

SENIOR EDUCATION OFFICERS CONFERENCE

ALOTAU

8th – 12th August, 2005



**PROSPERITY
THROUGH
SELF-RELIANCE**

‘From Rhetoric to Reality’

PREPARED BY THE POLICY, RESEARCH & COMMUNICATION DIVISION
DEPARTMENT OF EDUCATION
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PHOTOGRAPHS:

Cover - Hagita Secondary School students welcome the participants with traditional dance

Inner cover -

Top: DOE Secretary's Staff participants

Bottom: Provincial Education Advisors participants

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ABBREVIATIONS

ADB	Asian Development Bank	MPR	Master Position Register
AS	Assistant Secretary	MPS	Ministerial Policy Statement
ASF	Australian Support Facility (AusAID)	NBC	National Broadcasting Corporation
AusAID	Australian Agency for International Development	NCD(C)	National Capital District (Commission)
BEICMP	Basic Education Infrastructure & Curriculum Materials Project (AusAID)	NDOE	National Department of Education (DOE)
CBT	Competency Based Training & Assessment	NEB	National Education Board
CDD	Curriculum Development Division	NEC	National Executive Council
CECC	Council of Education Chairmen's Conference. Formerly CEMC	NEP	National Education Plan
CEMC	Council of the Education Minister's Conference. Renamed CECC	NGO	Non-Government Organisation
CODE	College of Distance Education	NHS	National High School
CRIP	Curriculum Reform Implementation Project (AusAID)	NIP	New Ireland Province
DEP(I)	Diploma of Primary Education (Inservice) (PNGEI)	ODA	Official Development Assistance (JICA)
DNPRD	Department of National Planning & Rural Development (formerly NPO & DNPM)	O&M	Organisation & Methods section, GAP
DOE	(National) Department of Education	OHE	Office of Higher Education
DOVET	Diploma in Vocational Education & Training	OHERST	Office of Higher Education Research & Technology (formerly OHE)
DPM	Department of Personnel Management	OLA	Office of Libraries & Archives (NLA)
EDF	Education Development Fund (EU)	OLPGLLG	Organic Law on Provincial Governments & Local-level Governments
EFA	Education For All	P&A	Policy & Administration Wing
EHP	Eastern Highlands Province	P&C	Parents' & Citizens' Association
ENB(P)	East New Britain (Province)	PAO	Provincial Administrative Officer
EOSDP	Employment Oriented Skills Development Project (ADB /AusAID)	PASTEP	Primary & Secondary Teacher Education Project (AusAID)
EP	Elementary Prep (Preparatory) grade	PDOE	Provincial Divisions of Education
ESP	East Sepik Province	PEA	Provincial Education Adviser
ETESP	Elementary Teacher Education Support Project (AusAID)	PEB	Provincial Education Board
EU	European Union	PEC	Provincial Executive Council
F&A	Finance & Administration Wing	PEP	Provincial Education Plan
F&B	Finance & Budget Division	PFM	Planning, Facilitating & Monitoring
FAS	First Assistant Secretary	PIC	Provincial Inservice Committee
FMU	Facilitating & Monitoring Unit	PNG	Papua New Guinea
GAP	General Administration & Personnel	PNGBC	PNG Banking Corporation
GDP	Gross Domestic Product	PNGDF	PNG Defence Force
GES	General Education Services	PNGEI	PNG Education Institute (formerly PMIC)
GoPNG	Government of Papua New Guinea	PNGTA	Papua New Guinea Teachers' Association
HOD	Head of Department	PPRC	Policy, Planning, Research & Communication Wing
HRDPH	Human Resource Dev. Project 2 (EU)	PRC	Policy, Research & Communication
IDCE	Institute of Distance & Continuing Education (UPNG)	QIPE	Quality Initiatives in PNG Education (AusAID)
IGD	Inspections & Guidance Division	REU	Research & Evaluation Unit, PRC
IMG	Implementation & Monitoring Group	RMPA	Regional Management & Planning Advisers
JDPBPC	Joint District Planning & Budgeting Priorities Committee	SAS	School Administrative Services, GES
JICA	Japan International Cooperation Agency	SCMC	Salaries & Conditions Monitoring Committee
K	Kina	SDO	Staff Development Officer
KBO	Key Board Operator	SDU	Staff Development Unit
LAMP	Literacy & Awareness Materials Production	SEOC	Senior Education Officers' Conference
LLG	Local-Level Government	SHP	Southern Highlands Province
MBE	Member of the British Empire	SSM	Secretary's Staff Meeting (all DOE ASs, & above, TSC Chairman & Commissioners, Director Generals OLA & OHERST)
MBP	Milne Bay Province	TE&SD	(TESD) Teacher Education & Staff Development Division
MOA	Memorandum of Agreement	TPA	Tourist Promotion Authority
MP	Member of Parliament	TMT	Top Management Team (DOE Secretary, D/Ss, FASs)
MPA	Member of Provincial Assembly	TSC	Teaching Service Commission
		TVET(D)	Technical & Vocational Education & Training (Division)
		UNESCO	United Nations Educational, Scientific &

	Cultural Organisation
UOG	University of Goroka
UPNG	University of Papua New Guinea
VTC	Vocational Training Centre
WHP	Western Highlands Province
WNB(P)	West New Britain (Province)

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ACKNOWLEDGEMENTS

The Senior Education Officers (SEO) take this opportunity to thank the following:

AusAID through the Education Capacity Building Program for assistance in funding the conference.

They also thank the Milne Bay Provincial Events Council in conjunction with the provincial education office for organising the venue and other logistical arrangements for the conference to be held. Likewise, the team of organisers including session facilitators, minute takers, the logistic staff and media crew from National Department of Education must be commended for their dedication and leadership in ensuring that the conference ended on a high note that was held at the Masurina Lodge in Milne Bay Province.

Other donors continue to support us in our endeavour to develop the national education system and the training support that is needed by children in our schools. These are AusAID, JICA, European Union, ADB and World Bank.

The national institutions: All Schools in Huhu LLG: Rabe Primary School, Rabe Elementary School, Maiwara Primary and Elementary School, Naura Primary and Elementary School, Ho'oalai Primary and Elementary School, Gibara Primary and Elementary School, Hagita Primary and Elementary School, Lelehoa Primary and Elementary School, Wagawaga Primary and Elementary School. Wesley High School, Salamo Primary School, Alotau Primary School, East Cape Primary School, Taupota Primary School, Bou Elementary School, Kaiheya Elementary School,, Nuakata Primary School, Jewels for Jesus – Children's Ministry, Alotau, Cameroon Secondary School, Hagita Secondary School

Other interest groups such as the RTA and the general public and observers.

All these groups contributed greatly to the conference taking place and providing the opportunity for provincial, national and delegates to come together to contribute in particular to the discussions leading up to the finalisation of the National Education Plan 2005 –2014.

EXECUTIVE SUMMARY

The 15th Conference of the Senior Education Officers was held at the Masurina Lodge in Alotau, Milne Bay Province from the 8th to the 11th of August 2005.

The theme for the four day conference was *'From rhetoric to reality'*. The conference focused on the importance of assisting each province to develop its provincial education plan.

The discussions at the conference focused on how the provinces will put into practice the strategies and activities of the National Education Plan 2005 – 2014. The seven key issues that will need to be dealt with over the next three years by the Department of Education and provincial, district and local level governments included:

1. The rapid growth of post primary education
2. Allocation of teaching positions to provinces
3. Retention of children in school
4. Implementing the new curriculum and monitoring schools
5. Teacher education and training
6. Infrastructure development, provision and maintenance
7. Current system of subsidy and funding

The seven issues affect the delivery and quality of basic education and the achievement of universal primary education.

Provinces were challenged to work closely with the Department of Education to plan how they were going to address the four major priority areas of access, quality curriculum and monitoring, quality teacher education and training, and management and administration in the NEP 2005-2014.

HIV/AIDS is an important priority that the Department of Education must address as a matter of urgency. A draft of the HIV/AIDS Policy for the National Education System was presented at the conference for the senior officers' and provinces' input. It was completed and launched together with celebrations marking the World Health Day in December 1, 2005.

Each province has its own priorities because of its different situations and needs. However, there are some issues that the provinces need to work closely with the Department of Education to address.

Donor support for education and training continue to be essential. This was highlighted at the conference by representatives from donors, which included AusAID, EU, UNICEF, JICA, NZAID and World Bank. Donor support has been significant in the progress made in reforming and developing the education system during the period of the National Education Plan 1995-2004. Donor support is important for the implementation of some of the core functions of the Department of Education as well as the implementation of the NEP 2005-2014.

INTRODUCTION



It is my pleasure to present this report on the 15th Conference of the Senior Education Officers which was held in Alotau, Milne Bay Province from the 8th to the 11th of August 2005.

The theme for the four day conference was '*From rhetoric to reality*'. The conference in Alotau was to help the provincial education offices to develop their provincial education plans.

It was unfortunate that the conference was only for the senior education officers due to funding constraints. It is expected that the conference for provincial education chairmen should be held biannually.

The discussions at the conference focused on how the provinces will put into practice the strategies and activities of the National Education Plan 2005 – 2014. The vision for education in Papua New Guinea during the period of the Plan is the Integral Human Development of our young people so that they become literate, skilled, healthy and self-reliant citizens who can contribute to the peace and prosperity of the nation.

I challenge the provincial education divisions to work closely with the Department of Education to plan how they are going to address the major issues affecting education with the resources they have available in their provinces.

Each province has its own priorities because of its different situations and needs. However, there are some issues that the provinces need to work closely with the Department of Education to address.

I look forward to the completion and implementation of the provincial education plans.

HONOURABLE MICHAEL LAIMO CBE, MP
Minister for Education

KEYNOTE ADDRESSES



Development – A Collective Effort

Mr. Joshua Kalinoe CBE
Chief Secretary, Department of Prime Minister & NEC

The Keynote Address at the opening of SEOC, 8 August 2004, Masurina Lodge

Introduction

Firstly, let me thank the Acting Secretary for inviting me to give the keynote address at the Senior Education Officers Conference. Secondly, I thank the national and provincial organising committees for their efforts in preparing for this conference.

I also would like to commend the people of Milne Bay and the school children for their warm and colourful welcome since we arrived in this beautiful town and province.

The consultations between the national and provincial officers are important because they enable common agreements and understanding to be reached on education policies and implementing the education reform. This is necessary to set priorities and guide future directions for developing education in Papua New Guinea.

We are here this week to help our provinces to put into practice the priorities and strategies of the National Education Plan 2005 – 2014 in order to achieve a better future for our children in Papua New Guinea.

The National Education Plan sets our vision for education in Papua New Guinea, at least for the next 10 years. The vision calls for the Integral Human Development of our young people so that they become literate, skilled, healthy and self-reliant citizens who can contribute meaningfully to the peace and prosperity of the nation. The objectives of this vision can only be achieved, if we work together and help our provinces to not only integrate the national Plan into their provincial plans to suit their respective local needs but to effectively implement it as well.

Fellow public servants, I can not further stress the importance of your roles as ancillary staff, teachers, planners and policy makers in the education sector. Education is a pre-requisite to life. Whether we live in tribal or modern communities, we learn either through formal or informal means to look after ourselves as well as to interact with individuals and groups in our communities. A well educated community in the modern context is essential not only to prepare individuals for intellectual excellence but also to allow us to develop the correct mindset on issues both within and outside the community, including respect for each other's rights and properties.

Medium Term Development Strategy (MTDS) and its Relationship to the National Education Plan 2005 – 2014

The National Education Plan is not something that the Secretary for Education and his policy makers plucked from the air or developed in isolation. It is a response to the Somare Government's national agenda of real and meaningful development as reflected in the broad policy of an Export Driven Economic Recovery approach. Human Resource Development to empower our people to look after themselves with the view to reducing poverty is the third main pillar of this policy framework.

The mechanism that drives this broad policy framework is the Medium Term Development Strategy, (MTDS) 2005-2010. The MTDS is a statement of intent. It provides broad objectives and guidelines for each sector, including education. Therefore, the National Education Plan 2005 – 2014 is a by-product of the MTDS and requires a whole- of-government approach for implementation.

The focus of the MTDS for the education sector is to support basic education. This means that resources will have to be prioritised so that all children have the opportunity to complete relevant basic education. However, this should not come at the expense of curriculum reforms, teacher training, infrastructure and rural education facilities as well as ensuring adequate remuneration for the service providers such as teachers.

I note that you will be discussing the prioritising of service delivery in the three levels of education and remuneration of teachers. These are important issues and they form the fabric of structural reforms in the education subsector. Teachers and others involved in the implementation of education policies and programmes are not ordinary public servants and they can not be classified together with the paper pushers in bureaucratic structures. I consider them as service providers and as such they should be treated separately just like the doctors, nurses, field police personnel, correctional officers and certain categories of accountants and lawyers. This group of public servants should be separately remunerated and looked after properly because they are the implementers or service providers. Without them outcomes would not be achieved to the desired levels.

Equally important is the need to address the relatively high cost of providing education and training in the technical and tertiary sectors compared with basic education.

This does not mean to say that technical and tertiary education should be given less attention than basic education. In fact all levels of education are important. The challenge is to prioritise the limited resources we have to provide the best mix of support to all the levels of education. A whole-of-government approach, including having implementation plans at the provincial level is required.

Provincial Education Plans

The main focus of this conference is to help our provinces to come up with their education plans, based on the National Plan.

Provincial divisions of education are required to prepare, budget for and implement the provincial education plans. This includes planning for and approving new schools of all levels. It also includes providing appropriate financial support for establishing new schools and the upgrading and maintenance of existing primary schools, vocational centres, high schools and secondary schools.

Provincial Administrative and budgetary responsibilities include appointing, deploying and paying teachers their salaries, leave fares and other entitlements. They also include paying schools the provincial component of education subsidy and providing literacy and awareness grants to NGO's for running workshops and producing literacy materials.

I note in your program that the issue of equal distribution of teachers through effective deployment will be discussed. This is commendable, as it will have a major effect on the delivery of education. Service delivery is currently central to the public service reform agenda and your focus on this issue is timely.

Need for Effective Delivery of Government Services

The issue of poor delivery of services by the public service is not peculiar to Papua New Guinea but is common to nearly all countries of the world, particularly amongst the developing countries.

Weak administrative capacity often lends itself to poor service delivery. This is usually the case with newly emerging states, especially those small in size and those recovering from varying degrees and types of conflict.

My definition of administrative capacity goes beyond just having the right mix of resource; it includes the type of leadership as well as strong political commitment to make structural changes.

In 2001, the Government of Papua New Guinea launched the Public Sector Reform Program. As part of this program, the Government has analysed problems with service delivery. This involved looking at the problems which were internal to service delivery agencies and also impediments to service delivery which were external to these agencies and over which they had little control.

One of the key lessons learnt by the reform problem over the first 18 months was that it had underestimated the extent to which the operations of the public service have been undermined and run down. A number of the reviews undertaken by the Public Sector Reform Management Unit (PSRMU) have commented on the dramatic deterioration in the core operations of the public service as the result of an ad hoc process of downsizing the public service resulting in the lack of capacity at operational level, including inadequate training and development of public servants.

Leaders or managers at different levels of the public service must have the right qualities to drive any reform agenda. They must firstly understand the principles of management, which includes inter-personal skills, proactive and visionary judgement,

networking and coordination skills as well as the ability to provide exemplary leadership.

The roadmap to implementation is one thing, but getting the right balance to having quality leadership to manage the change process is another. The latter is the biggest challenge facing the public service today. To put it bluntly, the public service does not have the managerial and leadership capacity at all levels of the bureaucracy. Here I am including supervisors as well.

The reforms we are pursuing now will not work if we do not have the correct mindset at senior and middle management levels. Therefore, developing managerial and technical capacity to ensure that we have change agents positioned at strategic management structures in the public service should be the priority attention.

There have not been any serious attempts since the mid eighties to have management-training programmes. Management work demands certain skills in planning, organising, leading and controlling.

If public service managers are to be efficient they have to be exposed to these basic principles at the different stages of their career in a planned process. It should form part of their career path to the top of their respective responsibilities.

Whilst the drivers of the policy and implementation process requires certain skills, the key players in public sector reform are the political leaders. Politicians, especially those at the executive government must have a keen interest and be committed to making reforms that brings the desired results. Without political support, especially from those directly involved in the reform agenda, the current efforts by bureaucrats and other stakeholders to bring about tangible structural reforms to address the issue of effective service delivery through the proposed medium term right-sizing strategy will simply not work.

Effectiveness of Right-Sizing the Public Service

Work on the public service rightsizing strategy has commenced at the national level and will also affect the provinces. It is hoped that through this exercise we will be able to rationalise functions and resources as well as identify and correct duplication and excesses.

In the education sector, in general, relevant and appropriate laws and policies are in place. However, policy implementation and service delivery at provincial, district and local-levels is often ineffective and, so far, is getting worse.

The most significant obstacles relate to the capacity of provincial and local-level Governments to carry out their responsibilities to deliver basic education services. The problems are due to the funding and operation of the decentralized system of government under the present Organic Law and Provincial Government and Local Level Governments.

Many of the current problems with policy implementation and professional capacity at provincial, district and school levels, can be attributed to the lack of structural

linkages between the Secretary of Education and the Provincial Education Adviser (PEA) and his staff.

Prior to the current Organic Law on Provincial Governments and Local Level Governments, PEA's were appointed by the Secretary for Education and were responsible to him within the Department of Education's approved structure. Under the current legislation, the PEA's are part of the provincial administration structure approved by the Department of Personnel Management (DPM). They are appointed by the Provincial Administrators and are directly answerable to them.

The Secretary for Education still requires each PEA to oversee implementation of national policies, to plan and develop provincial education services in line with a national plan, and to deploy teachers consistent with national budgetary targets. However, the Secretary does not have direct control over decisions made at the provincial level.

The situation is made even worse by frequent changes of personnel in provincial and district offices, and the appointment of unsuitable, unqualified and inexperienced officers for other than professional reasons, particularly in PEA and District Education Administrator (DEA) positions.

Records show that in the past ten years there has been a changeover of more than half (50%) of the PEA's, and a number of provinces have been subject to continual changes in the position. This instability makes continuity of planning and policy implementation at provincial, district and school level impossible, and also prevents successful capacity building to help provincial and district staff improve their performance.

This trend is not good for an important sector like education. Education is an issue of national significance and therefore deserve to be accorded a whole-of-government approach. I urge the PEAs to work closely with the Department to ensure that the desired outcomes are achieved, including the provision of education infrastructure like housing needs of inspectors.

The Need for Provincial Support in Implementing Inspectors Housing Project

Inspectors' work is very important for maintaining quality and standards in education. They advise and support schools and teachers to implement the curriculum, as well as provide inspection reports.

Inspectors often have to perform their duties under difficult circumstances. They may have no secure place to live or no office to work from and have to cope with lack of transport and law and order problems. The Government, through the District Services Improvement Programme, has made a commitment of K10 million to build 81 new houses for inspectors in 81 districts and renovate 8 existing houses in 8 other districts around Papua New Guinea. In addition to this, inspectors will be provided vehicles, dinghies and outboard motors to use to do their work efficiently in the 89 districts.

The challenge for the PEA's is to educate the people in the districts and landowners about the importance of inspectors work and the need for them to have proper

accommodation to live in and do their work. This is necessary for the project to start without any delays or arguments about land as experienced in past projects where land is involved.

Schools Participation in the 30th Independence Anniversary Celebrations.

While I have this opportunity, let me briefly comment on our 30th Independence celebrations as most of you may be involved in the activities. Obviously this year's celebrations will be bigger and better with the theme, "Put PNG First", "PNG Atoa Guna", "Putim PNG I go Pas".

The celebrations will involve people of all ages, regardless of status and in every corner of PNG. The Government had approved K25, 000 to each province to plan and organize activities to celebrate the occasion. Provinces have been asked to submit their plans, proposals and programs to the PNG Events Council Secretariat quickly with a proposed budget that will enable the Provincial program to take place.

This is an event that must be shared with as many people in villages, districts and remote areas as possible. Schools, churches, health centres, aid posts, district headquarters and villages must be part of the activities on Friday, September 16, 2005 and attend to celebrate as One People, One Nation and One Country.

I encourage schools to take part in the various competitions organized by the PNG Events Council Task Force and coordinated by the Office of the Library and Archives and the Ministry of Education as a lead up to the celebrations in September. These include the National Radio Quiz and the Essay and Poetry competitions. Schools can also participate in other activities as planned by the Provincial Organising Committees.

Conclusion

To conclude, I once again thank the Department for inviting me to be part of this conference. I hope that at the end of this week we will have assisted our provinces to develop their own plans.

In the meantime, I would like to remind provinces to bear in mind that their provincial plans must realistically reflect their province's needs and how they can be achieved with the limited resources they have available. Education is of national significance and we must work together with a whole-of-government approach to meet the challenges ahead of us. On my part as head of the PNG bureaucracy and chairman of the Central Agencies Coordination Committee, I stand ready to assist the Secretary and rest of you in implementing the National Education Plan, 2005-2014.

I wish you all a successful week of discussions.

From Rhetoric to Reality

Honourable Michael Laimo CBE, MP
Minister for Education

Opening Speech at the SEOC, Monday 8 August 2005, Masurina Lodge

Acknowledgements

I would like to begin by thanking and acknowledging the contribution from different groups and people from the province and the Department of Education for making this conference a reality.

Firstly, I thank the Acting Secretary for Education, Dr Joseph Pagelio, for giving me the opportunity to speak at the conference.

I also thank the national and provincial organising committees for a job well done in organising the conference.

Governor, school children and people of Milne Bay, thank you very much for the warm and colourful welcome you gave us on our arrival and this morning.

Introduction

It is indeed a great pleasure for me to be here today to address the Senior Education Officers Conference this year. The conference theme is “From Rhetoric to Reality”. That means putting words into practice.

The National Education Plan for 2005 to 2014 is a result of nationwide consultations with all stakeholders in education sector. It was approved by the Government in December last year and launched by Governor General, Sir Paulias Matane in March this year.

You endorsed the draft Plan at your conference last year. This year you need to find ways for all provinces to complete and implement their provincial education plans.

Remember, the key to implementation is the quality of teaching and learning in schools.

Partnership and Self Reliance

Our National Education Plan for 2005 to 2014 is the way forward to a better future through education for our children and Papua New Guinea.

This Plan was developed on the principles that it must be affordable, sustainable, achievable and equitable.

It will only be affordable and achievable if all our people and institutions learn to make full use of their resources to make an honest living, instead of waiting for government handouts. This is why I have directed that the theme ‘Prosperity through

Self reliance' must continue to be the overall theme for education for at least the next ten years.

In order to be affordable the Plan contains strategies to contain costs, especially by encouraging self reliance, improving the efficiency of teacher deployment, and sustaining the spirit of partnership with stakeholders.

To be sustainable the Plan is based on strong partnerships between all stakeholders. It requires contribution, discipline and commitment from everyone, including Members of Parliament, community members, parents, business community and church agencies.

The commitment and contribution of Provincial and Local Level Governments is essential. Changes and improvements are required to improve planning and management capacity at all levels of administration, including the Department of Education, Provincial Education Divisions, and District Education Administrations.

The progress that we have made in the past ten years has been the result of all stakeholders working together.

Support from our various donor partners has played an important part. We have some of them here with us. We thank you and your governments for your generous support. We will continue to need your support over the next ten years to achieve the outcomes of this Plan.

Provinces must set up properly constituted Provincial Education Boards (PEBs)

Effective Provincial Education Boards are critical for implementing the Plan because they oversee the development and operations of schools in each province.

This includes the approval of new schools, student selections, student discipline, teacher appointments and school fee limits. They are also responsible for implementing their provincial education plans.

PEBs must be properly appointed and sworn in and operate according to Law.

Inspectors are important consultation and communication links with our partners because they represent the Department on provincial education boards and school boards.

Good Governance

We must improve the delivery of service to our children, schools and teachers.

This requires managers at both national and provincial level to have vision, discipline and integrity. You must provide leadership to make effective use of the limited resources available.

The need to deal with teacher absenteeism and resumption exercise

Provincial Education Advisors, you have the vision and power to move education forward in your respective provinces.

I challenge you to show leadership and address the problems in your institutions that affect the quality of the children's learning.

I am talking about problems such as deteriorating infrastructure, school management, discipline problems, teacher absenteeism, late appointments and leave fares.

Need for proper accountability of school subsidies

The National Government has again allocated funding for school subsidies in 2005. The total appropriated is K41 million. Of this K14 million has been allocated for the Quality Control Program and K27 million for School Infrastructure Maintenance Grants (SIMG) to schools.

The Quality Control Program caters for inspectors' advisory visits to schools, curriculum development, examinations and certification and scholarships for the disadvantaged and disabled students

The Department distributed a total of K13, 758,296 in cheques to schools for the first payment of SIMG.

The remainder of the appropriation has now been released to the Department and cheques are currently being prepared. This is Government money and must be managed strictly in accordance with the Public Finance (Management) Act 1995.

It must be used for the purpose it is allocated for and schools must acquit the first payment in order to get the second payment.

Conclusion

In concluding, I once again thank the Acting Secretary for the opportunity to address the conference, especially the PEAs. We do not get to meet very often like this. Consultations like these are very important because they enable common agreements and understanding to be reached on education policies and implementing the education reform. This is needed to set priorities and guide future directions for developing education in Papua New Guinea.

I wish you a successful week of positive and productive discussions. You must look for practical ways to implement the Plan in the provinces.

Thank you

“From Rhetoric to Reality” – What is the reality for Milne Bay and Papua New Guinea?

Mr. Wilfred Leleca
Deputy Administrator- Corporate Affairs
Department of Milne Bay

Opening of SEOC, Monday 8th August 2005 at Masurina Lodge

Firstly, on behalf of the Provincial Administrator, Mr. Henry Bailasi, I wish to extend a very warm welcome to our visitors - the Minister, Chief Secretary, Secretary for Education, the former Secretary, and senior officers from Port Moresby.

In this regard, may I apologise on behalf of Mr. Bailasi. He left this morning for Port Moresby on official business and is unable to be present with us this morning. He has asked me to convey his sincere apologies to you and stand in for him.

The theme of this conference is *From Rhetoric to Reality*, chosen to underscore the Department of Education’s 2005 annual theme of *Prosperity Through Self-Reliance*.

As participants of this important conference, we should all ask ourselves many questions. Questions like, what is the reality regarding education for Milne Bay and for Papua New Guinea?

As leaders, senior bureaucrats, planners and implementers, I am sure all of us are aware of the many varied, complex and pressing development issues facing Papua New Guinea. And it is important to remind ourselves of these issues from time to time.

For example, according to the recent Human Development Report, Papua New Guinea is one of the least developed countries in the region and in the world in terms of human development.

In other words, our life expectancy, domestic factor income, gross enrolment ratio and adult literacy are rated very low compared to most developing countries, many of which have smaller populations and don’t have the resources like we have in Papua New Guinea.

I am sure some of you attended the three-day national conference held in Port Moresby from July 13-15. The theme of the conference was *Sustainable Curriculum Development - the PNG Curriculum Reform Experience*.

Mr. Steven Winduo, writing in his regular column in the *Post-Courier* on Friday, July 22, highlighted some of the problems Papua New Guinea is facing with respect to curriculum development in particular, and education generally. They include the following -

- many people think the curriculum reforms are working effectively, but many people also believe that the curriculum reforms are not working at all in many aspects;
- some changes in teacher-education are necessary to effectively implement the curriculum reforms and make it work;
- most community school teachers don't speak English well enough to be able to teach the language effectively; and.
- many teachers don't really understand what they are teaching.

Mr. Winduo said at the receiving end of the reformed education system is the university level of education. He said (and I quote):

Many of the students coming through the reformed education system to the University of Papua New Guinea have so much difficulty in their written expression, especially with essay writing.

Many students have great difficulties writing essays, and their written expressions are so poor that I wonder how they were taught in schools before entering the university. Some of these students should never be at the university in the first place.

Students write without using resources from the library; arguments made in essays are poorly researched, structured and presented (and) most students don't read the recommended readings and texts.

Students ignore the importance of reading to help them to write persuasively and effectively. And they come up with all kinds of excuses for lack of reading materials (end of quote).

If what Mr. Winduo is saying is true, it is an indictment on all of us, especially those of us who are senior officers of the Department of Education and Divisions of Education in all the provinces and the National Capital District.

The 2005 National Book Week ended last Friday. According to the 2000 National Census, more than 56 per cent of Papua New Guinea's population of 5.2 million people are illiterate. In other words, more than 2.6 million men, women and school-age children don't know how to read and write.

The question is, what is the Department of Education doing to eradicate illiteracy and promote and increase literacy? It is obvious that literacy is a big problem for Papua New Guinea. And we have a big task with respect to curriculum reforms in the country.

In this regard, what is the reality of education in Milne Bay?

I am sad to say it, but the reality is far removed from the rhetoric. I am inclined to agree with most of what Mr. Winduo is saying.

Menapi Primary School is a typical school in Milne Bay province. It is an Anglican Agency Level 4 school. There are more than 250 students attending grades 3-8 classes. What lessons can we learn from Menapi Primary School?

1. As a Level 4 school, Menapi should have 6 teachers, but they have only four teachers. They had only four teachers last year and in preceding years. At the start of the 2005 academic year, Milne Bay needed 150 extra teachers to fill existing vacancies. While some of the vacancies have been filled, many of our schools are still waiting to have the vacancies filled.
2. Most of the students of Menapi Primary School, especially in the higher grades, have great difficulties in oral and written English. The same applies to most, if not all of our rural schools. Last year, about 30 students graduated after completing their grade 8 education at Menapi. At the presentation of awards and prizes, three students scooped up all the academic awards, except two, for citizenship and agriculture. Two of the students who excelled in their academic studies attended school in Lae and only did grades 7 and 8 after their parents returned home while the third student similarly returned home from Alotau. It can be assumed - from these three students - that education standards in urban schools are higher than in rural areas. It can also be assumed that students from rural schools are disadvantaged and can't compete with their city and urban colleagues.
3. There is no aid post for Menapi Primary School. The nearest aid post is more than six hours walk away at the LLG headquarters.
4. The students and teachers don't have piped water and fetch water from a nearby creek.
5. There is no electricity.
6. The students don't have a proper, fully stocked library.
7. They need permanent buildings for classrooms, teachers' houses, a library, administration block etc.
8. The Board of Management does not have a constitution. As a result, there is no clear demarcation with regards to duties, functions and responsibilities of teachers and Board members.
9. Discipline has been a problem.
10. There have been cases of mal-administration and misuse of school finances in the past and education authorities at the district headquarters and in Alotau haven't done anything about it.

After 30 years of independence, nothing much seems to have changed with respect to education and health services as far as Menapi Primary School is concerned. And this is a typical school in Milne Bay province. I'm sure Menapi typifies most community and primary schools in rural Papua New Guinea.

The Milne Bay Provincial Government and Administration have put in place development policies, corporate plan, five-year rolling plan, district and local level government plans, as well as implementation plans in our endeavours, together with all the stakeholders, to move Milne Bay forward.

Our priorities are infrastructure, economic, education and health services, good governance, law, order and justice, and community development.

We acknowledge that all our initiatives at the national, provincial and local level must address human development. In this regard, we know where we are; we know where we want to be; and, we know how to get there.

We have a population of 210,412. More than 65 percent of our people live on the islands, and more than 60 percent of those who live on the mainland live along the coast. Approximately 95 percent live in the rural areas.

The Milne Bay Provincial Government and Administration have put in place our vision, mission and values for Milne Bay. For example, our vision is -

1. For every person to be healthy, literate, morally sound and law-abiding;
2. For each family to be adequately nourished, housed, clothed and living in peace and harmony with each other; and
3. To have clean, peaceful and vibrant villages and towns where our people are meaningfully engaged in productive activities.

With respect to education, we have asked ourselves where we want to be and we know where we are going. We have resolved that by year 2010 -

1. all our children will have three years of elementary education followed by six years of primary education;
2. 80 percent of our grade 8 leavers to complete two years of secondary or vocational education;
3. 50 percent of our grade 10 leavers to complete grades 11 and 12; and
4. improve our literacy rate from the current 70 percent to 90 percent.

Milne Bay Provincial Government wants to see proactive measures being taken to refocus attention on vocational or technical training.

Also, urgent attention must be given to improving academic standards from community to university level education.

I am happy to say that Milne Bay Provincial Government is committed to playing its role in this regard. For example, we are committed to building double classrooms with solar power and installing radios and computers, and we will expand this program in the province.

I am told you will focus your attention during the conference on provincial and district planning. One of the core issues you will be considering is capacity building, especially at the elementary, community and primary levels.

Capacity building, as all of you know, has been identified as one of the key targets for education, and is an integral part of the National Education Plan.

In this regard, your conference theme - *From Rhetoric to Reality* - is appropriate and timely. I need not tell you that sound and realistic planning is crucial at both the provincial and district levels.

You are also aware that under the Department of Education's Outcome Based Education program or initiative, there will be renewed emphasis in developing spiritual, moral and ethical values in the school curriculum.

The objective is to inculcate these values in our children and provide them the foundational basis to become good and productive citizens in their communities and in their country

As I have pointed out, discipline in our schools is a nationwide problem. The recent civil disorder at the University of Papua New Guinea is an indication of a serious breakdown in spiritual, moral and ethical values in our communities and society.

I hope you appreciate what our problems are and what we are trying to do in Milne Bay with respect to education.

Like all provinces, we have our share of problems. And one of them is lack of monitoring, inspection and taking corrective action where action is needed. We have big problems as far as education is concerned and we must all do something about it. You are the experts, and this conference is all about using our qualifications, experience and expertise for the interest, welfare and benefit of our children in particular and our people generally.

As experts, I'll leave the nitty-gritty to you, the participants. But on behalf of Milne Bay Provincial Government, Administration and the people of Milne Bay, allow me to finish with one request.

We have expended thousands of man-hours and a lot of public funds on rhetorical exercises in the last 30 years. We have already identified our problems as I have highlighted above. The onus is on you to get back to basics and seriously address these problems in order to put education back on track. There is too much at stake if you fail to do so. And if you do fail, you will be held accountable.

We can't fail. We must succeed. We owe it to ourselves; we owe it to our children; and we owe it to the following generations. Success is the only way to move forward from *Rhetoric to Reality*. And success is the only way to achieve *Prosperity through Self-Reliance*.

Welcome once again to Alotau and Milne Bay. Have a successful conference, enjoy your stay and come back again.

Thank you.

Summary of Speech by Milne Bay Governor Honourable Tim Neville

Opening of SEOC, Monday 8 August 2005, Masurina Lodge

Governor for Milne Bay Hon Tim Neville acknowledged the dignitaries at the conference. He thanked the senior officers for choosing Milne Bay as the venue for their conference.

Mr Neville told the conference that redirecting Government attention to vocational and technical education and training will help lessen the serious unemployment problem in Papua New Guinea.

He said that the Government's current education policies and strategies are driven by wrong advice resulting in limited funds being spent on primary education that is turning out more than 50,000 children every year with high expectations but no hope of getting jobs.

"I'm seeing more young people just floating around on the streets looking for jobs," he said. He called for a return to basics with the introduction of proper vocational training in agriculture, animal husbandry, horticulture, motor mechanic and carpentry "to equip our young people with the skills they need to go back, start small businesses or work their land".

The Governor said that Papua New Guinea's serious unemployment problem will get worse unless the National Government redirects its attention to vocational and technical education and training.

He said that the Government was relying too much on foreign consultants for advice when they don't really know the fundamental problems of education in PNG, simply because they do not live here.

He also said that current education policies are putting a lot of pressure on local and provincial governments to spend more and more public funds on top-up schools - Grade 7-8 and ignoring vocational education and training.

"We're giving false expectations to Grades 6-8 students when most of them are not academics. They think by giving them two extra years of education, they will get a job but this is not happening and it will not happen," said Mr Neville.

He added that the Department of Education is concentrating on primary and not on secondary and tertiary education where a 2002 World Bank Report has shown that in PNG "we get better return on investment from secondary education and not primary or tertiary education".

Mr Neville said the Government must evaluate its existing education policies and strategies because they are not seriously addressing current serious issues, including curriculum and administrative measures. The Governor wished the senior education officers a successful conference and enjoyable stay in Alotau.

Summary of Opening Remarks by Acting Secretary for Education Dr Joseph Pagelio

Opening of SEOC, Monday 8 August 2005, Masurina Lodge

Acting Secretary for Education, Dr. Joseph Pagelio thanked the National and Provincial Organising Committees for preparing for the conference. He commended the leadership of Honourable Michael Laimo CBE, MP, Minister for Education, who is a veteran politician and a distinguished leader.

Dr. Pagelio added that the conference is aimed at reviewing what education has contributed to support appropriate and sustainable development in Papua New Guinea from 1993 to 2004.

“It is the time where we can collectively propose the contribution the education system can make and to consider the cost of that contribution to the goal of appropriate and sustainable development in Papua New Guinea for 2005 to 2014.”

“It is to propose a strategy to government on how the cost of that contribution could be achieved and the benefits it would have for the citizens of this country.”

The Acting Secretary for Education Dr Joseph Pagelio thanked the schools in Alotau for the traditional and warm welcome given to the conference delegation upon their arrival at the Alotau International Airport on Sunday, August 7 2005 and also during the official opening ceremony of the conference on Monday, August 8 2006.

He went on to acknowledge the welcome remarks by Deputy Administrator-Corporate Affairs, Mr Wilfred Leleca on behalf of Provincial Administrator Mr Henry Bailasi, address by Minister for Education Honourable Michael Laimo CBE, MP and the keynote address by Chief Secretary Joshua Kalinoe CBE presented earlier. The Governor for Milne Bay Honourable Tim Neville did not address the opening ceremony as he was attending to work in one of the electorates. He eventually addressed the conference in the afternoon.

Dr Pagelio acknowledged the issues, challenges and encouragements from each of the speakers.

He thanked the speakers for their presentations which highlighted different issues and the challenges that needed to be addressed in order to move education forward. (More information can be read in each speakers’ address)

NEP STRATEGIES AND PRIORITIES



NEP Strategies and Priorities

It was reported that the National Education Plan 2005-2014 (NEP) was developed in consultation with all Provinces and was approved by the National Executive Council in December 2004. It is a plan for the nation's education system. The plan sets out the education reform agenda for the next ten years. It was emphasized that we cannot do everything at once. The plan includes key strategies and activities and targets for this period and identifies an implementation schedule. All senior education officers were urged to action the plan.

It was highlighted that our resources are limited, and therefore we need to focus these resources on a set of strategies priorities. These strategies priorities must take account of Government priorities as set out in the Medium term Development Strategy (MTDS)

The MTDS states:

Based on the Government's Program for Recovery and Development, the sectoral expenditure priorities for 2005 to 2010 have been identified as:

- Rehabilitation and Maintenance of transport infrastructure
- Promotion of income –earning opportunities
- Basic education
- Development –oriented informal adult education
- Primary health care
- HIV/AIDS prevention and Law and Justice

Basic education is the paramount priority for the Department of Education.

A challenge was issued to all provinces to work together and come up with their Provincial Plans. The amount of work needed to develop the plans will be enormous therefore the involvement of all stakeholders is crucial and important.

Critical issues highlighted in the National Education Plan 2005 – 2014

The National Education Plan identifies a number of issues that require the cooperation of all stakeholders if the outcomes of the plan are to be achieved. The plan states: 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 sector to support appropriate courses and to make better use of partnerships with the private sector and community agencies; and securing adequate government budget support for the reform to manage the enrolment growth.

Seven key issues that will need to be dealt with over the next three years by the Department of Education and provincial, district and local level governments
The National Education Plan identifies a number of issues that require the cooperation of all stakeholders if the outcomes of this plan are to be achieved.

Issue 1 : The rapid Growth of Post Primary Education

We must slow down the expansion at the upper secondary and at Grade 9

Issue 2: The allocation of teaching positions to provinces

A system for teacher deployment based on agreed national criteria, with annual determination of teacher numbers and additional appointments requiring central approval will be put in place.

Issue 3: The retention of children in school

Different strategies for improving retention need to be researched and explored with particular emphasis being placed on areas that suffer from high drop-out rates.

Issue 4: Implementing the new curriculum and monitoring schools

We will support the provinces and districts and school communities with the development and monitoring of locally-based curriculum materials, in the vernacular for Elementary, and we will provide technical and financial assistance

Issue 5: Teacher Education & Training

We will need to review the current teacher education and training programs and provide a more flexible delivery mechanism for teacher in-service programs so that teachers are trained to teach the reform curriculum.

Issue 6: Infrastructure Development, Provision and Maintenance

District administrators need to liaise with local-level governments to ensure budget provision is made for maintenance and infrastructure.

Issues 7: The Current System of Subsidies and Funding

The allocation of school subsidies must reflect the government's priority for basic education

It was reported that the seven issues seriously affect the delivery and quality of basic education and the achievement of universal primary education. Mr Wari commended all senior officers who have worked together to achieve enormous changes in the education system. He emphasised that planning together has helped our education system to do a better job. He said that a further commitment from all stakeholders in the education system is needed to address the seven issues that have been outlined if we are to achieve the visions described in the NEP 2005 – 2014. He said that we need to make choices about how best to respond in current circumstances that are difficult. He said we need to optimize our resources so that we can work together to achieve a better future.

The National Education Plan 2004-2015 (NEP) identifies four priority areas:

1. ACCESS
2. QUALITY CURRICULUM AND MONITORING
3. QUALITY TEACHER EDUCATION AND TRAINING, AND
4. MANAGEMENT AND ADMINISTRATION

The four priority areas include 97 strategies. However, all cannot be addressed at the same time. There is a need to focus on those priorities to which resources should be

directed and which are most critical to the continuing reform of education. In each of these priority areas what are the priorities for the provinces? Which strategies are the most critical for the next three years?

The NEP 2005- 2015 ninety seven strategies will be used to achieve a better future for our country and its children.

The SEOC notes the overview of issues addressed in the paper NEP-Planning together presented by FAS PPRC and encourages consideration of how DOE and the provinces will work together to resolve these issues.



ACCESS



Access: Secondary Expansion and Grade 11 Guidelines

It was highlighted that the NEP 2005-2014 focuses on achieving quality teaching and learning at all levels of the education system. This requires aligning provincial and district objectives to the National Education Plan outcomes, strategies and targets. The ethics of good governance and transparency, sustainability and affordability are management principles that should guide decisions making at all system levels. Adherence to this is vitally important to implementing planned changes and this requires constant consultations and understanding between and amongst stakeholders.

Senior Education Officers were informed that the unplanned expansion of secondary schooling has created problems in teacher supply, provision of text books and infrastructure and school materials, is approximately six to eight million kina. This figure is beyond the capacity of most provincial governments.

Secondary schools are provincial institutions and as such the PEB and the division of education play a central role in the process of establishment or expansion. The PEB should be involved from the planning stage making sure that the proposed initiative is consistent with the provincial plan and that it is supported adequately with personnel, finance and other required resources.

A proper system will need to be put in place so that it is understood by all including the parents and the public at large. More awareness and a concerted collective effort by all provinces is needed to clarify issues relating to selections of students into grade 11.

Parents will need to be made aware of the selection of students based on standardized scores. A language that parents understand will need to be used especially when trying to show the results/grades of students.

The SEOC take note of the Guidelines for the expansion of Secondary Schools in the paper presented by Acting FAS – Standards and accepts the recommendations for the criteria for Grade 11 Selection in the paper. DOE to write to Provinces advising them of the three main issues to be observed in the Grade 11 Selection

1. that the four upper pass grade be maintained
2. that the School Certificates should include scores in addition to grades and that
3. all selection for Grade 11 must be approved by the Secretary for Education

Access: Grade Prep and Grade 7 Class Quotas

The National Education Plan calls, in Sections E1 and P1 (pages 46 and 52), for quotas to be set, by province, for the establishment of new elementary school preparatory classes and new primary school grade 7 classes. These quotas are required to ensure that the country reaches the targets as set in the National Education Plan in an orderly and controlled manner.

A letter has already been sent to all provinces advising them of these quotas. A brief explanatory paper was presented showing the methodology for the calculation of these quotas and a brief discussion as how they should be used by provinces in the preparation of their Provincial Education Plan.

Achievement of national goals in basic education, as outlined in the Medium Term Development Strategy, depends upon the successful establishment of new elementary prep and primary Grade 7 classes. It is imperative that these classes be established at a constant rate consistent with targets set in the National Education Plan. To ensure equity around the country the most effective of achieving this is through the setting of quotas as explained.

The SEOC accepts and resolves that provinces take account of the Elementary Prep and Grade 7 quotas set by PFM during the preparation of the provincial education plan.

Access: National High School Review

The Department of Education conducted various interviews and reported on numerous issues and concerns regarding the effective management of National High Schools in the country. Some of these report include, the Anti-Social Subcultures in schools on the upsurge of cult activities, the study on NHS Upgrading Assessment and also comments by one or two province to take over the responsibility of NHSs. This prompted NEB in 2000 and 2003 meetings in Kundiawa and Manus respectively decided that NHSs remain as national institutions. It then sanctioned the investigation to be conducted on the status of NHSs.

A paper was also presented outlining the findings on the research carried out by Dr Richard Guy of National Research Institute) NRI and Mr Patrick Modakewau (Late) First Assistant Secretary Human resource Development of the Department of Education The research on the review of National High Schools commenced 2004 and was completed in April 2005.

The research was to investigate the original model for NHS, changes in policies, budget or funding allocations, establishment of secondary schools having impact on NHS, expectations of stakeholders and future of NHSs.

There are six national high schools in the country. These are Sogeri and Port Moresby in the Southern region, Wawin and Passam in the Momase region, Aiyura in the Highlands region and Keravat in the New Guinea Islands region. All schools are operating and enrolls 2773 students altogether with 174 approved teaching positions.

National High Schools were established to draw students from all parts of the country that did well in their grade 10 examinations. At least top five percent (5%) of the students with good academic results were selected to attend. National High Schools were the sole providers of grade 11 and 12 opportunists. One of the main reasons for establishing National High Schools was to foster national unity.

QUALITY CURRICULUM AND MONITORING



Quality Curriculum and Monitoring: Basic & Secondary Education Curriculum

The goal of the Curriculum Reform is to improve the relevance and quality of education provided to school students in PNG. With the support of the CRIP Project, its purpose is to effectively develop, implement and gain wide support for the reform curriculum at the basic education (Elementary Prep to grade 8) and lower secondary levels (grades 9 and 10).

Components and objectives of the Curriculum Reform

For effective development and implementation of the curriculum, six key components and objectives were put in place. A range of activities is being undertaken for each component which, when completed, will achieve the objectives.

Component 1: Reform curriculum development

To develop appropriate and relevant curriculum and assessment materials to support the PNG curriculum reform

Component 2: Reform curriculum production and distribution

To produce and supply PNG curriculum reform materials to schools in a cost effective and timely manner, with a longer shelf life.

Component 3: Reform curriculum inservice

To skill those staff required to support and implement the reform curriculum.

Component 4: Monitoring and communication

To generate understanding and support for the PNG curriculum reform and establish systems that monitor and evaluate its effectiveness.

Component 5: Project management

To manage the CRIP Project resources effectively and efficiently.

Component 6: Lower secondary curriculum

To develop appropriate and relevant curriculum and examination and assessments practices for lower secondary and support their implementation.

Over the 5 years the CDD has developed a comprehensive and coherent curriculum to meet the needs of PNG schools and students. An inservice program and materials developed through the CRIP program provides a foundation to support the inservice training of over 30,000 teachers. In addition to materials developed, a human resource of nearly 400 persons is expected to be trained by 2006 to work with teachers and the Teachers Education Division to support and in-service strategy. The task ahead is challenging, but needs firm and sustained direction for the next 3-5 years to optimize the curriculum developments now nearing completion.

Quality Curriculum & Monitoring: Standards Monitoring Test

A report on the analysis of the test data from the Curriculum Standards Monitoring Test (CSMT) Pilot program, conducted in 2003-2004 was presented for the information of the senior education officers. The report was prepared by the Australian Council for Educational Research (ACER) on behalf of the Department of Education (DOE), with the support of the Curriculum Reform Implementation Project (CRIP).

The terms of reference for the pilot CSMT required ACER and Curriculum Development Division (CDD) to conduct an assessment of PNG student achievements in literacy and numeric in Grades 3,4 5 and 8 against the then current curriculum, taking into account also the outcomes of the new reform elementary and upper primary curriculum.

The brief for the program required the study to inform key stakeholders about the following key issue:

1. The feasibility and sustainability of a curriculum and student performance monitoring program.
2. The feasibility and implementation of building capacity programs within PNG to sustain a monitoring program
3. The collection of baseline data from the pilot CSMT program which could be used as benchmark against which to compare any future data collected through the program.
4. The provision of information on a range of curriculum related issues and other factors impacting upon school and community life
5. Data and information that would enable TMT to make research based decisions

Hard evidence will need to be established to prove that students are performing well in literacy and numeric. A study was conducted to provide statistics on students achievement in numeric and literacy.

Quality Curriculum & Monitoring: Inspection Review

The Conference was informed that a review is being carried out and it is still in progress. The conference will be informed of the outcome of the review once all work has been completed.

A major shift has been the situation where more power is given to the head teachers to appraise and make observations and carry out supervisory role on their teachers. Some tasks that inspectors do previously will be carried out by head teachers.

The SEOC accepts the recommendation of the Report on the “Inspectorate Review” by Acting AS IGD and recommend that DOE and PDoEs combine to support the change in the system.

Quality Curriculum & Monitoring: Vocational Education Curriculum

It was reported that the TVET Policy presents the vision, rationale, strategies and Action Plan that will bring the public TVET system to higher levels of quality and efficiency for the development of competitive, technically skilled and competent workers with positive work values and ethics.

This is the first time a TVET Policy was written for Papua New Guinea. There is a multitude of scholarly research, consultancy reports and policy statements on TVET since independent but none is written to bring these policies together in harmony. The development of the TVET Policy is a step forward to enhancing positive changes and sustainable growth and progress in the development of the TVET sector consistent with the national Education Plan for 2005 to 2014.

The development of the TVET Policy is a major step forward for the economic and social growth of this nation. The output of TVET constitutes the majority of the workforce and they provide the backbone for the economic and social development. The TVET Policy is now standing high on its pedestal. The challenges are much greater than ever. Every stakeholder in the TVET system is expected to play and contribute, with unwavering support and commitment, for the implementation of this policy.

SEOC notes the paper Quality Curriculum and Monitoring – Vocational Education by Assistant Secretary TVET and suggest that the issues documented in the paper be addressed by DOE and the Provinces.

QUALITY TEACHER EDUCATION AND TRAINING



Quality Teacher Education & Training: HRD Policy

The objective of Human Resource Development in DOE will be to provide education, training and development opportunities for all staff on a planned basis, related to performance management, in order to meet government, school and individual needs. This is essential, firstly, 'to raise officers' motivation, performance and productivity for the benefit of their Departments in providing more cost effective services to the public ,and secondly, must contribute to each individual's career development and self-fulfilment. (National Training Policy) The DoE HRD Policy is based on these two broad objectives of the National Training Policy.

The HRD Policy is grounded on the following principles:

Every individual has the ability and responsibility to learn

Every individual is expected to maintain a lifelong commitment to professional growth and development. They are particularly responsible for pursuing professional development programs and activities that enhance their career prospects.

The DoE, provincial authorities and schools have a shared responsibility to assist staff to gain the capabilities they need to perform their roles. Those roles must be clearly communicated, understood and agreed

The DoE, provincial authorities and schools are actively committed to promoting and sponsoring Human resource Development as an on going priority and their commitment is communicated throughout the organization

The DoE, provincial authorities and schools are committed to HRD which is of high quality, provides equitable access and diversity and generates tangible outcomes.

A learning organization is likely to be most effectively developed around communities of practice where there is a healthy exchange of ideas and experiences

Managers and school leaders take responsibility for developing and publishing a coordinated and integrated approach to the HRD of their staff

Fairness and equal opportunity underpin access to sponsored training and development activities

Women and other disadvantage groups are particularly encouraged to participate in the full range of HRD activities

Planning, delivery and decision making regarding HRD activities and funding are based on objective research

Efficient, accessible data base and human resource information management systems are adopted.

Localisation is a key development principle with overseas expertise valued and structured skills and knowledge transfer encouraged

Increasingly, PNG Nationals training fellow Nationals should become the norm

Wherever possible, HRD activities are relevant, needs based, accredited and articulate to recognized courses of tertiary study.

Quality Teacher Education & Training: HRD Plan

The Department of Education, 2005 Human Resource Development Plan provides a comprehensive overview of the education, training and development activities planned to be undertaken in the national education system in 2005. Its purpose is to show the collective HRD agenda and effort being proposed, the scope and sequence

of events, their support for National Education Plan priorities and the division/agencies responsible for their implementation.

The TESD Division has the overall responsibility for planning, coordinating, monitoring and evaluating HRD activities for the DOE.

Specific responsibilities include:

Leading the development of the comprehensive HRD Plan for the DOE in consultation with all divisions and provinces

Updating the plan on an annual basis and monitor and report on its implementation

Supporting Divisions and Provinces in the development of the HRD section of their annual operational plans ensuring alignment with the NEP and the DOE HRD Plan

Evaluating selected HRD programs each year and ensure appropriate follow up action

Monitoring the needs analysis, HRD activity design, planning and evaluation adopted by agencies and divisions, on an annual basis

Screening recommendations for HRD support and funding made by Divisions and Provinces

Collecting and distributing accurate information, through the special education gazette (SPEG) and other means, on courses, scholarships and study programs on offer by donor groups, or overseas countries for sponsorship. Support the relevant committees in the process of selecting participants in these courses.

Maintaining and circulating details of approved courses/programs for use in in-service activities.

Developing and maintaining up to date data and information systems on HRD demand and program/course enrolments and completions

Ensuring that all planned HRD are funded from the DOE or donors and that this is properly coordinated

Senior Education Officers were informed that divisions or agencies nominated with the responsibility to affect these activities are accountable for their implementation. If there are any changes to the plan, the responsible agency should advise the Superintendent Staff Development Unit before the activity's scheduled starting time.

Quality Teacher Education & Training: Teacher Education and Training – Future Directions

Senior DOE officers were urged to set clear directions for future policies and practices regarding teacher education standards and the role and future of PNGEI and Primary Teachers Colleges in light of the National Education Plan, 2005-2014. The future for Teacher Education is driven and informed by the 'Baker' and 'Lukose' Reports and other relevant, recent documents and previous research and ministerial reports. Some of these are Kenehe, 1981; Matane, 1986; Yeoman, 1986; Mcnamara, 1989; Joint Education and AusAID Education Sector Report, 2000 and Department of Education National Education Plan, 2005. These have helped in shaping our future Teacher Education Directions.

It was reported that recent divisional and wing workshops were more specifically focused in addressing these objectives:

Discussions of the key elements and recommendations of the PNGEI Sector Review-Exit Report' (Lukose, 2004).

Considerations of the future of Elementary Teacher Training

Discussions of the key elements and recommendations of the 'Teacher Education and In-service Provision –Exit Report' (Baker,2004).

Preparation of clear and agreed recommendations for consideration by TMT on directions for future policy and practice regarding teacher education standards development and the role and future of PNGEI and other Primary Teacher Colleges.

MANAGEMENT



Management: Review of Organisational Capacity and Implementation

The ROC Goals are to:

Provide a sound basis for improved performance and support for schools, teachers and children

A more integrated and realistic framework for building and improving capacity and improving effectiveness and efficiency

An integrated and realistic program framework for ECBP and other donor activities

A proactive stance on public sector reform

Context of the review has been on the new NEP 2005-2014. constraints on public sector expenditure-rightsizing and medium term budget strategy, PNG public sector reform-opportunity for leadership from a major public service department

Status of the ROC: A comprehensive review of capacity and performance-covering NDOE, TSC and OLA initiated by TMT started August 2004 concluded April 2005 ROC report with TMT IMROC (implementation of ROC) processes in place and work underway.

What the ROC was to provide: an assessment of current functions and of the efficiency and effectiveness of structures and systems, analysis of causes of poor performance, benchmarks for current and future performance, and recommendations for improvement including redesign of structure systems and roles, an integrated and phased improvement plan.

Scope of review: national agencies-DOE-TSC-Library/Archives. Significant interface with – teachers colleges and universities-provinces-districts and schools-non-government school providers.

Management: Positions Allocation Committee

The need for a greater degree of control over the deployment of teachers is widely accepted as a prerequisite for ensuring equitable opportunities for schooling. The main issue has always been how this can be best achieved. There has been widespread discussion around this and the national education plan, endorsed by government in 2004, has established that a Position Allocation Committee is the most effective vehicle for achieving this aim. It is proposed that this committee be formed in 2005 and that it report back to all Provincial Education Advisors in 2006.

In the interest of equity, quality and cost-effectiveness there is need for a concerted effort, at a high level to address issues relating to the annual allocation of positions, both provincially and nationally. Close monitoring is required to ensure that provincial staff numbers are consistent with the true need for education students. This should agree with those projected and approved under the approved provincial plans and the national policy on student teacher ratios. The amounts budgeted for teacher salaries and emoluments, in turn, need to be consistent with the number of teachers for each province.

Linked to this was a very real concern expressed by that the positions created for teaching children were being abused and used for other purposes such as:

By passing DPM approval to create new public service positions, paying teachers who were on unapproved study or self sponsorship and most seriously, the ghosting of the positions thereby stealing millions of kina from the state.

It is proposed that a Position Allocation Committee be established and that this committee with representation from NDOE, TSC, Finance and Provinces would monitor teacher numbers and recommend action to link salary budget entitlements to provincial teacher numbers.

The National Education plan recognizes the need for such a committee and reference is made on a number of occasions to the Committee. An example of such a reference is in section P4, page 58:

‘A Position Allocation Committee will be established to determine criteria for the deployment of teachers to provinces on an annual basis. Teaching positions will be allocated to provinces annually based upon the agreed criteria.’

Management: Provincial Education Plans

The Plan, Achieving a better future: A Plan for Education 2005-2014 builds on the progress made in the first National Education Plan (NEP) 1995-2004. The national education reform has been in place for a decade under the NEP 1995-2004 (Department of Education, 1997) and the national Education Plan Update Number 1 (Department of Education, 1999).

The overall objectives of the NEP are consistent with:

The Papua New Guinea National Goals and Directive Principles

International obligations, in particular the Millennium Development Goals and Education For All Goals

Government objectives in the education and the Medium Term Development Strategy
Community demands as determined during provincial consultations

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 the focus on life skills in the curriculum, and to allow students to pursue a range of post Grade 8 pathways. It also encourages self reliance in the different sectors so that parents are relieved the burden of struggling for school fees and other support.

The Provincial Education Plans are necessary and important because under the Organic Law on Provincial and Local level Government a lot of the functions have been decentralized to the provinces. The National Education Plan calls for all provinces to complete their Provincial Education Plans by the end of 2006. The Department of Education is putting a lot of effort and assistance into this activity. With the end of the current Provincial Education plans (PEP) plan period in 2004, preparation for the next PEP for the period 2006 to 2015 has begun. Every province is to come up with a plan to guide and direct them into the next era.

The Provincial Education Plan is a major task for the RMPAs and the PFM Division of the National Department of Education. Provinces are burdened the task of writing their own ten-year plan. RMPAs, NERCs and PDP Advisor have visited most provinces once or twice. The visits were mainly for awareness on the NEP and provide assistance and guidance to the Planning and Consultative teams.

To complete twenty provincial education plans is very ambitious for FMU/RMPA officers therefore a lot of effort and commitment will have to be put into the plan. The provinces are progressing at differing paces, some have gone way ahead to come up with a draft of their plan while others are still dragging behind and have yet to form the two team, Overall, progress has been made and we are looking forward to having a good number of PEBs ready for PEB and PEC endorsement at the end of the year.

Management: Monitoring Framework

The National Department of Education has developed the National Monitoring and Evaluation Framework (NM&EF) for monitoring the implementation of the national Education Plan (NEP) 2005-2014. The baseline data will be established this year for measuring against the data collected during the implementation of the NEP in the future. Processes involved in the better and effective collection of the school data and dissemination of the reports is been reviewed. Planning, Facilitating and Monitoring (PFM) officers will assist the provincial and district planners to adapt the NM&EF but modify to their situation for monitoring their plans.

Monitoring and evaluation is important and should be incorporated in all the plans at all levels for assessment of performance of the implementation of these plans. All the objectives, outcomes or targets in the plans should be identified and the related performance indicators formulated. The evaluation reports will help the management to assess and take corrective measures when and where necessary, have the information necessary to improve on past performance and to measure progress against established objectives, targets or outcomes. Data collection and storage system at all levels needs to be improved and updated for disseminating of accurate information.

The provinces should adapt the National Monitoring and Evaluation Framework from the National Education Plan 2005-2014 but modified to the provincial situation for monitoring the implementation of the Provincial and District Education Plans.

REGIONAL REPORTS & DISCUSSION OF COMMON ISSUES AND STRATEGIES



Provincial Plans – Regional Reports and Discussion of Common Issues and Strategies

The four regional groups gathered in groups to discuss issues affecting the delivery of relevant quality education in the schools in their provinces.

HIGHLANDS REGION

The Highlands Region was represented by Provincial Education Advisors from Enga, Western Highlands, Simbu and Southern Highlands. Eastern Highlands was represented by Senior Professional Assistant Mr Essy

The discussions focused on more main issues, which included:

- 1. Access**
- 2. Quality Curriculum**
- 3. Quality Teacher Training**
- 4. Management and Administration of staff**

1. Access

Access to basic education in many of the rural and remote schools in the Highlands Region was a major concern as reported by the four representatives from the region. As a result there is a need to come up with strategies to increase access to allow for as many children as possible to go to school.

The strategies to increase access included:

- Flying teachers in and out of the remote schools for provinces who have the resources
- Provide incentives for teachers to teach in very remote schools
- Train local people to become teachers especially grade 10 graduates so that they can teach in their local communities
- Conduct awareness on the value of schooling in village communities

It was agreed that both the provinces with the support of the Department of Education will need to work together to address access.

2. Quality Curriculum

Curriculum materials have not been reaching all the schools in the Highlands Region even though arrangements were in place for distribution. Poor road conditions, geography and lack of appropriate transport also hamper the delivery of the materials to schools including the very remote schools. As a result of this, teachers do not have the proper materials to use to teach the students. The lack of in-service on the reformed curriculum was a major problem for many teachers in the region.

The group came up with the following strategies:

- Deliver curriculum materials according to each province's schedule

- Make sure that whatever arrangements each province comes up with the most important factor is to ensure that curriculum materials must reach the schools.
- Provide continuous in-service training on the reformed curriculum for all teachers

The provinces will need support from the Department of Education to address the issue.

3. Quality Teacher Training

Quality teacher training is vital for quality learning. Teachers need to be regularly in-serviced on the reformed curriculum so that they can be able to teach it well and with confidence.

The strategies discussed included:

- Conducting continuous in-service training for teachers
- Identifying students from local areas and train them using the elementary teacher training concept

4. Management and Administration

Changes and improvements to the administration of education by the Department of Education, Provincial Education Divisions and District Education Administrators are required to achieve the outcomes of the Plan.

The strategies discussed included:

- Ongoing training for teachers
- Stability in leadership and management
- Proper planning

SOUTHERN REGION:

The Southern Region was represented by Provincial Education Advisors from Milne Bay, Central, Gulf, Oro, Western and National Capital District

The discussions focused on more main issues, which included:

- 5. Access**
- 6. Quality Curriculum**
- 7. Quality Teacher Training**
- 8. Management and Administration of staff**

1. Access

Many schools are in remote locations where access has been a major problem. Among other issues include overcrowding specifically in NCD and Gender Issues

Strategies to overcome the above issues include:

Rationalising by centralizing
Expansion of existing institutions
Gender Quota System to be introduced
Incentive scheme

Quality Curriculum

It was reported that orthography for some provinces within the region have not been completed. There is a need for more books to be provided to schools, and lack of inspections being carried out.

Strategies to overcome the above issues include:

- Teacher Efficiency Training
- Teacher Allocation Committee
- Transfer of Functions from DoE to Provinces

Quality Teacher Education & Training

- There is inadequate teachers
- Lack of specialize teaching
- Over inservice

Strategies

- Quota system for teachers to upgrade
- Recruitment of retired qualified teachers
- Getting teachers on voluntary basis to teach
- Utilisation of Teacher Assessors

Management

Under management the following were some areas that were issues to be looked at: School Fees, Resourcing, Headmasters lack of management skills, Divisional functions not defined under structure to have them well defined.

Strategies

- Re-establish a well resourced policy in the province
- Provide more training
- Introduce school fee Policy

MOMASE REGION

The group was represented by PEAs from Morobe, ESP, Sandaun and Madang

Access has been a major issue experienced in the province due to lack of space in schools. Remoteness is also a contributing factor as schools are located up in the isolated areas and teachers are reluctant go there

Strategies:

- Expansion of technical and vocational schools
- Gender issues, create more opportunities for girls
- Train own local teachers
- Expansion at grade 9 and 11
- More support from the provincial governments needed

Quality Curriculum:

Engage SIL workers to work along with the communities

Trainers to be taught orthography'

SIL should be given the opportunity for trainers to go there and do training. Momase has the biggest number of languages

Introduction of competency based skills training

Engage teachers of Bahasa in the vocational in particular for vocational schools

Training of female vocational teachers.

Introduce English as a subject

Quality Teacher Training

Support the DEP1 program

Support the Secondary teachers program at Goroka

BED Inservice for Secondary and TVET, DOVET

Support the Diploma Management Program at Divine Word University.

Need to train more teachers if we are to support the reform

Management Issues:

Payroll problems have been the major concern, Teachers not paid on time.

Strategies:

Take immediate steps to get the teachers paid

MPR to be worked on and updated.

More funding assistance

MAJOR CROSS CUTTING ISSUES



Major Cross Cutting Issues: Retention

Completion of primary school implies achieving the necessary level of competence to allow a child to progress to the next level of education or to be able to be self taught. Leaving primary school before completing education for various reasons mean that a smaller number of children finally completes primary education (Grade 8).

This fact is important in looking at the Universal Primary Education (UPE) because we will only be successful if all the children enrolled in Grade 3 continue in school until the end of Grade 8. This is referred to as cohort retention rate (CRR).

The cohort retention rate is the indicator used to measure the number of children who complete a cycle of the education system. CRR is sometimes referred to as a completion rate. A retention rate of 60% indicates that of every 100 children that have started Grade 3 in 1998, 60 completed Grade 8 in 2003. Leaving primary school before completing education means children may not have learnt as much as they should have and may not be competent with their skill levels. It may also mean that children will risk relapse into illiteracy and being unable to fulfill a role in society at large.

In the old education system, the retention rate in Papua New Guinea has always been the number of children who complete grade six as a percentage of those who started grade one. However due to the current education reform, it has changed to the number of children who complete grade 8 as a percentage of those who started Grade 3.

Improving the cohort retention rate at the primary level, especially for those provinces that are far behind is probably the most serious problem Papua New Guinea will encounter in the area of education. If this problem is not addressed it will have a negative impact on all other areas of development and on the achievement of the national Education Plan.

It will be noted also that the provinces with the lowest CRR's (of less than 50%) are generally the ones that are mostly disadvantaged. This indicates very clearly that future efforts and improvements by the government as well as funding agencies should first concentrate on these provinces.

Further or minor improvements in the cohort retention rate in the provinces of the Islands region with more efforts and at high cost will have little or no impact on the lowly national average cohort retention rate. On the contrary, minor improvements in the cohort retention rates of the provinces in the Highlands and Momase regions at a low cost would improve the national average cohort retention rate.

If the government wants to achieve its target in CRR in 2014, the best way is to start now and concentrate on low CRR's in the most disadvantage provinces.

The donor community then supports the government in those disadvantage provinces. The current evidence shows that the retention rate is not improving and may get worse due to threats such as HIV/AIDS. Unless drastic measures are addressed immediately, the NEP targets will not be achieved by 2014.

Major Cross Cutting Issues: Vocational Education Policy and Plans

It was reported that the TVET Policy presents the vision, rationale, strategies and action plan that will bring the public TVET system to higher levels of quality and efficiency for the development of competitive, technically skilled and component workers with positive work values and ethics.

This is the first time a TVET Policy was written for PNG. There is a multitude of scholarly research, consultancy reports and policy statements on TVET since independent but none is written to bring these policies together in harmony. The development of the TVET Policy is a step forward to enhancing positive changes and sustainable growth and progress in the development of the TVET sector consistent with the National Education Plan for 2005 to 2014.

The development of the TVET Policy is consistent with the National Education Plan (2005-2014)

The TVET Policy was developed through: extensive distillation of more than 80 important documents, wide consultation with NDOE executives, TVET Division and TVET institutions and wide consultations with leaders of business, industry and community.

Major Cross Cutting Issues: Selections of Grade 11 & Transfer of Students from Non-System Schools

Grade 11 Selection mainly involves the Principals of schools that offer grade 11 and 12 classes. Provincial Education officials played very little role in the selection process. These officials are either informed about selection by the principals after the selection are completed through information forwarded to education office by General Education Services Division. This opportunity provides an ideal venue for the division to brief SEOC members on the process involved in the selection of grade 10 students pursuing upper secondary education at Secondary and national high school level. This may also provide an avenue for us to seek from you, ways of improving our current selection system so that it is transparent, fair and gives equal opportunity for those students who are eligible and deserve it.

Selection for grade 11 entries is a very sensitive education function. It deals with students' welfare whilst at the same time monitors educational standards. It requires time, patience and endurance when addressing issues pertaining to it. Committee members entrusted with this responsibility must at all times during the selection ensure that the department's aspirations and goals are appropriately addressed.

The Department must provide available resources to the committee to enable it to select students efficiently and effectively.

PNGTA Perceptions and Issues on the NEP

The issues raised by PNGTA were noted. It was generally agreed that all stakeholders should be working together to address the needs of the 18,000 teachers who are currently the financial members to this organization. A comment was made that both the PNGTA and the DOE should be working together in addressing some of the

common issues that are faced by teachers. Common issues that need to be addressed include teachers' outstanding salaries and accommodation. The PEA ENBP commented that provinces already have systems put in place to move the plan forward. At least all provinces are doing something to implement the plan. Improved salaries for teachers will need to be looked into urgently. The government is already owing a lot of money to the teachers.

It was endorsed that the TSC, Provinces, PNGTA and DOE must continue to have dialogues to address some of the pressing issues that affect teachers. There should also be a better understanding of each others role to implement the plan.

General Provincial – Common Developmental and Administrative Issues

The Conference was told that the National Education Board has been concerned about the current status and operations of the Provincial Education Boards in some provinces.

The Minister for Education also has the same concern because some questions were raised on the floor of Parliament on the operations of some Provincial Education Boards.

The Department of Education has made some attempts in the recent past to establish whether or not all the Provincial Education Boards were properly constituted and operating in accordance with the relevant laws. The Department is unable to establish a complete and proper record on all the Provincial Education Boards due to lack of proper information provided by some provinces.

The National Education Board in its meeting held in February 2005, decided that the Provincial Education Advisors in all the provinces including the Assistant Secretary for National Capital District Education Division, be directed to ensure that their Provincial Education Boards are immediately established properly according to the relevant laws.

Appointment of Members of the Provincial Education Boards in the Provinces that do not have Provincial Education Acts in force.

What is the legal basis?

The provision of Section 30 of the Education Act (Ch.163) sets the legal basis for the appointment of members and alternative members of Provincial Education Boards in the provinces that do not have Provincial Education Acts in force. This includes the National Capital District Education Board for the Autonomous Region of Bougainville.

Who is the appointing authority?

The Minister for Education is empowered under Sections 31 and 35 of the Education Act (Ch.163) to appoint members and alternate members of the Provincial Education Boards for the provinces that do not have their Provincial Education Acts in force. This includes the National Capital District Education Board, the Autonomous Region of Bougainville Education Board and the following Provincial Education Boards: Gulf Provincial Education Board and

Central Provincial Education Board and
Milne Bay Provincial Education Board and
Oro Provincial Education Board and
Morobe Provincial Education Board and
Madang Provincial Education Board and
East Sepik Provincial Education Board
Eastern Highlands Provincial Education Board and
New Ireland Provincial Education Board

The Provincial Executive Councils in those provinces have no legal authority to appoint members and alternatives of their Provincial Education Boards.

Provinces Without Provincial Education Acts

It was reported that from records, nine (9) provinces do not have their Provincial Education Acts in force. The provinces include:

Southern Region:

Gulf Province (Latest Draft Act model issued in 2002)
Central Province (Latest Draft Act model issued in 2003)
Milne Bay Province (Latest Draft Act model issued in 2002)
Oro Province (Draft Act Bill in final stage 2005)

Highlands Region:

Eastern Highlands ((Latest Draft Act model issued in 2003)

Momase Region

East Sepik Province (No record of current status)
Madang (Latest Draft Act model issued in 2003)
Morobe (Latest Draft Act model issued in 2003)

Islands Region

New Ireland Province (No record of current status)

Special Cases

National Capital District (Provision of the Education Act (Ch.163) apply).
Autonomous Region of Bougainville (Draft Act model based on the constitution of Autonomous Region of Bougainville, issued in June 2005)

The SEOC recommends that the NEB decision to direct all the PEAs to ensure that their PEB are properly established and constituted immediately in accordance with the provisions of the Education Act (Ch. 163) and the relevant provisions of the Provincial Education Acts be effected.

The SEOC acts on the 2002 Council of Education Chairmen's Conference Resolution No. 1 C, which resolved that all Provincial Education Act to be completed by the time of the next conference.

23.1 Teacher Absenteeism

Teachers are very important groups of professionals we have around us. They play vital role in the Integral Human Development, National Goals and Directive Principles enshrined in the Constitution of Papua New Guinea. They help shape and lay the foundation for the future of the country by implementing the education reform Agenda and the national Education Plan. They are human beings like any other workforce. Hence they are faced with various problems and difficulties, which result in their absenteeism from work.

Senior Education Officers were informed of 1. the different types of leaves granted to the teachers 2. the common reasons for teacher absenteeism 3. the administration of teacher absenteeism.

Teachers play a vital role in the teaching and learning of our children, hence are faced up with variety of problems, which force them to absent themselves from performing their duties and responsibilities. The common problem identified by the department are:

- a. remoteness of schools
- b. lack of government services (eg. Transport, road, health services, banking, housing etc
- c. teacher refusal to take up appointment/posting
- d. non-appointment by the provincial education boards (PEB)
- e. Tribal fights between ethnic groups
- f. Natural disasters and land compensation claims forcing schools to shut down
- g. Teachers taking up study leave
- h. Teachers following up with NDOE or PEO Salary centres on their salary and related entitlements
- i. Teachers leave teaching service to take up jobs elsewhere
- j. Teachers involve in strikes
- k. Teachers on sick leave or maternity leaves etc

Senior Education officers endorsed that other departments especially the Provincial Administrations responsible for providing other government services to effectively implement their policies, plans and programs, which will minimize teacher absenteeism significantly. That the focus must be to see that there is discipline in the Teaching Service.

That the funding be available for the running of workshops on the teacher disciplinary procedures contained in the TSC Teacher Disciplinary Procedures proceeded under the direction / decision of this conference

23.2. Teacher Leave Fares and Resumption

Senior Education Officers were briefed on the present arrangement in relation to Teacher's Leave Fares for 2005, and to remind Provincial Education Advisors to

submit their respective 2006 leave fare estimates for their teachers to the Department of Finance.

The late release of funds by Central Agencies, to provinces for teachers' leave fares has always been a grave concern by the Department of Education. As a result teachers fronting up at the Waigani Head Office and/or Provincial Education Offices to collect their leave fare entitlements in late December or even after the New Year. From previous media coverage teachers spend their Christmas vacation still chasing up their leave fare entitlements and this is undesirable.

23.3. SDA Membership with the National Education System

The senior officers discussed the possibility of NEC to approve a change of status for the SDA School System from a permitted system to an agency school in partnership with the National Department of Education and receiving all the accompanying rights, privileges and responsibilities.

A working committee will be established to facilitate the merging of the SDA education system with the National Education System that the SDA School System be granted church agency status with all the corresponding privileges and responsibilities. This status is granted in 2005 in readiness for the 2006 school year.

The SDA church has been educating Papua New Guineans since the beginning of the twentieth century. When the Unified system began in the early 1970s the SDA education system chose not to become a member due to its concern regarding the maintenance of identity and its ability to survive at this time without the input of government funds.

However over the past 10 years all SDA schools have encountered financial difficulties. In these hard economic times, the most affected have been the primary schools. A total of 23 of these schools have been closed in all church missions combined. In addition to these decreases the total debt of the school system to the SDA church in Papua New Guinea has risen to over 4 million kina. The church cannot continue to sustain this loss and further closures are expected to follow in 2006 if no assistance is forthcoming.

23.4. School Fees Subsidies & Functional Grants

Education Subsidy Policy is aimed at ensuring that the cost of education is a shared responsibility between the National Government, Provincial Governments and the parents. The provision of education subsidy by the national government are aimed at addressing the government's education objectives to increase student access and provide quality education.

There are two components to the subsidy – school infrastructure and maintenance grant (SIMG) and education quality program (EQP). SIMG is provided in the form of direct school grants to help schools meet infrastructure maintenance costs. The national government is continuing to provide SIMG to all schools at all levels of general education because of the deteriorating conditions of school infrastructure even though the responsibility of school infrastructure and maintenance of school buildings belongs to the provinces.

EQP is targeted at enhancing the maintenance of education quality interventions such as school inspections, national examinations and teacher inservice training and grants to churches.

With regards to the administration of the subsidy, in 2002 the government directed the DOE to administer the subsidy centrally resulting in the subsidy grants being distributed to the school in four quarters. In 2003, the intention was for the DOE to administer the national government's share of K40 million in two quarters while the provincial governments administer the remaining K20 m in the remaining quarters. In 2004 the provincial component of the subsidy was removed and replaced with Provincial Education Functional Grants. DOE distributed its share of the subsidy in two payments. The same arrangement have remained in 2005.

Cross Cutting Issues: HIV/AIDS

In June 2005 the National Department of Education established a HIV/AIDS Work Group to develop a HIV/AIDS Policy for the National Education System of Papua New Guinea. The work group includes representatives of the national Department of Education, principals and the teachers association, the national Aids Council Secretariat, the national HIV/AIDS Support Group and education donor programs.

A draft policy has been developed and will be finalized after the consultation with national, provincial, district and school community personnel. The 2005 Senior Education Officers Conference provides the first opportunity to consult with all Provincial Education Advisers. It is planned to complete and launch the Policy on World AIDS Day on December 2005.

The Policy has been developed in the context of the latest data about the spread of HIV/AIDS in Papua New Guinea and the estimated impact on education. Currently one of the greatest challenges to the health and future of the nation is the rapid spread of HIV/AIDS in Papua New Guinea. Latest reports estimates that the prevalence of HIV is 2%, but could reach 16% by 2010 if interventions are not successful. The updated 2004 Report of the National Consensus Workshop of Papua New Guinea states that approximately 11,000 cases have been reported nationally. HIV/AIDS is now a generalized epidemic in Papua New Guinea, with close to 70 000 people infected with HIV. This places Papua New Guinea with the highest rate of HIV in the Pacific and the fourth highest rate in the Asia Pacific region.

The Deputy Secretaries Committee of the CACC has asked that all Government Departments develop a strategy for the prevention and management of HIV/AIDS. The Department's HIV/AIDS Policy will address the education issues identified in PNG's National Strategic Plan on HIV/AIDS 2004-2008.

Because access to money and mobility are features of education workforce in Papua New Guinea, it is estimated that the current rate of infection in the education workforce could be the same or greater than the general adult population. If the current rate of the spread of HIV continues, this will have a devastating impact on the national education system. For example:

The education workforce will be more susceptible to being infected, given their relative access to money and mobility. Consequently, a significant proportion of

education managers, teachers, teacher trainers, support staff and administrators will either fall ill, die or be required to care for family members.

A significant number of students will be infected, die or be required to care for infected parents and family members. Some students will be forced to leave school because school fees cannot be paid. Literacy levels, particularly amongst girls, will decline. As a result, a proportion of the next generation will be lost to the workforce and to the community.

The HIV/AIDS epidemic has the potential to negatively affect the demand, supply and quality of education in Papua New Guinea, threatening the goals and targets of the National Education Plan 2005-2014.

In accordance with the vision of the National Education Plan 2005-2014, the proposed goal of the HIV/AIDS Policy for the National Education System of Papua New Guinea is to participate effectively in the multi-sectoral response to the HIV/AIDS epidemic in Papua New Guinea through the development, implementation, monitoring and evaluation of a comprehensive, relevant and forward thinking response to HIV/AIDS at all levels of the national education system.

The policy will apply to all students, teachers. Managers, (including Boards of Management and Governing Councils), administrators, and professional, support and ancillary staff at all levels of the national education system. The Policy can also be used as a guide for other education institutions and schools outside the national education system.

Conclusion: The draft policy proposes that:

- Provincial Education Plans will include implementation and monitoring strategies for HIV/AIDS
- Provinces will identify existing or establish new structures to coordinate and monitor the implementation of the policy.
- Priority will be given to HIV/AIDS support in planning and budgeting processes at all levels of the education system.

In 2006, implementation and monitoring guidelines will be developed for schools and colleges, and for use at the district, provincial and the national levels of education.

HIV/AIDS is a development issue that needs to be addressed by every government and private sector organization and citizens of this country.

The Department of Education has formed a Working Committee and has been meeting to come up with a HIV/AIDS workplace policy as one of its minor priorities in the National Education Plan 2005 – 2014.

According to Committee Member and acting Teaching Service Commissioner – Policy, Mr Jerry Kuhena, every week a teacher is dying of AIDS related illness.

Barbra Smith, HIV/AIDS Facilitator who has been working closely with the Committee briefed the Senior Education Officers Conference in Alotau about the latest on the epidemic.

She said that close to 2% of the population in Papua New Guinea is infected with HIV. "HIV/AIDS is rife in rural areas also, not only in urban areas. While in Port Moresby, 40% of hospital beds at the Port Moresby General Hospital are taken up by AIDS related illnesses. This has placed a lot of pressure on the use of facilities needed to treat other curable diseases," said Ms Smith.

She also added that the rates of Sexually Transmitted Infections (STIs) are very high in Papua New Guinea compared to other South Pacific and Asian countries.

The epidemic is now affecting the most productive ages of PNG's population which is the 25 – 45 age group. More females than males are affected in the 15 – 25 age group. This is due to older men with money having unprotected sex with females in this age group.

Ms Smith said that the Department of Education like any other organization will have to adapt its core business to HIV/AIDS or find the problems it is currently facing get worse.

Policies

The conference grouped into regions and discussed strategies to fight the epidemic. The strategies they came up with were submitted to the Committee to help write the policy for the Department. Some of the strategies they came up with included:

- The need for provincial aids representatives to work closely with schools and inspectors
- More time for HIV/AIDS classes or a special day each week dedicated to HIV/AIDS education
- Head teachers and teachers to be well trained to handle sensitive issues regarding the disease

Mr Rapese said that the Department of Education will create a position at the headquarters to look after HIV/AIDS.

Personal Observations

1. Introduction

Mr. Chairman and friends to begin this presentation I would like to make mention of a fact on the effect of HIV/AIDS and two areas for our attention as measures to prevent HIV/AIDS. HIV/ AIDS are a real threat to all development initiatives.

Fact

HIV/AIDS is a killer of the human race and it will kill us. It is in our mutual interest to kill and prevent it. So let there be no opportunity allowed for misuse of bodies.

HIV/AIDS can be prevented

First, is that Universal Education is the IMMUNIZATION against HIV/AIDS.

Second, advocacy is that the credible campaign against HIV/AIDS begins with you.

Get a HIV/AIDS test and prove that you do not have HIV/AIDS so you can campaign with confidence against HIV/AIDS.

Let me turn to the presentation proper and use these talking points.

2. Appreciation

I am very humbled by your kind consideration for my participation at this Senior Education Officers

Conference here in the beautiful Alotau Milne Bay province. In addition you have been very kind to

assign me this subject, “Personal observations on the Implementation of the National Education

Plan 2005-2014. In an attempt to provide an observation I raised this question, are we putting into practice what is stated in the Education Plan in order that Papua New Guinea is a peaceful and prosperous nation?

This is a difficult question to answer because the question is similar in nature to this other question from the Biblical angle is this some-one asked Jesus, “what must I do to enter the kingdom of heaven?” The response to the Biblical question is along this line. To qualify for a place in the kingdom of heaven you must give up everything you have and follow my teachings was the reply from Jesus.

Back to our question, are we putting into practice what is in the Education Plan 2005-2014 for Papua New Guinea to be a Self-Reliant, Peaceful and Prosperous nation? We can reply in the affirmative, yes we are doing some things right according to the plan. Other areas are difficult but we are committed to the vision and aspiration for a peaceful and prosperous nation. There fore we will continue to adjust or modify our policies and practices in order that we reach and retain that peaceful and prosperous state. What is that desired state?

3. Future and preferred State

It is our dream and vision for Papua New Guinea to become a peaceful and prosperous nation. To reach that desired state we have chosen “Self- Reliance“ to be the action theme through out the National Education Plan as the strategy to” Achieve a Better Future” through the education system. Implied in that “Better Future” is that, there will be food for all, each person is literate and no HIV AIDS. In other words a nation where citizens are healthy, happy, educated and skilled with each person is making a meaningful contribution to the growth and development of the nation in earning a living, making a living or enjoying that living.

To reach and retain that peaceful and prosperous state, we get reference and get guidance from the goals and principles stated in the constitution of Papua New Guinea and related international human rights principles, to determine and govern our policies and practice.

4. Principles

Constitution of Papua New Guinea, Millennium Development Goals, Medium Development Strategy 2005-2010, National Education Plan 2005-2014 and the Road Ahead- Pacific 2020. A strategy to apply the principals is desired as the resources allocated to the provision of education are limited and stretched.

5. Strategy

What are the education priorities? They are Basic Education including Literacy and Awareness, Vocational and Technical Education, Tertiary Education, Special Education and Flexible Open and Distance Education. Central to all teaching and learning is the development of the whole person. The end result of all teaching and learning experiences must be these. Citizens must earn an honest living in the environment of peace and harmony, live out of that honest earning, saving a percent of that earning, invest a fraction of that earning and share a proportion of that earning. To achieve and maintain the desired outcome in society now and later in the life of the child, the programs on access, quality, management and finance that specify the minimum requirements in each area must focus on the ethics and morals of development. In my opinion people and nations are rich and develop because of not so much the level of their education but their ability and willingness to learn and work hard, effectively following accepted and constituted principles of life. It is their attitudes and good character. Again in making an attempt to provide for minimum requirement for example on access each leader/manager must take guidance from a credible reference such as the laws of the land or the bible. Here I take guidance from the bible. When one sheep is lost the shepherd is very concerned. In the like manner we too must be very concerned when one child is out of school. This is because we seem to dwell on statistics saying that a small difference is better than a big difference. Each person has a right and we have a duty to each person's welfare and wellbeing. We must continue to look into and beyond averages. Remember one good person has the potential to influence many other people to follow that accepted behavior. In the same vein, one criminal has the potential to cripple a nation.

Quality and Curriculum; the body of knowledge that we provide must challenge the usefulness of that knowledge. The teaching and learning experiences must be meaningful. The skills and knowledge must be appropriate and applicable. The body of knowledge must encourage the person to see that, the type of life one will have depends on their own efforts. The positive social values and attitudes become an integral part of the behavior of each citizen resulting in each to earn an honest living. These simple attitudes of earning an honest living, living out of that earning etc when adopted and become an integral part of the behavior of all means a big chance of the Policy on Self-Reliance becoming a reality.

It means that the programs and projects that are in progress such as these; Basic Education Development Program (BEDP), Education Capacity Building Program (ECBP), Payroll- Maoro project, Teacher Education and others that are provided for by AusAID. Related projects like Improvement of Rural Primary Education Facilities (IRPEF) by the European Union (EU), Teaching of Science and mathematics through Television sponsored by JICA, Skills development program under Asian Development Bank and others in the pipeline like the Solar Lighting project to be implemented. The programs and the projects must maintain as their centre of focus to be the teaching and learning for the children to be peaceful and prosperous. How can leader/managers move the system forward? We must follow a simple progressive path. We must systematically and consistently review our own performance.

6. Possible pathways

6. A) Maintenance and repair of assets; the education system must function, education services must be provided. To gain some reality could you reflect on all the regular tasks that you must attend to in your daily management from morning to night? You

can do the same for the tasks weekly from Monday to Friday and annually from January to December from 2005-2014? The end point of all must be that every school under your care must be operational. It means every school must have all the conditions necessary for worthwhile teaching and learning is taking place. It must have the necessary staff, teaching materials and support from the community as well as the required infrastructure. In budget terms the fixed costs must always be provided for and must be paid. What ever is productive must remain, in other words you should maintain only assets.

6. B) Reconstruction and Development of facilities and promotion of positive initiatives;

The emphasis here should be on the implementation of the government's intervention policy on "Recovery and Development" pushing for Good Governance, Capacity Building and Export Driven Economy should be applied. To help focus the practice of the leader/manger this question should raised. How can I do this task in less time than I have been doing so far? Is it possible for me to carry out this task in a different way? To some extent you have demonstrated what is advocated here in one of your resolutions yesterday relating to the assessment of teachers. I heard that there should be no national ratings conference this year because of unsure results and performance of teachers. You have also concluded that modular programs, specific and targeted programs are to be promoted in schools especially in vocational and technical institutions. Other areas that are worth consideration are the medium of instruction and communication verses the language policy. It might be productive if we pushed for teaching and learning in vernacular and bridge straight into English. Rather than allowing teaching and learning in vernacular and the use of lingua franca in particular pidgin and then bridging into English. The child's mind is some what confused when we bridge from a lingua franca say pidgin into English. Are we ever going to have a national language that people will be forced to learn if they wish to understand us? Where is your identity in pidgin? Put in Implementation and Monitoring Groups terms, equip and staff existing secondary schools before building new ones. It is probably time for provinces to seriously consider appropriate technology sites rather than building schools for the sake of them. How can we get value for the use of the limited resources?

6. C) Constructive and creative alternatives;

Research; Ideology; are we going to believe in 20 years time what we believe to day? Science and Revelation; scientists are proving what has been predicted. Will our Faith develop or decrease? Has the Faith community in developed countries grown or weakened as a result of economic growth? Poverty is it on the rise so what is the solution. The fact is Papua New Guinea will be different? How will that creative and constructive thinking help Papua New Guinea be a self-reliant, peaceful and prosperous nation?

The lead question that ought to be raised is, must it be this way all the time every time? The response is mixed. No and Yes, the response should be. It depends on the circumstance. Relevance is dependent on circumstances, what works here does not necessarily have to work over there or here. Reliable data obtained through the use of credible and valid instruments will assist the leader manger to make choices. In that similar approach our experiences in implementing the plan should help us in the review of the plan.

The NEP2005-2014 is expected to be reviewed in 2007 and 2009. Necessary changes must be made for the plan to maintain its credibility. Projects such as the one on

Improvement of Rural Primary Education Facilities (IRPEF) are to demonstrate that the circumstances warrant a shift in policy to central or regional schools as opposed to each community or ethnic group having their own school.

Emphasis must be placed on Science and Mathematics as means to capitalize on opportunities that available in technology.

7. Relationship and Partnership

The demands and aspirations in our nation outweigh the useable resources in our country. It means we have a large budget deficit, a high public service wages bill at the same time safety and security are of great concern. There are nations willing to help us out as peace and prosperity in our part of the globe means peace and harmony on their side as well. We need to explore the opportunities and negotiate possibilities with new partners starting at village, ward, district, province and nations in the region and the democratic world. Relations need to be established and encouraged along with all parties benefiting. One example in the country is this. Secretary for education is required by constitution to provide leadership for the delivery and development of education policy throughout the country and yet the Secretary has little strike power to enforce implementation of that desired policy in each of the provinces. What will be the situation in Bougainville? In establishing relationships one must be conscious of Identity and Culture requirements. In what ways will this relationship protect and promote our mutual interest?

There is a move to have the teachers of the Seventh Day Mission become part of the Unified Teaching Service. How is this amalgamation going to be smooth and productive? Are we going to allow separate schools for Muslims? What should be our focus in considering the issues of religion and development? In the international level, should we step up our relations with South Korea, they seem to have taken over Japan in some technology departments.

8. Comparison Confidence and Credibility

It might be helpful if Papua New Guinea was not compared against other countries in the South Pacific. There is a very big difference between most of the countries in our region that is like Fiji, Samoa, Tonga. We need to see how we compare with others on international agenda except that the criteria that are used to make the comparison are probably not fair. Countries although similar in some shape there are vast differences between them. Most of the countries mentioned have a road network, is there a road net work in Papua New Guinea. You can walk around Nauru in one day. Can you walk around Manus Island in one day? Maybe you should compare Nauru with New Ireland province. You should compare Milne Bay with Vanuatu. What do you think? In some of the Countries with which we make the comparison there is electricity. So to make comparisons against Papua New Guinea on full scale is an error in my opinion. Could we attempt to compare urban areas against the Pacific neighbors?

9. Development

It is a man guided process of positive change towards a preferred state in that process every living and able being is allowed to provide leadership, participate and be involved in how they live and grow in complement to and in harmony with others. In this connection the education system is an integral part of the nation's development strategy. It means roads and bridges, aid posts, banks, law and order, markets are essential in the delivery of education services. Take again the cue from the biblical

angle the challenge of the each part of the human being, all parts of the body must work in harmony with each other, the heart, hands, head and the rest. Otherwise the body will not function. In that light the department of education co-operates in full with the governments District Services Improvement Program (DSIP). There is co-operation in the district between, treasury, post office, police and other essential government service such aid post and schools. The elementary school calendar must be community oriented and the community school must be managed by the community. That is the challenge facing the leader/manager in every education institution.

10 .Teachers and Leadership

Teachers; their needs beginning with their pay and entitlements must continue to be top on the development agenda for effective implementation of the education reform, we must continue to seek create alternatives to help them help themselves. Our modest efforts in the Solar Lighting project that is about to be born has the potential to make a constructive contribution to the conditions of employment for teachers.

Leadership; although the NEP 2005-2014 indicates the way forward that way forward will be realized when the leadership is dynamic. And in the management to provide the desired service the human aspects of people who serve in the education system must be respected or provided for. When those who serve are satisfied the needs of those to be served are most likely to be addressed with a smile and confidence.

11. Rhetoric to Reality is reality the truth:

What is real? Should our opinions be formed from the knowledge we gain from the Bible or from scientific conclusions. Both, it is often fair to form an opinion on Faith when there is no reliable scientific evidence to justify our opinions. When the facts become available then challenge the Faith.

12. Commendation

Dr Pagelio Acting Secretary for education and the team of committed officers have handled the department well during this period of uncertainty? I smiled and will continue to do so because you manage with drive and determination. I am very proud of you all. I hope the appointment process is finalized soon, so that you can all identify with the appropriate leadership. I hold fond memories of each one you especially those of you who served our nation with us beginning on 4th April 1997 to 5th May 2005. Congratulations.

12. Conclusion

I was very enlightened by your command to come to the conference and grateful for the opportunity to make the brief comments above.

I am Secretary without a portfolio. So thank you for the confidence and I trust that the respect and hope we have developed lives on among us is continued and improved.

I maintain that when we apply the principals of affordable, applicable and sustainable in implementing the programs and projects in the NEP 2005-2014 the preferred destination for our nation to be a self reliant, peaceful and prosperous will be reached.

It means determination and dedication from us all to do our little bit. In other words we must learn to save and invest taking the guidance that all rich and prosperous people and nations started off on a humble beginning.

I thank you for the opportunity to share these observations. I wish that every aspect of the conference continues to go well.

DONOR OBSERVATIONS



Ms. Romaine Kwesius
First Secretary Education Development, AusAID

Ms. Kwesius thanked organizers for inviting her to this meeting.

Implementation of the NEP is a major undertaking involving all levels of government and other key stakeholders. She said that AusAID pleased to be an on-going part of the education program and accept that donor financing remains a vital part of delivery of education services, improving financial management, governance and accountability systems are key to achieving sustainable outcomes.

I am very interested in hearing from you about your experiences with AusAID funded activities, particularly CRIP, BEDP and ECBP. I will mention briefly a couple of issues;

CRIP

Current mid-term review

Concerns over future of teacher in-service, lack of sufficient teaching materials in schools and the data which NDOE uses to determine its distribution

Preparations in provinces for continuing curriculum reform initiatives following departure of RISAs.

BEDP

BEDP visits to all schools has revealed it costs A\$ 1 million to allow inspection visits to each schools in a year. The project does not have sufficient funds to pay for this on an on-going basis. Many of you today are talking about increasing inspector visits. How is this to be funded? A key issue raised by the visits is the number of schools in remote areas that are closed. You have been engaged in discussions about retention. Having a school open is a prerequisite. I would be interested in strategies for addressing this.

ECBP

The Education Capacity Building Program has worked closely with NDOE on a range of initiatives focused on strengthening the capacity of the national education system at the national, provincial and district level to achieve quality improvements in education service delivery. Work is being carried out on the intention is to bring all Aus AID funded support for the general education system under the umbrella of ECBP. This would mean we would no longer have discrete activities such as CRIP, BEDP etc.

AusAID

The Australian Government through the AusAID program has and always will continue to play a major role in financing our education initiatives in the PNG education system. There are benefits such as technical benefits like elementary education, elementary teacher education, and other areas to be introduced by Romaine Kwesius, First Secretary Education Services, AusAID.

AusAID enjoys a strong and productive relationship with the Education Sector in Papua New Guinea. This relationship has enabled AusAID to assist positive outcomes at all levels of the education sector in Papua New Guinea.

AusAID also works very closely with the provinces and deal with a range of projects including, CRIP, BEDP and ECBP which is increasingly seen as the major vehicle for delivering significant amount of assistance from AusAID over the coming years.

AusAID projects have also undertaken some research activities and some impact study. CRIP has recently undertaken some, ECBP is positioning itself to be able to assist further research as well to make sure that when reforms and plans are implemented that they are done on basis of good evidence. The Australian support has contributed to improvements in access, curriculum development, teacher training and materials supply.

Australia expects to continue support to PNG education sector for the foreseeable future. However, the expansion of the education system must proceed in an affordable manner and a cost-effective strategies are instituted in a Whole of Government level.

Consistent approaches in line with agreed policy is imperative. AusAID will continue to work with the Government of Papua New Guinea and the Whole of Government level to assist with wider reforms that aim to identify fiscal savings and organizational efficiencies that may be able to redirect support to core development priorities such as education and health.

Under ECBP a significant amount of support would be provided to support improvement in systems operation, data collection, human resource management which are outlined in the NEP. ECBP will also be working with provinces currently examining options for activities in districts in four provinces.

Mr. Dan Doyle
European Union

A power-point presentation on the work done by IPREP Project was given by Dan Doyle. Problems faced in implementation of the program was also highlighted. It was reported that all concerned partners will need to work together to see improvement in the infrastructure of primary schools. And the key players will have to be the members of the community. However a comment was made that Service Delivery on a whole government approach should be instituted.

From the presentations that were made a number of issues were highlighted for all stakeholders ,DOE and donor partners to take note of: That a systematic donor coordination is put in place to get donors working together. It is hoped that the experience and lessons learned during implementation of this project will establish a good framework for more widespread government led interventions at remote primary schools.

The purpose of IRPEF is to extend and upgrade primary schools in the remote areas of PNG. It anticipates improving conditions of small schools at the same time identifying the best practices to improve management processes in the schools.

The overall objective for this approach is that it will contribute to (a) improved performance of pupils in remote villages (b) the adoption of proven strategies for overcoming educational disadvantage to help Department of Education have a standard practice in the primary sector.

IRPEF is based on the believe that, by improving the infrastructure of primary schools, and enhancing conditions of teachers, teaching and learning will be upgraded in primary education, and will subsequently increase girls' education.

Over a four year period EU expanded K10 million (EUR 4 million) on IRPEF programme. Its focus was aimed at improving both the delivery method, and student participation in remote primary schools

The Project Implementation Unit (PIU) in the DOE and project personnel including volunteer and locally employed staff and the District Education Officers will continue to implement relevant project activities in consultation with other donors in support of the ongoing educational reform agenda.

School Boards of thirty target primary schools in three Districts will receive substantial training. Priorities will be determined for physical support, e.g, teacher housing, classrooms, library, etc. Community involvement and participation will be required and appreciated. Simultaneously, school inspector training, teacher upgrading, research and policy development will also occur.

Dr Isiye NDombi

Papua New Guinea Country Representative, UNICEF

Dr. Ndombi thanked the acting Secretary for Education, Dr. Joseph Pagelio, for the invitation to the conference. He also echoed his commendation to Former Secretary for NDOE Mr Peter Baki, Senior Education Officers from Waigani, Provincial education Advisors for their dedication and leadership in moving education forward.

He said that education is the gate –keeper out of poverty and an important investment in children. He highlighted that in education, UNICEF works in 4 main areas: a) advocacy for accelerated progress towards UPE, b) partnerships to enhance enrolment and retention of all children, with a special focus on girls, since they tend to be left behind; c) processes to make schools friendly to children; and, d) enhancing capacities for HIV/AIDS education in schools.

Work is being carried out by UNICEF to address the 4 main areas.

He also stressed the importance of development partner coordination. Such coordination will harmonise and simplify systems of dealing with different partners and will dramatically reduce transactional costs. The sector –wide

approach to programming (SWAP) is the way to go. This approach will produce many synergies, minimize duplication and enhance effectiveness. It will also strengthen the leadership position of the NDOE and called for NDOE to institutionalize it.

He also pledged UN's commitment to work with all partners in education and to be involved in the consultative processes that will follow this conference. He was confident that a clear roadmap in the draft plan will translate into actions and indelible results, which will be the beginning of an accelerated development process.

The SEOC accepts and notes the presentation made by Dr. Isiye Ndombi, Papua New Guinea Country Representative, UNICEF and convey its appreciation for the support that have been given to education development in Papua New Guinea

Hiroshi Itoyama

Assistant Representative- JICA PNG Office

Hiroshi Itoyama presented to the Senior Education Officers a brief report on the Activity of JICA (Japan International Cooperation Agency) in the country.

Priority Sector in JICA's Country Strategy for 2005

PNG MTDS 2005 – 2010

Basic Health

Basic Education

Rehabilitation and Maintenance of Infrastructure

Income Generation in Rural Areas

Law and Order

JICA – Country Strategy for 2005

Health

Education

Social / Economic Infrastructure

Rural Development

Law and Order / Poverty Reduction

JICA's activity for each issues:

Sector Issues, Programs, Program Components

Lesson Improvement of Primary and Secondary Education

Technical Cooperation Project (EQUITV Project)

Dispatching Volunteers

Youth Invitation Program

Enrichment of Social and Cultural Education

Dispatching Volunteers

Key Words in JICA's Administration

Budget Cutback in Japanese ODA

Selection and Concentration
Efficiency and Effects

Program for Education Field
Sector Issues-Programs-Program Components
Lesson Improvement of Primary and Secondary Education
Enrichment of Social and Cultural Education

Lesson Improvement of Primary & Secondary Education
Technical Cooperation Project (EQUITV Project)
Dispatching Volunteers
Youth Invitation Program

A part of the assistance is the Dispatching of Volunteers to selected schools in two provinces. Currently Volunteers as Science and Mathematics teachers are dispatched in two provinces i.e. East New Britain (Rabaul) and Madang. Schools in Rabaul include: Vunakanau Primary School, St Mary's Secondary School and OLSH Kabaleo Teachers College. Schools in Madang include: Baitabag Primary School, Good Shepherd Secondary School and Madang Teachers College

Youth Invitation Program

Under this program teachers are invited to visit schools in Japan. About 14 teachers in Primary and Vocational Schools are invited to Japan for nearly 20 days. In most programs, they go to related schools to see the following: Japanese teachers teaching style in the classroom, Administration of school. And the participants communicate with Japanese teachers and students.

Dispatching Volunteers

Japanese as a Foreign language study for:
Promoting cross-cultural communication and understanding
Broadening intellectual horizon
Community based sports extension for
Raising standard of discipline & morals through group activities

Enhancing Quality in teaching through TV Program (EQUITV Project) Curriculum Development Division, Department of Education & Japan International Cooperation Agency (JICA)

Teachers want to overcome many problems experienced during instructional lessons. And the new project (EQUITV) is an initiative introduced to try and minimize some of these problems. But there are still other problems such as: geographical settings and financial problems
Teachers do not receive enough inservice and lack of teaching and learning materials

Comparing the former project with EQUITV Project

Under the Distance Education Utilising Recording of Live Classroom Pilot Project, the target Grades were Grade 7 and 8, a 40 minutes TV program and there was no teacher guide for TV lesson:

Under the New Project (EQUITV Project), the target Grades are Grade 6, Grade 7 and Grade 8, a 20 minutes TV program, 15 minutes interval, 5 minutes TV program and Teacher guide for TV lessons are prepared

What are the problems?

Insufficient teacher's content knowledge and teaching approach

All primary school teachers must teach all the subjects in Grade 7 and 8

All primary school teachers must teach by using outcomes based approach, student centered approach and considering gender issues

The goal for the Department of Education and JICA is to:

Ensure quality of classroom teaching is improved through regular delivery of distance education utilizing TV program.

Details of the new TV lesson

Main topic of today's lesson (10 minutes) – Teachers can understand appropriate knowledge of the topic

Model teacher starts lesson (10 minutes) – teachers can start their teaching by using student centered approach

Interval (15 minutes) – teachers teach according to the topic of the lesson

Model teacher concludes the lesson (5 mins) - teachers can check the answer/s based on the lessons

To achieve the super goal:

Non-pilot schools in pilot provinces must have the following:

TV screen

Generator for electricity

Antenna for receiving EMTV signal

Security for TV sets

These are very expensive

To achieve the super goal of EQUITV Project

We have to raise awareness with the communities and we have to research other methods for preparing items for receiving the TV program. Bougainville has started doing Fund raising to help raise funds to assist with the program.

World Bank/Partners

Senior Education Officers were informed that the Rural Teachers Solar Pawa Project is an innovative program specially designed to meet the needs of teachers in the rural areas. The focus at this point in time is on rural teachers and it will be up to the teachers to decide if they need to benefit from the project.

It is also affordable and teachers can be able to get it at a reasonable price.

The Solar Lighting Kit is simple to assemble and can be installed by teachers themselves. There are procurements steps that need to be followed for those that are interested in getting one.

Questionnaires are being distributed to all provinces to find out on the impact of the program. There are arrangements being done for interested teachers to obtain a TSL loan to assist them in purchasing the Solar Lighting Kit.

A video presentation on the use of the Solar Lighting Kit in Bangladesh was shown to all members on the use of Solar Lighting.



RESOLUTIONS



Resolutions of 2004 SEOC and Formation of 2005 SEOC Resolutions Committee

A concern was raised that action reports have been very slow in being forwarded to the DOE. It was generally agreed that in future actions taken on the resolutions/recommendation will need to be reported during the conference by the respective divisions or provinces concerned if the actions are not received in time for inclusion in the report.

The 2004 SEOC report does not include all action reports as some divisions and provinces did not forward their reports in time.

The SEOC took note of the resolutions and actions taken from the 2004 SEOC.



ACTIONS TAKEN ON RESOLUTIONS OF THE 2005 SEOC

2005 SENIOR EDUCATION OFFICER'S CONFERENCE (SEOC) RESOLUTIONS

A. Acknowledgement	Res No.	Resolution	Action Division (s) /Officer(s)	Comments on actual actions taken.
	1	That the SEOC expresses its appreciation for the welcome by the Provincial Deputy Administrator, the acting Provincial Education Adviser, the Division of Education personnel and the members of the conference organising committee and the students, and staff of Hagita Secondary School for the reception and welcome at the airport.	GES/PRC	The Secretary has written to both the Deputy Prov. Administrator and the acting Prov. Educ. Advisor and his Committee thanking them for their support.
	2	That SEOC requests the Department to communicate its appreciation to schools, hotels, teachers, and the Provincial Administration for their support.	GES/PRC	The Secretary has also written to the appropriate individuals and institutions thanking them for their support.
	3			

		That the SEOC request the Department of Education (DOE) to communicate its commendation for the administration and students of the following schools for their hospitality and participation during the conference opening ceremony and during the school visits. ❖ Cameron Secondary School ❖ Hagita Secondary School ❖ Labe Elementary School ❖ East Cape Primary School ❖ Taupota Primary School ❖ Bou Elementary School ❖ Gibara Primary & Elementary School ❖ Ho'wai Elementary School ❖ Maiwara Prim & Elementary School ❖ Rabe Primary School ❖ Jewels for Jesus – Children's Ministry Alotau Urban Prim & Elementary Schools ❖ Lelehoa Prim & Elementary School ❖ Kurada Prim & Elementary School ❖ Nuakata Prim & Elementary School ❖ Salamo Primary School	GES/PRC	The Secretary for Education has written, commending all institutions and the Administration of Milne Bay for their participation and hospitality during the opening ceremony and the school visits.
B. Official Opening	4	That the SEOC notes and accepts the; 1) Welcome speech by Mr Wilfred Leleca the Deputy Administrator, Corporate Affairs 2) Keynote address by Mr Joshua Kalinoe, Chief Secretary 3) Hon Minister for Education Mr M Laimo CBE, MP and the 4) Response made by a/Secretary for Education.	GES/PRC	The Secretary has noted and accepted the speeches delivered by Important Dignitaries during the Official Opening of the Conference week. This is recorded in the 2005 Conference Report.
	5	That SEOC notes with appreciation the address by the Governor of the Province Hon. Tim Neville MP and Hon Chairman of Education for Milne Bay.	GES/PRC	The Secretary for the Department has noted with appreciation the presence and the address from both the Hon. Governor for Milne Bay and the Hon. Chairman for Education in Milne Bay. This is documented in the Conference Report.

C. 2004 Resolutions	6	That the SEOC takes note of the resolutions and actions taken from the 2004 SEOC.	DOE and Provinces	The Department takes note of the actions taken on the 2004 SEOC Resolutions
D. Discussion Papers	7	That SEOC notes the overview of issues addressed in the paper NEP – Planning Together presented by FAS PPRC and encourages consideration of how DOE and the provinces will work together to resolve these issues.	PFM and Province	No action required.
	8	That SEOC takes note of the Guidelines for the expansion of Secondary Schools in the paper presented by a/FAS Standards and accepts the recommendations for the criteria for Grade 11 Selection contained in the paper. DOE to write to Provinces advising them of the three main issues to be observed in the Grade 11 Selection 1. that the four upper pass grade be maintained 2. that the School Certificates should include scores in addition to grades and 3. that all selection for Grade 11 must be approved by the Secretary for Education.	CDD, GES and Provinces	In reference to No.1, Secretary's Circular 74/2004 is still the authoritative instrument for when selections are being made. For No. 2, GES is planning to hold discussion with MSU on how this can be made possible. For No. 3, GES continues to maintain that all the list of selected students are/must be signed by the Secretary for Education.
	9	That SEOC accepts and resolves that provinces take account of the Elementary Prep and Grade 7 quotas set by PFM during the preparation of provincial education plan.	PFM and Province	
	10	That SEOC notes the Paper "Access: National High Schools Review" presented by AS GES and refers the paper back to DOE for further improvement.	GES	GES has set up a Working Committee to discuss and plan how this transition will be possible.
	11	That SEOC notes and accepts the paper on Curriculum Reform Implementation – Progress and Future Directions by a/AS CDD and encourages consideration of how DOE and the provinces will work together to resolve these issues.	CDD and Provinces	

	12	That SEOC requests that the Teacher Education Division develop a strategy and program to support the inservice needs of the current practicing teachers for an optimal implementation of the reform curriculum.	TESD	At the 2005 PTC's Annual Principal's Conference it was determined that priorities be given to practicing teachers for an optimal implementation of the curriculum reform. As a result the DEP(I) program has been decentralised to all PTC's to cater for the teacher's needs.
	13	SEOC notes the presentation on the Pilot Curriculum Standards Monitoring Test by Mr George Morgan together with the 12 recommendations and request that DOE continue to monitor the progress in the development of the assessment instrument.	CDD	Two positions within CDD for the Curriculum Standards Monitoring Test (CSMT) program have been endorsed under the new restructure, and an initial allocation of K50,000 has been approved to allow commencement of work on the first cycle of CSMT for 2006/7. Work is now in progress to develop new test instruments for use in the 2006/7 cycle, and to develop a sampling frame to select schools and students to be tested in 2007.
	14	That SEOC accepts the recommendation of the Report on the "Inspectorate Review" by a/AS IGD and recommend that DOE and PDoEs combine to support the change in the system.	IGD Provinces	IGD has conducted a Trainer of Trainers workshop focusing on the recommendation in Lae for all the School Inspectors from the 1 st to the 5 th of May to equip them with necessary knowledge and skills required for this new intervention.

	15	That SEOC notes the paper Quality Curriculum and Monitoring – Vocational Education by Assistant Secretary TVET and suggest that the issues documented in the paper be addressed by DOE and the Provinces.	TVET	All Curriculum and Syllabus development have been reorganised into five categories or clusters; i) Primary Industries & Natural Resources (PINR) ii) Business Information Technology, Tourism & Hospitality (BITTH) iii) Building Construction & Arts (BCA) iv) Engineering Associate, Manufacturing, Transport & Applied Science (EAMTAS) v) Curriculum Information System & Electro-technology (CISE) All Training Materials are in Competency Based Training & Assessments. Assessments are in line with National Apprenticeship Board Trade Testing Standards either “Competent or Not Yet Competent”. All training materials are Modularised. TVET PNG National Qualification Framework is being developed to standardise all qualification. Yet
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	16	That the SEOC notes the draft HRD Policy presented by AS TESD and recommends that comments made during the discussion of the draft policy during the SEOC be considered in the future drafts.	TESD	Comments made during the discussion of the draft HRD Policy during the Alotau SEOC have been included. The HRD Policy is now ready for printing and distribution.
	17	That SEOC endorsed the Department of Education HRD Plan and recommends that its development process and format should be adopted in future plans	TESD and Provinces	2006 plan is developed around the HRD plan using its developmental process and format. The next 4 years plan will also be developed around the HRD plan using its developmental process and format.
	18	That SEOC recommends that DOE and the Provincial Education Divisions work together to develop Provincial HRD Plans following the development process and format presented to the Conference in the proposed National HRD Plan.	TESD & Province	Officers have been tasked to develop provincial HRD plans. Resource persons from the various sectors of the education system and stakeholders have been tasked to hold a workshop to develop a plan that would be used in the provinces.
	19	That the SEOC takes note of the Review of Organisational Capacity and Implementation presented by FAS PPRC and request that provinces make themselves aware of the implications of this policy at provincial level.	DOE	Discussions have been held with DWU and Don Bosco Technical College on attracting teachers from there into teaching in the systems schools. Other institutions are also consulted on this matter.
	20	That the SEOC requests the DOE to advise and inform the provinces of the changes arising as outcomes from the Review of Organisational Capacity.	DOE	
	21	That the SEOC recognised its unanimous support in accepting the establishment of a Position Allocation Committee.	TSC	Committee established under TSC Act section 29

	22	That the SEOC notes and endorses the membership of the Position Allocation Committee and adopt the terms of reference as recommended in the paper by a/AS PFM and a/TSC Chairman.	TSC & PFM	A Committee has been set up and approved by TMT. The Committee Members includes; Secretary for Education or his nominee, Chrmn TSC, Church Educ Secretary representing PNG Churches Council, Mr L Nombi and W Varmari, PEA representatives, Representatives from Dept. of Treasury and AS PFM. An appropriate formulae have been developed which will be discussed by the Committee.
	23	That SEOC endorses the proposal that the Position Allocation Committee report on its deliberations to a meeting of PEAs to be convened in 2006.	PFM	Working Committee has been established and has begun initial discussions. A paper will be presented by the Position Allocation Committee (PAC) to this Conference (2006 Hagen Conference).
	24	That SEOC accepts in principle that the posting of new graduates at primary level be administered by the Teaching Service Commission and that the priority be given to the disadvantaged Provinces	TSC	No action – Provinces who want teachers should conduct recruitment drive. TSC has concerns that Graduates are not given any special consideration to get on the pay roll. It is verging on immoral to force new graduates to go for months without pay.
	25	That SEOC request TESD and TSC to consider some strategies to attract graduates from other Universities other than University of Goroka into teaching.	TESD & TSC	No discussion as yet Concerns about status of other Unis as to teaching Ability

	26	That SEOC endorses the following recommendations in regard to the development of Provincial Education Plans; ❖ that the provincial plans framework be accepted in principle ❖ that provinces give priority to the writing of their plans, ❖ that DOE do regular follow up with the provinces to monitor progress of PEP ❖ that Provincial Administration seriously address the issue of high staff turn over of education planners and Advisors and ❖ that Provincial Government provides assistance in terms of funding and logistic support to complement the role DOE is taking in the development of PEPs in order to ensure that plans are completed by December 2006.	PFM and Province	PFM is working in consultation with the Provinces for the development of Provincial Education Plan (PE). Manus has completed their PEP, the 19 provinces efforts are being made for their PEP to be completed by December 2006.
	27	That SEOC notes and accepts the regional presentations on the issues and strategies for addressing the issues as reference for the development of the provincial plans.	PFM and Provinces	Efforts are being made for the completion of PEP.
	28	That SEOC endorses in principle that Provincial and District Education Plans adopt the National Monitoring and Evaluation Framework to ensure effective monitoring, evaluation and reporting on the implementation of these plans.	Provinces	
	29	That the SEOC encourages provinces to consider appropriate actions as strategies for improvement of the retention rate in the development of their provincial plans.	Provinces	
	30	That SEOC notes the NRI study on “Mi Lusim Skul” and recommends that the study be extended to other provinces.	PFM	Retention study is pending.
	31	That the SEOC takes note and endorses the TVET Policy document	TVET	TVET Policy developed and launched in POM on the 12 th of April 2006.

	32	That the SEOC endorses in principle and recommends that the Provinces use the draft TVET Policy as a model when developing their respective Provincial TVET Policies taking into consideration their particular economic, social, and political needs.	TVET and Provinces	
	33	That the SEOC notes with concern the increasing prevalence, of false Grade 10 Certificates and encourages the development of preventative measures to eliminate this practice.	CDD, and Provinces	Since 2001 MSU has undertaken the printing of the final results on the certificates so that schools receive only certificates for the required number of candidates. All remaining certificates are destroyed at MSU on the following year. Every year MSU is getting the printers to use the latest technology when printing the certificates so that duplication of certificates becomes extremely difficult.
	34	That the SEOC accepts and notes the presentation made by the following donors and convey its appreciation for the support that have been given to education development in Papua New Guinea. ❖ AusAID – Ms R Kwesius ❖ UNICEF – Dr I Ndombi ❖ JICA – Mr H Itoyama and ❖ Mr D Doyle, Project Director for IRPEF Project	GES/PRC	
	35	That SEOC notes the presentation made by the National President of the Papua New Guinea Teachers Association.	GES/PRC	
	36	That SEOC notes with appreciation and also acknowledge the presentation on the Rural Solar Power Project by the following presenters; Mr Sevese Maso – Sustainable Power Mr Michael Koisen – General Manager PNGTSL Mr Anton DeWilde – World Bank Energy Section and Mr John Volmer – Manager Corporate Data	GES/PRC	

	37	That SEOC endorses DOE's move to develop an HIV/AIDS Policy for the National Education System. SEOC also resolved that Provinces also makes plans to develop their own Provincial Education HIV/AIDS Policy. SEOC further request that DOE provide comments to the HIV/AIDS work group to assist in completing the policy.	DOE and Provinces	Following the conference, further comments were received from DOE and incorporated into the HIV/AIDS Education policy which was launched on the 1 st of Dec 2005. No reports received from the Provinces on what stage they are at in development of their own HIV/AIDS policy.
	38	That the SEOC recommends that the NEB decision to direct all the PEAs to ensure that their PEB are properly established and constituted immediately in accordance with the provisions of the Education Act (Ch.163) and the relevant provisions of the Provincial Education Acts be effected.	DOE and Provinces	
	39	That the SEOC acts on the 2002 Council of Education Chairmen's Conference Resolution No. 1 C, which resolved that all Provincial Education Act be completed by the time of the next conference.	Provinces	
	40	That the SEOC request the DOE to convey its sincere thanks to Religious Television Association (RTA) for the outstanding visual and audio coverage of the conference.	GES/PRC	Secretary has written a letter of thankyou to RTA.
	41	That SEOC notes and endorses the draft submission to be presented to SSM consistent with the accepted protocol for accepting NEC approval and that SEOC advises all PEAs to include the additional teachers salaries and management cost for running these new schools in their 2006 budget.	SDA Steering Committee & PRC	Admission approved Nov 2005 by PEB Actioned 2006. MOU signed on the 18 th of May 2006.
	42	That SEOC advises all PEAs to work with other divisions in their respective provinces to provide all the basic services to their people and SEOC also request for a workshop to be held on processes and procedures of disciplinary matters with TSC.	Provinces, TSC, F & B, and GAP	Included in ECBP Activity Program Plan (APP) however no action had been taken to date. TSC Legal officer is on sick leave since Jan 2006

	43	That SEOC request all PEAs to update their Provincial education data on teacher number in particular the information on teacher's leave fares and That SEOC advises all PEAs to budget for teacher's leave fares for 2006 in their budget for 2006.	GAP/Prov	Workshop was held in Sept 2005 in Lae but database is still incomplete.
E SUMMATION	44	That the SEOC notes with appreciation and thank Mr Peter M Baki CBE for his summary presentation.	GES/PRC	Secretary had written to Mr P M Baki, CBE taking him for his role in the SEOC.
F. Next SEOC	45	That SEOC resolved that the next SEOC would be held in Mount Hagen, Western Highlands Province.	DOE Provinces	Provinces were reminded in writing that 2006 conference will be held in Hagen as agreed to at the Alotau Conference.

PARTICIPANTS, TECHNICAL SUPPORT AND ACKNOWLEDGEMENTS



1 SEOC PARTICIPANTS

• Hon Michael Laimo CBE, MP	Minister for Education
Provincial Education Advisors	
Mr. John Numbaru	Central
Mr. Michael Ova	Milne Bay
Mr. Wilson Atarapa	Oro
Mr. Henao Tau Nauna	National Capital District
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Mr. Leo Noki	Western Highlands
Mr. Paul Sarr	Enga
Mr. Francis Yoke	Southern Highlands
Mr. Chris Bulu	Madang
Mr. Murika Bihoro	Morobe
Mr. Frank Evans	Sandaun
Mr. Baran Sori	East Sepik
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Mr. Jonah Posikai	New Ireland
Mr. William Varmari	East New Britain
Mr. John Glengme	West New Britain
Mr. Pompiran Kuyei	Manus
Mr Mefearamu Mero	Gulf

2 DONOR REPRESENTATIVES

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Mr. Tanimura Keizo	JICA
Mr. Niel Nicholls	European Union
Mr Gabriel Andandi	UNICEF
Mr Katsura Saito	JICA (Resident Representative)
Mr Neil Nicholls	European Union

3 GUEST SPEAKERS

Hon Tim Neville, MP	Governor Milne Bay Province
Mr Joshua Kalinoe	Chief Secretary
Mr. Henry Bailasi	Provincial Administrator, MBP
Mr Peter M Baki, CBE	Former Secretary for Education

4 National Department of Education Senior Officers

Dr. Joseph Pagelio	Secretary for Education
Mr. Damien Rapese	Acting Deputy Secretary – Standards & Human Resource Development
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Mr. Patrick Modakewau	First Assistant Secretary – Human Resource Development
Mr. John Josephs	a/Assistant Secretary – Policy, Research & Communication
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Dr Michael Tapo	Assistant Secretary – Teacher Ed. & Staff Development
Mr. Ouka Lavaki	Assistant Secretary – General Education Services
Mr. Winsley Degoba	Assistant Secretary – Technical Vocational Education
Mr. Oscar Iguarek	a/Assistant Secretary – Inspections & Guidance
Mr. Uke Kombra	a/Assistant Secretary – Planning, Facilitating & Monitoring
Mr. Erama Ugaia	Assistant Secretary – General Administration & Personnel

Teaching Service Commission

Mr. Allan Jogioba	Chairman
Mr. Jerry Kuhena	Commissioner - Policy

Office of National Library & Archives

Mr. Daniel Paraide	Director General – Office of Libraries & Archives
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5 SPECIAL GUESTS

Mr Tom Floyd	SELP Mentor - Overseer
Professor Terry Burke	SELP Mentor - Overseer
Mr. John Allsopp	SELP Mentor Overseer
Fr Mlak	Religious Television Association
Mr Mathew Kalabai	Religious Television Association
Ms Noella Wavu	Religious Television Association
Ms Babara Smith	HIV/AIDS Facilitator
Mr. George Morgan	CRIP Advisor
Mr. Thommy Hecko	President PNG Teachers' Association (PNGTA)
Mr Gordon Kavop	PNGTA
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Mr Paul Pyaro	First Secretary

6 TECHNICAL SUPPORT

NDOE technical and support staff

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Ms Christine Tomokita	KBO, PFM
Ms Melissah Baiva	KBO, PPRC
Mr Iavi Ivagoli	Conference Driver

7 ORGANIZING COMMITTEES

NDOE Organising Committee

Mr. Pala Wari	Chairman, FAS – Policy, Planning, Research & Communication
Mr. Uke Kombra	Assistant Secretary – Planning, Facilitating & Monitoring
Mr. John Joseph	AS – Policy, Research & Communication
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Mrs Etwin Apai	AS – Finance & Budgets

Milne Bay Provincial Organising Committee

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Provincial Education Officer	Milne Bay Division of Education
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Mr Henry Bailasi	Provincial Administrator
Mr Wilfred Leleca	Deputy Provincial Administrator
Hon James Mwai	Chairman – Division of Education
Principal Staff & Students	Cameroon Secondary School
Principal Staff & Students	Hagita Secondary School

8 OTHER ACKNOWLEDGEMENTS-----

Milne Bay Division of Education Officers
Teachers, parents and students from Milne Bay Schools visited
All Entertainment groups