogia – Education Institutions Representative; Ps; Umba Mawi – Private Institute Representative; and Mr. Alois Maima – Higher Education Institute Representative.

The Provincial Consultative Group has been supported by the Provincial Planning Team. This team was lead by Mr. Walkaima Essy – Senior Professional Assistant, and consisted of Mr. Francis Wakai , Mrs. Agnes Kaupa Kambu, Mr. Michael Dua , Mr. Mathew Geglua , Mr. Peter Aglua , Mr. Bonny Umba , Mr. Edward Arekawale , Mr. Thaddeus Maume and Ms Nancy Konduage (KBO).

The District Education Administrators and the staff from secondary and primary schools who made facilities available during the consultative processes in all the districts visited are acknowledged.

To the many individuals and organizations who are not acknowledged here but have contributed one way or another, you are thanked for your contributions, support and cooperation.

FOREWORD

The Provincial Education Plan 2006 - 2015 is formulated upon the National Education Plan 2005 – 2014 goals, Major and Minor Outcomes, Strategies and Activities frame work. The Plan aims to provide opportunity for every child to attain nine years of basic education to grade eight (8). After grades 8 50 percent continue to grade 8 and after grade 10 25 percent continue to grade 11.

After ten years of providing Elementary Education with a language the students are familiar, which is vernacular or Tok Pisin, the stake holders overwhelmingly opposed the medium of instruction which is currently being. In the next ten years the medium of instruction in Elementary will be English. Recruitment of Elementary teachers will be strictly limited to grade 10 and 12 leavers. Bridging will be done in Elementary Prep to Elementary Two.

Primary education extends from grade 3 to 8. By 2015 all community schools except Karamui will be topped up up to Primary School status. The Plan envisages opening some more primary schools to cater for the increasing population and also to bring service closer to the community.

Those young children who cannot continue to grade 9 or 11 will be given the opportunity to continue in Technical and Vocational Education and Training (TVET). The Plan makes provisions for an adequate number of TVET institution in each district for our youths to access. The voucher incentive to be issued to the grade eight leavers will be a big boost for our youths to access technical training. We anticipate an influx of students in our TVET institutions. Emphasis is placed on short Community Based Education (CBE) courses to be offered in our TVET institutions or through extension programmes to enhance community activities and to improve living standards.

At the lower secondary we anticipate to convert some high schools to Technical Secondary Schools while the rest are maintained as conventional lower secondary schools. At the lower secondary technical schools students still take the core subjects and they will also take one or two special technical subjects. Those students with good results may continue to grade 11. The rest should find a placing at Don Bosco or continue in other TVET institutions. Skills training is very vital for a sustainable living therefore we would encourage such training to be provided for our youths. New lower secondary schools will be opened by converting existing Primary schools.

We have three Upper Secondary Schools. The number of secondary schools will be increased to five by 2015, and will be offering foreign languages as an optional course.

As we go through a shift from one structure to another and from one curriculum to a new Curriculum, teacher training is considered integrally vital for our teachers' professional development. The division will support teachers who have secured places in tertiary institutions to upgrade their qualifications.

We want our Provincial Education Plan to be a little different from the anticipated Minor Outcomes of the National Education Plan by including infrastructure and maintenance as Minor Outcomes. This is essential as a means to advise various stakeholders of our infrastructure requirements in all our institutions and their responsibilities to develop them. If we are to seek assistance from the friends of PNG or donors, our needs must be included in the Plan. Assistance may be sought for projects consistent with our Provincial Education Plan.

Special Education is a new initiative in the Plan. One stream of Special Education is targeted at the physically-impaired who are in our schools which have been neglected in past years. The Division will work closely with our Callan Services and other special centres established by individuals or churches and provide necessary assistance they require to help these children to be competitive with normal children.

Parents have a very important role in the education of their children. We challenge the parents to raise their children in a disciplined environment based on Christian principles, to actively participate in Parents and Citizen (P and C) activities in schools and to faithfully pay their children's school fees. Let's take up our responsibilities conscientiously and make our contributions to achieve the goals in this Plan.

The District Education Plans will be formulated with vital information abstracted from the Provincial Education Plan. This will be followed by the School Plans. Whatever plans are formulated they must be consistent with and seen to be complementing, the Provincial Education Plan. Remember, our vision is to develop the abundant human resource this Province has produced.

I urge the Provincial and the Local Level Governments, the Provincial Administration, the Division of Education as the implementing agency, and other stake holders to take ownership of this Plan and ensure it is implemented and the goals are achieved.

From the Provincial Education Plan, Annual Management Implementation Plans will be produced. The Annual Implementation Plans will be evaluated annually to assess successes and failures, and adjustments will be effected in the next Annual Management Plan.

It is a privilege for me and the members of the Provincial Consultative Group to actively participate in the development of this Plan. The Plan has been developed after we have had consultations with stakeholders throughout Simbu, covering all the districts including Karamui.

"Man without vision perishes" (Proverbs 29: 18). The Simbu Provincial Education Plan is basically unveiling the vision and direction in which the Division should move forward in the development of Simbu's abundant human resources from 2006 to 2015. I pray and commit this Plan to the good Lord for His blessings.

Pastor Samuel Sipa.
Chairman-Provincial Consultative Group.

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Our Vision

National vision (adapt)

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

Simbu's Vision

2. Our vision is to develop the abundant human resource in this province through the implementation of the national education and also community based curriculum. To mould and prepare our children for a prosperous life through

- formal employment in the government's public service work force or its statutory bodies, or in the private sector workforce; or
- engaging in self-employment; or
- involving in a sustainable living and so contribute towards this nation's development.

Through formal or informal employment, Simbus shall also mobilize resources and develop their communities, villages and the province as a whole.

Mission Statement

To provide quality education for our children, enabling them for employment or for a sustainable living in the community - through commitment, dedication, perseverance and discipline.

BASIC EDUCATION

Elementary Education

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

Primary Education

At nine years of age children continue their basic education in a primary school. After six years of primary education that begins with a bilingual program, children have the skills to live happily and productively, contribute to their traditional communities and use English to understand basic social, scientific, technological, and personal concepts and values learning after Grade 8.

POST PRIMARY EDUCATION

Secondary Education

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

Flexible, Open and Distance Education

Papua New Guineans harness all appropriate and affordable technologies to pursue Flexible, Open and Distance Education opportunities.

TVET Education

The education and training needs of the immediate community are catered for by TVET Education institutions offering appropriate and relevant courses of varying lengths and giving priority to those students who have completed Grade 8.

INTRODUCTION

Simbu – its name

Simbu acquired its name from the pioneer explorers, Taylor/Leahy brothers in 1933. The Taylor/Leahy brothers' expedition into the interior highlands brought them to Simbu and as far as Mt. Hagen.

As they travelled through Simbu, they traded salt, beads, axes, bush knives etc. with the people in return for food, pigs and friendship. The people received goods and expressed their gratitude and appreciation by saying "Simbuuuu, Simbuuuu, Simbuuuu". The Taylor/Leahy brothers thought that these people called themselves Simbus, so they named them Simbus. The province later acquired the name Simbu as an appreciative word usually expressed after receiving goods and services. We define Simbu as Thank you.

Simbu – its people

Simbu is densely populated. The 2000 census statistics show we have a population of 258,000. On an average about 300 people live per square kilometer. In the Karamui area it could be as low as 10 people per square km. With better health services, increased fertility and reduced mortality rate the province has realized a substantial population growth. About 20% of Simbu's population migrates to other provinces in pursuit of opportunities or where they find the environment more conducive to their existence.

Simbu – its geography

Simbu Province lies between latitudes of 5 degrees 45' South and 7 degrees 50' South. The most prominent features are the Bismarck range to the North topped by Mt. Wilhelm, 15,500 feet above sea level and the Kubor Range to the South. Between them runs the Waghi River which later joins with the Asaro River in the East and later exits into the ocean as the Kikori River. (Provincial Rolling Plan 1988).

Simbu is mountainous and rugged. Sedimentary rocks are its foundations, with limestone being the predominant rock type. Gorges of up to 200 meters in depth are a common sight from Gembogl to Kundiawa, Gumine and to Kiari. It offers some of the most unique breath taking scenery in PNG.

Simbu – its language and culture

We have sixteen major languages, although within some there are slight differences in the dialects. They are Kuman, Siane, Kamara, Gomia, Gai, Tabare, Kumai, Dinga, Dom, Kepai/Gunangi, Yuri, Golin, Nagl, Daribi, Yasu and Woma/Kapma. The languages are fast dying out and gradually being replaced by Tok Pisin which may sooner or later become the lingua franca. The culture is tied to the language and is fairly similar throughout the province but varies slightly from one area to another.

Simbu - its economy

About 85 percent of Simbus are subsistence farmers while the other 15 percent are involved in some form of wage earning employment. Due to the rough geography the province does not invite large-scale economic activities such as coffee, tea or spice production. The Simbus living to the North depend entirely on vegetables for their cash income, whilst the rest of the Simbus are limited to owning small coffee plots which would yield approximately 300kg of parchment annually. Towards the south is Karamui which has vast areas of virgin rainforest that has the potential for mass cash crop development. However, the major constraint is that it is inaccessible by road. At the time of writing this Plan, the Papua New Guinea defense force engineering battalion has been engaged to construct the road from Kundiawa to Karamui. This is an overdue development, which is seen as an opening to the province for major cash crop economical development. There is a high possibility that Simbu may have some natural resources like; gold, copper, gas, crude oil waiting to be developed and exploited, however this is yet to be prospected. The discovery of resources may help to improve the livelihood of the Simbu people.

Simbu – its Political Structure

PNG gained independence from Australia in 1975. In 1978 the Provincial Governments were established by an Act of Parliament and certain National Government functions were decentralized. Again in 1995 the Provincial Governments were reformed with further decentralization of powers, the objective here being to deliver goods and services to the bulk of the rural population from the district headquarters.

The province is divided into six districts; they are Kundiawa-Gembogl, Sinasina-Yongomugl, Chuave, Kerowagi, Gumine and Karimui-Nomane. Each district is further sub-divided into Local Level Governments (LLG) with limited council wards allocated to each LLG. The councilors are elected by the people through a normal democratic election process. The Councilors then elect their president who forms part of the Provincial Assembly. After intensive lobbying, the group with the majority of the Assembly members forms the Government headed by the Governor. The lesser group forms the Opposition. The Government may appoint three people to represent church, women and youth as nominated members of the assembly. The Governor then appoints Assembly members in the Government to be Heads/Chairmen of various Divisions within the Administrative structure.

Simbu – its Administration

The Province is headed by an Administrator who is the head of the Public Servants and a Deputy Administrator who is the next in seniority in the hierarchy. The Divisional Heads are known as Principal Advisors who report either directly to the Administrator or the Deputy Administrator. Each of the six districts has a District Manager who is appointed to oversee the operations of the public servants and other activities at the district level. Under the current administrative structure there are six District Education Administrators (DEA), who oversee the operations of education in the district. The DEAs are responsible to the District Managers. However, educational issues are reported to the Provincial Education Advisor.

Simbu – its Education

The opening of primary schools by the Catholic Mission at Dimbi (Mingende) dates back to 1934 and at Gembogl in the upper Simbu to 1935. (“They went out to sow”, Fr. John Nilles, SVD pg 53). The first Government primary school was opened at Gon in 1937. By that time the Lutheran missionary William Bergmann had settled at Ega. Around that time the Lutheran church is believed to have opened Ega School. The schools were established initially to train interpreters and lay missionaries, or catechists to spread the Good News.

About 70 years on from those humble beginnings, the education services to the people of Simbu have expanded to all corners of Simbu. A lot of Simbu intellectuals are employed in all fields of work in PNG. Some of our Simbu intellectuals have been employed overseas. The Division continues to aspire to develop the human resources so abundant in Simbu. The statistics in Table 1 show the achievements since these humble beginnings.

Table 1: Number of education institutions in province – 2005, by sector.

U/Secondary	L/Secondary	Primary	Elementary	Tech/Voc	Special School
3	9	132	241	8	1

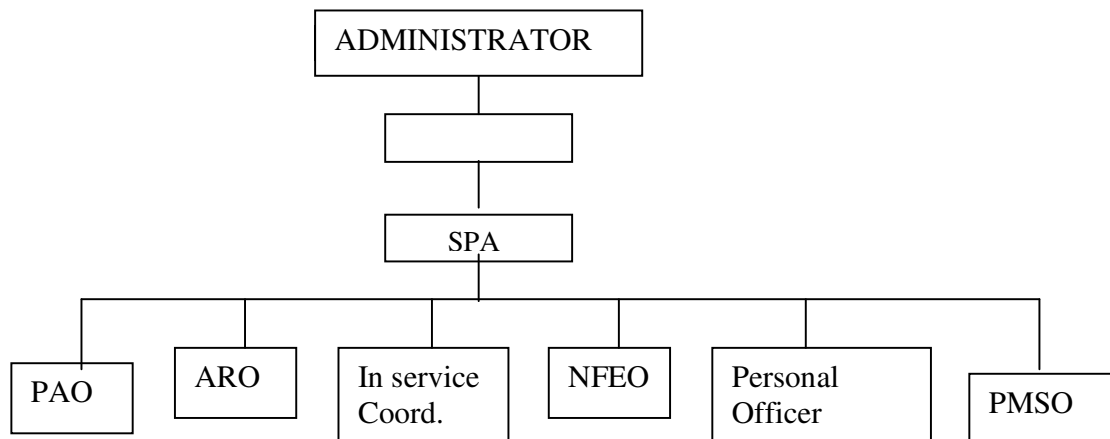
The figures in the table show the number of institutions in the different sectors or levels currently operating in the province.

Table 2: Employees serving Division of Education – 2005

PDOE	Secondary	Primary	Elementary	Tech/Voc	Special School
7	239	1059	615	91	1

The above table shows the staff strength within the Division of Education. It consists of the public servants and the teachers by sector.

Provincial Education Structure



The Division's casual staff are not represented in the above structure.

National Goals and directive Principles

The Plan is guided by the National Goals and Directive Principles established in the Constitution.

1. Integral human development

We declare our first goal to be for every person to be dynamically involved in the process of freeing himself or

herself from every form of domination or oppression so that each man or woman will have the opportunity to develop as a whole person in relationship with others.

2. Equality and participation

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

3. National sovereignty and self-reliance

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

4. Natural resources and environment

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

5. Papua New Guinea ways

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

Millennium Development Goals

The eight Millennium Development Goals as developed by the United Nations which Papua New Guinea has committed to are:

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

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

Education for All Goals

The six Education for All goals that were agreed to by all nations at Jomtien, Thailand, in 1990 and reaffirmed in Dakar, Senegal, which Papua New Guinea has committed to are:

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

Provincial Education Goals

The Provincial Consultative Team with technical advice from the Planning team has discussed and agreed on these eight goals:

- Each child is integrally developed – intellectually, physically and spiritually.
- Universal education is achieved at grade 8 level.
- Quality and relevant education is provided through the teaching of the national curriculum.
- Adequate educational institutions are provided and accessible by our children.
- Teachers are supported and encouraged to upgrade their qualifications through all available avenues.
- Special Education is provided for two groups of people; one, for the physically impaired children and two, to develop and enhance skills and knowledge of Simbus with special gifts and talents.
- Encourage and promote gender equity in all aspects of educational activities and participation.
- Community based curriculum is developed and implemented to enhance relevant community based activities and needs.
- Combat HIV/AIDS through an aggressive awareness campaign and the implementation of DOE policies.

Major Social Issues

The following are considered to be the major social issues affecting this province:

Healthy living

Simbus are generally ignorant about living a healthy life. They engage in activities that are unhealthy and allow themselves to be vulnerable to diseases. However through God's grace are able to survive. Through the implementation of the reform curriculum the students will have learnt some basic health principles and be conscious about healthy living. The students are anticipated to have a significant impact in their villages.

HIV/AIDS

Simbu had 203 reported cases of HIV/AIDS in 2004. Simbu is rated 4th highest in regard to the number of HIV/AIDS reported in PNG. With a national average of 150 HIV/AIDS new cases reported each month and

Simbu reported to be in the top five, the disease is a real threat. Simbus are sexually active in all age groups. Taboos are no longer respected; heterosexual affairs freely occur; polygamous practices are still maintained; divorce and remarriage is so common Simbu Province could be heading for a catastrophe. More young girls are turning to prostitution to make a living in these difficult times. By implementing the DOE HIV/AIDS policy which the Education Department is currently working on will reflect the Province's commitment to combat HIV/AIDS.

Alcohol and Drug Abuse

Alcohol and Drug abuse is a common sight in Kundiawa and in all villages. Youths are illegally producing their own local brew, commonly known as "steam" and are selling it cheaply as well as consuming it themselves. Those who are engaged in these illegal activities are mostly between the ages of 12 – 30 years. This is the most productive group of youths and adults. The Provincial authorities have taken no action to combat this problem. The Simbu Education Plan will accommodate more Mission participation in our institutions and ensure religious activities are encouraged in our schools to combat this issue with the word of God and Christian principles.

Tribal Fighting

Tribal fighting occurs sporadically in the province and continues to pose threats to the lives of our teachers and students. School infrastructure is either vandalized or burnt to ashes. This Plan will ensure the Simbu Education Board sets strict policies to combat this issue.

Gender Issues

A prevalent characteristic of the culture of the Province has always been that women have been considered to be of a lower classification than men. Men have been dominant in all activities and participation. This Plan will ensure women are represented in all aspects of the Divisions activities; women participation is encouraged; Accelerated Girls Education (AGE) initiated by UNICEF is strengthened. This will enable more girls to have access into our educational institutions. By 2009 the Plan anticipates to convert one Primary school to a girls' lower secondary school.

Population

Simbu's population growth is about two percent annually. This implies that about 2500 children are naturally born annually. This figure represents five percent of the student population. If all children are to attend classes we anticipate 60 to 80 new classes annually.

The Consultative Process

Following a regional workshop in Mt. Hagen in March 2005 on Provincial Education Plan, deliberations on the Plan 2006-2014 began. The Provincial Consultative Group was formed chaired by Pastor Samuel Sipa and the Planning team lead by Mr. Walkaima Essy (SPA). The PCG comprised representatives of the SEB, PDoE, Provincial Administrator, business community, Education Institute, private education institute, Higher Education, Women and the churches. The PCG had a series of meetings with stake holders in all districts to solicit their views from the 19th July to the 1st of August, 2005. The PCG also had other series of meetings with the Planning team and deliberated on the stakeholder views and placed them in the following categories – DOE, TSC, SPG SEB and Planning. Issues on Planning have been further deliberated and accommodated in the Plan.

The PCG provided support by coordinating, monitoring and guiding in the formulation of the Provincial Education Plan 2006 to 2015.

Overview of the Plan

Education Reform

After completing the district visits it was found that more than a large percent of the stakeholders were unhappy about the way in which some of the structural and curriculum reforms in PNG were being implemented and some even alleged that it did not provide a comparable education to that of the old system. These critics pointed to the lack of literacy skills that grade two students appear to have following their elementary education and the fact that grade three teachers expressed having difficulty in teaching bridging classes. ~~The stake holders vocally expressed that the structural and curriculum reform currently introduced and implemented in PNG was designed by foreigners to suppress PNG intellectuals. (I find this last sentence objectionable as I am sure it would be by the many Papua New Guineans who contributed to the curriculum reform process. It should be removed)~~ The underlying issues contributing towards the objection expressed by stake holders are the failures which are seen in each sector of the present education system. This Plan attempts to address the underlying issues to ensure the structural and curriculum reforms are working, and satisfying.

Access

This Plan will ensure elementary education continues to expand to cater for the 6 year old children despite the reservations expressed by some of the stakeholders. Elementary education in remote areas will be established within the existing primary schools to operate on its own but be supervised by the Head teacher. The medium of instruction will be selected by the community through the Board of Management as per the Language in Schools policy. This does not mean that all school will use the local vernacular or the local tok ples. In primary education, top up will continue in some parts of Simbu. All primary schools in Karamui will offer an education through to grade 6. At the end of grade 6 all students will transfer to Karamui High School to complete grade 7 and 8. This Plan also makes provisions for two lower secondary schools to enroll grade 7 and 8. This provision is made available for parents who are able to meet school fees to send their children there. **(This is not mentioned in the secondary section. Why do this? Is it the intention to satisfy the urban working classes? It is divisive and should be removed)** Those parents unable to meet their children's fees retain them at the primary schools. Retention at elementary and primary level is to improve to 70 percent in line with the DOE objectives by 2014.

DOE Access requirement into grade 9 and 11 is 50 percent and 25 percent respectively. Simbu's access rate is beyond the national minimum and with two more secondary school in the Plan access into grade 11 is anticipated to go beyond the National access limit.

By 2015 the province will have five secondary schools. Of the five secondary schools two will be converted to technical secondary schools offering technical courses as well as the academic subjects. One of the secondary schools will enroll girls only. The five secondary schools will also offer foreign language courses. Recommended courses are Chinese, Japanese, Bahasa, Malay, and French. The division will negotiate with the ambassadors of the selected countries for volunteers to be engaged to prepare and teach the course.

To move away from rhetoric to reality in providing a relevant Education, this Plan ensures adequate TVET institutions are established in each district. Priorities will be given to Mission Agencies to take on board TVET and technical training. A substantial increase in access into technical education and training by 2015 is anticipated. The Technical TVET will also cater for grade 8 leavers who will be given vouchers as incentives starting 2007.

The Plan realizes the need to promote access into university through its distance learning programme in Kundiawa and Flexible Open Distance Education for those who can not complete their secondary education through the formal system. The recent signing of the memorandum of agreement (MOA) between UPNG, FODE and Simbu Provincial Government enhances the Province's objectives to develop the human resources which the province has in abundance. By 2015 we anticipate enrolment to double.

The Plan further aims to establish Special Education across the Province. We aspire to achieve two streams of Special Education. One stream to cater for the physically impaired children while the other special education stream is to cater for people with special gifts and talents.

Quality

While it is too early to comment on secondary curriculum content, teachers implementing the primary reform curriculum have expressed some reservations wondering whether it is both preparing children to return to the village as well preparing those who have the ability to continue to tertiary education.. Provisions are made in this Plan for materials to be produced locally to enhance and enrich our students' learning.

The Plan encourages more of our teachers to get further training to upgrade their qualifications, more in-services to be conducted at provincial level to enrich our teachers with skills and subject knowledge. Open invitation is extended to private organizations to offer any training within their capacity to our school leavers.

Management

Division of Education's scope of activities in this Province is so far the biggest compared to the other divisions and yet a skeleton staff is maintained at the Provincial level. This Plan ensures provisions are made to increase provincial staffing to complement its increased activities. The Plan encourages and values involvement of the community through the various BOM and BOG and also the Mission agencies and their participation. Emphasis is placed for Mission agencies to take more of the TVET institutions and their management. Constant dialogue between PDOE and District Managers will be established to ensure the DEAs are adequately resourced to effectively execute their duties. Local Level Government Council Presidents and councilors are advised of their roles and participation in developing elementary and primary schools in their districts.

Financing

The financing of the Plan will come from different levels of the government, church agencies, communities and donor agencies. Schools will have to take greater responsibilities themselves to venture into self reliance activities to supplement the school budget.

Teachers' and public servants' salaries and entitlements is the largest component in the Plan. It shall be accommodated in the provincial government recurrent budget annually.

Infrastructure and maintenance component for secondary institution shall be the responsibility of the Provincial Government.

The Local level Governments and the community shall take total responsibilities over Primary/Community, Elementary, and Technical TVET schools. The province will actively persevere to seek donor funding for infrastructure developments and maintenance for all sectors of our institutions.

The Division of Education will find avenues where subsidized fees can be sourced or otherwise negotiate with the Provincial Government for a loan scheme to assist our teachers who wish to improve their qualification.

If the current subsidies from the DOE, the Provincial government and the subsidized fee component from the Hon. Governor continues, the SEB will determine appropriate school fees policies for various sectors of our educational institutions which it will insist parents must pay.

Organization of the Plan

The Plan is organized as outlined below.

Section 1: Introduction

This section provides an overview of the Plan.

Section 2: Our vision 2006 to 2015.

This section outlines the vision for education by sectors.

Section 3: The Plan for Education 2006 – 2015

This is the main section of the Plan. The sectors – elementary education, primary education, secondary education, technical and vocational education and training (TVET), flexible, open and distance education (FODE), special education, PDoE Administration – are described using the same five components. These components are access, quality curriculum and monitoring, quality teacher education and training and management, new schools and infrastructures and maintenance. Each sector has its own vision and its own major outcome and minor outcomes, and the key strategies and activities for achieving these outcomes. In the text, the minor outcomes are referred to using the first letter of the sector (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 numbers 3.

Section 4: Implementing the Plan.

This section outlines how the Plan will be implemented and provides an implementation timeline of the strategies and activities. Using the Provincial Education Plan the districts shall derive their District Education Plans. The Provincial Education Plan shall be reviewed on an annual basis. The division anticipates to producing annual Provincial Education Operational Plans and carrying out evaluations of the Plan.

Section 5: Financing the Plan.

This section considers the financing of the Plan.

Section 6: Monitoring and evaluating the Plan.

This section deals with the monitoring and evaluating the Plan. It aims to assess the targets and activities highlighted in section 3 with section 4 and 5 on implementing and financing the Plan and shall determine whether targeted activities have been achieved. Other support documents and awareness materials will supplement this Plan.

BASIC EDUCATION

ELEMENTARY EDUCATION

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

PRIMARY EDUCATION

At nine years of age children continue their basic education in a primary school. After six years of primary education that begins with a bilingual program, children have the skills to live happily and productively, contribute to their traditional communities and use English to understand basic social, scientific, technological, and personal concepts and values learning after Grade 8.

POST PRIMARY EDUCATION

Secondary Education

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

FLEXIBLE, OPEN AND DISTANCE EDUCATION

Papua New Guineans harness all appropriate and affordable technologies to pursue Flexible, Open and Distance Education opportunities.

TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET)

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

ELEMENTARY

Major issue:

The following policies and points are concerned with the major issues or policy areas as well as other areas not included in the formulation of the Plan.

1. Various stake holders and communities visited by the consultative group expressed strongly that the **way in which elementary education has been implemented should be reconsidered**. As it is a policy matter, this can not be effected but a few changes will be included to satisfy the stake holders wishes.

2. Uneven distribution of Elementary Schools:

Special consideration must be given to districts or areas which were least prioritized over the past nine years. They were deprived of the reform changes and not many schools were established. Locations like Nomane, Salt, Karamui and East-West Elimbari to be prioritized.

3. Recruitment of Elementary Teachers:

All elementary teachers that are to be recruited will be screened and selected by respective communities according to merits and those with grade 10, 11, and 12 qualification will have the advantage. The policy as stipulated by the PNGEI governing council will be honored.

4. Mobility for supervision and Monitoring:

The responsible Provincial authorities must assure that viable means of transportation must be made available for the field based technical offers to perform and maintain close supervision and monitoring of our schools in the province. Lack of mobility has contributed immensely towards poor performance of officers and teachers which results in the decline of children's learning.

5. Kindergarten:

The elementary component is a part of the formal education system. It is bringing basic fundamental education back to the door step of the little children who can commence by the age of 6. Those who are under the age of 5 can attend kindergarten informally at the same school location. Volunteers and councils and the general community can organize that at their own level and expense.

6. Extension of Instructional hours:

The prescribed time allocation for elementary is 4 hours, which is insufficient. Prep class can take heed of this time allocation. The Elementary 1 and Elementary 2 should have an extension of one to two hours. They can finish off at 1 to 2. This is an ample time of 5 to 6 hours. Teachers must be flexible and adjust according to children's learning needs.

7. Teacher qualification:

The mode of selection of trainees will be changed. Only candidates with qualification range of grade 10, and 12 to be considered. Those teachers formally selected and currently teaching but not possessing the required grades will be asked to upgrade themselves to remain in the system. Otherwise they will be replaced by qualified people.

8. Integration of Elementary into Primary Settings

All Elementary schools are currently located around central locations in the village for access by every child. Also land and materials are readily available for use. If circumstances warrant their relocation to the feeder primary then they can be accommodated. So long as the primary school has the capacity to assimilate two to three elementary schools with estimated enrolments of seventy to eighty children for close monitoring and supervision. The teacher student ratio of 1:30 must be constantly maintained in elementary schools.

9. Medium of Instruction:

The current mode of instruction in the classroom using the child's first language will be changed. The medium of instruction will be that of the community and will be nominated by the community through the Board of Management. Bridging will actually commence in prep and English will be used through out the Elementary stage.

10. *Elementary Teacher Training:*

The current mode of teacher training put in place by PNGEI will be maintained, which is an apprentice type training – actually on the job training for three years. If the teacher education and staff development section comes up with another option then the program will change.

11. *Retired Primary School teachers to teach in Elementary schools:*

Only on rare cases opportunities will given to these people to teach in elementary schools. Those that are not redundant and can meaningfully contribute towards a child's development will be considered. They have had their share of employment and opportunity should be given to the younger generation who can contribute meaningfully and for some good number of years.

12. *Cease Expansion of Elementary Schools:*

Existing primary schools with elementary establishment will not be considered for expansion. Current existing lower primary (community) schools will be considered but the elementary school will be established in the vicinity of the existing school. Other specified areas mentioned in point one (1) will be given priority.

13. *Curriculum Development:*

In line with the curriculum developed by DOE the province will develop supplementary curriculum materials while ensuring consistency is maintained through out the Province. This is to ensure children are basically learning the same concepts throughout the Province.

Elementary Education

Situational Analysis

Definition:

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

Access

The education reform commenced in 1994 in the province with Primary Top up schools. Elementary establishment initially commenced in 1996 with thirty seven schools. Currently it has expanded extensively in line with primary establishment. A lot has been achieved over the nine (9) years period. The provinces enrolment and staffing statistics is shown below.

Table 3: Enrolment and staffing by districts 2005.

No	District	No.of schools	Trainers	TEACHERS			ENROLMENT		
				M	F	Total	M	F	TOTAL
1	Kerowagi	51	2	99	25	124	2214	2038	4252
2	Gumine	31	1	68	16	84	1503	1321	2824
3	Chuave	27	2	50	20	70	1238	813	2051
4	Kundiawa	39	2	66	44	110	1081	1044	2125
5	Gembogl	33	1	64	21	85	1195	1110	2305
6	Kamtai	29	2	66	13	79	1064	900	1964
7	Kara/Nomane	31	2	64	9	73	1535	1117	2652
	Totals	241	12	477	148	625	8749	7299	16048

Achievements during the nine year period;

- All districts have their share of Elementary established in central locations for access.
- Female enrolment is at 42 percent.
- Positive yearly enrolment increment reflects progress towards universal education.
- All schools registered and position funded.
- Most communities made significant contributions towards the school's development.
- Respective trainers are engaged to monitor the program in the district.
- Special education and gender issues are integral part of the training program for inclusive education.
- Mobility for supervision and monitoring has been a concern but horses have been introduced lately for education technical officers to use.
- Resource and Monitoring assistance from the province and district for operational cost is non existent.

Provincial Reform Reflections

The general populace of the province is against the education reform concept and wants it to be done away with. As it is a policy matter the province can not do much and opted to adjust a few policy concepts to satisfy the provinces stakeholders' needs.

- Teacher qualification and selection to be critically analyzed. Current serving members' qualifications to be reassessed for quality.
- Language of instruction to be selected **by the Board of Management** and commencing in Elementary Prep
- Remaining elementary schools to be established in the existing primary school.
- New establishments will be centered around least prioritized districts.
- Lack of teacher commitment and frequent absenteeism to be monitored and disciplined or to the extreme of termination.

- Trainer's performance in the district to be monitored for quality input in performance.
- Schools that are established without association with a primary school will be rationalized.

Quality- Teacher Education and Training:

The current teacher training program is monitored by Papua New Guinea Education Institute (PNGEI) through a mixed mode of distinct components; SIU, TDT, ST. Certificate of Elementary Teaching is awarded by the Institute after three years training. 527 teachers have been awarded the certification.

The province has twelve PNGEI certified trainers who train teachers and monitor the Elementary Program in respective districts. Respective responsible communities do teacher selection according to merits and character. Formerly teacher selection was not done according to merit and in accordance with established guidelines.

Curriculum

The reformed curriculum was implemented in 2005 by teachers after numerous workshops and in-services conducted in respective districts. Trainers are well versed with reform curriculum information after attending several CRIP workshops. A Nationally developed curriculum is currently being used in all the Elementary Schools.

Elementary Inspection

An Elementary inspection system is in place in the Province for teacher appraisal. Most inspection ratings are done for teacher registration into the Teaching Service. In 2005, there were 478 registered teachers in the Province. A Provincial Elementary Inspections Coordinator (PEIC) coordinates all inspectorial activities in the Province with assistance from district based trainers.

Social Issues:

The alarming rise of the HIV/AIDS transmission is of great concern for our children. AusAID has supporting materials in the Teacher training package for use in schools for sex education and also drug related issues. Teachers are trained to impart this knowledge at the early stage of development for later wise discernment. Tribal conflicts have resulted in closure of eight elementary school in several districts. Gender issues and equal participation is a component of training and equally stressed in work places.

Infrastructure / Maintenance:

Most Elementary facilities are of bush materials and maintained annually because of their non-durability. A few classrooms are semi permanent or permanently built from donor funding. In most cases Teachers initiate building the houses where community support is lacking. Communities are wholly responsible for the infrastructure and maintenance of all elementary schools.

Management:

The elementary establishments are controlled and supported by its Board of Management, communities, Ward Councilors and various stakeholders. Schools are built according to Plans with the intention of being a "feeder school" to a designated primary school for grade 3 intake. The Department of Education technically supports and subsidizes the program in the province.

Elementary Education

Major Outcome

Every 6 year old child in the province has access to Elementary Preparatory Grade by 2012 and completes three years of basic relevant education.

Access

Minor Outcomes: E1

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

Elementary schools have been effectively established in all the seven districts apart from a few locations that need addressing in association to upper and lower primary schools. By 2012 all eligible children will be provided with the opportunity to enroll annually and complete the three years of basic elementary education. District Education Administrators will formulate their district Plans as soon as the Provincial Education Plan is completed.

Target E1.1
District Education Plans to be completed by 2007.

Due to annual intake and improved access the enrolment of six year olds will presumably increase by 3% annually according to the population growth in this province.

Table 4: Projected Elementary school enrolment 2006 – 2015

	2006	2008	2010	2012	2015
Prep	7344	7746	8148	8549	9046
Grade 1	5427	7168	7549	7931	8434
Grade 2	4898	6628	6991	7353	7862
Total	17669	21541	22688	23834	25342

The current trend is that two or three, elementary schools are clustered around a feeder primary school. All new establishment of preparatory classes will take place in the existing primary institution for supervision and monitoring.

The quota allocated to Simbu for the establishment for new elementary schools is seven (7). The quota will be distributed evenly across the province. We will also give priority to the districts that have fallen behind with the elementary establishments. It is a requirement that when requests for new schools come in a feasibility study is carried out to ascertain whether adequate six year old children are available; the location is ideal; there is drinking water; and to ensure the feeder Primary School does not have excess feeder elementary schools. The feasibility study is to be forwarded to the SEB for their deliberations and endorsement.

Table 5. Projected new Elementary establishment 2006 – 2015.

New Establishment	2006	2008	2010	2012	2015
	7	7	7	7	0

Target E1.2
Elementary establishment to be completed by 2012.

Simbu Provincial Education Board will formulate guidelines which the communities and Local Level Government Councils will use to establish elementary schools where necessary.

The teacher and student ratio is anticipated to be 1: 35. Every teacher will be entitled to teach a class. Multi - grading is a component of teacher training therefore will be utilized in institutions where enrolment is low. Also schools within walking distance of one another will be amalgamated or rationalized when enrolments are low.

Teacher absenteeism has been a recurrent problem which is yet to be solved. The Plan anticipates putting in place a monitoring team to address teacher absenteeism.

Table 6. Projected elementary Teacher intake 2005 – 2015.

	2006	2008	2010	2012	2015
Prep	255	269	0	296	312
Grade 1	188	262	275	0	307
Grade 2	170	255	269	0	301
Total	614	785	544	296	920
Ratio	28.8	27.4	41.7	80.6	27.5

Simbu Education Board will ensure new schools registrations are endorsed and appropriate forms are forwarded to the Department of Education for their registration on an annual basis until the target is achieved.

All new elementary establishments will be catered for in a primary school to which the elementary school will be a “feeder” school as requested by various stakeholders. Schools will only be established for those areas where the community school has reached primary status and none will be established for those which currently have elementary schools. Priority for establishment will be granted to certain areas of a district which have been neglected. Where requests for new schools are submitted, technical officers will visit the community and carry out a feasibility study to determine its viability. The report with recommendations will be forwarded to the Simbu Education Board for deliberations and endorsement.

Prioritized areas are;

- Salt/Nomane
- Chuave
- Gumine

Strategies and activities:

- Establish and maintain sufficient number of schools
 - Complete District Education Plans for the implementation of elementary education
 - Determine the number of schools to be established in each district on an equitable basis.
 - Develop guidelines for communities and local level governments to use for the establishment of elementary schools
 - Ensure an efficient process for the registration of schools and teachers established.
 - Put in place strategies to combat teacher absenteeism
- Establish schools where there is a need.
 - Find out if the primary for which the elementary school is a feeder is ready
 - survey the enrolment
 - Identify central location
 - Equitable distribution is maintained through out the district
 - Simbu Education Board to approve all new schools
- Closely monitor community requests for new schools.
 - Carry out feasibility study to determine viability of proposed school.
 - Report to Simbu Education Board its findings.

Quality Curriculum and Monitoring.

Minor outcome E2:

A relevant elementary curriculum is developed, implemented and monitored.

A series of workshops were conducted in the districts on the implementation of the new reform curriculum from 2004. Actual implementation was in 2005 and further review will be carried out and support materials produced over the ten year period. The production and disbursement of the reform materials and the related workshops on its usage were funded by a donor agency. The curriculum will fully be implemented by 2015.

Target E2.1

Locally based curriculum support materials are produced in all district by 2008.

Elementary schools are resourced with locally produced materials which can supplement and support the reform curriculum in its application as themes will be locally derived. The Elementary Technical officers will closely monitor and support the implementation of the reform materials. ~~The Simbu Education Board resolved that the mode of instruction in the preparatory grade will be English as of 2006.~~ The division will venture into the possibility of introducing phonics in elementary.

Target E2.2

~~English is to be the medium of instruction in Elementary Education by 2006.~~

The Department of Education has in place an inspection system comprised of supervisors to monitor and maintain standards in the Province. Respective communities will have a greater input in the appraisal of an elementary teacher. Supplementary curriculum support materials will be produced for use in the province.

Strategies and Activities.

- Develop locally relevant programs consistent with the national curriculum.
 - Support the formation and define role of local curriculum and develop support materials for all subjects at the elementary level.
 - Develop student materials/resources
 - Develop teacher materials/resources
 - Develop locally based materials.
 - Teachers are advised that the medium of instruction be **determined by the community through the Board of Management.**
 - Set a committee to do a feasibility study to trial phonics in elementary schools.
- Monitor and evaluate teaching and learning to enhance standards.
 - Elementary inspectors are provided with necessary assistance to effect monitoring and evaluation of teachers' performance.
 - Develop and trial a qualitative means of monitoring and evaluating teaching and learning.
 - Provide supervisory services to all elementary schools and teachers.
- Involve community in the appraisal of teachers
 - Determine a system of community involvement in the appraisal of teachers.
 - Ensure community awareness and training is conducted for the appraisal of teachers.
 - Develop Uniform curriculum for the province cluster outcomes and develop same themes for the province.

Quality Teacher Education and Training**Minor outcome E3**

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

The elementary teacher training component comes under the jurisdiction of the Papua New Guinea Education Institute. The Training is a field based mixed mode delivery system in which field based trainers are responsible for the delivery. Changes can be instituted by PNGEI to ensure teachers and trainers are in tune with the changing nature of work in the classroom.

Multi grade teaching, gender equity and special education are components of teacher training and will also be institutionalized in elementary schools. Elementary teacher selection will be stringently monitored. Responsible communities and Board members are to ensure established selection criteria are followed.

Selection of female trainees will be strongly encouraged. Selected trainee should be ideally grade 12 graduates, have sound knowledge of the local customs, values, and traditions of the community and be of reputable character. The teacher training fee component will be borne by the national Government through the Department of Education, other wise the trainee will meet the training cost upfront in line with the user pay cost recovery policy. The Provincial Education Board is the ultimate authority to set and endorse the training fees.

Target E3.1
Criteria for selection of elementary teachers will be grades 10 and 12 leavers only by 2007.

Table 7: Projected number of new Elementary Teachers for training from 2006 to 2015

Years	2006	2008	2010	2012	2014	2015
New intake	50	50	50	50	25	25

The Plan anticipates training 50 elementary teachers annually for the first six years. After 2012 the numbers of trainee teachers are expected to drop.

Target E3.2
Fifty Teachers to be trained each year starting 2007.

Elementary teachers will be given opportunities to enhance their professional knowledge and skills through various in-services, cluster workshops and other related training. Also they are to upgrade their qualification by doing courses through FODE and the University centre. The Division of Education will aggressively campaign for elementary teachers to upgrade their qualification through the extension centres available in the Province.

Target E3.3
By 2015 all elementary teachers are to upgrade their qualification to grade 10 and 12.

To maintain standards, the trainer - teacher ratio at 1:40 is maintained. The current trainer - teacher ratio is 1:70. That reflects far too many teachers for a trainer to supervise and monitor. Additional two certified trainers are required immediately.

Target E3.4
Maintain a trainer/teacher Ratio of 1: 40 by 2007.

Trainers' performance in various districts will be closely monitored and supervised to maintain standards and quality. Training for Teacher In Charge will include leadership, management and finance.

Strategies and activities:

- Provide the required number of appropriately trained teachers.

- Review guide lines for communities to use for the selection of teachers.
- Review the system for the funding of Elementary teacher training.
- Provide professional development opportunities for elementary teachers and trainers.
 - Review the roles of trainers and provide support for those associated with elementary teacher training.
 - Enhance teachers' knowledge of the reform curriculum and multi grade teaching and improve their ability to monitor and assess pupils' learning.
 - Encourage upgrading of qualifications by doing external studies.
 - Provide leadership, management and finance training for Teacher In - Charge.
 - Cluster workshops to be conducted by trainers and inspectors in respective districts for the Elementary Teachers.

Infrastructure and Maintenance

Minor outcome E4.

The Ward Councillors and the communities are responsible for the overall development of elementary schools' infrastructure.

The reform places greater responsibility back to the Ward Councillors and the communities for the general development of infrastructure and maintenance for the elementary schools and for their sustainability.

The Boards Of Management are to initiate fund raising, charge project fees, forward project funding proposals to the Ward Councilors and seek donor assistance and ensure infrastructure of acceptable quality is in place which is conducive to children's learning. Every elementary age child must be seen learning in a conducive and vibrant class room environment by 2015.

Target E4.1
Awareness on Ward Councillors' responsibilities in the districts to begin in 2007.

Outside funding and assistance can be sought from donors, NGOs and Members of Parliament as there is no other establishment grant provided.

Strategies and Activities.

- Establish and maintain good classrooms.
 - write and seek for assistance from donors
 - schools develop self reliance activities.
 - apply for councils' district grants/local MP's support.
 - rebuild and maintain the non durable classrooms and other infrastructures annually.
 - PDOE to brief Councillors and LLG Presidents on their responsibilities

Management

Minor outcome. E5

Elementary Education is cost effective and affordable for parents and the Government.

The overall management aspect of the elementary schools lies with the respective communities, Parents and Citizens and the Board of Management. It must be seen as a community oriented, cost effective and affordable institution for all, where every child is not denied their right to education. Multi grade teaching and single teacher schools will be encouraged where enrolment is low. The communities are responsible for:

- The physical development of the school.
- Providing the children for enrolment.

- Paying various fees as determined by the Simbu Education Board.
- Selecting teachers for training.
- Appointing the school Board of Management.

The National Government will assist in basic school materials and subsidize every child. The subsidy allocation will increase annually as a result of rapid increase in enrolments due to access by all 6 year olds.

There must be a monitoring strategy in place to combat teacher absenteeism. The Board of Management must organize, with the District Treasury, for the encashment of teachers' pay cheques, District Administrator or a delegate must be empowered to monitor and control movement of teachers.

Target E5.1
Teacher absenteeism monitoring strategy to be in place by 2006.

Table 8: Projected Elementary school subsidies (K'000s) 2006 – 2015.

Years	2006	2008	2010	2012	2015
Elem. Subsidy	98.4	110.6	116.3	121.8	129.1

This table shows the National Government school fee subsidies projection for the planned years.

Target E5.2
LLG and BoM Training begins in 2007.

Strategies and Activities.

- Develop and implement a sustainable, affordable and appropriate school fee subsidy policy.
 - The Education Board sets minimum and maximum fees for schools to apply.
 - Board of Management collects fees and effects expenditure.
 - Board of Management acquits Government subsidies.
- Make efficient and rational use of teachers.
 - Engage teachers only to funded positions
 - Apply multi grade teaching in schools with low enrolment.
 - Create one teacher schools where appropriate.
 - Teacher absenteeism and monitoring strategy to be in place by 2007.

Responsibilities.

Parents and the Community will be responsible for

- Establishing the school's Board of Management.
- The enrollment of 6 year old children in their elementary school.
- Infrastructure and maintenance of school buildings and facilities.
- Participating in Parents and Citizens activities.
- The recommendation of teachers for training.
- Payment of school fees

School Boards of Management will be responsible for

- The completion of the school Planner.
- Planning for infrastructure requirements in close consultation with the Ward Councillors.
- The development of locally based curriculum materials and the implementation of a locally based curriculum.
- Setting and collecting school fees and effecting expenditure.
- Acquitting National Government subsidies.

Local Level Governments will be responsible for

- Budgeting for maintenance and establishment grants for all elementary schools.

District administrations will be responsible for

- The completion and endorsement of District Education Plans and implementation schedules.
- Liaison with Local Level Governments to ensure budget provision is made for establishment grants.
- Supporting district based elementary coordinators and trainers

Provincial Governments will be responsible for

- The completion and endorsement of Provincial Education Plans.
- The approval of the establishment of elementary schools in districts.
- The appointment of teachers.
- Training and in servicing teachers
- Budget appropriation on teachers salaries and
- Production and distribution of locally based supplementary curriculum materials.

The National Government will be responsible for

- The payment of teacher salaries
- The training of elementary school teachers
- Curriculum development and development of orthographies.
- The provision of supervisory service
- The provision of opportunities for the professional development of teachers.
- The allocation of opportunities for the professional development of teachers.
- The allocation of new classes to provinces.
- The provision and distribution of reform curriculum materials.

PRIMARY

Situational Analysis

Definition:

Primary Education begins at grade 3 and finishes in grade 8 and caters for the 9 to 14 years age group. Lower primary comprises of grades 3 to 5 and upper primary grades 6 to 8.

Access:

The number of children enrolled in grades 1 and 2 from 2000 to 2005 is decreasing due to phasing out of grades 1 and 2 while grade 3 to 8 increases.

Simbu Province took on board the proposed education reform and started implementing it with the primary education component in 1994. Fifty five percent of the community schools were successfully converted to primary schools; the remaining 45 percent were yet to have been converted in 2005.

Table 9: Total enrolments from 2001-2005

Grades	2001	2002	2003	2004	2005
1	4858	3566	4324	4475	2790
2	5102	3610	4703	4404	2692
3	5962	4967	6359	7261	5998
4	4870	4388	5381	5093	5429
5	3684	3567	4195	4292	4787
6	3175	2780	3686	3544	3956
7	1750	1343	2021	1893	2853
8	1272	1112	1863	1477	2703
Total	30 673	25 333	32 532	32 439	31 208

The teacher student ratio on an average is 1:32.

Quality

a. Staffing:

There are 1031 teachers engaged while 147 funded positions have yet to be filled from the total staff ceiling of 1178. One strategy to overcome this shortage of teachers is to deploy primary school teachers teaching in secondary school back to primary schools. Some teachers upgrade their qualifications through University of Goroka, some through PNG In Service College, DEPI, Uni Centre and others through CRIP.

b. Curriculum:

The old curriculum is being phased out and the new reform curriculum is in use. Some schools in remote areas missed out receiving new reform curriculum materials in 2004. However, all schools received their 2nd round of curriculum materials in 2005 because the Division stepped in and set criteria for distribution.

c. Academic performance:

It has been indicated by the reform curriculum implementers that they have reservations about the reform curriculum quality. The full assessment of achievement is yet to be carried out after the pioneer elementary students complete grades 10 and 12 in 3 years' time. Pidgin English is spoken in all our institutions. If corrective measures are not taken the quality of spoken and written English is likely to drop. Most parents believe strongly that structure reform is the contributing factor.

Social Issues:

a. Tribal fights:

Tribal fighting occurs in Simbu frequently. This has affected most of our schools in past years. The most affected districts are Kerowagi and Gumine. Gumine District lost Auun, Gaima, Sipagul, Korokoa and part of Aiylunga primary schools as a result of tribal fighting.

HIV/AIDS.

There are no established records of data, statistics or frequency of HIV/AIDS for primary school children. A few of our teachers have died of this disease. The facts and figures presented below are from the **National Aids Council Secretariat and Department of Health – HIV/AIDS Quarterly Report – September 2004**. It is a major concern. Therefore intensive awareness must be carried out in all schools.

Table 10: HIV/AIDS infection detected in PNG – 1987 – 2004.

Age Group	Less than 2	2 – 9	10- 14	15-19	20-24	25-29	30-34	35+
Male	66	123	17	102	359	551	580	1170
Female	49	129	40	324	789	691	546	593
Total	116	255	57	427	1153	1246	1136	1763
% M/F	1/1	2/3	0/1	2/7	7/17	11/15	12/12	23/12

The grand total is 6153 plus 4031 unknown cases = 10184 positive HIV/AIDS cases.

Table 11: HIV/AIDS infection detected in the Highlands Region from 1987 – 04.

Simbu			Eastern H/P			Western H/P			Southern H/P			Enga		
M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
140	157	297	81	93	174	269	222	461	158	86	244	111	135	246

Infrastructure/Maintenance:

During the initial stages of implementing reform, schools ready to take grade 7 were given establishment grants. After 3 years into the Reform programme the establishment grant ceased. Schools have been forced to make do with what they have. The recent PNG Incentive programme to the tune of K10.5m has been a boost to Simbu . The division thanked the tax payers of Australia.

Management

The general management over the last 10 years was very poor and ineffective. Very little was achieved through tireless efforts from stakeholders and mission agencies. There was no order and control mechanism in place and every one was doing what they could do in isolation.

PRIMARY EDUCATION

Major outcome

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

Access

Minor outcome P1.

Sufficient primary schools established to achieve access and retention targets.

By 2015, grades 1 and 2 will be phased out of primary schools and use the established facilities to accommodate grades 7 and 8. All students completing grade 6 will automatically transit to grade 7.

It is anticipated that seventy percent of children enrolled in primary school will be retained to complete grade 8.

Target P1.1

Grades 1 and 2 will be phased out of primary schools by 2015.

Table 12: projected primary school enrolments from 2006-2015.

Grades	1	2	3	4	5	6	7	8	Totals
2006	2698	2206	6051	5248	4796	4138	3230	2713	31080
2007	2313	2563	6994	5748	4986	4556	3722	3069	33951
2008	1928	2197	7591	6644	5461	4736	4214	3536	36307
2009	1543	1832	8715	7211	6312	5188	4706	4003	39511
2010	1158	1466	8549	8280	6851	5996	5198	4471	41969
2011	773	1100	8383	8122	7866	6508	5690	4938	43381
2012	388	734	8217	7964	7716	7472	6183	5406	44080
2013	3	369	8051	7806	7566	7330	7099	5873	44097
2014	0	0	7885	7648	7416	7188	6963	6744	43847
2015	0	0	7719	7490	7266	7045	6828	6615	42963

Some actions which must be taken are as follows: conduct awareness to encourage parents to enroll their children; emphasize girls enrollment so that they are not deprived of their rights to education; special consideration to be given to the local Karamui girls by providing free education from elementary prep to grade 8 commencing 2008. The Provincial Government will be tasked to provide the support from the annual recurrent budget.

Target P1.2

Free education from Elementary prep to Grade 8 for local Karamui girls beginning 2008.

Simbu Education Board to make submissions to the Provincial Executive Council to make provisions in the budget to allow Karamui local girls to receive free education.

The natural population growth is two percent as revealed in the 2000 National Census. We have to plan for this growth to ensure the children receive their education. Basically two strategies will be applied, that is to either expand on existing schools or open new schools. If we are to open new schools, we anticipate opening two new schools annually. Priorities are to be given to the most disadvantage areas.

Target P1.3
Two new Primary Schools to be opened annually starting in 2006.

The Plan projects to open two new primary schools. In some parts of Simbu, primary schools have been completely destroyed as a consequence of tribal fighting. The Simbu Education Board in consultation with the community may require the community leaders to sign a statutory declaration not to destroy school properties before education services are restored.

Table 13: Projection for new schools 2006 – 2015 .

Years	2006	2008	2010	2012	2015
Existing schools	135	137	141	145	149
New schools	0	2	2	2	4
Total No. of schools	135	139	143	147	153

An average of seven (7) new grade 7 classes to be established annually to achieve ninety nine percent completion of primary phase by 2015. A standard teacher pupil ratio of 1:35 to be maintained from grades 3 to 8. Multi grade teaching to be effected when enrollment is low.

Table 14: projection for new grade 7 classes 2006 - 2015

2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
0	7	7	7	7	7	7	7	7	7

Table 20: Projected Lower Secondary School enrolment 2006 to 2015.

Grade	2006	2008	2010	2012	2015
7	145	153	161	168	176
8	100	106	112	119	126
Total	245	259	273	287	302

Within the Plan period all schools in the Karamui district will remain as community schools and their children will complete their primary education at what is currently the Karamui High School.

Target P1.4
By 2008 all students in PS in Karamui will attend Grade 7 at Karamui High School.

Strategies and Activities.

- Provide and maintain a sufficient number of schools
 - Open two new schools annually.
- Provide support for remote schools.
 - SEB to endorse policies to allow Karamui high school to enroll Grades 7 and 8.
- Improve retention rates:
 - Conduct awareness on the importance of education.
 - Encourage parents to allow female children to continue education.
 - Simbu Education is to put in place a policy to give Karamui local girls free education from elementary prep to grade 8.
 - Provide schools in locations considered feasible.
 - Identify remote and isolated areas and give new schools to increase access.
 - Feasibilities to be carried out and reported to SEB before new school is opened
 - Ensure SEB approves the new school and that it is registered.
- Community Involvement.

- Ensure school location is central and accessible to all children and communities in the area.
- Provide sufficient land for new school and for future expansion.
- Provide initial facilities free of charge.
- Provisions of teachers and teaching materials.
 - Provide adequate number of teachers in proportion to children enrolments.
 - Provide sufficient teaching materials and aids.
 - Ensure statutory declaration not to destroy school properties is signed in areas where tribal fighting is frequent.

Quality Curriculum and Monitoring.

Minor outcome P2.

A relevant primary curriculum is developed, implemented and monitored.

The Division of Education must ensure that the required reform curriculum materials are received and available in schools and are implemented. Supplementary materials will be produced and distributed to schools in line with the National Reform Curriculum materials. It can be reviewed every 5 years consistent with National Education Plan.

The Reform Curriculum Officer in consultation with standards and Monitoring and teachers in the field shall assess the reform curriculum implementation and produce supplementary curriculum materials to enhance reform curriculum.

Target P2.1
A review of the reform curriculum will be carried out by NDOE every five years.

Standards and monitoring officers are responsible to ensure the curriculum is implemented and standards maintained and that teaching standards and teacher student performances meet expectation.

The Division of Education must ensure that Christian religious education is taught in schools with strong emphasis to combat HIV/AIDS, drug and alcohol problems.

Target P2.2
Deputy Headteachers to be coordinators of HIV / AIDS in schools by 2007.

Strategies and Activities:

- Curriculums and support materials for all subjects at primary level are available in schools.
 - Ensure national curriculum materials and resources produced by the Department of Education are received and dispatched to all schools.
 - Develop and distribute supplementary materials.
 - Curriculum officer to coordinate the production of supplementary materials.
 - Set standard test on reform curriculum at grades 6 to monitor standards. Use the above results to revise supplementary materials every second year.
- Greater community involvement in the management of schools.
- Ensure communities are trained and involved in the appraisal of teachers.
- Support implementation of the HIV/AIDS policy.
 - Develop school based effective awareness policies on HIV/AIDS.
 - Religious instructions to be taught to combat HIV/AIDS problem.
 - DOE HIV/AIDS Policy to be applied in the campaign against HIV/AIDS.
 - Deputy Head teachers in each school to be made responsible to take charge of HIV/AIDS awareness.

Quality teacher education and training

Minor outcome P3.

Sufficient, appropriately trained and qualified teachers to be prepared for primary teaching.

Teachers will graduate with a Diploma in Primary Teaching and will replace the Certificate holders. The diploma holders are more competent in teaching the reform curriculum. The Division will visit teachers colleges to recruit new graduates to fill up teaching positions.

Simbu has 86 percent of positions in primary schools filled and 14 percent vacant in 2005. Among the 86 percent, a few unqualified teachers came from different walks of life and needs to be identified and trimmed to ensure genuine quality teachers are engaged.

The Division of Education should encourage teachers through awareness to matriculate through Simbu University centre to upgrade their qualifications. Districts should plan regular in-services at district levels for Head teachers who will conduct school based in- service. Annually there should be two districts in - services and a provincial in – service (NIST).

Simbu Education Board will support certificate and diploma holders who aspire to upgrade their qualifications to diplomas and degrees respectively.

Target P3.1 By 2015, fifty percent of certificate holders will have upgraded their qualification to diploma level.

Table 15: Projected number of teachers to upgrade qualification by institution from 2006 – 2015.

Institutions	2006	2008	2010	2012	2015
DEPI	34	34	36	37	39
Universities	15	15	16	16	17

The above table is an indication of the number of teachers the province anticipates to cater for the upgrading of qualification in the Plan period. Most degrees of Bachelor of Education are offered at UOG and Divine Word University.

The province has an annual population growth of two percent. To cater for the growth, the Plan accommodates additional new schools. This implies that the teacher requirement increases by two percent annually. The Head Teachers and Boards of Management contribute to the appraisal of teachers. The concept is consistent with the National education Plan.

Target P3.2 Teacher appraisal by Headteachers and Boards of Management by 2009.
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Table 16: Projected teacher requirements from 2006 – 2015.

Years	2006	2008	2010	2012	2015
Teachers	1201	1225	1250	1275	1301

Strategies and Activities.

- Provide the required number of appropriately trained teachers to fill funded positions.

- Recruit teachers from the Primary Teachers Training Colleges.
- Provide professional development opportunities for primary school teachers
 - Develop suitable staff development programs to include students' counseling.
 - Liaise with Simbu Provincial Government to subsidize training or a loan scheme to be established.
 - Encourage and support more teachers to take up DEPI courses, B-Ed programs in Universities and University centres.
 - Ensure school, district and provincial based in-services are conducted to enhance teachers' knowledge and skills on reform curriculum
 - Ensure Head Teachers are trained in teacher appraisal techniques.

Infrastructure and maintenance.

Minor outcome P4.

Development of new infrastructures and maintenance of existing facilities.

Infrastructure and maintenance is the responsibilities of the Local Level Government, Board of Management, Parents and Citizens, Agencies and the community for primary schools. The Basic Education Development Project (BEDP) has undertaken the responsibilities to provide up to K5000 annually to each school for the next five years for commencing 2006 for maintenance. After these five years the BEDP will review the maintenance programme. There is the possibility that the project will be extended for another five years. BEDP is also supporting the province with infrastructure development project in 2006. Its continuity is not confirmed.

Table 17: Projection for BEDP maintenance funds (K'000) 2006 - 2015

	2006	2008	2010	2012	2015
BEDP fund	670	690	710	730	750

LLG Presidents and councilors will be consulted and informed of their responsibilities.

Target P4.1
LLGs to be consulted for primary school maintenance to be included in their budgets from 2008.

Boards of Management and school administrations should submit in their annual operational Plan to their Local Level Governments and District office to seek funding for infrastructure and maintenance. Schools should have set aside some money collected from school fees, National and Provincial Government subsidies. The Boards of Management, Parents and Citizens can estimate their annual income and include in their budget some funds for infrastructure and maintenance. They can also organize fund raising activities to generate income for their school infrastructure and maintenance.

Strategies and Activities.

- Schools to be maintained annually.
 - Schools develop maintenance Plan.
 - Schools develop self reliance activities to support infrastructure and maintenance.
 - Local Level Government to budget grants for infrastructure and maintenance.
 - Board of Management, Parents and Citizens are responsible for school's physical development.

Management.

Minor outcome P5.

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

The National Government aims at increasing subsidy to the primary grades in accordance with the rise in enrolments from grades 3-8. Boards of Management will determine parental school fees contribution in line with the guidelines set by National and Provincial Education Boards. Boards of Management and head teachers are to minimize spending from the revenue received from parental contributions and subsidies. They should be encouraged to embark on self-reliance initiatives to earn extra income for their operations.

The Division of Education should conduct training on financial management skills for head teachers, senior teachers and Board of Management to enable them to be cost effective and have new infrastructure developments and maintenance within their own means. The composition of any Board of Management must have equal representatives from both genders.

Target P5.1
Conduct training on financial management skills bi-annually commencing 2007.

After the Provincial Education Plan is completed, Districts are expected to formulate their District Education Plans. The District Education Plans should be completed by end of 2007. The District Education Plan to be prepared in consultation with the Provincial Education Plan. Districts shall also produce Annual District Education Plans.

Target P5.2
District education Plans to be completed by the end of 2007.

The Division of Education in consultation with the Provincial Administration shall ensure provisions are made to fly teachers posted to Karamui schools at the beginning and at the end of each year in the recurrent budget.

This Plan anticipates re-establishing the communication network once again for the smooth flow of communication between schools and the Provincial Education Headquarters.

Target P5.3
Two way radios to be installed by 2009.

National Education Board determines the minimum and the Maximum School fees for primary schools. The Simbu Education Board then decides the school fee for Primary Schools and advises parents to meet the school fees. The fees can be paid in cash or kind. The Communities are to be encouraged to donate cash or kind by way of the traditional *akple* concept.

Table 18: Primary school subsidies by grade (K'000s) 2006 to 2015 selected years.

Grades: 1 to 8	2006	2008	2010	2012	2015
Total	383	465.3	530.7	568.8	555.7

The subsidy from the Provincial Government is K8.00 per head and K10.00 per head from the National Government.

Strategies and Activities.

- An affordable and appropriate school fee and an operational self-reliance policy.
 - Parental contributions to be reasonable and affordable.
 - Encourage schools to source income from self-reliance initiatives.
 - Draw policies to allow local Karamui girls to receive free education from elementary prep to grade 8.

- Draw policies for Karamui High School to take grade 7.
- Boards of Management representation and responsibilities.
 - All Board of Management to show gender equity in their representation.
 - Train Boards of Management, Head teachers and senior teachers on responsibilities and accountabilities
- Development of District Education Plans
 - District Education Plan to be formulated.
 - Ensure annual district Plans are in place.
- Transportation for teachers posted to Karamui.
 - Provide transport for teachers posted to Karamui at the beginning and end of each year.

Responsibilities.

Parents and the Community will be responsible for

- The payment of parental school fee contributions in cash or kind.
- Infrastructure and maintenance of school buildings and facilities.
- Participation in Parents and Citizens activities.

School Board of Management will be responsible for

- the completion of school Plans.
- Planning for infrastructure requirements.
- Playing a role in the appraisal of teachers.
- Setting and collecting school fees and expanding school funds.

Local Level Governments will be responsible for

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

District Administrations will be responsible for

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

Provincial Government will be responsible for

- The completion and endorsement of Provincial Education Plan.
- The creation of necessary teaching positions.
- The appointment of teachers.
- Supplementary curriculum.
- Salaries and entitlements for teachers and PDOE staff.
- Establishment and registration of new schools.

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 for teacher development
- The allocation of teachers and new classes to provinces.
- The development of policy relating to school subsidies.
- Providing technical assistance in areas of Planning and management.

SECONDARY

Situational analysis

Definition.

Secondary Education covers Grade 9 to 12, with Lower Secondary being Grades 9 and 10 and Upper Secondary Grades 11 and 12.

Access.

Simbu implemented the education reform in 1994 by converting a community school in each of the six districts to take grade 7 top up in primary schools. In 1995 Kondiu High School was given secondary status under the reform with the first four classes of grade 11.

By 2005 Simbu had three (3) Upper Secondary Schools, and nine (9) Lower Secondary Schools, enrolling more than 4700 students. A comparable ratio between boys to girls is 68 percent to 32 percent. Retention for girls is lower than for boys because the cultural aspect and attitude is quite strong and prevalent, attention is focused more on boys than on girls. The attitudes of the more educated age group have changed and are treating their children on equal footing. It will take a while before a fifty, fifty ratio of boys to girls has become a reality. The phasing out of grade 7 and 8 in lower secondary schools obviously meant a reduction in grade 7 and 8 in lower secondary and a significant increase in Grades 9 and 10.

The transition rate from grade 8 to 9 and grade 10 to grade 11 is above 50 percent and 33 percent in recent years. The transition rate is above the DOE policy of 50 percent and 25 percent respectively.

In the last decade Muaina and Karaweri Lower Secondary schools continued to enroll grade 7 and 8 who passed out from the remaining community schools.

Cohort retention for some of our Secondary Schools have been maintained at a higher rate while other Secondary Schools such as Doliba, Karaweri and Mai have been very poor. The main factors that contributed to the lower cohort retention were isolation, very poor road conditions, prolonged teacher absenteeism, and school fee problems. At the time of the writing of this Plan there were no statistics available to indicate facts and figures. The table below is an indication of enrolment in secondary schools in 2005.

Table 19: Students enrolment in Secondary schools – 2005.

Grades	Gr. 7		Gr.8		Gr.9		Gr. 10		Gr. 11		Gr. 12		Total		
Sex	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T
Upper Sec.	-	-	-	-	439	233	276	133	296	118	247	106	1258	592	1850
Lower Sec.	97	44	69	28	936	520	724	259	-	-	-	-	1945	890	2835
Total	97	44	69	28	1375	753	1000	392	296	118	247	106	3203	1482	4685

The ratio of a teacher to students varies from school to school. In Simbu the schools off the Highlands Highway have a lower teacher : student ratio while schools along the National highway generally have a higher ratio. The current average ratio for a teacher to students is 1:20.

Karamui has the lowest ration of 1:12 while Kerowagi has the highest ratio of 1:26. The female student population makes up 32.6 percent while 67.4 percent is made up of male students.

Quality Staffing, Education and Training.

The province had 165 Secondary school teachers in the province at the time of implementing the reform in 1995. This increased significantly to 235 in 2005. There has been a 30 percent increase.

Simbu has been recruiting UOG graduates with first degrees in recent years. As the number of degree holders increases the diploma holders will be gradually phased out. The DOE does not have any tangible programmes/policies to upgrade the qualifications of diploma holders however, Simbu Education board in recent years has released diploma holders while placed on funded positions to take up in-service courses at UOG to upgrade their qualifications. This provincial initiative has proven very successful therefore the SEB will maintain this programme in this Plan.

The Division received a lot of criticism from the stakeholders for the engagement of the following categories of teachers in our secondary schools - Primary trained, Theologians and other college/University graduates who choose teaching as a second career. This will be addressed in the Plan period by the formulation of stringent policies regarding teacher qualifications for SEB to endorse and implement.

Curriculum.

At the time of preparing this Plan all secondary schools were still implementing the old curriculum. The new reform curriculum is expected to be delivered in 2008. Standards and Monitoring has been ineffective due to non release of funds in the first half of each year. By the time the funds were received the Secondary Inspector was seen to be concentrating more on teacher inspections and personal reports and less time is spent on monitoring standards and curriculum implementation. In such situations Head Teachers were expected to perform more lesson observations to ensure teachers were teaching the proper subject content.

Social Issues.

There are three major social issues that affect the province. These are tribal fighting, alcohol and drug abuse and HIV/AIDS.

Tribal fighting.

Tribal fighting is common in the province. The lives of teachers and students continue to be at stake when ever the tribal fighting erupts. While our primary schools are greatly affected the secondary schools have not suffered much in recent years. The peace and mediation groups and the village court systems have been very effective in solving a lot of huge conflicts. They took control of critical situations and restored peace and harmony in the community.

Alcohol and Drug abuse.

The Provincial Government placed a ban on the licensing of liquor outlets and sale of beer and spirits in Simbu in 1995. As a consequence the production of local brew (steam) and the consumption of alcohol increased. Drug use has also increased. Marijuana use has escalated. In villages youths indulge in it. Authorities have not done anything to combat these problems. The abuse of alcohol and drugs are common disciplinary cases handled by our Boards of Managements and Boards of Governors. Usually students found guilty of abuse of alcohol and drugs are terminated as stipulated under SEB major school rules.

HIV/AIDS.

HIV/AIDS has become a National issue now. The amount of time given in awareness is inadequate. Simbu has been rated the fourth highest with people infected with HIV/AIDS in PNG. Due to the confidentiality of the HIV/AIDS infected persons, we suspect that some of our students and teachers have already become victims and some have died.

Infrastructure/Maintenance.

In the last decade due to the financial crisis the Provincial Government was not in a sound financial position to put up new infrastructure and effect maintenance in our secondary schools. Secondary schools effected maintenance sourced out of their own budget. Kerowagi Secondary School received some infrastructure development from AUSAid through the PNG Incentive Fund. The people of Australia are thanked through this Plan for the assistance given to Kerowagi Secondary school. The following secondary schools still lack

basic infrastructure – Doliba, Karaweri, Mai and Kewamugl while the other secondary schools are in dire need of maintenance.

Management.

The general management over the last decade was quite mediocre at the Provincial level. Concentration was centred on institution other than Secondary Schools. As a consequence infrastructure and maintenance have been neglected. Secondary school management staff teams were appointed on the basis of nepotism and individual demands were accepted. The schools lack discipline, and morale was low among our teachers until the current incumbent was appointed. Since the change of the Provincial Education Administration normalcy has been restored and the Division is moving forward with satisfying results. Administrations in secondary schools have come under control. Teachers will be appointed consistent with subject combinations and the allocation of teachers is equitable across the province.

THE PLAN – 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/maintained within budget to provide a quality education for 50 percent of our grade 8 transiting to grade 9 and 25 percent of our grade 10, transiting to grade 11.

Since independence Simbu has been emphasizing the development of the human resource which the province has in abundance. The province will continue to endeavor to use the limited resources made available to the Division to continue to place emphasis on human development.

Target S1.1
Grade 8 transitions to grade 9 and grade 10 transitions to grade 11 are to be maintained at 50 and 25 percent respectively.

Establishment of new schools will be discouraged; however, existing lower secondary schools will be converted to upper secondary. The feasibility of building on the sites of existing Primary Schools to allow for a lower secondary education to be offered in a cost effective manner will be conducted. This study will look at all issues relating to such a policy including the financial, staffing and educational implications.

Target S1.2
Beginning in 2009 selected existing Primary schools will be converted to Lower Secondary Schools.

The Plan also makes provision for technical training in secondary schools. This will be achieved through the conversion of existing Lower Secondary Schools or Primary Schools. A preparatory period of one to two years will be allowed and after an assessment is carried out and certified, the new conversion for lower technical secondary status will be granted and established. Lower Secondary Technical Schools offer core subjects and concurrently offer specialized technical courses. The Lower Secondary Technical Schools are anticipated to offer level one trade courses.

Target S1.3
Secondary Technical Schools will be established by 2009.

Table 21: Projected secondary school enrolment 2006 to 2015.

Grades	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Gr. 9	2088	2088	2088	2122	2402	2683	2963	3244	3524	4046
Gr. 10	1640	1984	1984	1984	2016	2282	2548	2815	3081	3348
Gr. 11	494	494	496	496	496	504	570	637	704	770
Gr. 12	409	494	494	496	496	496	504	570	637	704
Total	4631	5060	5062	5097	5409	5964	6586	7266	7946	8868

The Plan makes provision for the establishment of one more secondary schools. This implies that the grade 11 intake will escalate beyond the DOE policy of 25 percent transition into grade 11 in secondary schools. This is necessary because our students usually perform exceptionally well in the grade ten examinations. We expect this trend to continue. Further more the plan accommodates four more lower secondary school which will feed the new upper secondary school. The Plan will monitor enrolment in all secondary schools and open up the new upper secondary school as demanded by enrolment and performance of our grade 10s. The Plan anticipates establishing an upper Secondary school in each of our districts and reducing the large class sizes in our existing upper Secondary Schools.

Target S1.5
Fourth and fifth upper Secondary Schools to be established in 2008 and 2012 respectively.

The percentage of girls' enrolment in Secondary Schools is lower than that of the boys. The Simbu Education Board, in consultation with the DOE will establish policies to give priority to girls in selected remote parts of Simbu scoring lower than the entry requirement to be given opportunities to continue their education in grade 11.

Due to the very strong cultural heritage, the girls in Karamui are forced into marriage at a very early age. Girls' access into secondary schools is nil. The Simbu Education Board shall make policies to offer free education to local Karamui girls from Elementary Prep to grade 8 to increase access.

Target S1.6
The Simbu Education Board will set policies to increase girls' access to schooling by 2007.

By 2015 the province will have eleven (11) Lower Secondary, Four (4) Upper Secondary, two Lower Secondary Technical Schools.

Table 22: Projected Secondary School establishment from 2006 to 2015.

Institution	2006	2008	2010	2012	2015
Lower Secondary	10	11	12	12	11
Upper Secondary	3	4	4	4	4
Lower Tech Secondary	0	0	1	1	2
Total	13	15	17	17	17

Strategies and Activities.

- Establish and maintain a sufficient number of secondary schools.
 - Identify and Open new Lower Secondary Schools.
 - Identify and open new Upper Secondary Schools.
 - Identify and open lower secondary technical schools.
 - Identify most cost effective way to increase access
- Simbu Education Board establishes appropriate policies.
 - Monitor enrolment in grade 8 and 10 and allow for 50 percent and 25 percent to transit to grade 9 and 11 respectively.

Quality Curriculum and Monitoring

Minor Outcome S2

A relevant curriculum developed, implemented and monitored.

The Provincial Division of Education must ensure reform curriculum materials for all secondary school reached schools and accessible for teachers and students use. The grade 9 and 10 reform curriculum is expected to be released to schools in 2007, grade 11 and 12 reform curriculum to be released in 2009.

Target S2.1

Reform curriculum materials for Grades 9 and 10 to be distributed to schools in 2007.

Target S2.2

Reform curriculum materials for Grades 11 and 12 to be distributed to schools in 2009.

The development of community based curriculum linked to the national curriculum will be encouraged. As stipulated in the national education Plan the DOE will provide technical assistance in the formulation of the locally based curriculum. The locally based curriculum will focus more on the technical secondary school. Selected technical officers in the province will be engaged to work with the DOE technical officers to formulate the locally based curriculum.

The upper secondary (grade 11 and 12) will be allowed to learn another international language as optional courses. (Japanese, Chinese, Bahasa, Malay and French.) Schools to specialize in one of the selected languages. The Curriculum Development Division (CDD) will be contacted for technical advice.

A technical curriculum committee will be established to formulate a curriculum for Technical Secondary Schools. This is to be headed by the Vocational/Technical inspector. The curriculum developed shall be followed in selected technical secondary schools. Most likely we will allow the level 1 TVET curriculum to be taught in Lower Secondary Technical Schools .

SEB policies on optional subjects will be drawn for endorsement and implementation. The secondary schools will teach a foreign language as an optional subject and the recommended languages are Japanese, Chinese, Bahasa, Malay and French. Appropriate Embassies will be contacted for Volunteers who will be engaged in our Upper Secondary Schools to produce the curriculum and teach them to the children.

Target S2.3

Selected foreign languages to be introduced in 2008.

Three science strand courses (chemistry, physics and Biology) will be taught to students streamed into science instead of just two as experienced in recent years. The Division of Education will have dialogue with DOE Board of Studies or CDD to have it effected.

The Provincial Division of Education must ensure education standards in Simbu improve or are maintained through the provision of adequate resources for the secondary inspector to utilize. Secondary inspector will visit schools on a regular basis for advisory and inspection purposes.

There is a general break down in students' discipline in our secondary schools. The abuse of drugs and alcohol, intimate relations with the opposite sex, abuse of general school rules are very common. The rise of HIV/AIDS is also a concern for the DOE and the Provincial Division of Education. To combat these problems as per the National Education Plan, teachers will be trained to provide counseling services to the students while performing teaching duties.

Target S2.4

All Secondary Schools to have a trained teacher counselor by 2010.

Strategies and Activities.

- Reform and locally based curriculum.
 - Ensure the national reform curriculum for Lower and Upper Secondary Schools is received by schools
 - Produce locally based technical curriculum for Secondary Schools.
 - Ensure foreign volunteers are recruited and the curriculum to be taught is put in place.
 - Encourage school based counselors to produce appropriate counseling documents.
- Draw policies for Simbu Education Board and the Provincial Executive Council.
 - Secondary Schools to teach an International language as an optional subject.
 - Liaise with MSU for Simbu students who choose science to take three subjects instead of two as seen in recent years.
 - Establish Technical Curriculum Committee to formulate technical curriculum.
 - Ensure school based guidance councilors are appointed and trained.

Quality Teacher Education and Training

Minor Outcome S3

Appropriately qualified teachers are recruited and engaged to teach in all our secondary schools.

More UOG graduates with first degrees have been recruited to fill most positions in our secondary schools. As the number of degree holders gradually increase the diploma holders begin to diminish. The province realizes that the diploma holders are more experienced and committed to their profession. In recent years the Division has released diploma holders to upgrade their qualifications at UOG while being placed on payroll. This programme has been successful and the Division will encourage its continuation and make provisions for this in the Plan.

The DOE does not have any programme in place for the Diploma holders in Secondary schools to up grade their qualification. The province will not sit back and wait for the DOE to address this issue, instead the above is initiated to keep up with the changes.

Target S3.1

At least five diploma holders from the Secondary Schools to be sponsored annually to upgrade their qualifications at UOG beginning 2007

The Division will make annual trips to UOG to recruit graduates to fill vacancies. The division will also negotiate with the Simbu Provincial Government for the possibility of providing new graduates with a settling in allowance as an incentive to attract new graduates. The recipients of the settling in allowance shall be required to serve in the province for at least two years before they seek release to another province.

Table 23: Training programme for secondary teachers with diploma to upgrade at UOG 2006 to 2015.

Year	2006	2008	2010	2012	2015
UOG	5	10	10	10	10

The table above is an indication of the number of Diploma holders anticipated to up grade their qualification to degree level by 2015. In house training such as NIST will be encouraged and strengthened especially during the implementation of the secondary reform curriculum. All Secondary schools in the province will include in-service training in their budget. As some of the secondary schools are still enrolling Grade 7 it is necessary to appoint primary trained teachers to secondary schools particularly to teach Grade 7 and 8.

Target S3.2

Establish a provincial in-service committee by 2007.

Strategies and Activities.

- Provide the required number of appropriately trained teachers.
 - Draw up staff development policies for SEB to endorse on teacher upgrade at UOG.
 - Promote awareness of the programme together with guidelines to potential candidates.
 - Teachers in-service to be encouraged within the secondary schools.
 - Provincial Government to set aside funds to assist teachers upgrading at UOG under a loan scheme.
 - Simbu Education Board to develop policy to approve certain amount of money from the schools to be directed towards in-service

Infrastructure and Maintenance.

Minor Outcome S4

Sufficient infrastructure development and maintenance will be in place for effective and quality learning.

Infrastructure

Infrastructure development for Secondary Schools is a decentralized function. The Provincial Government is responsible to ensure adequate infrastructure is in place for our Secondary Schools. Five secondary schools that lack basic infrastructure are Doliba, Mai, Kewamugl, Karaweri and Karamui. They have not been fully developed. The Division will brief the Administration and the Provincial Government by way of a status report on secondary school infrastructure and maintenance requirement.

This Plan emphasizes the development of these schools. The Province will not open new schools as it does not have the financial capacity to develop them. Instead selected existing primary and TVET schools will be converted to secondary schools. This is the direction the Provincial Government will take to minimize cost and allow new schools to open up.

Through the Division the Provincial Government shall persevere to make submission to the National Government for funding under PIP or other wise for donor funding.

Table 24: Infrastructure development in existing Secondary schools K'000) 2006 - 2015.

Schools	2006	2008	2010	2012	2015
Secondary/high schools	1000	1000	1000	1000	1000
Total	1000	1000	1000	1000	1000

Table 25: Additional Infrastructure Development for the Conversion of primary to secondary status, Lower Secondary to upper Secondary status (K'000) 2006 - 2015.

	2006	2008	2010	2012	2015
Lower Secondary	-	500	500	500	500
Upper Secondary	-	500	500	500	500
Total	-	1000	1000	1000	1000

Target S4.1

By 2015 all Secondary Schools should have adequate facilities.

Maintenance.

Basic maintenance in our secondary schools has been lacking over the last decade. Provincial Government is responsible; however, due to financial constraints we may not achieve the desired results. The Plan realizes the dire maintenance situations in our secondary schools; therefore it has provided for the Provincial Government to seek funding through the National Government Public Investment Programmes (PIP) or

sought funding from donors. The schools' Boards of Governors are also expected to carry out maintenance from funds appropriated within their budget.

Strategies and Activities

- Establish and maintain adequate facilities for all our Secondary Schools.
 - Prepare a status report for the provincial administration and the Provincial Government.
 - Submit infrastructure and maintenance requirements for budget appropriation annually.
 - Provincial Government to budget for school maintenance on annual basis.
 - Provincial Government to source funding from donors.
 - Board of Governors to carry out maintenance from within their own budget.

Management

Minor Outcome S5

Secondary Education is cost effective for parents, Provincial and National Government.

Boards of Governors (BOG) in all our secondary schools are expected to be playing major roles in the administration and running of our schools. The BOG will be trained and informed of their roles and functions.

Target S5.1
BOG to be trained as of 2007.

Secondary Schools operations are financed by the parents through the schools fees. Parents will continue to pay a significant percentage of the school fees. The Division of Education will ensure provincial government school subsidy grants are appropriated in the 280 budget during the Plan period.

This Plan acknowledges the DoE policy on grade 8 and 10 graduate incentive scheme that will be effective in 2008 and a scholarship scheme developed to ensure no talented disadvantaged student misses out on further studies.

BOG is to be involved in self reliance projects to supplement school budget.

Target S5.2
All Secondary Schools have SEB endorsed self-reliance projects from 2007.

Table 26: Projected school fees (K'000) 2006 - 2015..

CLASSIFICATION	2006	2008	2010	2012	2015
Lower Secondary	800	1000	1200	1400	1500
Upper Secondary	1200	1400	1500	1700	2000
Total	2000	2400	2800	3200	3600

Note: 10% increase to accommodate CPI but otherwise is anticipated to be stable.

Table 27: Provincial Governments grants (K'000) 2006 - 2015.

School	2006	2008	2010	2012	2015
Secondary	600	700	800	900	1000
Total	600	700	800	900	1000

Table 28: Project Secondary Staffing requirement 2006 - 2015.

STAFFING	2006	2008	2010	2012	2015
SECONDARY	239	250	260	270	285

Secondary school teachers' salaries and entitlements are indicated in Financing the Plan.

Strategies and Activities.

- Simbu Education Board ensures the following is in place.
 - Staff increases are endorsed and forwarded to TSC for their approval.
 - School fees are set and passed onto parents.
 - A policy on school fee deadlines is set and implemented accordingly.
 - Ensure BOGs are established and are effectively performing their duties. Train BOG where seen necessary.
 - Provincial Government component of the grant is appropriated in the budget.

Responsibilities.

Parents and the community will be responsible for

- The payment of parental component of the school fees.
- Participation in Parents and Citizen activities.
- Assisting in the counseling and discipline of their children.
- Contributing goods if they do not have cash.

Schools Boards of Governors will be responsible for

- The recommendations for teachers appointments.
- Planning and submitting projects to donors for funding
- Ensuring parental components of fees are collected and expended consistent with school budgets.
- Plan on self-reliance projects in schools developed and effective implementation carried out.

Provincial Government will be responsible for

- The completion and endorsement for the Provincial Education Plan 2006 to 2015.
- Ensuring annual Provincial Activity Plans are derived from the PEP 2006 to 2015 and the PEP is evaluated annually beginning in 2007.
- Ensuring salaries and entitlements for Education staff and teachers, administration, schools' infrastructure and maintenance, subsidized fees are appropriated in the 280 recurrent budget during the Plan period.
- The appointment of teachers.
- Selection of students for grade 9.
- The administration of the DOE scholarship scheme.
- Other tasks deemed necessary according to the Provincial Education Plan 2006 to 2015.

The National Government is responsible for

- Payment of teachers salaries in an efficient and timely fashion.
- The selection of students for grade 11 and allocation of classes.
- The determination of grade 11 selection criteria.
- The preparation and administration of school certificates and high school certificates teachers.
- Curriculum development and distribution.
- The allocation of teachers to provinces.
- The development of policy relating to school subsidies and its distribution to provinces and the scholarship program.
- Approval on new schools and positions.

TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET)

Situation Analysis

Definition

TVET is skills oriented education offered primarily to students completing lower and upper secondary and the community at large, in a variety of institutions.

Access

Enrolments in TVET schools have increased in recent years. Of those enrolled, 53 percent of the students are first years, 37 percent are second year and 10 percent are third years. TVET centres are enrolling grades 6, 8, 10 and 12 graduates. Enrolments decline as students continue to year 3.

Table 29: TVET Enrolment 2005.

YEAR ONE				YEAR TWO				YEAR THREE			
M	F	T	%	M	F	T	%	M	F	T	%
336	131	467	53	221	106	327	37	67	22	89	10

Quality – Instructors, Education and Training.

A large number of TVET instructors do not have formal teaching qualifications. However, Simbu Education Board and Staff Development Unit sponsored 48 percent of the instructors in recent years for further training to gain necessary skills. In the training, 33 percent did Diploma in TVET Education Training at the Papua New Guinea Education Institute (PNGEI); the other 15 percent were sponsored to the University of Goroka to do Post TVET Training Education. The remaining 52 percent are yet to receive formal training. The TVET Centre Inspector is part of the Technical TVET Education Training Division. He has not been adequately resourced to pay regular visits to centres.

Table 30: Staff trained in recent years.

Institution	Program	M	F	T	Percentage
UOG	PVTE	7	4	11	15
PNGEI	DoVET	16	8	24	33

Over the last decade the staff ceiling has increased by 72 percent due to changes of status and new establishments.

Curriculum

TVET school instructors take the National curriculum such as carpentry, auto mechanical, brick laying, welding and metal fabrication. The curriculum has been revised in seven core trade areas based on a competency – based approach. A skills training resource unit is developing short term courses to meet the needs of local communities. Some of these courses are not taken due to materials and teacher shortage. The current curriculum has no National accreditation policy in place and individual centres award their own certificates.

A community based TVET curriculum has been produced. This document is pending printing. It was expected to be printed and distributed to TVET schools in 2006.

Academic Performance.

TVET schools offer trade skills training to students. The fortunate ones find casual employment while the rest return home and enjoy a sustainable life using the skill learnt in school. The TVET centres also encourage students to take courses with FODE to enable them to transit to higher institutions.

Social Issues

Tribal Fighting – Tribal fights affect the operations of TVET schools. This includes; damaging school buildings, setting back teaching programmes, and creating instability of students' learning

Vandalism – At times school properties are vandalized or there is break, enter and stealing.

Gender Equity – There has been no increase in female students enrolment since 1996. There has also been no increase in female staffing.

HIV/AIDS – There's a student victim identified as well as 2 instructors from the TVET centres.

Drugs – nearly 50 percent of students take drugs in schools at times. A few of the instructors take part as well.

Alcohol Abuse – Nearly 50 percent of the students take alcohol and in an abusive manner to some degree.

Police – Police tend to ignore drugs alcohol abuse by the public and students.

Special Issues.

A few parents never bother to pay the parental component of the school fees. Girls from Karamui District are not able enroll due to cultural reasons in the area which is a barrier to female participation in educations.

Infrastructure/Maintenance.

Mission (Catholic) TVET centres are well established with modern facilities for training. These include classrooms, teachers' houses, dormitories, equipments and teaching aids. On the other hand government Technical TVET Training centres are operating in run down classrooms, inadequate instructors' houses and dormitories. They also lack basic equipment and tools. In most instances students purchase their own tools.

Management

Provincial TVET centres are considered a low priority by the provincial authority. This is apparent in the caution of funds to these centres. Many centres have been able to rely on income generating programs to survive. Unlike its remote centres find it extremely hard to generate income to survive.

Centres are now becoming increasingly dependent upon cash subsidies provided by the Department of Education and the fees charged to students. Government subsidies provided are based on enrolment. At present 40 per of the centres are making use of potentially beneficial links with local business, other government departments, educational institutions and training providers.

A serious concern is that centre managers in government schools lack Managerial skills such as staff supervision, revenue management, Planning and budgeting, evaluating, setting policies, etc.

TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

Major Outcome

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

Access:

Minor outcome V1:

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

TVET courses will be conducted in various institutions. These institutions will offer full-time accredited courses as well as short courses, targeted at the wider population. TVET centres are expected to liaise with Non Government Organisation (NGOs), mission agencies, community development officers and other technical providers to develop and offer short courses.

All will subscribe to a philosophy of education and prepare the vast majority of students for life in the informal sector. TVET centres that offer full-time two year courses may conduct trade testing. Some students completing grade 8 will enter TVET centres. Voucher Schemes will be provided to encourage increase in girls enrolment. More community involvement will be encouraged, Boards of Management should be trained and selected TVET instructors should be trained to provide counseling for students. Awareness programmes should be in place to conduct awareness across the Province to encourage youths and adults to attend short courses. The status of all centres will be reviewed, with a view to closing uneconomic institutions and rationalising the number of centres. Some TVET centres will be converted to technical secondary schools. All TVET centres are expected to be registered by 2007.

Target V1.1

Re-register all TVET centres by 2007.

Establish new TVET centres to give the increasing number of school leavers access to technical education at a rate of 50 percent grade 8, 75 percent grade 10 and 80 percent grade 12 annually. With the introduction of a school leaver voucher system, demands for enrollment will increase by 2007. This warrants new TVET centres to be established in preparation for the influx of students. The Plan will foresee the establishment of at least two TVET institutions in each district by 2015.

Target V1.2

School leavers vouchers system be used by 2007.

When a community requests to open a new TVET centre, a feasibility study will be carried out to assess its viability. The feasibility report will be furnished to the SEB for their deliberation and for a decision to be made. In instances where the SEB endorses the opening of a new vocation centre, a Memorandum of Agreement (MOA) between the community and the SEB will be signed for the community to release land free from compensation and to protect the school properties from rascals and vandalism and in the event of a tribal fight. The community will also provide initial facilities such as classrooms, teachers accommodation, source of fresh water, etc before the school commences. The Division of Education is responsible to register the new TVET school and budget for the instructors salaries and entitlements.

Target V1.3

MOA to be signed for every new TVET school opened.

Table 31: Proposed new TVET Centres for each District from 2006 - 2015.

District	2006	2007	2008	2009	2010	2011	2012	2013	2015
Chuave									
SinaYog.									
Kar.Nom.									
Gumine									
Kun/Gem.									
Kerowagi									

Target V1.4

By 2015 each district shall have at least two TVET schools.

Table32: Projected full-time TVET enrolments; 2006 – 15.

	2006	2008	2010	2012	2015
Year 1	515	1370	1640	1960	2000
Year 2	361	970	1160	1390	1376
Year 3	34	197	587	704	718
Total	910	2537	3387	4054	4094

Strategies and Activities

- Review the status of TVET centres
 - Determine criteria for the registration of TVET centres.
 - Liaise with other providers and the Department of Community Development.
- Improve retention rate.
 - Conduct awareness on the importance of TVET education and training.
 - Encourage parents to allow female school leavers to continue education in TVET centres.
 - Encourage youths and adults to attend short courses to enhance their skills.
 - Give enough time to schools for the change of status. (1-2years).
- Establish adequate TVET centres to cater for the growing number of school leavers.
 - Carry out feasibility studies and report to the Simbu Education Board for approval.
 - Provide at least two TVET centres in each district.
- Community Involvement.
 - Ensure TVET centre location is central and accessible to all school leavers and the communities in the area.
 - Provide sufficient and free land for the new school and for future expansion.
 - Provide initial facilities at their own expense.
- Division to provide required number of instructors.
 - Provide qualified and experienced trade instructors in accordance with enrolment.
 - Approve new schools and forward documents to DoE for registration.
 - Appropriate, instructors' salaries and entitlements in the 280 recurrent budget.

Quality curriculum and monitoring

Minor outcome V2.

Quality TVET skills training provides clients with skills that are relevant and required by the community.

The National curriculum will be reviewed by 2006 and developed in such a way as to suit this province's needs for both formal and informal skills training. The major thrust will be to redirect the curriculum towards providing appropriate and broadly based skills and knowledge, while preparing students to continue on to further training where such opportunities exist.

Target V2.1
TVET Curriculum Reviewed by 2006.

The curriculum development process will be streamlined to respond to different needs. The content of all TVET education and training courses, regardless of the nature of the institutions, will be competency – based and enterprise – driven.

All TVET centres will be expected to offer short term community oriented programmes. As well, longer courses will be offered as stand alone modules and credits given to students who complete accredited courses.

Target V2.2
All TVET Centres offer short term community oriented programs by 2009.

The private providers will be encouraged to provide skills, aiming for both the field of business and trade areas. Their involvement should encourage competition. It is anticipated that these courses will be appropriate for grade 8 and 10 graduates. Some of these courses will be accredited through established National Apprentice and Trade Testing Board guidelines. All full-time courses will be required to include further development of literacy and numeracy skills for students to upgrade their qualification. Where appropriate, these will be accredited by Flexible, Open and Distance Education.

All TVET centres will introduce short-term courses, both through the centre or extension activities. They will target skills that are of essential need to the community. Local based curriculum will be supported by the Department of Education.

Target V2.3
Short Course materials Distributed to all TVET Centres by 2008.

Collaborative support will be sought from the Department of Community Development and the local communities in the provision of courses that may benefit them. Such courses include food security, poultry and animal husbandry, cash cropping, vegetable farming, alcohol and drug abuse, HIV/AIDS, child abuse and family sexual abuse. Some community development programmes offered by TVET centres can be conducted through their extension programmes. The community based curriculum shall be reviewed every three years.

The main catalyst for change will be the initiation of the grade 8 leavers incentive voucher scheme. The general community must be encourage to change its perception of TVET education as second class and enroll more school leavers in TVET centres. While focusing on their core business of providing courses for people with a grade 8 educations. TVET centres will also provide courses that are suitable for grade 9, 10 and 12 leavers. At the same time, centres should be building links with other organizations and institutions to reach a wider community, offering courses such as health.

Other government departments should be consulted and persuaded to use TVET institution facilities for meetings and workshops for a small rental fee. This is one way to assist TVET institutions raise funds for their centres.

Strategies and activities

- Review curriculum in TVET centres.
 - Adapt existing full-time courses for maximum of 2 years.
 - Identify, develop and modularize new courses.

- Develop community based curriculum to serve community needs.
- Provide incentives for institutions to offer short courses for the community at large.
 - TVET centres to produce modules for short courses.
- Measure and Monitor Technical Education standards.
 - Review local curriculum every three years.

Quality teacher, education and training

Minor outcome V3.

The provision of appropriately trained and qualified TVET instructors and Site Leaders.

The successful implementation of a much wider range of TVET courses will require programmes to prepare appropriately qualified teachers and supervisors as well as proactive and entrepreneurial management.

Simbu Education Board and Staff Development Unit will continue to sponsor more instructors annually for training to do Diploma of TVET at Papua New Guinea Education Institutes (PNGEI) and Post TVET Training at University of Goroka. Further opportunities for TVET staff may be made available through Don Bosco Institute of Technology in Port Moresby or management training at the Institute of Public Administration. The Division of Education will go for recruitment at UoG, PNGEI and the Don Bosco Technical Institute annually.

Target V3.1

By 2015 all TVET instructors should obtain post graduate diploma in TVET.

Table 33: TVET staffing requirements, 2006 to 2015.

	2006	2008	2010	2012	2015
TVET Instructors	88	97	106	117	130
Students Instructor ratio	18.0	18.0	18.0	18.0	18.5

There are donor funded short courses available to enhance instructors' and Site Leaders' knowledge and skills. These courses offer necessary skills required to enable instructors to produce locally based curriculum and implement it. The local curriculum consists of short term courses to address the basic needs of the community. The division will audit teachers to identify their skills so that they can be rationally utilized in the much needed TVET institutions.

Target V3.2

Conduct skills audit for TVET staff in 2007.

Under the education reform the manager/manageress is required to appraise instructors. To enable them to be efficient, the division will ensure any training programmes organized and conducted by the DOE is honored.

Strategies and Activities.

- Provide the required number of appropriately trained instructors.
 - Recruit instructors through PNGEI and UoG.
 - Instructors shall be sponsored by the Simbu Education Board while they are in training
 - Release instructors and Site Leaders to attend short courses for the enrichment programmes.
 - Allow instructors to go for work/industry attachment.
- Provide professional development opportunities for TVET instructors.
 - conduct skills audit, and retain instructors with the appropriate skills.
 - identify, develop and deliver short courses to include entrepreneurial and adult education skills.
- Provide professional development opportunities for TVET centre Site Leaders.
 - conduct skills audits of Site Leaders.

- Identify, develop and deliver courses to include Planning, financial and asset management and entrepreneurial skills.
- Advisory Visits and Appraisals
 - Ensure all centres are visited on regular basis by the regional TVET Centre Inspector and TVET Centre Coordinator.
 - Train Site Leaders on appraisals techniques.
- Enrichment programmes for instructors.
 - Conduct regular provincial based in-service for Site Leaders.
 - Regular school based in-services to be encouraged and effected.
 - Encourage instructors to participate in NIST week.

Infrastructure and Maintenance

Minor Outcome V4

Adequate and functional facilities are available in TVET centres to make learning environment conducive.

Board of Management and school administration shall submit annual operational Plan to their Local Level Government and District Office to secure funds for infrastructure development and maintenance. TVET centres may set aside some money collected from school fees and subsidies from the National and Provincial Government for infrastructure development and maintenance. They can also have fund raising activities and set up special projects to generate income for their school physical development.

Target V4.1
BoG to submit operational Plan to District Administration and LLGs for Infrastructure and maintenance grant by June starting 2007.

The Board of Management may seek assistance from other sources such as Members of Parliament, Council Presidents, business houses and or donor agencies.

Strategies and Activities

- Sufficient facilities are available and maintained.
 - District Administration and Local Level Government Budget to include school infrastructure and maintenance grants.
 - schools to submit Plans to District Management Team to seek funds annually.
- Centres to source other funds.
 - Schools may submit proposals to donors for funding.
 - Organize fund rising activities and set up income generating projects.

Management

Minor Outcome V5.

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

The National Government aims at increasing subsidies to the TVET centers in accordance with the increase in enrollment. The Boards of Management will determine parental contribution in line with the guidelines set by the National and Provincial Education Boards.

Board of Management and Site Leaders are to minimize spending from the revenue received from parental contributions and subsidies. They should be encouraged to embark on self-reliance initiatives to raise extra money for their schools.

Target V5.1
Conduct Board of Management in-service by 2007.

The mission run TVET institutions are well equipped with appropriate equipment and tools thus making the teaching and learning environment more conducive. The government run TVET institutions do not have the appropriate equipment and tools for instructors to use for teaching. Students have been asked to use their own tools, especially in the carpentry and mechanical courses.

The Division of Education shall endeavor to seek assistance from the Provincial Government and / or from donors to build capacity in the government institutions for learning to be more conducive, and competitive with the mission run institutions.

Target V5.2
Build up capacity in Government run TVET centres by 2015.

Train Senior Instructors and Board of Managements.

Train **Site Leaders**, senior instructors and Boards of Management on financial management to be cost effective. The money saved can be used for infrastructure developments and maintenance.

Table 34: TVET Subsidies (K000's), 2006 to 2015, selected year.

	2006	2008	2010	2012	2015
TVET Subsidies					
Grade 8 inc. scheme	42.816	90.632	100.632	120.632	130.632

The duty statements for the TVET staff will be amended to reflect innovative business minded leadership as well as enterprise education.

TVET instructors are to be engaged based on teacher student ratio of 1:18.

Table 35: TVET centre instructors' salaries and emoluments (K'000), 2006 to 2015, selected years.

Year	2006	2008	2010	2012	2015
Salary and Entitlements	402	430	460	490	520

TVET centres may recruit skilled personnel to facilitate specific skills courses for their students for short periods of time. Expenses for such arrangements are to be met by the TVET centre recruiting the facilitator.

Local Level Government Councils are vested with the responsibility to cater for the infrastructure development and maintenance of TVET centres. Boards of Management are also responsible to ensure adequate infrastructure is available and maintained at all times.

Mission agencies should be encouraged to participate in taking ownership of TVET centres. Appropriate courses should be offered and the centres' finances and general administration controlled. They may make recommendations on teacher appointments to the Simbu Education Board for endorsement.

The role of the Non-Formal Coordinator will be reviewed in 2008 in order for this office to play a greater role in the promotion of TVET education.

Boards of Management should be given training on their responsibilities and encouraged to work closely with the administration to achieve the goals and objectives of the TVET centres.

Strategies and Activities

- Develop a system of greater Agency involvement in the administration of TVET education.
 - Grant greater responsibility to Church Agencies for the management of centres to include the management of teachers.
 - The province will encourage more Mission participation in TVET training.
- Make efficient and rational use of TVET centres,

- SEB to appoint teachers to vacancies.
- Conduct an annual teacher audit.
- Develop a culture of self-reliance in TVET centres.
 - Include entrepreneurial skills in all trainings programs.
- Promote the principles of good governance in the administration of TVET Institutions.
 - Develop appropriate systems of financial, inventory and asset management.
 - Review guidelines and train school Boards of Management.
 - Strengthen the role of the Non -Formal Coordinator in the province.
 - Develop institutional Plans.

Responsibilities

- **Parents and community will be responsible for**
 - the payment of parental contribution of school fees.
 - infrastructure for newly established TVET centres.
 - participation in Parents and Citizens activities.
- **Boards of Management will be responsible for**
 - the recommendation of instructors for appointment.
 - planning for infrastructure requirements.
 - the administration of short courses.
 - Initiating sustainable projects and seeking donor funding.
 - Enrolment of students.
- **Provincial Government will be responsible for**
 - the completion and endorsement of the Provincial Education Plan.
 - Instructors' salaries and entitlements.
 - the maintenance of centres.
 - the creation of new teaching positions.
 - the appointment of instructors
 - the appraisal of instructors.
 - identifying the types of courses to be offered in centres.
 - the development of local curricula.
 - Sponsoring teachers for post graduate studies.
 - Approval of and effecting registration of new TVET schools.
- **The National Government will be responsible for**
 - the payment of instructors' salaries in an efficient and timely fashion.
 - Pre-service training of TVET centre instructors.
 - curriculum development and accreditation.
 - provision of inspectorial services.
 - the development of criteria for the registration of centres.
 - provision of opportunities for teacher development.
 - the development of policy relating to school fee subsidies

SPECIAL EDUCATION

Situational Analysis

Definition:

Special Education in this context refers to two kinds of institutions dealing with people who are;

- a. Physically impaired.
- b. Talented/Gifted in the use of their hands.

Simbu has three Special Education Centres. They are Mirane, Kerowagi and Callan Services at Mingende. Mirane Special School has not been registered due to mismanagement and suspicion of dubious motives by the management while Kerowagi and Callan Services continue to be active and services required have been rendered to the public.

Kerowagi Special Education was established in 2002. It has two resource teachers and two Community Based Research (CBR) workers and a director. The centre has around fifty clients of whom most are children who are physically impaired. The centre is not resourced with basic needs.

Callan Special Education centre was established at Mingende in 2002, Callan Service has three CBR workers and two resource teachers including a volunteer Physio – Therapist. They have over a thousand clients comprising children and adults. The children are in schools across the province.

About twenty five percent of their clients are children from only six primary schools. There is a positive indication of an increase in the number of clients as they expand through out the Province.

The Organization has signed up an agreement with Christian Blind Mission International (CBMI) for the next twenty years to assist them in their work. The CBMI will focus their attention on teaching, awareness, training materials, fuel for traveling out and teacher aid pays. The assistance had significantly assisted the Organization with their operations.

Table 36: Staffing 2005

Institution	Resource Teachers		CBR Workers		Total Staff
	Male	Female	Male	Female	
Kerowagi	1	1	2		4
Callan	2			3	5

Table 37: Clients

Institution	General Public	School
Kerowagi	Not yet	250
Callan	750	250+

THE Plan – SPECIAL EDUCATION

Major Outcome

Make facilities available for the physically impaired who are in the normal education system to learn better and for the talented or gifted to enhance their skills.

Access

Minor outcome SE1.

Simbu is anticipated to have established two streams of Special Education. One stream will focus on people with physical disabilities while the other one will focus on developing and enhancing skills and talents in the areas of music, arts, craft and pottery.

At the international scene inclusive Education is used for the physically impaired. It implies that the physically impaired may enroll into our conventional schools and receive the same Education as the normal students. The Special Education centers will assist students and teachers for maximum benefit to the student. Callan Services based at Mingende is well organized and resourced while the Special Education centre at Kerowagi lacks the resources.

In the Plan period the Division will assist Callan Services and other Special Education centres with teachers or provide any support necessary, to enable them successfully reach the disabled children in the Province. If demand increases this Plan anticipated to establish two more new institutions by 2015.

The Division will take charge of the second stream of Special Education. That is to develop and enhance the skills and talents of the youths and adults who could not gain specific skills in the formal sector such as music, arts, drama or dance.

Target SE1.1
Four special education institutions to be established by 2015.

Table 38: Projected enrolment.

YEAR	2006	2008	2010	2012	2015
PROJECTED PHYS IMPAIRED CLIENTS	1000	1500	2000	2500	3000
TALENTS/SKILLS	15	30	50	90	120

The above table is a projection of the physically impaired children and adults who would benefit from the special education centre.

Table39: Projected Special Education Centres 2006-2015

	2006	2008	2010	2012	2015
Physically impaired	2		2	4	4
Talents/skills	1		2	2	2

Before new schools are opened feasibility studies will be carried out to ensure criteria for new schools are set and report to Simbu Education Board for their deliberation and endorsement. The necessary forms for the registration of schools to be filled and forwarded to DOE.

Strategies and Activities.

- Adequate facilities to be available for the physically impaired and those with talents/gifts.
 - Draw up policies for SEB endorsement. (Management)

- Advise schools to co-operate with Callan Services.
- Enroll students in the second stream of special education.
- Liaise frequently with Special Centre Administrators.
- Carry out feasibility studies for new schools.
- Register new schools.
- Create new positions and seek approval from TSC.

Curriculum and Monitoring.

Minor Outcome SE 2.

The physically impaired shall attend our conventional schools from elementary prep to grade 8. They will be taught inclusively with the rest of our children using the National Education curriculum.

The Special Education centres for the physically impaired will use their resources to assist the students to be competitive with the rest of the children.

Experts teaching in the second stream of Special Education centres will develop their own curriculum to teach the students. The Simbu Education Board will screen and approve the curriculum before it is taught and liaise with the Curriculum Development Division for advice, support and guidance for their approval.

Target SE2.1
Special schools to have appropriate curriculum in place by 2015.

Activities and Strategies.

- Appropriate curriculum is produced and implemented.
 - Liaise with Special Education centres and find out about the type of programme used for the physically impaired.
 - Develop a music curriculum
 - Experts who are engaged in the second special education type will produce their own curriculum.
 - Liaise with TSC for advice and directions.
 - SEB to screen and approve the Special Education curriculum produced by the schools.

Quality Teacher, Education and Training.

Minor outcome SE3.

Special Education requires specially trained and skilled personnel to teach the physically impaired children.

Those schools run by private organizations and registered under the Education system will be allocated with teachers who graduate from UOG with Special Education degrees. When the demand increases, more teachers will be sponsored to take Special Education courses at UOG.

Table 40: Staffing projections for the physically impaired 2006 - 2015.

ORGANISATION	2006	2008	2010	2012	2015
CALLAN SERVICES	5	8	12	12	13
KEROWAGI SPECIAL CENTRE	2	3	3	3	3

Callan Service is extending its services across the province. They anticipate having their staff based in each of our districts as District Coordinators and researchers.

Target SE3.1
Each district shall have a coordinator and a researcher by 2015.

The division anticipates working closely with Callan Services so that the physically impaired can be counseled and guided in their endeavor to learn and progress in education.

The district based coordinators and facilitators will also in-service teachers to be alert and identify children with disabilities and assist them to learn better.

The qualification for the second stream of special education would be based on trade skills or expertise in particular talents/skills such as music, art and craft. It is not necessary for a person to have obtained an academic qualification. This Plan targets youth and adults who are literate as well as the illiterate.

A villager in Sepik could be employed to teach carving or a weaver in Milne Bay to teach basket and mat weaving or a potter in Madang could be engaged to teach pottery. That implies that the facilitator does not necessarily have a certificate in the field. The facilitator must be an expert in the field of his profession or specialization.

Table 41: Staff projections for the second stream of Special Education 2006 - 2015.

YEARS	2006	2008	2010	2012	2015
STAFF	1	3	8	11	15

Strategies and Activities.

- Adequate skilled staff to be recruited and engaged in the special education centres.
 - Draw up policies for SEB on teacher recruitment.
 - Negotiate with TSC for new Special schools registration, creation of positions, teacher qualification etc...
 - Negotiate with private Special schools for teacher posting and monitor enrolment
 - Recruit skilled personnel.
 - Budget for teachers' salaries and entitlements.

Infrastructure development.

Minor Outcome SE 4

Specialist infrastructure to be provided adequate for the physically impaired and talents and skills group.

Private organizations are to establish the physically impaired Special Education centres. They are also responsible for specialist buildings. They may seek assistance from donors for the infrastructure developments.

The Division shall develop infrastructure for the other stream of Special Education through the Provincial Government or through donor assistance. The BoG and the communities are also responsible to develop the special school's infrastructure.

Target SE4.1
Infrastructure for Special Education to be made available by 2012.

Strategies and Activities.

- Sufficient infrastructures are available.
 - Contact private organizations to develop their facilities.
 - Make submission for funding infrastructure through the Provincial Government budget.
 - Seek donor funding/assistance for infrastructure development
 - Board of Governors and communities to erect own infrastructures.

Responsibilities.

Parents and the Community will be responsible for

- Looking after their own physically impaired children and clothing them.
- Paying school fees.
- Accepting teachers' and CBR workers' advice and implement it.
- Making facilities available.

Boards of Management will be responsible for

- Setting policies to protect physically impaired children.
- Collecting school fees.
- Ensuring teachers are responsibly teaching and caring for the physically impaired.
- Requesting positions to be created and funded.

Provincial Government will be responsible for

- Ensuring appropriate support is given to private organizations running Special Education centres.
- Appropriate salaries and allowances are appropriated in the budget.
- Registration of new schools and positions are submitted for approval.
- Making appointments.
- Recruiting VSO volunteers initially.
- Liaising with DOE and TSC for additional positions to be created with Callan Services.

The National Government will be responsible for

- Creation of positions for Inclusive Education
- Ensure salaries and entitlements are budgeted and teachers are paid.
- Approve the other special education stream such as school of music, art and craft.
- Register schools and approve positions.
- Provide training for teachers teaching in the Inclusive Education.

FLEXIBLE, OPEN and DISTANCE EDUCATION

Situation Analysis

Definition

Flexible Open and Distance education (FODE) is a means of delivering an alternate education to people who cannot attend the formal educational institution.

Access

There are three registered CODE centres and one study centre in the province enrolling students from grade 7 to 10.

Thirty nine FODE students were doing grade 11 in the secondary schools in 2004, which is 12 percent of the total. Enrolments of females increased from 34.1 percent in 2001 to 49 percent in 2004. The rate of success in the up- grading of subjects in grade 10 has improved and certification has been on the increase.

There has been a good number of former CODE students who had enrolled in grade 11 and had been accepted after grade 12 into tertiary colleges and universities.

Memorandum of Agreement between the Simbu Provincial Government and Flexible, and Open Distance Education headquarters this year will greatly help in the progress of Distance Education in the province.

Quality

The Flexible, Open and Distance Education is using a curriculum for general education in grade 7 to 10, very similar to that in high schools. It is currently under review to suit the reform policy for education in the country. Completion of a grade and certification depends on the student's ability and financial back up by government and parents.

Table 42: Showing student enrolment by sex and grade from 2001 to 2004.

Grades	2001		2002		2003		2004	
	M	F	M	F	M	F	M	F
7	12	6	15	10	3	1	2	1
8	16	15	26	10	1	1	9	3
9	33	34	59	39	22	24	38	45
10	266	184	236	115	164	134	111	107
Total	327	239	336	174	190	160	160	156
Grand Total	566		510		350		316	

Table 43: Shows number and percentage of CODE students enrolled in the secondary schools.

Years	No. students	Percentage
2001	6	1.1
2002	16	3.1
2003	4	1.1
2004	39	12.3

STAFFING

Secondary trained teachers have been engaged to FODE office as full time markers. The initiative has resulted in improving the marking, recording and returning of students assignments for the last four years. However, the Provincial Centre is under staffed especially with the support staff clerks as they have a lot of work to do.

MANAGEMENT

The current management structure in Planning, production and distribution of materials, budgeting, monitoring of expenditures are centralised. Overall authority and decision making is minimal in the Provincial Centre routine operations.

The following highlights are major concerns experienced by the Centre over the last decade.

- Lack of basic modern office facilities at the Provincial centre.
- No housing for the Coordinator since the Centre's establishment in the seventies
- The current classroom for the centre needs extension to accommodate the increasing number of students.
- Mobility for efficient supervision
- Insufficient supply of student materials
- Insufficient funding for Provincial Centre operations
- Slight drop in enrolments due to known factors as listed hereunder.
- Deregistration of FODE in Maina and Terebona TVETcentres.
- Insufficient supply of course materials.
- Lack of awareness to schools and remote communities by FODE Provincial Centre staff.
- Non inclusion of FODE students in the Provincial Government Subsidised education policy in Simbu

THE PLAN - FLEXIBLE, OPEN AND DISTANCE EDUCATION.

Major Outcome.

The provision of a flexible, open and distance education gives alternative opportunities to students to pursue other pathways of formal education.

Access

The provincial Division of Education and the Flexible, Open and Distance Education anticipates reaching a broader audience, an alternate opportunity for students who wish to improve their education through distance mode and vie for job opportunities or training.

Minor Outcome F1.

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

Distance education has the potential to reach a broader audience at lower cost to the clients. It provides opportunities to those who do not have the opportunities in the formal sector. Flexible, Open and Distance Education offers grade 7 to 12 courses.

Target F1.1
Grade 11 intake to commence by 2007.

For the next ten years within the Plan period, Flexible, Open and Distance Education will focus mainly on enrolling grades 9 and 10 students whose parents can not afford fees for conventional high schools, grade 10 leavers to upgrade their grade 10 marks or any adults to do matriculation studies to matriculate at year 12 level. Grade 10 up graders will receive attainment certificate while full time students will be certified with Grade 10 FODE Certificates and Grade 12 Matriculation Certificates respectively.

Registered centres.

A Registered Study Centre is where a qualified secondary teacher or person with the required qualifications is present to organise classes to assist students having difficulties. A registered centre must be well organised with reasonable facilities for students to do their work. Most registered centres will be existing schools.

Correspondence Study Centres.

Correspondence Study Centres are where students are enrolled through the provincial centre, pick up course materials and work on their own. The study centres only coordinate and supervise student studies. We anticipate establishing four new correspondence study centres within the Plan period.

Target F1.2
A total of four new correspondence centres to be established by 2015.

Encourage technical and TVET schools to become FODE agents as registered or correspondence centres and offer FODE courses to their students as well as those living around the institutions. Appoint nearest secondary school teachers as markers to coordinate these centres.

Strategies and Activities

- Increase enrolment in all the programs FODE is offering
 - Carry out intensive awareness on the opportunities available through Flexible, Open and Distance Education.

- Encourage the establishments of registered and correspondence centres
- Encourage TVET centres to offer FODE courses.
- Markers at secondary schools to coordinate distant FODE centres.

Quality Curriculum and Monitoring

Minor Outcome F2.

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

Curriculum design and writing is the responsibility of FODE headquarters and the provincial centres will implement and evaluate for rewriting and improvement in the future.

Flexible, Open and Distance Education courses will be reviewed, restructured and upgraded to provide pathways for students to be enrolled twice annually, study at their own time and pace at a location convenient to them. FODE students complete assignments and sit for examinations consistent with the Department of education policies.

The biggest constraint is the inadequate and inconsistent supply of study materials from the National headquarters. The Provincial authorities will liaise with FODE to address this issue for its remedy.

Target F2.1
Reform curriculum materials to be received by 2008.

Strategies and Activities

- Appropriate reform curriculum materials to be produced and received.
 - Ensure reform curriculum for grade 7 to 12 for the distant mode to be received and implemented.
 - Ensure other programmes such as literacy and other short course modes to be received.
 - Information on any changes to the assessment in relation to the reform curriculum is to be communicated.

Quality Teacher Education and Training

Minor Outcome F3

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

There is a need to increase the staffing in the Provincial Centre to cater for any increase in enrolment. The Department of Education has not addressed this in the NEP. Simbu will continue to engage primary and secondary trained teachers with FODE to assist the centre coordinating, marking and counselling. Potential instructors need to be identified to coordinate FODE activities in their institutions. The reform curriculum and assessment procedures necessitate training for teachers and staff in curriculum design and assessment.

Target F3.1
FODE staff to participate in Provincial Curriculum Reform Implementation Programme (CRIP) by 2007.

Strategies and activities

- Improve the capacity of staffing in the Provincial Centre.
 - Liaise with DoE for additional positions to be created to accommodate additional staff.
 - The SEB continue to engage appropriately trained teachers at the centre.
 - Liaise with DoE to upgrade the current level of the support staff position and create an additional position.
 - Identify and engage qualified TVET instructors to coordinate FODE students in their centres.

Infrastructure and Maintenance

Minor Outcome F4

A well resourced Provincial Centre to facilitate its operations.

The Office of Flexible Open and Distance Education is to be well resourced with capital equipment to enhance its operation. The funding is to be sourced out of the Simbu Provincial Government MOA that is now in place.

The Provincial Government under the recent signed MOA shall provide K20 000-00 which will be used for office equipment and furniture. The Provincial Government is also responsible to provide housing for the FODE Coordinator.

Target F4.1
Review Memorandum of Agreement (MOA) by 2010.

Strategies and Activities.

- Adequate facilities and a well furnished Provincial Centre.
 - Make submissions for the funding of the coordinators house.
 - Purchase equipment and furniture for the FODE office.

Management

Minor Outcome F5

An institution effectively offering flexible, open and distance education.

Overall management authority and decision making is highly centralised with the Department of education and FODE higher authorities in Waigani. A review of the structure and functions is under way and provincial centre administration will be advised of the outcome for implementation during the Plan period.

The Provincial Government and FODE recently signed a MOA and which will remain current for the next five years, It shall be reviewed when it expires. Under the current MOA the provincial government will appropriate K20 000.00 annually for the operations of FODE.

It is a requirement for FODE to establish a Board of Management to conduct the affairs of the Provincial Centre. We anticipate to have the Board of Management in place and to be effective in 2007.

Target F5.1
FODE Board of Management to be put in place by 2007.

Table 44: Provincial Government Grant under the MOA (K'000) 2006 – 2015.

Year	2006	2008	2010	2012	2015
Amount	20	20	20	20	20

The Provincial Centre will have an annual budget to expend the grant according to the Public Finance Management Act for the duration of this Plan.

Strategies and Activities.

- A well qualified and efficient management team to be maintained.
 - Facilitate effective flexible, open and distance education in the province according to the current system in place.
 - PDOE to ensure MOA is honoured in its annual budget.
 - A close monitoring and evaluating system is in place to advise FODE and SPG authorities on policy matters for future developments in the Province.

Responsibilities

Department of Education, Flexible Open and Distance Education, Simbu Provincial Government, respective Local Level Governments, the stake holders of Simbu are equally responsible for the smooth running of the Provincial centre and its RSC and CSC in the province.

Parents and the community will be responsible for:

- Parents and community members of respective CSC and RSC are the immediate stake holders and are responsible to look after the centres.
- Pay course fees

FODE centre will be responsible for:

- Managing the centre and coordinating all related activities.

Provincial Government will be responsible for:

- Ensuring the content of the MOA is honoured annually.

The National Government is responsible for:

- The Department of Education together with FODE headquarters will make decisions on the overall operations of FODE systems in the country and on matters affecting the policy on Flexible, Open and Distance Education in the country

SIMBU UNIVERSITY CENTRE

Situational Analysis

Definition:

Simbu University Centre utilises the net work of the University of Papua New Guinea Open College in collaboration with Simbu Provincial Government to bring University education closer to Simbu people. It aims to deliver education to people who are unable to continue formal education .

Access

Simbu University was established in 1997 and offered matriculation courses to two different categories of people.

- a) Grade 10 dropouts who were unable to secure a place in secondary schools.
- b) Those people who are in the work force but wish to upgrade their qualification at matriculation level. The enrollments from 1997 to 2001 increased by 35 percent and decreased from 2002 to 2003. In 2004 when matriculation program was changed to certificate in Tertiary and Community Studies (CTCS) the enrollments were very low. It increased by 50 percent in 2005. The Centre also enrolled degree students as of 2001.

Table 45: Nnumber of students enrolled for CTCS and degree programs2001 – 2005.

	2001	2002	2003	2004	2005
Matriculate/Certificate	in Tertiary	Community	Studies	(CTCS)	
Male	378	278	218	47	65
Female	109	89	72	18	60
Total	487	367	290	65	125
% Female	22.4	24.3	24.8	27.8	48
Diplomas/Degrees					
Male	12	6	3	Nil	8
Female	14	Nil	Nil	Nil	5
Total	16	6	3	Nil	13
% Female	25	0	0		38.5

Achievements:

- Renewed MOA for 5 years from 2005.
- Received 2 new computers.
- Enrollments increased in 2005.

Quality Education and Staffing

a) Staffing:

The University centre has 3 funded positions. One director; 1 clerk and 1 Cleaner/security. The tutors are part time employees.

b) Curriculum

The curriculum materials are written by University Open College and distributed to all Open Colleges and University centres.

c) Academic performance

Our students achieved very good results over the years and entered many tertiary institutions. Some obtained direct employment.

Table 46: Simbu University centre achievements from 2001-2004.

Universities/Colleges	2001	2002	2003	2004
UPNG , UNITECH	16	12	10	10
DWU, UOG etc.	13	24	23	13
Colleges	34	41	37	36
Direct Employment	63	77	70	59
Total	126	154	140	118

Infrastructure/Maintenance

There was a major renovation and maintenance done to University centre. The University Centre's storeroom was converted to a classroom. The Director's office was relocated to another room. We have yet to furnish a spare room with computers for staff and students.

Management

The general management over the years was poor and ineffective. The Centre was scaled down in 2004 with enrolment of 65 students. The University Director was transferred to Enga University centre. A relief arrangement was made to keep the Centre operational. A teacher under Teaching Services Commission (TSC) was seconded to the University Centre.

THE PLAN - SIMBU UNIVERSITY CENTRE

Major outcome

Simbu University centre offers alternative opportunities to students and public servants who are unable to continue their education through the formal secondary and university education system.

Access

Minor outcome U1

Establish adequate sub-centres in selected districts to increase enrollment and achieve access and retention targets.

Simbu University centre is one of the net work of University of Papua New Guinea Open Colleges established to offer distance courses in the following categories.

- Grade 10 students who cannot secure a place in secondary schools to do certificate in Tertiary and Community studies (CTCS same as matriculation).
- Grade 12 leavers to upgrade their level of attainment in individual subject and receive letter of attainment.
- Any public servant or private sector employees to do CTCS or degree programmes.
- Elementary school teachers who are all encouraged to enroll on CTCS courses.

Even though the University Centre has been in operation since 1997 a lot of students and public servants are not aware of its existence. The University Centre will make regular awareness through out the Plan period to advertise the Centre to the public.

Enough sub-centres should be established to allow students access to tertiary education. Special focus should be on giving equal opportunities to female students. The four closed sub-centres should be reopened and some more sub-centres should be opened at selected schools to serve as new sub-centres. A senior teacher will be Coordinator at each sub-centre after approval from University Open College.

Target U1.1 Each district to have a sub centre by 2015.
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Table 47: Enrolment projection for the Planned years 2006 – 2015..

Course/Category	2005	2006	2008	2010	2012	2015
CTCS	121	157	193	277	399	575
Gr.12 up graders	6	12	17	25	36	52
Degree	13	26	38	54	78	112

Strategies and Activities.

- Provide facilities and create awareness to increase access
 - Provide and maintain sub-centres in selected districts/schools
 - Establish adequate number of sub-centres to meet the increasing demand.
 - A senior teacher appointed as sub-centre coordinator to carry out all assigned duties.
 - Effect regular awareness in all secondary schools with teachers and public servants.
 - Enroll and register students.

Quality Curriculum and Monitoring

Minor outcome U2

Appropriate University courses materials are available for students' use.

Relevant curriculum materials are developed by the university schools in consultation with University of Papua New Guinea Open College to offer Certificate in Tertiary and Community Studies and various degree courses. Both certificate and degree courses are offered on semester basis. The Simbu University Centre will constantly ensure sufficient course materials are available to serve the students promptly. Tutorial classes must be conducted and students' assignments corrected quickly. Examinations must be conducted on schedule and assessments records kept in order through out the year.

Target U2.1
By 2010 tutorial classes to be compulsory.

Strategies and Activities.

- University of Papua New Guinea Open College
 - Coordinate Course material production and quality control.
 - Set assignment questions
 - Set marking guide
 - Set examinations and certify students on completion.
- Simbu University Centre
 - Mark assignments.
 - Supervise exams.
 - Ensure course fees are deposited into the University Open College account.
 - Keep and maintain students records.

Quality Teacher and Training

Minor outcome U3

Sufficient secondary trained teachers with first degree are appointed as Director and tutors.

There are three funded positions for the Centre. Director's position is funded by University Open College and the clerk and cleaner/security is funded by Simbu Provincial Government. The Centre has engaged qualified trained secondary teachers as part time tutors. These tutors are endorsed by University Open College Quality and Standards Director. The tutors and markers are paid by University Open College on semester basis. The Simbu University Director is acting on the position. A permanent appointment is pending dependent on the Simbu Provincial Government's release of its component of grants as per the MOA.

Target U3.1
The University Director to be appointed by 2007.

Strategies and Activities

- Qualified staff are engaged.
 - Ensure a permanent director is appointed.
 - Engage part time teachers as tutors for different subjects.
 - Pay tutors for tutorial hours and marking assignments.
 - The Center's Director and tutors assist and supervise degree students.

Infrastructure and Maintenance

Minor outcome U4

Adequate infrastructure is in place and existing facilities are maintained.

The Simbu Provincial Government is responsible to ensure adequate infrastructure is available and well resourced to make the University Centre conducive for students learning. Since the establishment of the centre, science streams were never offered. The provincial government shall have facilities in place before 2010 to accommodate first year students for all faculties. The Provincial Government is to be advised of the changes.

Target U4.1
By 2010 Simbu University Centre will enroll foundation year students.

Strategies and Activities

- Provide adequate facilities to cater for expansion.
 - The Simbu Provincial Government is to put in place adequate facilities.
 - Make submissions to the provincial government and advise them of the changes the university is embarking on to transfer first year students to the Provincial University Centres.

Management

Minor outcome U5

An institution offering university courses through distance education.

The University of PNG Open College is offering Certificate and degree courses through the distance education programme to the provinces. This arrangement creates opportunities for school leavers to have access to the university courses and also ease school fee burden on the parents.

The centre was scaled down in 2004 due to phasing out the matriculation course and non-renewal of the MOA with Simbu Provincial Government. The MOA has been renewed for the next 5 years and anticipated to continue to 2015. As a consequence we are optimistic of increase in enrollment.

The University Centre will constantly liaise with and report to the University and the Simbu Provincial Government on its operations through out the Plan period.

Table 48: Projected appropriation from Simbu Provincial Government from 2006 – 2015 (K'000).

	2006	2008	2010	2012	2015
SPG Appropriation	60	60	60	60	60

Target U5.1
Review Memorandum of Agreement in 2010.

As the University Centre extends its activities to the rural communities, the Director has to be mobile to effectively coordinate the sub-centres. The Provincial Government will have to provide a vehicle to the University Centre as the Government's commitment towards human resource development in the Province.

The Provincial Government is also required under the MOA to provide a house for the University Director. Students pay a reduced fee of K50-00 per course after MOA is renewed between the University Open College and Simbu Provincial Government.

Strategies and Activities

- The Provincial Government is to support the university centre by honoring the MOA.

- Ensure the Provincial Government grant of K60 000.00 is appropriated annually.
- Students pay a reduced fee for each of the courses taken.
- Provide vehicle for the University Centre.
- Provide house for the University Director.

Responsibilities

Parents will be responsible for

- Payment of course fees in each semester.

Simbu University Centre Board will be responsible for

- Centre staff
- Centre operation
- Sub-centre coordination
- Establishment of sub-centres

Provincial Government will be responsible

- Honouring Memorandum of Agreement

University Open College will be responsible for

- Director's salary and emoluments.
- Curriculum materials and assessment.
- Tutors and markers' allowances.
- Operational grant
- Ancillary staff wages.

Provincial Education Administration

Situational Analysis

Definition:

Provincial Education Administration refers to the Division's Staffing, Structure, Operations, functions and activities that come under its auspices.

Provincial Division of Education Headquarters

The Provincial Division of Education (PDoE) Headquarters is located in Kundiawa Township at the former Kundiawa General Hospital site. From the gate, the building block to the right serves Education and the left block serves Kundiawa Gembogl District Services.

General Administration

The general administration of the Division was quite mediocre in recent years. Consequently, its operations almost came to a standstill with necessities like power, water and telephones being disconnected. Other capital assets such as photocopier, computers were not in operation. Debts owed to business houses and individuals were very high. In mid November 2004, a new management was in place. Since then, positive changes obviously came to realization. The division has been salvaged and normalcy returned within a short time span.

Each working day of the week commences with devotion. The good Lord has so far blessed the Division in many ways. The Division is now sailing well with Christ in its vessels and believes affirmatively that with God the Division will prosper.

Table 49: Current Division's Structure and Staffing 2006.

Existing		
Position	Designation	Classification
SISSE 01	Principal Advisor	Grd. 15
SISSE 02	Senior Professional Assistant	Grd. 13
SISSE 03	Appointment and Recruitment Officer	Grd. 10
SISSE 04	Provincial Administrative Officer	Grd. 10
SISSE 05	Exam and Inservice Officer	Grd. 10
SISSE 06	Provincial Non Formal Officer	Grd. 09
SISSE 07	Key Board Operator	Grd. 05
SISSE 08	Librarian	Grd. 08
SISSE 09	Storeman (Education Materials)	Grd. 04

Unlike other divisions, Education division grows like a tree and has branches. It will stop growing when human beings decide not to reproduce. Despite the reality of significant population growth topped with the Education reforms the Division continued to retain a skeleton staff. Submission for additional staffing has been made in the recent Department of Simbu restructure; therefore, we expect a favorable response.

Other Functions Under PDoE

The Division's other functions include:

- **Standards and monitoring.**

This is a National function but Inspectors serve in Simbu to monitor standards and execute inspections on teachers. Currently, Simbu has eight primary school Inspectors, one secondary school Inspector and one vocational/technical school Inspector.

- **Guidance Office**
This is another national function. The guidance officer provides guidance, Counseling and advice on selection into grade eleven.
- **Non Formal**
This officer facilitates and monitors all non formal activities in the Province. The LAMP centre has been transferred and placed at the care of the SPA.
- **In-service**
In-service is an integral part of teachers' professional development. The office of the In-service Coordinator facilitates and monitors its activities.
- **Examinations**
Expenses covering examinations has been decentralized to the province. The office of the In-service Coordinator facilitates and monitors this function and ensures expenses are catered for in the Provincial recurrent budget.
- **District Education Officers**
This is a Provincial function that caters for general management and administration of schools in the 7 districts. They facilitate education services in the District and are responsible to the Provincial Administrator, through their District Administrator.
- **District Elementary Trainers.**
These officers come under PNGEI but serve in the Province. They train and assess Elementary teachers performance. There are twelve trainers serving in Simbu.
- **Simbu Education Board (SEB).**
Simbu Education Board is the policy and decision making body responsible for teachers appointments, discipline, enrolments, setting of school fees, opening of new schools, suspension or uplifting suspension and other matters. This Board is still active and executes its duties. Its operational expenses are usually financed under the Division's recurrent budget.
At the time this Plan was drafted, the Division's mobility has significantly improved from a old 10 seater to 12 transport fleet comprising of the following; 7 x horses, 4 x motor bikes and 4 x vehicles.

We anticipate to pick up a few more motor bikes and a better vehicle for the Division. The horses and two motor bikes have been dispatched to the districts to be used by DEAs and Elementary inspectors.
- **Appointments/Recruitment**
This is the office that looks after recruitment and postings of teachers.
- **Planning.**
This is the office that is responsible for Education Planning monitoring and evaluation, staff and student enrolments.
- **Materials/Supply.**
This is the office that looks after the purchasing and despatch of educational materials.
- **Administration.**
This is the Provincial Headquarters that looks after all administrative matters of the Division. The Principal Education Advisor is the overseer of all educational functions and activities.

THE PLAN – PROVINCIAL EDUCATION ADMINISTRATION.

Major outcome

The Provincial Education Headquarters is to be adequately resourced with qualified, skilled and experienced staff, and provided with sufficient resources to enable officers to execute their duties effectively.

Staffing

Minor outcome A1.

The Provincial Education Staffing is to be right sized to meet the workload requirements of the Division.

The Department of Education is undergoing structural and organizational reform. As a consequence the division's scope of activities has increased in recent years thus calling for additional positions to be created. For control and supervision purposes, the Division will liaise with the Provincial Administration to have all District Education Administrators (DEA) report directly to the Provincial Education Advisor.

The Table below is an indication of the staff requirement for the division. We anticipate having all positions approved and funded under Simbu Provincial Administration by 2015.

Table 50: Proposed Structure to be implemented 2006 – 2015.

Position No.	Designation	Classification	Recommendation
SISSE 01	Principal Advisor	Grd. 15	No change
SISSE 02	Senior Professional Assistant Technical/High/Secondary	Grd. 13	No change
SISSE 03	Senior Professional Assistant – Primary/Community/Elementary	Grd. 13	Create
SISSE 04	Provincial Administrative Officer	Grd. 11	Reclassification
SISSE 05	Appointment and Recruitment Officer	Grd. 10	Reclassification
SISSE 06	Exam and In service Office	Grd. 09	No change
SISSE 07	Provincial Non-Formal Officer	Grd. 09	Reclassification
SISSE 08	OIC – Salaries – Education	Grd. 09	Create
SISSE 09	Elementary Development Officer	Grd. 08	Create
SISSE 10	KBO/Secretary	Grd. 07	Reclassification
SISSE 11	Librarian	Grd. 07	Reclassification
SISSE 12	Staff Clerk	Grd. 06	Abolish Create
SISSE 13	Staff Clerk	Grd. 06	Create
SISSE 14	KBO/Secretary (Inspection)	Grd. 04	Create
SISSE 15	Information/Technology/ Evaluation/Research	Grd. 09	Create
SISSE 16	SEB Executive Officer	Grd. 09	Create
SISSE 17	Storeman (Education Materials)	Grd. 04	No change

Target A1.1

The Division's structure to be fully implemented by 2015.

Strategies and Activities.

- Restructure positions in the PDoE to improve manpower establishment.
 - Review the organizational capacity of the Division for effective delivery of services.

- Implement the structure in the Plan period.

General Provincial Education Administration

Minor Outcome A2

The General Administration is to establish an efficient mechanism to ensure various activities under taken by the Division run smoothly and are cost effective.

Funds to be appropriated for Provincial and District Management Plans to be formulated and evaluated annually. The Plan envisages the establishment of a data base office where all data in respect to all our activities will be stored and maintained. Teacher absenteeism has gone out of control in recent years. A monitoring mechanism will be in place to control teacher absenteeism by having spot checks on school operations.

Target A2.1
Monitoring mechanism for teacher absenteeism to be in place by 2006..

The curriculum Officer, in consultation with the inspectors and in-service committees will assess the implementation of the Department of education reform curriculum for all institutions and shall produce supplementary curriculum.

The Reform Curriculum is outcomes based. This concept is quite new to teachers who are already in the field. They have difficulties in implementing the reform. Therefore, the production and use of the supplementary curriculum materials would assist teachers and enhance the reform concept.

Target A2.2
Produce Community Based Supplementary Curriculum by 2010..

The DoE has in place a National HIV/AIDS Policy. This policy will be honored and implemented in this Plan. The Deputy Head teachers in all our institutions will be vested with the responsibility to coordinate HIV/AIDS awareness activities in schools. The Provincial HIV/AIDS Council will work closely with the school based coordinators.

Target A2.3
Deputy Headteachers to be the school based HIV / AIDS coordinators by 2007.

The National Education Plan calls for the establishment of the District Education Boards. We will critically assess the roles these boards will play and then decide whether to implement the Plan following criteria that will be set by the SEB.

The pay roll system for all our teachers has been decentralized. The salaries staff is not paid in the Department of Simbu structure. Therefore, appropriate actions will be taken to ensure the staff are included in the Department's structure and funded in the recurrent budget.

Strategies and Activities.

- Production, Distribution and Implementation of locally based supplementary curriculum.

- The Division is to set up curriculum committees to include inspectors.
- Seek permission and assistance from DOE to obtain technical advice.
- Train institutional heads on the locally based supplementary curriculum.
- The Division is to set up a production unit.
- Provincial Supply and Materials Officer is to arrange for distribution.
- Monitoring teachers' absenteeism.
 - Put in place a mechanism to control teachers' absenteeism.
 - Purchase motor bikes for monitoring officers to use.
 - Engage monitoring officers
- Implementation of the HIV/AIDS policy.
 - Distribute HIV/AIDS policy to schools
 - Deputy Head teachers to be Coordinators of HIV/AIDS programmes in all institutions.
 - Liaise with division of Health and the Provincial HIV/AIDS Council on the work with the school based coordinators.
- Pay roll system
 - Ensure payroll staff are included in the Department's structure and paid
 - Operational funds are appropriated in the budget.

In-services

Minor Outcome A3

An effective Staff Development programme is to be developed to provide appropriate training for the Provincial Divisional staff and for teachers.

The division will audit PDoE staff skills and identify areas of training needs and conduct in-house training. Any opportunities for short courses within Papua New Guinea or overseas offered by the Department will be applied for and officers released to attend. Emphasis will be placed on gender equity.

The Plan has provision to sponsor teachers to upgrade their qualification from certificate to diploma and from diploma to degree level at Papua New Guinea Education Institute (PNGEI) or University of Goroka (UoG) respectively. Technical/TVET teachers will undertake post graduate PVTE and DoVET courses. Teachers who receive acceptance from other institutions will be released on individual assessment of merit.

In-house and provincial in-service training will be encouraged throughout the Plan period to enrich teachers with the reform curriculum changes currently being implemented.

Target A3.1

Inspectors and In-service committee to produce in-service materials.

Strategies and Activities.

- Provide training opportunities for Divisional staff
 - Facilitate regular in house training for staff in the PDoE
 - Liaise with National Staff Development Unit on training needs.
- Staff development programs.
 - Diploma and Degree in Education through PNGEI unit courses or other established institutions.
 - Extend the staff development programmes to schools and districts by means of regular in-services.
 - Strengthen the DoVET programmes by encouraging more staff participation.
- Review the Provincial and National in-service programmes.
 - Revive the PIST/NIST programmes that have been dormant.
 - Encourage gender equity and participation in training, in-service courses and workshops.

Examinations

Minor Outcome A4.

The Provincial Examination functions are adequately resourced to effectively coordinate and execute the examinations requirements.

Examinations are administered by the Measurement Services Unit (MSU). The Province is left with the burden to meet expenses on distribution, invigilation of the examinations, marking and dispatch of the results to MSU.

Funds are to be appropriated in the provincial recurrent budget to accommodate examination expenses. In instances where Provincial Government funding is denied participating schools may contribute towards examination expenses.

Target A4.1
Funding for examination to be included in the Provincial Government recurrent budget starting 2007.

Strategies and Activities.

- Adequate funds and resources are available to execute examination requirements.
 - Adopt National Exams schedules.
 - Ensure sufficient funds are appropriated in the budget.
 - Appoint Provincial Examination coordinators.
 - Appoint external invigilators.
 - Appoint marking panels.

Simbu Education Board (SEB)

Minor Outcome A5.

A legally constituted Provincial Education Board is to be put in-place and be executing its duties as stipulated in the Provincial Education Act.

The Provincial Executive Council (PEC) will make permanent appointments to the Simbu Education Board membership who will serve a three year term. The composition of the membership is governed by the Provincial Education Act. The Membership will be reviewed every three years.

The Division will appropriate SEB expenses in the Division's recurrent budget to meet their operational costs.

Target A5.1
Legally constituted Simbu Education Board to be in place by 2006.

Strategies and Activities.

- A legally constituted Board is in-place.
 - Make recommendations on Board membership to the PEC for their deliberation and endorsement.
 - The SEB members to take their Oath.
 - The Board members are briefed of their responsibilities.
 - Ensure the Board puts in-place various committees.
 - Conduct regular meetings as stipulated in the Provincial Education Act.

Resources and Equipment

Minor Outcome A6

The Division is to be adequately resourced to be efficient in service delivery.

The Division's operation has expanded with the structural and curriculum reform currently being implemented. To complement the changes the Division has to be fully resourced with man power and logistics if the reform is to be implemented successfully. The Administrator and the Governor are to be briefed constantly to draw their attention to this.

This Plan anticipates improving the Division's logistics in all its operations to make the working environment more conducive. This includes new computers, photo copier, telephone system and the establishment of a data base to store all teachers and PDoE staff records.

Target A6.1 The Division to be resourced by 2007.
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The Standards and Monitoring sector is a National function but the Inspectors serve to develop our human resources. It is our obligation to ensure resources are made available for their use. The most demanding resource is mobility which is been catered for in this Plan.

The Provincial Government will have to build new houses to accommodate public servants serving in Simbu. Most houses in Kundiawa have been purchased under the home ownership scheme. The Division will liaise with the Provincial Government to address this issue.

The public library has been abandoned in recent years. The Plan realizes the important role the library provides for the public. The Division will revive the library as soon as possible.

There is increasing demand for a two way radio net work to be established in the province .The radios are to be installed in strategic locations around the province and the central command located at the provincial headquarter.

Strategies and Activities

- Adequate mobility is to be provided.
 - Purchase additional motor bikes and vehicles for the Services and the Standards.
 - Ensure funds are appropriated in the recurrent budget for additional capital equipment.
 - Establish Data base and create Information Technology system.
 - Put in place a better telephone extension system.
- Adequate houses are provided for staff.
 - Ensure adequate staff houses are provided for both Services and Standards staff.
- Incorporate library with materials office.
 - Revive the Public Library
- Appropriate communication net work will be in place.
 - Install two way radios in strategic locations in the province.

Planning, Monitoring and Evaluation.

Minor Outcome A7

Through the office of the Senior Professional Assistant, the Provincial Education Plan will be monitored by ensuring that annual management Plans are formulated, implemented, and evaluated. This function is accommodated in 280 recurrent budget. A major review of the PEP to be carried out in 2011 to assess the performance of the first five years.

Target A7.1

A major review of the PEP to be carried out in 2011.

Table 51: Planning, Monitoring and Evaluation (K'000) 2006 - 2015.

Year	2006	2008	2010	2012	2015
Appropriation	5	5	5	5	5

Strategies and Activities

- Adequate funding is available for Planning, Monitoring and Evaluation.
 - Ensuring budget appropriations are made in 280 recurrent budget.
 - Ensuring annual operational Plans are formulated, implemented and evaluated.

FINANCING THE PLAN

Financing – a decentralized function

All financial matters in respect to Provincial Division's operations have been decentralized to the provinces; therefore Simbu is no exception.

The PDOE staff and teachers' salaries and entitlements are normally catered for under the Provincial 280 recurrent budget. From the Annual Financial Ceiling appropriated to the Province, the Division of Education consumes the biggest slice of the budget (65 percent), the Public Servants consume 21 percent and a mere 14 percent is left for other activities.

Responsibility of the provincial government

The Simbu Provincial Government is responsible to fund the following major areas.

- Provincial Education staff salaries and entitlements and its operational cost.
- Teachers' salaries and entitlements.
- Schools' infrastructure and maintenance.
- Support for other Educational institutions providing services e.g. Library, University Centre, FODE, IEA and Standards etc.

Other financing organizations

Following organizations are anticipated to contribute in the funding of this Plan.

- National Government
- Local Level Government
- Church Agencies
- Community/Parents
- Department of Education

Donor funding shall complement this Plan.

Cost saving exercises

The Division cannot execute down sizing or right sizing to save cost. The Plan recognizes that Education is a growing function therefore Plans must enable education to keep pace with the ever growing population. The only option left is to take stringent measures to effect pay cuts on teachers and public servants for absenteeism. The savings through this exercise shall be expended on other activities identified by the Division and the Provincial Administration. Rationalization of teachers' deployment is another area the Division will enforce.

Teachers' salaries and entitlements

Teachers' salaries and entitlements is the largest component of the Division's budget. We anticipate an annual increase of five percent in the next decade. The entitlements include leave fares, boarding duties, and disadvantaged schools and responsibility allowances.

Table 52: Total projected teachers emoluments by sector. (K'000s) 2006 to 2015.

Sector	2006	2008	2010	2012	2015
Elementary	4 000	4 960	5 208	5 710	6 600
Comm/Primary	15 000	16 537	18 231	20 109	23 277
Secondary	3 500	3 758	4 112	4 633	5 362
Tech/Vocational	2 000	2 105	2 320	2 559	2 961
Special Education	15	45	120	177	262
Total	25 515	27 405	29 991	33 188	38 462

PDoE staff salaries and entitlements and operational expenses.

There was no increase in PDoE staffing to complement the structural reform that has been implemented in the last decade, despite formal requests being submitted in the last two restructures. There has been some enlightenment in the 2005 restructure. There is optimism of some increases in staffing. The salaries and entitlements, and operational expenses shall realise some increases in the Plan period.

Table 53: Total projected PDoE staff emoluments and other operational expenses (K'000s) 2006 to 2015.

Years	2006	2008	2010	2012	2015
Staffing	165	223	234	246	258
Oper. Expenses	1200	1200	1200	1200	1200
Curriculum	10	10	10	10	10
In-services	20	20	20	20	20
Resources	200	200	200	200	200
Examinations	10	10	10	10	10
Library	5	5	5	5	5
PME	5	5	5	5	5
Total	1615	1673	1684	1696	1708

Infrastructure

There had been no tangible infrastructure development by the Provincial Government in any of our institutions over the last decade, though the responsibility lies in their hands. Admittedly salaries and entitlements for the teachers and public servants take up 86 percent of total appropriation leaving only 14 percent for other activities in recent years. Consequently the Provincial Government tends to give priority to other activities rather than to the development of schools infrastructure.

In this Plan we acknowledge and express our gratitude and appreciation to the tax payers of Australia for funding our community and primary infrastructure through the PNG Incentive Fund for primary schools in recent years. The third part of the project is yet to be implemented. Obviously this project is the only single largest project our community and primary schools have benefited from since independence.

The infrastructure requirement is included in this Plan for the following purpose.

- Provincial Government to fund within its budget.
- Provincial Government to seek funding from the National Government through its PIP activities.
- To enable funding to be sought from donor agencies.

Other Agents responsible for TVET and Technical, Primary and Elementary infrastructure are;

- Local level Governments
- Boards of Management
- Church Agencies
- Parents.

Table 54: Infrastructure requirements for all our institution (K'000s) 2006 to 2015.

	2006	2008	2010	2012	2015
Secondary	2000	2000	2000	2000	2000
Com/Primary	135	139	143	147	151
Elementary	133	136	139	142	146
Tech/Voc.	9	12	15	18	121
Special Edu.	3	4	4	4	4
Total	2280	2291	2301	2311	2422

Local Level Governments are responsible for appropriating funds for the community/primary, the elementary schools and the TVET schools' infrastructure development. The Provincial Government shall address the infrastructure needs of the lower/upper secondary schools.

Maintenance

When regular and on-going maintenance is done to infrastructure the life span of buildings and other facilities are extended. Well maintained infrastructure creates an environment conducive for staff and students to live and work. There was no budgetary appropriation over the last two decades in the SPG Budget for maintenance as such for our institutions. Schools have done their own maintenance out of their own revenue collections i.e. school fees, project fees or grants from the National and Provincial Government.

The Plan realizes the dire maintenance requirements for our lower and upper secondary schools. It is incorporated in this Plan for the Provincial Government to consider and where appropriate make funds available in the recurrent budget.

Table 55: Maintenance requirement for Secondary Schools. (K000's) 2006 to 2015.

Year	2006	2008	2010	2012	2015
Kerowagi	10	10	10	10	10
Kondiu	10	10	10	10	10
Yawe Moses	10	10	10	10	10
Muaina	10	10	10	10	10
Gumine	10	10	10	10	10
Mt. Wilhelm	10	10	10	10	10
Doliba	10	10	10	10	10
Karaweri	10	10	10	10	10
Mai	10	10	10	10	10
Kewamugl	10	10	10	10	10
KLDHS	10	10	10	10	10
Karamui	10	10	10	10	10
Others		20	30	40	50
Totals	120	150	180	220	270

This Plan recognizes the following stakeholders to be responsible for the primary, elementary and technical Vocational schools maintenance.

- Local Level Governments.
- Boards of Managements
- Church Agencies
- Parents.

Primary schools maintenance through DOE AND BEDP

Through this Plan we acknowledge and thank the tax payers of Australia for the commitment made to fund primary school maintenance over the next five years through BEDP. We are optimistic the funding will continue to 2015. The funding is K5, 000.00 per school.

Table 56: Primary schools maintenance through DOE and BEDP (K'000s) 2006 - 2015)

Schools	2006	2008	2010	2012	2015
132x2% x K5.00	675	675.2	675.4	675.6	675.8

Provision is made for a 2 percent annual increase in the Plan period. This is to cater for our natural school expansion and growth.

Teacher training needs

Continuous training is necessary in any organization for its sustainability and for quality output. Training is an integral part of any organizations to enhance skills and knowledge. Therefore this Plan acknowledges and makes provision for training needs of our staff and teachers.

Table 57: Training needs for staff and teachers(K'000) 2006 to 2015.

TYPE	2006	2008	2010	2012	2015
In service(NIST)	10	10	10	10	10
UOG	20	20	20	20	20
PNGEI	30	30	30	30	30
OTHERS	10	10	10	10	10

Training will be a shared responsibility between the Provincial Government and the participating teacher.

The Provincial Government will allow the teachers to remain on the pay roll while attending their training.

Participating teachers will pay for their own accommodation and tuition fees.

Funding for the various training programs shall be sourced from the following:

- Provincial Government.
- Department of Education
- Individual participating teachers.
- Schools

EXAMINATIONS

In recent years the cost for Examinations has been decentralized to provinces. This is a crucial area where funds must be appropriated to cover expenses sufficiently to ensure exams are executed smoothly.

Table 58: Appropriation for examinations from 2006 to 2015 (K'000)

Year	2006	2008	2010	2012	2015
Costs					
Grade 8	3	3	3	3	3
Grade 10	3.5	3.5	3.5	3.5	3.5
Grade 12	3.5	3.5	3.5	3.5	3.5
Total	10.0	10.0	10.0	10.0	10.0

Memorandum of Agreement (MOA)

Recently the Provincial Government and the University Centre, Flexible and Open Distance Education (FODE) and International Education Agency (IEA) signed a memorandum of Agreement. In the MOA the Provincial Government will appropriate operational grants annually to cover expenses. This Plan honors this agreement.

Table 59: Memorandum of Agreement (K'000) 2006 - 2015.

Institution	2006	2008	2010	2012	2015
FODE	20	20	20	20	20
IEA	35	35	35	35	35
Uni – Centre	60	60	60	60	60
LAMP Centre	20	20	20	20	20
Total	135	135	135	135	135

School subsidies

The National Government school subsidies will continue to be funded in the next decade. This is a reflection of the Governments' priority for Basic Education. The National Government's grants are a bonus for all our schools.

The Provincial Government has also allocated grants for all our institutions in recent years. The Provincial Government will continue to support schools by funding the grants in the Plan period.

We anticipate the grant will increase as enrolments in all sectors rise. Current break up of school fee subsidies is as per indication below.

- K25.00 per head for Secondary schools.
- K15.00 per head for Tech/Voc. schools.
- K10.00 per head for Community/Primary schools.
- K5.00 per head for Elementary schools.
- K10.00 per head for Special schools.

Table 60: Projected school subsidies by sector(K'000)2006 - 2015.

Sector	2006	2008	2010	2012	2015
Secondary	1000	1200	1400	1600	1800
Tech/Voc.	13	38	51	61	62
Primary	312	318	331	344	359
Elementary	93	99	105	111	118
Special School	1	2	3	4	5
Total	1419	1659	1890	2120	2344

Annual Operational Plan, Monitoring and Evaluation of the Plan 2006 to 2015.

Annual management Plans will be drawn from the main provincial Plan 2006 to 2015. This Plan will be implemented, monitored and evaluated annually to assess its successes and failures. To effectively execute this task funds are required. The table below is the estimate funding requirement for the Plan period.

Table 61: Planning, monitoring and evaluation 2006 - 2015 (K'000)

Year	2006	2008	2010	2012	2015
Appropriation	5	5	5	5	5

Summary costs to the provincial government.

Summary estimates for various activities -which the Simbu Provincial and the National Government is to meet.

Table 62: Summary estimates to be funded by the Government from 2005 – 2015 (K'000).

	2006	2008	2010	2012	2015
Teachers Salaries And entitlements	25515	27405	29991	33188	38464
Infrastructure	2280	2291	2301	2311	2422
Maintenance	795	825.2	855.4	894.6	945.8
Teacher Training	70	70	70	70	70
Examinations	10	10	10	10	10
MOA	115	115	115	115	115
School Subsidies	1419	1659	1890	2120	2344
Plan,monit,eval	5	5	5	5	5
Total	30209	32380.2	35237.4	38713.6	44375.8

Agency contributions

The Plan recognizes the significant contributions made by the Church Agencies in the delivery of education services to the people of Simbu. This Plan invites other church agencies so that education services can be

delivered. This Plan urges church agencies to continue to provide the material and the spiritual support to the children of this Province.

Community and Contribution

The communities are expected to release free land if they want government services to be brought to their area. They are also expected to establish harmonious relationship with the teachers and continue to contribute largely on infrastructure development and maintenance.

Parental contribution

Parents will continue to make significant cash contributions by way of school fees. Basing on current the school fees. Estimated fees projected below will be passed on to the parents to pay.

Table 63: Parental fee contribution by sector (K'000) 2006 - 2015.

	2006	2008	2010	2012	2015
Elementary	374	396	420	445	472
Primary	3121	3124	3314	3448	3589
Secondary	4856	5138	5380	5723	6020
Tech/Voc.	442	1269	1694	2027	2047
Special School	8	15	25	45	60
Total	8801	9942	10833	11688	12188

Donor Agencies' Contributions

Donor support and funding in one way or another has produced significant physical improvements in our primary elementary and secondary schools. The Plan aspires to see the Provincial Government and individual schools continue to seek assistance from donors for their infrastructure and maintenance needs, or for other school projects, considered to be beneficial to the children for sustainable living after leaving school.

Implementing the Plan

This section provides a time line for the implementation of this Plan. Specific strategies and activities for each minor outcome in the Plan are listed, along with a schedule for their implementation and completion. Detailed implementation will be provided each year through the Division's annual Operational Plan.

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Elementary Education										
Minor Outcome E1.										
Establish and maintain sufficient number of schools.										
Complete district Plans for the implementation of Elementary education.										
Determine quotes for the number of schools to be established in the province.										
Develop guidelines for communities and local level Governments to use for the establishment of Elementary schools.										
Ensure an efficient process for the registration of Schools and teachers.										
Put in place strategies to combat teacher absenteeism										
Establish schools where necessarily required										
Find out ifFeeder Primary is ready.										
Survey the enrolment.										
Identify central location.										
Equal distribution is maintained through out the District.										
Simbu Education Board to approve all new schools.										
Closely Monitor community request for new schools.										
Carry out feasibility study to determine it's viability.										
Report to Simbu Education Board it's findings.										
Minor outcome E2										
Develop locally relevant programs consistent with the national curriculum.										
Support the formation and define role of local curriculum and support materials for all subjects at the elementary level.										
Develop student materials/resources										
Develop teacher materials/resources										
Develop locally developed materials in English.										
Teachers are advised of the change of medium of instruction from vernacular to English.										
Monitor and evaluate teaching and learning to enhance Standards.										
Elementary inspectors are provided with necessary assistance to effect monitoring and evaluation of teachers performance.										
Develop and trail a qualitative means of monitoring and evaluating teaching and learning.										
Provide supervisory services to all elementary schools and teachers.										
Involve community in the appraisal of teachers.										
Determine a system of community involvement in the appraisal of teachers.										
Ensure community awareness and training is conducted for the appraised of teachers.										
Develop uniform curriculum for the province. Cluster outcomes and develop same themes for the Province.										
Minor Outcome E3										

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Provide the required number of appropriately trained Teachers.										
Review guide lines for communities to use for the selection of teachers.										
Review the system for the funding of Elementary teacher training.										
Provide professional development opportunities for elementary teachers and trainers.										
Review the roles and provide support for those associated with Elementary teacher training.										
Enhance teachers knowledge, of the reform curriculum and multi grade teaching and improve their ability to monitor and assess pupils learning.										
Encourage up grading of qualification by doing external studies.										
Provide leadership, management and finance training for teacher in charge.										
Cluster workshops to be conducted by trainers and Inspectors in respective districts for the Elementary Teachers.										
Minor Outcome E4.										
Establish and maintain good classrooms.										
Write and seek assistance from donors										
Schools develop self reliant activities.										
Apply for councils and district MP's grants and other infrastructure.										
Rebuild and maintain the non durable classrooms.										
PDOE to brief councilors and LLG Presidents.										
Minor Outcome E5.										
Develop and implement a sustainable, affordable and appropriate school fees subsidy policy.										
The education board sets minimum fees for schools to apply.										
Board of Management collect fees and effect expenditure.										
Board of Management acquit National Government Subsidies and school fees.										
Make efficient and rational use of teachers.										
Engage teachers only to funded positions.										
Apply multi grade teaching in schools with low enrolment.										
Create one teacher school where appropriate.										
Teacher absenteeism and monitoring strategy to be in place by 2007										
PRIMARY EDUCATION										
Minor Outcome P1										
Provide and maintain sufficient number of schools										
Open two new schools annually.										
Provide support for remote schools.										
SEB to endorse policies to allow Karamui high school to enroll grade 7 and 8.										
Improve retention rates:										
Conduct awareness on the importance Of education.										
Encourage parents to allow female children to continue education.										
Free education for Karamui local girls from Elementary Prep to grade 8.										
Simbu Education Board to make submission to PEC to make provision in the budget to give free Education to Karamui local girls.										
Provide schools in locations where considered feasible.										

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Identify remote and isolated areas and give new schools to increase access.										
Feasibilities to be carried out and reported to SEB before new school are opened.										
Ensure SEB approves the new school and that are registered.										
Community Involvements.										
Ensure school location is central and accessible to all children and communities in the area.										
Provide sufficient land for new school and for future expansion.										
Provide initial facilities free of charge.										
Provisions of teachers and teaching materials.										
Provide adequate number of teachers in proportion to children enrolments.										
Provide sufficient teaching materials and aids.										
Ensure MOA is signed in areas where tribal fighting is frequent.										
Minor Outcome P2										
Curriculum and support materials for all subjects at primary level.										
Ensure national curriculum materials and resources produced by the Department of education are received and dispatched to schools.										
Develop and distribute supplementary materials.										
Curriculum officer to co ordinate the production of supplementary materials.										
Set standard test on the reform curriculum at grade 6 to monitor standards.										
Greater community involvement in the management of schools.										
Ensure communities are trained and involved in the appraisal of teachers.										
Support implementation of HIV/AIDS policy										
Develop school based effective Awareness on HIV/AIDS.										
Religious instructions to be taught to combat HIV/AIDS problem.										
DOE HIV/AIDS Policy to be applied in the campaign against HIV/AIDS.										
Deputy head teachers in each schools is responsible to take charge of HIV/AIDS awareness.										
Minor Outcome P3.										
Provide the required number of appropriate trained teachers to fill funded positions.										
Recruit teachers from the Primary Teachers training Colleges.										
Provide professional development opportunities for primary school teachers.										
Develop suitable staff development programmes to include students counseling										
Liaise with Simbu Provincial Government to subsidize training or a loan scheme to be established										
Encourage more teachers to take up DEPI,B-Ed programmes in Universities and University Centres.										
Ensure schools, district and provincial based in-services are conducted to enhance teachers knowledge and skills on reform curriculum.										
Ensure head teachers are trained in teacher appraisal techniques.										
Minor Outcome P4.										
Schools to be maintained annually.										

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
School develop maintenance plans										
Schools develop self reliant activities to support infrastructure and maintenance.										
Local level Government to budget grants for infrastructure and maintenance.										
BoM and P and C are responsible for schools physical development.										
Minor Outcome P5.										
Develop and implement a sustainable, affordable and appropriate school fee and self reliant policy.										
Encourage school to source income from self-reliant initiatives.										
Parental contributions to be reasonable and affordable.										
Board of Management representation and responsibilities.										
All board of management to have gender representations.										
Train Board of Management, Head teachers and senior teachers on responsibilities and accountabilities										
Development of District Education Plans										
District education Plan to be formulated.										
Ensure annual district Plans are in place.										
Transportation for teachers posted to Karamui.										
Provide transport for teachers posted to Karamui in the beginning and end of each year.										
SECONDARY EDUCATION										
Minor Outcome S1										
Establish and maintain a sufficient number of secondary schools										
Identify and open new Lower Secondary Schools										
Identify and open new Upper Secondary Schools										
Identify and open technical secondary schools										
Identify most cost effective way to increase access										
Simbu Education Board establishes appropriate policies.										
Draw policies to allow Karamui local girls to receive free education from elementary prep to grade 8.										
Draw policies for Karamui secondary school to enrol gr. 7.										
Ensure 50 and 25 percent of grade 8 and 10 transit to the next grade respectively.										
Minor Outcome S2										
Reform and locally based curriculum										
Ensure reform curriculum for lower and upper secondary is received.										
Produce locally based curriculum for technical secondary schools										
Ensure foreign volunteers are recruited and the curriculum to be taught is put in place.										
School based councillors to produce appropriate counselling documents.										
Draw policies for SEB and PEC										
Secondary schools to teach a foreign language as an optional subject										
Liaise with MSU for Simbu students to take three science streams instead of two.										
Establish technical curriculum committee to formulate technical curriculum.										
Ensure school based guidance and counsellors are appointed and trained.										
Minor outcome S3										

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Provide the required number of appropriately trained teachers.										
Draw up policies on teacher upgrade at UOG										
Awareness of the programme together with guidelines to potential candidates.										
Teachers in-service to be conducted in secondary schools										
Provincial Government to set aside funds to assist UOG students.										
Simbu Education Board to develop policy to approve certain amount of money from the schools to be directed towards in-service										
Minor Outcome S4										
Establish and maintain adequate facilities for all our secondary schools.										
Prepare a status report for the provincial administration and the provincial government.										
Submit infrastructure and maintenance requirement for budget appropriation annually										
Provincial government to budget for school maintenance on annual basis.										
Provincial government to source funding from donors.										
Board of governors to carry out maintenance from within their own budget.										
Minor outcome S5										
Simbu Education Board ensures the following is in place.										
Staff increases are endorsed and forwarded to TSC for their final blessings.										
School fees are set and passed onto parents.										
A policy on school fee deadlines is set and implemented accordingly.										
Ensure BoGs are established and are effectively performing their duties. Train BoG where seen necessary.										
Provincial Government component of the grant is appropriate in the budget.										
TECHINICAL TVETEDUCATION AND TRAINING										
Minor Outcome V1										
Review the status of TVET centres.										
Review the status of TVET centres.										
Determine criteria for the registration of TVET centre.										
Liaise with other providers and the department of Community Development.										
Improve retention rate										
Conduct awareness on importance of TVET Education and training.										
Encourage parents to allow female school leavers to enrol in TVET centres.										
Encourage Adults and youths to attend short courses to enhance their skills.										
Give enough time to schools for the change of status.(1-2years).										
Establish adequate TVET centres to cater for the growing school leavers.										
Carry out feasibility studies and report to the Simbu Education Board for approval.										
Provide at least two TVET centres in each District.										
Community Involvements.										

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Division to provide required number of instructors.										
Provide qualified and experienced trade instructors in accordance with enrolment.										
Approve new schools and forward documents to DOE for registration.										
Appropriate instructors salaries and entitlements in the 280 recurrent budget.										
Minor Outcome V2.										
Review curriculum in TVET centres.										
Adapt existing full-time courses for maximum of two years.										
Identify, develop and modularise new courses										
Develop community based curriculum to serve their needs.										
Provide incentives for institutions to offer short courses for the community at large.										
TVET centres to produce modules for short courses.										
Measure and monitor technical education Standards.										
Review local curriculum every 3 years.										
Minor Outcome 3										
Provide the required number of appropriately trained instructors.										
Recruit instructors through PNGEI and UOG.										
Instructors shall be sponsored by Simbu Education Board while they are on training.										
Release instructors and Site Leaders to attend short courses for enhancement programmes.										
Allow instructors to go for work/industry attachment.										
Provide professional development opportunities for TVET centre instructors										
Conduct skills audit, and retain instructors with the appropriate skills.										
Identify, develop and deliver short courses to Include entrepreneurial and adult education skills.										
Provide professional development opportunities for TVET centre Site Leaders.										
Conduct skills audits Site Leaders.										
Identify, develop and deliver services to include entrepreneurial and adult education skills.										
Advisory Visits and Appraisals.										
Ensure all centres are visited on regular base by regional TVET centre inspector and TVET centre co-ordinator.										
Train Site Leaders on Appraisal technique.										
Enrichment programmes for instructors.										
Conduct regular provincial based in service for Site Leader.										
Regular school based in services to be encouraged and effected.										
Encourage instructors to participate in NIST week.										
Minor Outcome V4.										
Sufficient facilities are available and maintained.										
District Administration and Local Level Government Budget to include school infrastructure and maintenance grants.										
Schools to submit Plans to districts management team to seek funds.										
Centres to source other funds.										
Schools to secure funds from donor agencies.										
Organise fund raising activities and see income generating projects.										
Minor Outcome V5.										
Develop a system of grater agency involvement in the										

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
administration of TVET Education.										
Grant greater responsibility to church agencies for the management of centres to include the management of teachers.										
The province will encourage more mission participation in technical TVET Training.										
Make efficient and rational use of TVET Centres.										
SEB to appoint teachers to vacancies										
Conduct an annual teacher audit.										
Promote the principles of good governance in the administration of TVET Institutions.										
Develop appropriate system of financial, inventory and asset management										
Review guidelines and train school Board of Management.										
Strengthen the role of the Non Formal Co-ordinator in the province.										
Develop institution Plans.										
SPECIAL EDUCATION										
Minor Outcome SE1.										
Adequate facilities to be available for the physically impaired and those with talents/gifts.										
Draw up policies for SEB endorsement.										
Advise schools to cooperate with Callan Services										
Enrol students in the second stream of special education.										
Liaise frequently with special centre administrators.										
Work closely with special education centres.										
Carry out feasibility studies for new schools.										
Register new schools										
New positions to be approved by TSC.										
Minor Outcome SE2										
Appropriate curriculum is produced and implemented										
Liaise with Special Education centres and find out the type of programme used for the physically impaired.										
Develop a music curriculum.										
Experts who are engaged in the second Special Education will produce their own curriculum.										
Liaise with TSC for advise and directions.										
SEB to screen and approve the Special Education curriculum produced by the schools.										
Minor Outcome SE3										
Adequate skilled staff to be recruited and engaged in the Special education centre.										
Draw up policies for SEB on teacher recruitment.										
Negotiate with TSC for new Special schools registration, creation of positions, teacher qualification etc...										
Negotiate with private Special schools for teacher posting and monitor enrolment										
Recruit skilled personnel.										
Budget for teachers salaries and entitlements.										
Minor Outcome SE4										
Sufficient infrastructures are available.										
Contact private organisation to develop their facilities.										
Make submissions to the SPG for infrastructure development.										
Sought donor funding.										
BoGs advised to participate in their infrastructure development.										

SIMBU UNIVERSITY CENTRE	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Minor Outcome U1										
Provide facilities and make awareness to increase access.										
Provide and maintain sub-centre in selected districts.										
Effect regular awareness in all secondary schools, teachers and the public servants.										
A senior teacher appointed as sub-centre coordinator to carry out all assigned duties.										
Enroll and register student										
Establish adequate number of sub-centre to meet the increasing demand.										
Minor Outcome U2										
University of Papua New Guinea Open College provides										
Coordinate course material production and quality control										
Set assignment questions										
Set marking guides.										
Set examinations and certify students on completion.										
Simbu University Centre DoEs the following.										
Mark assignments										
Supervise exams.										
Ensure course fees are deposited into the University account.										
Keep and maintain students records.										
Minor Outcome U3										
Qualified staff are engaged.										
Ensure a permanent director is appointed.										
Engage part time teachers as tutors for different subjects.										
Pay tutors for tutorial hours and marking assignments.										
The centre director and tutors assist and supervise degree students										
Minor Outcome U4										
Provide adequate facilities to cater for expansion.										
The Simbu Provincial Government is to put in place adequate facilities.										
Make submissions to the Provincial Government for extra facilities to be made available to cater for the decentralization of first year University intake.										
Minor Outcome U5										
The Provincial Government support grant continues to be honored.										
Ensure the Provincial Government K60 000-00 is appropriated annually.										
Student pay a reduced fee for each of the course taken.										
Provide vehicle for the University Centre.										
Provide house for the University Director.										
PROVINCIAL EDUCATION ADMINISTRATION	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Minor Outcome A1										
Restructure positions in the PDoE to improve manpower establishment										
Review the organizational capacity of the divisional structure for effective delivery of services.										
Implement the structure in the Planned period.										
Minor Outcome A2										

Purchase additional motor bikes and vehicles for the services and the standards.										
Ensure funds are appropriated in the recurrent budget for additional capital equipment.										
Establish Data base and create Information Technology system.										
Put in place a better telephone extension system.										
Adequate houses are provided for staff.										
Ensure adequate staff houses are provided for both services and standards staff.										
Incorporate library with materials office.										
Revive the Public Library										
Appropriate communication net work will be in place.										
Install two way radios in strategic locations in the province.										
Minor Outcome A7										
Adequate funding is available for Planning, Monitoring and Evaluation.										
Ensuring budget appropriations are made in 280 recurrent budget.										
Ensuring annual operational Plans are formulated, implemented and evaluated.										

Annual Operational Plan, Implementation, Monitoring and Evaluating the Plan.

Annual Operational Plan is a document that will contain the strategies and activities the division anticipates to implement in a particular year with vital information been abstracted from the Provincial Education Plan 2006 to 2015. Monitoring is the process of routinely coordinating, collecting, processing and communicating information to assist managers to identify problem areas in order to devise practical solutions. Evaluation, on the other hand, is a systematic way of learning from experience and using the lessons learnt to improve.

Situation analysis.

The division had a ten year Plan 1996 to 2005, but there was no annual operational Plan drawn from it. There was no monitoring and evaluation system put in place. The division was operating on ad hoc basis, succumbing to political and individual demands and influences. At the provincial level annual operational Plans has to be put in place, with information abstracted from the Provincial Education Plan 2006 to 2015, monitored and evaluated to assess the success of the provincial Plan so that improvements can be made from the experiences learnt.

Annual Operational Plan, Monitoring and Evaluation.

The Provincial Education Plan 2006 to 2015 is broad and only provides as a guide. We will derive vital information from this Plan and formulate annual management Plan, monitor and evaluate this Plan.

The purpose of the annual management Plan, monitoring and evaluation.

- For the division of education to formulate and express what is anticipated to be implemented and achieve in the Plan year.
- For the Provincial Government to be informed of what the division aspires to achieve in the Plan year.
- For the Provincial Government to appropriate funds in their recurrent budget
- For the provincial government to monitor the status and the performance of the Provincial Education Plan.
- For management to assess and take corrective measures.

- For management to measure progress against established objectives, strategies or outcomes. On the following pages, the targets and measures are shown for each minor outcome.

ELEMENTARY

Performance Area: Access		
Minor Outcome	Target	Measure (s)
E1. Elementary schools established at the community level in order that all children in that locality enroll at age of six years.	District education Plan will be in place by 2007.	Number of districts that formulated District Education Plans.
	Elementary establishment to be completed by 2012	Number of Elementary schools established in the province.

Performance area: Quality Curriculum and Monitoring		
Minor Outcome	Target	Measure (s)
E2. A relevant elementary curriculum is developed, implemented and monitored.	Locally based curriculum support materials produced in all district by 2008.	- Number of districts that produced locally based curriculum. - Number of locally based curriculum distributed to schools. - Number of schools using locally based curriculum .
	English will be the medium of instruction from elementary Preparatory grade to Elementary two by 2006.	Number of Elementary schools using English as a medium of instruction.

Performance Area: Quality Teacher Education and Training		
Minor Outcome	Target	Measure (s)
E3. A sufficient number of appropriately trained and quality elementary teachers are available.	Qualifications for selection of elementary teachers will grade 10 and 12 leavers only by 2007.	Number of grade 10 and 12 leavers recorded.
	Fifty teachers to be trained annually starting 2007.	Number of elementary teachers trained annually.
	By 2015 all elementary teachers to upgrade their qualifications to grade 10 and 12 respectively.	Number of elementary teachers successfully complete grade 10 or 12 upgrade
	Maintain a trainer student ratio of 1: 40 by 2007.	Number of teachers supervises by a trainer.

Performance Area: Infrastructure and Maintenance		
Minor Outcome	Target	Measure (s)
E4. The Ward Councilors and the communities are responsible for the overall development of elementary schools infrastructure.	Conduct awareness on ward councilors responsibilities in the districts by 2007.	Number of awareness conducted in various district.

Performance Area: Management		
Minor Outcome	Target	Measure (s)
E5. Elementary Education is cost effective and affordable for parents and the Government.	Teachers absenteeism and monitoring strategy to be in place by 2006.	Number of visits to schools by the monitoring team.
	LLG and BoM training begins in 2007.	Number of trainings conducted in districts.

Primary

Performance Area: Access		
Minor Outcome	Target	Measure (s)
P1. Sufficient primary schools established to achieve access and retention targets.	Grades 1 and 2 will be phased out of primary schools by 2015	- Number of children entering elementary prep. - Number of children completing elementary 2
	Free Education from elementary prep to grade 8 for Karamui local girls beginning 2008	- No. of girls entering elementary prep - No. of girls entering grade 8
	Two new primary schools to be opened annually starting 2006.	No. of new schools opened
	By 2015 thirty new primary schools to be established.	Total number of new schools opened.

Performance area: Quality Curriculum and Monitoring		
Minor Outcome	Target	Measure (s)
P2. A relevant primary curriculum is developed, implemented and monitored.	A review on the reform curriculum will be carried out every five years.	- Number of materials reviewed. - Number of materials developed. - Number of materials distributed.
	Deputy head teachers responsible for HIV/AIDS awareness in schools by 2007	Number of deputy head teachers involved.

Performance Area: Quality Teacher Education and Training		
Minor Outcome	Target	Measure (s)
P3. Sufficient, appropriately trained and qualified teachers to be prepared for primary teaching.	By 2015, fifty percent of certificate holders to upgrade their qualification to diploma level.	- Number of enrolments at Universities. - Number of enrolments with DEPI courses. - Number of enrolments with PNGEI.

Performance Area: Infrastructure and Maintenance		
Minor Outcome	Target	Measure (s)
P4. Development of new infrastructures and maintenance on existing facilities.	LLGs to be consulted for primary school maintenance to be included in their budget from 2008.	Number of schools benefited from LLGs funds.

Performance Area: Quality Management		
Minor Outcome	Target	Measure (s)
P5. Primary education is cost-effective and affordable for parents and government.	Conduct training on financial management skills bi-annually commencing 2007	▪ Number of head teachers, senior teachers and Board of Management.
	District Plans to be completed by end of 2007.	▪ Number of districts
	Two way radios to be installed by 2009.	▪ Number of radios installed.
	By 2008 all students in primary school in Karamui will attend grade 7 at Karamui high school.	▪ Number of students in grade 7.

Secondary

Performance Area: Access		
Minor Outcome	Target	Measure(s)
S1 An appropriate number of well equipped and resourced secondary school established/maintained within budget to provide a quality education for 50 percent of our grade 8 transiting to grade 9 and 25 percent of our grade 10 transiting to grade 11.	Grade 8 transitions to grade 9 and grade 10 transitions to grade 11 are to be maintained at a minimum of 50 and 25 percent respectively.	▪ Number of students completing grade 8. ▪ Number of students transiting to grade 9.
	Beginning in 2007 selected existing primary schools will be converted to lower secondary school.	▪ Number of secondary schools.
	Technical secondary schools will be established by 2009.	▪ Number of technical secondary schools.
	Karamui secondary school to enrol grade 7 in 2009.	▪ Number of children enrolled in grade 7. ▪ Number of children completing grade 8. ▪ Number of children transiting to grade 9.
	Fourth and fifth Secondary Schools to be established in 2007 and 2012 respectively.	▪ Number of children in grade 11 ▪ Number of upper secondary.
	The Simbu Education board set policies to increase girls access I 2007.	▪ Number of girls.

Performance Area: Quality curriculum and monitoring.		
Minor Outcome	Target	Measure(s)
S2 A relevant curriculum is developed, implemented and monitored.	Reform curriculum for Grade 9 and 10 to be distributed in 2007.	▪ Grade 9 and 10 are using reform curriculum by 2007.
	Reform curriculum for Grade 11 and 12 to be distributed in 2009.	▪ Grade 11 and 12 are using reform curriculum by 2009.
	Selected foreign language to be introduced in upper secondary by 2008.	▪ Number of secondary schools taking various foreign languages. ▪ Number of foreign languages taught.
	All secondary schools have a trained teacher counsellor by 2010.	▪ Number of trained teacher counsellors.

Performance Area: Quality Teacher Education and Training.		
Minor Outcome	Target	Measure(s)

S3 Appropriately qualified teachers are recruited and or engaged to teach in all our secondary schools.	At least 5 diploma holders from secondary schools to be sponsored annually to upgrade their qualification at UOG beginning 2007.	- Number of teachers enrolling. - Number of teachers' graduating.
	Establish a provincial in-service committee by 2007.	- Composition of the provincial in-service committee. - Number of in-services conducted.

Performance Area: Infrastructure and maintenance.		
Minor Outcome	Target	Measure(s)
S4. Sufficient infrastructure and maintenance development will be in place for effective and quality learning.	By 2015 all Secondary Schools should have adequate facilities	Number of facilities in each secondary school.

Performance Area: Management		
Minor Outcome	Target	Measure(s)
S5. Secondary education is cost effective for parents and the government in terms of subsidies, infrastructure maintenance, salaries and allowances	BoG to be trained as of 2007	Number of BoG members trained.
	All Secondary schools to have SEB endorsed self-reliant projects from 2007	Number of self reliant projects initiated by schools

TECHNICAL TVET EDUCATION TRAINING

Performance Area: Access		
Minor Outcome	Target	Measure(s)
V1. An appropriate number of TVET centres provided in public and private sectors.	Re-registered all TVET centres by 2007.	Number of TVET centres.
	School leavers vouchers system be used by 2007.	Number of vouchers provided
	MOA to be signed for every new TVET centre opened.	Number of TVET centres.

Performance Area: Quality curriculum and monitoring.		
Minor Outcome	Target	Measure(s)
V2. A quality TVET skills training provides client with skills that are relevant and required by the community	TVET Curriculum reviewed by 2006.	Curriculum books developed for each course.
	All TVET centres offer short term community oriented programs by 2009.	Grade 8, 10 and 12 leaver will take stand all courses and credits will be given to students who complete accredited course in 2009.
	Short course materials distributed to all TVET centres by 2008.	Number of short courses developed, produced and distributed.

Performance Area: Quality Teacher Education and Training.		
Minor Outcome	Target	Measure(s)
V3. The provision of appropriately trained and qualified TVET instructors and	By 2015 all TVET instructors to obtain post graduate diploma in PVTES	Number of teachers enrolling. Number of teachers graduating.
	Conduct skills audit for TVET staff in 2007.	Number of TVET staff participating in

Site leaders.		skills audit.
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Performance Area: Infrastructure and Maintenance.		
Minor Outcome	Target	Measure(s)
V4. Adequate and good facilities are available in TVET centres to make learning environment conducive.	BoG to submit Operational Plan to District Administration and LLGs for infrastructure and maintenance grant by June annually.	Number of plans given to District Administration and LLGs.

Performance Area: Management		
Minor Outcome	Target	Measure(s)
V5. The TVET Education system that is both cost-effective for the government and affordable for all.	Conduct BoG in-service by 2007.	Number of BoG trained.
	Build up capacity by 2015	Number of equipment and tools in TVET centres.

SPECIAL EDUCATION

Performance Area: Access		
Minor Outcome	Target	Measure(s)
SE1. Two streams of special education to be established. 1. For the physically impaired. 2. For the gifted/talented.	By 2015 six special education institution to be established.	Number of special centres. Number of students accessing.

Performance Area: Quality curriculum and Monitoring.		
Minor Outcome	Target	Measure(s)
SE2: A relevant curriculum is developed, Implemented and monitored.	Special schools to have appropriate curriculum in place by 2015.	Number of students assisted. Number of curriculum produced by each school.

Performance Area: Quality Teacher Education and Training.		
Minor Outcome	Target	Measure(s)
SE3: Appropriately trained / skilled teachers are engaged in special education centers.	Each district shall have a coordinator and a researcher by 2010.	Number of qualified Teachers' engaged. Number of coordinators in each district.

Performance area: Infrastructure and Maintenance		
Minor Outcome	Target	Measure(s)
SE. 4. Specialist infrastructure to be adequate for the physically impaired and talents and skills	Infrastructure for special education to be made available by 2008.	Number of facilities available.

group.		
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FLEXIBLE OPEN AND DISTANCE EDUCATION (FODE)

Performance Area: Access		
Minor Outcome	Target	Measure(s)
F1. A significant growth in enrolment achieved by offering a number of demand driven programmes.	Grade 11 intake to commence by 2007.	Number of students completing Grade 10. Number of grade 11 students.
	Four new correspondence centres to be established by 2015.	Number of new correspondence Centres.

Performance Area: Quality curriculum and monitoring.		
Minor Outcome	Target	Measure(s)
F2. The Curriculum and assessment programmes offered will be based on and articulate with the mainstream Education system.	Reform Curriculum materials expected to be received by 2008.	Using Reform curriculum materials by 2008.

Performance Area: Quality Teacher Education and Training.		
Minor Outcome	Target	Measure(s)
F3. The Provision of well trained and qualified staff and support personnel.	FODE staff to participate in Provincial Curriculum Reform Implementation Programme (CRIP) by 2007.	Number of well trained and qualified Distance Education staff.

Performance Area: Infrastructure and Maintenance.		
Minor Outcome	Target	Measure(s)
F4. A well resourced provincial centre to enhance its operation.	Review Memorandum of Agreement (MOA) in 2010.	Revised MOA by 2010.

Performance Area: Management		
Minor Outcome	Target	Measure (s)

F5. an institution offering flexible, open and distance education	FODE Board of Management to be in placed by 2007	Number of members appointed to be on board.
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UNIVERSITY CENTRE

Performance Area: Access		
Minor Outcome	Target	Measure(s)
U1: Establish adequate subcenters in selected districts to increase enrolment and achieve access and retention targets.	By 2015 each district should have a sub centre.	Number of sub centres.

Performance Area: Quality Curriculum and Monitoring		
Minor Outcome	Target	Measure(s)
U2: Appropriate University Courses are available for the students use.	By 2010, Tutorials classes to be compulsory.	Number of students. Number of courses Type of courses.

Performance Area: Quality Teacher and Training.		
Minor Outcome	Target	Measure(s)
U3: Sufficient secondary trained teachers with first degree are appointed as sub-centre Coordinators and Tutors.	By 2010, Tutorials classes must be compulsory.	Number of students. Number of courses Type of courses.
	The University Director to be appointed by 2007.	Appoint director

Performance Area: Infrastructure and Maintenance		
Minor outcome	Target	Measure(s)
U4: Adequate infrastructure is in place.	By 2010 Simbu University centre will enrol foundation year students.	Number of first year students. Number of different schools.

Performance Area: Management.		
Minor Outcome	Target	Measure(s)
U5. An institution offering university courses through distance education	Review Memorandum of Agreement (MOA) by 2010.	Number of years.

Provincial Education Administration

Performance Area: Staffing		
Minor Outcome	Target	Measure(s)
A1: The Provincial Education Staffing is to be right sized to meet the workload requirement of the Division.	The division's structure is to be fully implemented by 2015.	Number of additional positions created are approved , funded and personals engaged.

Performance Area: General Provincial Education Administration.		
Minor Outcome	Target	Measure(s)
A2 The General Administration is to establish an efficient mechanism to ensure various activities undertaken by the Division runs smoothly and is cost effective.	Monitoring mechanism to be in place by 2006	Number of motor bike available for monitoring purposes.
	Produce Community based Supplementary Curriculum by 2010	Provincial curriculum office to work on supplementary curriculum
	DoE HIV/AIDS Policy to be fully implemented by 2008.	Number of schools doing HIV/AIDS awareness.

Performance Area: In-service		
Minor Outcome	Target	Measure(s)
A3. An effective staff development programme is to be developed to provide appropriate training for the provincial staff and teachers.	Inspectors and In service committee to produce in-service materials.	In service committee to provide in service materials.

Performance Area : Examination.		
Minor Outcome	Target	Measure(s)
A4. The Provincial examination functions are adequately resourced to effectively coordinate and execute the examinations.	Funding for examinations to be included in the Provincial Government re-current budget starting 2007.	Amount of money allocated for examinations.

Performance Area: Simbu Education Board.		
Minor Outcome	Target	Measure(s)
A5. A legally constituted Provincial Education Board is to be put in place and is executing its duties as stipulated in the Provincial education Act.	Legally constituted Simbu Education Board to be in placed by 2006.	Number of members in the Board.

Performance Area: Resource and Equipment.		
Minor Outcome	Target	Measure(s)
A6. The division is to be adequately resourced to be efficient in service delivery.	The division to be resourced by 2007.	Division to be fully resourced for its operations.

Performance Area: Planning, Monitoring and Evaluation.		
Minor Outcome	Target	Measure(s)
A7. Through the office of Senior Professional Assistant, the Plan will be monitored and evaluated.	A major review of the PEP to be carried out in 2011.	Review PEP.

REFERENCES

Simbu Provincial Government, 1989, *First Provincial Government five year rolling plan.*

FR. John Nilles SVD, 1987, *They went out to sow.*