



NATIONAL EDUCATION BOARD.



School children welcoming the NEB members at the Vaimo airport.

2008 ANNUAL REPORT

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1. THE NATIONAL EDUCATION BOARD.

1.1 Introduction.

The National Education Board (NEB) is established under the provision of Section 10 of the Education Act (Chapter 163. No.11 of 83). The NEB is the highest policy making body within the National Education System. It advises the Minister for Education on policies and plans for the education system and makes recommendations for his consideration.



The Board is chaired by the Secretary for Education, and includes representatives of National and Provincial Governments, Communities, Tertiary Institutions, Civic Groups and Churches. The Board is directly answerable to the Minister for Education.

Vice Minister Hon. David Arore addressing the students in Vanimo.

1.2 Membership.

Under the provision of Section 10 of the Education Act 1983, members and alternate members of the NEB consists of the Department Head and the following members appointed by the Minister for Education.

- (a) three members to represent the views and interest of the state, including one member to represent the interest of the state in higher education and universities.
- (b) four members nominated by the Governors to represent the views and interests of Provincial Governments.
- (c) two members nominated by Papua New Guinea Teachers' Association to represent the views and interest of the teachers.
- (d) three members nominated by the Churches Education Council to represent the views and interest of churches.
- (e) two members appointed from a panel nominated by an association, or by associations jointly, recognized by the Minister as representing the interest of Business and Civic Groups in PNG.

The term of the office of the members representing the interests of the DoE and the state is at the pleasure of the Minister.

Table 1. Members of the NEB in 2006.

Full Member	Tenure of Office	Organization Represented	Alternative Member	Expiry Date
Dr Joseph Pagelio	3 years	Chairman		
				Pleasure of

Dr Michael Tapo	3 years	DoE/State	FAS – PPRC	Minister
Mrs Kila Amini	3 years	Community	Mrs Elizabeth Joseph	11/2009
Mr Anthony Tsora	3 years	Deputy Chairman Island Region	Mrs Bernadette Ropa	11/2009
Mr Michael Ova	3 years	Southern Region	Mr Tuwe Olewale	11/2009
Mr Dennis Kabekabe	3 years	CEC	Fr Peter Moi	11/2009
Mr Tommy Hecko	3 years	PNGTA	Mr Martin Kenehe	11/2009
Mr Murray Paiva	3 years	PNGTA	Mr Gordon Kavop	11/2009
Mr Bravy Towika	3 years	CEC	Mr Abraham Lampulumbo	11/2009
Mr Leonard Kinminja	3 years	CEC	Sr Helen Warman	11/2009
Dr Goru H Nou	3 years	Uni/Higher Education	Ms Beverly Kaleva	11/2009
Mr Peter Wama	3 years	Highlands Region	Mrs Jenny Nindil	11/2009
Dr William Tagis	3 years	OHE	Mrs Prisca Mauve	To be sworn in
Mr Robert Wayne	3 years	Business Sector.	Vacant	8/2010
Mr Baran Sori	3 years	Momase Region	Mr Murika Bihoro	8/2010

All the members of the Board were appointed on the 15th of November 2006 and were sworn in by the Legal Officer on the same day. Mr Ugwalupu Moana, Mr John Josephs and Mr Paul Omot were sworn in on 16 November 2009.

The members of the NEB and the Executive Officer-NEB in front of Vanimo Defence Force Barrack in Sandaun Province.



Left to Right Front: Mr Peter Wama, Mr Abraham Lampulumbo, Mr Tommy Hecko, Dr Joseph Pagelio-Chairman, Mr Robert Wayne, Mr Anthony Tsora- Deputy Chairman and Sr Helen Warman,

Left to Right Back: Dr G H Nou , Mr M Bihoro, Mrs Kila Amini, Mr Michael Ova, Mr Dennis Kabekabe , Dr Michael Tapo and Mr Naime Rei-Executive Officer-NEB

1.3 Functions of the NEB.

The functions of the NEB, Under Section 17 of the Education Act are;

- (a) to advise the Minister for Education on the National Education Plan (NEP) in accordance with Section 7 of the Education Act.

Section 7. Subsection (1) stipulates that there shall be a NEP comprising:

- (a) the national component, which includes the Education Plan for the National Capital District, the establishment, maintenance and development of national institutions and education facilities; and
- (b) provincial components which includes the approved education plan in each province.

Subsection (2), which states that the national component of the NEP:-

- (a) shall make provision for taking into account the effect of provincial components and any parts of them, and
- (b) may provide for the recommendation of grants-in-aid for provincial components to achieve the goals embodied in the approved provincial education plan.

Subsection (3), states that the national component of the NEP shall be determined by the Head of State, acting on advise, after receiving a report and recommendations from the NEB, and may in similar manner be extended, amended or replaced.

Subsection (4), states that where a province does not have in force a provincial law relating to education matters, the provincial component of the NEP shall be determined by the Provincial Executive Council (PEC), after receiving a report and recommendations from the Provincial Education Board (PEB) and may in a similar manner be extended, amended or replaced.

- (a) to supervise the implementation of the national component of the approved plan.
- (b) to advise and make recommendations to the Minister on such matters relating to education as the Minister refers to it, and on such matters relating to education as it seems proper.
- (c) to advise Provincial Governments, the Teaching Service Commission (TSC) Education Boards and Education Agencies on any matters affecting the National Education System (NES), the efficiency of schools or the welfare of teachers.

- (d) to allocate quotas of students to national institutions, other than exempt national institutions such as a member community school, a member provincial high school or a member vocational centre in the National Capital District.
- (e) to establish a national criteria for the selection of students to attend high schools and national institutions.
- (f) to approve, in accordance with the Act, the membership and the functions of governing bodies for national institutions, other than exempt national institutions.
- (g) in relation to national institutions anti provincial institutions in a province that does not have in force a provincial law relating to education matters and subject to such conditions and limitations as are laid down by the Minister, where it considers in a particular case that is necessary to do so.
 - (1) to impose fees on parents or guardians of students attending those schools and to direct the education authority responsible for those schools to collect fees so imposed for payment into authority's funds for that purpose.
 - (2) in cases where fees are not imposed under sub-paragraph (1) to determine the limits within which and the conditions subject to which fees may be imposed and charged by an education authority in respect of those schools for which the education is responsible.
- (h) with due regard to the expressed wishes of teachers and the education agency concerned, to have such powers and responsibilities in relation to appointment and promotion of teachers, and transfer and discipline of members of the Teaching Service in the National Institutions (NI) other than exempt national institutions.
- (i) to hear and determine appeals from other education authorities in such cases and subject to such limitations and conditions as are prescribed by or under the Education Act or any national or provincial law relating to education matters.
- (j) to hear and determine appeals in cases where a governing council of a national institution, other than an exempt national institution expels a student for disciplinary reasons or terminates the studies of a student for academic reasons.
- (l) to implement such other functions in relation to the NES as are delegated to it by the Minister or the Department Head or are prescribed by the Education Act or any other national or provincial law relating to education matters.
- (m) to exercise any other functions that are necessary or convenient for carrying out, or which are ancillary to functions set out in Section 17, subsection 1 of the Education Act.

1.4 Meeting of the NEB and its Committees.

Under the requirement of the Education Act 1983, Section 22 (1), the Board is to meet four times in a year. Regular meetings are held in the National Capital District over two days. The NEB held four full NEB Meeting in 2007. Three of the four full Board meetings were held in Port Moresby and one in Sandaun Province. The NEB Appeals Committee had three (3) ad-hoc meetings to hear

appeals from the students whose studies have been terminated, or students who have been expelled for disciplinary reasons. Only one NEB Disciplinary Committee meetings to hear teacher's cases.

1.5 Tours.

In light of the above requirement, the Board has a ruling that it would hold one of its four meetings each year outside of Port Moresby, if funds permit. The Board's 159th meeting was held in Vanimo, Sandaun Province. It was in the province for four (3) days beginning 25-29 February 2008. Afternoons were set aside for the Board to visit education institutions in the province as well as to familiarize itself with education reform activities taking place at institution level. The members of the Board were divided into four (4) groups to visit various institutions. The groups held informal discussions with politicians from the provincial government, officials from the division of education, and students and staff of the institutions visited. The members of the delegation then went to Jayapura led by the Vice Minister Hon David Arore on education tour to promote goodwill and exchange of education ideas.

Below Chairman-Dr Joseph Pagelio at Vanimo Airport.



Office of the NEB.

The Office of the NEB is located in the Department of Education Headquarters at Fincorp Haus within the Policy, Research and Communication (PPR) Division of the DoE.

1.6 Policy Section.

The Policy Section within the Policy Research and Communication (PRC) Division is responsible for providing policy and executive services to the NEB, Secretary's Staff Meetings (SSM), Top Management Team (TMT), and various NEB committees through the activities of executive officers. The section also plays an important role in co-ordinating submissions from all agencies to the

various policy-making bodies within the DoE. In addition, it is also responsible for servicing the Minister for Education in relation to Parliamentary matters, Cabinet submissions, and Secretary's Instructions and Circulars.

2. COMMITTEES OF THE NEB.

The Education Act (Chapter 163) of 193 stipulates that the NEB shall appoint a professional committee for each class of national institution. The prime responsibilities are to advise the Board and make recommendations on matters relating to and affecting the NES. There are three (3) committees, each serviced by PRC. The committees are chaired by three (3) different chairmen appointed by the Chairman of the NEB. Their functions are determined by particular roles they play. The three (3) professional committees are;

1. The Teacher Education & Special Education Resource Centre Appointment Committee (TE & SERCAC)
2. The Technical Vocational Education Training Appointment Committee (TVETAC)
3. The National High School & Flexible and Open Distance Education Appointment Committee (NHS & FODEAC)

Each of these committees has specific terms of reference (TOR) under which to operate as an advisory committee of the NEB.

2.1 TOR for Teacher Education & Special Education Resource Centre Appointment Committee (TE & SERCAC).

The members of this committee as of 15th of November 2006, are;

Mr Kingston Alu	Assistant Secretary TED
Mr Tommy Hecko	PNGTA
Mr Leonard Kinminja	CEC
Mr Casper Hahambu	Director PNGEI
Ms Jennifer Tamarua	Supt. Special Education Unit
Mr Ken Miere	TED- Supt Operation
Mrs Hane Edea	Executive Officer

This committee advises and makes recommendations on matters relating to teacher education. TEC consists of different interest groups with the aim of improving and advising the Board on important matters relating to teacher education

- (a) the need for development of teachers colleges and other facilities for teacher education;
- (b) the co-ordination of the work of teacher education institutions and facilities;
- © the standards of admission to teachers colleges;
- (d) the maintenance and improvement of courses and facilities for teacher education;
- (e) tenure appointments of staff to teachers colleges;
- (f) such matters as are referred by the NEB to the committee.

2.2 TOR for Technical Vocational Education Training Appointment (TVETAC).

The members of this committee as of 15th November 2006 are;

Mr Wingsely Degoba	Assistant Secretary TVET
Mr Murray Paiva	PNGTA
Mr Dennis Kabekabe	CEC
Mrs Rose August	TVET Supt-operation
Mr Jaya Jayasundra	TVET Supt- Inspections
Mr Lasa Barati	TVET Supt Voc. Support Services
Mr John August	Principal of Port Moresby Business College.

This committee is responsible for making recommendations and advising the Board on all aspects of development in technical and vocational education and on the manpower needs and forward planning in technical and vocational education. The committee is chaired by the Assistant Secretary for Technical and Vocational Education Division.

- (a) manpower needs and forward planning in technical and vocational education in consultation with the Planning Committee of the DoE;
- (b) development in technical education, both inside and outside the NES, so that most efficient use is made of natural resources and duplication of facilities is avoided;
- (c) the best means of ensuring close liaison and co-operation between the University of Technology and other organizations involved in technical education and the Technical and Vocational Education Division of the DoE;
- (d) courses and curriculum and new approaches to technical and vocational courses;
- (e) planning of technical teachers;
- (f) matters relating to accreditation, certification and salary levels of people in technical operations;
- (g) such matters as are referred by the NEB to the committee

2.3 TOR for National High School & Flexible and Open Distance Education Appointment Committee (NHS & FODEAC).

The members of this committee as of 15th November 2006 are;

Mr Ouka Lavaki	Assistant Secretary GES
Mr Martin Kenehe	PNGTA
Mr Magea Bland	Church Member
Mrs Joyce Tepu	Supt-SEOL
Mr John Paul	Principal FODE
Mrs Lillian Ahai	Principal of Port Moresby NHS
Mr Graham Darby	Supt Secondary Inspections
Mr Papua Kuriki	Executive Officer

- (a) to maintain an interest in the activities and responsibilities of national high schools, the Board of Studies (BOS) and the principals meetings on curriculum related matters;
- (b) to advise the NEB concerning manpower needs and forward planning including;
- (c) to foster liaison and co-ordination between national high schools, universities and other tertiary institutions;
- (d) to recommend developments in grade 11 and 12 inside and outside the NES, make the most efficient use of material resources and ensure that duplication of resources is avoided;

- (e) to monitor co-ordination and standardization between national high schools;
- (f) to review operational policies and the requirement of national high schools;
- (g) to make recommendations on nature and amount of school fees;
- (h) to approve membership, constitutions and rules of Governing Councils
- (i) to recommend on such matters as are referred by NEB to the national high school.

2.4 Membership of the NEB Appeals Committee.

The Members of the NEB Appeals Committee before November 15th 2006.

Dr. Joseph Pagelio	-	Chairman
Mr Pala Wari	-	DoE/State
Mr Dennis Kabekabe	-	Churches Education Council
Mr Leonard Jonli	-	PNGTA
Mr Naime Rei	-	Executive Officer

The members of the NEB Appeals Committee after 15th of November 2006.

Mr Leonard Kinminja-	Chairman
Mr Ouka Lavaki-	Assistant Secretary-GES
Mr Kingston Alu-	Assistant Secretary-TED
Mr Wingsely Degoba-	Assistant Secretary-TVET
Mr Gabriel Meaba-	Guidance Officer
Mrs Kila Amini-	Community
Mr Alex Haboic-	Legal Officer
Mr Naime Rei -	Executive Officer-NEB

The function of this committee is to hear appeals from students who have been expelled or terminated from their studies for breaching school or college rules and assessment policies and who disagree with the decision of the Governing Council or PEB.

2.4 Membership of the NEB Disciplinary Committee.

The NEB Disciplinary Committee membership as at the beginning of 2004 to 15th of November 2006.

Dr Joseph Pagelio	Chairman
Mr Pala Wari	DoE/State
Mr Dennis Kabekabe	Churches Education Council
Mr Leonard Jonli	PNGTA
Mr Naime Rei	Executive Officer

The NEB Disciplinary Committee as of 15th of November 2006.

Dr Michael Tapo	First Assistant Secretary-HRD
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Mr Murray Paiva	PNGTA
Mr Dennis Kabekabe	CEC
Mr Ouka Lavaki	Assistant Secretary-GES
Mr Kingston Alu	Assistant Secretary-TED
Mr Wingsely Degoba	Assistant Secretary-TVET
Mr Alex Haboic	Legal Officer
Mr Naime Rei	Executive Officer

The function of this committee is to hear Disciplinary Charges laid against members of the Teaching Service, who have been charged with Disciplinary Offences by the First Assistant Secretaries (FAS) who are the Charging Officers.

2.5 NEB Acting Appointment Committees.

The NEB has set up three committees to deal with acting appointments for national institutions. The acting appointment committees are:-

1. Teacher Education Committee
2. Technical Education Committee
3. National High School Committee

The TOR for Acting Appointment Committees are:

- (a) to discuss and endorse acting appointments for their institutions for approval by NEB; to co-ordinate and facilitate communication with TSC about vacancies within their institutions;
- (b) to liaise with the institutions on appointments of staff where clarifications are needed;

These committees have a common membership, which includes;

The Chairman, who is the Assistant Secretary of the teaching division responsible for the particular institution, a representative of the NEB, a representative of the Education Agency representing the school, and a representative of PNGTA.

These committees meet regularly to make appointments for their institutions.

3. MAJOR ISSUES DEALT WITH BY THE NEB IN 2008.

3.1 TVET National Qualification and Training Commission.

The purpose of this paper was to seek Board's recommendation to NEC to establish a Single National Authority (National Qualification and Training Commission.) to manage the TVET system in PNG as recommended in the NEP 2005-2014.

TVET is the master key for national development. It provided necessary skills for people to live fulfilling lives. It is more than a sector of the system. It is a broad part of national social infrastructure that influences all aspects of the population's welfare. The Legislative arrangements covering TVET are obstacle to effective operation of TVET system. The skills of the nation will determine whether the country will achieve its Goals and implement Medium Term Development Strategy. Skills development is required to alleviate poverty, develop an export driven economy and achieve social justice.

The National Training Council, the National Apprenticeship and Trade testing Board and the NDOE are the three main government agencies which have legislative responsibilities for TVET. None of these three has a clear overall mandate for national policy, planning and quality control of the entire TVET system. As a result the national TVET system remains poorly organized, dysfunctional and under resourced.

It was also stressed that TVET is a key agent in achieving the objectives set out in the Government's program and Recovery and Development of good governance, export driven economic growth, and rural development, poverty reduction and empowerment through human resource development. If PNG is to successfully integrate into the Global economy there must be considerable improvement in country's skill base and labour productivity level. Technical trades currently face a skill shortage and there is a need to develop a manpower strategy. Medium Term Development Strategy 2005-2010 gives TVET second priority in the education and training sector. Investment in the TVET sector can help to achieve the poverty alleviation objectives in the millennium Goals.

The TEVT Reform Committee agreed to recommend that the Government establish a National Qualification and Training Commission within the portfolio of the Ministry with responsibility for Higher Education Commission. This will be separate and independent. The detailed recommendations from the Steering Committee including the reasons for creating this commission were also highlighted.

This paper has gone through a number of important forums. These forums are very supportive of this idea. The planning and financial implications were also clearly explained to the Board.

The Board made the following observations.

Where does the Secretary for Education in terms of Qualification and Certification ?

TVET Reform is a vehicle towards alleviating poverty. The structure means that National Certificate 1 would be vocational level. It is good because it is getting all the actors together to make their way up. In terms of the linkages between the school and the new concept the National Qualification Framework will interlink everyone. Youth face a lot of problems and this concept will address many of their problems.

The Board supported the establishment of a National Qualification and Training Commission as recommended by the TVET Reform Steering Committee established by the Secretary. The members of the Board also agreed to recommend to the Minister for Education that a detailed submission covering the establishment of these reforms of TVET sector be prepared and presented to the Ministerial Committee of the Administrative and Social Sector and AAC for presentation to the National Executive Council.

3.2 Restructure of Business and Technical Colleges.

The purpose of this paper was four fold; (i) to seek NEB endorsement of Technical Vocational Education and Training Division's restructure and reclassifications of teaching in the Technical and Business Colleges. (ii) to facilitate the implementation of the National Certificate courses in line with the National Qualification Framework which will begin in 2008, (iii) to recruit with experienced and skilled trade teachers for National Certificate courses, Technical Training Certificate and Diploma programs in various trade areas and (iv) ensure to provide competitive and quality technical education and training by the Technical and Business Colleges relevant to trade, industry, commerce, public sector and the community needs.

The Board approved the NEP 2005-2014 including TVET sector. The areas and aspects where TVET reform will take place were explained to the Board. It was stressed that the existing institutions after the reform will be seen as multi-campus specialized institutions. The types of courses and programs each institution will offer and what will each of the institution be like after transformation. For example Lae Technical College will be transformed into a PNG Polytechnic Institute that will offer NC, TTC courses and higher level programs in Engineering, business Studies, Science Technology, Tourism and cater for Pacific Region countries. The types of courses and programs each institution will offer including staff and student ratio were also highlighted. It was also stressed that TVET Division expects 20% additional student enrolment. College revenue is expected to increase. The RESI

projects may increase the capacity of students enrolment. This could also maintain infrastructure facilities at a reasonable level.

The Governing Councils of the institutions and TMT were very supportive of the restructure of the technical and business colleges. The Board was told that the estimated budget will increase by 5% on personnel emoluments. There are no major legal implication.

The National Certificate course facilitate Community College concept and political support will be paramount. In addition to that all TVET initiatives are aligned. The restructure will be implemented within the current administrative policies. The Board was very supportive of the Restructure as the concept will boost the economy of the private industry. Both the technical/business colleges and vocational centres should work together.

We must also ensure that trained teachers and instructors are engaged to teach in these institutions. Because there are people who are very skillful in some trades such as motor mechanic. Are we going to consider them for teaching positions in these institutions?

The Board endorsed Restructure/Reclassification of 256 approved teaching positions, create 25 teaching positions and 7 School Based Counselors positions for 7 technical and Business Colleges effective from 1st January 2008 onwards. The proposed restructure/reclassification be submitted to teaching Service Commission for final approval. The Board also requested that a joint Education/TSC circular be done informing teachers to apply for reclassified and created positions in the Technical and Business Colleges.

3.3 System Wide National Vocational Reform

The purpose of this paper was to gauge NEB support for TVET intent on System Wide National Vocational Reform.

The Presentation started off with the legal parameters. The Education Reform is well established except there are high number of exits are grade 6, grade 8, grade 10 and grade 12 level. The overall drop out rate is estimated to be 88%. PNG require skilled manpower for socio-economic development especially in the skilled and semi-skilled bracket of the labour force. The country definitely requires an overhaul in vocational education.

The concept paper which was activated initially in 2003, got overwhelming support from a number of forums for implementation in the same year. The move to reform the vocational system is in the right direction due to the need for skilled manpower and declining standards of vocational education. The vocational education have been stagnant over the last 32 years.

The aim is to rationalize the vocational education system in PNG to maximize resource and improve delivery of relevant and competency based enterprising vocational and technical; education and training. The curriculum will be redesigned in order for the institutions to deliver relevant contents for each program as specified by the PEB. Resource will be redirected and fund will be concentrated likewise and accountability strategies and programs will be put in place and monitored. Staffing will also re redirected and screened to retain quality teaching force. It will provide opportunities for those who are unable to continue their education due to unavailability of spaces. The reform will provide a system equivalent to the mainstream, making provisions for multi pathways and cross eligibility and taking on board students and adults alike at their own pace. It is anticipated that there will be reduced attrition rate.

The reform plan including the deregistration and registration of programs so that students are not deprived were also highlighted. The guiding principles clarify some of the principles and general outline of the reform process. Monitoring and evaluation is very important and therefore must be supported by all partners. Management and administration of the reform is paramount. Administratively, Provincial Divisions of Education and institutions will ensure good governance and account for policies relating to financial management and accountabilities. The roles of the Provincial Education Administrator and various Provincial TVET Committees were also explained.

Many have expressed that a drastic overhaul must be taken to address and revive this sub-sector for the best interest of PNG. The PNG constitution gives due recognition to the importance of informal sector to promote economic development. This is embodied in the fifth Objectives of the National Goals and Directives.

Funding is massive therefore injection of money is needed both internally and externally. The Provincial and LLG are to co-operate and support the reform in term of funding. The Board was also told that K20 million have been earmarked by the Government for rehabilitation of vocational institutions from 2007-2010. The use of this fund will be determined by the reform agenda. In addition to this European Union–education training and Human Resource Development program in their five year program have indicated their support to the reform.

The Board expressed its concern over the conversion of high schools to technical/vocational high schools. The proposed model will accommodate school leavers at all exist points. The model will bring together experiences from all the provinces.

Vocational centres are basic grassroots. If we take them away we are denying the abilities of the children. The centres should be kept away from the high schools and technical colleges. Teachers and instructors should be reconsidered as there are people who are very skillful in other trades but are not certified teachers.

We must give it a serious thought. Do it carefully with one or two sectors at a time. This is an alternative pathway and will help make children of PNG self-sustaining. The model is trying to systematize the vocational system. General school curriculum will also be connected.

The Board meeting in Vanimo 2008, recognized and accepted the System Wide Vocational Reform process and procedures presented. It also suggested that comments made by the members of the Board in 2008 be incorporated and re-submit the paper on a later date.

3.4 Community College System.

The purpose of this paper was to inform NEB of the NEC direction on the establishment of Pilot Community Colleges in PNG.

The Community College is an alternative system of education, aimed at empowerment of the disadvantaged and the underprivileged section of the population by releasing and developing the sources within, through middle level skills development and facilitating self-actualization. The target group is the economically and educationally weaker section of the community, rural youth, women especially widows and destitute women as well as, existing workforce who wish to update and upgrade their skills. The Community College system emerged because of the large number of push outs who are unemployable and inability to contribute to the economic growth, positive social sector and community development. It is envisaged that the Community College will respond to the deficiencies of the vocational system throughout community and industry-institutional linkage, competency based training and assessment, appropriate qualification within the existing qualification framework, training on site, life skills education and training, and job oriented programs, consequently, decided on the basis of the provincial and community economic and social needs and demands.

The curriculum has four distinct parts; Life Skills, Work Skills, Intership and Preparation for Employment depending on the learning level of the target groups in the local areas. The College will provide both horizontal and vertical pathways. It ensures horizontal mobility and makes them employable and opens possibility of vertical mobility, even to school leavers, by transfer of credits. The courses conducted and given at the college will be approved by the Secretary for Education for lower grade levels up to diploma level, and Office of Higher Education, for programs equivalent to associate degree levels and above, within the current Legislative and Constitutional framework. There are no age limits or qualification barriers for admission into Community College.

The Prime Minister and Minister for education are supportive of this concept and are determined to see the system established with no delay. Other Ministers have also supported the concept resulting in the endorsement on of the concept on the 30th November 2007 in their NEC Special Meeting No: NG 12/2007.

The constitution gives due recognition to the importance of a sound education system to promote economic and social development. Particular emphasis is given to our economic development to be placed on small-scale artisan and service and business activities.

The DoE and TSC will undergo minor amendments to accommodate the Community College. While the OHE Act is undergoing major revision to provide for the reforms foreshadowed in the National Higher Education Plan 2007-2018.

The programs specified in the Community College concept are concurrent to the decentralization functions and responsibilities. This implies that provinces and districts shall own the system and further operate and manage the system within the decentralization powers vested on them. There will be 13 pilot community colleges established in the four regions, including the Autonomous Region of Bougainville. The construction of the four pilot community colleges will commence in 2008, as such 8 others will follow suit and be operationalized in 2009. The colleges will be established by rehabilitating existing District Vocational Training Centres and other institutions deemed necessary, however new development will only occur where there are no existing institutions available in a District. The administrative arrangement to oversee and facilitate the developments will be catered for by the DoE. The classification and grading of the colleges will be determined by the institution type and enrolment capacity. The duration of courses will be minimum of 1 hour to maximum of three months for part timers and minimum of one year to maximum of three years for full timers. Other important features of the planning and financial implications were thoroughly elaborated to the Board.

In conclusion the Board was told that this is an introduced concept from outside of the NEP however, it is consistent with the rationalization of Vocation education System and TVET policy in a bid to provide access and relevant education.

The Board re-iterated this is an alternative form of education for the rejects of the formal system. There is no selection, anyone including mothers and fathers can also enroll. The concept calls for inclusive education. It targets the silent majority. The idea of ownership of these institutions was also echoed. Different communities have their own difficulties therefore disadvantages should be considered over advantage communities.

There is a significant difference with this submission. It is an innovative project. The politically motivated concept is re-enforcing TVET concept. There really is a concern.

The Board took note of the paper and requested that DoE incorporate the comments made by the Board in Vanimo 2008 and re-submit the paper on a later date.

3.5 Update on Kerevat National High School.

The purpose of this submission was to inform the Board of the suspension of classes at Kerevat NHS and the development of work carried out to rehabilitate the school back to normalcy.

Negligence of sewerage and water problems over the years resulted that the school was unhygienic and unfit for human habitation therefore closed on 14th April 2007. The proper procedures for suspension was not followed. Nevertheless the school was suspended by the Health Authorities and the Provincial Government. The scarcity of water was due to breaking down of water pump. It was reported that the incident occurred on 30th March 2008 when there was a power black out. This caused most of the students to take one week break while the fly out students were kept as the number was small and easier to manage.

The Board was told that a new water pump has been ordered from Australia by Southern Cross and it takes about three weeks to get to PNG. In the mean time the old water pump has been fixed and the water was restored during term break. The sewerage was also pumped out by 22nd April 2007. However, the problem is to do with chlorinator and infiltrator which were identified and fixed by the end of week starting from 15-18th April 2008.

The school was re-opened after a Special Governing Council Meeting with the Health Authorities and Gazelle Restoration Authority on 28th April 2008. Conditions were set that if no major work begins at the end of May 2008, the Health Authorities will not hesitate to recommend the school

Other developments under the Rehabilitation Education Infrastructure of School (RESI) were also spelt out to the members of the Board. The RESI process has scope of work and currently is in the stage of calling tenders through the Provincial Supply and Tenders Board. The screening has taken place. Three companies have bided with the highest K3.5 million and lowest K900,000. The lowest bid has been selected to move the work fast as the sewerage and water is very critical.

Hon Paul Tiensten also earmarked extra K5 million to help with the overhaul of the school which is in his electorate. The Secretary for National Planning and Monitoring Mr Joseph Lelang has also engaged a private Consultant and Contractor regional project management to undertake repair and maintenance work for the school. The Board was further told that the action of the National Planning and Monitoring is contrary to the normal procedures and processes of awarding such minor or major works. The estimated cost of the project by Government Agency Committee is K3million where as the Regional Project Management has estimated about K6 million.

All those agencies and division affected have been consulted and their views gauged. Most of the Government Department involved are providing an invaluable service and expertise which the NDOE is unable to provide. The assessment and awarding of the contract is now being finalized.

Under RESI, each of the National High Schools will require at least K2-K3 million to rehabilitate each school. Hon P. Tiensten has also promised K5 million to supplement what has been allocated under RESI. The Board was also told that the rehabilitation program will be carried out in stages with Phase I on critical areas like water, sewerage, water, ablution blocks and dormitories.

The Board stated that Health Authorities can only make recommendation to the appropriate authorities for suspension of classes. They have no power to suspend classes. The Governing Council suspended the school for 14 days while work is being done to improve the situation. The Governing Council met after 14 days and lifted the suspension. The Principal and the staff are co-operating to ensure that students catch up. By law nobody should be in the premises.

In some institutions the Governing Councils and Principals are not taking pro-active measures to help the institutions. Lack of supervision, ignoring certain responsibilities are some of the contributing factors. The critical problems encountered by premier institutions should be diligently addressed to uphold its integrity. The other observation made were on a long period of negligence, the appointment of potential officers to those management positions.

The Board endorsed the suspension and the lifting of the suspension by the Governing Council. The members also supported the work of the Inter Government Agency Committee, the DOW and the PNG Water Board for them to continue as Government agency in developing the scope of work and screening of contractors before final approval is given by the National RESI Management Committee Chaired by the Secretary for Education.

3.6 Seeking Endorsement and Approval for Raising Maximum School Fee Maximum School Fee Limits for Holy Spirit School- Bogia.

The Board was told that the school is finding it very difficult to operate within the limits set by the National Education Board. The prices of goods are very high and the school is having problems in buying goods for the boarding students in the school.

In light of the above the school is requesting the Board to raise the maximum school fee limits to K1,200.00 for the students in Holy Spirit School. Other statistics were also explained to the Board.

The members of the Board said that school will be receiving some money before the end of this year. The money should be sufficient to keep the school until the end of this year. The cheques are ready to be distributed to the schools.

The Board also appreciated the information as it will guide the Board to determine future fee limits. The economic situation is such that parents cannot afford to pay all the fees. The school should consider establishing school canteen to generate money for the school.

The Board re-iterated that submissions to the appropriate authorities are made for a specific project. If the school is looking at a specific project then a submission should be made to the correct authorities. The Board endorsed the request made by the school to raise the fee limits to K1,200.00.

3.7 Religious Education in Upper Secondary Schools.

The purpose of this paper was two folds; (i) to inform the Secondary Board of Studies and NEB of the grave concern of the Church Agencies with regard to the status of Religious Education in the Secondary Curriculum. (ii) to propose that Religious Education be recognized as a subject in its own right in the Upper Secondary Curriculum.

It was re-iterated that Religious Education be acknowledged as an integral part of the Education System, requires more than one period a week. It needs to be given the same status as any other subject in the curriculum. Many parents wish their children to have an education that leads to integral human development. This can only be obtained when the intellectual, physical social and spiritual dimension of education are given equal consideration.

The school counselors are necessary but they are there mainly to treat the problem once it has been discovered. Religious Education strives to prevent the problem from arising. When the students are given meaningful values to live by, vital role models they can emulate and assisted to find answers to the questions that give meaning to their situation in life, there is less chance of them being caught up in or causing disturbances in the school community.

The Board stated that Personal Development Program provides avenues for agency schools. The emphasis is on physical, mental and emotional where as in Religious Education the emphasis is on spiritual aspects of a person thus giving a person meaningful values to live by. The initiative is good because if we are thinking of reshaping the thinking of our children then we must teach this. There are issues on assessment, standards, teachers and drafting of the guidelines that need to be addressed by the agency responsible.

The Board was told that the agency responsible will develop the curriculum. And this will be based on Personal Development programs. The agency wants diversity of programs. It can be done provided it is within the framework.

The Board supported that Religious Education be recognized as a core subject of equal status with other Upper Secondary School core subjects. The Religious Education be given the time allocation necessary for it to be treated as other core subjects. The BOS was also requested to submit to the NEB the summary of their decision on Religious Education.

3.8 Skills Development for Poverty Alleviation.

The Board was told that this is series of pre-symposium 18-24 meeting and workshop in a build up towards a two day International symposium on 25-26 January hosted by the Colombo Plan Staff College in Manila. 2008

The deliberations centered on identifying good practices in skills education and sharing these aimed at activating approaches to enhancing training, resourcing and clear policy directives which could lead to alleviation of poverty.

Our Regional paper recommended three key points. Social responsibility towards poverty alleviation and enhancing the programs for TVET as well as social marketing strategies to be devised to alleviate poverty.

On national scale it recognized that TVET be given the recognition it is due. The implementation of the National Qualification Framework for example signals a major policy shift in the recognition of TVET playing a leading role in the National Education System. The Board was told that it was merely re-enforcing the goals of the United Nations. This was only for noting

3.9 Withdrawal of Positions due to Agency Representative Issue.

The purpose of this paper was five folds; (i) to inform the NEB of the latest change concerning the TSC confirmation of appointments 2007/2008, and withdrawal of positions due to Appointment Officer's Signature to Part 5, where it states; "Agency Representative" on PEB Order of Preference –TSC Form 31, and (ii) to seek legal interpretation and opinion on the matter in regard to who should sign signature where it says; Agency representative" on the PEB Order of Preference, and (iii) to ask NEB advice and cause of action that PEB needs to take to rectify the situation in order to provide appropriate advice to teachers, and (iv) to further NEB intervention to rectify the issue of Agency Representative in consultation with TSC and have teachers who are affected to be confirmed on the positions applied, and (v) to seek assistance from NEB to communicate and collaborate with TSC to inform Appointing Authorities in respective provinces of any policy directives or any changes in general that would affect National Education System in ample time for effective implementation.

The Board was told that the past practices have shown that on PEB Order of Preference-TSDC Form 31 and particularly section where it says Agency Representative have been on many occasions signed by Appointment Officers and especially all government agency schools, and of course in some instances church agency schools when agency concern are not available due to unforeseen circumstances, and practice has always been accepted and positions were never withdrawn.

When we are talking about Agency Representative, we simply refer to two categories of agencies which will sign where it states Agency representative. With church agencies it is the Church Education Secretary, that is if the school is under church agency. However, if the school is government agency, then who is the agency representative to sign? TSC Act nor Appointment Guidelines or even any other documents that refers to this very issue does not clarify who is the right person to sign as the Agency Representative for government schools.

The integrity of TSC decisions on the confirmation of Appointments in the previous years is now in question, and the commission needs to come out very undoubtedly and explain to the teachers of the nation, why it has allowed signatures of Appointment Officers in those past years to be legitimate and not now ? It TSC going to withdrawal tenure appointment s and at the same time cancelled the substantive status that was awarded to teachers in those years? Some decisive decisions need to be made to resolve this very sensitive issue.

The Board was told that teachers who have applied for promotional positions and knowing that their eligibilities will be expiring at the end of 2007, will be greatly affected, together with teachers who have applied for substantive transfers. The overall teaching morale among the affected teachers will decline.

It was also echoed that other partners in the Education System are not happy with the decisions and are querying about it. The PNGTA Church Education Secretaries are not pleased with this. PEBs in some provinces have already raised concern on the matters with TSC and NEB.

PEBs are the Appointing Authorities in respective provinces. They are mandated by TSC Act to deal with teachers' appointments. The latest change by TSC has implicated appointments made by Appointing Authorities. The recent changes made by TSC have not reached respective Appointing Authorities in time and as a result appointments made by Appointing Authorities were declared null and void with positions being withdrawn.

The Board was told that all the appointment have been nullified because Appointment Officers signed the papers. In the past these officers used to have regular workshops and all of them therefore knew what to do, especially

when it is time for appointments. Why whole province? Many teachers have been punished by one person signing the papers. It is an administrative matter. The officer should be reprimanded.

The Board took note of this paper and requested that TSC explain the situation to the members of the Board.

3.10 In complete European Union Funded- Improvement of Rural Primary Education Facilities Project (IRPEF) in the Jimi District of Western Highlands Province

The purpose of this submission was four folds; (i) that the NEB to be made known of the actual jobs that were carried out under EUs IRPEF project. (ii) that difficulties encountered in implementing the project-poor road conditions, mismanagement of project funds, poor management of activities, failing to pay local contractors etc. (iii) to seek assistance from NEB to communicate with and ask EU not to wind up but instead allow the remaining balance of the fund be used to complete the incomplete projects, and (iv) to seek further assistance from NEB to find other donors to continue and complete the activities if EU decides to withdrawal the remaining balance of the money.

Jimi District was one of the three selected to benefit from the EU funded IRPEF. The other two are Rai Coast in Madang and Ambunti Drekikir in east Sepik Province.

A total of K20 million was allocated and each district received about K6 million. The project was to commence in 2003 and end in 2008. Activities were arranged in phase. Schools in the district were selected. One was withdrawn due to suspension, two are not accessible by road while nine are accessible by road. However lack of road maintenance had contributed to materials not reaching the sites.

Those who co-ordinate the projects were not transparent and honest. There was mismanagement of public money. To make it worse those involved were outsiders. The stakeholders of the funded schools are very upset over the management of the project and its funds. Due to poor road system and the issues highlighted the job done has not met the value of the money.

The Board remarked that the projects are not funded by the DoE. The right people should have been consulted and the complaints made known to them. The complaints should have come from the Provincial Administration then to the National Planning. The allegations laid by the Regional Member are very serious. The students and children are suffering and these innocent children are the victims of our mismanagement. The project is under the National Department of Education. The DoE will look into it. The EU projects will come to conclusion in November 2008.

The Board took note of this paper and requested that a letter be written to the Department of National Planning informing them about the situation.

3.11 Invalidate TSC Form 31. WHP Recommendation.

This is a reply to the Principal Education Advisor of Western Highlands Province by TSC regarding non-confirmation of appointments by Central Sorting (CS).

The TSC has not initiated a new change to the CS processes in confirming PEB's recommendation for appointments. The procedures and processes have always been complied with.

In 2007/8 round of appointments, TSC and CS have tightened up on improper procedures in making appointments by PEBs in provinces. The actions taken were the result of increase in the number of appeals in recent years from teachers alleging corrupt practices by appointment committees of the PEBs in provinces. Many cases have been noted of appointment officers changing PEB appointment decision. The legal agency representative is the agency secretary who is a member of the PEB. The Appointment Officer as an Executive Officer for the process cannot be the agency representative. The agencies are key stakeholders in the delivery of education services. The agency secretary's signatures are absolutely necessary to legitimize the agency's approval and endorsement of the appointment of teachers to their schools. Therefore the actions taken by the appointment officer was improper and illegal.

There were no irregularities in the manner with which CS conducted its business. The issue in contention was the illegal signature of the appointment officer representing the agency secretary which automatically invalidated PEB's recommended appointments because his signature was not authorised by TSC to do so.

This is an isolated case only experienced in the WHP. The Commission's record show that all other provinces were fully aware of the correct procedures and processes and had correctly conducted their appointments.

The invalidation of appointments was due to serious procedural errors made by PEB. This practice had gone unnoticed for several years. This perhaps explains why there has been a massive appeal from this province. What transpired in 2007/8, should be seen as a lesson and the province should ensure such bad practices are not repeated. The Appointment Officer should ensure the right people signed Form 31 and forward them to CS.

The Board remarked that Provincial Education Act in WHP allows for Chairman to delegate the tasks. A lot of things are happening because of regular staff turn over in the provinces. There is a need to conduct workshops and seminars to educate appointment officers to perform their duties properly. Sometimes they play nepotism by appointing their friends. Appointment Officers are not Appointing Authorities. In other provinces some education officer are being manipulated by the Provincial Administrators.

TSC has not done its work therefore it has gone unnoticed for several years. When this happens Teachers and students become victims of these unnoticed practices. Proper procedures and processes must be adhered to.

The Board approved the appointments and recommendations made by PEB WHP. The members also endorsed that workshops be organised to educate the Appointment Officers and those involved in appointment of teachers.

3.12 Your Queries of Status Quo for Bismark Teacher Formation/Training College.

The Board was told that the report on the facilities, courses, the qualifications of teaching staff and other quality assurance mechanisms at the time of investigation and reporting were not adequate to meet the standards to offer and delivery of teacher education program.

The institution was told that as a teacher education provider. There is a need to develop and construct appropriate facilities, teaching qualification, teacher education curriculum and other teacher education standards before applying to the NEB for recognition and granting of permitted status. Nazarene met some of the requirements to be recognized as a permitted development partner in teacher education.

The Board was told that there is a mass withdrawal of highlands students. The Board noted the concerns raised and reiterated that the institutions ought to comply with the standards before the Board considers its status. The members of the Board supported the content of Status Quo for Bismark Teacher Training College

3.13 Rehabilitation of Education Sector Infrastructure Program. (RESI)

The purpose of this paper was to inform the Board of the current developments in the implementation of the RESI programmes.

The main features of the facts and considerations were highlighted. The Board was further told that there have been two other revised Trust Instrument, one for the inclusion of the Teachers Colleges and the other for the transfer of responsibilities. The DoE is confident that it has ability to effectively administer and implement this project in the best way it possibly can. This is evident as it has made inroads and progress to roll this nation rehabilitation programme.

The 2006/7 budget appropriation of K230 million was initially for NHSs, Secondary Schools, Vocational Centres, Technical Colleges and Primary Schools, but later included Teachers Colleges. This was due to common concerns and knowledge of poor conditions of various institutional infrastructures throughout the country witnessed by both politicians and government officers.

Initially in 2006, the K150 million targeted all the above sectors. In 2007, K80 million was appropriated for new development and replacement of existing school infrastructure which is open to all schools except elementary schools. This sector was not in the instrument. The Board was also informed of the statistics on the appropriation break-up by sector including the management structure and capacity.

The schools are eligible for K150 million funding, and many submissions and proposals have been appraised and approved. Ongoing Working Committee appraisals and assessment are being convened.

With the recent Revised Trust Instrument now tasks the Secretary for Finance to be responsible for the management of the Trust Fund. This puts DoE in a dilemma thus stalling the momentum. Discussions with Central Agencies are being held to rectify the situation.

The Prime Minister is being requested through this submission to empower the Secretary for Education to take direct ownership of this project. Other affected Ministers and organizations are very supportive of this idea as the funding has direct implications to the Education System and thus must be administered by DoE.

The main features of other implications, procurement processes and bench for disbursement of funding were highlighted. It was re-iterated that in keeping with this bench mark the impact of the funding will be minimal. The rehabilitation of existing infrastructure will be priority. For new developments consideration will be made using additional K80million.

The Board stated that Aiyura NHS has made a submission to the DoE and appropriate stakeholders. But the response is very slow. Aiyura NHS will have to re-scope the submission before it goes to the RESI Management Committee. The money is available. It is only a matter of following the approved guidelines before the money is released. On the same token the submission for Kerevat NHS is with the Technical Committee for appraisal and assessment

The idea of prioritising schools and allocation of funds to regions were also echoed. The Board was told that certain schools have been prioritised because they are deteriorating and are in dire need. We need to know those schools so that we can quickly intervene to assist the schools. The Management Committee is also looking at equitable ways to distribute the funds.

The a/Minister for Education has made a commitment of K3 million to a school and this school is not in the list for consideration by the management Committee.

The Board further remarked that political interventions must be avoided. DoE should be responsible for the management and administration of RESI. The obstacle is the Inter-departmental arrangements. The Secretary for Education responsible for implementation of all education programmes. The Secretary for Planning and Monitoring is responsible for Development Planning and monitoring of approved development programmes. The Secretary for Finance is responsible for procurement, control and reporting of approved budgets while the Secretary for Treasury is responsible for preparation and reviewing of budgets. In many occasions this arrangement staggers the implementation processes. DoE has the capacity therefore DoE should manage the funds while the Department of Works qualifies the projects.

The quickest way apart from verification by institutional authorities is for the other Secretaries to fast track the arrangements of the transfer to DoE Secretary.

The Board acknowledged receipt of the submission and endorsed that the DoE Management Committee to ensure that the RESI programmes remains with DoE

3.14 Behaviour Management Policy.

This policy is a milestone towards effective management of behavioural issues in schools. It clarifies the statutory roles, rights and responsibilities of all stakeholders in improving discipline and raising achievements.

PNG education system has experienced an increase in anti-social behaviour which harms the education and health of our young people. It is important that these issues are addressed and that schools are supported to deal effectively with poor behaviour.

This policy will replace earlier Ministerial Policy Statement 3/2000 and Secretary Circular 52/2000, particularly on the provision of School Discipline, Education Act Section 27 of the Education Act as amended.

The proposed changes in the new policy to reflect the changing needs of schools, students and teachers in PNG in the 21st Century were thoroughly explained to the members of the Board. It was re-iterated that this policy aims to help schools to understand and exercise their legal duties in managing student behaviour. It also aims to promote and improve positive behaviour management strategies by offering clear instruction and guidance to schools. Poor behaviour is an obstacle to learning and will seriously affect student achievement.

The facts and consideration, views of other affected organizations and implications were clearly explained to the members of the Board.

The Board was told that Ministerial Policy Statement (MPS) and Secretary Circular Instruction will follow soon after the policy has been drafted.



School children entertaining NEB members in Vanimo

The Board remarked that there are teachers in the schools who are doing counselling duties. They are not skilful enough to be called counsellors. They are not being trained properly to do the jobs. The proposed policy seem to be ahead of the mechanisms in pace.

Effective dialogue is important in communication. If this is not in place there will be a break down in our communication links. We also need to respect the rights of individuals. Human rights come with responsibility. All the parties and stakeholders must be involved in counselling and mediation.

The Board endorsed that this paper be differed to the last meeting of this year. Meanwhile the Minister be requested to wait until the Board comments on the Draft Proposal.

3.15 Mobile Phone Policy.

All divisions have been made aware of the Mobile Phone Policy through various forums. A consultative meeting held in Port Moresby considered the issues surrounding the use of mobile phones in schools. A draft policy was approved by SEOC in Buka July 2008. There were no objections from the SEOC to proceeding with this initiative.

There are no financial impediments to implementing this policy. The divisions of education in the provinces will be required to hold a series of workshops to further develop this mobile phone for implementation in all schools within the province. The PEBs and school boards need to be informed through Secretary's Circular. The school boards are regulated to ensure the policy is implemented with minimum obstruction.

This policy is consistent with the authority of the DoE to make policies and rules to provide safe teaching environment in the school community. Provincial Education Advisors are encouraged to use a draft as a guide to help school develop the mobile phone policy.

The Board remarked that mobile phones should be used in acceptable ways. They should not be used during exams or tests. The mobile phones should be banned during tests and exam times. Students found using vulgar, derogatory, or obscene language should face disciplinary actions.

The Board endorsed the mobile phone policy with the above inclusions.

3.16 Outcomes Based Education (OBE).

The purpose of this paper was to inform the Board on OBE in PNG, the outcomes approach to curriculum from elementary to grade 12.

The OBE starts with the philosophy that all learners can learn at their own paces. From this starting point, OBE clearly defines knowledge, understanding, skills, attitudes and values that learners are to learn. The end product is called outcomes. If we decide what the end products of learning process must be, before learning takes place, we say that a system is outcomes based.

The major change in the curriculum is the shift to what students know and can do at the end of a learning period, rather than a focus on what the teacher intends to teach. The learning experiences leading to learning outcomes are to be determined by the teacher. The teacher uses curriculum materials, text books or electronic media and assessment guidelines to teach their children and plan activities that will assist student achieve the learning outcomes.

The purpose of the outcomes approach, the assumptions of OBE and the principles of PNG outcomes approach were also clearly explained to the Board. It was re-iterated that outcomes approach means that learning has a clearer purpose, is more interactive between teacher and students, between students and students. The OBE has a greater local context than before and is more closely monitored and acted upon by the teacher.

The roles of teachers, students and parents were also echoed. Outcomes approach is an excellent approach, as it enables teacher to concentrate, on ensuring students demonstrate what they have learnt and can do. Parents and guardians can also develop and instil appropriate knowledge and enable them to acquire useful skills.

The impediments, issues and problems encountered so far were also shared during the course of this presentation. Current funding needs to be increased to cater for examinations, monitoring and evaluation requirements. There is also a need to engage overseas specialist to support the capacity of our local staff.

The Board was told that implementation is continuing. Improvement is needed in creating aggressive awareness on OBE. We need to put in place strategies to address implementation constraints. Implementation of curriculum costs more than curriculum development. Adequate relevant curriculum resources and trained teachers are needed to successfully implement OBE.

The Board stressed that teachers must be seen as prime focal point. The issues with teachers are critical because many teachers do not accept changes.

It is a very difficult academic issue. The issues that are exposed in this proposal should have been taken on board before developing the paper on OBE. This document will not work in PNG context. Teachers need to master English to read books to enrich themselves. On the same token we need to do something about vernacular and standard of English in our schools.

Elementary teacher are not trained properly. The issues on training of elementary teachers need to be seriously looked at. Educational Functional Grants should be increased to support the teachers who are backward in terms of OBE.

Others remarked that this is the way forward. It keeps out traditional culture and traditions. The issues that need redressing are exams, inspections, salaries and incentive to attract teachers.

The Board endorsed and supported the implementation and ongoing development of OBE.

3.17 Progress on Development of Provincial Education Plans.

The Purpose of the submission was four folds: (i) to inform the Board of the progress made to date on the development of Education Plans in the country, (ii) to inform the Board of the major deficiencies at the Provincial Levels which affects the development of provincial Plans, (iii) to inform the Board of the major planning challenges and (iv) to inform the Board of the strategies DoE is undertaking to address these deficiencies.

To date 50% of the provinces have completed Provincial Executive Council (PEC) approved plans. The Board was referred to the keys and the activities which have to be done from the beginning to the end of developing the plan and each of these activities is represented by a number as the key. According to the statistical information four provinces in Southern Region have their Provincial Education Plans approved printed and launched. Regionally Southern had performed better than other Regions. It is also evident that in most regions there is a delay in provinces getting PEB and PEC endorsement and approval of their plans after the final draft.

The Board was told of the major causes of the delays. The DoE is regularly holding forums with key partners and donors to address all the leadership and management issues.

One of the major strategies which DoE is currently working on and hopes that when the suitable model is completely established it will enable DoE to address many of these issues, concerns and challenges and that is Sector Wide Approach (SWAP). It is basically another financial model that is used by many countries in the world with purpose of maximizing the productivity and outcomes of the organization.

The plans are important to make appropriate policy decisions in relation to access, quality curriculum, quality teacher training, management, finance monitoring and evaluation. Provinces without a plan are at risk of making inconclusive policy decisions which in turn will affect the leadership and management processes and procedures at provincial and school levels.

The Board commended the sponsor and requested that those staggering behind be assisted to complete their plans.

The Board also commented that some provinces do not have Provincial Development Plans. The Development Plans must be consistent with the Provincial Education Plans.

The members of the Board requested that the affected provinces be encouraged to complete their Provincial Education Plans.

3.18 The Maximum School Fee Limits for All Sectors in 2009.

The purpose of this submission was for NEB to consider and endorse the Maximum School Fee Limits for 2009.

The Board is required under Section 17.1 (i) and (ii) of the Education Act to determine School Fee Limits to be charged by national and provincial institutions. The Board has powers to set school fee limits for education institutions for provinces that do not have in force a provincial law relating to education matters.

The Board set Maximum School Fee Limits to ensure consistency in the amounts levied to parents, and the fees charged are reasonable and affordable to the parents. Once the guidelines are set by the NEB these are then used by respective PEBs to set their Provincial Fee Limits.

The results of a survey conducted by DoE showed that maximum fee levels in the last five years remained constant until 2004. The increase in 2004 was due to the application of student unit costs as the basis for setting fee limits. Due to difficult economic conditions the NEB has determined that fees for 2005 and 2006 remained unchanged.

The 2008 Maximum School Fee Limits was determined using the results of the Unit Cost Study that was conducted in 2006. The figures derived at in 2006, included curriculum materials. It was felt that these figures should be discounted.

Table: 1. Costs and Net Cost

School Levels	Unit Costs	Curriculum Costs	2008 Max Limits
Elementary	97	9	90
Lower Primary	282	95	230
Upper Primary	438	216	230
Low Secondary/Vocational/Day	1348	604	750
Low Secondary/Vocational/Boarding	1780	604	1100
Upper Secondary/Day	3212	2515	800
Upper Secondary/ Boarding	3644	2515	1300

It is therefore recommended that, based on upon rising costs, there should be a rise in the Maximum School Fee Limits consistent with the rate of inflation. It is further recommended, given that the unit cost study was conducted in 2006, it would not be reasonable to apply a 10% increase for 2009 maximum School Fees.

The Board re-iterated that most of the fees for elementary schools are being used by the administration. We should consider making elementary prep free in 2009. The Board commented that student and children in many schools do not benefit from Education Subsidies. The census forms and other documents containing students information should be properly kept to ensure that money paid to the schools by the National Government through DoE are used to its best effect. The SEOC in Buka, resolved that in 2010, the parents of elementary children will not be levied.

The Board endorsed the following as the Maximum School Fee Limits for 2009.

School Level	2008 Maximum Fee Limits	Rec 2009 Maximum Fee Limits
Elementary	90	100
Primary	230	250
Upper Primary	230	250
Low Secondary /Vocational/Day	750	825
Low Secondary /Vocational/Boarding	1100	1200
Upper Secondary/Day	800	900
Upper Secondary/Boarding	1300	1400
FODE	80	90

3.19 The National Elementary Education Policy Framework.

The purpose of this paper was to inform the Board of the changes in the elementary education sector and the development of the five Revised Elementary Education Policy Statements.

Elementary education was introduced as part of the education reform in 1993 and went into full swing in 1994. In 2006, after 15 years since the inception of elementary education, a review of the elementary education was conducted by DoE through ECBP and provided a report to DoE for deliberation and recommended further consultation and review.

The findings of the nation-wide Elementary Education consultations have revealed a number of public and political issues. Based on these issues, the DoE redeveloped policies that involve elementary education in PNG.

The five policy statements have been redeveloped that are strategically aligned with the DoE Plan (NEP) 2005-2014. The draft PNG Elementary Education Framework contains five main policy statements. These include:

1. The Elementary Education General Policy
2. The Elementary Education Curriculum Policy
3. The Elementary Education Affordability and Accessibility Policy
4. The Elementary Education Training Policy
5. The Elementary Education staffing Policy.

This suite of policies is directly linked to PNG DoE's Education Plan 2005-2015 and rests within the broader DoE Policy Framework. Each of these five policy areas contain information that discusses the policy scope, the various legislations, acts, strategic plans and other papers that underpin the policy, the policy objectives, the roles and responsibilities of various stakeholders in relation to the policy and the current term of policy.

Those views of affected government organizations and non-government have been gauged. Further views were sought from Regional Consultation Group meetings. Further awareness will be made when the policy statements are developed. The funding of the compilation of the five policy statement will be jointly borne for the ECBP and Government of PNG recurrent and development program.

The discussion that ensued was centred around salaries of elementary teachers, training and staffing. The elementary education is affecting the education system in the country. The development of these policy proposals is the way forward.

The Board accepted the recommendations made by the Teaching and Learning Wing of the NDOE.

3.20 To Construct and Conduct a Primary Teacher's College with a Special Focus for Remote Area Schools.

The purpose of this paper was three fold: (i) to construct and conduct a Primary Teacher's College, (ii) to focus this Teacher's College on staffing for remote area schools and (iii) to develop appropriate teaching methods for remote area schools.

Many teaching graduates are not suitable for staffing remote area schools. They have never lived in a village or remote area and do not have the life skills to survive isolation and scarce resources. Most of the teaching skills taught in traditional Teacher's Colleges presume teaching resources and levels of technology that are not available in remote area schools. The staff of this institution will work to develop appropriate teaching methodologies for remote area schools.

It may be possible to recruit young men and women from village background who are already married. Accommodation for such recruit will be made available at the college. The majority of the students recruited for this college be post grade 12 students who have spent at least two years in their villages and shown some commitment to living in a village community. In addition to this a sufficient number of grade 12 graduates with suitable passes (A, B or C) in core subjects is presumed to exist as possible recruits for this college. A special request will be sought for special recruitment process and post grade 12 graduates for scholarship from OHE. The process for selecting students will be different from other Primary Teacher's Colleges. The agencies are in a position to recruit appropriate staff with experience in training teachers for remote schools from several overseas countries. Support is also requested for the recruitment, work permit and visa requirement for such staff.

The Catholic Education Agencies propose to construct the institution over the years 2008-2011. It will open at the beginning of 2010 with an initial intake of 100 students in the first year. These students will graduate at the end of 2011, and begin teaching in 2012. The construction and conduct of this college will be a joint Agency initiative. The Catholic Education Agency of the Archdiocese of Port Moresby will be the lead agency in this joint venture.

The implications, other developments to date, partnership, gender issues and statistics for Catholic Agency remote schools were also highlighted. The Board was told that Provincial Education Advisors (PEAs) in the Southern Region are very supportive of the project proposal.

Some members of the Board asked as to how we are going to get them to the farm when they have been in the city. We need to keep the facilities at the basic levels.

The current conditions for teachers are not attractive. We need to support this and think of initiatives to attract teachers. This will help our children in remote area schools at the same time provide employment opportunities particularly for grade 12 graduates in the villages.

There is an imbalance in the distribution of Primary Teacher's Colleges in the country. The SEOC in Mt Hagen resolved that there should be a Teachers College in Southern Region. The Catholic Agency operates a number of Primary Teachers Colleges. The issues raised in this proposal should be addressed by the existing colleges. The philosophy is good except the location. It should be established in a remote area. Rural philosophy must be reflected. The intend students come to Bomana and live in city life and find that, when they go back there is no value.

This concept if materialise will help the remote areas schools. This concept will help Universal Basic Education (UBE) in that it will provide more teachers particularly for the schools in remote areas of the country. The issues on age gap for old teachers and physically disable teachers need to be seriously looked at.

That Board accepted the recommendations in principle and requested that all partners have their input.

3.21 State of Education.

The Formal and Missionary Education began in 1870. The first Organic Education Ordinance was put in place in 1959. The churches realised that it was expensive to run schools.

In 1990, A Declaration of Education For All (EFA) was signed in Jomptien, Thailand. By signing the agreement, the National Government, along with other nations of the world, committed itself to providing EFA. PNG is still a signatory to this agreement. After the signing of Jomptien Agreement the idea of Education Reform came into being. This Education Reform enabled many of our children to have access to education at grade 9 and grade 11. It also assisted the provinces to expand the existing provincial high school to cater for grade 11 in our secondary schools in the country.

There 2 million eligible children in PNG. Only 1.2 million of these go to school the rest of the children are in their villages. Most of them do not have access to schools. We are faced with a dilemma. The Board was informed of the challenges at all levels. The ongoing issues on school fee subsidies. How are we going to address them? The Board re-iterated TVET is the way forward.

The Board stressed that there should be a certified structured training for head teachers. We need to seriously revisit the training of our head teachers. The DoE is in the process of training our national high school principals.

There is plan for those with first degrees to do their masters program at DWU. Management programs and other relevant programs will also be offered. These programs will broaden their management skills at institutional levels.

The review of the NEP will accommodate the challenges. The training of the school administrators can be pre-service or in-service. The implementations of these will depend on who is in the field.

There many grade 12 graduates in our country. However, many of this or good percentage will not be absorbed into our country's work sector. In addition to this we must not loose sight of those adults who miss out on formal education. The members of the Board were requested to take note of the paper.

3.22 Upper Fee Limits for Primary Teacher's Colleges.

The purpose of this paper was to seek the NEB's endorsement for an increase in the Upper Limits fee currently set at K1,000.00 for all Primary Teacher's Colleges to K1,100.00 accommodating 10% price increase in 2008/2009.

All the Principals in Primary Teacher's and Governing Councils have expressed the need to increase the set upper limit fee from K1,000.00 to K1,100.00 by 10% for 2009 due to exorbitant increase in the cost of purchasing required materials for running successful and quality teacher training programs.

The parents and sponsors will have to pay additional fee as part of User Pay Policy. There will be small amounts of support from the DoE.

Table: 2. Current Upper Limit Fees

Item	Cost Per Student Per Year-Kina
Administrative Fee	210.00
Medical Fee	50.00
Practicum fee	370.00
Tuition Fee	350.00
SRC Fee	20.00
Agency Fee	100.00
Total	1,100.00

Table: 3. Proposed Governing Council Upper Limit Fees

Item	Cost Per Student Per Year-Kina
Administrative Fee	210.00
Medical Fee	50.00
Practicum fee	350.00
Tuition Fee	350.00
SRC Fee	20.00
Agency Fee	100.00
Total	1,100.00

The PNGEI current Tuition Fee of K1,200.00 and Board and Lodging per week of K75.00 will be applied until a review is done later this year. The overall expenditure of PNGEI is K5.3 million each year.

Primary Teacher' Colleges are in the process of preparing their 2009 budget therefore the NEB decision on the Upper Limit of the Governing Council Fee of K1,100.00 is very vital for their budget planning process.

The NEB Circular 3/92 had indicated that changes in the fees in the future would correspond to the changes in the Natschol benefits. No change is proposed for self-sponsored student's fee. This will remain in line with the Scholarship determination by the OHE.

The Board was very supportive of this paper as it is consistent with the current financial climate.

That Board endorsed the Upper Limit Fee of K1,100.00 to be charged for Primary Teacher's College students as the Governing Council Fees.

Type of Fees	Maximum Fees -Kina
HECAS Sponsored Students	1,100.00
Self-Sponsored day Students	1,125.00

Self-Sponsored and Cooperate Sponsored Boarding Students	2,225.00
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The Board also approved the following PNGEI Minimum Fee Limit for 2009 while the review is taken in 2009.

Item	Cost Per Student Per Year-Kina
Board and Lodging fee (16 weeks) at K75.00 per week	1,200.00
Medical Fee	50.00
Practicum fee	350.00
Tuition Fee	1,200.00
SRC Fee	20.00
Total	2,820.00

3.23 Maximum Course Fee for Technical and Business Colleges for 2009.

The purpose of this paper was for NEB to approve and endorse the Maximum Course Fees for Technical and Business College for 2009 academic year.

The course fees have not been increased since 2005, despite the increase in student enrolment and cost of living. The student enrolment has been increased by 21% in 2008 compared to 2007 academic year.

In the Principals and Vocational Managers Consultative Forum this year, the Principals and Chairmen of the Governing Councils have raised their concern to increase course fees due to rapid increase in the cost of living in the country. The increase is part of the recovery cost to Technical and Business Colleges.

Many parents in the country have raised concerns that the current course fees are too dear and average wage earner cannot afford. The increase is an additional burden to the parents and stakeholders.

The Board commented that 5% increase of the current fees for all courses to compensate CPI increase adjustment. The current course fee is K4,600.00 and proposed fees is K4,800.00.

That Board endorsed the following Tuition and Messing Fees which is a 5% increase and will come into effect as of January 2009 for all the courses offered by the Technical and Business Colleges.

	Course	Duration Weeks	Tuition Fees-Kina	Messing Fees-Kina	Total- Kina.
	Diploma/Technician	22 Semester	1,525.00	765.00	2,290.00
	Diploma/Technician Year 1	44 One Year	2,940.00	1,890.00	4,830.00
	Diploma/Technician Year 2	44 One Year	2,940.00	1,890.00	4,830.00
	TTC & Self-Sponsored Year 1	44 one Year	2 940.00	1,890.00	4,830.00
	TTC & Self-Sponsored Year 2	44 one Year	2 940.00	1,890.00	4,830.00
	PETT & Self-Sponsored	44 one Year	2 940.00	1,890.00	4,830.00
	Foundation Studies	10 Weeks	810.00	420.00	1,230.00
	Apprenticeship/Extension	8 Weeks	765.00	335.00	1,100.00
	National Certificates	Varies	Varies	50.00 PW	Varies
	Part-Time/Special	Varies	Varies	50.00PW	Varies

(ii) The OHE be advised to pay full course fees for HECAS sponsored students.

(iii) The administration fees will be increased from K250.00 to K300.00 for the academic year. The payment of the administration fees is a responsibility of the students during the enrolment. No refund for administration fees.

(iv) The Course fees increase should be applicable for extension courses sponsored by NATTB.

4. CONCLUSION.

In spite of the financial turbulences in 2008, the Board has continued to execute its functions and responsibilities.

On behalf of the members of the Board, I wish to take this opportunity to thank the staff of the DoE, Director General of OHE, National Libraries and Archives, TSC, teachers and children of PNG on another year of achievement.