

SENIOR EDUCATION OFFICERS CONFERENCE

MT HAGEN

26th – 30th JUNE, 2006



**PROSPERITY
THROUGH
SELF-RELIANCE**

“Strong ethics – strong people”

PREPARED BY THE POLICY, RESEARCH & COMMUNICATION DIVISION
DEPARTMENT OF EDUCATION
FINCORP HAUS, P O BOX 446, WAIGANI, PAPUA NEW GUINEA

PHOTOGRAPHS:

Cover	Mt Hagen Secondary Students welcome participants with traditional dancing
Inner cover	DOE Secretary's Staff participants
Bottom	Provincial Education Advisors participants

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Strong Ethics – Strong People



ABBREVIATIONS

ADB	Asian Development Bank	NEB	National Education Board
AS	Assistant Secretary	NEC	National Executive Council
ASF	Australian Support Facility (AusAID)	NEP	National Education Plan
AusAID	Australian Agency for International Development	NGO	Non-Government Organisation
BEICMP	Basic Education Infrastructure & Curriculum Materials Project (AusAID)	NHS	National High School
CBT	Competency Based Training & Assessment	NIP	New Ireland Province
CDD	Curriculum Development Division	ODA	Official Development Assistance (JICA)
CECC	Council of Education Chairmen's Conference. Formerly CEMC	O&M	Organisation & Methods section, GAP
CEMC	Council of the Education Minister's Conference. Renamed CECC	OHE	Office of Higher Education
CODE	College of Distance Education	OHERST	Office of Higher Education Research & Technology (formerly OHE)
CRIP	Curriculum Reform Implementation Project (AusAID)	OLA	Office of Libraries & Archives (NLA)
DEP(I)	Diploma of Primary Education (Inservice) (PNGEI)	OLPGLLG	Organic Law on Provincial Governments & Local-level Governments
DNPRD	Department of National Planning & Rural Development (formerly NPO & DNPM)	P&A	Policy & Administration Wing
DOE	(National) Department of Education	P&C	Parents' & Citizens' Association
DOVET	Diploma in Vocational Education & Training	PAO	Provincial Administrative Officer
DPM	Department of Personnel Management	PASTEP	Primary & Secondary Teacher Education Project (AusAID)
EDF	Education Development Fund (EU)	PDOE	Provincial Divisions of Education
EFA	Education For All	PEA	Provincial Education Adviser
EHP	Eastern Highlands Province	PEB	Provincial Education Board
ENB(P)	East New Britain (Province)	PEC	Provincial Executive Council
EOSDP	Employment Oriented Skills Development Project (ADB /AusAID)	PEP	Provincial Education Plan
EP	Elementary Prep (Preparatory) grade	PFM	Planning, Facilitating & Monitoring
ESP	East Sepik Province	PIC	Provincial Inservice Committee
ETESP	Elementary Teacher Education Support Project (AusAID)	PNG	Papua New Guinea
EU	European Union	PNGBC	PNG Banking Corporation
F&A	Finance & Administration Wing	PNGDF	PNG Defence Force
F&B	Finance & Budget Division	PNGEI	PNG Education Institute (formerly PMIC)
FAS	First Assistant Secretary	PNGTA	Papua New Guinea Teachers' Association
FMU	Facilitating & Monitoring Unit	PPRC	Policy, Planning, Research & Communication Wing
GAP	General Administration & Personnel	PRC	Policy, Research & Communication
GDP	Gross Domestic Product	REU	Research & Evaluation Unit, PRC
GES	General Education Services	RMPA	Regional Management & Planning Advisers
GoPNG	Government of Papua New Guinea	SAS	School Administrative Services, GES
HOD	Head of Department	SCMC	Salaries & Conditions Monitoring Committee
HRDP2	Human Resource Dev. Project 2 (EU)	SDO	Staff Development Officer
IGD	Inspections & Guidance Division	SDU	Staff Development Unit
IMG	Implementation & Monitoring Group	SEOC	Senior Education Officers' Conference
JICA	Japan International Cooperation Agency	SHP	Southern Highlands Province
K	Kina	SSM	Secretary's Staff Meeting (all DOE ASs, & above, TSC Chairman & Commissioners, Director Generals OLA & OHERST)
KBO	Key Board Operator	TE&SD	(TESD) Teacher Education & Staff Development Division
LAMP	Literacy & Awareness Materials Production	TMT	Top Management Team (DOE Secretary, D/Ss, FASs)
LLG	Local-Level Government	TSC	Teaching Service Commission
MBE	Member of the British Empire	TVET(D)	Technical & Vocational Education & Training (Division)
MBP	Milne Bay Province	UNESCO	United Nations Educational, Scientific & Cultural Organisation
MOA	Memorandum of Agreement	UOG	University of Goroka
MP	Member of Parliament	UPNG	University of Papua New Guinea
MPA	Member of Provincial Assembly	VTC	Vocational Training Centre
MPR	Master Position Register	WHP	Western Highlands Province
MPS	Ministerial Policy Statement	WNB(P)	West New Britain (Province)
NCD(C)	National Capital District (Commission)		
NDOE	National Department of Education (DOE)		

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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 Western Highlands 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 at the Kimininga Lodge in Western Highlands Province.

The SEO thank participants from other government departments like the Department of National Planning and Rural Development, Department of Finance and the Department of Treasury, for their attendance and participation.

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: Hagen Secondary School administration, teachers students and parents for taking charge of preparing and hosting the SEOC official opening. Hagen Park Secondary, Tarangau, Hagen United, Hagen T, Koglamp, Rabiamul and Holy Trinity primary schools administration , teachers and students for participating at the SEOC opening ceremony.

That the SEOC request the Department of Education to communicate its commendation to the following schools for their administration, hospitality and participation during the school visits:

- Alkena Primary School;
- Kuga Pabrabuk Secondary School; and
- Kuskomb Primary School

All these groups contributed greatly to the conference taking place and providing the opportunity for provincial and national delegates to come together to contribute in particular to the discussions on helping our children to become honest citizens and productive citizens in the future.

EXECUTIVE SUMMARY

The 16th Conference of the Senior Education Officers was held at the Kimininga Lodge in Mt Hagen, Western Highlands Province from the 26th to the 30th of June 2006.

The theme for the four day conference was 'Strong Ethics – Strong People'. The conference focused on the importance of assisting each province to develop strong ethics through education.

Discussions and presentations at the conference involved a range of issues. However, there was only one general objective and that is to develop education further to help our children to be strong people with strong ethics in future.

All stakeholders were urged to work together to achieve the collective goal of providing opportunities for every young person to receive relevant and quality education and training.

Our curriculum has been reformed to provide a relevant basic education for Papua New Guineans while at the same time providing specialist further education and training for those able to make use of it. It emphasises the teaching of ethics, morals and values and the deliberations were based in building a honest workplace and a practical strategy at all levels of the school system for a strong society.

Prosperity through Self Reliance is the overall theme for education in the national education plan from 2005 to 2014. The education theme for 2006 is 'Prosperity through Self reliance: Strong Ethics - Strong People'. This theme supports the government's long-term priorities to improve people's lives through economic growth and responsible management and governance.

Our young people must grow up to be self reliant, hard working and honest. Our schools and education system can only operate effectively if resources are managed efficiently and accountably.

Schools and Education Managers were urged to make full and honest use of the resources they have available, and not just wait for government handouts. The delivery of services to our children, schools and teachers must also be improved.

National and provincial leaders were urged to have vision, discipline and integrity. You must provide leadership to make effective use of the limited resources available.

SENIOR EDUCATION OFFICER'S CONFERENCE 2006

Overarching Theme: "Prosperity through Self-Reliance"
Conference Theme: "Strong Ethics - Strong People"

DAY	TIME	ACTIVITY	PRESENTER	CHAIRPERSON
M o n d a y		Master of Ceremony		Deputy Secretary Human Resource and Standards
	8.00am 8.15am	Prayer/National Anthem/Pledge		
	8.15am 8.45am	Official welcome	Secretary for Education	
	8:45am – 9:15am	Welcome Address	Mr. Michael Wandil – Western Highlands Administrator	
	9:15am – 9:45am	Opening Address	Right Hon. P. Wingti CMG, MP	
	9:45am – 10:15am	Keynote Address	Sir Arnold K Amet Kt CBE OStJ LLD	
	10:15am – 10:45am	MORNING TEA		
		SEOC Resolution		a/FAS – PPRC
	10:45am – 11:45am	Report on 2005 Resolution	a/AS PRC	
	11:45am – 12:00noon	Appointment of 2006 SEOC Resolution Committee		
	12:00noon – 1:00pm	LUNCH		
		Strong Ethics – Strong People		a/AS PRC
	1:00pm – 1:40pm	Strong Ethics	Rep from Transparency International	

T u e s d a y	1:40pm – 2:20pm	Ethics & Leadership	Ombudsman P Masi & Deputy Director L/ship	
	2:20pm – 3:00pm	Strong Ethics	TSC a/Chairman	
	3:00pm – 3:30pm	AFTERNOON TEA		
		Provincial Education Plans & Conference Theme – Prov Reports		a/AS PFM
	3:30pm – 3:45pm	Western Province	PEA	
	3:45pm – 4:00pm	Gulf Province	PEA	
	4:00pm – 4:15pm	Central Province	PEA	
	4:15pm – 4:30pm	NCD	PEA	
	4:30pm – 4:45pm	Milne Bay Province	PEA	
	4:45pm – 5:00pm	House Keeping	AS GES	
	Evening Activity	DEPARTMENT OF EDUCATION SECRETARY'S FUNCTION		
	8:00am – 8:15am	Prayer House Keeping Announcement	AS GES	
		Provincial Education Plan & Conference Theme: - Provincial Reports continuing		a/AS PFM
	8:15am – 8:30am	Oro Province	PEA	
	8:30am – 8:45am	Morobe Province	PEA	
	8:45am – 9:00am	Madang Province	PEA	
	9:00am – 9:15am	East Sepik Province	PEA	
	9:15am – 9:30am	Sandaun Province	PEA	
	9:30am – 9:45am	Sth Highlands Province	PEA	
	9:45am – 10:00am	Western Highlands Province	PEA	
	10:00am – 10:30am	MORNING TEA		
	10:30am – 10:45am	Enga Province	PEA	a/AS PFM
	10:45am – 11:00am	Simbu Province	PEA	

W e d n e s d a y	11.00am – 11.15am	Eastern Highlands Province	PEA	
	11.15am – 11.30am	Manus Province	PEA	
	11.30am – 11.45am	New Ireland Province	PEA	
	11.45am – 12.00noon	Autonomous Region of Bouganville	Secretary	
	12:00noon – 1:00pm	LUNCH		
	1:00pm – 1:15pm	West New Britain Province	PEA	a/AS PFM
	1:15pm – 1:30pm	East New Britain Province	PEA	
		Policy & Reform Curriculum		
	1:30pm – 2:15pm	Position Allocation Committee	Chairman TSC	a/FAS HRD
	2.15pm – 3.00pm	TVET Policy & Reform progress	AS TVET	
	3:00pm – 3:30pm	AFTERNOON TEA		
	3:30pm – 4:10pm	Curriculum Progress – Elementary to Grade 12 and Where to????	a/AS CDD	a/FAS Standards
	4:10pm – 4:50pm	Financing options for examinations	MSU a/Director	
	4.50pm – 5.00pm	Housing Keeping	AS GES	
	Evening Activity	Provincial Function	AS GES	
	8:00am – 8:15am	Prayer House Keeping		
		Donor Presentations		
	8:15am -8:50am	DOE SWAp Model	Deputy Secretary P & Admin	a/FAS – F&A
	8.50am – 9.50am	Panel Presentation – AusAID, EU, NZAid, • Sector Wide Approach	Representatives	
	9:50am – 10:30am	• EFA Fast Track Initiatives WB – EFA Fast Track Initiatives	Gerry Strudwick	a/FAS PPRC
	10:30am – 10:50am	MORNING TEA		
	10:50am – 11:20am	UNICEF	Representative	a/FAS HRD
	11:20am – 12:00noon	JICA	Representative	

T h u r s d a y	12:00noon – 1:00pm	LUNCH		
		Relevant Education		AS PFM
	1:00pm – 1:40pm	Relevant Education Program	VSO/Simbu	
	1:40pm – 2:20pm	Accelerated Christian Education	President of ACE Program	
	2:20pm – 3:00pm	Personal Viability Program	Rev. Moderator Pastor Samson Lowa	PEA Manus
	3:00pm – 3:30pm	AFTERNOON TEA		
	3:30pm – 4:10pm	Teachers' Inservice Plan 2007 – 2010	Dr Tapo	a/AS TESD
	4:10pm – 4:50pm	Net Enrolment Rate (NER) Study Rpt	AS PFM	AS PRC
	4:50pm – 5:00pm	House Keeping	AS GES	
	Evening Activity	Provincial Function		
	8:00am – 8:15am	Prayer House Keeping	AS GES	
	8:20am – 9:00am	Analysis and Report on Provincial Education Plan Development	a/AS PFM	a/FAS PPRC
	9:00am – 9:45am	Inspection Review and Progress	a/AS IGD	a/FAS Standards
	9:45am – 10:00am	Relationship between Inspectorate System & Teacher Professionalism	Mr. E. Apelis – Research Findings	a/FAS – HRD
	10:00am – 10:30am	MORNING TEA		
	10:30am – 11:10am	EMIS	Manager Corporate Data	a/AS PFM
	11:10am – 12:00noon	Skills Oriented Development Project (STRU)	Director STRU	AS TVET
	12:00noon – 1:00pm	LUNCH		
	1:00pm – 2:00pm	Concept HR Payroll	AS GAP Rep.	a/FAS F&A
	2:00pm – 2:30pm	Teachers' Strike	TSC	
	2:30pm – 3:00pm	Child Registration	Civil Registration Rep.	AS GAP
	3:00pm – 3:30pm	AFTERNOON TEA		
	3:30pm 4:30pm	Provincial Issues		Secretary Autonomous

		SDA Schools Updating of Teachers' professional records		Region of Bougainville
	4:30pm – 5:00pm	Resolution Committee to meet and compile the Resolutions	AS PRC	
	Evening Activity	Teacher's Solar Lighting project	PNGSEL	Conference Chrm
F r i d a y	8:00am – 8:15am	Prayer House Keeping Announcement	AS GES	
	8.15am – 9.15am	Microsoft Opportunities	Microsoft Representative	a/FAS PPRC
	9:15am – 9:30am	Presentation of draft 2006 Resolutions	AS PRC	Conference Chairman
	9:30am – 10:00am	Discussion and Acceptance of 2006 Resolutions		
	10:00am – 10:30am	OFFICIAL CLOSING OF THE CONFERENCE	Hon. Minister for Education	
	10:30am – 11:00am	MORNING TEA		
	11:00am – 5:00pm	SCHOOL VISITS		
	6:30pm	EDUCATION MINISTERS FUNCTION		

KEYNOTE ADDRESS AND WELCOME SPEECHES



Guest and invited speakers including the Minister, Secretary and former Chief Justice Sir Arnold Amet sitting at the official grand stand for the opening ceremony.

Strong Ethics – Strong People

Honourable Michael Laimo CBE, MP
Minister for Education

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 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 Western Highlands, 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 "*Strong ethics – Strong People*".

This means that we must develop education in a way that it will contribute positively to the development of strong morals and principles in our school system, workplaces and communities as a whole.

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.

Prosperity through self reliance

As we all are aware Prosperity through Self Reliance is the overall theme for education in the national education plan from 2005 to 2014.

The education theme for 2006 is '*Prosperity through Self reliance: Strong Ethics - Strong People*'.

This theme supports the government's long-term priorities to improve people's lives through economic growth and responsible management and governance.

Our young people must grow up to be self reliant, hard working and honest. Our schools and education system can only operate effectively if resources are managed efficiently and accountably.

Schools and Education Managers must make full and honest use of the resources they have available, and not just wait for government handouts.

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.

Government policy

The aim of the government's policy of strong economic leadership and responsible and disciplined financial management is to ensure that the benefits of a stronger economy flow through to the people and provide more opportunities for people to make a living, especially in rural areas.

The objective of the government is to provide access to relevant quality education and training and support growth and development through education.

Strong ethics – Strong people

Now let me talk about the conference this week.

Discussions and presentations at this conference will involve a range of issues. however, we only have one general objective and that is to develop education further to help our children to be strong people with strong ethics in future.

We must continue to work together to achieve our goal of providing opportunities for every young person to receive relevant and quality education and training.

I am glad that we have reformed our curriculum to provide a relevant basic education for Papua New Guineans while at the same time providing specialist further education and training for those able to make use of it.

Our national curriculum emphasises the teaching of ethics, morals and values.

I believe your deliberations this week will result in building a honest workplace and also practical strategies at all levels of the school system for a strong society.

Properly constituted Provincial Education Boards (PEBS)

I am pleased to be able to address all the provincial education advisors about the importance of properly constituted provincial education boards.

You will remember that I also talked to you about this subject in Alotau last year.

Effective Provincial Education Boards are critical for implementing the National Education Plan for 2005 to 2014 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 for consultation and communication links with our partners because they represent the department on provincial education boards and school boards.

Good Governance

The challenge of the public service is to improve on your own performance each year to ensure efficient and effective delivery of services to our people.

As leaders and managers in the education sector, we have a very important role to make sure that the services filter right down to the most remote areas of our country.

We should be reminded that we are here for a purpose and that is to serve our more than 35,000 teachers and the more than 1 million students in the national education system.

Good governance boils down to how we as public servants manage our time and the limited resources we have available to do our work.

Conclusion

In concluding, I once again thank the Secretary for Education for the opportunity to address the conference, especially the PEAs. We do not get to meet very often like this.

I wish you all a successful week of positive and productive discussions. With this, I would like to declare the 2006 Senior Education Officers Conference in Mount Hagen 'open'.

Strong Ethics –Strong People

Dr Joseph Pagelio
Education Secretary

Theme for the Conference

The theme for this conference is ‘Prosperity through Self-reliance – Strong Ethics-Strong People’.

Discussions at this conference will focus on this theme. We must take a proactive approach to promote honesty, transparency and good governance at all levels of the National Education System. We will only achieve a better future for our young people if they are educated to be self-reliant and skilled, with strong moral values and attitudes.

Challenges for a Relevant Quality Education

The Department of Education is currently helping the provinces to complete their provincial education plans based on the National Education Plan for 2005 to 2014.

And at this conference, the provinces will be reporting back the progress of the development of their plans and the challenges they expect to face during the implementation of their plans.

This will be interesting because each province is different and has its own issues. I look forward to these presentations.

Basic education is our first priority. Education is a basic human right and every child in Papua New Guinea should have the opportunity to complete nine years of relevant and quality basic education. Our other priorities are vocational and technical education, literacy, flexible, open and distance education, secondary and tertiary education.

We have reformed the basic education curriculum and put strong emphasis on our cultures, values and attitudes, skills education and training, and self-reliance.

At the moment too many children are dropping out of school before completing grade 8. We must continue to improve retention, create child-friendly schools and improve the quality of teaching and learning in the classrooms.

We restructured the general education system and reformed the curriculum so that our children will experience a relevant education that will equip them with the skills, knowledge, attitudes and values to live a productive, self-reliant and healthy life. The reform curriculum priorities support the Plan.

Leadership and management in the National Education System

The education system requires good leaders and managers to ensure effective and efficient delivery of education services, goals and objectives are met.

Financial management also requires good managers both at school level and in the Department. Each year the Department faces a cut in its budget and it may not be able to do all the things it wants.

As good leaders and managers we should prioritize our activities so that we do the essential ones well with the limited resources we have and the contractual obligations must be met.

Apart from managing financial and other resources, leader/managers have to lead and manage the human beings under their responsibility. This is perhaps the most important aspect of management.

Teachers you are leaders/managers of your own class, subject area or group. I challenge you to be good role models for our children because you play an important role as a teacher.

Under the review of the Inspectorate system, we have conscientiously agreed to move the focus of the site leaders, so that all support can be provided to them to lead in all aspect of teaching, learning and leadership.

I also challenge school board members to manage and develop their schools efficiently and honestly. Our schools work better when the accounts are in good order.

I encourage students to make it your duty to continue to respect yourself, your parents, guardians and relatives, and school properties, by making the most of these opportunities.

You must attend classes regularly and make full use of the resources provided to complete your studies to the best of your abilities.

Conclusion

To conclude, I would like to thank the Honourable Governor Mr Wingti for accepting to host the conference in Mount Hagen.

I once again thank the school students, teachers and the people of Western Highlands for their warm welcome.

I would like to wish all the conference participants a successful conference.

I encourage you to take note of the presentations and contribute proactively where you can so that by working together we can achieve our goal of providing a quality relevant education for our children. Thank you.

Mr Michael Wandil
Western Highlands Provincial Administrator

Dr Pagelio and Minister Laimo, while I have the opportunity I would like to thank you once again for the services we receive from the Department. To provide education for people in all our provinces is a mammoth task.

We have yet to record how are we as far as the policy for universal education is concerned, how far we are as far as accessibility to education is concerned. Population growth in this country at a growth rate of 2.7 per cent is one of the highest in the world. How can we all provide to be able to accommodate the needs for education among our communities?

These are some of the teething problems we have but I know among the number of brains and the years of experience we have among ourselves when we come together for a conference like this we keep on improving and its very encouraging to be able to host this kind of conferences so we can collectively assess and move forward.

From the provincial perspective the experience we have with the kind of assistance and working relationship we get from the Department of Education is very encouraging.

There are some issues that we need to further focus on to be able to take more steps forward. And I am sure this conference will address many of these this week but I'd like to point out a few while I have the opportunity.

Professional training and development for different categories of manpower in education services, we school inspectors, headmasters, school administrators, administration staff, we have teachers who must become real professionals and specialists in their respective subject matters, we have counselors and guidance officers we need to train so they can easily perform their duties at equal level with teachers in any other country.

With the availability of information technology we'd like to have the kind of management information system network so we can easily, conveniently and very efficiently maintain communication on all matters between provinces, the Department and the Teaching Service Commission. On the problems of payroll, resumption, registration and so forth, I am sure we can improve on.

It is very vital that we maintain very strong links between the provinces and the Department of Education. And Secretary Pagelio, it is very encouraging to know that you have designated your senior executives to be responsible for the four regions in the country so we now know that from the province we have a vocal officer based in the Department on a senior level we can communicate with.

The initiative of funding inspector's houses through the Department's DSIP Program is very encouraging however there are some administrative problems on how it be implemented which the Secretary for Planning has assured us, in a consultative conference between Departmental Heads and Provincial Administrators, will be resolved.

That's an initiative we very much welcome. These are the kind of initiatives we need. Infrastructure is one major cost in all schools at all levels. How can we tackle

these problems, housing for our teachers. We have some schools where two or three teachers are selling houses. This is very inhumane and very unprofessional for our teachers to be expected to perform at their best when these conditions prevail.

Lastly, Dr Pagelio, that the launching of the National Education Plan has definitely set a definite direction for education services in PNG. Each province is working on our own Plans at our own rate. But some provinces do not have the capacities and need further assistance from the Department. This kind of co-operation we know is already in place. Like for the Western Highlands we could not have achieved some of our goals without the Department's assistance.

We are speculating on seven goals in our Plan:

- To reduce literacy by 50 per cent by 2010;
- To attain a literate population by 8 per cent by 2020; and
- To increase the number of spaces for primary and secondary level students

Keynote Address Transformation through Ethics and Leadership

By Sir Arnold Amet

Introduction

Genuine, Sincere and lasting change or transformation can only come through ethical leadership. Ethical leadership with integrity is vital to success or prosperity of any organization.

You have to aspire to something higher than what's legal. The issue is: Is what you're doing right?

Ethics is never a business issue or a social issue or a political issue. It is always a personal issue.

People say they want integrity. But at the same time, ironically, studies indicate that the majority of people don't always act with the kind of integrity they request from others.

An ethical dilemma can be defined as an undesirable or unpleasant choice relating to a moral principle or practiced.

The same person who cheats on his taxes or steals office supplies wants honesty and integrity from the corporation whose stock he buys, the politician he votes for, and the client he deals with in his own business.

It's easy to discuss and even easier to be disgusted with people who fail the ethics test – especially when we have been violated by the wrongdoing of others. It's harder to make ethical choices in our own lives. When we are faced with unpleasant choices, what are we going to do?

Ethics is similar. It's always harder when I'm the one having to make the choice.

If you embrace ethical behaviour, will it automatically make you rich and successful? Of course not. Can it pave the way for you to become successful? Absolutely. Ethics plus Competence is a winning equation. In contrast, people who continually attempt to test the edge of ethics inevitably go over that edge. Shortcuts never pay off in the long run. It may be possible to fool people for a season, but in the long haul, their deeds will catch up with them because the truth does come out. In the short term, behaving ethically may look like a loss (just as one can temporarily appear to win by being unethical). However in the long, people always lose when they live without ethics. Have you ever met anyone who lived a life of shortcuts, deception, and cheating who finished well?

King Solomon of ancient Israel, reputed to be the wisest man who ever lived, said it this way: "The ways of right-living people glow with the light; the longer they live, the brighter they shine. But the road of wrongdoing gets darker and darker – travelers can't see a thing; they fall flat on their faces."

"A state to prosper must be built on foundations of a moral character, and this character is the principle element of its strength and the only guaranty of its permanence and prosperity".

The same can be said of a business, or of a family. Or of any endeavour you wish to see thrive and endure. However, that foundation cannot be built by the organization as a whole. It must be built beginning with each individual. And it must be done in the face of continuous pressure to perform at the expense of doing the right thing”.

How do you rate yourself when it comes to ethics? German-born industrial relations lecturer and clergyman William Boetcher observed, “Men must be honest with themselves before they can be honest with others. A man who is not honest with himself presents a hopeless case.”

There are really only two important points when it comes to ethics. The first is a standard to follow. The second is the will to follow it. The Josephson Institute of Ethics states it well when it says:

“Ethics is about how we meet the challenge of doing the right thing when that will cost more than we want to pay. There are two aspects to ethics: The first involves the ability to discern right from wrong, good from evil, and propriety from impropriety. The second involves the commitment to do what is right, good and proper. Ethics entails action; it is not just a topic to mull or debate.”

Why you and I should adopt the Golden Rule

People who desire to find a good, honest standard of ethical behaviour to live by can find it in the Golden Rule.

- The Golden Rule is accepted by most people
- The Golden Rule can be use to create common ground with any reasonable person.
- The Golden Rule is easy to understand.
- The Golden Rule is win-win philosophy.
- The Golden Rule is a compass when you need direction.

Television commentator Ted Koppel says: “There’s harmony and inner peace to be found in following a moral compass that points in the same direction regardless of fashion or trend.”

A strong moral education empowers a person to make good ethical choices. How do you take something as broad as the Golden Rule and make it part of your everyday thinking? I’m convinced the best way to get started is to think about what you want.

How do you want to be treated?

Here is the short list of things that I believe all human beings have in common when it comes to how they want to be treated:

1. I want to be valued

Have you ever been made to feel worthless by another person? Maybe a parent told you that you had nothing to offer. Or a boss said that you or your department

was nothing but a liability to the company. Or perhaps you've been publicly humiliated. If so, then you know how important it is to be valued by another human being. Encouragement is oxygen for the soul. Deep down, all people want to feel they matter simply for who they are.

Valuing others, not for what they can do but simply because they are human beings, is the foundation of the Golden Rule. If you learn to think in those terms, then you've taken an important step in making the Golden Rule the ethical guideline for your life.

2. I want to be appreciated

The desire to be loved and valued is perhaps the deepest need of every person. Closely related to that need is our desire to be appreciated for what we can do.

"Always help people increase their own self-esteem. Develop your skill in making other people feel important. There is hardly a higher compliment you can pay an individual that helping him to be useful and to find satisfaction in his usefulness.

How do you do that? Begin by letting people know that you appreciate their efforts. Thank them at every opportunity. Give credit to others every time you can. And make it a point to praise people in the presence of those closest to them, such as family members.

"It's hard for a fellow to keep a chip on his shoulder if you allow him to take a bow."

3. I want to be trusted

Victorian writer George MacDonald said, "To be trusted is a greater compliment than to be loved." John Maxwell says in *The 21 Irrefutable Law of Leadership* that trust is the foundation of leadership.

While that is true, it can also be said that trust is the foundation of all good relationships. Good marriages, good business relationships, and good friendships all require trust. If you don't have trust, there can be no open and honest interaction, and the relationship will be only temporary.

People who engender trust:

- Maintain integrity.
- Openly communicate vision and values.
- Show respect for employees as equal partners.
- Focus on shared goals rather than personal agendas
- Do the right regardless of personal risk
- Listen with an open mind.
- Demonstrate compassion.
- Maintain confidences.

While you cannot control whether people give you their trust, you can control your actions toward them. And you can determine to give them your trust. A former US Secretary of State Henry L. Stimson remarked: “The chief lesson I have learned in a long life is that the only way you can make a man trustworthy is trusting him; and the surest way to make him untrustworthy is to distrust him and show your distrust.”

It takes a leap of faith to put your trust in another person, especially someone you don’t know well. Yet that is what it takes to practice the Golden rule.

As you strive to invest confidence in others in the same way you would like it invested in you, take comfort in the words of Camillo Benso di Cavour, who said, “The man who trusts men will make fewer mistakes than he who distrusts them.”

When others trust me, I receive responsibility and authority. When others respect me, it touches something deeper within me. It gives me dignity, and it builds my confidence.

Indian general and onetime Olympic athlete Dalip Singh observed, “A man who does not respect his own life and that of others robs himself of his dignity as a human being.”

Author Arnold Glasgow said, “The respect of those you respect is worth more than the applause of the multitude.” Most people greatly desire the respect of the people they work for. And when employers give it freely, it creates a very positive working environment.

The king of respect employees receive gives them the freedom to perform at their best and the incentive to work with excellence. “Respect a man, and he will do the more.”

4. I want to be understood

Sometimes people problems are caused by an individual’s callousness or indifference. But more often the difficulty comes from a lack of understanding. We can be quick to find fault with others when they don’t conform to the patterns or standard we hold. But if we make the effort to get to know them, we often discover that their way isn’t the wrong way – it’s just a different way.

When dealing with others, seek first to understand, then to be understood. That requires an attitude of flexibility and teachability.

Theologian Hans Kung observed: “Understanding someone properly involves learning from him, and learning from someone properly involves changing oneself.” Understanding other people means extending yourself to them and meeting them on their level, putting the burden of making a connection on yourself, not on them.

“There is a great difference between knowing and understanding: You can know a lot about something and not really understand it.” The same is true about people.

5. I do not want others to take advantage of me

When it comes to how others treat me, more than anything else I don't want anyone to take advantage of me. That's really the bottom line regarding ethical behaviour. If people could construe that I am taking advantage of them, even after I have had a chance to explain my motives, then my actions are probably a bad idea. It doesn't matter whether you're talking about lying to your neighbour or defrauding a big corporation; any action ultimately impacts individual people – for better or worse. And if that action devalues or takes advantage of them, it hurts them in a way we would not like to be hurt.

- Character counts

Character is the key to living a life of integrity and ethical excellence.

- Character is more than talk

Many people talk about doing the right thing, but action is the true measure of character.

Talent is a gift – Character is a choice

There are a lot of things in life a person doesn't get to choose, such as where you're born, who your parents are, how tall you are. But there are some critical things every person does choose. We chose our faith, our attitude, and our character.

Character brings lasting success with people

Trust is essential when working with people. Character engenders trust.

People cannot rise above the limitations of their character

There are really only three kinds of people. Those who don't succeed, those who achieve success temporarily, and those who become and remain successful. Having character is the only way to sustain success. No matter how talented or rich or attractive people are, they will not be able to outrun their character.

If you desire to live a life of character that exhibits ethical excellence, then follow these guidelines. They will help you to weave the Golden Rule into the fabric of your life:

1. Adopt the golden rule as the integrity guideline for your life

Swiss philosopher Henri Frederic Amiel stated, "He who floats with current, who does not guide himself according to higher principles, who has no ideal, no convictions – such a man is a mere article of the world's furniture – a thing moved, instead of a living and moving being – an echo, not a voice."

No one wants to be an echo, to live a shadow of a life. Yet that is often the fate of people without convictions. If you desire for your life to have meaning, then you must choose some principle to live by.

Adopt the Golden Rule as the integrity guideline: Ask the question, “How would I like to be treated in this situation, is an effective integrity guideline for any situation. It works in the boardroom, on the sporting field, in the classroom, and in the living room. It works with employees, employers, family, and peers.

People and leaders need to adopt the Golden Rule as the integrity guideline for our lives. Whenever the issue of ethical behaviour confronts us, ask the question: “How would I like to be treated in this situation? Then take the advice of nineteenth-century novelist George Elliot, who said, “Keep true, never be ashamed of doing right, decide on what you think is right and stick to it.”

People and leaders need to adopt the Golden Rule as the integrity guidelines for our lives. Whenever the issue of ethical behaviour confronts us, ask the question: “How would I like to be treated in this situation? Then take the advice of nineteenth-century novelist George Elliot, who said, “Keep true, never be ashamed of doing right, decide on what you think is right and stick to it.”

1. Make your decisions based on this integrity guideline

Once you decide to make the Golden Rule change your goals? Will you interact differently with your family? Will you need to change the way you approach your career? Confucius asserted, “To know what is right and not do it is the worst cowardice.” The bigger the decision, the more courage it may require.

Doing what is right when it hurts is no small thing. But rewards are great. Horace Mann observed, “In vain do they talk of happiness who never subdued an impulse in obedience to a principle. He, who never sacrificed a present to a future good, or a personal to a general one, can speak of happiness only as the blind speak of colour.

As leaders apply the Golden Rule to their lives, remember the following:

2. Decisions, not conditions determine your ethics

People of poor character tend to blame their choices on circumstances. Ethical people make good choices regardless of circumstances. If they make enough good choices, they begin to create better conditions for themselves.

3. Wrong decision leave scars

Every time people make wrong decisions, there is an impact, even if they don’t immediately notice it.

Here’s a nice story about a father who was trying to teach his son the consequences of bad decisions. Each time the boy made a poor decision, his father asked him to hammer a nail into a post. Each day that he made good choices, he was asked to remove a nail. In time, after much hammering and much pulling of nails, there came a day when the wood hammering and much pulling of nails, there came a day when the wood was nail-free. That’s when the boy noticed that the post was covered with holes.

4. The more people involved, the greater the pressure for conformity

Ethical decisions made in private have their own pressure, because one may be tempted to believe that a private indiscretion will never become public knowledge. Public decisions involving other people carry a different kind of pressure – that of conformity. No matter how much pressure there is, you can't allow others to force you into making unethical decisions.

Inaction is also a decision

Some people's reaction to ethical decision making is to avoid taking action. However, it's important to remember that inaction is also a decision.

To live an ethical life, you must hold to your principles as you make tough decisions. "Principle – particularly moral principle – can never be a weather vane, spinning around this way and that with the shifting winds of expediency. Moral principle is a compass forever fixed and forever true – and that is as important in business as it is in the classroom.

3. Manage your decisions based on this integrity guideline

When it comes to ethics, sometimes it's easy to make the big decisions. Most people don't have a tough time deciding not to commit murder. Few people are tempted to steal a car or break into someone's house. However, the little things can be harder to manage. There's an old saying, "God is in the details." You could also say ethics is in the details.

To be accounted trustworthy, a person must be predictable. When you manage your life and all the little decisions by one guideline – the Golden Rule – you created an ethical predictability in your life. People will have confidence in you, knowing that you consistently do the right thing.

4. Ask others to hold you accountable for your actions

Most people do not like looking over their shoulders as they work on some project or task. And they like it even less when someone checks up on them to make sure they're being honest and responsible. Yet, that is what I suggest you invite people to do if you want to live by the Golden Rule – because nothing helps to keep a person honest like accountability.

It's ironic. We don't like to be reminded of our shortcomings, and we don't like our shortcomings, and we don't like our shortcomings exposed to others either. But if we want to grow, we need to face the pain of exposing our actions to others.

Integrity is the foundation of a person's life, and accountability is the cornerstone. It gives teeth to our pledge to live by high ethical standards.

Undermining the Golden Rule

Doing the right thing does get a lot of attention these days. Why is that? Because it's news when someone practices that Golden Rule, experience negative consequences for it, and is content that he did the right thing.

There are lots of things that entice people to cross an ethical line. There are five factors that most often come into play when someone compromises his ethics.

1. Pressure

In our fast pace culture, I think just about everyone feels some kind of pressure. And with pressure comes the temptation to cut corners or bend the truth.

Corporate executives feel pressure to increase stock value. Salespeople feel pressure to make more sales. Students feel pressure to get higher grades. No one escapes pressure. So the question is: How are you going to deal with it?

As you face pressure, beware of how you might be tempted to compromise your values, and ask yourself some tough questions:

Am I going to make rash emotional decisions?

Pressure creates tension, and tension can make for some emotional moments. Some people have a hard time in such situations, and they make poor decisions that impact themselves or others.

Am I going to compromise the truth?

Some people find it almost impossible to admit making a mistake. Am I willing to stick with the truth even when I don't like it?

Am I going to take shortcuts?

Someone once said that the shortest distance between two points is a shortcut. While that may be true, pressure tempts us to consider shortcuts when we otherwise wouldn't. Am I willing to fight to do what's right?

Am I going to keep my commitments?

"Men are alike in their promises. It is only in their deeds that they differ". Am I going to keep my word and follow through, even when it hurts?

Am I going to bow to others' opinion?

Some people are especially susceptible to the opinions of others. Will I do what I know is right, even when it's unpopular?

Am I going to make promises I can't keep?

We ought not to raise expectations which it is not our power to satisfy.

2. Pleasure

The desire for pleasure can leave us with a terrible legacy: runaway debt and bankruptcy, divorce, and drug addiction. The desire for pleasure can be a terrible master. The fact is that the pleasures most of us pursue are short-lived and leave us unfulfilled.

What is the answer to the lure of pleasure? The first is to run from temptation. The second key is to develop discipline. It's ironic, but to gain freedom, you have to contain your emotions with discipline. That takes character. The disciplined person is the person who can do what needs to be done when it needs to be done.

Business leaders who have lost their hearts to pleasures and possessions regrettably make themselves untrustworthy to their followers.

3. Power

Many of the recent scandals have developed because executives and leaders abused the power of their positions. Unfortunately, for many people, having power is like drinking salt water. The more you drink, the thirstier you get.

People who are especially susceptible to power issues typically experience a cycle that follows a pattern like this:

- **The Reception of Power**

Power itself is neutral, like money. It is a tool that can be used for good or ill. But it can be dangerous, especially for people who achieve success quickly and easily and receive power before they are ready for it.

- **The Abuse of Power**

One of the dangers of power is that those who are entrusted with it begin to make its preservation their primary concern. They do not understand that the power they have been given has been bestowed on them for service. Those who want most to keep their power at all costs are most likely to compromise standard ethical behaviour to keep it.

- **The Loss of Power**

Inevitably anyone who abuses power loses power. If a man can accept a situation in a place of power with the thought that it's only temporary, he comes out all right. But when he thinks he is the cause of the power that can be his ruin.

4. Pride

You may not automatically think of pride as a potential pitfall that can undermine ethics and work against the practice of the Golden Rule. After all, aren't people encouraged to take pride in their work? Aren't students encouraged to develop pride in their school?

Having a sense of worth because of who you are is a good thing. So having confidence in what you can do. However, having an exaggerated sense of self-worth can be highly destructive. Wisdom literature is filled with warnings concerning pride and its negative impact. From the book of Proverbs: Pride goes before destruction. When pride comes, then comes disgrace. Pride only breeds quarrels. A man's pride brings him low.

Not only does it have the potential to undermine our ethics, it can also interfere with our performance. While it may be tough to trick an honest man, it's easy to fool someone who thinks himself clever. Pride can blind you – to your own faults, to other people's needs, and to ethical pitfalls that lie in your path.

5. Priorities

Those people and businesses that have been successful have built a set of core values and lived by them. Any time a person does not know what his priorities are; he can find himself in trouble because he is liable to make poor decisions. Things that matter most must never be at the mercy of things that matter least.

Everyone is susceptible to some kind of temptation to compromise values. But there is a greater satisfaction that comes from not crossing the line. Sometimes you have to wait for it, but it always comes.

You can't capitalize on an opportunity you receive on the outside until you've done the groundwork on the inside.

One thing leads to another

One of the biggest problems facing our leadership at all levels in our nation, in public institutions, private sector organizations and companies and civil society and in academic in recent times is that they had not done the ethical ground work on the inside before attaining power. Their weak character prompted them to make bad decisions, and with each poor choice, they get into deeper trouble. Character problems tend to snowball.

Professor, writer and Christian apologist C. S. Lewis gave insight into the process using a military metaphor. He explained: Good and evil both increase at compound interest. That is why the little decisions you and I make every day are of such infinite importance. The smallest good act today is the capture of a strategic point from which, a few months later, you may be able to go on to victories you never dreamed of. An apparently trivial indulgence in lust or in anger today is the loss of a ridge or railway line or bridgehead from which the enemy may launch an attack otherwise impossible.

If you want to be able to pursue golden opportunities in your career or in any endeavour in life, then pursue the development of strong character first. That will position you well to face any ethical challenges that may lie ahead and to make the most of your chances when the time comes.

The following are some suggestions on how to proceed:

1. Take responsibility for your actions

Responsibility is proportionate to opportunity. A person of responsibility can trust himself to choose the right thing over the easy thing.

If you desire to be trusted by others and you want to achieve much, you must take responsibility for your actions. Winston Churchill was right when he called responsibility "the price of greatness." It's also the groundwork for opportunity.

2. Develop personal discipline

Why do people or leaders in particular choose to cut corners? People who fail to develop personal discipline are often tempted to cheat to keep up. "Talent without

discipline is like an octopus on roller skates. There's plenty of movement, but you never know if it's going to be forwarded, backwards or sideways.

What we do on some great occasion will probably depend on what we already are; and what we are will be the result of previous years of self-discipline. People who desire to improve their character and their chances of success must discipline themselves in their use of their time, energy, goals and priorities, and their moods, emotions and attitude.

3. Know your weaknesses

To be forewarned is to be forearmed. People who know their weaknesses are rarely taken by surprise, nor do they allow others to exploit their areas of weakness. In contrast, people who deceive themselves or who pretend to be strong where they're not set themselves up for failure.

4. Align your priorities with your values

Integrity can be described as making your beliefs and your actions line up. When individuals say they believe one thing and then deliberately do something else, it's obvious that they lack integrity.

The most basic definition of integrity includes the idea that something or someone is whole and complete. If you're asserting one thing but doing another, you're divided. And as President Abraham Lincoln asserted, a house divided against itself cannot stand. The solution is simple, though not necessarily easy. Define your values; then align your priorities.

5. Admit wrongdoing quickly and ask forgiveness

One thing that has characterized nearly all recent high-profile business and leadership scandals has been some kind of all attempt at cover-up. Of course, that attitude isn't pervasive only in business and high-profile leadership. People of poor character in every profession are quick to cover up than they are to confess wrongdoing.

People are more forgiving and trusting when individuals who make mistake are truthful about them and ask for forgiveness.

I was wrong. I am sorry. Please forgive me.

6. Take extra care with finances

If you want to know something about the character of individuals, watch how they handle money. Carmaker Henry Ford remarked, "Money doesn't change men, it merely unmask them. If a man is naturally selfish, or arrogant or greedy, the money brings that out, that is all."

President Calvin Coolidge said, "There is no dignity quite so impressive and no independence quite so important as living within your means."

Learning to have the right attitude toward money and to handle it well (instead of being handled by it) paves the way for many other character victories in a person's life.

7. Put your family ahead of your work

The list of titles and positions he has earned is impressive: U.S. congressman, ambassador to the United Nations, chief liaison officer in China, head of the CIA, vice-president of the United States, and finally President of the USA. But when his life in public office ended, the elder George Bush said he still possessed the three most important titles he had ever held: husband, father, and grandfather. That's a great perspective on family.

Unfortunately, many people in our public leadership culture seem willing to set their families aside because they think they must in order to get ahead in their careers. But in the long run, making your family a priority doesn't hurt your career; it actually helps it. Having a strong and stable family creates a launching pad for many other successes during a career and provides a contented landing place at the end of it.

8. Place high value on people

When most people think of developing character, they focus on what they must become, which is good, since that is the majority of the process. But to make yourself ready to seize golden opportunities, you must do something more. You must value others enough to give them a part of yourself – your trust. That after all, is really the essence of the Golden Rule.

Real Gold

Real wealth isn't found in what we acquire. As nineteenth-century slavery abolitionist and clergyman Henry Ward Beecher asserted, "In this world it is not what we take up, but what we give up, that makes us rich."

I believe there is a wealth that is greater than money, and it comes from how you interact with others. People who practice the Golden Rule treat others with dignity and respect and can be content in the knowledge that they are living an ethical life.

However, it is possible to take the Golden Rule to another level, by taking our focus off ourselves and what we can gain, and instead focusing on adding value to others.

Giving truly is the highest level of living. It makes the world a better place. If we desire to build a richer nation we need to improve mankind and develop human resources by investing in people by striving to live out the following practices:

1. Treat people better than they treat you

It takes a person of great character to treat others better than they treat you. Civil Rights leader Martin Luther King Jr. said, "Forgiveness is not an occasional act; it is a permanent attitude."

2. Walk the second mile

There seem to be a lot of people in this world who aren't doing their fair share of the work. People who do the bare minimum never achieve much in life – for themselves or for others.

Television host Oprah Winfrey says, “Doing my best at this present moment puts me in the best place for the next moment.” I agree with that wholeheartedly. This is true not only in work, but also when it comes to personal relationships.

A person with an extra-mile attitude is someone who:

- ❖ Cares more than others think is wise
- ❖ Risks more than others think is safe
- ❖ Dreams more than others think is practical.
- ❖ Expects more than others think is possible
- ❖ Works more than others think is necessary.

As Zig Ziglar says, “There’s no traffic jam on the extra mile.” If you always do more than is expected, not only will you rise up above the crowd, you will help others to rise up with you.

3. Help people who can't help you

John Bunyan said: “You have not lived today successfully unless you’ve done something for someone who can never repay you.”

If you want to help people, then embrace the motto of nineteenth-century evangelist D. L. Moody, who advised:

- ❖ Do all the good you can
- ❖ To all the people you can
- ❖ In all the ways you can
- ❖ For as long as you can

And when you can do that for people who can't do anything for you in return, then you're really adding value to the lives of others.

4. Do right when it's natural to do wrong

It is not easy to do right when doing wrong is easier. It takes strong character. But rewards can be remarkable. That does not mean there is always a reward, because there isn't. but if you do wrong instead of right, there cannot be a good reward.

5. Keep your promises even when it hurts

We make commitments with care, and then live up to them. In all things, we do what we say we are going to do. Keeping promises is the cornerstone of all relationships.

STRONG ETHICS – STRONG PEOPLE



PEAs and senior education officers at the opening ceremony

Strong Ethics – Strong People

By Fr John Glynn
Transparency International

Fr John M Glyn emphasised that ethics asks the question what is the right thing to do, the thing that is best for me. I want a good life for myself and my family, so what is the best way for me to live so that this can be.

I live in a complex, modern society, where it is unreasonable to allow each and every person to go his or her own way and make decisions based solely on the individual's short term interests.

That way leads to chaos. Every action of mine, and every decision I make, has a wide effect, effecting other people than myself, and so what is best for me is behaviour that has a positive effect on others, that is supportive of an integrated society.

The lack of ethics generally in society denies me my freedom and lowers the quality of my life. This lack of ethics is the root cause of corruption, because corruption develops when people act in what they see as their immediate, short term interests.

This inability, or unwillingness to think of the long term effects of their behaviour, or to think of the effects of their behaviour on others, means that people who live without guiding their lives by ethical principals endanger the freedom, and the security and happiness of others. If I cannot be ethical in my behaviour then I cannot ask or expect other people to be ethical in theirs.

Ethics and Leadership

By Peter Masi

Deputy Director, Leadership, Ombudsman Commission

Transparency means clear, easily understood, about which there can be no mistake or doubt, allowing light to pass through so that objects behind can be seen clearly. Transparency is about being honest, being equitable, being fair and honourable and being trusted. It is all about being clean.

Members were introduced to the Public Service Code of Ethics & Conduct. This Code was issued by the Head of State on advice and published in the National Gazette No. 100 dated 20/06/2002. Mr Masi also highlighted the Ethical Principles of Acceptable Business Conduct. He also emphasised the need for good leadership.

Mr Masi also explained who leaders are. He mentioned leadership responsibilities. He said that an important quality in good leadership is ETHICS. It is the standard of behaviour by which leaders conduct themselves in all aspect of their leadership life.

Ethics is about how we meet the challenges of doing the right thing when there are competing interest value clash.

Mr Masi also emphasised the need to be good listeners and have virtue. The single most important factor in determining the good and vibrant leader is one who listens. Leaders are listeners. The secret to good management and leadership is just one word "LISTENING"

Strong Ethics

By Mr Allan Jogioba
Commissioner, Teaching Services Commission

Members were highlighted on the importance of the code of conduct in the work places especially that relating to the Teaching Service. We all have an obligation to enforce the rules and laws that govern our institutions. The paper did not bring new ideas but referred to the current codes of ethics as well as policy that relate to Strong Ethics.

Members were highlighted on the SEOC policies, code of ethics and laws that guide us to make informed decisions in managing the Education System throughout the Country, Region Provinces and Institution. Informed decisions lead to good management and good conduct.

There is no Code of Ethics for teachers in the Teaching Service. There is a definite need to prepare a Code of Ethics under the Commission. The new MR Policy Information and Operational Manual contains a Teaching Service Commission Code of Behaviour.

The Department of Education and Teaching Service Commission need to produce specific Code of Ethics for teachers. Teachers are violating the PNGTA Code of Ethics.

The paper reminded members of all their duties, obligation and code of conduct. DOE and TSC need to consider a Code of Ethics for Teachers.

Provincial Education Plans & Conference Theme – Provincial Reports

Each PEA presented to the Conference issues and concerns in relation to Access, Quality Teacher Education, Quality Curriculum and Management.

The PEAs also reported on the Incentives and Activities initiated by their respective provinces to implement the theme, “Strong Ethics-Strong People” and call for the support of NDOE where appropriate.

It was noted that all provinces are taking initiatives to work on the Provincial Education Plans and are implementing the theme “strong ethics strong people.

It was emphasized that a plan is a guide for us. The Divisional operational plans give us a clear picture from which to map our course. Whether we achieve our targets or not depends on many factors, some of which are inhibiting us, either directly or indirectly, in our efforts. It was stressed that a successful outcome depends on the efforts of all counterparts in the provinces.

It was highlighted that the PFM is the section of the Department responsible for planning. RMPAs support the unit in carrying out its responsibilities. It is the main target of the unit for all twenty provinces to complete their Provincial Education Plans by the end of the year.

It was clarified that the Provincial Education Plan 2006 – 2015 will build on the earlier ten year plan that was developed to cover the period 1995-2004. The plans will be linked to the National Education Plan 2005-2014, which takes into account Government priorities as established by the Medium Term Development Strategy 2005 – 2007. It also upholds the Millennium Development Goals as developed by the United Nations and the Education For All Goals that were agreed to by all countries at Jomtien.

It was emphasized that the National Education Plan is guided by the National Goals and Directive Principles as established in the Constitution. The Governments priority number three in the MTDS is Basic Education. The National Education Plan places basic education as the first priority, technical and vocational education the second and secondary and tertiary as being third and fourth respectively. Government expenditure should reflect these priorities.

PEAs were informed that they will only achieve their goals and priorities as established by the Government if they have a plan. We cannot sit back and watch but have to partake in this endeavour to contribute something in a meaningful way. It was stressed that success depends on every ones contribution and input. As a saying goes “if you fail to plan, you plan to fail” this simply implies that if you do not have a plan, you are bound to fail and most probably will not achieve your goals and outcomes.

The SEOC was also informed on the progress being made in the development of Provincial education Plans, issues impeding the progress of these plans along with strategies being put in place to ensure completion and funding issues.

It was pointed out that as a result of the Organic Law on provincial Government and local level Governments, many education functions have been transferred to the provinces and it is essential for provinces to have a plan. The 2005 SEOC in

Madang resolved that all provinces would complete their Provincial education Plans by 2006. This resolution was subsequently reflected in the plan.

Issues affecting completion were also highlighted: All provinces were urged to play a major role and take the lead in ensuring that their plans were completed by end of 2006.

A few inhibiting factors that have been not are as follows:

A lack of delegation, coordination and monitoring in the provinces, limited cooperation among staff, a lack of responsibility and taking ownership of the plan, a lack of capacity, a lack of Provincial Administration and Provincial Government support in some cases.

A lack of funding support is often given although a lot can be done with little of no funding. The issues highlighted have had some negative impact on and have been reflected in the performance of some provinces.

The Pacific regional Initiatives for the Delivery of Basic Education services (PRIDE) has supported our cause with some financial support specifically for the planning processes. It is also encouraging to note that some provincial governments have committed funds for the development of their provincial education plans. This indicates that they appreciate the importance of having a plan.

It was reported that Provinces are working at their own pace to come up with an endorsed education plan for their province for the next ten years which will be implemented next year, 2007. The progress is such that without a concerted effort some are not going to achieve that target. There has to be commitment from officers who should feel responsible and take the plan as their own. All PEAs were encouraged to have one mind, one spirit, one heart and a common vision with one mission to complete their Provincial Education Plan by the end of 2006.

It was clarified that the Department is committed to supporting provinces in order to achieve the National Education Plan target. It is not healthy to operate on an ad hoc basis because we will not be directed and guided to achieve the Government priorities.

It was strongly emphasized that all provinces to have at least a draft plan by end of October 2006. Respective Provincial Governments to support in funding and logistics. Provincial Administrators to ensure that their Education Division is working productively to develop their PEP. Provinces promptly to develop their PEP.

1. That SEOC notes the issues raised by the PEAs in relation to:

- 1. Access,***
- 2. Quality Teacher Education***
- 3. Quality Curriculum and***
- 4. Management.***

2. That the SEOC notes the Incentives and Activities initiated by provinces to implement the theme, "Strong Ethics-Strong People" and that NDOE provide support where appropriate.

3. That SEOC expresses its appreciation to Manus Province for completing their Provincial Education Plan before time and that DOE encourage and support those provinces that have yet to complete their Plans to take action before the end of 2006.

POLICY & REFORM CURRICULUM



Villages from Tambul in the WHP contributing school fees for the children in their villages. Secretary For Education and other senior education officials witnessed the ceremony and also contributed some money.

Position Allocation Committee – Chairman TSC Mr Allan Jogioba

It was reported that the paper presented was in response to the:

- Public Review and Rationalization Discussion paper No 6. 2003.
- National Education Plan, Section 4: page 58 – ‘A position Allocation committee will be established to determine criteria for the deployment of teachers on an annual basis. Teaching Positions will be allocated to provinces annually based upon the agreed criteria’.
- Senior Education Officers Conference Resolutions 2004, 2005.

It was also highlighted that the authority to establish the Position Allocation Committee (PAC) and act on recommendations lies with the TSC, based on the teachers Service Act (Section 29 and 33).

A working party was established to support the work of the PAC and develop a paper and proposal.

The working party was guided by the principles of equity, responsiveness to schools current needs, clarity with respect to a school’s entitlement and that the allocation is on agreed criteria.

The working party was mindful of increasing local management both at the Provincial and school level and to support that, more flexibility in how teaching resources are deployed and how those decisions are made at the local level.

It was explained that the model (s) presented represents a significant shift from the current situation. Members were asked to consider the application to, and implications for their Provinces.

A basic model with a number of possible variations was presented to the members. It was highlighted that the variations are presented for consideration in three different ways, but they are based on the same principle.

Variations as Model 1 to 5 were presented to the members. Members were advised to refer to the list of definitions as they worked through.

A consolidated table of models was also presented for comparison purposes.

A basic model presented with various options:

1. Basic entitlement: divide number of students by agreed divisor
2. Administration: Option 1: Percentage of Basic Entitlement (i.e. 10%) Option 2 1.0 entitlement
3. Relief: Percentage of Basic Entitlement
4. Small School entitlement: Option 1: No school allocation of less than 2.0 (top – up if required) Option 2: Assign teachers prior to determining Basic Entitlement
5. Complexity: (remoteness, isolation, other) – Option 1: Add a resource based on degree of need according to agreed parameters. Option 2 – Identify resources systematically and deliver as incentives to teachers, not as additional resource to school.

It was explained that the issues arising out of these models are many and varied, but the larger issues identified by the PAC and Working Party are identified as;

- significant change to current culture
- changes to thinking in the deployment of resources to schools, Provinces and the TSC
- role of Provinces: medium and longer term
- role of the TSC in allocation especially the Master Position Register

It was agreed:

That SEOC notes the “TSC Positions Allocation” report and recommends to Position Allocation Committee to further develop the concept and hold discussions between TSC, provinces and other stakeholders.

TVET Policy & Reform Progress – AS-TVET Mr Winsley Degoba

Members were given a progress report on the reform of the Technical Vocational Education and Training (TVET) curriculum to meet national needs.

The TVET curriculum reform and development is consistent with the National Education Plan (2005 – 2014) and the way forward to meeting the greatest challenge from the stakeholders: relevant, cost effective and demand-driven training programs.

The TVET curriculum reform and development is done through consultation and collaboration with industry, NATTB, TVET teachers and the community.

The vital support provided by ECBP in terms of funding and provision of TVET Adviser and working together with the existing TVET curriculum officers would be basically satisfactory in achieving the reform agenda. There is a need for Teachers In-servicing on the implementation of the new curriculum. This will require additional logistical and adviser support.

It was also highlighted that the reformed competency based TVET curricula will be guided by the need to meet industry and community needs in urban and village economies. It will be bench marked to industry competency standards hence, meeting industry needs and expectations of a skilled and competent person to enter employment. It will also be community oriented to meet specific community skills needs. It will be cost effective because the course length is determined by the requirements of learning and provide career pathways and greater opportunities for learners.

Curriculum Progress – Elementary to Grade 12 and Where To? – a/ AS CDD – Mr Fabian Mokulabeta

The rationale for the Reform was to achieve a better future. Curriculum Development has taken place at all levels.

In Elementary implementation is from 2005. Evaluation to commence in 2008.

In Lower Primary: Implementation from 2006

In Upper Primary: Implementation from 2005, New Grade 8 examination in 2007 and evaluation to commence in 2008

Lower Secondary: Writing, Production and printing in 2006, distribution in 2007, Implementation in 2008 (Grade 9), First new Grade 10 examinations in 2009.

Upper Secondary: Evaluation/Review in 2006, plan, write, produce 2007-2008, Distribution 2009, implementation 2010 (Grade 11), First new grade 12 examinations in 2011.

Financing Options for Examinations - MSU a/Director Mr Moresby Goasa

It is important that national examinations are funded adequately so that examinations of required standards are developed, produced, administered securely and marked reliably. This will ensure that the grades awarded on the certificates reflect the true achievements of the students.

The enrolment is a provincial function however, certification is a national function. It is therefore only fair that the responsibility of funding the national examinations be shared between the National Department of Education (NDOE) and the Provincial Division of Education (PDOE).

Current responsibilities of Measurement Services Unit were also highlighted to the members. Issues and concerns on the current responsibilities of Provincial Education Division, Provincial Examinations Supervisors, Budgeting for National Examinations, Training, Return of examination data and Grade 8 Certificates were also highlighted

Resolutions:

All examination related activities must be adequately funded. Provinces consider creating PES positions in their structure.

The Department should consider other avenues for funding the national examinations, Secretary's Circular on funding for national examinations be followed by National and Provincial Education Authorities.

MANAGEMENT



Secretary Dr Pagelio and Deputy Secretary Mr Damien Rapese listening to the discussions

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 2005-2014, endorsed by the 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 reports 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.’

DONOR PRESENTATIONS



Romaine Kwesius, First Secretary, Development Cooperation, Education with AusAID stresses a point during group discussions with PEAs.

DOE SWAP MODEL

It was highlighted that the Sector Wide Approach is a donor aid delivery model that is under consideration for adoption in the National Education System. Members were highlighted on four parts Part 1 defines SWAP, Part 2 describes a possible SWAP Model for Education, part 3 discusses the question 'How can a SWAP assist and part 4 outlines some of the challenges that will need to be addressed before SWAP can work.

It was highlighted that sector wide approaches or SWAPs as they have come to be known, comprise one of several relatively new aid modalities that emerged as a means of overcoming the lack of sufficient recipient ownership and the fragmentation of many individual projects, which even when taken as a whole have not necessarily resulted in adequate support for our country's own identified priority development.

It is a way of engaging in development cooperation based on the principle of coordinated support for a locally owned program of development whereby there is leadership by host country, single comprehensive program and budget framework, formalized process for donor coordination and harmonization of procedures and efforts to increase the use of local systems.

It was reported that the policy component of the model provides the policy framework for a SWAP in education. The DOE is a key sub sector in Papua New Guinea's education system with core functions relating to policy formulation , planning and administration and standards for: Elementary, Primary and Secondary Education, Technical and Vocational Education Training, Teacher Education, Flexible Open and Distance Education and Literacy and Non-formal education (shared responsibility with the Department of Community Development)

Information on the following were highlighted to the members: Policy Rationale, National and Sectoral policies, The Medium Term Development Strategy 2005 – 2010, The National

PANEL PRESENTATIONS SECTOR WIDE APPROACH

The presentations from NDOE and the donors set out some key elements and outcomes of the sector wide approach and proposed some specific points for shaping such an approach to the education sector in Papua New Guinea. Specifically:

There is no single SWAP model. Each country and each sector has its own unique circumstances that need to be addressed through a customized approach.

The overriding objective here should be to deliver basic education services and improve overall performance of the education sector.

This approach should help move all stakeholders towards a single systematic process that is committed to achieving the National Education Plan.

A fundamental aspect is the annual planning process which must be developed by a partnership of all agencies that provide support to the sector (stakeholders).

The identified priorities and activities would be funded from the total envelope of resources dedicated to the sector

This allows resources to be directed to the real priorities on a more predictable basis over the years and allocate more funds if successful outcomes are being achieved

Using an overall plan allows for implementation according to local capacity

Participants were asked to divide into groups (representing PEAs, NDOE and other stakeholders) to consider some or all of the following questions and provide feedback. The key issues and points raised collectively are set out below but the full notes from each group are set out in Annex 1.

Q 1: How should PEAs and NDOE ensure that provincial concerns and issues are represented to and engaged with by the Governing Committee?

Q 2: What will provinces need to do differently in their planning processes to identify their priorities to move towards the national education goals?

Q 3: What key steps will provinces and stakeholders need to take to overcome challenges in education?

Feedback: Provincial engagement and representation in the Governing Committee

- Strong feeling that the NEP is a key lineage to PEPs and DDPs so this kind of scenario requires involvement of key stakeholders from the provinces including LLGs
- Options for representation on the committee
- 4 regional representatives plus the four FASs (as key linkages to the provinces)
- All PEAs to be present to ensure all provinces interests are genuinely represented given needs vary from province to province
- A subcommittee of the Governing Council Committee or a management committee to for example , screen the proposals for funding before presented to the GC

Feedback: improving planning processes to identify and feed in priorities

- Development budget should help with recurrent costs
- Provinces will need to set up a comprehensive planning process
- NEP – strategic Action Plans based on Provincial Education Plans backed by: budget plans and management action plans
- Provinces need to identify very clearly the priority projects in their PEPs so that these can be submitted for donor support
- There must be clear identification of administrative costs of projects which must be supported by donor agencies

Feedback; Steps to overcoming challenges for all stakeholders

Examples of longstanding challenges and issues that stakeholders want addressed:

- Current level of financing is inadequate and difficult to navigate and secure given the splits in sources (central, provincial and departmental)

- Management and leadership
- Adequate, effective and responsive channels of communication and coordination
- Access to schools, including enrolment and retention
- Teacher shortages
- Professional development including in servicing
- The flow of support materials for teaching
- Quality and standards in terms of supervision, inspectors etc
- Effective and frequent assessments and inspections
- Infrastructure development and maintenance
- Do existing mechanisms adequately acknowledge small partners?

Possible Steps

Options for communicating sub-national interest to the Governing Committee

- Establish provincial coordinating committee or provincial education development committee involving all stakeholders including reps from LLGs, churches, women, school inspectors (valuable re school development plans), NGOs and districts. Could be chaired by PEA.
- Establish district coordinating committee headed by the district administrator with the DEA and other stakeholders

Prioritise the needs, areas of concerns, lack of developments, lack of services etc and from these processes submit projects, programmes and submissions etc upward, eventually to the governing Committee.

- Good quality information from provinces before any changes or programmes are introduced
- Improve provincial level HR capacity
- Simplify donor fund application process

More information needed about:

- The components and mechanisms of a sector wide approach as it is difficult and complex matter to grasp. The number of comments related to simplifying processes for donor funding and predictability of donor support indicates more information is needed about one important feature of the sector wide approach – use of a total resources envelope rather than differentiating between individual donors of GoPNG
- Extent of donor commitment: Are all donors committed to this approach? Are there areas they will or will not support? AusAID, EU, NZAID> World Bank and UNICEF all indicated their strong support for such an approach
- Experiences of other SWAPs in Papua New Guinea: What has worked? What has not – even though participants need to bear in mind that SWAPS ARE unique to each country and each sector

- Sustainability and continuity are supposedly strengths of the SWAPs – that needs to be confirmed?

Other issues for further discussions:

- Some PEAs questioned the assumption that PNG should even be moving towards a SWAP. The question posed to the group assume that we are moving towards this new model and that is not unreservedly accepted.
- Decentralisation is a feature of PNG. Is the model being prioritised for the education sector too centralised; especially in terms of control, management and monitoring of the concept? What effect on LLGs?
- Further discussion is needed about manageable but genuinely representative engagement by the provinces.
- What are the financial implications of any kind of committee structure to enable provinces and NDOE to engage?
- Validating , amending or confirming the proposed elements and approaches of a sector wide approach as set out in the NDOE discussion paper and the donor presentation
- Can more use be made of existing for a to discuss issues about the shape, directions and pace of a Sector Wide Approach? The SEOC is an example of such an avenue. For example, issues related to funding of projects can be discussed at this forum, and then forwarded to the Governing Committee. Or Combine SEOC and Governing Committee meetings in some way.

EFA FAST TRACK INITIATIVES

It was reported that the Education For All – Fast Track Initiative (FTI) is a partnership between developing countries and donors to accelerate progress towards the goal of universal completion of quality primary education by 2015.

The Global Challenge around the world, over 103 million children are out of school, of these 58 million are girls, Education particularly for girls can break the cycle of poverty, halt the spread of AIDS and create more stable and prosperous nations.

It was highlighted that if current trends continue, many countries will not reach UPC by 2015. Increased financial commitments are necessary if most countries are to reach UPC by 2015. International Agreements have been: EFA goals adopted at the World Education Forum, April 2000, Dakar, Millennium Development Declaration adopted, September 2000. Monterrey Consensus, March 2002 International Finance and Development Conference Rome and Paris Declarations on Aid Effectiveness (2003 & 2005).

The FTI Compact has been that there is Mutual Accountability between Partner Countries and Donors. Partner countries develop sound education sector programs through broad based consultation , they demonstrate results on key performance indicators, lead in program development and implementation and coordinate donor support.

On the other hand Donors: mobilize resources and make them more predictable, align with country development priorities, coordinate support around one education plan, harmonise procedures as much as possible.

The FTI supports: In-country resource mobilization among donors and through other channels. FTI partnership provides a global platform: Resources mobilisation for countries with few donors: Catalytic Fund (CF), Capacity development support – upstream and down stream Education Program Development Fund (EPDF).

It was explained that the Catalytic Fund (CF) is a multi donor fund managed by World Bank that provides short term funding to help close the primary sub-sector financing gap for countries with too few donors.

Education Program Development Fund (EPDF) is to strengthen country capacity to develop sound policies, strategic plans and sustainable program, top share knowledge of what works, to strengthen partnerships and harmonization among donors.

An expected Outcomes of the Appraisal has a set of well – justified recommendations on: Volume and composition of financial and other resources available to support the program, key areas for capacity building, support to close prioritized knowledge/data gaps, arrangement for monitoring and evaluation, all donors align their support to this one program.

It was reported that the FTI helps both sides of the compact: Mechanisms to accelerate progress towards universal primary education

Developing countries have more efficient aid for primary education, sustained increases in aid for primary education and sharing of knowledge and experience.

Donors platform for aid effectiveness, better coordination of aid at national na global level. More countries on track to achieving UPE.

EFA FAST TRACK INITIATIVES

Promoting Girls' Education Program

Millennium Development Goals

► By 2015 all 189 UN member States have pledged to:

1. Eradicate extreme poverty and hunger
 2. Achieve universal primary education (UPE)
 3. Promote gender equality and empower women
 4. Reduce child mortality
 5. Improve maternal health
 6. Combat HIV/AIDS
 7. Ensure environmental sustainability
 8. Develop a global partnership for development
- Education Related MDGs

► MILLENIUM DEVELOPMENT GOAL 2:

► Achieve universal primary education.

► **TARGET 3:** Ensure that, by 2015, boys and girls alike, will be able to complete a full course of primary schooling.

► **MILLENNIUM DEVELOPMENT GOAL 3:**

► Promote gender equality and empower women.

► **TARGET 4:** Eliminate gender disparity in primary and secondary education preferably by 2005 and to all level of education no later than 2015

Governments MTDS on education

- Achieve UPE through basic education
- Gender equality and empower women

► Therefore, Promoting Girls' Education Program is in direct linkage with the MTDS and NEP 2005-2014

Program Objectives (2003 –2007)

► Increase participation of girls in all levels of education, especially primary education.

► ensure parental awareness on the importance and benefits of sending girls to school.

► support policy development to ensure equity policies are practiced through selection, curriculum, teaching practices and staff development.

► to provide an environment that is safe and conducive for children to enroll, stay in school and have quality education.

Key Project Areas and Results

► Supported NER survey for 9 provinces; modalities to UPE

► Trained over 300 school based counselors

► Established 33 child friendly schools, expanding to 100 end of 2006

► Creating awareness on girls education: free education for girls up to grade 8 in Karamui

► Basic Financial Management training for teachers, BOM and financial delegates

► Providing toiletries for girls in Morobe

Making a difference - life of one child

► Girl from Simbu who left school in 2002, got married had a baby, returned back to school in 2004, completed grade 8 and now doing grade 9 at Kerowaghi high school

Two girls returned

► Naomi Ambane, 18 (left) and Shirley Jacob, 16 from Miunde primary school returned to school.

Girls returned

► Anna 21 from Tambul primary school doing grade 7. She has a 2 years old son. Out of school for 2 years

Martha Gunde from Mingendi

► Martha, 17 from Mingendi primary school doing grade 7 after 12 months out of school

Sewing machines

► Sewing machines given to schools

- ▶ Girls making pillows and selling them to raise funds at Aviamp primary school
- ▶ Drum ovens
- ▶ Drum ovens were provided to schools so that children can bake bread
- ▶ This is at Aviamp primary school

Conference Theme

- ▶ “Prosperity through Self - Reliance” (Overarching Theme)
- ▶ “Strong Ethics - Strong People” (Conference Theme)

What is this photo about?

Community contribution towards children’s education in Simbu

▶ School Fee Akepile in Gaglmambuno Primary school in Gembogl district, Simbu Province. Gaglmamabuno is one of UNICEF’s child friendly schools. After the girls education teams visit in early 2004, the community contributed in paying school fees for children, just like how they contribute for bride prizes, compensation, elections rallies, feasts, etc.....

▶ Akepile in Kuman language means “Give a hand”

Conception of Akepile

- ▶ first discussed in 2003 by village elders
- ▶ in 2004 concept was reemphasized when the school was piloted as a child friendly school
- ▶ FGD held on why students dropout of school
- ▶ school fees, among others was a major concern
- ▶ committee formed in school to support children’s fees like how they contribute for compensation
- ▶ awareness made in meetings, markets, churches
- ▶ UNICEF supported the awareness campaigns
- ▶ in 2004 K4,226.00 raised: 2005 raised K4,411.00

Objectives of Akepile

- ▶ Increase student enrolment and improve retention
- ▶ Strengthen bondage and partnership
- ▶ to make community responsible for education of all children
- ▶ children have a right to education: however that is denied when disadvantaged parents can not afford
- ▶ to address inclusive education
- ▶ to address gender equality in schools
- ▶ addresses safety issues in school, children can walk freely through tribal enemy territory
- ▶ communities wanted to be self reliant

Process

- ▶ Committee is formed representing council wards
- ▶ List students with fees against their names into council wards they come from
- ▶ Calculate how much each council ward to pay
- ▶ Each council ward member is represented in the BOM so he/she takes the list back to council ward
- ▶ Among each council ward there are little clans. Council ward divide the fees among the hauslain and agree on how much to pay.

- ▶ Set a date for contributions to be given to school
- ▶ Inform the school and send invitations to others
- ▶ Council wards bring money to school with feasts

Who contributes?

- ▶ Before and up until today school fee is the responsibility of the parents only. This must change.
- ▶ The concept encourages the entire community, regardless of whether you have a child in school or not. All members of the family contribute for children's education

Why should you contribute?

- There is benefits in the long run
- People get quick and free service when someone from your community is a doctor or lawyer
- Educated people contribute more to support communities/obligations like compensation
- Currently parents seem to benefit less from their educated sons. Most sons seem to spend more time and money with their tribesmen and peers so everyone has to contribute
- An educated person from the community is an asset not only to their parents but tribe/clan.

Achievements for Gaglmamabuno

- ▶ Enrolments increased: 2003 -161, 2004 -177, 2005-218
- ▶ the community is monitoring student attendance
- ▶ students not sent home because of school fees
- ▶ people are seeing the value in supporting for school fees than to pay hefty compensation claims
- ▶ girls can walk safely to and from school
- ▶ improvements in retention
- ▶ students and parents don't have to worry about fees for the rest of the year
- ▶ community can see how they can support disadvantaged parents. In some cases children from disadvantaged parents are bright

Concept is not new

- ▶ We must understand that the school fee akepile concept is not new to the people in the community. They practice this in their daily activities like contributing for compensation, bride prize, election rallies, feasts, festivals, ceremonies, etc.
- ▶ Instead of contributing for the above divert it to school fees which will be of great benefit to the child, parents, school, community and the nation. You have made a difference in the life of one child.

Recommendations:

- ▶ NDOE, Provincial Education offices and other relevant agencies encourage community contribution concept in all schools in the country, especially primary schools
- ▶ NDOE through Inspections and Guidance to fast track negotiations with TSC to create school based counselors positions in schools.

Invitation

- ▶ Alkena Primary School in Tambul district will be contributing towards children's school fees.
- ▶ You are kindly invited to attend the ceremony and learn from it to replicate in your province
- ▶ Friday 30th June 2006. Starts by the time we arrive

JICA

A presentation was made by the Assistant Resident Representative of JICA PNG Office, Hiroshi Itoyama on the activity of JICA (Japan International Cooperation Agency)

Main Activities in Education Field:

- Technical Cooperation Project (EQUITV Project)
- Volunteers as Mathematics and Science Teacher
- Enhancing Quality in teaching through TV Program

(EQUITV Project)

What's the contents

Today's Subject

Question

Think

Checking answer

Who is the target

Teacher

- teach all the subjects in Grade 7 and 8
- teach by using outcomes based approach with considering gender issues

geographical settings

financial problems

- do not receive enough in-service, teaching and learning materials

School Category of preparing TV sets

TV receiving school

(Project provides TV sets)

Grass roots program school

(Embassy of Japan donates a fund to buy TV sets)

Former project's pilot school

(Former project provided TV sets already)

Other school

(They have to buy TV sets by themselves)

For the schools have to prepare TV sets by themselves:

For preparation- TV screen, Security for TV sets, Generator for electricity, Antenna for receiving

EMTV signal:

How to make it, Fund Raising

For receiving the TV program, we are still researching other methods to prepare the items.

Volunteers as Mathematics and Science Teacher – Our volunteers should be dispatched by request from schools in PNG

Junior Volunteer (from 20 to 39 years)

Primary, Secondary, High school

Senior Volunteer (from 40 to 69 years)

Teachers college

Exchange their

Teaching skill to

PNG teachers

Teaching at School

Survey and analyze

for in-service

They left their hand-made materials for teacher and student.

Future plan of volunteers

JICA recommend area focused dispatch

Rabaul (For example)

St.Pauls PS

St. Mary's SS

OLSH Kabaleo TC

Teachers college is a core of this type dispatch.

JICA considers the request for volunteers any time.

That SEOC accepts the presentation by JICA on EQUITV program and request provinces to work together to further develop the program

RELEVANT EDUCATION



President of Accelerated Christian Education John Wesley taking note of a presentation. Mr Wesley also presented a paper on Accelerated Christian Education at the conference.

Relevant Education Program Simbu

VSO – Scope of Capabilities

Our volunteering programmes are multi-faceted and flexible in order to find appropriate solutions to global development issues

VSO – Our Strategic Direction

We have adapted our focus to be more programmatic in overcoming disadvantage and addressing development needs

VSO – A Programmatic Approach

We work through a holistic framework based on long-term and ongoing analysis

Partnership

VSO PNG collaborates with strategic partners to maximize the effectiveness of our work

Empowerment

VSO PNG attempts to address structural inequalities and barriers that prevent people from exercising their rights

Commitment to Learning

We continuously adapt our monitoring and evaluation methods to identify good practice and make effective use of limited resources.

VSO PNG – Country Strategy

We work in specific sectors to make long-lasting impact in three strategic programme areas

- Disability
- Education
- Participation & Governance
- Tokaut AIDS Project – HIV & AIDS integrated into all programme areas
- Gender Equity mainstreamed throughout our activities

Education Programme Overview

We aim to support practical and academic skills to help ensure education is relevant to local needs.

Rationale

- 85% of school leavers return to their communities due to lack of formal employment opportunities
- A shrinking formal economy in PNG is likely to increase the importance of the informal sector

Intervention Focus

- Enhanced learning opportunities within:
 - Upper Primary Schools
 - High and Secondary Schools

- Nurturing Community linkages

Education Programme Overview

Policy framework

Our work supports the Government to “*empower Papua New Guineans to mobilise their own resources for higher living standards.*”

It supports:

- The Government’s Medium Term Development Strategy
- The National Education Plan

VSO interventions help translate these policies into actions and bring about change

Self-reliance and relevance

The Department of Education has adopted a self-reliance strategy which aims to:

- 1 instill greater self-esteem and sense of responsibility among students,
- 2 encourage self-sustaining institutions,
- 3 provide relevant and challenging learning opportunities,
- 4 make more effective and efficient use of available resources, and
- 5 reduce the pressure on parents from paying excessive school fees.

The VSO interventions not only built self-reliance but also enhance the relevance of the education provided as students gain the skills, knowledge and attitudes to be self-reliant within their own communities and gain the skills and knowledge needed to pursue further education.

Education Programme Objectives

Our focus is to support schools to enable school-leavers to be productive and self-reliant in a village-based

Objectives

1. To enable high and secondary schools to plan, teach, assess and evaluate skills, knowledge and attitudes in a way that is relevant to local community needs
2. To develop a vibrant network of organisations and communities that will help foster school-community linkages
3. To enable Upper Primary Schools to plan, teach, assess and evaluate Making a Living in a way that is relevant to local needs

Simbu Province – a pilot project

VSO interventions build on long-standing relationships with partners in Simbu Province and harness a desire for change

High and Secondary schools

Intervention Focus

- o International volunteers working in three High and Secondary Schools
 - Kerowagi Secondary School
 - Muaina High School

- Mt Wilhelm High School
 - Supporting the schools to develop a holistic approach to relevant education
- Head-teachers, Principals and Education Division Officers developed a vision of relevant education in the province
- NDOE workshop refined and endorsed the vision which sets 12 challenges for schools
- Relevant Education Advisors are working with the schools to translate the vision into reality.

Intervention Focus

- International volunteers are also working as:
 - English Teaching Advisor
 - Agriculture Teaching Advisor
 - School-community links facilitator
 - Non-Formal Education Officer
 - Simbu Youth Motivators facilitator
 - Youth music trainer

Upper Primary Schools

Intervention Focus;

- International volunteers working to support Making a Living in:
 - Upper Primary Schools in Sinasina District
 - Madang Teacher Training College

Outcomes

At partner high and secondary schools:

- Teachers will have the skills, knowledge and attitudes to teach in a way that is relevant to students' needs
- Teachers will have developed ways to make the (reform) curriculum useful for students to live productive and self-reliant lives in their communities
- Teachers will be providing opportunities for parents and community members to actively take part in the implementation of units of work
- Linkages will be enhanced between the schools and local resource persons and organisations that can assist schools to deliver relevant education.

In selected districts:

- Upper Primary School teachers will be able to plan, teach, assess and evaluate Making a Living to ensure it is relevant to local needs
- Community members will have the opportunity to participate in the development of units of work within the Making a Living syllabus

A second province?

We have been working with NDOE to identify a second province where the programme could also be implemented.

- The key criteria for the second province is a desire for change
- Three provinces are being evaluated:
 - Morobe

- Madang
- Eastern Highlands

The results of this evaluation will be presented to the NDOE in July with the hope that interventions can commence in February 2007.

Partnership with UNICEF

We are establishing a partnership with UNICEF to assist in the implementation of their programmes in:

- Education - focused on Accelerating Girls' Education
- HIV/AIDS Prevention and Care
- Child Protection
- Health including nutrition, water and environmental sanitation.

This will be focused in East Sepik, Eastern Highlands, Simbu and Western Highlands Provinces.

Our Distinctive Competence

VSO PNG has adopted a holistic approach that is supported by several key areas of strength.

- Front-line / community-based interaction
- Harnessing the passion and energy of committed volunteers
- More than 45 years working in PNG
- Working in rural areas with marginalized people
- In-country hands-on experienced management team
- Global programmes to share best practice
- Respected and trusted networks and partnerships

That SEOC expresses appreciation on the report “Relevant Education Program for Simbu” presented by Volunteer Service Organization (VSO).

Accelerated Christian Education

It was reported that the ACE is not in competition with the NES rather it complements the educational services provided by the same and seeks to serve the section of the PNG society that are concerned about their childrens' accountability to God.

In essence, they desire high academics to prepare their children for life in a world that is going to know more and more (knowledge shall be increased...Daniel 12:4) but at the same time give them the strong ethics and morals to sustain them to take control of their destiny, as they are accountable to a holy and righteous God. Hence the basis for ethical educational outcomes must embrace the idea of “accountability.

It was stressed that Ethics has to do with a persons character in relation to a set of expected outcomes. So to have a strong people, we need a positive and strong educational foundation. A house will not stand on weak foundation.

The ACE curriculum has successes in producing good students in academics and strong character because of its integration of biblical principles into the curriculum,

and a strong philosophy that has clearly, identifiable goals that guide the educational processes.

Strong Ethics therefore has to do with the objectives of education. What is it that we want the child to be: and do we plan to get that expected outcome. We spend so much of our scarce resources (money, time, expertise, labour) to train another generation to prepare to meet the challenges of tomorrow, yet there is hardly an urgency to truly audit the outcomes, whether we have actually achieved the desired objectives.

It has been for a long time, a weakness in all educational establishments to accurately audit their processes to gauge their successes in their educational efforts. The task is enormous and can be frightening especially when faced with limited skilled manpower and related resources.

Personal Viability Program

Members were informed that the Personal Viability Course is a two week entrepreneurial training course. The aim of the course is Holistic Human Development. The course aims at physical, mental, spiritual, emotional, and financial / economical development of an individual.

It was pointed out that there is no course entry requirement. Any person who can understand the language (any PNG language including English) of instruction is accepted for enrolment. There is no age limitation (the youngest to attend on record is 9 and the oldest is 90 years of age. It was pointed out that the course is open to all Papua New Guineans regardless of religion, education, culture etc.

The two weeks course are concentrated on helping one to understand 1 Who you are: your life story and struggles, your failures and success, your resources, land and your skills, your talents and potentials, your training and education, your spiritual gifts and abilities etc.

What your resources are: Your family and their talents, gifts and abilities, your land and other natural resources, your community, your government etc.

Using your resources for success: how can I use these resources, in me and around me to create wealth, success in my life, my job, my family, my community, my church, my nation etc.

Participants are shown simple practical ways of improving their lives for better. This is done through personal vision and plans, family visions and plans followed by personal and family revenue plans, followed by what resources and how to use these resources. Participants are shown very simple ways on how to create business plans and make these plans work in very simple small ways. Are there something wrong with Papua New Guineans? Taught to rely on the resources one has around him or her, not one what one wished or dreamed he/she had.

It was pointed out that PNG is so rich with natural resources, yet we have some of the poorest government services in the world. Papua New Guineans have so much natural resources around them, yet we have some of the poorest people on earth. UC Communities are rich in natural resources, yet we do not have enough cash to

be able to sustain their daily financial needs and support church weekly financial needs

Many Papua New Guineans are reasonably educated, but there seems to be no difference in lives compared to a un –educated person.

It was highlighted that based on these experiences, it was pointed out that personal viability is the issue; it is not a question of lack of resources, education or money. Personal Viability is being useful. Being an asset. The opposite of viability is liability. Personal Viability is being useful; to self, family and community.

That SEOC notes the presentation on “Personal Viability Program” presented by the representative of United Church and acknowledges and appreciates the work the Church is doing.

Teachers’ Inservice Plan

A National Teacher In-service Plan 2007 – 2014 - Overview, Key Elements and Sector Priorities was presented to the SEOC members.

It was pointed out that Outcome Based Education is based on three beliefs. That every student can learn and succeed, given sufficient time, materials and appropriate methods. Success breeds success, students who experience success are more likely to successfully pursue a task at the next level of difficulty. Teachers control the conditions of success by adjusting their practices to enable students to achieve success in desired learning experiences.

The TMT – TIP Guiding Principles were also presented to the members: That the local level delivery is school focused. This will also use the personnel resources and expertise already available. It will also align with existing NDOE and PDOE plans and policies in particular the NEP and HRD Policy. This also builds relationship between sectors, Minimal reliance on donor funding and imported expertise, support provinces and district to develop their specific in-service framework.

Teacher In-service will be a major priority for the DOE for 2007 – 2014 and beyond adopting a 3 phased approach which requires high dependence on external funding to begin with progressively greater self reliance in phase 3. It was also highlighted that the proposed plan focuses on three groups – teachers, school communities and in service providers/managers. This plan will build upon what we have done to date but will require a very significant investment of time, energy and resources. It will need to be effectively communicated, continuously monitored and evaluated with shared responsibilities across the national education system.

It was also highlighted that the success of the plan depends on a long term commitment by the 3 key groups, to improving the quality of learning in classrooms.

It was also pointed out that its three key success indicators will be: Teachers are consistently displaying the characteristics of an effective teacher at the ownership stage: Schools are self –reliant and semi autonomous in their capacities to manage and fund their teachers’ professional development: The key national education

system stakeholders own the reforms which are reflected in their programs and practices.

Net Enrolment Rate (NER) Study Report

SEOC members were presented a report on preliminary findings on the Net Enrolment Rate Study carried out in nine provinces of PNG..

It was reported that the study was carried out by DOE and NRI with the support of UNICEF.

It was reported that the study intended to provide age specific enrolment data to measure progress in education. The main reasons being to provide gross enrolment and net enrolment data in 10 provinces and use this data as sample preliminary data to assume the national status. Establish the differences between the GER data and the NER and to determine the status of progress in achieving UPE in the selected provinces in the country.

Three components under the Universal Primary Education concept include: ACCESS: that all children should enter Grade 1 at the age of seven years (PNG Prep 6 years). RETENTION: that all children complete the primary cycle of education, (in PNG 9 years of basic education) and QUALITY: that all children reach a required standard of literacy and numeracy at the end of this primary cycle of education.

It was recommended that DOE continue to maintain the policy to reduce the overage entry. Review the policy on repetition, increase initiatives to accelerate female access and participation in schooling, adapting culturally and socially sensitive strategies. Collecting better statistical data support to institutionalize the education census. This includes ensuring schools provided with necessary student enrolment records and that schools maintain up to date data. Provinces make a serious effort to complete the education reform. Increase subsidizing of education especially of girls and children from disadvantage areas.

Analysis and Report on Provincial Education Plan Development

The SEOC members were informed on the progress being made in the development of Provincial Education Plans. Issues impeding the progress of these plans along with strategies being put in place to ensure the completion, and funding issues.

All PEAs were informed that a Provincial Education Plan is to guide the Division in the province towards achieving their goals in a systematic way. The plans should be developed following a series of consultations. Funding for this and other expanses incurred during the process of completing the Plan has been supported by the Pacific Regional Initiatives for the Delivery of Basic Education Services, known as PRIDE.

Manus was congratulated for a job well done. Their Provincial Education Plan was the first to be completed and printed. Sufficient copies have been printed and freighted to the province for distribution to schools and other stakeholders.

It was reported that some Provincial Governments have committed funds for the development of their Provincial Education Plan. This indicates that they appreciate the importance of having a plan.

All in all it was pointed out that provinces are working at their own pace to come up with an endorsed education plan for their provinces for the next ten years which will be implemented next year, 2007. The progress is such that without a concerted effort some are not going to achieve that target.

It was highlighted that there has to be commitment from officers who should feel responsible and take the Plan as their own. Everyone should have one mind, one spirit, one heart and a common vision, with one mission to complete their Provincial Education Plan by the end of 2006.

It was reported that the Department is committed to supporting provinces in order to achieve the National Education Plan target. A concern was raised that it was not healthy to operate on an ad hoc basis because we will not be directed and guided to achieve the Government priorities.

Recommendations were made that: every province to have at least a draft plan by end of October 2006, respective Provincial Governments to support in funding and logistics, Provincial Administrators to ensure that their Education Division is working productively to develop their PEP, Provinces promptly acquit their PRIDE funds.

Inspection Review and Progress

The SEOC members were informed that the Review of the Elementary, Primary and Secondary Inspectorate was undertaken between September 2004 and March 2005. The review is an appendix to the Review of Organisational Capacity, itself a part of the PNG Education Capacity Building Program (ECBP).

The need to ensure that the role and functions of the inspectorate enable National Education plan outcomes to be achieved in accordance with the expectations of key stakeholders. The perception that the inspectorate had become increasingly focused on teacher appraisal at the expense of whole school improvement and system planning.

It was reported that Inspectorate Review report found that over 95 % of respondents believed that Quality Assurance of the education system should remain a National Function. The report made 23 recommendations most of which have already been endorsed by the Department's Top Management Team (TMT).

It was reported that the focus of the inspectors' work will shift from teacher appraisal to whole school improvement and accountability.

Information on the following issues (Restructure and Regionalisation of the Inspectorate, Teacher Inspection and Regional Ratings Conferences, School Based Teacher Appraisal, Supervision and Management Reform (SMR), School Visits, School Learning Improvement Plans (SLIP), School Reviews Internal and External, Curriculum//Assessment Data Sets for School Improvement, Quality Assurance/Accountability, Partnership with Districts and Provinces) were presented to the members

Relationship Between Inspectorate System and Teacher Professionalism EMIS

A presentation was made to the SEOC by Mr Eliakim T. Apelis PhD Candidate QUT, Old on the study being carried out on the relationship between inspectorate system and teacher professionalism.

It was highlighted that the study investigates perceptions of teachers, head teachers and primary school inspectors (PSI) on inspectorial system and teacher professionalism. It also establishes relationship between the inspectorial system and teacher professionalism.

Members were highlighted on the PNG context of the problem in relation to the History and legacies, the current education reform, centralised and decentralised functions.

They were also highlighted on the Inspectorial system functions and roles. Its general responsibility and the conflicting and multiple roles.

An explanation on teacher professionalism was also made. It was mentioned that there is no clear perceived concepts and understanding of teacher professionalism. The teacher professionalism is restricted to compliance with expectations and requirements. That the quality of services has been problematic. It was highlighted that it was important to consider perceptions of stakeholders on teacher professionalism and its relationship with the inspectorial system in order to enhance teacher professionalism.

There are factors that influence changes, management and development need addressing.

It was pointed out that a reformed inspectorial system and its context and new perspective of teacher professionalism are issues to be pursued

The report also highlights the international perspective on inspection and inspectorial system and teacher professionalism.

The outcome benefit will lead to the development of a new contextual framework for Inspectorial system. It will also result in enhanced and growing teacher professionalism. It will also have clearly defined responsibilities with tangible outcomes for inspectors. This will also lead to contribution to literature on Inspectorial system and teacher professionalism from a developing country' perspective.

That SEOC acknowledges the presentation made by Eliakim Apelis, PHD Candidate on "Relation between Inspectorates System and Teacher Professionalism

Skills Oriented Development Project (STRU)

The vision of STRU is to contribute towards the economic development of the nation through informal education and skills development training. In their mission statement STRU is set to research, design, develop and deliver specific tailored curriculum relevant to the needs of women and youth in the urban and rural areas for meaningfully participation in income generating activities, both in the formal and informal sectors.

It was reported that STRU , is a component of the Papua New Guinea Employment Oriented Skills Development Project (PNG – EOSDP), which was initiated by the Department of Education and the Department of Planning and Rural Development and funded by the Asian Development Bank (ADB) under a loan agreement.

The unit was established purposely to develop skills training curriculum materials to support skills training curriculum materials to support various training providers to deliver relevant skills training within their respective communities. The main aim is to enable more people to participate in a short term (from 1 day to 3 months) training on Income Generating Activities, through the formal and informal sectors with the skills acquired. This is done through STRU complementing the work of Technical Vocational Education and Training (TVET) by way of the unit collecting the syllabus from TVET Curriculum and in its framework, abstract the Task from the Contents and develop the short course modules to meet the needs of the community.

It was clarified that STRU being a component of the PNG – EOSDP, collaborates with other components within the Project, like Human Resource Development (HRD), Skills Development Trust Fund (SDTF), the Department for Community Development (DFCD), the Department of Education (DOE) and relevant institutions to fully achieve the aims and objectives of the project.

It was reported that since its establishment, STRU have developed modules in the following courses; Agriculture/Fisheries, Tourism/Hospitality, Trade, Entrepreneurship.

Concept HR Payroll

The SEOC members were informed that the Concept Payroll Sstem (ALESCO) was implemented in October 2003. Significant structural, organizational and operational change has take place since that time. The aim is to improve HR services in NDOE and in provinces to deliver efficient and effective services and improved outcomes for teachers and other stakeholders.

There are over 35, 000 teachers on the payroll and the Education payroll continues to grow each year. The challenge is to ensure our organization and operations fully utilize the system so our teachers can be paid correctly and on time. It was highlighted that the task is a shared responsibility of NDOE and provinces, among them are communication, building capacities through training and sharing resources. The New Structure/Organisation now sees the payroll, Electronic Data Processing, Staff and Salaries are combined in the Payroll related Services.

Services to teachers has been that the PARS and HR aim to better serve teachers in paying correct salaries and allowances at correction location and on time.

Service to teachers- client service initially targeting 5 provinces which include NIP, ENBP, NCD, Central, EHP. Major activities has been direct contact with teachers in urban and remote locations, Focus groups has been teachers and provincial officers. The analysis of business practices/processes has been between teachers, provinces and NDOE.

The annual HR calendar provides schools and provinces with information and directions to perform essential activities according to a given timeframe.

Manual contains information on entitlement and policies and is a 'how to' guide for all HR processes, including forms to action the process.

A Technical Working Team comprising of 25 people has been assigned to address salary underpayments in teachers' salaries.

All centrally held teachers files have been audited, culled, repaired and moved to storage in the new PARS Branch.

Major challenges continue to be experienced specifically in the areas of Communication, Data Collection, Training, Stability of staff, file management, and client service.

Recommendation: Teachers' salary files and records to be continually maintained in both Centralised and De-Centralised Provinces

All schools and Provinces comply with the directions detailed in the HR calendar

HR Policy Information and Operations Manual is studied and used as a reference in all HR processes.

That Provinces and NDOE work in partnership to provide training of essential staff to enhance stability.

Teachers' Strike

A background and Report on Teachers Strike of May 2006 was presented to the SEOC for the information of members. A 50 point bullet points highlighting the events that led to the Teachers Strike was presented to the members, actions and Strategies have been put in place by TSC to establish the facts leading to the teachers strike and come up with possible solutions in dealing with the issue..

The TSC advised that the work of correcting teachers' salaries has already commenced and will continue until finished. There will not be one mass payment but payments as the files are checked and corrected.

It was highlighted that the major and only genuine concern was the dealing with outstanding teachers back pays.

Child Registration

SEOC members were in a presentation handout were provided the opportunity to gain basic understanding on Civil Registration System in Papua New Guinea. Members were also given awareness and education on the importance and uses of Birth Registration. Members were also informed that the presentation also provides the opportunity for teachers and their families, parents and children to seek the opportunity to register themselves for legal proof of identity and support the cause for improved governance and accountability by those in responsibility on the population of Papua New Guinea particularly children through the School Birth Registration Campaign.

It was highlighted that Civil Registration system has its primary objective , the production of the legal documents required by law pertaining to vital events that occur to the population in the country. It registers vital events on a permanent , continues, universal and compulsory basis.

It was explained that Civil Registration system has its ultimate goal, the registration of live births, death, foetal (still biths) death, and marriage, dissolution of marriages, annulment, judicial separation, legitimation, recognition and adoption.

In Papua New Guinea, 97 percent of the population's births are unregistered before 2000. And over 40% of the population is made of children 0-18 years, and their births are unregistered. The Department for Community Development commenced the active campaign on uuniversal birth registration in 2003 to register the 97% of Papua New Guinea's unregistered population.

A Joint Birth Registration Campaign in schools by the Department of Education and Department for Community Development was launched recently which is an innovative approach and constitutes part of the institutional birth registration system. Birth registration harmonized and integrated as part of the school enrolment throughout the country.

The support and commitment of National and Provincial Education Office is crucial , mapping out a effective and accelerated birth registration delivery system, developing good data is good, proactive intra-agency co-ordination and participation.

PROVINCIAL ISSUES



PEA for Manus Mr Pompiran Kuyei makes a point while Chief Executive Officer for Education in the Autonomous Region of Bougainville Mr Anthony Tsora listens and PEA Sandaun Frank Evans takes note.

Provincial Issues

One of the purposes of the Provincial Education Plan is to ensure that the National education Plan is translated and implemented at the provincial level. This involves adopting the Major Outcomes and the Minor Outcomes in the NEP but modifying the strategies and activities to suit the specific circumstances of each individual province. It is also important to ensure that the PEP are consistent with the various Provincial Development Plans.

It is also important to include in the PEP the cost schedule and the Monitoring and Evaluation Framework so that activities are costed and these can be monitored to see whether activities are implemented and whether or not they are on target.

In terms of ownership: it is stipulated in the National Education Plan that the Provincial Governments are responsible for the completion and endorsement of PEP. In order for ownership of the PEP and its implementation, Provincial Administrators and Governors must also be involved in the whole process so that there is administrative support for the PEP. It was recommended that Provincial Administrators are also invited to attend future SEOC. Also an invitation is extended out to the Governors as well.

To answer the question “What next after the development of the PEPs” it is the responsibility of the various provinces to sell the PEP through the NDOE. Though the National Government provides some funding, there are also other avenues where assistance can be sought. This is through developing and submitting project proposals. It is advisable to get endorsement for the project from the District and Provincial Administrators before they are submitted to the NDOE who then would submit these to the Department of National Planning & Rural Development (DNPM). DNPM would appraise the project and depending on meeting the criteria, would assist to seek donor funding for the project. This process attempts to ensure that donor assistance is properly coordinated.

Still on the PEP, maybe a time frame should be agreed upon at this conference to guide the provinces in their efforts to complete the PEPs. This would serve as a basis for provinces and the technical team to monitor the progress of each province.

Position Allocation Committee

Firstly what is the problem/issue that needs addressing here? If it to do with why teachers are reluctant to teach in the remote schools then, an independent analysis has to be carried out to determine the root causes of why teachers refuse to teach in these remote schools. Unless these root causes are addressed, the current situation will always remain the same despite the efforts and good intentions put into addressing this.

Recommend that future SEOC give some time for observers/donor partners to ake contributions to the discussions and presentations that are given. The NDOE represnetatives and the PEAs are in the system and may be looking at an issue from the same perspective. Outsiders may have constructive comments or suggestions that may assist to bring to light some of the concerns raised.

Availability of accurate data is important for planning and policy decision making. There are other users of education information. Without accurate and complete data informed decisions cannot be made in terms of planning and policy decision making. The strategy that calls for a unified Data System in the Department must be commended.

It was explained that the paper was in response to the Public Review and Rationalisation Discussion paper No 6 2003, National Education Plan, Section 4 P58 ' A position Allocation Commmittee will be establishe to detremine 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. Senior Education Officers Conference Resolutions Resolutions 2004, 2005

The aim of the paper and presentation is to stimulate thinking and discussion on ways to better allocate teaching resources to schools / provinces on an annual basis. The working party was guided by the principles of equity, responsiveness to schools current needs, clarity with respect to a school's entitlement and that the allocation be on agreed criteria.

In addition the working party was mindful of increasing local management both at the provincial and school level and to support that, more flexibility in how teaching resources are deployed and how these decisions are made at the local level.

It was highlighted that the model (s) presented represents a significant shift from the current situation . Members of SEOC are asked to consider the application to, and implication for their provinces

Proposed Model (s) for the allocation of teaching resources to schools were presented to the members.

It was highlighted that the issues arising out of the models are many and varied, but the larger issues identified by the PAC and working party are identified as: significant changes to current culture, changes to thinking in the deployment of resources for schools, provinces and the TSC, role of provinces: - medium and longer term, role of the TSC in allocation especially the Master Position Register.

Sector Wide Approach in Education

Since this is a new concept, a lot of participants are yet to fully understand the concept and whether it has any implications on how education services are delivered to the people of PNG. As such, I would suggest that this concept be workshopped as soon as possible for the stakeholders so that they clearly understand what it involves. While on this I would be good to invite DOH representatives to make a presentation at this workshop so that they can share their experiences with everyone.

SDA schools

A brief report on the SDA schools was presented to the SEOC members. It was highlighted that the SDA from 1969 – 1970 decided to remain independent out from the National Teachig Service. In 2004 it sought to join the Teaching Service. In the same year initial work commenced between TSC, NDOE and SDA under

the direction of Minister Laimo. However it was decided that it was not possible to do for 2005 and target the transfer to take place 2006. In 2004 to 2005 TSC NDOE and SDA worked towards the 2006 target. In November of 2005 NEB approved SDA to join Teachig Service and National Education Department. In January 1 2006 a number of 84 schools out of 89 are now in the system with 298 teachers currently on the payroll which leaves a number 149 teachers yet to be placed on the payroll. In May 18th 2006, the TSC, NDOE and SDA signed the MOU.

It was reported that all the SDA schools that sent in their Forms 26 / EDA Forms 212 have been given the School Agency Code and the Position Numbers accordingly except for the following: Habare (SHP), Moruma Tobaiya (Simbu), Antarong/Waput/Boroi Panim (Madang), Harrison/Kavia (WNB).. These schools will need to send in the required forms as sson as possible in order to get them into the system.

The current total number of SDA schools is 89, Total number of SDA schools in the system is 84 and the total number of SDA schools not yet in the system is 5

The number of teachers currentlyon the payroll is 298, Number of teachers yet to be on payroll is 49 while number postions will increase as the next 9 schools join the system.

Updating of Teachers' Professional Records

Members were highlighted on a progress report that was presented to the taskforce. It was reported that in response to the alleged salary discrepancies by PNGTA, the National Department of Education set up a technical Working Team under the management of the GAP Division to review all teacher records with a view to correcting all salary discrepancies. The taskforce has met on numerous occasion to address the issues of salary discrepancies.

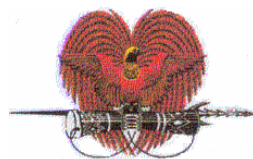
The NDoe and TSC believe they have done everything possible to address the issues which initiated the Taskforce. The NDoe has committed to and is undertaking a review of all teachers salaries. This process is underway and the taskforce has been continually informed on the estblishement, organization and progress of the Technical Working team (s)

The TSC AND NDoe believe that valuing teachers is central to quality education and that payment to them of their correct entitlement is essential.

2006 SEOC RESOLUTIONS



PEAs Mr Mefaramu (Gulf), Mr Numbaru (Central) and Assistant Secretary NCD Education Mr Nauna at the conference



Department of Education

ACTIONS TAKEN ON RESOLUTIONS OF THE 2006 SEOC

2006 SENIOR EDUCATION OFFICER'S CONFERENCE (SEOC) RESOLUTIONS

A: Acknowledgement			
RES NO	Resolutions	Actions/Divisions/Officers	Comments on actual actions taken
1	That the SEOC expresses its appreciation and communicate to DOE and Provincial organizing committees for the reception and welcome at the airport.	PRC	
2	That SEOC requests the Department of Education to communicate its appreciations to the following for support during the SEOC official opening: • Western Highlands Provincial Administration • <u>Schools</u> - Hagen Secondary School administration, teachers, students and parents for taking charge of preparing and hosting SEOC official opening. - Hagen Park Secondary, Tarangau , Hagen United, Hagen T, Koglamp, Rabiamul and Holy Trinity primary schools administration, teachers and students for participating at the SEOC opening ceremony • <u>Hotels</u> - Kimininga and Highlander Hotels for their hospitality for the duration of SEOC conference	PRC	
3	That the SEOC request the Department of Education to communicate its commendation to the following schools for their administration, hospitality and participation during the school visits: • Alkena Primary School • Kuga Pabrabuk Secondary School and	PRC	

	Kuskomb Primary School		
B. Official Opening			
4	That SEOC notes and accepts the: 1) Welcome speech by Mr. Michael Wandil – Western Highlands Provincial Administrator 2) Keynote address by Sir Arnold K Amet – Former Chief Justice of Papua New Guinea. 3) Hon. Minister for Education Michael Laimo, CBE MP 4) Hon. John Yama – Western Highlands Education Chairman 5) Response by the Secretary for Education Dr. Joseph Pagelio	PRC	
5.	That SEOC notes with appreciation the address by the Administrator of Western Highlands on behalf of the Governor of the Province Hon. Paias Wingti.	PRC	
6	That SEOC notes with appreciation the address by the Education Chairman of Western Highlands, Hon. John Yama.	PRC	
7	That SEOC notes and appreciates the support given by the Provincial Administrators to Provincial Education Advisors attendance at SEOC meeting.	PRC	
C. 2005 SEOC Resolutions			
8	That SEOC takes note of the resolutions and actions taken from the 2005 SEOC.	PRC/PDOE	
	That provinces make available action reports to DOE in good time before the next SEOC	PRC/PDOE	
D. Discussion papers on Ethics			
9	That SEOC take notes of the Presentation made by Director Transparency International on “Strong Ethics”.	PRC	
10	That SEOC take notes of the Presentation made by Ombudsman Commission on “Ethics and Leadership”.	PRC	
11	That SEOC reaffirms and supports DOE to formulate a policy on teaching of ethics and civics in schools.	CDD/I&G	
12	That SEOC recommends that Teaching Service Commission develop a Teacher CODE of Ethics.	TSC/TESD	
13	That SEOC recommends that ethics and civics be part of teacher training, teacher preparation and development programs.	TESD	
E. Reports from the Provincial Education Advisors and Provincial Education Plans			
14	- That SEOC notes the issues raised by the PEAs in relation to: 1. Access, 2. Quality Teacher Education, 3. Quality Curriculum and 4. Management. - That the SEOC notes the Incentives and Activities initiated by provinces to implement the theme, “Strong Ethics-Strong People” and that NDOE provide support where appropriate.	PFM	➤ Assisted provinces to address the issues in their provincial Education Plans

	That SEOC expresses its appreciation to Manus Province for completing their Provincial Education Plan before time and that DOE encourage and support those provinces that have yet to complete their Plans to take action before the end of 2006.		➤ Manus has been given priority over the other provinces. Have assisted in developing the Annual Operation.
15	That SEOC recommends that DOE to consider inviting Provincial Administrators of each province to attend future SEOC meetings.	PRC	
16	That SEOC supports that DOE control the postings of New Graduate in consultation with Provincial Education Boards (PEB).	TSC/TESD	
17	That the SEOC approves in principle for a feasibility study to be undertaken with a possibility of establishing a teacher training institution in the Southern Region.	PDO MBP/TESD	
18	That SEOC continues to monitor the expansions of classes in the secondary schools.	PFM	➤ IMG is monitoring the expansion of Secondary Schools in the country. ➤ Provinces are not adhering to the quotas for new classes.
19	That SEOC endorses and recommends DOE to prepare supplementary budget for Elementary teacher training programs for 2007 and beyond.	TESD	
20	That SEOC recommends to the Office of Libraries and Achieves (OLA) to provide a short write up for inclusion in each Provincial Education Plan supporting the development of provincial, district and school libraries.	OLA	
F. Policy and Reform Curriculum			
21	That SEOC notes the “TSC Positions Allocation” report and recommends to Position Allocation Committee to further develop the concept and hold discussions between TSC, provinces and other stakeholders.	TSC	
22	That SEOC accepts and endorses the reform Technical, Vocational, Education and Training (TVET) plan and unified TVET curriculum reform for implementation.	TVET	
23	That SEOC recommends provinces to use TVET Policy as a model when developing their respective provincial TVET Policies taking into consideration their local needs.	TVET/PDOE	
24	That SEOC notes the presentation made by Curriculum Development Division (CDD) on the “Curriculum Progress-Elementary to Grade 12”.	CDD	
25	That SEOC recommends that DOE develop appropriate in-service teacher training programs on	TESD	

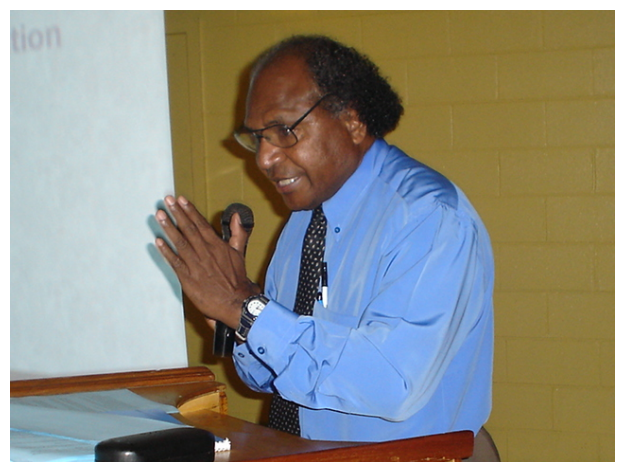
	reformed curriculum programs focusing at the school level in close consultation with PDOE, districts and school management teams.		
26	That SEOC recommends to DOE that the time frame for grade 8 examinations on the reform curriculum be extended to 2008.	CDD	
27	That SEOC notes the report on “Financing options for examinations” and recommends DOE to establish discussions with the Treasury Department to sufficiently fund national examination and certification programs.	CDD/F&B	
28	That SEOC recommends DOE to take full charge of examinations and certifications activities because it’s a national function.	CDD	
G. Donor Agency Representatives			
29	That SEOC notes and accepts the presentation made by Deputy Secretary Policy and Administration on Sector Wide Sector Approach (SWAP) and recommends DOE establish further consultations with key stakeholders.	PFM	Conducted regional consultations with PEAs and Deputy Administrators. Facilitated a study tour on this strategy.
30	That SEOC acknowledges the following Donor Agencies: AUSAID, World Bank, NZAID, UNICEF, JICA and EU for their continued support.	PRC	
31	That SEOC acknowledges UNICEF representative and request provinces to work together with UNICEF to further enhance “Accelerating girl’s education in PNG”.	PRC	
32	That SEOC recommends that DOE enrolment policy relating to married students attending schools in the national education system be reviewed.	PFM	
33	That SEOC recommends that DOE take note of the presentation by World Bank and consider establishing dialogue with this institution.	PFM	➤ DOE & UNICEF organized and met with donors and stakeholders, discussed on the idea of “Elimination of School Fees”. ➤ World Bank has contracted a consultant to carry out a study on data short falls and the different systems of data management, which will help to develop the

			following: a UPE Policy, a UPE Plan, a UPE Financial Plan.
34	That SEOC accepts the presentation by JICA on EQUITV program and request provinces to work together to further develop the program.	CDD	
H. Relevant Education			
35	That SEOC expresses appreciation on the report “Relevant Education Program for Simbu” presented by Volunteer Service Organization (VSO).	PRC	
36	That SEOC acknowledges the presentation on “Accelerated Christian Education” and appreciate the work ACE is doing.	PRC	
37	That SEOC notes the presentation on “Personal Viability Program” presented by the representative of United Church and acknowledges and appreciates the work the Church is doing.	PRC	
38	That SEOC acknowledges and appreciates the presentation made by the former Secretary for Education.	PRC	
39	- That SEOC acknowledges current progress on “Teachers In-Service Plan 2007-2010” and requests that DOE consults provinces, divisions, churches and stakeholders on the formulation of the plan. - That SEOC endorses that DOE prepare budget appropriation for teacher’s in-service planned activities for 2007.	TESD	
40	That SEOC notes and accepts “Net Enrolment Rate (NER) Study Report” and recommends that DOE develop intervention programs and strategies to address identified issues.	PFM	➤ The “National Education School Census” has commenced in March through the initiation of the Department. NDOE acknowledges technical assistance from Aus IAD & UNICEF for funding the program.
I. PROVINCIAL FUNCTIONS			
41	That SEOC acknowledges progress made by provinces on Provincial Education Plan (PEP) and recommends DOE and PDOE to work together to complete PEP plans by December 2006.	PFM	➤ The Department through its Planning officers

			have given more than enough support to the provinces to develop their PEP. Not even one province kept to the deadlines, except for Manus.
42	That SEOC notes and accepts the “Inspection Review and Progress” report and requests that DOE develop relevant strategies to address identified issues in the report.	I&G	
43	That SEOC acknowledges the presentation made by Eliakim Apelis, PHD Candidate on “Relation between Inspectorates System and Teacher Professionalism”.	PRC	
44	That SEOC notes and accepts the “Skill Oriented Development Project Report” and recommend for Skill Training Resources Unit (STRU) to research, design and deliver tailored curriculum relevant to the needs of the community consistent with TVET plan.	TVET	
45	That SEOC recommends that DOE consider Skills Oriented Development Project Unit to be part of TVET Division when the project comes to an end in 2007.	TVET	
46	That SEOC notes and accepts the paper on “Education Management Information System (EMIS) by DOE and recommends that DOE to work together with PDOE to address issues identified in the report.	PFM	➤ Provinces assigned two officers to coordinate the 2007 School Census. ➤ DOE and ECBP supported to assist the provinces to conduct the School Census.
47	That SEOC notes and accepts the presentation on “Budgets” by Deputy Secretary Policy and Administration.	PRC	
48	That SEOC acknowledges the amalgamation of Seventh Day Adventist (SDA) schools into the National Education System.	PRC	
49	That SEOC recommends that DOE and PDOE update teachers file management in consultation with the provinces.	F&B	
50	That SEOC expresses its appreciation to PNG Solar Energy Limited for supporting teachers’ solar lighting programs.	PRC	
51	• That SEOC notes and acknowledges the presentation by Community Development Department	PRC	

	on “Child Registration”. That SEOC endorses DOE to establish further consultations with Community Development Department with a possibility of registering all school students in the National Education System.	PRC/PDO	➤ There is an agreement between DOE, UNICEF and Dept of Community Dev. A short term contract has been organized for an officer to work on the Child Registration.
52	That SEOC expresses its appreciation to Planning and Treasury Departments for their attendance and support during SEOC meeting.	PRC	
53	That SEOC notes and expresses its appreciation on the presentation “Microsoft Opportunities” by Microsoft Company representative.	PRC	
54	- That SEOC notes the presentation on “Concept HR Payroll” by Assistant Secretary General Administration and Personnel Division. - That SEOC recommends DOE to organize HRD workshops in consultation with the provinces.	PRC GAP	
55	- That SEOC take notes and acknowledges the presentation made by TSC on “Teachers Strike” - That SEOC takes notes of the progress made by Bipartisan Committee, Technical Working Group and DOE in resolving the issues made by PNGTA. - That SEOC recommends that Provincial Education Advisors’ work closely with TSC on how to handle and deal with teachers strikes.	PRC TSC TSC	
J. Next SEOC			
56	That SEOC endorses that 2007 SEOC meeting be held in Autonomous Bougainville Region	Education Secretary ABG/PPRC	

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
Mr. Evare Kulau	Western
Mr. Leo Noki	Western Highlands
Mr. Paul Sarr	Enga
Mr. Francis Yoke	Southern Highlands
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Mr. Murika Bihoro	Morobe
Mr. Frank Evans	Sandaun
Mr. Baran Sori	East Sepik
Mr. Anthony Tsora	Autonomous Region of Bougainville
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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. Dan Doyle	IRPEF, European Union
Mr. John Pettit	Deputy Team Leader, CRIP, AusAID
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

Sir Arnold K Amet, Kt CBE OStJ LLD	Former Chief Justice
Fr John Glyn	Transparency International
Mr John Wesley	PNG Christian Academy
Mr Peter Masi	Ombudsman Commission
Mr Bonner Tito	Ombudsman Commission
Mr Allan Barilae	Ombudsman Commission
Mr Biango Buia	Ombudsman Commission
Mr Dickson Kirage	Civil Registry

4 NATIONAL DEPARTMENT OF EDUCATION SENIOR OFFICERS

Dr. Joseph Pagelio	Secretary for Education
Mr. Damien Rapese	Acting Deputy Secretary – Standards & Human Resource Development
Mr Luke Taita	Deputy Secretary – Policy and Administration
Mr. Godfrey Yerua	a/ First Assistant Secretary – Education Standards
Mrs. Etwin Apai	a/First Assistant Secretary – Finance & Administration
Dr. Michael Tapo	a/First Assistant Secretary – Human Resource Development
Mr. Uke Kombra	a/First Assistant Secretary – Policy, Planning Research & Communication
Mr. Fabian Mokulabeta	a/Assistant Secretary – Curriculum Development Division
Mr. Henao Tau Nauna	Assistant Secretary – NCD Education Services
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. Graham Darby	a/Assistant Secretary – Inspections & Guidance
Mr. Joe Logha	a/Assistant Secretary – Planning, Facilitating & Monitoring

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	President PNG Teachers' Association (PNGTA)
Mr. Thommy Hecko	PNGTA
Mr Gordon Kavop	Former PEA, MBP
Mr Kini Puele	Research Officer, NRI
Ms Medi Reta	Research Officer, NRI
Mrs. Longamel Kippel	First Secretary
Mr Paul Pyaro	

6 TECHNICAL SUPPORT

NDOE Technical and Support Staff

Mr. Joseph Logha	National Ed. Reform Coord. - Development - FMU, PFM
Mr John Volmer	Corporate Data Manager
Mr. Maxton Essy	RMPA - Highlands Region - FMU, PFM
Mr. Clement Tade	RMPA - Islands Region - FMU, PFM
Mr. Raphael Pavuo	RMPA – Momase Region - FMU, PFM
Mr. Peter Wambena	RMPA – Southern Region - FMU, PFM
Mr. Brian Monie	Director, Research & Evaluation, PRC

Mr. Kaminiel Irima	a/Senior Research Officer, PRC
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Mr Iavi Ivagoli	Conference Driver

7 ORGANIZING COMMITTEES

NDOE Organising Committee

Mr. John Josephs	Chairman, AS – Policy, Research & Communication
Mr. Uke Kombra	Assistant Secretary – Planning, Facilitating & Monitoring
Mr. Pala Wari	FAS – Policy, Planning, Research & Communication
Mr. Ouka Lavaki	Assistant Secretary – General Education Services
Mr. Joseph Logha	National Ed, Reform Coord – Monitoring – FMU, PFM
Ms Susan Iroto	Acting Director – Media & Communication, PRC
Mr. Kaminiel Irima	Acting Senior Public Relations Officer
Mr. Chris Kila	Project Manager Provincial Transfers – SAS, GES
Mr. Michael Menri	Project Manager Elementary/Supt. SAS, GES
Mr. Kasi Kakaito	Administrative Officer, PFM

Western Highlands Provincial Organising Committee

Mr. Leo Noki	Provincial Education Adviser WHP (Chairman)
Mr. Joe Yaga	Superintendent Operations (Deputy Chairman)
Mr Henrick Karroll	Senior Inspector – P/Schools – Hagen Urban
Mr Thomas Rombil	P/School Inspector – Mul/Baiyer
Mr Thomas Rakop	P/School Inspector – Hagen Rural
Mr Joe Korowa	Headmaster – Tarangau P/School
Mr Wants Kiap	Headmaster – Hagen T P/School
Mrs Anne Dobo	Headmistress – Rebihamul P/ School
Mr Mann Tambil	Principal – Hagen Park Sec School
Mr John Mamb	Principal – Mt Hagen Secondary School

8 OTHER ACKNOWLEDGEMENTS

Western Highlands Division of Education Officers
Teachers, parents and students from Western Highlands Schools visited
All Entertainment groups