WEST NEW BRITAIN
PROVINCIAL ADMINISTRATION

PROVINCIAL EDUCATION PLAN

2007 - 2016

Acknowledgements

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I would like to give special mention of the following people : Mr. Uke Kombra - First Assistant Secretary Planning and Monitoring, Mr. Joseph Logha - Assistant Secretary Planning, Facilitating and Monitoring Department of Education Mr. Clement Tade and Raphael Pavuo- Regional Management and Planning Advisors and Mr. Geoff Thompson is recognized and thanked for his advice and support .I also acknowledge many others who have contributed to what has been an extensive consultative process where more than a thousand people participated in the district consultations and other forums that have been held. All church elders, school headmasters and teachers,

village councilors and members of the community are thanked for their contribution of ideas to this plan.

I am thankful to the Provincial Education Board (PEB) who is recognized as the lawful education authority in West New Britain Province and who have approved the first draft and the final draft of the plan for the Provincial Executive Council deliberations.

To the many individuals and not forgetting my provincial headquarter staffs that have been involved in one way or the other. We can all be happy that this plan is truly ours and we will once again work together with the same spirit of cooperation and dedication to implement the plan in West New Britain Province for the next ten years from 2007 to 2016.

JOHN GLENGME
Acting Provincial Education Advisor

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[1] Calculated as the enrolment in Grades 3 to 8 as a percentage of the 9 to 14-year old population.

Chairman's Message

HON. PHILIBET KADIKO, MPA

I am honored and very pleased to say a few words about the West New Britain Provincial Education Plan 2007 - 2016 that I now introduce to you

Our main task in West New Britain in this 10 year plan is to think, talk and act educationally in order that our children will have a rewarding future through education.

Parents, teachers, agencies and the general community should strive collectively to provide a better learning environment for all our children in all levels of education in the province.

Of utmost importance, I commend all those from the cross section of West New Britain Province who have in one way or another contributed positively to our education system in the province. This plan has come about through your continued support and I look forward to see this plan succeed in its implementation in the 10 years of its life.

West New Britain Provincial Education Plan 2007 – 2016 is the road map for education in our province as the title suggest, ***"Striving for a better sustainable education system".*** The objective for WNB Province is a better sustainable education system; something not like the past but absolutely new, it's better and brighter for all of us. This means that we want to at least achieve a 100% literate and numerate as well as a high performing and achieving province educationally and economically.

Our literate and numerate future leaders will contribute towards an improved quality of life in their communities. Thus this plan complements our aim for improved quality of life in which our children will complete 9 years of basic education while offering other pathways for continuing their education in order to achieve their highest potential.

We have just celebrated our 31st independence anniversary and over the years we have made enormous progress in all fronts of our development agenda. But there are still so many challenges ahead for us. In education we still have room for improvement in ongoing teacher professional development, child/student discipline, teacher discipline, school maintenance, good school management, teacher posting and regular school visits and inspection, etc. These issues should be addressed in the life of the Plan including the emerging issues.

The Provincial Government and the 11 Local level Governments (LLG's) in West New Britain should be adequately funded in order to meet their responsibilities relative to basic education infrastructure and maintenance. All members of Parliament must understand the priorities of government in respect to educational development and support it accordingly.

The spirit of partnership and cooperation that saw this plan came about is commendable and must be continued. I thank Sir Lucas Waka for his leadership as Chairman of the Provincial Education Plan Steering Committee and the members of the planning team, ably lead by Mr. Aloysius Pilau and Mrs. Ruth Gainga and overall the guidance provided by the Acting Provincial Education Advisors Mr. John Malagisa and Mr. John Glengme.

Let us now start implementing West New Britain Provincial Education Plan 2007 – 2016 and I wish all of us success in our endeavor to achieve a better sustainable education system for West New Britain Province.

HON. PHILIBET KADIKO, MPA
Deputy Governor & Chairman Social Services

Forward

This plan builds on the Provincial Education Plan 1997 - 2004. West New Britain Provincial Education Plan is guided by the National Goals and Directive Principles enshrined in the Papua New Guinea's Constitution.

Our priority number one is to provide opportunity for nine years of basic education for all from Elementary to grade 8.

Elementary forms the first 3 years of foundational education in which the local vernacular is used in the Elementary Preparatory (EP) and Elementary Preparatory 1 (EP1) as the language of instruction

Bridging from Grade 3, I am sure will need more intervention in the plan for improvement in practice for our teachers. Elementary education remains a task for all of us to do especially in developing infrastructure and facilities and involvement by community in the curriculum and teaching processes including raising extra funds.

After completing grade 8 students will have a number of pathways such as advancing to grade 9 if they are qualified academically. Students who do not meet the pass mark can take up Vocational Training and Flexible Open and Distance Education (FODE) are two pathways that students can choose to further their education and training from grade 9 onward.

There is also West New Britain University Center available for those who have completed their grade 10 and 12 and require subject upgrading and/or full grade 12 certification including West New Britain Business College which provides further learning opportunities at matriculation and diploma level. There are other pathways in education available in West New Britain for our people. Of course most of these institutions need government support to improve their facilities and develop their capacity to increase enrolment and where possible become self-sustaining in the long term and still providing quality education for our young people.

We have three (3) Technical Schools and one (1) Vocational Center in the province and we need to strengthen them by networking with other departments and private sector for their input in course content including getting students to work on other projects relevant to their courses taken. But we have to come to a stage where we should rationalise our Technical and Vocational Education system in WNB. By this, I mean we should develop each vocational center as a specialized center into Woodwork Trade Center, Mechanical Trade Center, Agriculture Center, Business Center, Tourism and Hospitality Center, etc,. This I believe should be the way to go in WNB.

The major Foreign Direct Investment (FDI) partners such as NBPOL, Hargy Oil Palms and other private sector organization established in the province should be encouraged to play an active role in the provision of Technical and Vocational Education as part of their Corporate Social Responsibility, as Tax Credit Scheme or sponsorship and helping to develop facilities in the current Technical and Vocational Education (TVET) establishments to support teaching and learning and bring about quality and relevant education.

As we all seriously and consistently improve our Technical and Vocational Education sector, we are basically creating better opportunities for our children in all fields of our economy. Our Government should also look at providing extra training for TVET teachers and creating employment and income generating opportunities for our young people along side informal activities and establishment of Small and Medium Enterprise (SME) and niche markets.

This will absorb all our young people who have completed their education from whatever type of technical and vocational institution to easily find employment. This also calls for the local level administration in education and other sectors of the provincial administration to be proactive in developing appropriate policy towards integrated community development or wide sector approach in WNB Province to support employment creation for our people.

In line with government policy on "economic recovery and development" the education sector through the Provincial Education Plan should target its activities especially to TVET for appropriate skill production for economic development and self-reliance in families and communities. Not only that primary and secondary schools should inculcate appropriate skills for survival through their skills based subjects such as Agriculture, Basic Technology, Computing and Community Living. This they must do it with dedication and commitment in order to achieve the desired outcome for appropriate skill development for life long living.

WNB Provincial Education Plan 2007 – 2016 is affordable and must have the political will to drive it forward. I call on the involvement of our 11 Local level Governments (LLGs) in the province to implement this plan where necessary because schools in the LLG areas are theirs.

There will be challenges in our plan in particular where the state will meet the expenses of teachers, curriculum, and school materials and support the establishment of new Technical College and maintenance of existing infrastructure in our schools. Other stakeholders have an essential contribution to make our education system work. The plan recognizes that parents will always make some cash or kind contribution and more particularly a commitment to their children education through their own efforts. To be most effective this contribution should be reasonable, predictable and sustainable. Parents must also contribute to their children's education by assisting teachers to instill in their children self discipline through molding and shaping them in order to have a peaceful, caring and loving province.

Partnership and sharing responsibilities by all stakeholders in education should be seen as a conscious act for the development of the younger generation in order that they become a vibrant force in our province's development.

Let us be positive and bold in saying that this plan is achievable and affordable for West New Britain Province. It is achievable and affordable if we give more responsibility to our communities and they will take up this challenge. Communities must see that their elected government and their leaders are playing their part to support the development of education in the province.

The affordability and success of this plan anchors on our Constitution, which grants every Local level Government K20 per head of population. This Constitution Law provide for the basic necessities of life including infrastructure for health, education, etc., in rural areas. This money should be allocated directly to the community on the principle that if you give people responsibility they will respond and this will result in valuable multiplier effect. Local level governments must be allowed to be account for themselves. In doing our work let us all be mindful of good governance because it is essential for development and guides the wise use of the little financial resources we have to achieve cost effectiveness in delivering education in WNBP.

I have been privileged to support the development of this plan with members of my Steering Committee. This plan has been developed after provincial wide consultations with many individuals and representatives from all walks of life and their contributions have informed this plan.

We will only be able to implement this plan successfully if all stakeholders play their part. The responsibility starts with the elected representatives and involves our public servants, the churches, all local communities and the students themselves.

Finally, I commend this plan as the road map for developing a better, affordable and sustainable education for West New Britain Province.

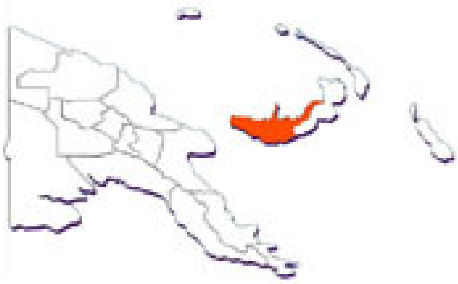
SIR. LUCAS WAKA
Chairman, Provincial Education Plan Steering Committee

Section 1: INTRODUCTION

INTRODUCTION

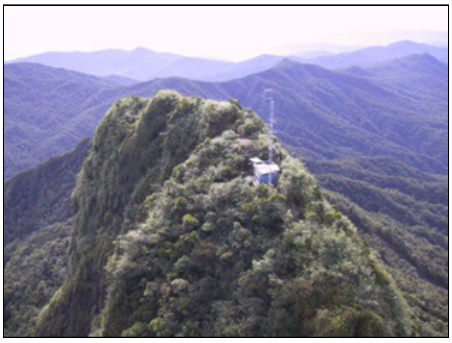
Context of the Plan

West New Britain – land and its people



Geography

West New Britain is one of the few provinces in Papua New Guinea, which is growing rapidly in terms of Politics, Social and Economic developments.



The land covers a total land area of 24,575 square kilometers. It is an island of diverse cultures and traditions with its interior extremely rugged. It accommodates a mountainous spine that runs from the Eastern tips forming the Nakanai Mountains at a height of 2185 meters above sea level, which meets up with the Whitman range to the West.

Geographically it varies from one place to the other from tropical rainforest, caves, jungles covered with mountains and deep cliff down through formidably steep and

rugged valleys. From many types of forest to fresh water, swamps, plain and teroid mangrove swamps on coastal areas.
The common provincial boundaries with East New Britain to the East, Morobe to the West and Manus to the North that is located in the vast length of the Bismarck Sea, and contained rich, diverse and unique marine life forms.

Government Reform

Under the Organic Law on Provincial and Local level Government (OLPLlG), West New Britain is divided into two main districts. They are Kandrian and Talasea Districts.

Accordingly, the two districts must accommodate staffs that should be stationed at district levels. The district staffs are the main links of government whose aim is to bring basic services and plan for rural development at these locations. This should to prevent the urban drift, which is a major problem in Kimbe.

Established in the province, there are 11 LLG's. They are: Kimbe, Talasea, Mosa, Hoskins, Bialla, Gloucester, Kandrian Coastal and Kandrian Inland, Kove Kaliai Gasmata and Bali Vitu with 116 Ward Development Councils (WDC) altogether.

Population

West New Britain has a population of about 184,508 according to the 2000 National Census. Of the other five provinces the province is also ranked as the fastest growing province in the country with an annual growth rate of 3.6%.

Table 1: Population by Gender in the following LLG's and Districts.

DISTRICTS	LLG'S	MALE	FEMALE	TOTAL
	Bialla Rural	20099	16089	36188
TALASEA	Bali Vitu Rural	7183	6551	13734
	Kimbe Urban	7738	6446	14184
	Mosa Rural	13610	11227	24837
	Talasea Rural	11343	9179	20522
	Hoskins Rural	10135	9192	19327
KANDRIAN /	Kandrian Inland Rural	5109	4905	10014
GLOUCESTER	Kandrian Coastal Rural	6611	5985	12596
	Gloucester Rural	4792	4511	9303
	Kaliai Kove Rural	7537	7254	14791
	Gasmata Rural	4858	4154	9012
PROVINCIAL TOTAL		**99015**	**85493**	**184508**

The province has a population density of 6.1 person per square kilometer with the highest population densities being in the Kimbe, Hoskins and Bialla areas. The updated information indicated that the province has 500 rural villages, 300 rural non-villages and communities, 30 resettlements schemes and 70 plantations.

Languages

Of over 800 distinct languages spoken in Papua New Guinea, Pidgin and Hiri Motu are the two most widely used, but English is the official language of Education, Business and Government.

West New Britain has approximately 29 distinct languages of which 21 are spoken by the Kandrian District and 8 languages spoken by Talasea District.

Table 2. Different languages spoken in the Province.

DISTRICTS	COMMON LANGUAGE	SUB DISTRICT
TALASEA	Munduapa, Uniapa,	Bali Vitu
	Nakanai	Hoskins
	Bola, Bulu	Talasea
	Pidgin, English, Bebeli	Kimbe
	Nakanai, Mansang, Auka, Pele -Ata Meramera	Bialla
	Pidgin English, Bebeli, Aigon	Mosa
KANDRIAN	Lusi, Anem, Mouk/Aria, Kove, Bariai, Amara, Lamogai, Maleu/Kilenge	Gloucester
	Aigon, Lesing/Gelime, Awau, Akolet,Karore,	Gasmata
	Epalik, Asengeseng, Aiglep, Kaulong,Miu, Gimi, Solong, Noudo.	Kandrian

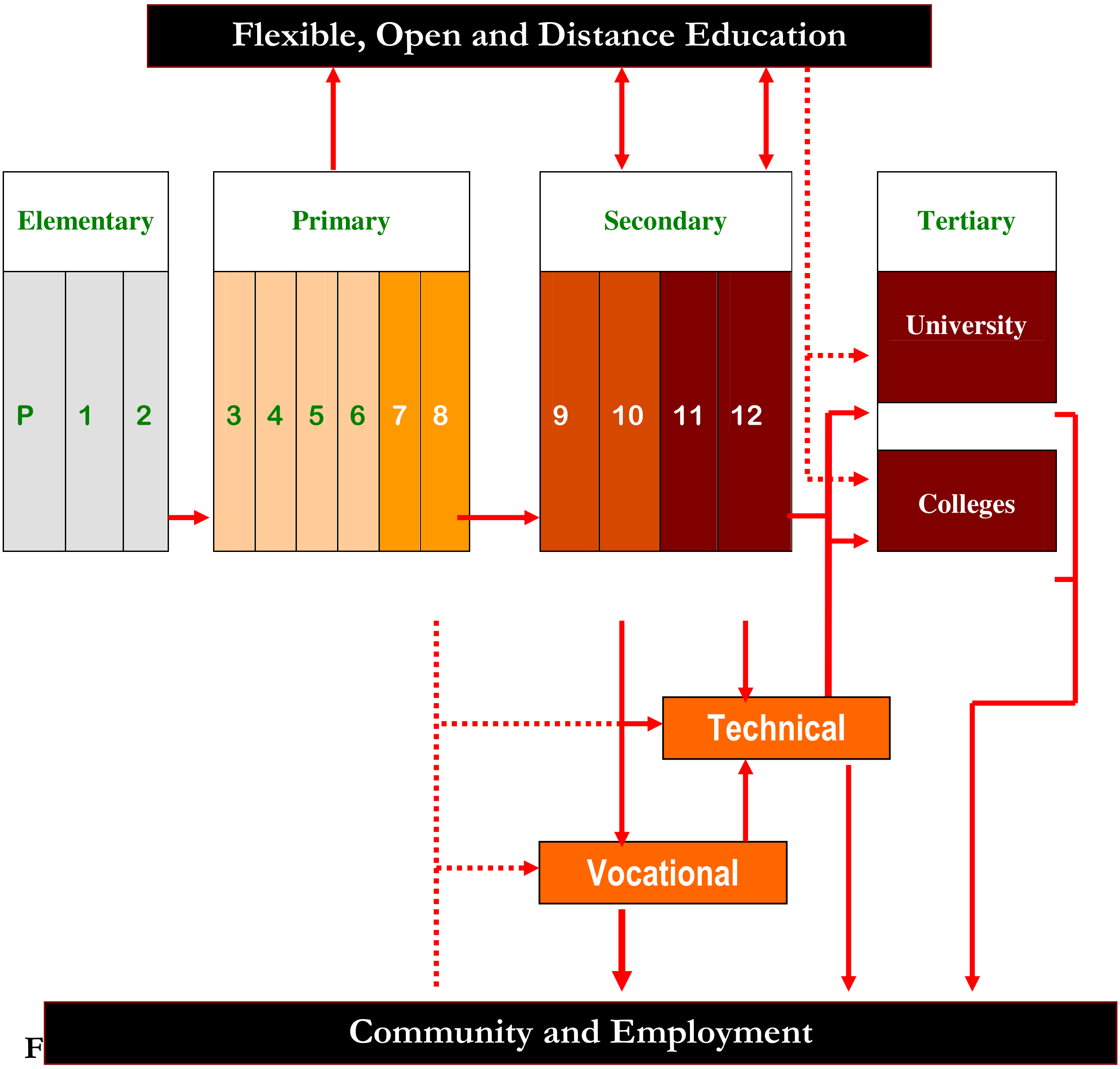
West New Britain – its education system

Consistent with the Organic Law on Provincial and Local level Government (OLPLLG), the provincial education system in West New Britain is a decentralized function particularly from Elementary, Primary, Secondary and Vocational Education, except for standards and curriculum matters. Decision-making relative to education matters (teacher appointments, teacher salary, discipline, school infrastructure and facilities development and maintenance, etc) is West New Britain Provincial Government's responsibility.

Flexible Open and Distance Education (FODE) is planned to be a provincial government responsibility in the life of this education plan. However, the UPNG Kimbe Open Campus, which is a joint venture activity by the Provincial Government and University, shall remain as it is without a monopolistic control by anyone party. This would ensure social capital networking and sharing of other resources, the maintenance of independent university academic programs for effective human resource development in West New Britain.

The diagram next page illustrates the structure of the education system of WNB in this Plan.

The WNB Education Structure



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The West New Britain Education Plan entitled, ***Striving for a Better and Sustainable Education System, 2007-2016***, presents the outcomes for education in WNB, and the strategies used for achieving them from 2007 –20016. It is buttressed on the progress made on the first WNB Education Development Plan 1997–2004. This plan will be implemented over the next ten years period, beginning in 2007 to 2016. The plan will be reviewed and updated every five years, which means in 2011 the first review and update of the plan will take place. It will be also subjected to an annual planning process at the community and district levels and be monitored at provincial level to ensure that targets and activities in the plan are achieved.

The overall objectives of the plan are consistent with;

- The PNG National Goals and Directive Principals in the Constitution.
- The Medium Term Development Strategies 2005 - 2010
- The Goals of Education for all.
- The WNB Provincial Development Plan.
- The WNB Provincial Government Policy Priorities
- The demands by the WNB people as recorded during the consultative process.

Provincial Development Goals

The plan is guided by the Provincial Developmental Goals.

1. Integral Human Resource Development

Through an integral human development approach, the people of West New Britain will be empowered to decide on their own destiny. This is envisaged through capacity building programs, which would be reflected in the people's involvement and participation in all processes of development.

2. Natural Resources Development and Environmental Management

Sustainable and selective development of natural resources using appropriate techniques and methods, with considerable amount of care so that environmental damage is very minimal, are to be encouraged for resource owners. Resource owners are to be fully involved and allowed to participate in the harvest of both their renewable and non-renewable resources.

Environmental management is the responsibility of everyone and will cover land, sea, reef, rivers and lakes. The flora and fauna of this Province will be harvested and developed on a sustainable basis. Endangered species of flora, fauna and their habitats are to be protected as reserve areas and managed to ensure optimum benefits.

3. Economic Development

Economic self-reliance for all persons is to be encouraged by the Oil Palm Industry, Logging, Fisheries and Marine and Agriculture and Livestock. Also through the introduction and promotion of alternative cash crops such as chili, cardamom and coffee, there lie further economic opportunities for the people.

Down stream processing industries in partnership with foreign investors are to be encouraged to create jobs and income earning opportunities.

Oil Palm Refinery at Kumbango

Other service industries such as tourism and hospitality are to be encouraged to support the Province's drive towards economic self-reliance.
The economy of West New Britain must be vibrant and investors who are serious to be a partner in the development of the province and its people are welcomed. The indigenous people should take the lead role in these economic opportunities foreseen in Agriculture, cottage and service industries, which are easily managed by local people.

4. Administration and Management

Government spending must be aligned with Provincial Objectives and Provincial Strategic Priorities relative to the annual budgets and which bring about incremental growth with a multiplier effect for the masses.

Divisional Managers in the provincial administration need to make realistic and affordable plans (including sectional and district plans) based on the provincial strategic priorities. The plans should set performance benchmarks on which we will measure our own performance relative to the financial resources and other resource input to activities. All in all, we want to expend an amount of money and achieve a double-portion result for our people. In line with this managers have to organize, lead and control and be innovative so that our work translates into a 'competitive advantage' both in the social, economic and infrastructure spheres of our development.

Good governance support development and appropriate legislative and policy initiatives for implementation should be based on good governance principles. The entire provincial public service from the top management, middle management and front line managers should also adopt a change in mentality, values and beliefs so that this will contribute to efficient and effective delivery of goods and services to the people.

Equal distribution of the limited financial resources available is essential so that all areas of the Province benefit from the provincial wealth. But 'affirmative action' for the least developed districts should be a priority for basic services and infrastructure development by government. Such calls for careful planning, effective administrative support and prudent management including political will.

5. Infrastructure

Maintenance of infrastructure in terms of roads, bridges, communication, wharves and airstrips will be addressed. .

Communication, wharves and airstrips will be upgraded and maintained.

Current infrastructure that does not meet the needs of the recipients will be redeveloped and expanded.

Surveys and construction of new infrastructure will be allowed for areas not having those facilities.
This will alleviate disparities in infrastructure development between areas in the province

- Facilities allowing for the market of local agriculture and small industry goods will be expended and in some cases developed to stimulate appropriate growth. This also includes sea and air transport services.
- Communication network in terms of two way radios, telephones and postal services will need to be improved, maintained and made accessible for public convenience.
- Advance planning of infrastructure requirements for the province should be included in development proposals.
- Policy initiatives will also be put in place to meet the needs of service users.

6. Social Services

Health, Education, Welfare and Community Development Services will be provided to complement economic advancement of the populace. Facilities and institutions allowing those services to trickle down to the people are to be maintained and strengthened.

Law and order as one social problem requires attention. Community Governments will expand their institutions and facilities so that they have the capacity to absorb and address people's needs and aspirations.

Administrative centers are to have access to required staff, buildings, houses and public amenities. This would allow for a continued form of decentralization to sub districts and patrol post levels.

Millennium Development Goals

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

Goal 1	Eradicate extreme poverty and hunger
Goal 2	Achieve universal primary education
Goal 3	Promote gender equity and empower women
Goal 4	Reduce child mortality
Goal 5	Improve maternal health
Goal 6	Combat HIV/AIDS and other diseases
Goal 7	Ensure environmental sustainability

Goal 8 Develop a global partnership for development.

Education For All Goals

The six Education For All Goals that were agreed to by all nations at the Jomtien, Conference Thailand, in 1990 and reaffirmed in Dakar, Senegal, and that Papua New Guinea had committed to are:

- Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantage 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 2005.
- Improving all aspects of the quality and excellence of education with measurable learning outcomes.

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

Medium Term Development Strategy

This plan is in accord with the core development strategy of the Medium Term Development Strategy, 2005 to 2010 (Department of National Planning and Rural Development, 2004) and consistent with the requirement to empower Papua New Guineans to mobilize their own resource for higher living standards. The Medium Term Development Strategy is the government's policy document for development and is a critical policy reference point for this plan.

The education sector is part of the mutually supporting sectional expenditure priorities of the Medium Term Development Strategy. In the education sector basic education is the first priority, second is Technical and Vocational, third secondary, fourth is Flexible Open and Distance Learning.

The Mission of the Division of Education

The Division of Education's mission is fivefold:

- To facilitate and promote the integral development of every individual
- To develop and encourage an education system which satisfies the requirements of West New Britain and its people.
- To establish, preserve and improve standards of education throughout West New Britain.

- To make the benefits of such education available as widely as possible to all of the people.
- To make education accessible to the poor and physically, mentally and socially handicapped as well as to those who are educationally disadvantage.

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

Consultative process
We began with the formation of a Provincial Education Plan Steering Committee under the chairmanship of Sir Lucas Waka. The Provincial Development Plan submission was endorsed by PEC in 2004.
This committee comprised representatives from different stakeholders, public servants, churches, local communities and private sectors. We also have the technical officers from the division of education who have been selected to be part of the committee.

During the consultation, the team expressed views on the four (4) main areas; Access, Quality Teacher Training, Quality Curriculum and Management in all sectors of education. Other then that, the team also noted the key issues facing the education system, which was identified and expressed by the groups of public servants and stakeholders.

These consultations were followed by a further series of Consultative meetings to discuss and analyse the findings. Analysis of consultative report was then presented to the writing team for the 1st draft write up. The initial draft of the plan was based upon this report to the Provincial Education Board.

Major Social Issues

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

Healthy Living

The decentralisation of Management and Administration of all Government services including Health has led to the deterioration of services to the people. We dream of every man, woman and child to have access to basic health care. People must have the right to healthy life, which includes the provision of clean water, nutritious diet, immunization programs, family planning, sanitation, shelter and local heath services. This means the WNB Provincial Government is to improve sustain and promote the quality of delivery of both primary and secondary health care in the province. This will promote healthy living for individuals, family and communities and attain improved life expectancy at birth, improve infant and maternal mortality, alleviate HIV/AIDS, and other life threatening diseases in West New Britain.

The National Health Plan 2001-2010 supports the education programs that will target health condition and healthy behaviors. In our education plan there are programs that will support the health sector to achieve a better health outcome for our province's citizen. A curriculum will be developed in response to the need for a more relevant health curriculum at all levels.

Formal health education begins with the elementary level where basic things are being taught like washing hands, teeth cleaning, healthy food and safe behaviors. At Primary level the personal development curriculum enable students to consider personal and community health and concerns such as the effect of family size, use of drugs and making informed choices.

Law and Order

The issues that underlie the law and order problem in West New Britain are complex and cannot be attributed to any one factor. It realized that the influx of uneducated and unemployed people into the province has contributed significantly to the increase in law and order problems, though the province already has its own share of law and order problems.

In West New Britain, the main victim of crime and violence are the weakest and most unreadable groups in the community. A disproportionate number of these are women and girls. Even public and private sector workers and their office and private premises have fallen victims to hold ups, beak and enter and so on.

The youths in particular feel ashamed from participating particularly in our urban community through lack of qualification and employment opportunities. Like wise the rural community youths are no longer subject to traditional controls that have been eroded by rapid social and economic change. These problems are exacerbated by limited access to formal education and a curriculum that has not been particularly relevant to practicalities of life.

Taking responsibilities of your actions require self-discipline, learning how to be responsible for your behavior is an important part of education at home and at school. Parents are responsible for their children behaviors and need good role models and parents and teachers have an essential role to play with regard to discipline of the child. When students are able to take responsibility for their actions they behave properly, show respect for others and live peacefully together.

At the elementary level the curriculum encourages children to learn about good and bad behavior how to demonstrate love and care for other people. They are introduced to positive customary laws and practices. In primary level in the subject Personal Development, students how to make basic and simple decision and the consequences of not observing rule and laws such as destroying property, illegal drug use and domestic violence.

Discussing rules and laws of the community, families and schools and how our court system, including village courts work. At the secondary level students are inclined to experiment challenge and question convertible behavior. This is expected however we need to manage this carefully. Parents and teachers need to ensure peer pressure and the changes associated with adolescence are under stood.

Gender Equity in Education

In the past at every level of education more males were represented than females. Major studies show that cultural factors have been found to be the major obstruction to increasing participation of females at all levels of education (Gender Analysis in Papua New Guinea, World Bank 1998).

Access to informal education and training is ever more difficult for women, who are illiterate with their illiteracy rate among women in the world at around 60% (percent). This plan provides for a framework of principles and practices to improve the lives of all children and promotes gender equity between girls and boys. We anticipate implementation to be in the initial stage of this plan.

Population

Provincial government's objectives with regard to population are contained in the National Population Policy, 2000 to 2010 (Department of Planning and Monitoring, 1999). The primary goal is to improve the quality of life through more effective planning of our development efforts. In addition to this, West New Britain will need to conduct advocacy on population and birth control owing to the province's population growth, which is on par with the national population growth rate at 2.3% that is too high. A provincial population policy may be worth considering by government to curtail this growing phenomenon. The current scenario is that the population growth rate far outstrips the sector wide social and economic growth rate of the province.

Raising the level of general education and literacy to facilitate broad based social and economic development and to improve the status of women and to raise the quality of human resource is paramount. The objectives and strategies targeting access retention**,** transition and female participation will be enhanced through the efforts of the Division of Education to raise the literacy level in the province.

The population projections for this year have been based upon the National Census conducted in 2000. Table 3 provides the school age population for selected years.

Table 3: School Age Population by age and year.

	2007	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**
6 yr	7336	7600	7873	8157	7081	8450	9070	9397	9735	10085
7 yr	7081	7336	7600	7873	8157	7081	8450	9070	9397	9735
8 yr	6835	7081	7336	7600	7873	8157	7081	8450	9070	9397
9 yr	6597	6835	7081	7336	7600	7873	8157	7081	8450	9070
10 yr	6368	6597	6835	7081	7336	7600	7873	8157	7081	8450

11 yr	6147	6368	6597	6835	7081	7336	7600	7973	8157	7081
12 yr	5793	6147	6368	6597	6835	7081	7336	7600	7973	8157
13 yr	5591	5793	6147	6368	6597	6835	7081	7336	7600	7973
14 yr	5397	5591	5793	6147	6368	6597	6835	7081	7336	7600
15 yr	5210	5397	5501	5793	6147	6368	6597	6835	7081	7336
16 yr	5029	5210	5397	5501	5793	6147	6368	6597	6835	7081
17 yr	5029	5029	5210	5397	5501	5793	6147	6368	6597	6835
18 yr	4670	5029	5029	5210	5397	5501	5793	6147	6368	6597
Total	**77083**	**80013**	**82767**	**85895**	**87766**	**90819**	**94388**	**98092**	**101680**	**105397**

Overview of the Plan

This Plan sets out in general the various strategies and the goals of the West New Britain Provincial Government towards the development, delivery, and sustainability of education services in the province for the next ten years. Provisions of statistical information on student enrolment the staffing needs and when required, cost involved, together with the actual implementations schedule for a ten-year period are included in this plan. This will be subject to review every five years.

Access

West New Britain Province has enjoyed a moderate success rate in accessing of the National Education plan that was introduced in 1997. It was one of the first provinces to implement this reform system. In line with the need to provide education for all, the principal objective in the elementary sector will be to strive, sustain and improve the existing schools in terms of infrastructure, integrated curriculum based on the child's own culture and community values, ethics and morality.

Elementary teachers will be trained through a program consisting of modules and internships. A system will be developed and trainers will be encouraged to visit schools on a regular basis. There are 140 elementary schools that have already been established with a total of 467 teaching positions. A total of 47 students are enrolled at present.

In the primary sector, all students will be encouraged to complete nine years of basic primary education, through to Grade 8. By 2010 all primary schools will have phased out Grade 1& 2 classes and all secondary schools will phase out Grades 7& 8 classes. Basic education must be available for all including those with disabilities. Issues of equity in teacher deployment will be addressed by the establishment of a Position Allocation and Monitoring Committee that will determine criteria for allocations of positions and deployment to each district.

In secondary education there will be moderate expansion in order to maintain government objectives regarding transition between Grades 8 and 9, and Grades 10 and 11. These are 50 percent and 25 percent respectively; Emphasis will be placed on quality, with the development of a new curriculum, and the provision of teacher training.

The bulk of the increase in Grades 9 and 10 classes will be as a result of the relocation of the Grades 7 and 8 classes to the primary schools. Parents will be required to make a significant contribution towards the cost of education in this sector. This will be backed up by a scholarship or incentive scheme to ensure that no talented disadvantaged students are denied a full secondary education. There will be minor increases in the number of Grade 11 places available. The cost effective strategy to achieve this will be through the addition of classes to existing institutions rather than establishment of new secondary schools in the province.

The West New Britain Provincial Government has expressed its intention in establishing a third and final secondary school. Bialla High School will be upgraded and by 2009 the first grade 11 should be enrolled. It is anticipated that the transition rate from Grade 10 to Grade 11 be maintained at 25 percent.

This plan will focus on the shift in vocational sector with the maximum length full time course being set at one year. Emphasis on short course will be designed for the community. Currently West New Britain has only one vocational school. The catalyst for such change will be a new form of subsidy for post primary students and initiatives that are already underway through the Employment Orientated Skills Development Project.

Opportunities for flexible open and distance education will be enhanced to provide alternate and comparable pathways for students beyond Grade 10 or 12 through working holiday arrangements.

Quality

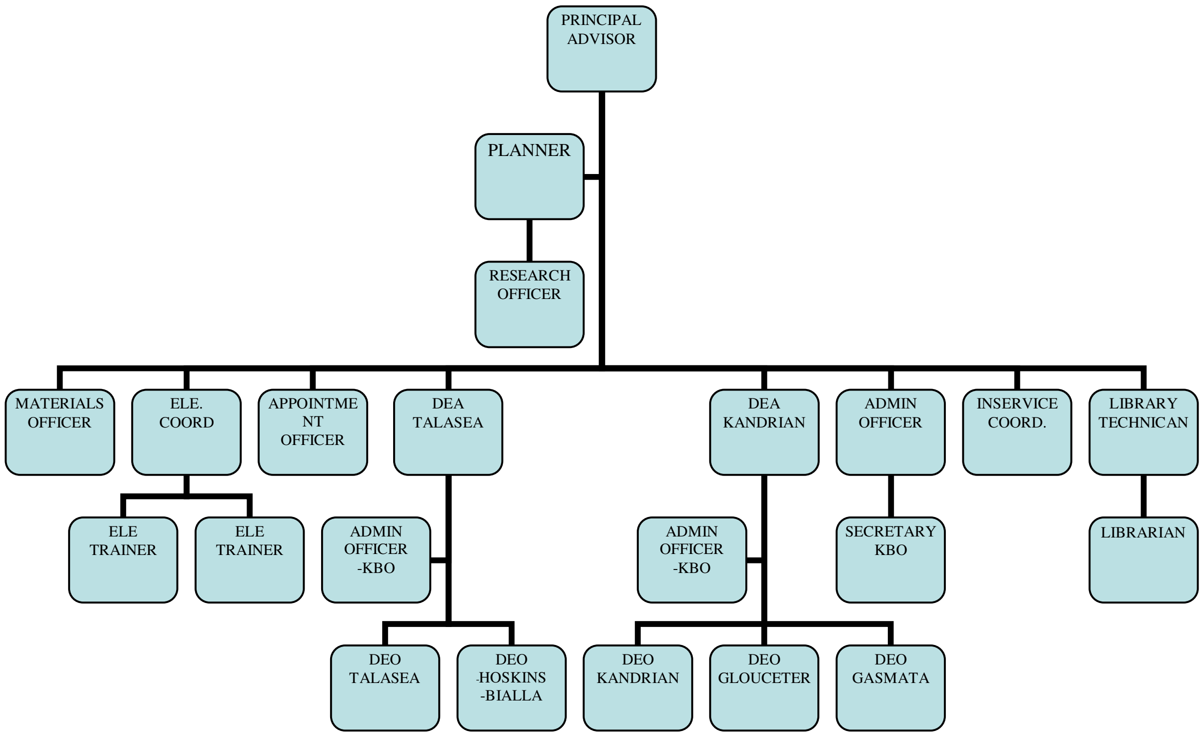
In this plan the issues of curriculum and teacher education and training are critical to the quality of education provided. This plan will embark on the basic education curriculum to be reviewed on regular basis to ensure gender sensitivity and updated materials supplied to schools. School communities will be supported to develop locally relevant curriculum materials and programs based on the reform curriculum. They will be supported by the provision of basic literacy and numeracy courses. Oversight for these will be undertaken by the National Literacy and Awareness Secretariat and through institutions such as the vocational centers.

The secondary curriculum is being revised to foster and enhance a linkage with the primary level subjects but more importantly, to enable secondary students to attain higher order thinking, analyzing and reasoning ability and this will be completed by 2009. There will be much greater cooperation between curriculum developers in technical/vocational and secondary sectors to ensure that there is a greater skill in the reform secondary curriculum. A standard monitoring instrument has been developed for primary schools and will be modified to help the Department monitor standards at the secondary level.

Management

The functions and structures of West New Britain Division of Education is currently under review for improvement in process, procedures and appropriately qualified manpower which is responsive to change and to build organizational capacity to effectively administer this Plan.

Education Organizational Structure.



The Organic Law on Provincial and Local level-Government (OLP&LLG 1995) had paved the way for responsibility to provinces for education services to be shared with the national and sub-levels of governments.

At the basic education level greater responsibility will be given to the community representatives in appraisal of teachers. In particular they will be in a position to be able to assess the suitability and acceptability of the teacher to the community that they serve.

Church agencies will be given the opportunity to exert a greater degree of control over the technical/vocational institutions that they operate.

West New Britain Province will welcome support from the National Department to prepare strategic plans for the province and districts within the life of this plan.

Financing

The financing of the Plan will come from different levels of government, parents and the communities. The difficult government financial situation dictates that and the school themselves, through increased self-reliance activities, will have to take a greater responsibility for education. This will be the case, most particularly, in post primary education, for example, will be required to provide budgetary support for maintenance in all secondary schools. The implementation of the Plan will be supported by contributions from donor agencies.

The payment of teacher salaries is the largest component of the education budget. The Plan includes major cost effectiveness measures to ensure the most efficient use of staffing resources. Criteria will be determined for the equitable allocation of teachers to provinces.

Teachers will be allocated at a rate of one per class in the upper primary grades, with a corresponding increase in student teacher ratios, and the teacher to class allocation will be revised at upper secondary level. There will also be a considerable improvement in localization in the technical/vocational sector. These three measures will result in savings of about K300 million over the Plan period. Technical/Vocational institution staffing will be based on student-instructor ratio of 1 to 18. In technical education the student – lecturer ratio will rise and there will be renewed efforts to improve localization.

Government will support parents in the provision of education largely through the payment of all teacher salaries, the provision of subsidies, teacher education and curriculum development. There is also a wide spread view that parents should make a contribution, either financial or kind, kind towards the education of their children. At elementary level the government will provide basic school supplies for all schools. In the primary sector parents will play an increasingly greater role in the support of their children, particularly financing the upper primary grades.

There will be significant changes in the system of subsidies in post primary education. This is to ensure that every child who completes Grade 8 is provided with some support by the government. This will be called the Grade 8 Graduate Incentive Scheme. All Grade 8 graduates will be entitled to support in furthering their education and training at any approved institution. These will include secondary schools, distance education, and vocational centers and approved private providers. It will replace the current subsidy scheme for Grade 9, the vocational centers and distance education.

The present cash subsidy system will continue for Grades 10, 11 and 12. There will be no special subsidies for boarding students. As a cost recovery measure the cost of examinations in Grades 10 and 12 will be deducted at source from the Grades 10 and 12 subsidies. It is also proposed to investigate whether all future pre-service and some teacher in-service could be offered on a cost recovery basis.

Organisation of the Plan

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

Section 1: Introduction

This section provides background and an overview of the Plan.

Section 2: Our Vision 2007-2016

This section outlines the visions for education by sector.

Section 3: Situational Analysis

This section outlines the progress made from the last West New Britain Plan 1997-2004 and identifies the key challenges still ahead in each sector. The section considers the following sectors of education**: elementary education, primary education, secondary education, distance education, vocational and technical education and administration**. Each of these sectors is first defined and then an analysis follows using the following strategic problem areas as organizational headings: **access, quality and management.**

Section 4: The Plan for Education 2007-2016

This is the main section of the Plan. The sectors – elementary education, primary education, secondary education, flexible, open and distance education, vocational education and training and technical education and training – are described using the same four components. These components are access, quality curriculum and monitoring, quality teacher education and training, and management. Each sector has its own vision and its own major outcome. Each of the components has its own minor outcome, and their key strategies and activities for achieving these outcomes.

In the text the minor outcomes are referred to using the first letter of the sector (E for Elementary, P for Primary and so on) and the minor outcomes are numbered in sequence. E3, then refers to Elementary Quality Teacher Education and Training, Minor outcome number 3.

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

A **major outcome** is the end point to be achieved at the end of this ten-year Plan

A **minor outcome** is a point that has to be achieved on the way to accomplishing the major outcome.

The **strategies** describe the broad means of how the minor outcome will be achieved.

The **activities** will collectively contribute to the successful implementation of the strategy.

The responsibilities of the major stakeholders are outlined at the end of each sector.

Targets to be achieved during the life of the Plan are identified in the boxes in the margin as close as possible to the corresponding text for each sector. Performance measures for each of these targets are identified in section 7: Monitoring and Evaluating the Plan

Section 5: Implementing the Plan

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

Section 6: Financing the Plan

This section considers the financial implications of the Plan.

Section 7: Monitoring and evaluating the Plan

This section describes the monitoring and evaluation framework for the Plan. It collates the targets identified in section 4 and for each target a measure or set of measures are identified that will be used to monitor and evaluate the performance of the Plan. Data collected during the first five years of the plan will be used to support a review of progress made.

Other support documents and awareness materials will supplement this Plan.

Section 2:...............................OUR VISION

The Provincial Vision for Education

Our provincial vision is to progress through a better sustainable education system that will accommodate a healthy and literate citizenship in West New Britain Province.

Objectives

Prosper in the education system in delivering education services down to the community level and maintaining it for a better future.

Strategies

1.1 Formulate essential policies and plans for overall education development efficiency.

1.2 Review and coordinate roles and responsibilities of all agencies involved in education with the view to encourage them to provide support.

1.3 Pursue and create avenues for all categories of training for teachers.

1.4 Improve curriculum in elementary sector by integrating appropriate customs and values into curriculum in the province.

1.5 Develop adult literacy to facilitate local community's participation.

1.6 Improve testing and measurement skills for all levels of schooling.

1.7 Introduce special education literacy in the curriculum.

BASIC EDUCATION

Elementary education

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

Primary education

At 9 years of age children continue their basic education in a primary school. After six years of primary education that begins with a bilingual program, children have the skills to live happily and productively, contribute to their traditional communities and use English to understand basic social, scientific, technological, and personal concepts and value learning after grade 8.

POST-PRIMARY EDUCATION

Secondary education

Students in Grades 9 to 12 achieve their individual potential to live a productive life 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.

FODE and University Centre

Papua New Guineans harness all appropriate and affordable technologies to pursue flexible, open and distance education opportunities.

Flexible Open and Distance Learning (FODE) and the University Centre have been established in Kimbe. FODE's grade 6 to 10 courses are available including the University's Certificate in Tertiary and Community Studies (CTCS). These are the vehicles through which adult learning will be enhanced at district levels of appropriate courses for knowledge and skill acquisition to achieve an educated community.

Vocational /Technical Education and Training

Vocational education

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

Technical education

A system of self-sustaining institutions, under an independent regulatory authority designed to train an appropriate workforce for employment in the formal and informal sectors, including self-employment, with linkages to National Apprenticeship and Trade Testing Board and other recognized training providers.

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Section 3: SITUATIONAL ANALYSIS

SITUATIONAL ANALYSIS

Introduction

An extensive analysis was undertaken to support the development of the national education plan. In particular the PNG Education Sector Affordability Studies (AusAID, 2003) conducted by an independent researcher, highlighted financial issues and identified policy options. Data from the state of education in PNG (Department of Education, 2002 and 2003) and the annual enrolment and staffing statistics bulletins were used to determine areas that needed attention. Furthermore, consultations in all provinces and with other key stake - holders were used to discuss key policy issues and trends and to explore appropriate causes of action.

The above-mentioned documents are not reference in the text but should be referred to for further detailed information. Other documents and major research studies, including various government commission reports were used and are referred to in the text.

West New Britain Provincial Education Plan 1997 – 2004 was reviewed and used as reference in this new plan.

Summary

The National Education Reform has been in place since its introduction in 1994 and the provincial education plan update1997 – 2004. The reform aimed to increase access and participation at all levels of education and to support the *education for all* goals of universal primary education. The reform also aimed to revise the curriculum to be more relevant to village life, through the introduction of vernacular education and an increased focus on life skills in the curriculum, and to allow students to pursue a range of post grade 8 further schooling pathways.

There have been many successes as a result of 12 years of the reform although there still remains room for changes and further improvements. The successes include: increases in enrolment by 93% by 2002, increases in transition rates from grade 6 to grade 7 and grade 8 to grade 9, community support for elementary education and the lowering of unit costs due to the introduction of elementary schooling and the transferring of grades 7 and 8 from secondary to primary schools.

The challenges include:

- Improving retention through the years of basic education
- Improving delivery of education services in rural and remote areas
- Strengthening the vocational education and training sectors to support appropriate courses and to make better use of partnership with the private sector and community agencies and
- Securing adequate government budget support for the reform to manage the enrolment growth.

Since 1995, which is when the province began to experience a rapid expansion of the education system, the education reform has also created a number of new problems. While access to education has been improved significantly, the quality of that education has become a concern as the system struggles to adequately plan for, fund and administer those increases. This plan will commence in an environment where there is considerable pressure in areas such as infrastructure and teacher numbers, teacher training, materials development and distribution, and the capacity of all levels of the system to monitor and administer the education reform, as well as greater community and parental demands for access to relevant and quality education.

Gender

The introduction of the *Gender Equity in Education* Policy by Department of Education in 2002 recognizes that, for historical and cultural reasons, females in Papua New Guinea have been disadvantaged in education. This Plan endorses the policy and acknowledges the need for strategies for implementation. Within the Plan appropriate strategies and activities for achieving education for all are identified.

A Gender Mainstreaming Policy for the Province needs to be formulated and adopted to ensure that equal opportunities are provided for women and men at all levels of education the executive level.

HIV/AIDS

This Plan sees itself as commencing at a time when Papua New Guinea faces a major health crisis in managing and preventing the transmission of HIV/AIDS. The spread of HIV/AIDS is uncontrolled across Papua New Guinea. This is particularly so in rural areas and in young active adults in the most economically productive years, which if not contained, will have major socio-economic implications for the nation. Prevention and management requires a multi-sectoral approach. Education has an important role to play in responding to the HIV/AIDS through its curriculum and teacher education and training responsibilities. The West New Britain is no different to anywhere else in Papua New Guinea in its need to take up the fight against HIV / AIDS.

Elementary education

Definition

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

Access

In 1996 the first elementary schools were established and by 2000 all Local-level Government areas around West New Britain had a number of these schools operating. There is a total of 140 to date. Enrolments have risen to more than 10,000 and there are far more children enrolling into elementary school system then there were in community schools. Female participation is 47 per cent of total enrolment. This is close to being consistent with the percentage of girls in the population at large. There are about 350 teachers employed in these schools.

Table 4: Total enrolment by gender and grade, 2000-2004.

		2000	2001	2002	2003	2004
Prep	Male	1238	1091	2296	2551	1445
	Female	1069	981	2157	2227	1046
	Total	2307	2072	4453	4778	2491
Elem 1	Male	884	1003	1206	1823	2124
	Female	847	907	1036	1660	1640
	Total	1731	1910	2242	3483	3764
Elem 2	Male	690	1017	879	1240	3599
	Female	631	919	752	1111	2519
	Total	1321	1936	1631	2351	6118
Total	Male	2812	3111	4381	5614	7168
	Female	2547	2807	3945	4998	5205
	Total	5359	5918	8326	10612	12373
%age Female		**47.8%**	**47.4%**	**47.4%**	**47.1%**	**42.1%**

There are some significant differences in the number of schools in the rural and urban areas in the province. The enrolment rates in the urban areas are much higher than those in the rural areas reflecting the fact that there have been more schools established.

Communities have been very supportive in contributing to the growth of elementary education by providing land, although acquisition of land has proved problematic in a number of areas.

Table 5: Preparatory enrolment rates by gender, 2000-2004

	2000	2001	2002	2003	2004
Male	42.2%	35.9%	71.0%	76.2%	41.7%
Female	40.2%	35.6%	74.0%	73.8%	33.4%
Total	41.3%	35.8%	72.4%	75.0%	37.8%

Special education and the education of girls are integral parts of the teacher-training program to support the provision of an inclusive education.

Quality

A mix mode teacher-training program has been designed and implemented. This program leads to the Certificate in Elementary Teaching awarded by the Papua New Guinea Education Institute. There are three distinct components of the three-year program and they are;

1. Trainer Directed Training in residential workshops,
2. Home study with self –instructional units and
3. Supervised Teaching

Nine (9) elementary districts – based elementary trainers with a Certificate of Elementary Teacher Training from the Papua New Guinea Education Institute will deliver this training program. They will then train elementary teachers in the districts.

Table 6: Elementary school staffing by gender by selected years 2000-2004

	2000	2001	2002	2003	2004
Male	123	142	177	187	238
Female	102	114	134	167	174
Total	225	256	311	354	412
Ratio	2.8	3.6	7.2	3.1	6.1

The Department of Education had established guidelines for selecting elementary teachers and communities have taken up a lot of the responsibility in this regard. Selection of elementary teacher entry is at grade 10 level although increasingly there are Grade 12 graduates as well. This has resulted in a large number of young teachers being selected in the areas. So far a total of 469 teachers have been trained or are in training and 289 of them have been graduated with certificate in elementary teaching.

The language of instruction is the vernacular language chosen by the community. Orthographies will have to be developed in the major language groups. A reform curriculum has replaced the Elementary Scope and Sequence with approved new syllabuses and teacher guides and an implementation support booklet for head teachers to support these syllabuses. The reform elementary curriculum is inclusive and has taken account of the gender policy and also features culture and community, cultural mathematics and language.

Elementary teachers use self-paced, in-service units that give them background knowledge and strategies to support their teaching. Elementary teachers are being in serviced about the reform curriculum.

Management

Already there are policies in place that can guide trainers to manage the implementation strategies of the entire elementary reform operation in the province.

However, the trainers as core managers had problems in understanding these policies and how to manage the strategies during the implementation period. This has caused misunderstanding at the district and community levels in the area of managing their responsibilities.

The province should select candidates for the elementary teacher trainers in future base on the merits of diploma and management skills.

The monitoring system, training dissemination, material supply and the teachers allowances and salaries are highly affected by the present management system performed by trainees, Provincial Education office the community and the district education level.

Already there are policies in place that can guide trainers to manage the implementation strategies of the entire elementary reform operation in the province.

Primary Education

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

Access
Developments at the Primary level have focused on the restructuring of the primary cycle. This has involved the relocation of grades 1 and 2 classes from community school to elementary schools, and the establishments of grades 7 and 8 classes in primary schools. The effective introduction of grades 7 and 8 is dependent upon the establishment of elementary schools in order to make the most efficient use of scarce teaching and infrastructure resources. Grades 1 and 2 enrolments in the community schools did not decline as rapidly as expected following the introduction of elementary schools. This has led, in part to shortage of teachers in some parts of the country.

Table 7: Total enrolment by grade and year, 2000-2004.

		2000	**2001**	**2002**	**2003**	**2004**
Grade 1	Male	2491	1992	1992	1351	1231
	Female	2096	1661	1590	1233	877.9
	Total	4587	3653	3582	2534	2109
Grade 2	Male	2417	1992	1690	1673	1858
	Female	2035	1763	1365	1406	1426
	Total	4452	3755	3055	3050	3284
Grade 3	Male	1975	2106	1974	2221	3099
	Female	1706	1755	1679	1798	2188
	Total	3681	3861	3653	4019	5287
Grade 4	Male	1982	1963	1693	1982	2546
	Female	1602	1733	1388	1731	1992

	Total	3584	3696	3081	3713	4538
Grade 5	Male	1773	1663	1580	1845	2176
	Female	1521	1463	1299	1421	1633
	Total	3294	3126	2879	3266	3809
Grade 6	Male	1459	1528	1447	1687	1998
	Female	1179	1251	1146	1390	1498
	Total	2638	2779	2593	3077	3496
Grade 7	Male	1177	1324	1204	1438	1095
	Female	883	1014	1003	1144	940.8
	Total	2060	2338	2207	2582	2036
Grade 8	Male	1004	1098	1009	1325	868.6
	Female	775	826	702	1042	575.8
	Total	1779	1924	1711	2367	1444
Total	Male	14278	13666	12589	13364	14870
	Female	11797	11466	10172	11046	11132
	Total	26075	25132	22761	24410	26002
% Female		**45.2%**	**45.6%**	**44.7%**	**45.3%**	**42.8%**

Overall enrolment in basic education has risen by 53 per cent between 1997 and 2004. The relocation of grades 7 and 8 started in 1993 and West New Britain had upper primary school classes by 1995. Grades 7 and 8 have been fully phased out at secondary school by the year 2000. These rises in enrolment have seen slight increases in access for girls in the upper primary who now make up 44 per cent of enrolment in the primary schools. This improvement in access has not been reflected around the districts. There is still considerable inequity both between LLG's and districts within the province.

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

	2000	**2001**	**2002**	**2003**	**2004**
Male	74.9%	77.0%	69.7%	75.7%	102.0%
Female	71.4%	70.9%	65.4%	67.7%	79.5%
Total	73.2%	74.1%	67.7%	71.9%	91.3%

Provision will be made for children with special needs through the establishment of Special Education Resource Centers. There is currently one special private education center for sign language operating in Kimbe catering for 4 clients.

The retention of children between grades 1 and 6 has not improved and this is a major area of concern that needs to be addressed. In deed, it has got considerably worse. Only 60 per cent of children who enrolled in grade 1 in 1998 completed grade 6 in 2003.

Table 9: Grade 7 primary enrolment rates by gender, 2000-2004

	2000	2001	2002	2003	2004
Male	53.3%	57.9%	50.8%	58.6%	42.6%
Female	44.3%	49.1%	46.9%	51.6%	40.5%
Total	49.0%	53.7%	49.0%	55.3%	41.6%

This compares with a figure of 61 per cent for those who complete grade 6 in 1995. In addition to those who have dropped out of school there is also a large group who has never had the opportunity to enroll in school. These problems are complex and there are many contributing factors, some of which have been investigated.

Quality

The pre service teacher qualification is a two-year course applied in teachers colleges following a trimester system that was introduced in 2001. It is a grade 12-entry course and the graduates are qualified to teach all primary grades, including students with special disability needs.

Table 10: Total primary school staffing by gender from selected years 2000-2004

	2000	2001	2002	2003	2004
Male	617	511	338	334	372
Female	375	367	248	276	278
Total	992	878	586	610	650
Ratio	26.3	28.6	38.8	40.0	40.0

Some good numbers of students from the two secondary schools are enrolling each year in the teachers colleges to further their professional development in primary school teaching including a small percentage from the Kimbe Open Campus.
Opportunity has also been given to the serving teachers to upgrade their qualifications from a certificate to a diploma through PNGEI and other teachers colleges. This is known as in-service.

The upper primary curriculum has been reformed, distributed and implemented in schools. Self-paced in-service units give teachers background, knowledge and strategies to support them to teach the new syllabuses. The reform curriculum is inclusive and has taken account of the gender policy.

Table 11: Subjects taught in Primary Schools.

Lower Primary (Grade 3 – 5)	Upper Primary (Grades 6 – 8)
Language	Language
Mathematics	Mathematics

Community Living	Making a Living
Health	Social Science
Physical Education	Personal Development
Environmental Studies	Science
Arts	Arts

Social science component includes aspects of civics, nation building ethics and values. The health and personal development components consider discipline, relationships, nutrition and personal and community health.
In the lower primary sector the lack of local language teachers and the lack of articulation of curriculum have caused problems in bridging from vernacular language to English at grade 3.

Emphasis on more in-service program in supporting the primary schools reform curriculum on bridging should be conducted in the future. Further funding constraints as well as geographical isolation has made it difficult for the inspectors to make regular visits to many schools.
A national certificate of Basic Education Examination is conducted for all grade 8 students in primary schools. This examination is set nationally and administered provincially.

Management

Planning for primary grades has been a complex operation undertaken especially to manage the introduction of grades 7and 8 classes and at the same time the removal of grades 1 and 2 classes.
Generally management at the school level is proving to be an increasing concern especially in the area of financial management largely as a result of the school fees subsidies.

The management affairs of subsidies was broken down to National component and Provincial component where, the National Government pays 1st and 3rd quarter while the Provincial Government pays the 2nd and 4th quarter.

The school Board of Management (BOM) contributes well towards the construction and maintenance of school classrooms, teacher's houses and other school facilities. However, a few still do not have the capacity to adequately administer funds. They will need training in this area.

Secondary education

Definition

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

Access

The process of phasing out grades 7 and 8 classes in secondary schools started in 1994. Enrolments in grades 9 and 10 have risen significantly in both high schools and secondary schools. Grade 8 selection system was introduced to control the overcrowding however; most schools are still experiencing this due to bad management decisions. The selection was based on academic merits and allowed only 50 per cent access to grade 9 in the secondary system while others continue through other pathways such as distance and vocational education.

Table 12: *Secondary enrolments by year and gender, 2000 to 2004.*

	Year	**2000**	**2001**	**2002**	**2003**	**2004**
Grade 7	Male	16	0	0	0	0
	Female	11	0	0	0	0
	Total	27	0	0	0	0
Grade 8	Male	12	0	0	0	0
	Female	14	0	0	0	0
	Total	26	0	0	0	0
Grade 9	Male	602	620	801	733	781
	Female	400	432	555	506	614
	Total	1002	1052	1356	1239	1395
Grade 10	Male	442	592	634	677	805
	Female	312	335	406	432	425
	Total	754	927	1040	1109	1230
Grade 11	Male	88	180	126	154	264
	Female	34	115	73	113	132
	Total	122	295	199	267	396
Grade 12	Male	74	89	109	129	167
	Female	39	35	84	68	94
	Total	113	124	193	197	261
Total	Male	1234	1481	1670	1693	2017
	Female	810	917	1118	1119	1265
	Total	2044	2398	2788	2812	3282
% Female		**39.6%**	**38.2%**	**40.1%**	**39.8%**	**38.5%**

After 14 years of inception, education reform in West New Britain as one of the pioneer provinces along Madang Province, the secondary sector is experiencing enormous impact in terms of increased enrolments, dramatic increase from grades 8 to 9 and from grades 10 to 11, in spite of severe lack of infrastructure as well as a quest for qualified teachers etc.

However, the above events are happening at the expense of inadequate provision of much needed fundamental infrastructure due to bad and poor planning (in the absence of good planning) and decision making at the bureaucratic level due to verifying factors such as setting priorities and managerial deficiency.

Advantageously, there are now two upper secondary schools (Hoskins & Kimbe) in the province, which provides more opportunity for increase gender participation, pertaining the NDOE & National Government goals and objectives as well as creating more opportunity for year 11's and 12's. Bialla Secondary School is planned to come on stream and its first enrolment in 2009 and this will increase grades 11 and 12 enrolment in the province.

Regrettably, there is s greater need for proper strategic planning and policy guideline to be adequately put in place for Secondary school, plus the provincial high schools and technical high schools in order to satisfactorily facilitate and meet the increasing current demand for increase enrolment, as it is apparently lacking.

Quality

Despite the current education reform embarking on skills oriented development, holistic or integral human development, and the upper and lower curriculum remains static since 1990. But gradually it is being improved progressively, which is now beginning to reflect positively with new syllabuses for reform secondary curriculum.

School based curriculum development relative to subjects especially complementary learning materials by subject teachers is recommended to be used by schools where in their professional judgment see value in developing it.

When the Outcome Based Education (OBE) concept is implemented beginning in 2007 onwards, it is very much anticipated that the curriculum will have positive impact on the students learning and academic progress in the future.

The secondary curriculum provision requires consistent and continuous support from the provincial and local level government plus politicians and the NGO's technically (materials, curriculum development and equipment) and financially in order to collectively and perfectly actualized the aims and objectives of the curriculum.

The University of Goroka (UOG) continues to be the major source for the supply of secondary school teachers in the respective subject areas apart from other Universities in the likes of Pacific Adventist University, Divine Word University, and UPNG.

These universities will continue to conduct teacher-training programs for secondary schools, which are funded by National Government, while a small number of trainee teachers are funded privately and on self-sponsored basis. The graduates from these universities are expected to be quality teachers.

However, lower and upper secondary schools in the province still lack quality and committed teachers. Results have shown that a huge improvement on teacher commitment and dedication to their teaching and boarding duties is lacking. This will require an effective, regular and thorough inspection visit, improved monitoring of teacher performance and work ethics by school authorities, School Boards including Parents and Citizens (P & C).

The provincial government through the Division of Education should recruit competent and dedicated teachers through a stringent recruitment process to be established. Where possible the government can set incentives such as, if the high or secondary school performs above a set criteria in external examinations it can get additional subsidy, the school gets funding for a teachers house, a dormitory or teachers concern get a modest cash bonus. This will encourage effective competition in teacher and school performance.

Ongoing teacher professional development should be improved through in-service or cascade training (one week long) targeting professional areas of practice and school management. Such training should be recognized with certification and conducted by professional trainers. Such is also a form of incentive for teachers.

The Senior Professional Assistant (SPA) position in the new divisional structure should oversee professional matters such as this relating to quality teachers for lower and upper secondary.

Current teachers with diploma and other qualifications can be systematically placed on enrichment courses at University on full time or by distance mode whichever is the most affordable means, in order to upgrade their qualifications, which will enable them to teach effectively at secondary schools in the province.

The secondary inspection system at secondary level needs adequate funding from both national and provincial government for advisory and inspection visits. Owing to lack of funding the inspector does not do school and teacher inspection regularly. Besides this the idea of Headmasters and Principals becoming site leaders to appraise teachers on the field will certainly add justifiable value to inspection and appraisal system for teachers without fear and favor.

Management

Planned expansion of secondary school rather than politically motivated expansion should be encouraged. This will enable both the Division of Education and NDOE to determine the costs of curriculum, teacher deployment, salary, etc, and include such in work plans which cannot be done overnight.

The Provincial Education Board should be effective including School Board of Governors, the Parents and Citizens (P&C) and the Guidance and Inspections in and should work cooperatively to support good school management. Principals and Heads should also work as a team with their teachers and in an open and transparent manner.

It is seemingly clear that all lower and upper secondary schools in the province require clear policy guidelines on the following areas such as enrollment, (Grade 9 – 12), staff development, staff ceiling, infrastructure, transfer procedures and more importantly the commitment of adequate funding. The sector needs to employ teachers who are exceptionally experienced and qualified officers to effectively execute the school operational charters, particularly the headship and deputy headship roles.

There are evidence of discrepancies in all facet/ or aspects of the individual. Schools organizational management in the areas of grade 9 and 11 selections, appointment of teachers, in decisiveness or inconsistency in decision making, lack of support from both stakeholders, parents and the Provincial Government both morally and financially in a form of school fees, project activities and resource materials.

Ultimately the current secondary schools need constant attention from the above parties for effective management and in order to maximize and provide educational conducive for teaching and learning activities to take place.

FODE, University Centre and Library Services

Flexible Open and Distance Learning (FODE) and the University Centre have been established in Kimbe. FODE's grade 6 to 10 courses are available including the University's Certificate in Tertiary and Community Studies (CTCS). These are the vehicles through which adult learning will be enhanced at district levels of appropriate courses for knowledge and skill acquisition to achieve an educated community.

Access

People who have left school a long time ago can enroll at FODE and the University Study Centre at District levels. Community Learning Centers (CLC) will be established in each LLG district headquarter. Grades 6, 7, 8, 9 and 10 leavers in the districts should access learning through Flexible Open and Distance Education (FODE). Grade 10 and 12 leavers can do courses at the University Study Centers including public servants and teachers in the districts should enroll there. FODE and University Study Centres will be located in the Community Learning Centers (CLC) like a "one stop shop" set up. The District Library will also be a component of the CLC.

Quality

FODE, University and the Library Services have the ability to expand their services to the districts as they have done in Kimbe urban.

The subjects and courses offered by FODE and University are the best and affordable already available. Once the government establishes Community Learning Centres (CLCs), FODE and University will supply the Community Learning Centres with quality learning materials respectively for the students.

The Library will offer their services to support FODE and University students as well as offering support to primary school children for research and reading for pleasure and the general community to get information. Library Books and reference books can be sourced from HOPE PNG and DONORS, to support students learning in various subjects and courses of study in the districts.

Management

Appropriately trained officers such as teachers could coordinate the FODE Centre and University Study Centre in the District. But the overall management of the CLC will be under the District Administrator (DA) of the district including maintenance responsibility because the Community Learning Centre will be an asset for the LLG.

Technical Vocational Education and Training

Definition

Technical and Vocational Education aims to provide appropriate skills development and training for students in technical and vocational areas at post Grade 8, 10 and 12 and to provide further opportunities for those already in the work force including short skills based training for the communities.

West New Britain strongly supports the establishment and growth of Technical Vocational Education and Training (TVET) on the current establishments it already has. That the three Technical High Schools – Moramora, Hoskins Girls and Ponini be planned and gradually upgraded to offer PETT Courses in terms of their specialty to offer national certification and be feeder schools to Technical Colleges and Business Colleges for Diploma courses. At the same time the three Technical High Schools institutions will develop and offer short skills based vocational courses to the community for their entrepreneurial activities and life long living.

In Kandrian Gloucester District there is only one Vocational Center and it too requires upgrading of infrastructure, facilities and courses. A planned upgrading of Kandrian Vocational Center is necessary in order to accommodate gender equality in enrolment, and give opportunities for girls in the district to take up trade and business training because topography makes the district inaccessible to Moramora, Hoskins Girls and Ponini by students from this district.

Bialla sub-district has no Vocational Centre at this stage however; one is planned and will be run by West New Britain Business College as a private vocational center. This should be supported in partnership with government to foster more trade training opportunities for potential students in that sub-district. A mutually agreeable arrangement could be made between Government and West New Britain Business College for this to be realized in infrastructure, funding, course development, teacher deployment, etc,.

Moramora, Hoskins Girls and Ponini Technical High Schools have been established since 1997. These institutions have been running trade courses alongside the academic streams. These three Technical High Schools run three programs as follows;

Level A – A one year post grade 10 and 12 students taking different trade courses including a 12 weeks work experience with companies. This level comprises most of the intakes in the schools.

Level B – A two-year training for post grade 8 students. The first year is a general year of all trades learning then followed by a 2nd year specialization including a 12 weeks attachment with companies.

Level C – A two-year academic stream program for grade 9 intake and their continuation to grade 10 for certification. They also learn technical trades, which is the main difference from conventional high schools. Grade 10 leavers are able to enter the main-stream institutions based on academic merit. Others go to Kimbe Open Campus to do Grade 12 equivalent certification or West New Britain Business College for Diploma or adult matriculation or enter other institutions depending on choice and interest but upon meeting those institutions' entrance criteria.

Access

Currently enrolment in the existing institutions is high and is expected to increase in the future given the greater number of school leavers from lower and upper secondary including the upper primary schools in the province. In addition, the introduction of Outcome Based Curriculum in 2008 should be advantageous for the students in this sector of training.

Table 13: Vocational enrolment by year and gender, 2000 to 2004.

		2000	2001	2002	2003	2004
Year 1	M	208	237	587	409	0
	F	35	50	32	123	0
	T	243	287	619	532	0
Year 2	M	186	222	529	341	0
	F	63	20	426	96	0
	T	249	242	955	437	0
Year 3	M	120	205	43	86	0
	F	30	33	419	66	0
	T	150	238	462	152	0
Year 4	M	0	0	51	246	0
	F	0	0	0	153	0
	T	0	0	51	399	0
Gr 9	M	129	0	124	97	0
	F	112	0	133	88	0
	T	241	0	257	185	0
Gr 10	M	75	0	136	134	0
	F	70	0	168	70	0

	T	145	0	304	204	0
Total	M	718	664	1470	1313	1397
	F	310	103	1178	596	634
	T	1028	767	2648	1909	2031
%age	**F**	30.2	13.4	44.5	31.2	31.2

Based on the planned upgrading of Moramora, Hoskins Girls, Ponini Technical High Schools and Kandrian Vocational Center, it is anticipated that enrolment will rise and the short skills based training will attract interested community members to access skills training, in particular women involved in marketing and selling their various items/products on the roadsides, villages and the main market. Likewise enhancement courses for employed community members will also be provided. (e.g. Customer services etc)

Quality

Technical and Vocational institutions will continue to offer its present curriculum fro Grade 10s and 12s with a high return on their employment and the persevering students accepted to further learning institutions.

Given changing times and circumstances the Technical and Vocational Education and Training (TVET) courses be reviewed for appropriate competency and enterprise driven courses. The national department, the provincial government, other government agencies and NGOs and industry should collaborate on this issue for a more relevant and quality curriculum for TVET.
The short skills based courses to be offered by TVET should benefit from a similar collegial effort of all stakeholders in course development to achieve appropriate outcomes.

Moreover, trade courses in the current TVET institutions in the province will be planned with support from all stakeholders to enable trade testing to take place on site for those students who have completed a required level of competency in accordance with National Trade Testing Board (NATTB) criteria.

Training offered at the Papua New Guinea Education Institute (PNGEI) for the Diploma in Vocational Education and Training (DVET) should continue, PNGEI should also improve its course development and facilities to improve training for TVET teachers' professional development and training. A wide range of practical skills in specialised areas be provided for teachers to be equipped in TVET institutions.

Table 14: Vocational centre staffing by gender and year, 2000-2004.

Year	2000	2001	2002	2003	2004
Male	47	59	57	60	64
Female	22	25	25	26	28
Total	69	84	82	86	92

Ratio	14.9	9.1	32.3	22.2	22.2

The national department through SDU should be proactive in liaising with donors for possible training for TVET teachers' training overseas in their trades. Teacher exchange program should also be encouraged to support quality teacher training. In addition, recruitment of TVET volunteers should be supported to provide on site training for Papua New Guinean teachers from donor countries or countries with bilateral agreements with Papua New Guinea.

Support should be provided for capable TVET teachers for membership to PNGCEA and ACEL for Managers and deputy heads of institutions to gain from them skills and knowledge for good practices and enabled networking with similar organization offshore for positive feedback to respective institutions in the province.

Management

Training of headship for TVET institutions in areas such as skills audit, planning, financial and asset management should be planned and identified by National and provincial departments working closely together on this matter. Training also for TVET Board Members should also be identified and offered to appraise them on their roles and responsibilities in relation to good management of their institutions.

The establishment of the Senior Professional Assistant (SPA) position in the provincial structure will enhance coordination, advice and collaboration between TVET institutions both in the province, national department and stakeholders.

The current idea of institutional heads and boards appraising teachers is supported for teacher appointment and promotion or otherwise. This is felt will control and cut down on indiscipline by TVET teachers and they will give more attention to their teaching duties.

Instructor student ratio should be set at 1:15 and Teacher Allocation Committee should determine establishment of positions based on set criteria or policy. Furthermore, the duty statements of the TVET teachers should be amended to include '*innovation and creativity*' as the basis for promotion or other purposes as seen appropriate in TVET.

The emphasis on good governance principles should be made mandatory in TVET institutions as a management requirement for teachers and heads of institutions. This area should reflect teacher quality as well.

Overall inspection and visits by TVET inspector should be regular, effective and contribute to prudent management of institutions including ongoing professional development be made effective and well funded.

Administration of Education

Definition
Administration of education encompasses all the system, people and processes that support delivery of education and training at the National, Provincial, District and school levels.

Organizational Improvement

The Division of Education has completed its divisional structure and submitted it to the Human Resource Development Division to advertise. It is felt that after recruitment, the new structure will have the appropriate skilled officers to implement the Education Plan 2007 – 2016 and achieve the objectives and targets set in it. In brief an Education Planner position has been created, Data Officers position have been also created who will gather education data and share them with Corporate Data at NDOE and perform other relevant duties accordingly.

The structure also establishes clear intra and inters lines of communication links among officers and should enable collegiality and team work in the division. There are three levels of management of the new structure that has the top-level management, middle level management and front line management staff.

It is envisaged that the new structure will improve internal processes and effective output of education services.

Human Resources Management
The West New Britain Division of Education will need the support of the National Department's Staff Development Unit (SDU) to provide opportunities for provincial officers to upgrade qualifications to Diploma, Degree and Masters respectively. This could be done on an agreed formula for cost sharing of such training or according to Department of Personnel Managements Training Policy.

Furthermore, Divisional staff can do their Diploma and Degree of Bachelor of Arts in Education (BA.ED) at UPNG Kimbe Open Campus. This should be the preferred option due to cost effectiveness and will not take the officer away from their work and they also do their studies by distance mode.

In addition, should there any scholarships offered by EU, AusAID, etc,.through the NDOE at least one space should be given to West New Britain Division of Education.

Where possible West New Britain will establish a 'revolving fund' for sponsorship by reimbursement for officers to undertake training. The Division will produce a manpower audit and followed by a staff development Plan. The Plan will be used for training of Divisional Staff and funded. Relative to Gender Equity Policy in Education there should be an equitable number of qualified ands experience women employed in the division at middle management or even executive level.

The new concept payroll system now in place should be utilized effectively so that teachers, who are not committed to teaching duties and still getting paid. The Division including inspectors should collaborate closely on this matter to improve this situation and promote good work ethics in teachers in the province. This will save costs in teacher salary because we want a ***"fair day's work for a fair day's pay".***

Financial Management

Financial management processes within the Division of Education are well established. However, the Divisional Budget is usually done in isolation from sectional heads and can be unrealistic because it does not take into account their particular needs for funding for sections based on actual cost. Even the release of funds to the Division should be discussed openly and based on consensus should shared by all sections to support their operations. The current way of doing this should be improved and only needs good leadership and collegial teamwork to achieve success.

There is also a serious need to have appropriately trained or a skilled Budgeting Officer with necessary skills and experience with forecasting capacity within the Division because in the life of the Plan – 2007 to 2016 such a skill will be essential for an adequate budget on an annual basis to implement this Plan.

The procurement of goods and services, varying from office supplies to large volume of school materials, is carried out at divisional level. Major procurements have to go through Supply and Tenders Board. West New Britain has its own Supply and Tenders Board. Major works such as provincial initiatives on curriculum materials, etc, can go to the Supply and Tenders Board.

Information Communication Technology

The planning section was responsible for data collection, which deemed critical to the planning and management of the education system. Prior to year 2003, data collection continues to be a problem with the following being the contributing factors; no computer to store data, no permanent data officer responsible in collecting data, inconsistency in the planner's position which have caused difficulty in sharing of data with the Corporate Data.

Data was only compiled by any officers through the monthly return forms and no specific officer felt responsible for it. This has caused a very difficult process in liaising with the Corporate Data.

Rescue came in 2003 when an officer was attached as an assistant planner concentrating mainly on data. With the assistance from a planner, a computer was purchased a year later and storage of data was accessible through that channel.

In matching with the current modern Information and Communication Technology (ICT), the section is preparing to hook up with Internet as well as the introduction of Education Management Information System (EMIS), which will soon be introduced to this province. WNB Division of Education will need support from the National Department in the areas of Training on EMIS, donor funding to establish Provincial Education Data Centre and appropriate facilities to collect, store and disseminate education statistics.

Computer Software will then be updated and storage of data will then be resolved which will continue help in planning, effective monitoring and implementation of this Plan.

With the above inputs the province will allow for easy access in communication, collection and sharing of data, which will inform policy and decision-making in the province and other education information users.

Communication Systems

Awareness on education reform shall continue in the province with emphasis on the objectives and outcome of the Plan. This will require support from National Department in terms of technical advice and the form and format of awareness materials. The main means for such awareness will be the radio and through workshops and at District and school levels including pamphlets and brochures in tokpisin. The main impediment to this will be funding and donors could be approached to support this initiative.

Communication between Division of Education, District, LLGs and school in the province is important particularly in education data collection and sending and receiving messages. It is felt that a radio communication system be established with a main nerve centre in the division and using a radio channel to communicate direct to districts and the 11 LLGs. Funding for this will be sourced from Donors with counterpart funding from NDOE and the Province. Given the vast dispersal of the province schools, radio communication link is necessary in the life of this Plan and onward.

Section 4:................................THE PLAN FOR EDUCATION

ELEMENTARY EDUCATION

Major outcome

Every 6-year-old child in West New Britain enters the Elementary Preparatory Grade by 2010 and completes three years of basic relevant education.

Access

Minor Outcome E1:
Elementary schools will be established at the community level in both the rural and urban areas of the province in order to accommodate for enrolment of all 6 years old.
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Target E1:
All children enter Elementary prep by 2016 at the age of 6 years.

West New Britain will establish 21 new elementary preparatory classes each year in order to achieve access targets. These classes will be determined based upon established guidelines. Plans will be made at the district level based upon quotas for each district as determined by the Provincial Education Board. This will mean that all children will have access to preparatory class and be able to continue for the three years period to receive their three years elementary education. The class size at present is 35 and this is expected to rise to 40 by the end of the plan period. The Provincial Education Board will ensure that all schools are registered. The tables below show projected enrolments, the number of new classes required each year and the rise in the enrolments rate.

Table 15: Projected Elementary enrolment by selected years to 2016.

	2007	2010	2013	2016
Prep	5501	7453	9070	10085
E.1	4850	6802	8755	9735
E.2	2059	6152	8104	9396
Total	12410	20407	25928	29216

Table 16: New Elementary Preparatory classes required by selected years to 2016

	2007	2010	2013	2016
New prep classes	21	23	11	12

Table 17: Elementary enrolment rate selected years to 2016.

	2007	2010	2013	2016
Elementary enrol rate	66.8%	86.4%	98.7%	100.0%

Target E.1.2
To establish an average of 21 new elementary prep classes each year

The responsibility for building and maintaining elementary schools will rest with the Boards of management and the parents with support from the Local-level Governments. The School Learning Improvement Plans will include the infrastructure and maintenance plan for each school. It is planned that K2000 be provided as seed money for each new elementary prep class and that K200 will be provided by the LLG per class in each school for maintenance purposes.

All children must complete three years of elementary education and an awareness campaign will be conducted and will focus on the value of schooling. A review will be conducted to look at repetition and enrolment policies. Where possible opportunities will be given to children from the age three to five years to enroll in the Village Tok Ples School.

Strategies and Activities

- Establish sufficient elementary schools.
  - Complete district plans and implementation schedules.
  - Build and maintain all elementary schools.
  - Determine quotas for the number of schools to be established annually in each district.
  - Develop guidelines for the establishment of schools
  - Register the schools
  - Review enrolment policy to include repetition.
- Ensure all children stay in school for three years
  - Conduct an awareness campaign on retention.

Quality curriculum and monitoring

Minor Outcome E2

A relevant elementary curriculum is developed implemented and monitored.

The language of instruction in elementary schools will be the language of the community and will be selected by the Board of Management. There are 17 orthographies that have been developed and used as language of instruction in elementary schools. Eleven of the languages still need to develop their orthographies.

Local Curriculum Committees will be formed at the LLG level to produce support and supplementary materials. These committees will be supported by annual grants from each of the LLGs. In regards to locally produced materials the province will establish a resource centre in each of the districts, which will include a simple materials production facility. This center will produce materials and it is hoped people will be encouraged to support the development of local cultural materials in their communities for use in their own schools. In addition, there will also be appropriate materials production facilities established at the LLGs and to be overseen by the District Education Advisor (DEA).

Target E.2.1
There will be a resource centre in each district by 2010

An Assessment Committee will also be established in the districts. This will allow all assessment results to be discussed and finalized at the district level before it is submitted to PNGEI via Provincial Education Office. Members of the committee will include DEA, School Inspector, District Elementary Inspector, Trainer, President LLG, District Administrator and Priest/Pastor.

Target E.2.2
That Assessment Committees will be established in each District by 2010.

Elementary inspectors will be supported financially and logistically by both the division and the districts. Elementary school site leaders and local leaders will increasingly take on the responsibility for the appraisal of teachers having received suitable training.

Strategies and Activities

- Complete orthographies as required.
    - Determine languages that need orthographies
    - Facilitate the work to be done.
- Develop locally relevant support materials in line with the national curriculum.
    - Form curriculum development committees.
    - LLGs to budget annually for committees.
    - Establish two resource centres.
    - Establish printing facilities at the LLGs.
- Provide supervisory service to all elementary schools.
    - Support inspectors financially and logistically.

Quality teacher education and training

Minor Outcome E3

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

The guidelines for the nomination of candidate to enroll as elementary teachers will be reviewed. New guidelines will set criteria to ensure that teachers fluently speak their mother tongue and have lived within the community for more than 4 years following completion of their formal education. There will be approximately 30 new teachers required each year.

Target E.3.1
Guidelines for the nomination of teachers be reviewed strengthen by 2007

The province will continue to support the elementary teacher pre service system through the support of the elementary teacher training. The province will review the system of the payment of fees by elementary teacher trainees. The province will abide by whatever decision is taken by the Department of education regarding pre service teacher education.

Target E.3.2
That 30 teachers be enrolled on the CET each year

Table 18: Projected Elementary teacher requirements by selected years to 2016

	2007	2010	2013	2016
Prep	201	265	314	339
Grade 1	179	244	306	330
Grade 2	142	223	285	322
Total	523	732	905	991
Tr Pupil ratio	23.7	27.9	28.7	29.5

Table 19: Teachers to be enrolled on program each year, selected years, 2007-2016.

	2007	2010	2013	2016
New teachers enrolled	96	64	48	26

The province acknowledges the importance of professional development for all elementary school teachers. It is especially important that aspects of school and financial management are addressed for school leaders and managers. Professional development will be organized at a cluster level and resource centers used as appropriate. Although largely a national responsibility the province will budget a small amount annually to support this activity.

Strategies and Activities

- Provide the required number of elementary school teachers.
  - Review guidelines for communities to use for the selection of teachers.
  - Review the system for the funding of elementary teacher training fees.
- Provide professional development opportunities for elementary school teachers.
  - Develop a plan for annual professional development workshops for teachers.
  - Develop a plan for annual financial and management workshops for head teachers.
  - Budget annually for professional development.

Management

Minor Outcome E4

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

Teacher salaries are the single largest part of the education budget and are paid by the national government. Teachers will be allocated and appointed by the Provincial Education Board according to an agreed formula that will be based primarily on the number of children enrolled.

Target E4.1
All schools will be staffed according to an agreed policy by 2009.

The projected elementary school teacher emoluments are shown below:

Table 20: Projected Elementary teacher emoluments by selected years to 2016, K'000s

	2007	2010	2013	2016
Salaries	3662.2	5126.9	6332.1	6940.5
Allowances	183.1	256.3	316.6	347.0
Leave fares	0.0	0.0	0.0	0.0
Total	3845.3	5383.2	6648.8	7287.5

School fees will be set by the individual Boards of Management based upon a maximum fee determined annually by the Provincial Education Board. This fee will be based upon the costs of education supplies. All parents will be expected to pay the fees in full and schools, for their part will be required to report in full, on a regular basis.

Project fees will be set by Boards of Management for specific stated and costed development projects that have been endorsed by the Provincial Education Board. These projects should be consistent with the School Learning Improvement Plans. All schools will be required to develop three year School Learning Improvement Plans that will provide plans for infrastructure, curriculum and professional development.

School self -help programs will be encouraged at the elementary level to help lessen the burden on parents.

Strategies and Activities

- Make an efficient and rational use of teachers.
  - Allocate teachers according to an agreed policy.
- Make elementary education affordable for all parents.
  - PEB determine maximum school fees.
  - Schools provide a regular financial report to the school community.
  - Schools introduce self-help programs.
  - Encourage pay in kind methods.

PRIMARY EDUCATION

Major Outcome

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

Access

Minor outcome P1:

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

Grade 1 and 2 classes will be phased out of primary schools by 2010. Facilities that become available will be used to accommodate the newly established Grade 7 and 8 classes. All children completing Grade 6 will be given the opportunity to enter Grade 7 from 2010. Although there is not a major problem with girls attending primary school the province will continue to monitor the situation.

Attrition remains a priority issue. It is projected that 70 per cent of both boys and girls enrolled in Grade 1, either in the elementary or the primary sectors, will complete Grade 6 by the end of the plan period. Other strategies in the Plan will look to increase community involvement, provide Board of Management training and to provide better counseling of students. Recent studies have indicated that the degree of community support and the strength of the Board of Management impacts positively on teacher and student attendance.

Table x shows projected enrolments and Table 12 projected goals for rises in retention.

Table 21: Projected Primary school enrolments 2005 to 2014, selected years.

	2007	**2010**	**2013**	**2016**
Grade 1	2486	770	0	0
Grade 2	2659	1248	0	0
Grade 3	5072	7156	7624	9070
Grade 4	4232	6510	6946	8142
Grade 5	3766	5469	6324	7009
Grade 6	3453	4080	5756	6133
Grade 7	2800	3404	5236	5587
Grade 8	2561	2691	4399	5087
Total	27028	31327	36285	41027

It is anticipated that the primary school Grades 3 to 8 enrolment rate will rise as shown in Table 22 in the next page.

Table 22: Primary school enrolment rate[2] - 2005 to 2014, selected years.

	2007	2010	2013	2016
Primary enrl rate	71.4%	86.0%	95.8%	93.4%

Achieving this projected enrolment rate will require the establishment of approximately five new primary school Grade 7 classes each year, as shown in the table below. The Provincial Education Board in Kimbe will allocate a quota to each district. Planning for the increasing of access to Grades 7 and 8 will be the responsibility of the district authorities in accord with provincial quotas. The District Education Administrators, in consultation with the provincial authorities, will prepare an implementation schedule that will be consistent with that prepared for the elementary schools.

Target P.1.1
To establish eleven new Grade 7 classes each year.

Individual schools will produce their own development plans, with support from the District Education Administrator, to allow for medium-term planning for staffing and infrastructure needs. School plans will also include measures to improve the quality of education provided. This should include the provision of library facilities and resources. Schools should ensure that there are sufficient good quality toilets and enough drinking water and encourage children and parents to participate in the learning experience.

Table 23: New Grade 7 classes required to meet targets - 2005 to 2014, selected years.

	2007	2010	2013	2016
New Gr 7 classes	11	11	11	11

Staffing projections for the primary sector during the Plan period are shown in the table below. They have been based upon the following assumptions regarding average class size:

- 40 in Grade 1 classes, based upon recent historical data.
- 35 in Grade 3 based upon historical data rising to 42 after 2012.
- 35 in Grade 7 rising to 37 after 2012.

Multi-grade teaching will become institutionalized using set criteria. The criteria for multi-grade classes will be determined by the group formed to allocate teaching positions and be consistent with the performance based duty statements approved in 2002. The effect of these changes will result in a teacher-pupil ratio of 1:33 by the end of the Plan period. Teacher requirements for the Plan period are shown in Table 24.

Table 24: Primary school teacher requirements – 2007to 2016, selected years.

	2007	2010	2013	2016
Grade 1	62	19	0	0
Grade 2	100	34	0	0
Grade 3	174	232	235	265
Grade 4	159	231	234	260
Grade 5	141	213	233	245
Grade 6	130	174	232	235
Grade 7/8	184	198	297	311
Total	949	1101	1231	1316
Tr pupil ratios	28	28	29	31

The problems being faced by remote rural communities will be addressed and all schools will be staffed according to an agreed formula. Nationally, there will be enhanced incentives to attract teachers to serve in remote areas. A determination will be made as to what constitutes a remote and disadvantaged school for the purposes of attracting a disadvantaged school allowance.

Provincially, there will be a package of non-monetary inducements. The provincial Government will work to improve health and banking services and to improve transport provision at the beginning and the end of the year. Provisions to improve the frequency of visits by the inspectors provide professional development opportunities and Grade 10 scholarships are discussed in the respective sections.

Target P.1.2
To budget annually for the transport of teachers to their postings.

It is not unreasonable for a teacher to expect a minimum standard of housing, to be determined on the basis of agreed criteria, if required to teach in a remote community. This standard of housing should be used as a basis for a teacher taking up a position. Communities and Boards of Management will be made aware of their obligations regarding the provision of teacher housing.

At the upper primary level the problem of access for children from remote communities will be addressed through a variety of strategies. Both boys and girls in remote areas will be given the opportunity to remain in their local schools for Grades 7 and 8. There will be a clustering exercise completed to establish central schools to cater for remote schools wherever possible. This will be included as a part of the district education plans.

Target P.1.3
To complete clustering of all schools by 2007.

Very isolated schools, which can not be clustered around a central school, will use multi-grade teaching and teachers will be provided with additional resource materials that would include the newly developed flexible, open and distance education materials.

Local-level governments and communities are responsible for the maintenance of schools and new developments at the primary level. The costs of these are shown in the finance section of this plan.

Strategies and Activities

- Provide and maintain a sufficient number of schools.
  - Completion and implementation of district plans for primary education.
  - Completion of school plans to include both infrastructure and quality components.
  - Determine quotas for the number of Grade 7 classes to be established annually in each district.
  - Local-level governments to budget grants for infrastructure and maintenance.
  - Cluster small schools around central schools.
- Provide support to remote schools.
  - Encourage teachers to take up positions in remote schools by providing agreed allowances and non-financial incentives, such as minimum standards of housing.
  - Improve health and banking services in remote areas.
  - To provide transport for teachers.

Quality curriculum and monitoring

Minor outcome P2:

A relevant primary curriculum is developed, implemented and monitored.

The reform curriculum has been distributed and implemented within the schools. There is still a need for locally produced curriculum support materials. Local Curriculum Committees will be formed at the LLG level to produce support and supplementary materials. These committees will be supported by annual grants from each of the LLGs. In regards to locally produced materials the province will establish a resource centre in each of the districts which will include a simple materials production facility. This center will produce materials and it is hoped people will be encouraged to support the development of local cultural materials in their communities for use in their own schools. In addition, there will also be appropriate materials production facilities established at the LLGs and to be overseen by the District Education Officer.

Inspectors will visit all schools and provide written reports on schools visited in order to monitor the implementation of the curriculum, teaching standards and other aspects of schooling such as head teacher and student performance. There will be greater community and head teacher involvement in the appraisal of teachers. This will allow inspectors to take on a much greater advisory role.

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

Target P.2.1
A report will be written on all schools each year.

The province will support the inspectors both financially through use of the education function grants and logistically.

Strategies and Activities

- Develop locally relevant support materials in line with the national curriculum.
  - Form curriculum development committees
  - LLGs to budget annually for committees
  - Establish two resource centers
  - Establish printing facilities at the LLGs
- Provide advisory and appraisal services to all primary schools.
  - Ensure all schools are visited on an annual basis by inspectors.

Quality teacher education and training

Minor outcome P3

Sufficient appropriately trained and qualified teachers prepared for primary schooling.

At the pre service level students will continue to be supported in their studies. Priority will be given to those from remote areas and all will be required to serve for three years in a school with a demonstrated shortage of teachers.

Grade 10 graduates from areas such as Kandrain, Gasmata, Bali Vitu and Gloucester that have a demonstrated teacher shortage will be allowed access to colleges at the discretion of the Secretary for Education. Nominees for these positions should have lived in their communities for a period of at least five years since graduation. These students will be eligible for the support from Provincial government noted above.

Primary teachers with certificates will be encouraged to enroll on the Certificate in Tertiary and Community Studies at the West New Britain UPNG Open Campus to give them a Grade 12 equivalent certificate.

Professional development programs for primary school teachers will be conducted at regional and provincial levels by the Department of Education and the provincial divisions. The province will identify areas of need and then suitable participants to attend these courses. There are immediate needs for training for the bridging classes multi grade classes. Professional plans will be completed at both the provincial and the district levels. The province will budget a small amount of money per teacher for professional development purposes. This development will be conducted on a cluster basis. Provision of information about HIV/AIDS will be made available to all participants at professional development workshops.

The costs of this in service program are based on K100 per teacher and are shown in the table below:

Table 25: Primary school in service training costs(K'000s) – 2007 to 2016, selected years

	2007	2010	2013	2016
Grade 1	94.9	110.1	123.1	131.6

Target P3.1
Provincial government will budget for professional development on an annual basis.

There will be primary school teacher counselors trained for all schools to reflect the increasing importance of guidance and counseling at primary schools. This training will be facilitated by Guidance Officers from the Department of Education.

Target P.3.2
All schools will have access to a teacher counselor by 2010.

Strategies and Activities

- Provide the required number of appropriately trained teachers.
  - Sponsor teachers from remote areas.
  - Identify grade 10 graduates from areas with demonstrated teacher shortages to attend Teachers Colleges.
- Provide professional development opportunities for primary school teachers.
  - Identify areas of need.
  - Budget annually for teacher professional development.
  - Provincial and district professional development plans to be completed

Management

Minor outcome P4:

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

The national government will continue to provide subsidies in accord with the rise in enrolments. The provincial government will also continue to support with cash grants. Despite this, there will still be a need for parental contributions, in cash or kind, for all children in Grades 3 to 8. Boards of Management will determine the level of these contributions in line with guidelines set by the Provincial Education Boards. Parental contributions will be reviewed on an annual basis taking into account the levels of subsidies provided by government and the costs of providing the education.

Schools will be encouraged to embark on self-reliance initiatives in order to reduce the burden on parents. Wherever possible these activities should be linked to the national curriculum.

Target P.4.1
75% of schools will have a sustainable self reliance project by 2010.

The province will allocate teachers to schools based upon an agreed formula 1 teacher per class. This formula will be based primarily on the number of children enrolled. The estimated teacher emolument costs are shown below:

Table 26: Primary school teacher emoluments (K'000s) – 2007 to 2016, selected years

	2007	2010	2013	2016
Salaries	12806.6	14868.4	16619.5	17765.6
Allowances	640.3	743.4	831.0	888.3
Leave Fares	768.4	892.1	997.2	1065.9
Total	14215.3	16503.9	18447.7	19719.8

Vernacular language speakers and writers will be appointed to teach the bridging classes in Grade 3 and training will be provided for them. Multi-grade teaching will be institutionalised.

Training will be provided for school managers and Boards of Management in areas of finance, asset and personnel management. Entrepreneurial skills will be provided where necessary for those running self reliance projects.

Strategies and Activities

- Develop and implement a sustainable, affordable and appropriate school fee subsidy policy.
  - Provincial Education Board to set realistic and affordable levels of parental contributions on an annual basis.

    - Reduce the burden of school fees on parents through schools undertaking self-reliance activities.
  - Make efficient and rational use of teachers.
    - Endorse and apply a set of criteria for teacher deployment and allocation to districts.
    - Ensure that local language teachers are appointed to Grade 3 classes.
- Improve school management
  - Provide training to site leaders in all aspects of management.
  - Provide Board of management training

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 to achieve access targets

There will be no significant increase in the number of places in schools offering a secondary education during this plan period. Any increases in enrolments will be to keep to access targets of 60% transition from Grade 8 to 9, and 25% from Grade 10 to 11. Any increases that are required will be achieved through expansion to existing institutions rather than through building new institutions. However, a study will be conducted to look at the feasibility and costs of constructing a small lower secondary day institution at a location with a large population. Special efforts will be made to increase female participation at particularly the upper secondary level.

Table 27: Secondary enrolments by grade – 2007 to 2016, selected years.

	2007	2010	2013	2016
Grade 9	1253	1324	1764	2489
Grade 10	1210	1302	1583	2435
Grade 11	439	439	439	660
Grade 12	439	439	439	529
Total	3341	3504	4225	6113

Target S1.1
That 45% of Grade 11 students will be female by 2015.

The state of the secondary schools at present is such that the bulk of expenditure on secondary infrastructure will be in terms of maintenance as opposed to new buildings. The provincial government will budget for secondary school maintenance on an annual basis.

Selection to Grade 9 is conducted in the province and is based entirely on merit. Selection to Grade 11 is currently conducted by the Department of Education. However, extra students may be selected by the province where appropriate.There will be a review of policy guidelines regarding selection to Grade 9 and 11. The

Province is looking into the possibilities of running separate lower secondary classes in existing primary institutions campus under separate entireties and governing bodies.

Strategies Activities.

- Establish and maintain a sufficient number of schools.
  - Maintain and rehabilitate all schools rather construct new schools
  - Conduct a study into feasibility of building small day lower secondary schools.
- Enroll 60% of Grades 8 into Grade 9 and 25% of Grade 10 into Grade 11.
  - Review the guidelines for selection to Grade 9

Quality curriculum and monitoring

Minor outcome S2:

A relevant school based curriculum to be developed implemented and monitored.

The reform lower secondary curriculum has been developed and implemented in all schools in the province. Locally school based projects and curriculum developed needed to be realistically established and incorporated into the reform curriculum with community based locally developed curriculum such as the Rural Technology and Applied technology courses being taught at Hoskins Secondary. Further rural and urban technology courses will be offered in Secondary Schools. Some secondary schools will offer the matriculation opportunities to school leavers studying on (DODL) Schools will be encouraged to implement self-reliance projects.

Site leaders and principals will continue to be involved with teacher appraisals. A number of teachers are being trained in school counseling techniques.

Target S2.1
All schools will have a trained teacher councilor by 2008.

The province will continue to support the inspectors and guidance officers both financially and logistically.

Strategies Activities.

- Provide inspectoral services to all secondary schools.
  - Support inspectors and guidance officers with finance and logistics
- Support counseling and guidance services.
  - Provide teacher counselor in all schools
- Develop locally relevant courses for all schools.
  - Develop appropriate technology courses for upper secondary in all Secondary Schools.

Quality teacher education and training

Minor Outcome S3:

A sufficient number of suitably trained qualified teachers for secondary schools.

West New Britain will continue to be competitive with others then it needs to recruit qualified and competent teachers. By the end of the plan period all upper secondary teachers will be degree holders with a teaching qualification. The numbers of teachers required by year are shown in the table below:

Table 28: Secondary staffing– 2007 to 2016, selected years.

	2007	2010	2013	2016
Lower Sec	92	98	126	185
Upgrade Sec	38	38	38	51
Total	130	136	163	236
TP ratio	25.7	25.7	25.9	25.9

The Province will continue to support serving teachers whoÿÿÿÿe a diploma qualificatÿÿÿÿthrough In-service programs at the University of Goroka and other tertiary institutions. The province will also continue to encourage degree holders without a teaching qualification to gain a Post Graduate Diploma in Education.

Target S 3.1
All schools will have access to fully qualified teachers by 2010

The province will support progressive professional development for all secondary teachers through a regular in service training program and also provide financial management training for principals.

Strategies Activities.

- Provide a suitable number of qualified teachers.
  - Province, through the education division, to develop a policy on teachers (staff) professional development programs.
  - Provide financial and management training for all principals
  - Sponsor teachers on degree courses.
  - Support teacher professional development on an annual basis through budgetary provision.

Management

Minor Outcome S4:

Secondary education is cost effective and affordable for parents and government

Inevitably as enrolment rise parents are going to have to pay an increasingly greater proportion of the costs of schooling. The national government will provide small amounts of subsidies for all students and also a scholarship scheme for the most talented. The province will implement a scheme to further support it's most gifted students.

School fees will be set by the individual Boards of Governors and then endorses by the Provincial Education Board. This fee will be based upon the indexed costs of education supplies. All parents will be expected to pay the fees in full and schools, for their part will be required to report in full, on a regular basis.

Project fees will be set by Boards of Governors for specific stated and costed development projects that have been endorsed by the Provincial Education Board. These projects should be consistent with the School Learning Improvement Plans. All schools will be required to develop three year School Learning Improvement Plans that will provide plans for infrastructure, curriculum and professional development

As such, all secondary schools should embark on productive self-reliance community oriented projects. Ideally, these projects should be related to the school curriculum. School principals will be provided with courses to enhance their entrepreneurial skills. Ideally secondary schools in today competitive world to be run and be managed like a private business organization or entity promoting self-reliance and sustainability.

Target S4.1
All schools will have a sustainable self-reliance program by 2009

Teachers will be allocated to schools based upon agreed criteria of 1.5 teachers per class by 2009.

Strategies and activities.

- Develop and implement a school fee policy
    - Conduct a review on a possible provincial scholarship program.
    - Determine the level of school fees on an annual basis.
- Reduce the financial burden on parents
    - Introduce sustainable self reliance programs in all schools
    - Provide school principals with entrepreneurial training
- Make efficient and rational use of teachers
    - Allocate teachers according to an agreed policy of 1.5 per class.

FODE, UNIVERSITY CENTRE AND LIBRARY

Major Outcome

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

Access

Minor outcome F1:

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

Distance education has the potential to reach a broader audience at lower cost to both government and the client. The priority of open and distance education is to provide a choice of education by allowing students to continue, complete and articulate into further education and training. This will primarily be provided through Flexible Open and Distance Education and University sub-study Centers in the districts. These activities will be provided through Community Learning Centers (CLC).All schools are encourage to provide library service for the students.

Target F1.1
Establish Community Learning Centres (CLCs) in districts by 2010

The principal target groups will be:

- Grade 6 to 8 students' school and non-school leavers in districts (FODE).
- Grade 10 to 12 students school leavers and non-school leaver (Uni.sub-study center)
- People undertaking technical and vocational training courses
- People doing Diploma and Degree study by distance mode at district level (Uni.sub-study center).

The restructured College will initially target Grade 6 to 8 students, although this group will decrease over the Plan period. Enrolment in Grades 9-10 will cater for 25% of students who are not offered a place or do not wish to take up a place in secondary school. The colleges will also aims to attract ten percent of the students who complete Grade 10 and are not offered a place in Grade 11.The number of grade 10 graduates who currently enroll to upgrade their qualifications is expected to drop once the Grades 11 and 12 matriculation programs is developed. Meanwhile, University sub-study centers will provide Grade 12 equivalent programs for school and non-school leavers while FODE matriculation courses are being developed. Projected enrolment is shown in Table 30 for those who exit the formal system following Grades 8 to 10.

Table 29: Projected distance education college enrolment, 2007 to 2016, selected years.

	2007	**2010**	**2013**	**2016**
Grade 9	313	331	441	622
Grade 11	74	84	91	154

Strategies and Activities

- Provide an institution with Flexible, open and distance modes of delivery that has the facilities to enroll 40% of Grade 10 graduates and 10 % of Grade 12 graduates who are unable, or do not wish to continue in the formal education system.
  - Conduct needs assessment of the current college facilities
  - Prepare a Community Learning Centre Plan to progressively implement a FODE, University Sub Center and Library facilities in districts.
- Increase the number of distance education providers
  - Provide flexible, open and distance modes of delivery using vocational centers and private providers.

Quality curriculum and monitoring

Minor outcome F2:
The curriculum and assessment programs offered will be based on and articulate with the mainstream education system.

The curriculum and assessment programs offered by the institution will be based on the national curriculum and University curriculum, although the institution will be free to include value-added programs. This can be defined as being "one system, many paths and the same outcomes". As a result, students who choose to do any part of their secondary education through distance education will be able to transfer to and from the education system schools except for University Center students who will apply to tertiary institution or return to the community after completing their grade 12 equivalents.

In order to achieve this, the examinations sat by students will be the same ones as those sat by the students in the formal education system. The process of assessment of distance education students will be reviewed to ensure consistency with that of the formal education system. Links between the provincial centers and headquarters will be further strengthened.

Target F2.1
Review of distance education assessment to ensure consistency with formal education system completed by 2008.

The institution will provide relevant demand driven options for students. Recognition of prior learning through work and life experiences will enable students to gain credit towards their course program. Flexible, open and distance education courses will be reviewed, restructured and upgraded to provide pathways for students to:

- Enroll at any time in the year.
- Study at their own pace
- Study at a time and place convenient to them
- Complete assignments and sit for examinations as and when they are ready.

The institution will also develop further adult education, adult literacy an short technical and vocational oriented courses. These will take advantage of advances currently being made in the field of information communications technology.

Materials production and distribution systems will be included in the review of the CODE and take into account the *National Policy for the Procurement, Distribution and storage of Curriculum Materials.*

Strategies and Activities

- Review and redesign curriculum and college practices
  - Identify points of articulation between the college and the school system and develop and appropriate policy
  - Adapt the reform curriculum in the upper primary, lower secondary and und upper secondary grades for use in distance education mode.
  - Develop and deliver other programs such as adult literacy and other short modular courses.
  - Utilize information communication technology as it becomes feasible
- Develop an appropriate assessment, examination and certification system
  - Review the current examination and assessment policies in light of the reform curriculum in secondary school.
  - Rationalize the central academic records system to be able to be link to all provincial distance education centers
- Establish a material production and procurement system that is cost effective and efficient

- o Review current materials production and distribution systems for distance education
- o Rationalize the production and distribution systems consistent with the National Policy for the Procurement, Distribution and Storage of Curriculum Materials.

Quality teacher education and training

Minor Outcome F3:
The provision of well-trained and qualified staff and support personnel.

The employment of national staff will be accelerated through enhanced training opportunities. Sufficient incentives will be needed to attract qualified Papua New Guineans, while large provincial centers will require additional teaching and guidance staff to provide special support to students.

The reformed curriculum and assessment procedures will necessitate training for teachers and staff in curriculum design and assessment. Harnessing new technologies will also mean that college staff will need training in the development and production of curriculum materials for a range of delivery mechanisms.

Target F3.1
College staffed with appropriately trained staff by 2009

Strategies and Activities

- Increase the employment of locally trained teachers.
- o Upgrade the technical capacity of district staff through training programs
- Improve the capacity of college staff to produce curriculum design and assessment materials for distance education.
- o Upgrade the skills of college staff in curriculum design and assessment.
- o Train college staff in specialist areas such as the design, preparation and printing of non-profit distance education materials.

Management

Minor Outcome F4:
All institution offering flexible, open and distance education.

The concept of distance education will be changed to flexible, open and distance education reflecting current and expected future trends and technological advances.

A flexible, open and distance educational curriculum has to be one that is relevant and innovative and one that students wish to enroll in because they see it as being useful and relevant.

The new institution will offer educational programs that maximize choice and flexibility in study pathways using the national curriculum through a number of practical and affordable modes. It will participate in innovative course program designs tailored for those in both the formal and informal sectors of the economy. Students will be able to access nationally recognized qualifications regardless of their geographical location situation. The quality of the programs will be achieved through a continuous monitoring process and improvements in management processes consistent with the national education system.

Strategies and Activities

- Restructure the college of distance education with in the province.
    - Establish Community Learning Centers in the districts.
    - Review the College of Distance Education to enhance the capacity to meet projected enrolment targets.
- Monitor improvements consistent with national education system prerequisites.
    - Establish a standards and monitoring system in management.
    - Strengthened the capacity of the Board of Studies for flexible, open and distance education.
    - Carry out FODE awareness in the province.
    - Upgrade library service in the province.

TECHNICAL, VOCATIONAL EDUCATION AND TRAINING

Major Outcome

A variety of institutions offering courses of varying length to students completing primary education, lower and upper secondary and to the population at large to gain relevant and appropriate skills for self employment, employment, further studies and training, enhancement of knowledge and skills.

Access

Minor outcome TVET1:

An appropriate number of well equipped and resourced institutions to cater for the growing number of Grade 8, 10 and 12 school leavers.

Trade courses will be conducted in different types of institutions. These institutions will offer full time accredited courses and short courses. Extension courses will be a part of the program of these institutions under the 'Peoples Schools Program' and will be targeted at the wider population. All will subscribe to the philosophy of education and skills for life.

The vocational centers in the province are greatly in need of urgent maintenance and as such any major expansion will have to come in the form of courses being taken on by church agencies or other private providers. The costs of maintenance for the centers have been estimated at K800, 000 per annum – K200, 00 for each of the centers. Taking these costs into account it is considered that there can only be a 3%annual rise in enrolments.

The table below shows projected enrolments by year. The year 1 and 2 enrolments refer to the existing Grade 9 and 10 students as well as those going through the regular courses. It is recommended that the Grade 9 and 10 academic stream be scaled down to allow more space to be made available for the very successful trade and business courses that have been developed.

Table 30: Projected vocational centre enrolments by selected years 2007 to 2016.

	2007	2010	2013	2016
Year 1	927	1013	1107	1059
Year 2	836	914	999	1091
Total	1763	1927	2106	2151

The range of programs being offered are shown in the table next page.

Table 31:Range of programs offered in the Technical schools.

PETT Courses for	1 yr course		National certification
Post 10/12 students	(specialization)		National certification 2&3
			(NTTD) Apprenticeship
Post grade 8 students	2 year course		Cert 1
Grade 9-10 students	Academic stream		
Short course	3 days to 6weeks 3 months(10 wks)		Certification 1 National Certificate 1&2
Trade Courses	10 to 12 weeks		National Certification 1&2 NATTB apprenticeship

The institutions have presently got very high enrolments and this has created a need for further staff to be included to take on the role of coordinating extension and short courses. This could be done either at the individual centre level or it could be carried out by a Vocational Centre Coordinator. There will be close consultation with the department of Community Development to establish community based courses.

The number of staff required will rise in accord with the rise in enrolments and is based upon one instructor for every 18 students. The staffing needs are shown below.

Table 32: Projected vocational centre staffing by selected years to 2016

	2007	**2010**	**2013**	**2016**
Staff required	98	107	117	128

Trade testing will be conducted in all institutions to either Level 1 level 2 and 3. This will be achieved through consultation with National Apprentice and Trade Testing Board. These will not only be for the students of these schools but also for the employees of companies in the province who needed the accreditation. Accreditation to level 2 would allow for articulation to the Technical Colleges where the Level 3 qualifications can be attained.

Target TVET 1.1
To register three centres as Trade Testing Centres by 2010

Strategies Activities.

- Review the status of vocational institutions in the province.
  - Re register all vocational centres as per Department of Education criteria
  - Develop institution plans
  - Liaise with industry, other providers and the Department of Community Development.
  - Register centres as Trade Testing Centres.
- Provide infrastructure to meet training program needs.
  - Maintain and renovate existing infrastructure based on training program specifications.
  - Provide new infrastructure as required by vocational program specifications.
- Provide opportunities for private providers to become registered.
  - Refer private provides to the National Training Council for registration

Quality curriculum and monitoring

Minor outcome TVET 2:

Quality training programs in different trade areas for employment, for self-employment and for the needs of the community.

The institutions in the province will continue to offer the attractive courses that have been developed for Grade 8, 10 and 12 school leavers. These courses have provided a lot of students with employment opportunities. Grade 10 and 12 leavers will train for a year whilst those from Grade 8 will complete a two-year course. During the first year these students will be exposed to different trade areas and then they specialise in the second year.

Target TVET 2.1
All courses will be modified to suit individual expectations by 2008

The content of the curriculum will be modified to suit industrial expectation to ensure that it is competency based and enterprise driven to ensure that those who wish to enter industries self-employment and further studies are well equipped to do so. Where necessary they will be modularised for use as short courses for national certification.

Other short courses will be sourced from the Skills Training Resource Unit and, where applicable, courses will be developed locally and funded under different sources.

Target TVET 2.2
All TVET Institutions to run Short Courses by 2009

Trade courses will be accredited through the National Apprentice and Trade Testing Board and will, initially, be based on the PETT courses.

Tools and equipment have long been a problem at the centres. A scheme will be implemented whereby all trainees have to have a set of tools before they are able to enroll at the centre. These tools will be distributed by the institutions and sold at cost to the trainees.

The centres will continue to be appraised on a regular basis by the TVET inspectors. The province will continue to support the work of these inspectors both financially and logistically.

Strategies Activities.

- Review curriculum in vocational centres.
    - Adapt existing full-time courses for maximum one-year duration.
    - Identify, develop and modularise new courses.
    - Review and adapt existing short courses including Skills Training Resource Unit materials.
    - Conduct short courses
    - Support the production of locally based curriculum.
    - Conduct community development programs in and out of schools.
- Provide adequate tools and equipment to service training programs.
    - Conduct a review into the feasibility of trainees purchasing tools prior to enrolling at the centre.
- Provide advisory and appraisal services to all vocational institutions.
    - Support the work of the inspectors.
- Provide incentives for institutions to offer short courses for the community at large.
    - Provide awareness about the Employment Orientated Skills Development Project.
    - Awareness program to sell courses through open days ands trade shows.

Quality teacher education and training

Minor Outcome TVET 3:

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

West New Britain will continue to support its instructors attending courses at the PNGEI and Goroka University and other university campus.

Target TVET 3.1
That all instructors will have a teaching qualification by 2010

The province will support progressive professional development for all vocational centre instructors through a regular in service training program and also provide financial management training for principals. The province will budget for an in service program each year on provision of a professional development plan being developed by the centres. The cost of this support is shown below based upon K100 per instructor.

Table 33: Projected vocational centre in service costs (K'000s) by selected years 2007 to 2016.

	2007	2010	2013	2016
In service costs	9.8	10.7	11.7	12.8

Strategies Activities.

- Provide a suitable number of qualified instructors.
  - Sponsor instructors on in- service courses.
  - Support instructor professional development on an annual basis through budgetary provision.

Management

Minor outcome TVET 4:

A TVET education system that is cost effective and affordable for parents and government.

Principles of good governance will be critical if the directional shifts proposed are to be realised. The transparent management of finances and assets is an essential component of this. Board of Management guidelines will be reviewed to effect the sound management of institutions. To this end training will be provided for centre managers in a number of areas to include: financial management, entrepreneurial skills and personnel management.

School fees will be set by the individual Boards of Governors and then endorsed by the Provincial Education Board. All parents will be expected to pay the fees in full and schools, for their part will be required to report in full, on a regular basis.

Project fees will be set by Boards of Governors for specific stated and costed development projects that have been endorsed by the Provincial Education Board. With in the plan period the province will establish a Technical College to cater for specialised trade areas.

All vocational institutions will be expected to embark on productive self-reliance community oriented projects. Although centres are not expected to be fully self reliant and self-sustaining there is an expectation that a considerable burden can be taken from both parents and the provincial government as a result of well-considered self-reliance initiatives. These projects should be related to the trade areas in which the centre specialises.

Target TVET 4.1
All schools will have a self-reliance program by 2008

Instructors will be allocated to centres based upon agreed criteria by 2009 that will be determined by the number of students enrolled. At present the recommended ratio is 1 to 18. Total centre emoluments are shown in the table below.

Table 34: Vocational centre instructor emoluments (K'000s)– 2007 to 2016, selected years.

	2007	2010	2013	2016
Salaries	1322.5	1445.2	1579.2	1725.6
Allowances	66.1	72.3	79.0	86.3
Leave fares	52.9	57.8	63.2	69.0
Total	1441.5	1575.2	1721.3	1880.9

Strategies and Activities.

- Ensure good governance in all centres.
    - Conduct training workshops for centre managers, subordinate and Boards on financial and management processes.
    - Determine the level of school fees on an annual basis.
    - Develop and implement school fee policy.
- Develop a culture of self-reliance in vocational centres.
    - Include entrepreneurial skills in all training programs.
    - Ensure vocational programs in all vocational institutions are enterprise driven.
- Make efficient and rational use of teachers and institutions.
    - Allocate teachers according to an agreed formula.
    - Establish a technical college for the province.

ADMINISTRATION OF EDUCATION

Major outcome

The organisation at the provincial, district and school levels and its organizational systems and human resources provide an efficient and effective education system in the delivery of education services in the province.

Changes and improvements to the administration of education by the Provincial Division of Education are required to achieve the outcomes of the plan.

Areas to be addressed will include structure and organisation, staffing problems, the establishment of efficient human resources management and other organizational systems at all levels. Attention will be given to career planning including improved opportunities for women.
Further provision will be made for the establishment of the district education board, were appropriate and in accordance with the Provincial Education Acts, and the strengthening of Provincial Education Boards to oversee the implementation of this plan at the district and provincial levels.

Organizational improvement

Minor outcome A1:
The Division of Education has the capacity to strategically respond to changing conditions and government priorities.

The division will be restructured to better reflect its core responsibilities under this plan**.** This is inline with government objectives to rationalise the public service. The division is currently reviewing its divisional structure to submit to the Human Resource Development Division to advertise. The new structure will have the appropriate skilled officers to implement the Provincial Education Plan 2007-2016. The division structure will be flexible enough to respond to change and will be reviewed as and when appropriate.

Target A 4.1
A new divisional structure will be in place by 2008

Links with the districts will be strengthened during the restructure to provide support to the district officers. The Services Improvement Program has identified education as being one of the core government functions that requires improvement in services delivery.

Private education institutions will be encouraged at all levels of the system. The process of
registering permitted schools and their ability to access school fee subsidy and funds from a Grade 8 Graduate Incentive Scheme will be administered. All private education institutions will be monitored by the respective inspectors on a regular basis to ensure that standards are being upheld.

The planning section of the division will be strengthened to ensure that the division has the evaluative information to inform its policy development and to support the monitoring and evaluating of the plan.

The Provincial Education Advisor will need to play a significant role in managing education at the provincial level. District plans will be produced with technical assistance from the officers of the Provincial education division to be consistent with this plan.

Target A 4.2
District plans produced and endorsed by 2008

The division will take a proactive role towards the issue of HIV AIDS and will support the department of West New Britain in developing the HIV AIDS policy.

Strategies and Activities.

- Restructure the division and improve its system to make it more efficient and effective in the delivery of its core functions.
  - Conduct a review of the organisational capacity of the Division.
  - Improve administrative systems and practices to build the capacity of the division.
- Amend the education related legislation.
  - Review the provincial Education Act.
- Support the department of West New Britain in developing HIV AIDs action plan.
  - Implement HIV/AIDS Policy and plan..
- Provide an efficient system for the registration and monitoring of private education institutions.
  - Review existing process and practices
  - Monitor all private education institutions.

Human resource management

Minor outcome A2:
Human resource systems and programs develop for all levels of administrative personal in the province.

There will be a Staff Development Plan establish for the division consistent with the Provincial Human Resource Development Policy. This will provide strategies for succession planning and targeted carrier development to identify talented officers female and male and provide them with support to progress. Emphasis will be placed on identifying women capable in taking up senior positions with the division of education in order to address the current gender imbalances.

Target A 2.1
Staff Development Plan completed by 2008

Staff Development Training programs will be developed and delivered for provincial and district education personnel. The program will provide opportunities for these educational personnel to develop their knowledge and skills in meeting the need of a changing system.
The divisional of education staff will continue to benefit from training delivered by the national department of education and also from an in-house training program.

Strategies and activities

- Development and implement an appropriate staff development Plan
    - Identify and carry out regular assessment of staff training needs.
    - Provide work-based training for the divisional staff.
    - Provide senior managers of the division with targeted training in order to improve their capacity to lead the organisation.

Financial management

Minor outcome A3
Budgeting and Planning systems and processes integrated.

Planning and budgeting processes will be integrated. Divisional budgets will be linked to divisional annual plans and made consistent with this plan. The administrative section of the division will be strengthened in order to effectively monitor disbursement and receipt of funds.

Target A 3.1.
Effective budget and planning processes integrated and implemented by 2008.

There will be a coordinated system of procurement established and the distribution of school and awareness materials will be rationalised. Running alongside this will be a master assets management register that will improve the process of maintaining the assets of the Division of Education.

Target A 3.2
Financial procurement system reviewed and strengthened by end of 2007.

A review will be carried out into procurement and the tendering process for the supply and the printing requirements of the schools in the West New Britain province.

Target A 3.3
Master assets and management register designed and in placed by end of 2008.

Strategies and activities.

- Integrate planning and budgeting processes.
  - Review budget reporting system.
  - Provide support to district officers in the formulation of education budgets.
- Strengthened control system to ensure disbursement and receipts of funds.
  - Review financial process.
  - Procurement and tendering
  - Develop a Master Asset register.

Information communications technology

Minor outcome A4
Information communication technology systems and processes developed to support the management of education programs.

An information technology policy and plan will be put in place that is consistent with the Department of education and Department of West new Britain. This will include procedures for the maintenance and replacement of computer hardware and software and the setting of minimum standard and practices.

The division will also centralize the collection and storage of its planning data. Currently we have data sent to corporate data directly from schools and from school inspectors. This central data location will be from the Planning Section of the division. Data forms will be created and distributed to schools by the planning section to ensure that data is collected in the form that is required for the Information System. This will cover student enrolments, staffing and infrastructure information to update the database. The division will take part in the administration of the school census forms to ensure that correct data is given and collected during the census period annually.

Information collected from this census will be use for better management and strategic planning with in the province.

Target A 4.2
A centralize system for collection and storage of data in place by 2007

Strategies and activities

- Establish a fully developed Education Management Information System unit at provincial level.
  - Liaise with schools and other authorities to provide proper and correct statistical data.
  - Centralize data storage and access within the division.

Communication systems

Minor outcome A5

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

This plan will be supported by a major awareness campaign designed to reach every community in the province. Awareness program will involve all people from executive levels to the school and local community. The main focus will be emphasizing on the obligation of parents to enroll their children at school and also the responsibilities that communities have in relation to the operation and development of their schools.

Target A 5.1
Develop communication policy and implement this policy by 2008.

A variety of forms of media will be utilized but face to face contact will be the most appropriate where officers from the division will be traveling around to schools disseminating information and awareness to the communities. This will be time when the awareness will be done for this plan.

As usual, a media officer will be nominated with in the division of education structure to take the responsibility to produce and distribute newsletters to schools or even use radio West New Britain to provide information such as a policy change and other administrative matters. Improve on the communication system to schools by sending mails through the inspectors responsible.

Strategies and activities

- Develop and implement an awareness strategy to support the implementation of the WNB Ten years education plan.
  - Identify target groups and provide awareness campaign.
  - Review existing awareness and information materials.
- Disseminate news and information on a regular basis to disseminate and promote education policy.
  - Write produce and distribute education newsletters and information to schools and communities through media.

Section 5: IMPLEMENTING THE PLAN

IMPLEMENTING THE PLAN

Implementation Schedule

This section outlines the time frame for the implementation of the West New Britain Provincial Ten Year Education Plan 2007 – 2016. Specific strategies and activities for each minor outcome in the plan are listed along with an indicative schedule for the implementation and completion. The Detail implementation plans will be provided each year through the annual yearly plans of the District t and primary schools.

Key:

Indicates full implementation

Indicates preparatory activities, reviews and implementation progress

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Elementary Education										
Minor Out come E. 1										
Elementary schools will be established at the community level in both the rural and urban areas of the province in order to accommodate for enrolment of all 6 years old.										
Establish sufficient elementary schools										
Complete district plans and implementation schedules.										
Build and maintain all elementary schools.										
Determine quotas for the number of schools to be established annually in each district.										
Develop guidelines for the establishment of schools										
Register the schools										
Ensure all children stay in school for three years										
Conduct an awareness campaign on retention										
Minor Out come E. 2										
A relevant elementary curriculum is developed implemented and monitored.										
Complete orthographies as required										
Determine languages that need orthographies										
Facilitate the work to be done.										
Develop locally relevant support materials in line with the national curriculum										
Form curriculum development committees										
LLGs to budget annually for committees										
Establish two resource centre										
Establish printing facilities at the LLGs										
Provide supervisory service to all elementary schools										
Support inspectors financially and logistically										
Minor Out come E. 3										

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
A sufficient number of appropriately trained and qualified elementary teachers are available.										
Provide the required number of elementary school teachers										
Review guidelines for communities to use for the selection of teachers.										
Review the system for the funding of elementary teacher training fees.										
Provide professional development opportunities for elementary school teachers.										
Develop a plan for annual professional development workshops for teachers.										
Develop a plan for annual financial and management workshops for head teachers.										
Budget annually for professional development										
Minor Out come E. 4										
Elementary education is cost effective and affordable for parents and government										
Make an efficient and rational use of teachers										
Allocate teachers according to an agreed formula										
Make elementary education affordable for all parents										
PEB determine maximum school fees										
Schools provide a regular financial report to the school community										
Schools introduce self help programs.										
Encourage pay in kind method										
Primary Education										
Minor outcome P1										
Sufficient primary school classes established to achieve access and retention targets.										
Provide and maintain a sufficient number of schools.										
Completion and implementation of district plans for primary education.										
Completion of school plans to include both infrastructure and quality components.										
Determine quotas for the number of Grade 7 classes to be established annually in each district.										
Local-level governments to budget grants for infrastructure and maintenance.										
Cluster small schools around central schools										
Provide support to remote schools.										
Encourage teachers to take up positions in remote schools by providing agreed allowances and non-financial incentives, such as minimum standards of housing.										

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Improve health and banking services in remote areas.										
To provide transport for teachers.										
Minor Out come P. 2										
A relevant primary curriculum is developed, implemented and monitored.										
Develop locally relevant support materials in line with the national curriculum										
Form curriculum development committees										
LLGs to budget annually for committees										
Establish two resource centres										
Establish printing facilities at the LLGs										
Provide advisory and appraisal services to all primary schools.										
Ensure all schools are visited on an annual basis by inspectors.										
Minor outcome P3										
Sufficient appropriately trained and qualified teachers prepared for primary schooling.										
Provide the required number of appropriately trained teachers.										
Sponsor teachers from remote areas.										
Identify grade 10 graduates from areas with demonstrated teacher shortages to attend Teachers Colleges										
Provide professional development opportunities for primary school teachers.										
Identified areas of need.										
Budget annually for teacher professional development.										
Provincial and district professional development plans to be completed.										
Minor outcome P4:										
Primary education is cost-effective and affordable for parents and government.										
Develop and implement a sustainable, affordable and appropriate school fee subsidy policy.										
Provincial Education Board to set realistic and affordable levels of parental contributions on an annual basis.										
Reduce the burden of school fees on parents through schools undertaking self-reliance activities.										
Make efficient and rational use of teachers.										
Endorse and apply a set of criteria for teacher deployment and allocation to districts.										
Ensure that local language teachers are appointed to Grade 3 classes.										
Improve school management										
Provide training to site leaders in all aspects of management.										
Secondary Education										
Minor outcome S 1:										
An appropriate number of well equipped and resourced secondary schools to achieve										

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
access targets										
Establish and maintain a sufficient number of schools										
Maintain and rehabilitate all schools rather construct new schools										
Conduct a study into feasibility of building small day lower secondary schools.										
Enrol 50% of Grades8 into Grade 9 and 25% of Grade 10 into Grade 11.										
Review the guidelines for selection to grade 9										
Minor Outcome S2										
A relevant school based curriculum to be developed implemented and monitored										
Provide inspectoral services to all secondary schools										
Support inspectors with finance and logistics										
Support counseling and guidance services										
Provide teacher counselor in all schools										
Develop locally relevant courses for all schools										
Develop urban technology course for upper secondary at Kimbe Secondary School.										
Minor Outcome S3										
A sufficient number of suitably trained qualified teachers for secondary schools										
Provide a suitable number of qualified teachers										
Province, through the education division, to develop a policy on teachers (staff) professional development programs.										
Provide financial and management training for all principals										
Sponsor teachers on degree courses.										
Support teacher professional development on an annual basis through budgetary provision.										
Minor Outcome S4										
Secondary education is cost effective and affordable for parents and government.										
Develop and implement a school fee policy										
Conduct a review on a possible provincial scholarship program										
Determine the level of school fees on an annual basis.										
Reduce the financial burden on parents										
Introduce sustainable self reliance programs in all schools										
Provide school principals with entrepreneurial training										
Make efficient and rational use of teachers										
Allocate teachers according to an agreed formula										
Flexible Open Distance Education										
Minor Outcome F1										
A significant growth in enrolment achieved by offering a number of demand driven programs										
Provide an institution with Flexible, open and										

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
distance modes of delivery that has the facilities to enroll 25% of Grade 10 graduates and 10 % of Grade 12 graduates who are unable, or do not wish to continue in the formal education system.										
Conduct needs assessment of the current college facilities										
Prepare a Community Learning Centre Plan to progressively implement a FODE, University Sub Center and Library facilities in districts.										
Increase the number of distance education providers										
Provide flexible, open and distance modes of delivery using vocational centers and private providers										
Minor Outcome F2										
The curriculum and assessment programs offered will be based on and articulate with the mainstream education system.										
Review and redesign curriculum and college practices										
Identify points of articulation between the college and the school system and develop and appropriate policy										
Adapt the reform curriculum in the upper primary, lower secondary and und upper secondary grades for use in distance education mode.										
Develop and deliver other programmes such as adult literacy and other short modular courses.										
Utilize information communication technology as it becomes feasible										
Review the current examination and assessment policies in light of the reform curriculum in secondary school.										
Rationalize the central academic records system to be able to be link to all provincial distance education centers										
Establish a material production and procurement system that is cost effective and efficient.										
Review current materials production and distribution systems for distance education										
Rationalize the production and distribution systems consistent with the National Policy for the Procurement, Distribution and Storage of Curriculum Materials.										
Minor Outcome F3										
The provision of well-trained and qualified staff and support personnel.										
Increase the rate of localization										
Upgrade the technical capacity of Papua New Guinean staff through training programs										
Improve the capacity of college staff to produce curriculum design and assessment										

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
materials for distance education.										
Upgrade the skills of college staff in curriculum design and assessment.										
Train college staff in specialist areas such as the design, preparation and printing of non-profit distance education materials.										
Minor Outcome F4										
All institution offering flexible, open and distance education.										
Restructure the college of distance education										
Review the College of Distance Education to enhance the capacity to meet projected enrolment targets.										
Monitor improvements consistent with national education system prerequisites.										
Establish a standards and monitoring system										
Strengthened the capacity of the Board of Studies for flexible, open and distance education.										
Technical Vocational Education and Training										
Minor outcome TVET 1										
An appropriate number of well equipped and resourced institutions to cater for the growing number of Grade 8,10 and 12 school leavers.										
Review the status of vocational institutions in all provinces.										
Re register all vocational centres as per Department of Education criteria										
Develop institution plans										
Liaise with industry, other providers and the Department of Community Development.										
Register centres as Trade Testing Centres.										
Provide infrastructure to meet training program needs.										
Maintain and renovate existing infrastructure based on training program specifications.										
Provide new infrastructure as required by vocational program specifications										
Provide opportunities for private providers to become registered										
Refer private provides to the National Training Council for registration										
Minor outcome TVET 2*:*										
Quality training programs in different trade areas for industries, self-employment and for										

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
further studies and for the needs of the community										
Review the status of vocational institutions in the province.										
Adapt existing full-time courses for maximum one-year duration.										
Identify, develop and modularise new courses.										
Review and adapt existing short courses including Skills Training Resource Unit materials.										
Support the production of locally based curriculum.										
Conduct community development programs in and out of schools										
Provide adequate tools and equipment to service training programs.										
Conduct a review into the feasibility of trainees purchasing tools prior to enrolling at the centre.										
Provide advisory and appraisal services to all vocational institutions.										
Support the work of the inspectors.										
Provide incentives for institutions to offer short courses for the community at large.										
Provide awareness about the Employment Orientated Skills Development Project.										
Awareness program to sell courses through open days ands trade shows.										
Minor outcome TVET 3										
The provision of a sufficient number of appropriately trained and qualified vocational centre instructors and managers										
Provide a suitable number of qualified instructors.										
Sponsor instructors on pre service courses.										
Support instructor professional development on an annual basis through budgetary provision.										
Minor outcome TVET 4										
A TVET education system that is cost effective and affordable for parents and government.										

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Ensure good governance in all centres.										
Conduct training workshops for centre managers and Boards on financial and management processes.										
Determine the level of school fees on an annual basis.										
Develop a culture of self-reliance in vocational canters.										
Include entrepreneurial skills in all training programs.										
Ensure vocational programs in all vocational institutions are enterprise driven.										
Make efficient and rational use of teachers.										
Allocate teachers according to an agreed formula.										
Minor outcome A1										
The Division of Education has the capacity to strategically respond to changing conditions and government priorities.										
Restructure the division and improve its system to make it more efficient and effective in the delivery of its core functions.										
Conduct a review of the organisational capacity of the Division.										
Improve administrative systems and practices to build the capacity of the division.										
Amend the education related legislation.										
Review the provincial Education Act.										
Support the department in developing HIV AIDs action plan										
Implement HIV/AIDS Policy and plan.										
Provide an efficient system for the registration and monitoring of private education institutions.										
Review existing process and practices										
Monitor all private education institutions.										
Minor outcome A2										
Human resource systems and programs develop for all levels of administrative personal in the province.										
Development and implement an appropriate staff development Plan										
Identify and carry out regular assessment of staff training needs.										

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Provide work-based training for the divisional staff.										
Provide senior managers of the division with targeted training in order to improve their capacity to lead the organization..										
Minor outcome A3										
Budgeting and Planning systems and processes integrated										
Integrate planning and budgeting processes.										
Review budget reporting system.										
Provide support to district officers in the formulation of education budgets.										
Strengthened control system to ensure disbursement and receipts of funds.										
Review financial process.										
Procurement and tendering										
Develop a Master Asset register.										
Minor outcome A4										
Information communication technology systems and processes developed to support the management of education programs										
Establish a fully developed Education Management Information System unit at provincial level.										
Liaise with schools and other authorities to provide proper and correct statistical data.										
Centralize data storage and access within the division.										
Minor outcome A5										
Communication systems and processes are effective for producing and disseminating information.										
Develop and implement an awareness strategy to support the implementation of the WNB Ten years education plan.										
Identify target groups and provide awareness campaign.										
Review existing awareness and information materials.										
Disseminate news and information on a regular basis to disseminate and promote education policy.										
Write produce and distribute education newsletters and information to schools and communities through media.										

Section 6:.................................FINANCING THE PLAN

FINANCING THE PLAN

The financing of the West New Britain Education Plan is a shared responsibility between the National, Provincial and Local-level Governments along with parents, the communities and donor agencies. The National Government is responsible for Teachers Salaries and emoluments which includes leave fares, and the payment of school fee subsidies through the function grants. The provincial government is responsible for post primary infrastructure and the general operation of education services.

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

Table 35: National Government contributionK'000s).

	2007	2010	2013	2016
Salaries	21069.1	25013.3	28755.0	32082.7
Leave fares	912.3	1045.2	1174.5	1299.9
Subsidies	1087.2	1258.1	1491.7	1810.1
Total	23068.6	27316.5	31421.3	35192.6

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

Table 36: Total salaries by sector (K'000s)

	2007	2010	2013	2016
Elementary	3845.3	5383.2	6648.8	7287.5
Primary	13446.9	15611.8	17450.5	18653.9
Secondary	2388.2	2500.9	2997.6	4329.5
Vocational	1388.6	1517.4	1658.1	1811.9
Total	21069.1	25013.3	28755.0	32082.7

Table 37: Unit salaries by sector (Kina)

	2007	2010	2013	2016
Elementary	309.9	263.8	256.4	249.4
Primary	497.5	498.4	480.9	454.7
Secondary	714.9	713.7	709.5	708.2
Vocational	787.5	787.5	787.5	842.4

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

Table 38: Projected leave Fares by sector (K000.00)

	2007	2010	2013	2016
Elementary	0.0	0.0	0.0	0.0
Primary	768.4	892.1	997.2	1065.9
Secondary	91.0	95.3	114.2	164.9
Vocational	52.9	57.8	63.2	69.0
Total	912.3	1045.2	1174.5	1299.9

The amount required for subsidies are based upon current figures.

Table 39: Projected subsidies(K000.00)

	2007	2010	2013	2016
Elementary	142.0	204.1	259.3	292.2
Primary	540.6	626.5	725.7	820.5
Secondary	334.1	350.4	422.5	611.3
Vocational	70.5	77.1	84.2	86.0
Total	1087.2	1258.1	1491.7	1810.1

Table 40: Percentage subsidy allocations by sector.

	2007	2010	2013	2016
Basic education	62.4%	65.0%	65.2%	61.7%
Post primary	37.6%	35.0%	34.8%	38.3%

The Provincial Government is responsible for post – primary Education sector that includes infrastructure and the maintenance of Secondary Schools and vocational institutions. The establishment of any new vocational institutions over the plan period will have to be budgeted for separately. The costs of maintenance for the existing centres alone will cost approximately K100,000 per year for each of the four centres.

The table below presents these costs for the plan period. The assumptions underlying these costs are as below:

- Grade 9 expansion: K350,000 for each new class
- Grade 11 expansion: K400,000 for each new class
- Secondary school maintenance: K8,000 per class per year

- Vocational centre maintenance – K400,000 per year

Table 41: Projected post primary infrastructure costs by year (K'000s)

	2007	2010	2013	2016
Gr 9 class	350.0	350.0	1750.0	350.0
Gr 11 class	0.0	0.0	0.0	1600.0
SS Mtce	696.0	728.0	872.0	1256.0
Voc mtce	400.0	400.0	400.0	400.0
Total	1446.0	1478.0	3022.0	3606.0

The number of new Grade 9 and Grade 11 classes are determined by the assumed transition rates between Grades 8 and 9, and Grades 10 and 11. These are 50% and 30% respectively. The latter of these figures is higher than that for the nation as a whole.

The Provincial Government is also responsible for the administration of the education system. Costs are kept constant unless there is a need for a rise due to rising enrolments or rising staff numbers. As an example the amounts required for examinations, included as a part of administration, will rise as the numbers in Grades 8, 10 and 12 rise. The costs by broad category are shown in the table below. The cost of Division of Education are not included in this table as they are budgeted for elsewhere in the budget for the department of West new Britain.

Table 42: Projected administration costs by year (K'000s)

	2007	2010	2013	2016
Salaries	2.0	2.0	2.0	2.0
Admin expense	126.0	130.9	145.2	180.5
Travel	175.0	215.7	266.5	296.9
Inspections	50.0	62.8	74.5	83.5
Mtce	10.0	10.0	10.0	10.0
Districts	260.0	331.5	461.1	519.9
Other	118.0	126.1	137.2	172.6
	741.0	879.0	1096.4	1265.4

Total costs to the provincial government are below:

Table 43: Projected Provincial Government costs by year (K'000s)

	2007	2010	2013	2016
Infrastructure	1446.0	1478.0	3022.0	3606.0
Admin	741.0	879.0	1096.4	1265.4
	2187.0	2357.0	4118.4	4871.4

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

The District Administration is required to provide logistical support for this work services in both the districts of West New Britain province. The table below presents these costs to the Local-level governments for the plan period. These figures equate to an average requirement of about K60,000 for each of the LLGs during the early part of the plan period. The assumptions underlying these costs are as below:

- Elementary maintenance K200 per class
- New elementary school grant K2000 per class
- Primary maintenance K500 per class
- New Grade 7 grant K5,000 per class

Table 44. LLG cost for Basic Education and Maintenance (K000.00)

	2007	2010	2013	2016
Elem mtce	104.6	146.5	180.9	198.3
Elem est	48.0	46.0	22.0	24.0
UP estr	6.6	72.9	72.4	16.7
Prim mtce	474.3	550.7	615.5	658.0
	633.6	816.1	890.8	897.0

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

Table 45. Cost by levels of Government (K'000s)

	2007	2010	2013	2016
National	22975.9	26581.7	31376.7	35624.2
Prov	2228.6	2376.1	5169.2	2875.2
LLG	617.6	776.5	1095.6	945.5
	25822.2	29734.3	37641.5	39444.8

The various governments will be supported by the parents and the community, the church agencies and also by the continued efforts of the donor community. The province is presently benefiting from various AusAID programs and projects and is expected during the plan period to also to benefit from a major European Union project designed to support the implementation of the National Education Plan.
Parents will continue to pay school fees until such time as the government is able to fully subsidise education. Indicative figures for the total parental contribution by sector are presented in the table below:

Table 46: Parental contributions by sector (K'000s).

	2007	2010	2013	2016
Elementary	744.6	1224.4	1555.7	1753.0
Primary	2765.1	3356.7	4110.3	4636.4
Secondary	2681.0	2803.6	3344.3	4822.8
Vocational;	1322.5	1445.2	1579.2	1613.1
	7513.2	8829.8	10589.4	12825.1

Section 7:.....................MONITORING AND EVALUATING THE PLAN

MONITORING AND EVALUATING THE PLAN

Definition

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

Situation analysis

The designing of appropriate monitoring and evaluation framework is essential and integral part of the development and implementation of this Plan. Lack of funding and expertise in the past made it difficult to collect reliable data in order to monitor and evaluate the implementation of the previous Provincial Education Plan. Other external organizations including the National research Institute, conducted monitoring, evaluation and research studies. The findings and reports from these studies have been made available to the province.

While all major education service providers are potential sources for data and information relevant for analysis and projections, current systems in place at the provincial, district, and school levels do not provide reliable and timely data. At the national level, the planned comprehensive Education Management Information System (EMIS) has yet to be established. This was designed to store, retrieve, analyze and evaluate raw data on student enrolment, staffing and school infrastructure and inventory at all levels.

Monitoring and Evaluation Framework

For this Plan to be monitored and evaluated, quality and reliable data needs to be collected from all levels of the system and key research areas need to be identified.

The main purposes of monitoring and evaluation under this Plan are:

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

- For the management to measure the cost-effectiveness of delivering education services.

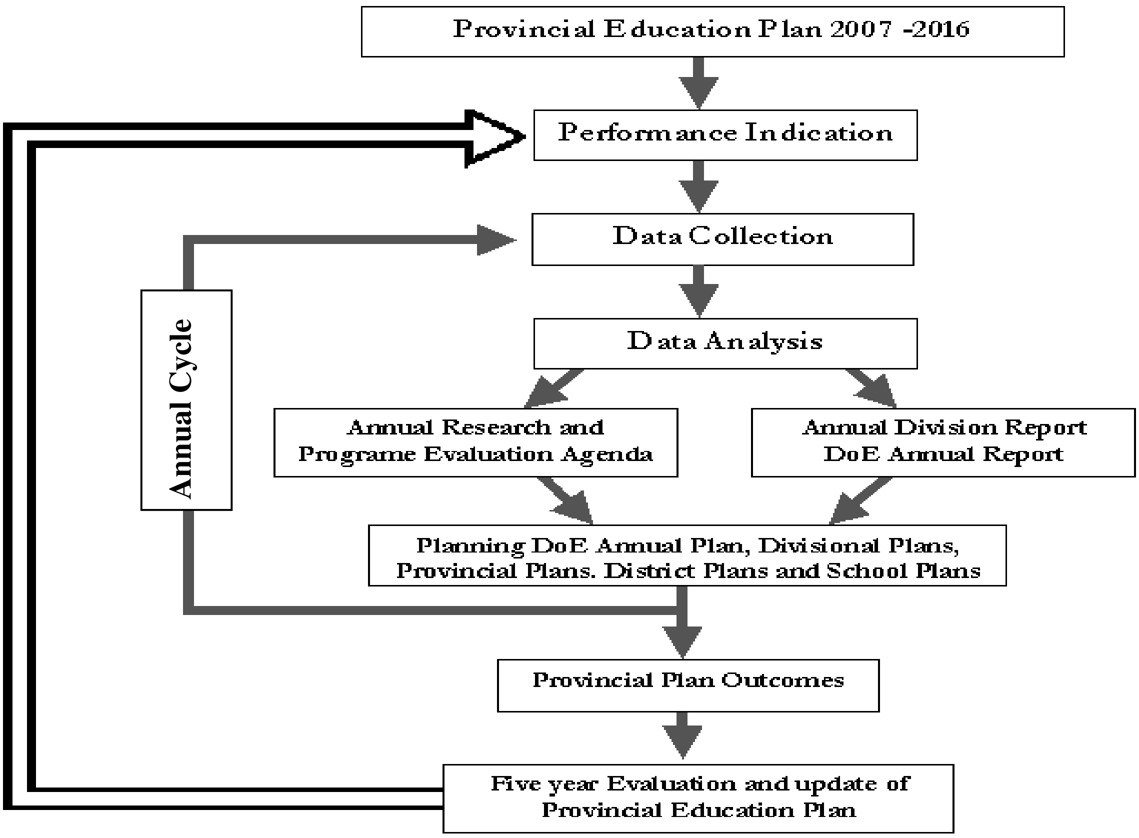
The monitoring of the Plan's implementation will be aimed at two areas:
- Progress in the implementation of the programs foreseen by the Plan relative to time schedules, resources, inputs, costs and funding
- Results and impact achieved.

Data collected from 2006 will provide benchmarks against which future progress can be measured and data set to assist in the five-year review of the Plan.

On the following pages, the targets and measures are shown for each minor outcome. As well as these, the qualitative indicators collected from teachers and students in primary schools as part of the Curriculum Monitoring Test will be extended to elementary and secondary school levels.

The diagram below illustrates how the components of monitoring and evaluation combine to assess the overall performance of the Plan.

Monitoring and Evaluation Framework for the Provincial Plan.



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

The data analysis and reporting process will assist the West New Britain Division of Education and Department of Education to determine the research and evaluation program for the following year. As well as this, valuable information about issues to be reported in the district and LLG plans and the Divisional report will be provided with a copy to the National Department.

For effective monitoring to take place, appropriate information needs to be fed back into the management process of Plan implementation and into the policy process.

Data is gathered as part of the reporting process and should influence the creation of the next cycle of annual plans. Failure to do so indicates that monitoring activities have not led to evaluative understanding. All monitoring has two components:

- Firstly to provide an insight into actions that managers need to take during the implementation of strategies contained in an annual plan
- Secondly, monitoring along with evaluation activities provides information about the issues and strategies that need to be given due consideration in the development of the next set of annual plans.

The five-year review of this Plan will produce and updated Plan and as such it might be necessary to modify the set of indicators used for reporting processes.

Elementary

Performance Area: Access		
Minor Outcome	Target	Measure(s)
Elementary schools will be established at the community level in both the rural and urban areas of the province in order to accommodate for enrolment of all 6 years old.	All children enter Elementary prep by 2016	▪ Enrolment figures
	To open an average of 20 new elementary prep classes each year.	▪ Schools registered

Performance Area: QualityCurriculum and Monitoring		
Minor Outcome	Target	Measure(s)
A relevant elementary curriculum is developed implemented and monitored	There will be a resource centre in each district by 2010	▪ Number of resource centres
	That assessment committee will be established in each district by 2010.	▪ Number of assessment committees

Performance Area: QualityTeacher Education and Training		
Minor Outcome	Target	Measure(s)
A sufficient number of appropriately trained and qualified elementary teachers are available	Guidelines for the nomination of teachers be reviewed and strengthen by 2007	▪ Guidelines approved by Provincial Education Board
	That 30 teachers be enrolled on the CET each year.	▪ Number of teachers enrolled

Performance Area: Quality Management		
Minor Outcome	Target	Measure(s)
Elementary education is cost effective and affordable for parents and government	All schools will be staffed according to an agreed policy by 2009	▪ Staffing statistics

Primary

Performance Area: Access		
Minor Outcome	Target	Measure(s)
Sufficient primary school classes established to achieve access and retention targets	To establish eleven new Grade 7 classes each year	▪ Enrolment statistics
	To budget annually for the transport of teachers to their postings.	▪ Budget documents
	To complete clustering of all schools by 2007	▪ Provincial Education Board endorsement of clustering

Performance Area: Quality Curriculum and Monitoring		
Minor Outcome	Target	Measure(s)
A relevant primary curriculum is developed, implemented and monitored	A report will be written on all schools each year	▪ Record of reports

Performance Area: Quality Teacher Education and Training		
Minor Outcome	Target	Measure(s)
Sufficient appropriately trained and qualified teachers prepared for primary schooling	Provincial government will budget for professional development on an annual basis	▪ Budget documents
	All schools will have access to a teacher counselor by 2010	▪ Inspector reports

Performance Area: Quality Management		
Minor Outcome	Target	Measure(s)
Primary education is cost-effective and affordable for parents and government	75% of schools will have a sustainable self reliance project by 2010	▪ Number of self reliance project ▪ Reports on self reliance

Secondary

Performance Area: Access		
Minor Outcome	Target	Measure(s)
An appropriate number of well equipped and resourced secondary schools to achieve access targets	That 45% of Grade 11 students will be female by 2015	▪ School enrollment indicators ▪ School Reports

Performance Area: Quality Curriculum and Monitoring		
Minor Outcome	Target	Measure(s)
A relevant school based curriculum to be developed implemented and monitored	All schools will have a trained teacher counselor by 2008	▪ Number of counselors trained

Performance Area: Quality Teacher Education and Training		
Minor Outcome	Target	Measure(s)
A sufficient number of suitably trained qualified teachers for secondary schools	All schools will have access to fully qualified teachers by 2010	▪ Appointment list ▪ School Inspectors school report.

Performance Area: Quality Management		
Minor Outcome	Target	Measure(s)
Secondary education is cost effective and affordable for parents and government	All schools will have a sustainable self reliance program by 2009	▪ Number of self reliance program conducted.

Vocational

Performance Area: Access		
Minor Outcome	Target	Measure(s)
An appropriate number of well equipped and resourced institutions to cater for the growing number of Grade 8, 10 and 12 school leavers	To register three centres as Trade Testing Centres by 2010	▪ Number of vocational centers registered trade testing centers.

Performance Area: Quality Curriculum and Monitoring		
Minor Outcome	Target	Measure(s)
Quality training programs in different trade areas for employment, for self employment and for the needs of the community	All courses will be modified to suit industrial expectations by 2008	▪ Number of courses reviewed ▪ Reports on review of courses

Performance Area: Quality Teacher Education and Training		
Minor Outcome	Target	Measure(s)
The provision of a sufficient number of appropriately trained and qualified vocational centre instructors and managers	That all instructors will have a teaching qualification by 2010	▪ Number of instructors with teacher qualification

Performance Area: Quality Management		
Minor Outcome	Target	Measure(s)
A TVET education system that is cost effective and affordable for parents and government	All schools will have a sustainable self reliance program by 2008	Number of schools offering self reliance program.

FODE

Performance Area: Access		
Minor Outcome	Target	Measure(s)
Significant growth in enrolment achieved by offering a number of demand driven programs	Establish Community Learning Centres in districts by 2010.	▪ Districts with established community Learning Centers

Performance Area: Quality Curriculum and Monitoring		
Minor Outcome	Target	Measure(s)
Curriculum and assessment programs offered will be based on and articulate with the mainstream education system.	Review of distance education assessment to ensure consistency with formal education system by 2009.	▪ Changes made in the assessment system.

Performance Area: Quality Teacher Education and Training		
Minor Outcome	Target	Measure(s)
The provision of well trained and qualified staff.	College staffed by appropriately trained staff by 2008.	▪ Number of college staff.

Performance Area: Quality Management		
Minor Outcome	Target	Measure(s)
Institution offering flexible, open and distance education.	The college to be restructured by 2007	▪ Report on the restructure

Administration

Performance Area: Organisational improvement		
Minor Outcome	Target	Measure(s)
The Division of Education will strengthen its capacity to strategically respond to changing conditions and government priorities.	The divisional structure and functions will be reviewed by 2008	▪ Reviewed done on divisional structure.
	District plans will be reviewed and endorsed by 2008	▪ Number of District plans

Performance Area: Human resources management		
Minor Outcome	Target	Measure(s)
Human resource systems and programs developed for all levels of administrative personnel in the province.	Human Resource Development plan completed by 2008	▪ Documentation of Human Resource Develop met

Performance Area: Information communication technology		
Minor Outcome	Target	Measure(s)
Information communication technology systems and processes developed to support the management of education programs	Information communication technology policies finalised by the end of 2008	▪ Policy document
	A centralised system for the collection and storage of data in place by 2009.	▪ Centralised system for the storage of data. ▪ Data room established

Performance Area: Communication system		
Minor Outcome	Target	Measure(s)
Communication systems and processes are effective for producing and disseminating information.	Develop communication policy by 2008.	▪ Communication Policy document

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