



WESTERN PROVINCIAL ADMINISTRATION
Division of Education

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***Education Sector Plan
2006 – 2015
Partnership and Self Reliance
for a Better Future***



Governor's Forward

Western Provincial Education Plan, 2007 – 2015 continues to build on the progress made from the past Provincial Education Development Plan 1999– 2004. Hence, it is not consistent only with the National Education Plan, 1995 – 2004, the Medium Term Development Goals and Medium Term Development Strategy but it is consistent also with the province's aspirations and visions for development in its 2010 development plan.

This Plan here outlines and presents the directions for education developments in Western Province. Western Province's basic education and post primary education reform commenced in 2005. Its strengths and weaknesses from the visions of development for the people of Western Province must be taken into account from what has been achieved and what is yet to be achieve, and so, the scenario as such places us all in positions to put our heads together to improve on what is yet to be accomplish.

Retention rates at all levels of schools in the province is alarming and therefore we must still maintain and remain committed to teaching and learning for our children in the province. Education reform has created a number of pathways available to school leavers on completing of nine years of basic education. Successful completion of it by students will lead them into their next stage of education and training. Talented academic students will receive special funding from both the National and Provincial Governments to further enhance their education and training. Other students who can not make it on to formal schooling will be provided opportunities to further their education through vocational skills training through Vocational Centres and restructured Distance Education Centres as it is now called Flexible, Open and Distance Education. Articulation system has been introduced where students in these sectors can further precede their education through the normal education system.

Strengthening the performances and outputs of the Vocational Skills Centres in the Western Province will encourage and build a missing links with other agencies such as Department of Community Development and other private sectors to support the delivery of vocational education and training programs. Vocational skills training will be given priority where some centres will be amalgamated with FODE centres and High Schools in the province as based on the industry and community demands.

In general, this plan is centred on two very core development and policy principals; sustainability and self-reliance policies. Integral Human Development is reflected in the sustainability policy as our first goal; and it is for every individual person from Western Province to be free from any forms of oppression and denominations so that all can involve responsibly in the development process of the province. In this understanding, all stakeholders in Western Province must remain committed to improve our major education obstacles for the purpose of improving retention and attrition rates, and further work towards achieving good academic standards and skilled workforce as based on the aspirations of the people of Western Province.

Funding from the National, Provincial and Local Level Governments may be and will be a problem but the principle of self reliance as embedded in our culture is the way forward to make this plan implementable. There is no exception that our young people of Western Province will not deserve an opportunity to take their place in the global community. It is only through self reliance and commitment from the people of Western Province the dream will come to past.

God fearing and Christian discipline is encouraged to be imposed on young people. Parents are to take head on to play a major role in the discipline of their children, and that the parents must install in their children self-discipline and the kind of desired values and attitudes expected of their children as based on sound religion and Christian principles. Therefore, western province

education plan invites all communities and stakeholders to take up the challenges ahead and to place our commitment towards education of our children.

Finally, I would like to take this opportunity to express my gratitude to the Western Provincial Education Plan Steering Committee for ideas and thoughts put into the development of this Plan. My office as the Governor of the province also acknowledges the contributions made by all stakeholders for having to work towards writing and putting all relevant sections of the plan together.

Western Provincial Education Plan 2007 – 2015 has taken a new direction for the development of education through the policies of sustainability and self reliance. Successful implementation of this plan up to 2015 will depend on all stakeholders including my government and partners to work together in achieving the common goals of education for the province.

Thank you all and let's work as partners to fulfil the dreams and aspirations of the people of Western Province.



Hon: Dr. Bob Dawa Danaya, MP
Governor – Western Province

Chairman's Message



It is my privilege to introduce to you this Western Province Education Plan 2006 - 2015. The Plan highlights the dreams of Western Province with its visions, intentions and needs for the next ten years. Partnership and Self Reliance are the major themes focused around our major education development policies of the province. The vision and goals for delivery of education services and development priorities by the Fly River Provincial Government in the next ten years are set out in this Plan. Its strategies and activities are also structured towards supporting the vision and goals for achieving a better academic, skilled and healthy future generation.

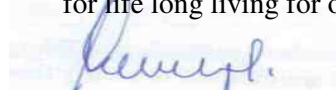
In the past Western Province contributed significantly towards the process and progress of nation building through the products that came out of its education system. This trend will continue under my administration where quality human resource development will continue to be the emphasis as the main focal point for the Western provincial education system. Socio-economic development of our people is recognised as one of the core principal means through which deeper, meaningful and peaceful co-existence can be nurtured towards reducing poverty, exclusion, ignorance, oppression and the war itself, a fundamental role played by education. Priority in this plan is to provide opportunity for nine years of basic education to all the children in Western Province, thus complementing the education for all goals and the constitutional rights of children to education.

Low standard of education has been a great concern amongst our people in the past as well as with the main focus on direct employment for monetary gains, its relevancy for community living and community development were over sighted. People still argues that the current education system will continue to alienate our younger generations from the realities of life in the village and still feels that education is for job creation; therefore as one comes off the education system he/she will be employed almost immediately. This is not so true as we are still confronted today with increasing demand for social services such as health and education against diminishing resources, thus the question is 'who shall be educated?' and at 'what standard?' and at 'whose expense?'

Our projected enrolment indicates that well over 90% of all available school age children can be absorbed into the formal school system as based on the 2000 census figures. Western Province has been one of the provinces in the nation that has attempted unsuccessfully to achieve that progressive rate from Grade 6 to Grade 7 and Grade 7 to Grade 8. Western province is lagging behind to achieve higher academic results. Since 1990s the external examination results of grade 8, grade 10 and grade 12 and institutions each year has reached a plateau. Attrition rate is becoming a concern whilst very little progress in the achievement of our education objectives in the province has been noted with mixed reactions during the past ten years. As a responsible administration and the government of the people of Western Province, this scenario must be changed for the good of our people. As we continue to realign our focus to upgrading this sector, we must also focus on skills development of our children through Vocational Education where the graduates of this sector will support us to work the vast unutilised land mass of the province. Education gained by the students will have to be utilized for the betterment of our young generation.

Spirit of partnership with all stakeholders in education must be installed so that together we can join force create a success story. There is no spectator in this plan, but we must all be proactive in the education development of our children. Our education sector plan 2007 – 2015 for the province is achievable if the principle of self reliance and sustainability with the mind set of doing more with less is uphold and maintained.

Finally, I urge us all to strive together again as partners in providing an education that is meant for life long living for our future generations.



Mr. Nelson Hungrabos
Provincial Administrator & Chairman – Consultative Committee

Acknowledgement



The Western Provincial Education Plan, 2006 to 2015 recognises the importance of education service delivery and development for Western Province. The development of education is based on the legacies that were set by our forefathers as reflected in the visions, policies, strategies and outcomes contained in this Plan.

Provincial division of education wish to acknowledge the Fly River Provincial Government and members of the Senior Executive Team of Western Provincial Administration, particularly Deputy Administrator, Policy and Planning Mr. Willie Kokoba for providing immense ideas, directions as well as giving the planning team and committee the moral and financial support towards the processes of consultations and writing of this ten year provincial education sector plan. We further acknowledges the leadership and direction from the Western Provincial Administrator, Mr. Nelson Hungrabos and the members of the Provincial Steering Committee who have guided the education sector planning committee and equally guided by the former acting Education Adviser, Mr. Giwo Lalamo in discussing and deciding relevant outcomes, strategies and activities required for achieving government objectives for education in the province.

The visions and wisdoms of the previous leaders in Education; Mr Evare Kulau, Jerry Maine and Kula Velekiri for having established sound directions for the growth and development of education services in Western Province is acknowledged. Mr. Usulu Ilaebi must be credited for his tireless efforts in researching to collect and collating vital data, and for putting the information together where it may not be possible without such commitment.

The province also acknowledges with much appreciation the technical assistance from the Planning and Monitoring Division of the National Department of Education and particularly to Messrs Geoff Thompson – Advisor for Provincial and District Education Plans, Peter Wambena - Southern Regional Planner, Conrado Bautista - Project Manager TVET-VSSB for the technical advice provided in the writing of the of this plan, and Mr. Uke Kombra - First Assistant Secretary Policy, Planning, Research and Communication for securing monies under the Pacific Regional Initiative for Development of Basic Education based in Fiji, Suva. The province also acknowledges the financial assistance made by them (PRIDE) and Education Capacity Programme (ECBP) for supporting the process of writing and printing of this plan.

The people of Western Province wish to further acknowledge the contribution made by the Western Provincial Education Board, line government agencies, churches, NGOs, stake holders and finally to all the individuals and organisations for their contributions towards a job well done.

Thank you and looking forward for us all to implement this ten year; 2007 – 2015 education sector plan.



Renagi Raga

Director – Social Sector (Education & Health Sectors)

TABLE OF CONTENT	PAGE NUMBERS
Governor's Forward	i-ii
Chairman's Message	iii
Acknowledgement	iv
Table of Content	v
List of Tables	vi-vii
Section 1: Introduction	1
The context of the plan	2-12
Overview of the plan	13-15
Organisation of the plan	16-17
Section 2: OUR VISION	18
Our Guiding Vision	19
Section 3: SITUATIONAL ANALYSIS	20
Summary	21-22
Basic Education	23-33
SECTION 4: The Plan for Education	34
ELEMENTARY EDUCATION	35
Access	35
Quality Curriculum and Monitoring	36
Quality Teacher Education and Training	37
Management	38-39
PRIMARY EDUCATION	40
Access	41
Quality Curriculum and Monitoring	42
Quality Teacher Education and Training	43
Management	44-46
SECONDARY EDUCATION	47
Access	47
Quality Curriculum and Monitoring	49
Quality Teacher Education and Training	49
Management	50-51
TECHNICAL VOCATIONAL EDUCATION AND TRAINING	52
Access	52-53
Quality Curriculum and Monitoring	54
Quality Teacher Education and Training	55
Management	56-57
FLEXIBLE, OPEN AND DISTANCE EDUCATION	58
Access	58-59
Quality Curriculum and Monitoring	60
Quality Teacher Education and Training	61
Management	62
ADMINISTRATION OF EDUCATION	63
Administration	63
Organisational Improvement	64-65
Human Resource management	66
Financial Management	67
Information Communication Technology	68
Communication System	69
IMPLEMENTING THE PLAN	70
Implementation Schedule	71-83
MONITORING AND EVALUATING THE PLAN	84
Monitoring schedule	85-91
FINANCING THE PLAN	92-98
REFERENCE	99

List of Tables	PAGE NUMBERS
Table 1: Population distribution by gender in graph	2
Table 2: Population distribution by age in graph	2
Table 3: Population density by the districts	3
Table 4: Map of Western Province	3
Table 5: Local Level Government by districts	5
Table 6: Education institution by agencies in 2006	7
Table 7: The education structure	8
Table 8: Population Age 5 and Over by Sex sector and School Attendance, 2000 Census – Western Province	21
Table 9: Schools in Western Province by LLG's Statistics as of 28 th of August, 2006	21
Table 10: School Population by Age, Years 2005 to 2016	22
Table 11: Elementary Enrolment, 2006 to 2014	23
Table 12: Graph showing Elementary Verses Grade 1 Enrolment	23
Table 13: Elementary Staffing by years, 2000 to 20	24
Table 14: Elementary Establishment, 1996 to 2004	24
Table 15: Enrolment, Primary Schools, selected years -2001 to 2004	25
Table 16: Graph Showing Actual Attendance Verses Grade 7 High School and Primary School Enrolment	25
Table 17: Total Number of Teachers per Grade, 2000 to 2004	26
Table 18: Lower and Upper Primary Teaching Subjects	26
Table 19: Primary Establishment 1996 to 2004	27
Table 20: Grade 9 and 10 Enrolments, 2000 to 2004	27
Table 21: Secondary School Staffing by Levels, 2000 to 2004-Western Province	28
Table 22: Secondary School Establishment, 1996 to 2004	28
Table 23: Male Verse Female Enrolment, 2000 to 2004	29
Table 24: Enrolment by Sectors, 2000 to 2004	29
Table 25: Total Number of Secondary and FODE Teachers	30
Table 26: FODE and University Centres Establishment, 1996 to 2004	31
Table 27: Vocational Centres Enrolment by years	31
Table 28: Vocational Centres by years of start, 1996 to 2004	32
Table 29: Projected Elementary School Enrolment, Selected Years	35
Table 30: New Elementary Preparatory Classes Required Selected Years	35
Table 31: Preparatory Enrolment and 6 Year old Population Selected Years	35
Table 32: Elementary School Teacher Requirement, Selected Years	36
Table 33: Elementary Enrolment Rates, Selected Years	36
Table 34: Elementary Teacher Training Requirements, 2007-2014	38
Table 35: New Teacher Requirement, Selected Years-2006 to 2014	38
Table 36: Elementary School Subsidies (K'000's)2005 to 2014 Selected Years	39
Table 37 Elementary School Teachers Salaries and Emoluments K'000's) 2005 to 2014, Selected Years	39
Table 38: Projected Primary School Enrolment, 2006 to 2014	41
Table 39: Primary School Enrolment Rates, 2006 to 2014 Selected Years	41
Table 40: Primary School Retention Rates	41
Table 41: Primary School Subsidies by Grade (K'000's) 2006 to 2014	45
Table 42: Primary School Teachers Salaries and Emoluments ('K000's) 2006 to 2015	45
Table 43: Projected Secondary Schools Enrolments, 2005 to 2015	47
Table 44: Secondary School Class Structures, 2006 to 201	48

Table 45: Projected Secondary School Teacher Training Requirement, 2007 to 2015	50
Table 46: Secondary School Teachers Salaries and Emoluments Costs, (K'000's), 2006 to 2015	51
Table 47: Expected enrolment and transition rate per year, 2007-2026	53
Table 48: Vocational Centre Staff Training Requirement	56
Table 49: Vocational Centre subsidies (K'00s)2007-2016	57
Table 50: Vocational Centre instructors salaries and emoluments, (K'00s, 2007-2016	57
Table 51: Projected FODE Enrolments, Selected Years	59
Table 52: FODE Study Centres to be established, 2007 to 2016 Selected Years	59
Table 53: Provincial Education Organisational Structure	64
Table 54: Total Projected Teachers Emolument by Levels (K'000's)2006 to 2015	94
Table 55: Projected Teachers Emolument Cost per Student by Levels, 2006 to 2015, Selected Years	94
Table 56: Percentage Teacher Emoluments by Sectors	94
Table 57: Projected Subsidy Requirement by Types (K'000's) 2006 to 2015, selected Years	95
Table 58: Percentage Subsidy Allocation by Sectors (K'000's) 2006 to 2015	95
Table 59: Western Provincial Divisional Costs by Expenditure Category (K'000's), 2006 to 2015 Selected Years	95
Table 60: National Government Costs, 2006 to 2015, Selected Years	96
Table 61: Fly River Provincial Government Costs, School Grants by Sectors, (K'000's)	96
Table 62: Western Provincial Administration Costs School Grants by Sectors, (K'000's) 2006 to 2015	96
Table 63: Western Provincial Administration Financial Support Category	96
Table 64: Western Administration Infrastructure Support by Sectors (K'000's) 2006 to 2015, Selected Years	96
Table 65: Western Provincial Administration Directed Support by Sectors (K'000's) Selected Years	97
Table 66: Western Provincial administration Operational Support (K'000's) 2006 to 2015 Selected Years	97
Table 67: Total Cost to Government (K'000's) Selected Years 2006 to 2015	97
Table 68: Total Cost by Basic and Post Primary Education	97

SECTION: 1

INTRODUCTION

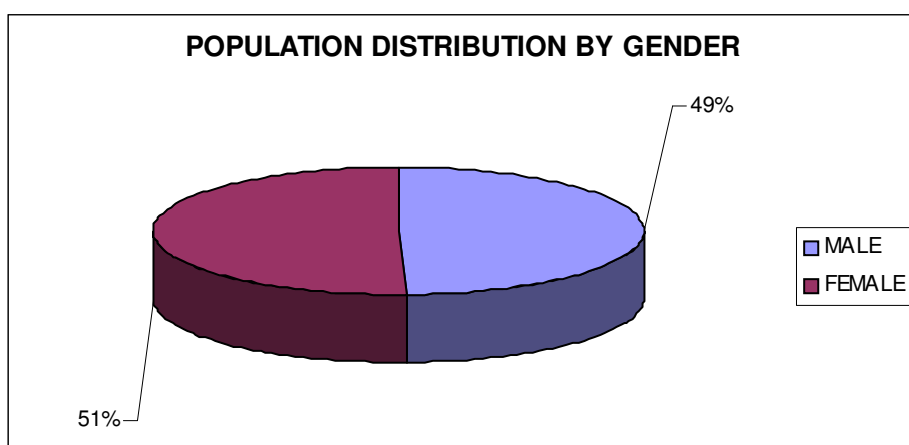
The Context of the Plan

Western Province – land and its people.

Western Province occupies 97,000 square kilometers of the land area located south west of Papua New Guinea. The entire Western border of the province forms part of the International border with Indonesia, while Australia border lies within 10 kilometers of the south coast on Boigu and Saibai Islands. Western Province also shares three provincial borders with Sandaun, Southern Highlands and the Gulf provinces. The geographical location of the province and lack of comprehensive physical infrastructure makes its one of the least developed province in the country.

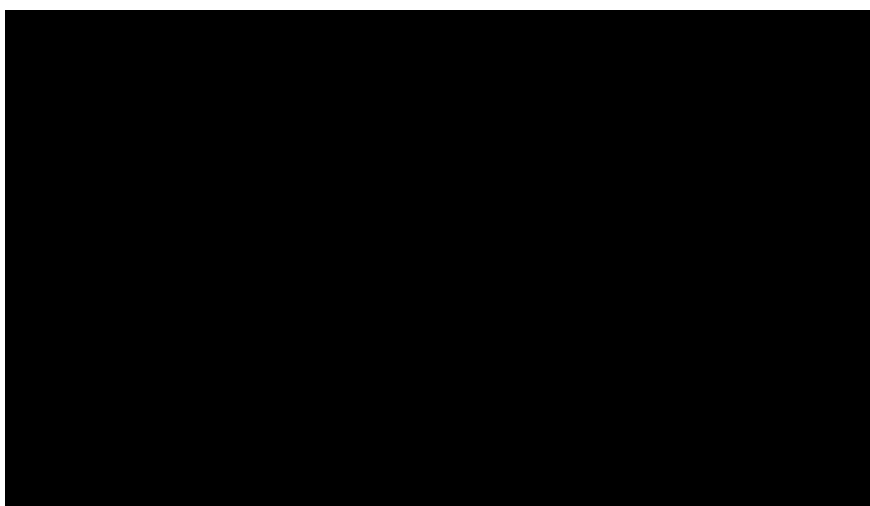
According to 2000 National Census figures, the Western Province has a population of 153,304 people, including expatriates living and working in the province. However, the indigenous population alone of the province is at 146,304 and of this figure, the total for male population is 72,240 whilst the female population is at 74,064. The population growth rate for the province is at 3.4% according to the 1990 – 2000 census figures.

Table: 1 Population Distribution by gender in graph



Population composition and distribution indicates that about 45% of population are children well below the 15 years group while 54% are age group above 15 – 64 years and just about 1% are age group over 65 years. Population indicates that there are more females than males in Western Province.

Table: 2 Population Distributions by Age



With the operations of the Ok Tedi mine and Rimbunan Hinjau logging company, there is a huge influx of people who were originally living inland and from scattered hamlets and

communities have now moved and made permanent settlements within the outskirts and along the highway leading towards the mining and logging townships and other districts of the province. Papua New Guineans including Irian Jaya refugees are migrating in huge numbers into the western province. The population is unevenly distributed with clusters of people living along the coast near Daru Island as well as along the banks of the Aramia River, and along the road from Kiunga to Tabubil.

The Western Province has always had migratory groups, (as recorded by FE Williams in the 1930s) and there are major migrations taking place at the moment into Daru and with emergence of settlements along the Ok Tedi and Kiunga road

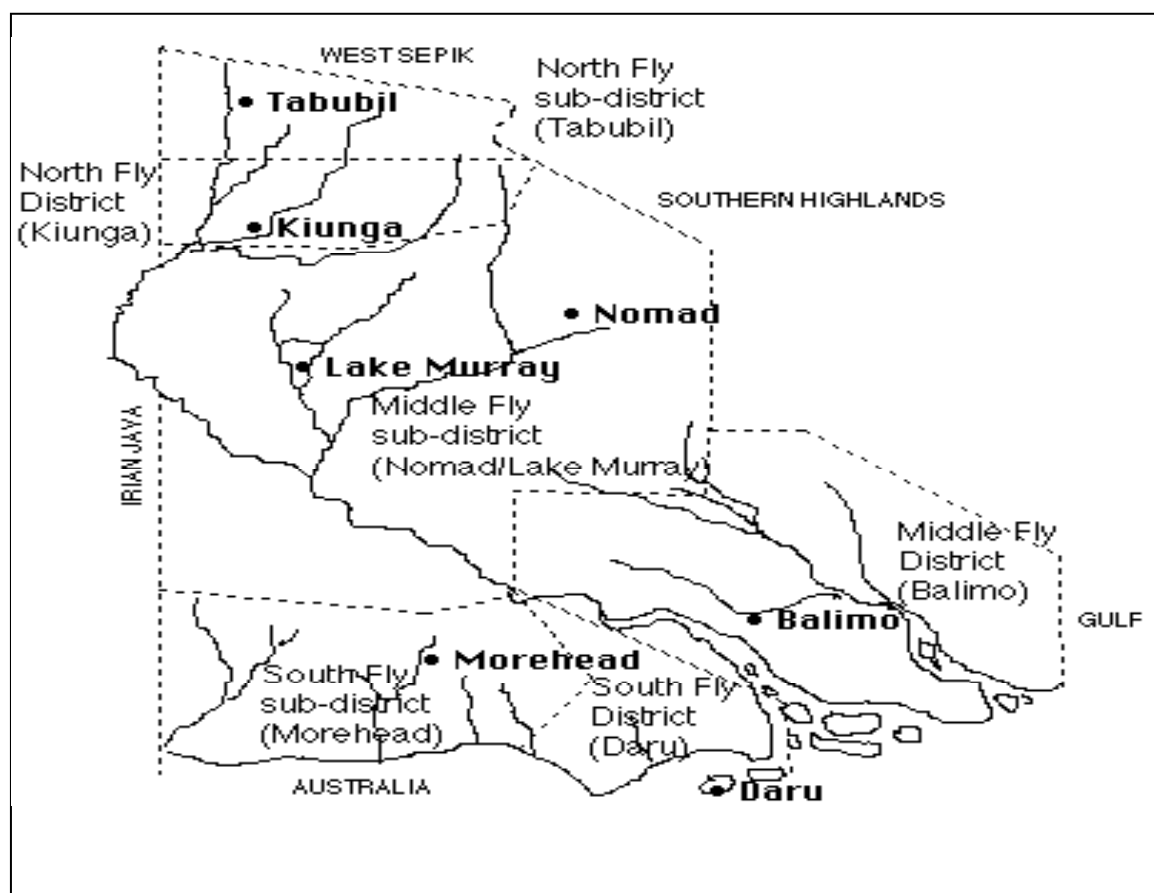
Population density is an important indicator of population concentration that is disperses across the province. It is an index showing the relationship between a population and the land area in which they live. Crude and physiological measures of population density are based on the total population and arable land area in the province.

Indicated below is population distribution of the districts from Censuses data of 1980, 1990 and 2000.

Table: 3 Population density by district

Districts	1980	1990	2000
South Fly	24,823	31,163	46,400
Middle Fly	32,882	40,950	55,616
North Fly	20,632	31,435	46,340
Western Province	78,337	103,548	148,356

Table: 4 Map of Western Province



Geography

The Western Province is by far the largest province in the country covering an area of 98,000 square kilometers. It has the highest rainfall areas that feed the Fly, which is the largest river, (the water flowing out of the Fly is more than all the Australian rivers combined) and the largest lake: Lake Murray.

The Western Province shares international boundaries of 480 km of border with Irian Jaya, and a border 7-km from Australia. The Province has the Star Mountains (3000 meters) in the north and then huge river plains with swamps and lakes scattered across the plain. The small population is mainly in the mountain valleys, spread along the banks of the rivers and lakes, and along the coast.

Transportations

There are no road linkages to three districts except for Kiunga to Tabubil road. Both these towns are within the North Fly District whilst movements to other districts or from other districts into North Fly are by sea or air. These districts are South Fly with its district capital being Wipim, an island at the dip of the Fly River while Middle Fly with its district capital being Balimo is situated along the Fly River.

Language

Languages of the Western Province show the complexity of the language issues in the Western Province. There are large numbers of small languages for which it is hard to justify who is to become an elementary teacher from amongst the small and scattered language groups.

There are 52 local dialects spoken whilst the 3 major languages of Pidgin, Police Motu and English are spoken amongst 148,356 population of the province.

Economic activity

The main income generating opportunities are royalties and compensation from the Ok Tedi Mine and logging by Rimbunan Hijau logging company. Unfortunately, there has been major ecological damage by the mine and industries such as fishing and crocodile hunting have been virtually wiped out by the damage the mine has caused to the ecological food chain. Fishing, hunting and market gardening are the cash earning opportunities. However, as the coastal plains are largely infertile through leaching of the soil, there are hardships in times of drought. Also the lack of an effective transport system of large coastal boats to transport cash crops has meant that many cash crops are no longer being grown, as they can't be sold. For example copra, rubber and other cash crops. This has also meant that it is extremely difficult to supply food to schools. For instance, in the past a teacher could take a term of food with him to a school in the past. This is no longer possible. There is a real need for the Provincial Government to reconsider the reintroduction of a coastal boat transport system. The payment of school fees, an especially secondary school fee is extremely difficult for many subsistence farmers. Assistance should be considered in this area by the Provincial Government, Local Level Government, Provincial Administration and other stakeholders to assist the burden the parents and Guardian carry on the payment of school fees.

Government

The Western Province has a Provincial Assembly (Fly River Provincial Assembly), and three administrative districts based on the electoral boundaries. There are the North Fly, Middle Fly and South Fly. These three Districts in Western Province have fourteen (14) approved Local Level Government by the National Executive Council.

Table 5 Local level Government by District

DISTRICTS	LOCAL LEVEL GOVERNMENT
South Fly	• Kiwai Rural Local level Government • Oriomo- Bituri Rural Local level Government • Morehead Rural Local level Government • Daru Urban Local level Government
Middle Fly	• Gogodala Rural Local level Government • Bamu Rural Local level Government • Lake Murray Local level Government • Nomad Rural Local level Government • Balimo Rural Local level Government
North Fly	• Kiunga Rural Local level Government • Ningerum Rural Local level Government • Star Mountain Rural Local level Government • Olsobip Rural Local level Government • Kiunga Urban Local level Government

There is a need to strengthen District, Sub-district and Local Level Government's responsibilities. This will enable them to know their responsibilities over their population, and the support local level governments will provide for the education of their children.

Governance of Law

Under the Organic Law on Provincial and Local Level Government (1995), the Education (Amendment) Act (1995) and the Teaching Service (Amendment) Act (1995) powers and functions relating to education are shared as follows:

Western Province Education Act

An Act to govern education was passed by the provincial legislature in 1988. This Act will be amended to ensure consistency with the new Organic Law on Provincial and Local Level Government (1995), the Education (Amendment) Act (1995) and the Teaching Service (Amendment) Act 1995.

Partnership and Responsibilities

Provincial Education Board

The Provincial Education Act creates a Provincial Education Board (PEB) as the body responsible for proposing policy and plans to the Provincial Administration and for the supervision of the implementation of education plans in Western Province and the three administrative districts.

Appointment of members is done by the Provincial Executive Council in consultation with the Division of Education and the Office of the Provincial Administrator.

Members of the Board have a term of three years. Membership comprises of the Education Advisor, who is the chairman ex officio, the Provincial Education Planner, and representatives from the Provincial Administration, church agency representatives, teachers representatives and community representatives. All the education divisional heads are to be the technical advisors to the Western Provincial Education Board. Meetings are scheduled once every school term. Special meetings may, however, be convened when the need arises.

Specific responsibilities of the PEB include: the development of provincial policies and plans; approval of school fees; hearing appeals against expulsion of pupils; teacher recruitment, appointment and discipline, approval of membership of school boards and approval of establishment of the new schools.

District Education Boards

It is planned to establish such boards, however the responsibilities of these Boards have yet to be clearly defined and legislated by parliament as under the decentralized function of some of the provinces.

School Boards

Boards of Governors for high schools and secondary schools, and Boards of Management for community and primary schools are approved by the Provincial Education Board every two years. They play a vital role in the formulation and implementation of policies at the school level.

School Boards also have particular responsibility for:

- the care and maintenance of school facilities, equipment and materials;
- disciplinary processes, including expulsion;
- fund raising and expenditure of school funds; and
- Proposing development plans to the local level government.

The Department of Education

In accordance with the Organic Law, the role of the National Department of Education shall be to:

- formulate national policies and co-ordinate the implementation of those policies in the provinces and local level government areas;
- provide support to the Provincial Administrators and District Administrators with planning, professional service and consultancies, and to maintain standards as prescribed by the national laws;
- support research, training and professional development;
- build up capacity for purposes of carrying out public investment programmes.

Responsibilities under the Education Act (as amended 1995) include:

- curriculum development;
- initial supply of textbooks and curriculum materials;
- teacher education;
- national examinations;
- Supervision and appraisal of teachers.

The Teaching Service Commission

Under the Teaching Service Act (as amended 1995), the Teaching Service is the employer and is responsible for the terms and conditions of all members of the Teaching Service. The Teaching Service Commission is responsible for the endorsement of appointments and ensuring, as much as is possible, that all created positions are filled.

The 1995 Amendments to Section 84 Dealing with Minor Offences and Section 85 Dealing with Major Offences, state that in relation to these sections, “the Provincial Administrator in a province is the Departmental Head in relation to members of the Teaching Service employed in the province.”

Under the Organic Law, provincial legislatures may make laws on the following matters: primary, secondary, technical and vocational education, but not curriculum. Its Administrative responsibilities include:

- development and implementation of provincial policies and plans consistent with national policies and plans;
- funding of salaries of registered members of the national Teaching Service and public servants within the provincial education establishment;
- development and annual roll-over of an institutional maintenance plan;
- funding or sourcing of funding, for the building and maintenance of educational infrastructure in all member institutions of the national education system;
- replacement/re-issue of textbooks;
- Selection of students for upper secondary education.
- Teacher deployment.

Local Level Governments

Under the Organic Law, Local-Level Government may make laws in relation to self help and tokples schools, but not curriculum. Its Administrative responsibilities include:

- pre-school education;
- establishment and operation of elementary schools in accordance with the provincial education plan;
- supporting school communities in the construction and maintenance of infrastructure (elementary and primary schools) within the district;
- Support for the operations of the inspector(s) and elementary teacher trainer/supervisor(s) and any other education personnel assigned to the district.

Church Education Agencies

The churches have always played a large role in education in Western province. Church Education Agencies have a responsibility to participate with the provincial and local level governments in funding the construction and maintenance of the schools that they operate. The partner agencies in the national education system schools in the province are the Catholic, United Church, the Evangelical Church of Papua and SDA Agency, which has become part of the Unified Education System in 2006 plus other Church denominations.

Table: 6 Education institutions by agency in 2007

Type	Government	Catholic	United Church	SDA	ECP	Total
Elementary	123	59	30	5	182	399
Community\Primary	69	33	18	2	74	196
FODE	2	0	0	0	0	2
Secondary	6	0	0	0	1	7
Vocational	4	1	0	0	0	5

Source: Provincial Data Base, PDoE

The Seventh day Advertised Schools have joined the National education System in 2006 and therefore new and establish SDA schools will be opened and admitted into the Education Establishment in Western Province by 2007 after the National Education Board endorses their registration.

The Organic Law on Provincial and Local Level Government (1995), Section 45, Subsection (h) requires Local Level Governments to consult with their respective Electoral Development Authority in relation to the implementation of its functions.

Volunteer Organisations

Volunteers have been teaching in Western Province's high schools and vocational centres. Agencies involved have been the British Voluntary Overseas Service (VSO), Australian Volunteers Abroad (AVA), Japanese International Cooperation Association (JICA), the American Peace Corp and the Austrian Volunteer Services Organisation. In addition, large numbers of mission volunteers have worked in the province over the years. Hence, the province will continue to treasure their contribution towards the education of the children of Western Province.

Aid Donors

The province gratefully acknowledges the assistance of our major donors and looks forward to continued assistance. Major donors include:

- AusAID - primary school textbooks and curriculum materials; multi-grade teaching, rehabilitation of primary infrastructure, establishment of elementary infrastructure - the province is one of the five trial provinces for the Basic Education Infrastructure and Curriculum Materials Project;
- Canada - Vocational centre facilities;
- European Union - water supply at some schools.
- Anticipated donor support during the period of this plan includes:
- JICA - solar lighting.
- Chevron Niugini; Chevron Niugini, the operators of the Giant OK TEDI Mine have put a considerable amount of money into schools in the province. This money largely comes

through the tax credit scheme. This is administered through a Board of Directors comprising the company, local representatives and Government officers from the Western Provincial Government and the Department of Mining and Petroleum.

- Apart from mining and petroleum department assistances, Western Province also has large logging company, RH, which is also assisting in putting up infrastructures for some of the schools in some parts of the province.

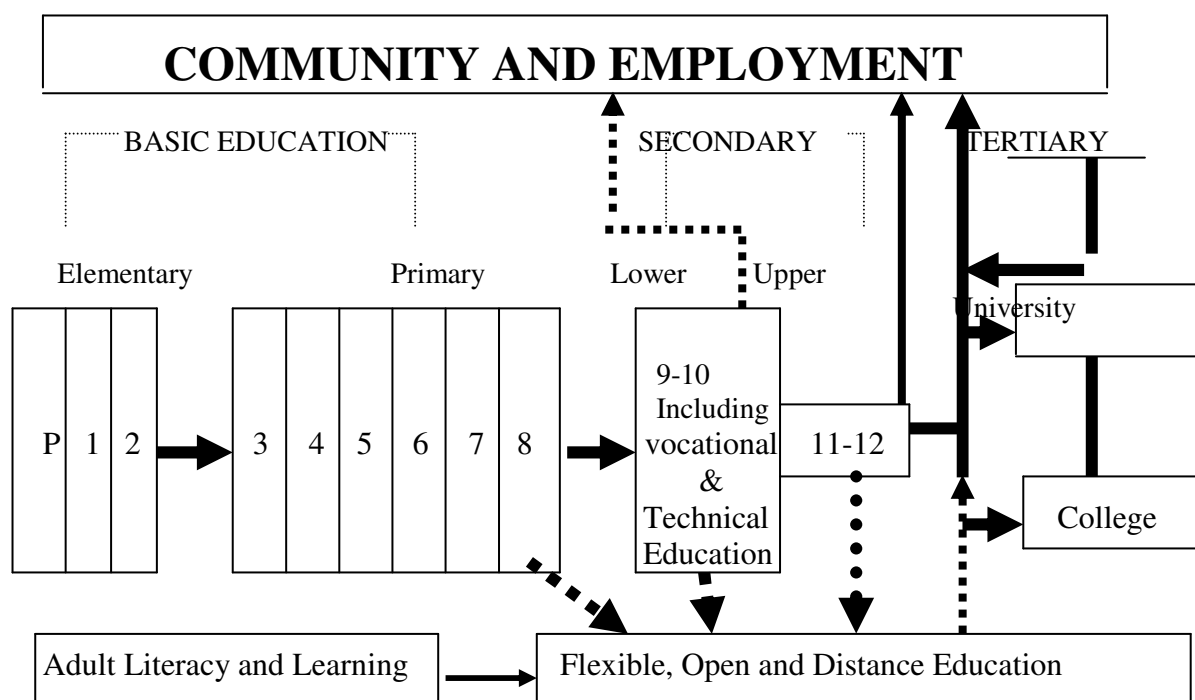
Other Resource Developers

There have been a number of other resource developers, particularly in timber. It is important that any future agreements between Government and developers should include education as priority because human resource development is crucial for the province's progress.

Western Province – Its Education System

Western Province has a highly decentralized education system following the establishment of the provincial government system in 1978. The decentralization laws have given the provinces responsibilities including planning, staffing and maintaining general education institutions up to Grade 12. This includes pre-school, elementary, primary, and secondary and vocational schools. The diagram below illustrates the structure of the education system in this plan.

Table: 7 The Education Structure



Foundations for the Plan

This plan presents the outcomes for education in Western Province and the main strategies for achieving them from 2005 to 2014. It builds on the progress made in the first Provincial Education Plan 1995-2004.

It is recognized that 10 years is a long period for a plan to remain current in this environment. As such, this plan will be reviewed and updated in five years time. It will also be subject to an annual planning process at the national and sub-national levels, and monitored nationally. The overall objectives of the Plan are consistent with;

- the Papua New Guinea National Goals and Directive Principles
- international obligations, in particular the Millennium Development Goals and Education For All goals
- Government objectives in the education sector, as outlined in the mission statement and the Medium Term Development Strategy
- Provincial Government developmental Objectives as outlined in its 2010 development plan and the
- Community demands as determine during provincial and district consultations.

National Goals and Directive Principles

Western Provincial Division of Education adopts the National Goals and Directive Principles guide the Plan as established in the Constitution as.

1. Integral human development

Western Provincial Division of Education declares that our first goal to be for every person to be dynamically involved in the process of freeing himself or herself from every form of domination or oppression so that each man or woman will have the opportunity to develop as a whole person in relationship with others.

2. Equality and participation

Western provincial Division of Education declares that our second goal to be for all citizens to have an equal opportunity to participate in, and benefit from the development of our province and the nation as whole.

3. National sovereignty and self-reliance

Western Provincial Division of Education declares that our third goal to be for Papua New Guinea to be politically and economically independent and our economy basically self-reliant.

4. Natural resources and environment

Western Provincial Division of Education declares that our fourth goal to be for Papua New Guinea's natural resources and environment to be conserved and used for the collective benefit of us all, and be replenished for the benefit of future generations of the people of Western Province.

5. Papua New Guinea ways

Western Provincial Division of Education declares that our fifth goal to be to achieve development primarily through the use of Western Province forms of social, political and economic organizations and as whole the use of the ways of the nation.

Millennium Development Goals

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

Goal 1	Eradicate extreme poverty and hunger
Goal 2	Achieve universal primary education
Goal 3	Promote gender equality and empower women
Goal 5	Improve maternal health
Goal 6	Combat HIV/AIDS and other diseases
Goal 7	Ensure environmental sustainability
Goal 8	Develop a global partnership for development

In the current economic climate it is difficult to see how the goal of universal primary education can be achieve within the time frame. However, every effort is being made for children to achieve a full quality primary education.

Education for All goals

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

- Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantage children
- Ensuring that by 2015 all children have access to free and compulsory primary education of good quality
- The learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs
- Achieving a 50 per cent improvement in levels of adult literacy by 2015
- Eliminating gender disparities in education by 2005

- Improving all aspects of the quality and excellence of education with measurable learning outcomes.

This plan aims to achieve all of these goals within the timeframe. However, with the current economic climate it is difficult to see how the second of this Education for All goals can be realized.

Nevertheless, every effort is being made to give every individual child whether disabled or not disabled the opportunity to achieve a full quality primary education.

Medium Term Development Strategy

The Medium Term Development Strategy is the government's policy document for development and is a critical policy reference point. In the education sector basic education is the first priority, vocational and technical training is the second priority, with secondary and tertiary education as third and fourth priorities, respectively. The Strategy states that:

In Education, the focus of the Medium Term Development Strategy will be to support the implementation of reform aimed at achieving Universal Primary Education. Under the goal of Universal Primary Education all children will be able to complete 9 years of basic education

At the provincial level, priority resources will be directed towards basic education, including curriculum reforms, teacher training, infrastructure and rural education facilities, while also ensuring adequate funds are available to pay for the planned and managed increase in teacher salaries.

The Mission of the Department of Education

The Department of Education's mission, as defined by the National Executive Council, is fivefold:

- to facilitate and promote the integral development of every individual
- to develop and encourage an education system which satisfies the requirements of Papua New Guinea and its people
- to establish, preserve and improve standards of education through out Papua New Guinea
- to make the benefits of such education available as widely as possible to all of the people
- to make education accessible to the poor and physically, mentally and socially handicapped as well as to those who are educationally disadvantaged

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

The 2010 Development Plan – Western Province

The vision for development desires that the state of the province and its wellbeing of the population at a given time starting 2006 and onwards should be achieved through good planning, efficient allocation and maximum utilization of resources endowments.

Therefore, Western Province Development plan revolves around 5 sector programs that are intended to achieve maximum impacts and corresponding results during the plan period. The 5 sector programs are resolve around; Good Governance, Economic Advancement, Telecommunication and Power Improvement, Integral Human and Community Advancement and the Law and Justice Improvement.

Education sector program revolves around Integral Human and Community Advancement program and calls for increasing access to education, improve retention rates, and provide quality education at an affordable cost. Therefore, it calls for;

- increase access levels to education in remote areas
- equal female enrolment and participation
- provide quality and relevant education
- support teacher training and provide incentives to maintain teachers in the province
- improve and upgrade facilities and equipments

Consultative Process

The consultations in Western Province were done at the provincial division where Members of the Planning and other stakeholders were called to discuss their views on the state of education in the province. From the discussion major issues on rise and fall of education in the province were raised, hence and was noted by the planning team, which became the basis of writing the draft of the Provincial Education Plan.

These issues were categorized into sectors and used for district and stakeholder guided consultations. Guided consultations was the perhaps the principal strategy used in our consultations as we facilitate and made stake holders to see and understand their roles whilst at the same time make them to contribute meaningfully to issues affecting education of the children in Western Province.

Other forms of consultation such as open discussion on general issues on education were encouraged. Three education administrative district teams raised concerns and issues affecting the education system of the province in a form of planning team and it is from this types of discussion the planning team were able to collected information that assisted in the formulation and writing of the this plan.

Other Major Social Issues

Western Province is faced with so many major social issues that are daily affecting our welfare in our societies. Education has an important role to play in addressing these. This Plan seeks to provide ways and strategies through education, with the support of the community and other stakeholders, in regards to tackling these major social issues for achievement of better future. This plan outlines strategies for our people to live in peace and harmony to achieve a better future through education.

Healthy Living

Health is one of the major problems that have affected many lives of our people in the province. In this plan, it is a dream of Western Province that every person in the province to have access to health services regardless of the location that they may live. Our people must have the right to healthy life, which includes the provision of clean water, nutritious diet, immunization programmes, family planning, sanitation, shelter and local health services. This then leads to the Fly River Provincial Government to sustain and improve on and promote the quality and delivery of both the primary and secondary health care in the province.

Promotion of healthy living for Western Province individuals, families, and communities will be encouraged to attain the expected birth rate, moderate to those of the South Pacific Islands Nation States.

The National Health Plan 2001 - 2010 supports education programmes that will target health conditions and healthy behaviours. In education there are many programmes that will support the health sector that will achieve better health outcomes for our nation's citizens. Thus far, the Population Education and Personal Development curriculum have been developed in response to the need for a more relevant health curriculum at all levels.

Students are provided with opportunities to take responsibility for their health while been taught using the reform curriculum for various health preventive measures. Formal health education begins at the elementary level where children learn about such things as washing hands, cleaning teeth, healthy foods and safe behaviours.

Personal Development curriculum is studied at the primary level the personal development enables and equips students to consider personal and community health and concerns such as the effects of family size, use of drugs and making informed choices. Personal development is an essential aspect of the secondary school curriculum and students are engaged in an in-depth study of health matters. In this fact, Personal Development curriculum is one that is relevant to the community based on healthy community living.

HIV / AIDS

It is true and sad that very deadly disease called HIV/AIDS is one of the greatest health challenges to the health of our people in the province. Since identification of the disease, HIV/AIDS in 1987, it is spreading rapidly in the cities, towns and to our local communities and is a major cause of deaths. HIV/AIDS has major social and economic implications for our nation. It is mainly affecting young, sexually active adults of both sexes who belong to the most economically productive age groups. HIV/AIDS prevention, control and treatment of are inadequate and that these will so long for accurate cure and will mean it will remain so for some time.

The spread of HIV/AIDS is uncontrolled across Papua New Guinea. This is particularly so in rural areas and in young active adults in the most economically productive years, which if not contained, will have major socio-economic implications for the nation. Prevention and management requires a multi-sector approach. Education has an important role to play in responding to the HIV/AIDS crisis through its curriculum and teacher and training responsibilities.

An HIV/AIDS policy for education is an essential way of demonstrating the commitment education has to educating its employees and young people about this disease. This policy has been developed and launched in 2005 and hence will play a major role in campaigning against the dreadful disease.

Illegal Drugs

Another challenge to the health of our Western Province is the emergence of illegal drug use, particularly among young people. The main concern is the consumption of cannabis. The use of cannabis is influenced by its fairly easy availability. Other reported drug use includes home made breweries such as pine made from cooking yeast, tuba from coconuts inhalants such as glue. Cocaine and marijuana is reported to be used to an extent and there are also some instances of 'ecstasy' being used.

Law and Order

Western Province is faced with Law and Order problems that are so complex and cannot be attributed to any one factor. A rapid social and economic change in the communities within the province have many of the youths feel that they are unacceptable by the limited access to formal education whilst the curriculum used in schools are not relevant to the real life situation of the province.

Major law and order problems experienced in our young people such as inter-group fighting, sorcery, sexual abuse are at high rise in our urban centers and is gradually moving towards the local communities. Education sector in this province through its reformed curriculum is now tasked to play some significant role in assisting to improve law and order problems for our young generation

Being mindful and taking responsibility as a person in the community for your actions requires self-discipline. Learning how to be responsible for your behavior is an important part of education at home and at school. Parents take the first responsibility as to be responsible to apply appropriate disciplinary strategies for their children's behavior and this is an essential part of family life. In order for the children to accept the disciplinary action imposed on them, parents and the teachers are to show a role model and be self-disciplined with acceptable behaviors. There is respect, peace and harmony among the students when taught to be self-disciplined in their actions for acceptable behaviors in the communities in the province. This is to be an inclusive curriculum relevant for the students to study in schools as it is shown in the Personal Development curriculum.

Learning about acceptable good behaviors and unacceptable bad behaviors for the students are at the elementary level and the curriculum encourages children how to demonstrate love and care for other people, and talk about customary laws and practices.

In the primary school level students are taught to learn about how to make informed decisions and identify consequences of not observant to the rules and laws such as destroying property, illegal drug use and domestic violence. Major discussions by students focused on rules and laws of the community, families and schools and how these benefit our society as well as how our court system, including village courts, works is a targeted area in this plan for better behavioral actins by our people in our communities.

It is normal that conventional behaviors for experimentation by students is at the secondary level of education are very challenging and questionable but needs to be very carefully managed and maintained well. Changes and peer group pressure within the students associated to the process towards adolescence need to be made aware and understood by parents and teachers so that they are able to monitor and manage it well accordingly. Students need to learn how to be discerning about appropriate behaviors, such as those associated with the occult, and their responsibility to others.

Gender Equity in Education

As experienced by the province by the past years, more male representation than female in all levels of education. The major hindrance identified within the province, as an obstruction for the increase in female participation in all levels of education is the cultural factors as per discussed by Gender Analysis in Papua New Guinea, World Bank, 1998. Within the education system in the province, woman who are illiterate and the illiteracy in informal education and training programs is estimated at around 35 per cent that is at a low rate than male. Even opportunities and access are made available to woman at all levels of education, it is more difficult for women rate to increase to expected rated by the by the gender policy. Implementation of this policy has been slow moving with little or no resources being allocated to support it. Education system in the province is focusing in improving the gender equity in education. Western Province adopts The Gender Equity in Education Policy (Department of Education, 2003) and sets the provincial strategies for promotion of gender equity in education for male and female in all levels of education.

Principal Government Objectives – Quality of Life

Principal government objectives with regard to population are contained in the National Population Policy, 2000 to 2010 (Department of Planning and Monitoring, 1999).

The primary goal of this is to improve the quality of life through more effective planning of our development efforts. The policy is consistent with the rights and freedoms contained within the Papua New Guinea constitution and with international human rights covenants.

Policy goal 2 is, to raise the level of general education and literacy to facilitate broad based social and economic development, to improve the status of women and to raise the quality of the labor force. Specific objectives and strategies relate to target of access, retention, transition and female participation. All are consistent with this Plan.

Overview of the Plan

Access

Inline with the need to provide education for all, the principal objective in the elementary education sector will be to expand system Unit such time that there is an available space in Elementary prep for every 6-year old child. All children in Western Province will be provided with the opportunity to enter the elementary preparatory grade by 2012 at the age of 6 years and to complete three years of elementary education.

In primary education there will be space available for all children to complete an education through to grade 8. In Western Province all primary schools will have phased out grade 1 and 2 classes and all secondary schools have all phased out grade 7 and 8 classes.

Basic education will be available for all including those with disabilities in Western Province. Statistics from the World Health Organization suggest that globally some 10 per cent of children in schools have some form of disability and that 2.5 per cent have severe disabilities.

This translates into large numbers of children affected in Papua New Guinea. Further, in the province, the division of education will ensure that all school age child in the remote, isolated, nomadic and scattered communities will provided equal opportunity to enter and complete basic quality and relevant education.

The appointing authority will address issue of equity in teacher deployment in the province. The Committee will determine criteria for the deployment of teachers to remote, isolated and disadvantage communities.

A range of initiatives will be taken in order to improve teacher deployment. These will include the introduction of return of service conditions for teachers and students who have been funded by the provincial government for studies, the determination of minimum standards of housing for teachers, enhancement of allowances for teachers in remote schools and other non-financial incentives.

In secondary education there will be moderate expansion in established schools in order to maintain government objectives regarding transition between grades 8 and 9, and then Grades 10 and 11. However, in Western Province two more high schools are proposed to be fully funded and build by the Provincial Government and Papua New Guinea Sustainable Development Corporations in the South Fly district of the province. Emphasis will be placed on quality, with the development of new curriculum and the provision of teacher training. The bulk of the increase in grade 9 and 10 places will be as a result of the relocation of the grade 7 and 8 classes to the primary schools. Parents will be required to make a significant contribution towards the cost of education in this sector. This will be backed up by a scholarship scheme to ensure that no talented disadvantaged students are denied a full secondary education. There will be minor increase in the number of Grade 11 places available.

The necessary strategy to achieve this will be through the addition of classes to existing institutions. There will be two new secondary schools established therefore provincial governments will need to act responsibly to ensure that this is implemented. The transition rate from grade 10 to Grade 11 will be maintained at 30 per cent for Western Province.

Major shifts in policy will be made in the vocational sector with the maximum length full-time course being set at one year. There will be greater emphasis placed on short courses designed for the community. Rationalization and specialization of the centers in the province will be the catalyst of change. There will be new form of subsidy for post primary students, the initiatives from the National Government that will be fully supported by the Provincial Government to support student enrolments.

Opportunities for flexible, open and distance education will be enhanced to provide alternative and comparable pathways for students and adults to complete their education. This proposed scheme would be for 18 to 30-year olds and opportunities would be tied to training for these students either overseas or on return to Papua New Guinea.

Quality Curriculum and Teacher

Issues of curriculum and teacher education and training are critical to the quality of education provided. The department of education will support the province by way of reviewing basic education curriculum on a regular basis to ensure gender sensitivity and updated materials are regularly supplied to schools. The department of education with ambled assistances from the province will support school communities to develop locally relevant curriculum materials and programs based on the reform curriculum. They will also be supported by the provision of basic literacy and numeracy courses. Oversight for these will be undertaken by the National Literacy and Awareness Secretariat and through institutions such as the vocational centers.

In the post primary sector, the secondary curriculum will be revised to build on the reform basic education curriculum. This will be completed by 2006. There will be much greater cooperation between curriculum developers in the vocational and secondary sectors to ensure that there is a greater skills component in the reform secondary curriculum. A standard monitoring instrument has been developed for primary schools and will be modified to help the Department monitor standards at the secondary level

The vocational curriculum will be reviewed to reflect the need for one-year courses. Technical and vocational courses will be modularized and accreditation will be available where appropriate under a National Qualifications Framework. Linkages between local communities, private providers and secondary, vocational and technical schools will be encouraged and strengthened. This process will be completed by 2008.

Teacher education will be reviewed on an ongoing basis and improved to ensure teachers are trained to teach the reform curriculum. A national standards framework for teacher training will be established to provide quality and consistency across the teachers colleges. In-Service training of teachers on an ongoing basis will support curriculum reform initiatives.

A National Accreditation Policy will be developed that will apply, where appropriate, for courses offered both to teachers and to administrative staff. The inspections service has been hampered in recent years by lack of operating funds and has been unable to carry out its functions fully. A review of the inspections system will be completed in early 2005.

Management

The functions and structures of the Division of Education in the province will be reviewed and improved to ensure that the division is more responsive to change and has the organizational capacity to administer this Plan. Amendments to the Organic Law on Provincial Governments and Local-level Governments will be encouraged to allow for more efficient delivery of education services between the province and district levels.

At the basic education level greater responsibility will be given to community representatives in the appraisal of teachers. In particular they will be in a position to be able to access the suitability and the acceptability of the teacher to the community that they serve. Church agencies will be given the opportunity to exert a greater degree of control over the vocational institutions that they operate whilst the department will provide support throughout the Plan period to the districts in the preparation of their strategic plans.

Financing

The difficult government financial situation dictates the parents and the schools themselves, through increased self-reliance activities, will have to take a greater responsibility for education. This will be the case, most particularly, in post primary education. Provincial governments, for example, will be required to provide budgetary support for maintenance in all secondary schools. The implementation of the Plan will be supported by contributions from donor agencies whilst the payment of teacher salaries is the largest component of the education budget. The Plan includes major cost-effectiveness measures to ensure the most efficient use of staffing resources. Criteria will be determined for the equitable allocation of teachers to districts.

Teachers will be allocated at a rate of one per class in the upper primary grades, with a corresponding increase in student's teacher ratios, and the teacher-to-class allocation will be revised at the upper secondary level. There will also be a considerable improvement in localization in the technical sector. These three measures will result in savings cost over the Plan period. Vocational institution staffing will be based on a student-instructor ratio of 1 to 18. In technical education the student-lecturer ratio will rise and there will be renewed efforts to improve localization. Government will support parents in the provision of education largely through the payment of all teacher salaries, the provision of subsidies, teacher education and curriculum development. There is also a widespread view that parents should make a contribution, either financial or in kind, towards the education of their children.

At the elementary level the government will, provide basic school supplies for all schools. In the primary sector parents will play an increasingly greater role in the support of their children, particularly financing the upper primary grades.

There will be significant changes in the system of subsidies in post primary education. This is to ensure that every child who completes Grade 8 is provided with some support by the government. This will be called the grade 8 Graduate Incentive Scheme. All Grade 8 graduates

will be entitled to support in furthering their education and training at any approved institution. These will include secondary schools, distance education, and vocational centers and approved private providers. It will replace the current subsidy scheme for Grade 9, the vocational centers and distance education. The present cash subsidy system will continue for Grades 10, 11 and 12. There will be some special subsidies for boarding students that will be provided by the Provincial Government and other stakeholders such as the Local Level Government and elected representative in the National Parliament.

As a cost recovery measure the cost of examinations in Grades 10 and 12 will be deducted at source from the Grades 10 and 12 subsidies. It is also proposed to investigate whether all future teacher pre-service and some teacher in-service training could be offered on a cost recovery basis.

Organization of the Plan

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

Section 1: Introduction

This section provides background information and an overview of the Plan.

Section 2: Our Vision 2006-2015

This section outlines the visions for education by sector.

Section 3: Situational Analysis

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

Section 4: The Plan for education 2006-2015

This is the main section of the Plan. The sectors- elementary education, primary education, secondary education, flexible, open and distance, vocational education and training and technical education and training – are described using the same four components. These components are access, quality curriculum and monitoring, quality teacher education and training, and management. Each sector has its own vision and its own major outcome. Each of the components has its own minor outcome, and the key strategies and activities for achieving these outcomes. In the text, the minor outcomes are referred to using the first letter of the sector (E for Elementary, P for primary and so on) and the minor outcomes are numbered in sequence. E3, then, refers to Elementary Quality Teacher Education and Training minor outcome number 3.

This section follows right after the sector because it attempts to keep track of what is to be implemented. Implementing the Plan section outlines how the Plan will be implemented and provides an implementation timeline of the strategies and activities

Similarly, the monitoring section of the plan follows thereafter. Monitoring and evaluating the Plan describes the monitoring and evaluation framework for the Plan. It collates the targets identified in Section 4 and for each target a measure or set of measures are identified that will be used to monitor and evaluate the performance of the Plan. Data collected during the first five years of the Plan will be used to support a review of progress made. Other support documents and awareness materials will supplement this Plan.

Section 6: Financing the Plan

This section considers the financial implications of the Plan.

Definition of Outcome

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

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

- A minor outcome is a point that has to be achieved on the way to accomplishing the major outcome.
- The strategies describe the broad means of how the minor outcome will be achieved.
- The activities will collectively contribute to the successful implementation of the strategy.

The responsibilities of the major stakeholders are outlined at the end of each sector. Targets to be achieved during the life of the Plan are identified in the boxes in the margin as close as possible to the corresponding text for each sector. Performance measures for each of these targets are identified in Monitoring and Evaluating the Plan that follows right after each sector of the plan.

SECTION 2

OUR VISION 2006 – 2015

OUR GUIDING VISION

- Western Province Education Division's prime vision is basically focused on Integral Human Development achieved through an affordable education system that appreciates Christian and traditional values, and that prepares literate, skilled and healthy citizens by concentrating on the growth and development of each individual's personal viability and character formation, while ensuring all can contribute to the peace and prosperity of the nation.
-

BASIC EDUCATION

Elementary education

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

Primary education

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

POST-PRIMARY EDUCATION

Vision for Secondary education

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

Vision for Flexible, open and distance education

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

Vision for Vocational education and Training

- Vocational education institutions offering appropriate and relevant courses of varying lengths and giving priority to those students who have completed Grade 8 cater for the education and training needs of the immediate community.
-

SECTION: 3

SITUATIONAL ANALYSIS

Summary

Reform Experiences - 1994 – 2004

Increasing levels of education in Western Province indicate development progress both at the individual and societal levels. Overall 67% of the population aged 5 years and over were counted at the 2000 census, and this age group had received some formal education, either in the past or currently attending school. More males than females have attended schools, but most of the differences were in the past attendance. Of the male population aged 5 years and over, 24% were currently attending compared to 22% of female population whilst 47% and 41% respectively attended in the past. The proportion of males and females attending schools were 25% for the urban sector and 21% for in the rural sector. Hence, there is a high increase and a fair distribution in enrolment for both genders for the province

Table: 8 Population Age 5 and Over by Sex Sector and School Attendance, 2000 Census – Western Province

Sector	Total	Attendance Now	Past Attendance	Never Attendance	Not Started
Persons	121,764	27,641	52,695	39,306	2,122
Males	62,321	14,796	28,687	17,778	1,060
Females	59,443	12,845	24,008	21,528	1,062
Urban	26,474	6,553	14,299	5,097	525
Males	14,030	3,493	7,806	2,487	244
Females	12,444	3,060	6,493	2,610	281
Rural	95,290	21,088	38,369	34,209	1,597
Males	48,291	11,303	20,881	15,291	816
Females	46,999	9,785	17,515	18,918	781

(Source: Western Province Development Plan – 2010: Page; 14).

Western Province has experienced many successes in the progress of education after ten years of the reform and there still remain challenges ahead. The successes include: increases in enrolments by 68 per cent by 2002; increases in transition rates from Grade 6 to Grade 7 and Grade 8 to Grade 9; community support for elementary education; and the lowering of unit costs due to the introduction of elementary schools and the transferring of Grades 7 and 8 from secondary to primary schools.

Table: 9 Schools in Western Province by LLGS, Statistic recorded as of 28th August, 2006.

N0.	LLG	Elementary	Primary	Secondary	Vocational	FODE	Special Education
1	Morehead	55	17	0	1	0	0
2	Oriomo Bituri	37	18	0	0	0	0
3	Kiwai	23	20	0	0	0	0
4	Daru Urban	5	5	1	0	1	1
5	Gogodala	58	38	1	0	0	0
6	Bamu	34	14	0	0	0	0
7	Balimo Urban	5	2	1	1	1	0
8	Nomad	23	12	0	1	0	0
9	Lake Murray	28	16	1	0	0	0
10	Kiunga Urban	15	4	2	1	1	1
11	Kiunga Rural	45	21	0	0	0	0
12	Ningerum	48	20	1	0	0	0
13	Star Mount	12	4	1	0	0	0
14	Olsobip	11	5	0	0	1	1
	TOTAL	399	196	8	4	4	3

(Source: Provincial Data Base – PDoE, 2006.)

The challenges include: improving retention through the years of basic education; improving delivery of education services in rural and remote areas; strengthening the vocational education and training sector to support appropriate courses and to make better use of partnerships with the private sector and community agencies; and securing adequate government budget support for the reform to manage the enrolment growth. The rapid expansion of the education system since 1995 has also created new problems for the system whilst access to education has improved significantly. Some of the problems as a result of rapid expansion are;

- the problem of quality of that education becomes a concern as the school population increases and the system struggles to adequately plan for,
 - Fund and to administer those increases.
 - Province faces shortage of experienced and qualified and trained teachers
 - Training of teachers, attracting and maintaining them in the province is also a problematic area
 - materials development and distribution, and
 - the capacity of all levels of the system to monitor and administer the education reform, as well as
 - Greater community and parental demands for access to education have become a mar mount concern for the province.

In addition, this Plan has to comfort the issue that financing the expansion of the education system has become increasing difficult because of the economic turbulence in Papua New Guinea's recent past. Schools are under – resources provided centrally by provincial governments and the Department relies on donor assistance to fund some of its core activities.

Nevertheless, over the period of the last Plan overall national Government expenditure on education increased in real terms, broadly in line with the increase in the government's total budget. That increase in public spending was underpinned by excessive borrowing and was not sustainable. The present government fiscal strategy aims to bring the budget back into balance over the medium term. The strategy required prioritization and control of spending on public services, including education. It is already delivering benefits in terms of lower interest rates and inflation, so creating conditions more favorable to economic growth.

Economic growth will make spending on education more affordable and more necessary over the medium term; Papua New Guinea and in particular Western Province needs a better educated workforce to succeed in export markets. That is the basic scenario, which underlines the present Plan. It will need strong management to get the best value from every kina spent on education. The population projections for this Plan have been based upon the 2005 enrolment figures of Elementary schools throughout the province.

Table: 10 School age population by age, years, 2005 to 2016

Gender	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Male	3122	3225	3331	3441	3555	3672	3793	3818	4047	4181
Female	2738	2828	2921	3018	3117	3220	3326	3436	3549	3667
Total	5859	6052	6252	6459	6672	6892	7119	7354	7597	7848

Source: (Western Education Model, 2006)

The rapid growth in our country's population is making demands on our finances and services, which are difficult to satisfy. The role of education is to develop and acknowledge an understanding of the issues relating to this concern.

BASIC EDUCATION

Elementary Education

Definition

Elementary education is the first stage of formal education. It consists of an Elementary Preparatory Grade, Elementary Grade 1 and Elementary Grade 2. The language of instruction in this school is the language of the child's community. These three years of education prepare a child for movement into higher level of basic education stream commencing at Grade 3.

Access

The first elementary schools were established in 1996 and by 2000 all districts had a number of elementary schools. Enrolments have since risen to more than there are now with more children enrolling into the elementary school system than there were into the community schools. Female participation is 46 per cent of total enrolment. Total enrolment of children at elementary schools was approximately 16,277 and by 2006 it has increased drastically to more than 20,000 total enrolments.

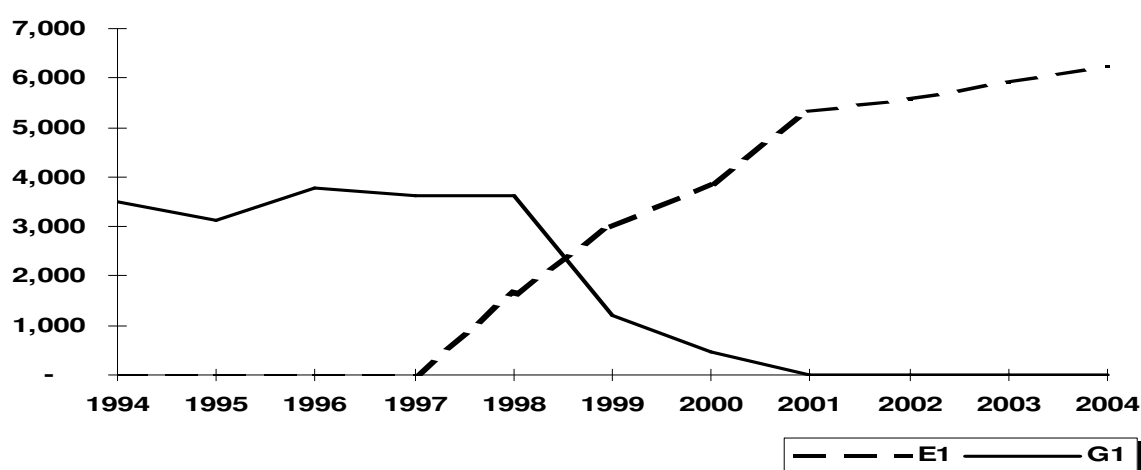
Table: 11 Elementary Enrolment, 2000 - 2004

Elementary Classes	2000	2001	2002	2003	2004
Elementary Prep	4270	4666	5038	5398	5842
Elementary one (1)	3874	4270	4666	5038	5398
Elementary two (2)	2938	3797	4185	4573	4937
Total	11082	11733	13889	15009	16277

(Source: PEP: 1999 – 2004)

Communities have made a significant contribution to the growth in elementary education through the provision of land, although acquisition of land has proved problematic in some places. Special education and the education of girls are integral parts of the teacher-training program to support the provision of an inclusive education.

Table: 12 Graph Showing Elementary Verses Grade 1 Enrolment



Quality Curriculum and Teacher Development

A mixed mode teacher-training program has been designed and implemented. This program leads to the Certificate in Elementary Teaching awarded by the Papua New Guinea Education Institute. The three-year program has three distinct components: trainer-directed training in residential workshops; home study with self-instructional units; and supervised teaching. Three districts based elementary trainers, with a Certificate of Elementary Teaching Training from the Papua New Guinea Education Institute, deliver this training program.

Table: 13 Elementary School staffing by year 2000 – 2004

Elementary Classes	2000	2001	2002	2003	2004
Elementary Prep	182	197	210	224	208
Elementary one (1)	149	164	179	194	208
Elementary two (2)	113	146	161	176	190
Total	444	507	551	593	605

Communities have taken up the responsibility for selecting the teacher, using guidelines established by the Department of Education. This has resulted in a large number of very young teachers being selected and at some instances many teachers selected is from the same localities. A vernacular language chosen by the community is the language of instruction. Every elementary school has a community and provincially approved orthography before starting. Western province currently has a list of 42 Summer Institute of Linguistic Studies recognized orthographies. This represents 42% of languages in the province and covers 76% of the population.

A reformed curriculum has replaced the approved new syllabuses and teacher guides for culture and community, cultural mathematics and language. Three teacher guides and an implementation support booklet for head teachers support these syllabuses. The reform curriculum is inclusive and has taken account of the gender policy. The community calendar is an essential focus for the curriculum and teachers develop programs with their school communities to ensure there is relevance. Elementary teachers use self-paced, in-service units that give them background knowledge and strategies to support their teaching. Elementary teachers are being in-serviced about the reform curriculum.

An inspections system has been established with inspectors in each province. Ratings of teachers are carried out regionally and the community is already involved in the teacher appraisal process. The trainers in each district support the work of the inspectors. The inspections system has been based on the primary model and it has not yet been determined whether this is an appropriate model for the three years of school.

Management

Elementary schools are planned and established by the districts, with the support of technical officers from the Provincial Division of Education. Elementary schools are organized around the primary schools that will accept children into Grade 3 that are known as cluster schools.

Table: 14 Elementary Establishment – 1996 - 2004

Local Level Governments	Elementary
Morehead Rural Local Level Government	55
Oriomo Bituri Rural Local Level Government	37
Kiwai Rural Local Level Government	23
Daru Urban Local Level Government	5
Gogodala Rural Local Level Government	58
Bamu Rural Local Level Government	34
Balimo Urban Local Level Government	5
Nomad Rural Local Level Government	23
Lake Murray Rural Local Level Government	28
Kiunga Urban Local Level Government	15
Kiunga Rural Local Level Government	45
Ningerum Rural Local Level Government	48
Star Mount Rural Local Level Government	12
Olsobip Rural Local Level Govrnment	11

Poor planning by some districts has caused the rapid uncontrolled expansion in the number of elementary schools. This has resulted in huge rise in enrolment and causing problems with the

registration of schools. Teacher shortage is experienced in the province and hence resulting in a number of elementary teachers being unpaid for long periods of time. These are number of problems experienced as result of uncontrolled and unplanned establishment of elementary schools in Western Province.

PRIMARY EDUCATION

Definition

Primary education begins at Grade 3 and finishes in Grade 8 and caters for the 9 to 14 year age group. Lower primary education comprises Grade 3 to 5, and Upper primary Grades 6 to 8.

Access

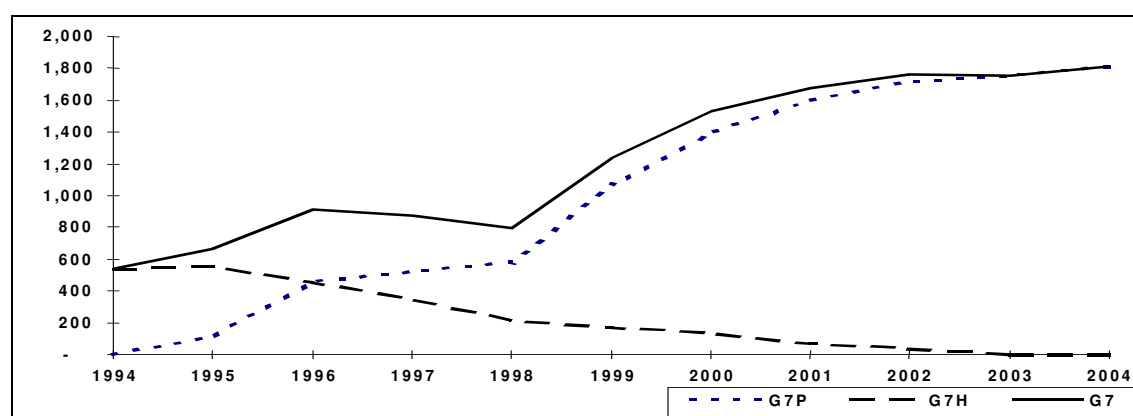
Developments at the primary level have focused on the restructuring of the primary cycle. This has involved the relocation of Grade 1 and 2 classes from community schools to elementary schools, and the establishment of Grade 8 and 7 classes in primary schools. Grade 1 and 2 enrolments in the community schools declined as rapidly as expected following the introduction of elementary schools. This has led on to the establishment of boarding primary schools in some parts of the province, which had created problems relating to management of the schools.

Table: 15 Enrolment Primary Schools, Selected years; 2001 – 2004

Gender	2001	2002	2003	2004
Male	1930	1998	2068	2141
Female	1776	1839	1903	1970
Total	3706	3836	3971	4111

The overall enrolments in the primary sector have risen between 1996 and 2005. Only about ten per cent of Grade 7 students are now in the secondary school system in the province due to geographical location of the province. As a consequence of the reform, the percentage of children passing from Grade 6 to Grade 7 has risen drastically. The rate for boys and girls are almost about the same. These rises in enrolment have seen slight increases in access for girls in the upper primary.

Table: 16 Graph Showing Actual enrolment Vs Grade 7 High School and Primary School Enrolments



Provision has been made for children with special needs through the establishment of Special Education Resource Centers in Daru and Kiunga. There are currently 2 of these Centers catering for the disadvantage children of the province.

Quality Curriculum and Teacher Development

Pre-service teacher education is a Grade 12 entry course. This is now a two-year course following the introduction of a Tri -Semester system in the colleges in 2001. This was introduced to increase teacher output with a substantial reduction in unit costs as a result. Graduates are qualified to teach all primary school grades, including students with special needs. User Pay policy is applied to assist serving teachers to upgrade their qualifications from a certificate to a diploma through the Papua New Guinea Education Institute and other Teachers colleges.

However, problems encountered with this policy is that teachers when return after achieving the award would not want to be send to positions determined by the appointing authority. Nevertheless, similar opportunities have been afforded to inspectors to equip them to deal with the upper primary grades.

Table: 17 Total Number of Teachers per Grade, 2000 to 2004

Year	2000	2001	2002	2003	2004
1	11				
2	43	11			
3	110	109	107	117	122
4	111	110	109	107	117
5	108	111	110	109	107
6	89	108	111	113	115
7	79	86	90	90	93
8	64	79	86	90	90
Total	616	614	614	626	645

The upper primary curriculum has been reformed and seven new syllabuses, seven teacher guides and an implementation support booklet for head teachers were distributed to schools in 2003 for implementation in 2004. Self-paced, in-service units give teachers background knowledge and strategies to support them to teach the new syllabuses.

The reform curriculum is inclusive and has taken account of the gender policy. However, only a few selected Primary school teachers from Western Province who have attended the Curriculum Reform Implementation Program (CRIP) administered workshop on the Reform Curriculum have received an in-service package consisting of self-paced modules.

Participants, on successful completion of the in-service units, gain accreditation toward qualifications awarded by the Papua New Guinea Education Institute.

Table: 18 Lower and upper primary teaching subjects

Lower primary (Grades 3-5)	Upper primary (Grades 6-8)
Language	Language
Mathematics	Mathematics
Community Living	Social Science
Health	Personal Development
Physical Education	Making a Living
Environment Studies	Science
Arts	Arts

Source: (National Education Plan 2005 – 2014:30)

The social science component includes aspects of civics, nation building, ethics and values. The health and personal development components consider discipline, relationships, nutrition and personal and community health. A national Certificate of basic Education Examination is conducted for all Grade 8 students in primary and secondary schools. This examination is set nationally and administered provincially.

Provinces for determining entry into Grade 9 use results. A Curriculum Standards Monitoring Test, which will sample performance for literacy and numeracy, is being piloted in Grades 3, 5 and 7 classes. Results will be used to monitor national levels of literacy and numeracy every two years.

Management

Management at the school level is proving to be an increasing concern during the recent period of rapid change. Particular challenges have been faced in the area of financial management,

largely as a result of the school fee subsidy program and the management of the reform curriculum implementation.

The Public Expenditure and Service Delivery Report (World Bank, 2004) found that only about thirty per cent of primary schools could provide records of both income and expenditure for the years under consideration, suggesting that many school boards of Management and administrators do not have the capacity to adequately administer funds. The table shows the number of primary schools established within the province.

Table: 19 Primary Establishment – 1996 – 2004

N0.	Local Level Government	Primary
1	Morehead Rural Local Level government	17
2	Oriomo Bituri Rural Local Level government	18
3	Kiwai Rural Local Level government	20
4	Daru Urban Local Level government	5
5	Gogodala Rural Local Level government	38
6	Bamu Rural Local Level government	14
7	Balimo Urban Local Level government	2
8	Nomad Rural Local Level government	12
9	Lake Murray Rural Local Level government	16
10	Kiunga Urban Local Level government	4
11	Kiunga Rural Rural Local Level government	21
12	Ningerum Rural Local Level government	20
13	Star Mount Rural Local Level government	4
14	Olsobip Rural Local Level government	5
Total		196

(Source: Provincial data base: PDoE)

POST-PRIMARY EDUCATION

Secondary Education

Definition

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

Access

The process of phasing Grade 7 and 8 classes out of the secondary schools has meant that enrolments in Grades 9 and 10 have risen significantly. Over-crowding has been experienced in lower secondary classes due to the increasing demand for this level of schooling as a result of bad management decisions.

Table: 20: Grade 9 and 10 Enrolment, 2000 – 2004

Classes	2000	2001	2002	2003	2004
Grade 9	1190	1365	1435	1540	1540
Grade 10	773	1095	1256	1320	1417
Total	1963	2450	2691	2860	2957

Enrolments in Grades 12 have risen dramatically. This rate of expansion far exceeds the targets as set out in the National Education Plan 1995 – 2004, (Department of Education, 1997). There have been instances of class sizes rising well above the recommended figure of 30, reflecting the enormous demand for this level of education and poor control measures put in place. Transition rates from Grades 10 to Grades 11 have increased to 30% in the province.

Quality Curriculum and Teacher Development

The secondary school curriculum has remained largely unchanged since the 1980's. Secondary schools in Western Province have not initiated any school-based curriculum development in both the lower and upper secondary school grades. However, the secondary curriculum has been Western Province Education Plan, 2007 - 2016

reviewed recently and a reform curriculum for lower secondary will be developed by the National Department. It is anticipated to be completed by 2006 and distribution made to the provinces.

The University of Goroka continues to be the major source for the supply of secondary school teachers. The four-year pre-service degree course graduated approximately 125 teachers each year. The University has also introduced a Post Graduate Diploma of Education for teachers without a teaching qualification, delivered through mixed mode.

Western Province has secured services from the number of Graduates from Goroka University. Although, we have not traveled to make any recruitment but we were able to secure teachers for our secondary schools.

Table: 21 Secondary School staffing by level, 2000 - 2004

Secondary Levels	2000	2001	2002	2003	2004
Lower Secondary	79	77	78	78	78
Upper Secondary	86	84	85	86	86
Total	165	160	163	164	164

The Department of Education is implementing the recommendations of the Tololo Report (Department of Education, 1997), carried out by an Inspection Review Committee chaired by the late Sir Alkan Tololo, and is moving towards a greater reliance on school-based teacher appraisal. The Department has also put in place initiatives to train teacher counselors to provide counseling services in every school.

Management

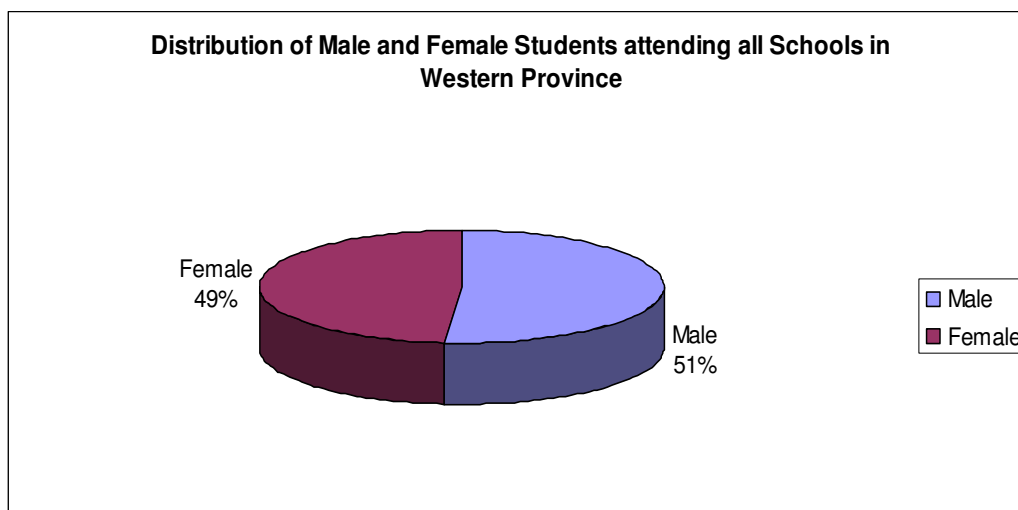
The unplanned expansion of secondary schooling has created problems in teacher supply, provision of textbooks and infrastructure. This is particularly pronounced in the upper grades. The costs of upgrading a school in preparation for accepting upper secondary grades, including infrastructure and school materials, is approximately six to eight million kina. This figure is beyond the capacity of most provincial governments.

Table: 22 Secondary School Establishment, 1996 – 2004 – Western Province

N0.	Local Level Government Area	Secondary Institutions
1	Morehead Rural Local Level Government	0
2	Oriomo Bituri Rural Local Level Government	0
3	Kiwai Rural Local Level Government	0
4	Daru Local Level Government	1
5	Gogodala Rural Local Level Government	1
6	Bamu Rural Local Level Government	0
7	Balimo Urban I Local Level Government	1
8	Nomad Rural Local Level Government	0
9	Lake Murray Rural Local Level Government	1
10	Kiunga Urban Local Level Government	2
11	Kiunga Rural Local Level Government	0
12	Ningerum Rural Local Level Government	1
13	Star Mount Rural Local Level Government	1
14	Olsobip Rural Local Level Government	0
Total		8

Selection of Grade 9 students is the responsibility of the province, while that of Grade 11 is carried out nationally. However, the actual number of students enrolled in Grade 11 frequently exceeds the number selected nationally thus leads to over crowding in some of our schools in the province. Girl's participation in overall schooling especially for secondary education in the province has improved almost to match the male population.

Table: 23 Male Verses Female Enrolments – 2000 – 2004



The continual changing of policies regarding the school fee subsidies has caused fluctuating levels of school fees. This, in turn, has caused parents to make a choice to send either male or female to schools. Obviously, in Western Province and the rest of the country, male population will take the 1st choice to be sent to school.

FLEXIBLE, OPEN AND DISTANCE EDUCATION

Definition

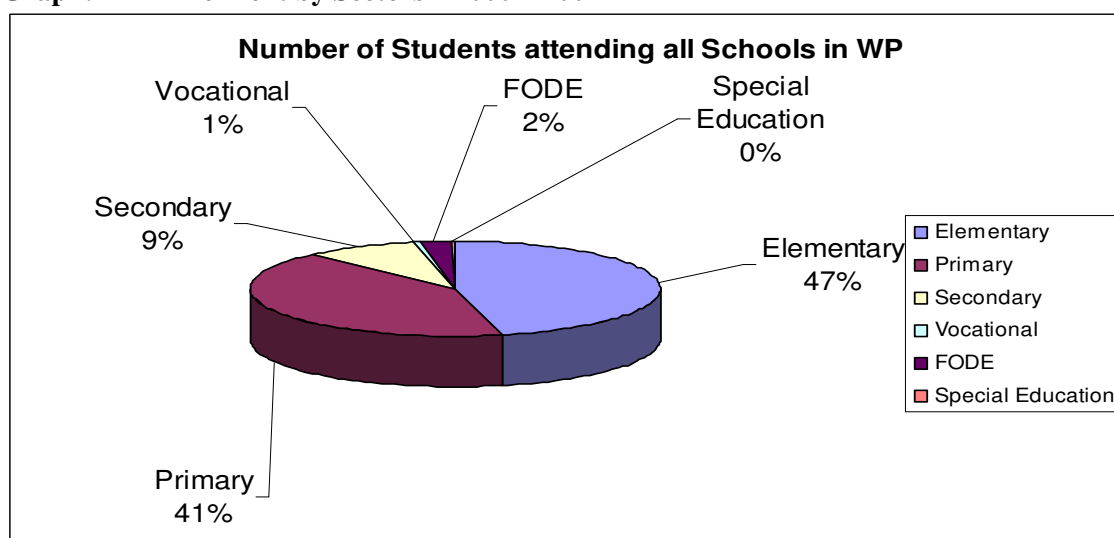
Distance education is a means of delivering education to people who cannot attend an educational institution. Currently, it is offered primary through the College of Distance Education to students wishing to complete their Grades 7 to 10 educations.

Access

Many private institutions and some universities provide distance courses, but the College of Distance Education is the main recipient of government funding for the provision of distance education. The College of Distance Education (through its twenty provincial) centers caters for two types of students. Firstly for those who wish to upgrade their level of attainment in individual subjects in Grade 10 and receive a letter of attainment and those who successfully complete all subjects for a grade and receive a certificate.

In western province some study centers, including a number of vocational centers use College of Distance Education materials.

Graph: 24 Enrolment by Sectors – 2000 – 2004



Since 1995 there has been an increase in the number of school leavers and this has been coupled with a lack of access to secondary and higher education. It was expected that this would result in an expansion of distance education to provide equivalent educational opportunities for these out-of-school groups. However, actual students' enrolment in the College of Distance Education has remained low between 1997 and 2001.

The number of new subject enrolments has not risen greatly during recent years, although significant rises have been in the years when there have been generous subsidy allowances. The number of girls has risen between 1993 and 2001, but is still below 40 per cent of the total enrolment.

Quality Curriculum and Teacher Development

The current curriculum of the College of Distance Education is limited to general education in Grades 7 to 10. Students start and complete courses at any time of the year. Students have maximum of nine months to complete a course, meaning a student can take up to three years to complete a grade.

The absence of a policy on articulation means that students from the distance education system have only limited opportunities to move into the conventional stream.

However, processes are now under way to have articulation introduced where all students will sit the same examination and receive the same certificate with those from formal secondary system.

Table: 25 Total Number of Secondary and FODE Teachers

Institutions	2000	2001	2002	2003	2004
Lower Secondary	79	77	78	78	78
Upper Secondary	86	84	85	86	86
Total Secondary	165	160	163	164	164
University Study Centre	1	1	1	1	1
FODE	4	4	4	4	4
Inspector	1	1	1	1	1

A certificate of Business Studies was developed as part of the Education Development Project. This was designed for grade 10 and 12 graduates and for those already in the work force. It has not proved particularly successful and few students have completed the certificate.

The current mode of instruction of the College of Distance Education is through print material only. A large part of College expenditure is related to the printing and distribution of students' materials, which is carried out centrally. Students' materials do not reach College of Distance Education provincial in sufficient quantities or in a timely enough fashion to cater for the demand. Secondary school inspectors provide professional advice to provincial education center coordinators.

Management

There is only one provincial FODE center. The other study centers are the Vocational centers where the vocational centers instructors supervise the students in their studies. While there is a range of issue to explain students' attrition, some of these are related to management issues such as the poor administration of the various centers, and of course the delivery mechanisms of materials are ineffective causing extended delays in marking student and assessment of student works.

Table: 26 FODE and University Centre Establishment, 1996 – 2004

N0.	LLG	FODE	FODE study Centre	University Centre	University Study Centre
1	Morehead	0	0	0	
2	Oriomo Bituri	0	0	0	0
3	Kiwai	0	0	0	0
4	Daru Urban	1	1	0	1
5	Gogodala	0	0	0	0
6	Bamu	0	0	0	0
7	Balimo Urban	0	1	0	2
8	Nomad	0	0	0	0
9	Lake Murray	0	0	0	0
10	Kiunga Urban	0	1	0	0
11	Kiunga Rural	0	0	0	0
12	Ningerum	0	0	0	0
13	Star Mount	0	0	0	0
14	Olsobip	0	0	0	0
15	Tabubil	0	1	1	0
Total		1	4	1	3

Overall authority and decision-making is highly centralized, as the college is part of the Department of Education's organizational structure. Concerns have been expressed that the present management structure is unable to provide an efficient service. A review of the structure and functions of the College of Education is necessary, and will be undertaken during the Plan period, to achieve cost-effectiveness and increase its capacity to meet the demands of its students.

VOCATIONAL EDUCATION

Definition

Vocational education is a skills-oriented education offered primarily to students completing Grades 8, and the community at large, in a variety of institutions.

Access

The education reform process has resulted in a growing number of students exiting following Grade 8 and Grade 10. There is a growing demand from these graduates for further training opportunities. In addition, there is an increasing awareness of the need for relevant skills training for the wider population. The vocational centers are only providing limited provision for these needs

Table: 27 Vocational centre enrolments by year.

Year	1999	2000	2001	2002	2003	2004
Enrolment	0	210	330	450	450	450
Staff required	0	11	17	49	49	49
Ratio	0	19:1	19:4	9:2	9:2	9:2

Vocational education has only seen gradual growth in enrolment during recent years, and any rises in enrolment are often related to the level of subsidy.

There has been little significant increase in female enrolment, which was only 26 per cent of the total in 2003. There is no set length of course and not all students enter in Year 1.

Students entering vocational centers are largely grade 8 graduates, but there are also those who have graduated from grades 6 and 10. Enrolments in relevant short courses- those with duration

of one day to four weeks, designed for the community- are very low. The instructor-student ratio has remained at about 1 to 15. Some of the smaller centers only have a few students for every instructor.

Vocational centers are characterized by poor standards of maintenance and lack of suitable facilities. There has been little support from provincial and local level governments who are responsible for infrastructure. However, there are number of centers that have been well maintained and operate very successfully. Many of these are administered by mission agencies.

Quality Curriculum and Teacher Development

A common curriculum is available to all centers, but little consideration is given to the demands of individual communities. There are few links between the centers and other departments, such as Agriculture and Livestock and Community Development, and little use made of potentially beneficial links with private enterprise such as mining, agriculture and fisheries companies.

The curriculum has been revised in seven-core trade based on a competency-based approach. A skill Training Resource courses Unit developing short-term courses to meet the needs of local communities. Trade instructors are required to have five years of trade experience before becoming an instructor.

A diploma in Vocational Education and Training has been designed to allow those instructors already working in the field to be able to get a teaching qualification through mixed mode delivery. Unfortunately, there are very few instructors enrolling in the course due to the costs of the residential component at the Papua New Guinea Education Institute. The other components are an agriculture courses and further work in their trade areas leading to trade testing qualifications.

Vocational center inspectors are part of the Technical and Vocational Education Training Division, but have not had adequate resources to visit centers. It remains unclear whether vocational or secondary school inspectors are responsible for inspecting the newly established vocational secondary schools.

Management

Western Provincial vocational centers are considered a low priority by most provincial authorities. This is apparent in the allocation of funds to these centers. At the institution level there is a shortage of entrepreneurial skills. In the past many centers have been able to rely on income generating programs to survive.

Poor entrepreneur and management skills, articulation and certification are problems that are evident in Western Province schools resulting in low student motivation in enrolling at the Vocational Centers.

Table: 28 Vocational centres by year of start – 1996 – 2004

Centre	Enrolment		Total
	Female	Male	
Kiunga Urban	34	42	76
Morehead	0	0	0
Nomad	0	0	0
Balimo Urban	30	98	128

Centers are now becoming increasingly dependent upon cash subsidies provided by the Department of Education and the fees charged to students. Government subsidies are at present provided to all centers, based on enrolment, at the same level as that of the secondary schools. Alternate funds from Provincial Government and OKTedi should be alleviating some of the finance difficulty experienced by the Vocational schools in the province.

At present the centers are not making use of potentially beneficial links with local business, other government departments, educational institutions and other training providers.

ADMINISTRATION OF EDUCATION

Definition

Administration of education encompasses all of the systems, people and processes that support the delivery of education and training at the national, provincial, district and school levels.

Organizational Improvement

The most important outcome of this has been the development and subsequent implementation of provincial education plans. All provincial education plans were written by 2000, but there have been varying degrees of successes in the planning processes, the phase of preparation of these plans, their implementation and subsequent evaluation. The Facilitation and Monitoring Unit of the Department supported the provinces in these planning activities.

A number of management challenges facing the education sector in this Plan period include:

- Ensuring sustainability of reforms and initiatives in a time of financial hardship, and, in particular, ensuring that the planning processes take account of the costs of new initiatives.
- Establishing organization systems within the Department of Education that can meet the demands of government and society.
- Planning at all levels, but especially at the provincial and district levels, for the big increases in numbers of teachers and classes necessary to achieve targets.
- The lack of planning expertise and commitment from provincial governments that is evidenced by the unplanned implementation of plans. This has had ramifications for provinces and overall national planning and development. It has also contributed to slow progress in the promotion of bottom up planning.
- Strengthening the capacity of the national and sub-national levels to conduct, monitor and evaluate the reform in order to inform strategic planning.

Human Resources Management

There is a serious shortage of women working in middle and senior management positions both in the Department of Education and in the provincial education divisions. Strenuous efforts have been made to improve the payroll system since 1995. The first initiative was that of decentralizing some of the payroll functions to the provinces. This involves a considerable degree of training for provincial officers. This exercise met with a mixed degree of success. The second, more significant, initiative was the introduction of the new payroll system that went on line in Late 2003. This has involved a major data cleansing exercise and teacher audit process. Work will need to continue in this area to support work force planning and to ensure cost savings in teacher salaries.

Financial Management

The Department of treasury approves district and Local Level Government budgets. The Division of Education has little involvement in the preparations of these budgets.

The procurement of goods and services varying from office supplies to large volume materials for schools is carried out at district levels.

Major procurement has to go through the suppliers. There is no central printing, production or distribution system to cater for the needs of education institutions or for the division of education. Functional Grants of about K20,000,000,00 are annually given by the National Government to the Provincial Treasury to subsidize its yearly operations.

Information Communications Technology

The province does not have a database system but the plan is there to establish it within the division of education. At the moment the corporate data unit with the Department of Education provides us with information if the province wants it, otherwise the province keeps the quarterly enrollment statistics, which are used for planning for distribution of materials.

Communication Systems

Communication between the national, provincial, district and school levels is poor not only because of lack of resources, but also because of lack of systems. Improvements will need to be made in this area during this plan period.

SECTION 4

THE PLAN FOR EDUCATION

ELEMENTARY SECTOR

MAJOR OUTCOME

Every 6 year old child in Western Province will enter the Elementary Preparatory Grade by 2012 and will complete three years of basic relevant education.

Access

Minor Outcome E1

Elementary schools are being established at the community level so that all children in Western Province will enroll at the age of 6 years.

In order for the children in Western Province to enter and complete three years of Elementary Education, the provincial Education Division with consultations from the Fly River Provincial Government and the Local Level Government will ensure that Elementary school are build in all districts of the province.

Target E1.1

By 2012 Provincial Education Board will ensure that all 6 year old will enter Elementary Preparatory class.

Awareness on the importance of schooling will be carried by the provincial Education Division to encourage annual enrollment of both male and female students. Multi Grade teaching in low populated and nomadic areas will be encouraged whilst in few circumstances repetition will be allowed under agreed criteria to ensure that all 6 year old in Western Province enters and complete three years of basic relevant education. The table below shows projected enrolment figures. These figures assume that children will enroll in Elementary Preparatory Grade by 2012.

Table: 29 Projected elementary school enrolments, selected years

Years	2008	2010	2012	2014
Preparatory	6070	6490	6939	7419
E1	5870	6276	6711	7175
E2	7293	6070	6490	6939
Total	19234	18836	20139	21532

There will be quota allocated for building of new Elementary Schools. Disadvantage and remote Local Level Government Areas will be given priority especially to Bamu and Nomad areas for the building of new Elementary Schools.

Table: 30 New Elementary Preparatory Classes Required, Selected years.

Year	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
No of Classes	15	16	16	17	17	18	18	19	19	10

The following table shows the number of 6- year old children and the projected number of children enrolled in the Preparatory Grade.

Table: 31 Preparatory enrollment and 6-year old population, selected years

Years	2008	2010	2012	2014
Preparatory enrolment	6070	6490	6939	7419
6-year old population	5870	6276	6711	7175

Staffing projections are shown below and are based on an average pupil-teacher ratio of 30 is to one teacher. This will rise to 33 children to a teacher by 2015 in urban and populated areas. Enrolment increases due to population growth will be accommodated in existing classes rather

than through the formation of new classes. Multi- Grade classes in isolated and disadvantage Local Level Government will be the target areas to provide equal opportunity to receive basic relevant Elementary Education.

Table: 32 Elementary School Teacher requirements, selected years

Years	2008	2010	2012	2014
Elementary Preparatory	191	214	241	272
E1	180	202	227	256
E2	219	191	214	241
Total	590	607	683	769
Pupil teacher ratio	32.6	31.0	29.5	28.0

To ensure that all children complete three years of education with desired outcomes, they must first be enrolled and then problems of attrition will be addressed. In Western Province, the Provincial Division of Education will carry out awareness on the value of schooling. It is hoped that the Division will use community representatives especially the Board of Management of the school to carry out this awareness.

Target E1.2

By 2015 teacher pupil ratio in urban and populated areas will be at 33:1

Table: 33 Elementary enrolment rates, selected years

Years	2008	2010	2012	2014
Elementary enrolment rate	113%	103%	103%	103%

The buildings of schools, and the provision of acquisition of suitable blocks of land, are the responsibility of the individual communities with the support of the Local Level Government in consultation with the Division of Education. The Local Level governments will budget for and then provide grants to support communities in providing school buildings. Guidelines for a standard Elementary classroom building will be provided by the National Department of Education.

Target E1.3

By 2009 provincial consultative committee will be formed to carry out awareness on the value of schooling

Strategies and Activities

❖ Establish and maintain a sufficient number of schools

- Determine locations for the number of new schools to be establish
- Develop a repetition policy to ensure all 6 year old enters elementary school
- A committee to be established to carry out awareness on the value of schooling
- Establish quotas by LLG areas for the establishment of elementary preparatory classes

❖ Improve retention in Elementary Grades

- Encourage annual enrolment in all levels of the school
- Encourage LLG and Provincial Government to support the value of schooling through its infrastructure and maintenance grants
- Encourage parents to support school fees and in kind

Quality Curriculum and Monitoring

Minor Outcome E2

A relevant Elementary Curriculum is developed for Western Province, implemented and monitored.

The language of instructions will be the common language the community spoken where the school is established. These languages are Tok Pisin, Police Motu, Gogodala, Yongom, Zimakani, Aramba, Kiwai, Bamu and English and some more languages in various tribes of Western Province.

Target E2.1

By 2008 the Elementary Reform Curriculum will be completed and implemented.

The Elementary reform curriculum will have been implemented in all elementary schools in the Western province by 2008. The development of support local curriculum materials are slow thus will need assistance from the Department of Education and the Division of Education. Further assistance will be sought to develop Orthographies together with student and teacher resource and support materials in the local vernacular.

Target E2.2

By 2008 the orthographies should be ready and in place.

Western Province Division of Education will seek assistance from the Department of Education to train site leaders and school officials for teachers' appraisal and supervision techniques. Teacher attendance, acceptability and relationship to the community will be the areas to be monitored.

Western Province Division of Education will ensure that logistical supports are available to enhance the training and further to support monitoring and evaluation of teaching and learning to ensure standards are maintained.

Target E2.3

By 2007 the training of site leaders should begin to support monitoring and evaluation of teaching and learning.

Strategies and Activities

- ❖ **Develop locally based support curriculum materials.**
 - Support the committee to develop local based curriculum
 - Provide logistic support in the process of developing locally based curriculum materials.
- ❖ **Distribute curriculum and support materials for all subjects at the Elementary level.**
 - Distribute locally based materials in the vernacular
 - Distribute student materials and resources
 - Distribute teacher materials and resources

Minor Outcome E3

Quality Teacher Education and Training

Western province will ensure that it has sufficient number of appropriately trained and qualified elementary teachers available to teach in the schools of their localities.

The Division of Education should establish criteria to be used by community to select people who will undergo elementary teacher training program.

Those individuals who are selected by the community should meet certain criteria, which may include grade 10 or 12 school leavers from the particular community who have lived there for three or several years. Candidates selected should be able to speak the language of the community and be knowledgeable about the customs, values and the tradition of the community

Target E.3.1

By 2007 selection criteria for elementary teacher training is developed and endorsed for implementation

The division of education will ensure that candidates who were selected by the community are endorsed and in consistent with the National quota to undergo trainer directed training program. This program is administered as mixed mode to equip trainees with appropriate skills to teach all children including disabilities in elementary schools in the province.

Table: 34 Elementary teacher training requirements; 2007 – 2016

Years	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Year 1	0	0	0	34	36	39	42	45	48	52
Year 2	0	0	0	0	34	36	39	42	45	48
Year 3	0	0	0	0	0	34	36	39	42	45
Total	0	0	0	34	70	109	117	126	135	145

Multi – grade teaching will be a key component of the elementary teacher training program.

Table: 35 New teacher requirements, selected years, 2006 – 2016

Year	2007	2010	2013	2016
Elementary Prep	0	34	42	52
Elementary one (1)	0	0	39	48
Elementary two (2)	0	0	36	45
Total	0	34	117	145

Short courses will be provided to serving teachers, both male and female. This is to further increase their professional knowledge and skills. In particular teacher in - charge will receive support to enhance their school leadership in the areas of curriculum, professional learning and financial management.

Strategies and activities.

- ❖ **Ensure that required number of teachers is provided.**
 - Selection criteria for elementary teachers are reviewed.
 - Identify training needs and provide leadership and management training.
- ❖ **Provide professional development opportunities for elementary school teachers and trainers.**
 - Review the roles and provide support for those associated with elementary teacher training
 - Enhance teachers knowledge on multigrade teaching and reform curriculum through professional gathering (In-service).
 - Identify training needs and provide leadership and management training.
 - Provide leadership training opportunities for women leaders
 - Provide leadership, management and finance training for teachers.

Management

Minor outcome E4:

Elementary education in Western Province is cost-effective and affordable for parents, government and agencies.

In order to achieve the major outcome of making elementary education available for all from 2012, no child can be denied access for reasons of financial hardship. At the elementary level the National Government will provide appropriate basic school supplies for all schools with able assistance from the western provincial government through its provincial division of education.

Minimum needs will be determined for both children and teachers. Existing systems will be strengthened to procure and distribute these materials on an annual basis. A review will be conducted to consider the feasibility of a centrally administered procurement and distribute system to ensure that materials are delivered, in a timely fashion, as close to the school as possible.

Target E4.1

By 2008 provincial division of education will support in providing basic school supplies to all schools

The table below shows elementary school subsidy costs. The very large increase in costs over the period of the Plan reflects both the rapid rise in enrolments to reach targets and the rise in the subsidy allocation per child required to provide all basic school supplies.

Table: 36 Elementary school subsidies (K'000s), 2005 to 2014, selected years

	2007	2010	2013	2016
Elementary subsidies	99.2	94.2	104.1	115.1

Some contribution will still be expected from parents for the education of their children. Schools will continue to be able to levy fees, where appropriate, in accordance with National and Provincial Education Board directives.

The major cost of elementary education is teacher salaries. The number of teachers allocated to each province will be based on the number of children enrolled and approved plans.

The Department of Education and the Teaching Service Commission following the formation of a Position Allocation Committee to determine the allocation of positions will oversee the number of teachers allocated to each province. This group will determine criteria for the deployment of teachers to be based primarily on enrolments.

Table: 37 Elementary school teacher salaries and emoluments (K'000s), 2005 to 2014, selected years²

	2007	2010	2013	2016
Salaries	4200.3	4254.4	5071.4	6086.0
Allowances	210.0	212.6	253.6	304.3
Leave fares	0.0	0.0	0.0	0.0
Total	4410.3	4471.0	5325.0	6390.3

Strategies and Activities

❖ Develop and implement a sustainable, affordable and appropriate school fee subsidy policy

- Develop and implement a sustainable, affordable and appropriate school fee subsidy policy
- Determine minimum basic supplies for elementary school needs.
- Review and administer the system of procurement and distribution of basic school supplies.

❖ Teacher Appointment to schools

- Make efficient and rational use of teachers.
- Establish Position Allocation Committee.
- Apply agreed criteria, including multi-grade teaching, for the allocation of teachers to each province.
- Create positions based on population

Roles and Responsibilities

Parents and the community will be responsible for.

- ensuring that all boys and girls enroll and attend school
- infrastructure and maintenance are shared responsibilities of the communities and the government agencies
- participating in Parents and Citizens activities to maintain and improve the general learning environment healthy
- the recommendation of teachers for training.

School Boards of Management will be responsible for.

- the completion of the School Planner for implementation
- planning for infrastructure requirements in close consultation with the Ward Councilor
- the development of locally-based curriculum materials and the implementation of a locally-based curriculum

Local-level government will be responsible for.

- budgeting for establishment grants for all new elementary schools.
- Maintenance and infrastructure of elementary schools
- Support professional development of elementary teachers

District administrations will be responsible for.

- the completion and endorsement of District Education Plans and implementation schedules
- liaising with local-level government to ensure budget provision is made for establishment grants.

Provincial government will be responsible for.

- the completion and endorsement of Provincial Education Plans
- the allocation of elementary establishments between districts
- the appointment of teachers.
- maintenance and infrastructure development of elementary schools
- provide financial support for elementary teachers and trainers professional development programs
- provide financial support for the trainers supervisory roles and responsibilities

The National Government will be responsible for.

- the payment of teacher salaries
- the training of elementary school teachers
- curriculum development and development of orthographies
- the provision of supervisory services
- the provision of opportunities for the professional development of teachers
- the allocation of new classes to each province
- the provision and distribution of basic school supplies
- providing technical assistance in areas of planning, management and legal matters
- shared responsibility of project fees payment as bases of subsidies

PRIMARY SECTOR.

MAJOR OUTCOME

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

Minor Outcome P1

Access

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

Grade 1 and 2 classes have already been reformed, hence has become part of the elementary school establishment in the Western Province. Facilities have become available to accommodate

the Grade 7 and 8 classes. While, the portion of Community schools in remote and isolated rural zones, with low enrolment will utilize multi-grade teaching strategy.

In order for the children in the small schools of Western Province to enter and complete the Grade 7 and 8 Primary Education, the Provincial Education Division with consultation from the Fly River Provincial Government and the Local Level Government will build Central schools, with small schools becoming feeder schools to the Central schools in all districts of the province. Multi – Grade teaching approach will be utilized in such small schools to ensure that school age children are not deprive their right of education.

Target P1.1

By 2008 Provincial Education Board will ensure that Local Level Government will build selected Central schools for Grade 7 and 8 students in rural communities.

In addition, the awareness programme will include elements to demonstrate on the value of schooling for both boys and girls to be delivered at the school and community levels. In order to have the children of Western Province to complete the basic education, the problem of attrition, particularly that of the girls, at the remote and nomadic areas, will have to be addressed by the Fly River Provincial Government and the Division of Education. Programmes such as Children friendly schools, improved community awareness and encourage risk free environment in all primary schools in Western Province.

In order to provide more learning opportunity and have access for the children in rural, remote small schools, the structure of the primary schools, be reviewed in consultation with NDOE, TSC and PEB to allow more Multi- grade teaching be institutionalised and to determine the number of students in class in Western Province.

Target P1.2.

By 2009 Provincial Education Board will ensure that all teachers in Multi-grade teaching schools be trained multi –grade teaching skills.

Table: 38 Projected Primary School enrolments- 2007 to 2015

Grade / Year	2007	2009	2011	2013	2015
Grade 3	6446	7293	6070	6490	6939
Grade 4	3777	6214	5460	5837	6241
Grade 5	4111	5575	6308	5250	5613
Grade 6	2682	3266	5375	4722	5049
Grade 7	3132	3280	3428	3577	454
Grade 8	2844	2982	3120	3257	4084
Total	22991.47	28611	29760	29133	32466

Table: 39 Primary School enrolment rates – 2007 to 2015, selected years.

Rates	2007	2009	2011	2013	2015
Grades 3 – 8	95%	108%	104%	96%	102%

Table: 40 Primary Schools retention rates – 2007 to 2015, selected years.

Rates	2007	2009	2011	2013	2015
Grades 3 – 8	0%	0%	80.4%	48.7%	69.6%

Strategies and Activities.

❖ Provide, and maintain a sufficient number of schools

- Carry out maintenance and renovation in existing schools
- Fly River Provincial Government and Local Level Government to budget for maintenance and rehabilitation of all infrastructures.

- Local level government to budget grants for infrastructure and maintenance.
- Provide guidelines for building dimensions for primary schools classrooms and other facilities
- Conduct review on other initiatives such as a school lunch program

❖ **Improve retention**

- Carry out awareness on the value of schooling.
- Develop a reputation policy for all students with more emphasis on female students.
- Western Provincial Education Board and Division of Education, in consultation with NDOE to review the enrolment policy to include issues of enrolment, attendance and multi-grade teaching class enrolment.
- Provide incentives for teachers in remote schools.

2. QUALITY CURRICULUM AND MONITORING

Minor Outcome P 2.

All children of Western Province have the opportunity of having a relevant out-come based education that is fully implemented and effectively monitored.

The development of lower and upper primary reform curriculum remain as the national function. The reform curriculum had been completed and distributed to the schools in Western Province. The province with the assistance of the Department of Education will develop locally – based curriculum and support materials. However, before these projects eventuate, there will be a provincial committee established to execute this task.

Target P 2. 1

By 2008 a provincial curriculum development committee will be established to develop locally produced support materials.

The locally outcome based curriculum, which will include school journal and Big Books, that are linked to the reform curriculum. This initial support will include the provision of training of teachers. The Western Province Division of Education will ensure that appropriate students' and teachers' teaching and learning materials are available to support the HIV/AIDS policy implementation.

Target P. 2 . 2

By 2008, the HIV AIDS policy will be developed and implemented in all schools.

Local – level Government and school BOM will be responsible for maintenance, for any stolen and damaged curriculum materials, such as teachers guides, textbooks and other reference. A Curriculum Standard Monitoring Test will be initiated by the Department of Education to ensure that standards are maintained in the province.

Target P. 2.3

By 2008, a Western Province examination and curriculum committee will be established.

School Inspectors will continue visit to monitor the implementation of the curriculum teaching standards and students performance. Education awareness will be conducted in the schools in many educational activities for the community to fully participate in the school development programs. The school stakeholders, Site leaders and the community will be involved in the appraisal of teachers.

Target P. 2.4

By 2008 the Standard Division through the Inspection wing will train the head teachers of the schools to be Site Leaders for appraisal of the teacher.

The Board of Management representative and teachers and communities will be given greater responsibilities to appraise teachers on areas such as attendance, attitudes, relationship and other educational aspects, which are appropriate to the community.

Strategies and Activities.

❖ **To support the implementation of the outcome based curriculum.**

- Produce local outcome base support curriculum materials and distribute to schools.
- Distribute evenly out-come based curriculum including HIV/AIDS materials to schools.
- Maintain sufficient supply of out-come based and support curriculum materials at all times.
- Encourage equal gender representation on Boards of Management.

❖ **Provide advisory and appraisal services to all primary schools.**

- Visit schools on regular basis
- Train and monitor Site Leaders in teacher appraisal techniques.
- Monitor the implementation of the School Learning Improvement Plan (SLIP).
- Provide logistic support to Inspectors for monitoring standards.
- Conduct annual BOM workshop and termly meetings
- Encourage equal gender representation on Boards of Management.

3. QUALITY TEACHER EDUCATION AND TRAINING.

Minor Outcome: P 3.

Sufficient appropriately trained and qualified teachers prepared for primary schooling in Western Province.

Western Province Division of Education will continue recruitment of teachers on an annual basis, as it demonstrated the explicit shortage of teachers, particularly in the remote rural schools. In consultation with the National Department of Education, the Western Province, Provincial Education Board will negotiate with the office of the Secretary of Education, for his discretion to allow access for Grade 10 students, at an average level to enter Teachers Colleges.

The demand of the out come based curriculum in terms of relevant content, the new resources required, new teaching approaches and levels of training are impacting on the teacher education curriculum. Hence, Western Province Division of Education will ensure that the professional development of teachers is a priority.

Target P 3. 1

From 2007 onwards, an average of five certificate teachers will be assisted to upgrade their qualification to diploma level.

There will be professional development programs conducted by, NDOE and Western Province, Division of Education, through the Provincial Standard Division at Inspectorate level, in cluster workshops, on Out-come based curriculum, NIST Week, Graduates' Induction Workshop, Multi-grade teaching, Supervisory Efficiency for supervisors and other related educational management and administrative programs in the province. These will all be a part of the National Teacher In Service Plan.

In order for the teachers to be encouraged to have a greater input in decisions, regarding the implementation of the Out come based curriculum and school development program and HIV/AIDS and to solve common problems, there will be an establishment of professional learning teams and open forums conducted at the district and inspectorate thereafter.

Western Province, Division of Education with the support of NDOE and Fly River Provincial Government will establish a data system to solve and retrieve basic teacher information, needs for promotion, training, Leave fares entitlements and other educational records for the teachers and education staff.

Target P 3. 2

By 2007, a data system will be established to store and retrieve basic teacher education and training information./particulars

Student discipline is a general concern across the primary schools. Western Province, Division of Education will liaise with TSC to create School Based Counselors' positions for teacher counselor in each large schools and for clusters in small schools in the districts to provide school –based counseling services. Furthermore, Western Province, Division of Education will have in place standard disciplinary procedures across the schools.

Target P 3. 3

By 2008, Western Provincial Education Board will liaise with TSC for creation of school councilors positions within the central schools.

Gender equity in Western Province has greatly improved in recent years, with small percentage of head-teachers being women. The province will be embarking on professional development of female Supervisors, to take on high responsibilities at management and administrative levels. Moreover, this is one of our immediate requirements and will include asset and financial management.

Strategies and Activities.

- ❖ Provide the required number of appropriate trained teachers
 - Identify certificate teachers and provide training opportunities in consultation with the Papua New Guinea Education Institute to upgrade qualification to diploma level.
 - Identify teacher demand on an annual basis, particularly from areas with which demonstrated teacher shortage and establish further places as required.
- ❖ Provide professional development opportunities for primary school teachers.

Provide leadership training programs for senior teachers, deputy head-teachers and head-teachers.

- Consultation with Guidance Branch of Inspection and Guidance Division, conduct teacher counseling programs
- Provide leadership-training opportunities for women school supervisors.
- ❖ Provide professional opportunities for Site Leaders or Primary school Managers.
 - Provide supervisory and financial management for senior teachers and head-teachers.
 - Provide training programs on asset management for teachers and head-teachers on need to store and care for textbooks and basic school materials.
 - Provide training for School Learning Improvement Plans.

4. MANAGEMENT

Minor Out come P 4

Primary Education is cost-effective and affordable for parents, government and other agencies in Western Province.

Consistent with government objectives, subsidy support will remain the responsibility of both the national and provincial government. Subsidy allocation to the schools will rise as enrolment increases.

Table: 41 Primary school subsidies by grade (K' 000's), 2006 to 2015

	2007	2008	2009	2010	2011	2012	2013	2014	2015
Grade. 3-6	255.2	300.2	335.2	354.3	348.2	343.0	334.5	345.9	369.8
Grade. 7- 8	149.4	153.0	156.5	160.1	163.7	163.7	170.8	192.9	215.6
Total	404.6	453.2	491.8	514.4	511.9	510.2	505.3	538.8	573.2

Parents will continue to pay school fees, in either cash or kind, as approved by the Western Province, Provincial Education Board. Schools will embark on self-reliance initiatives to support school programs and activities.

Target P 4. 1

The Western Province Provincial Education Board, will determine the level of parental contributions to primary education annually.

The major cost of primary education is teacher's salaries and allowances. Although salaries and allowances are the function of the Teaching Service Commission and the Department of Education, the Western Province will assist in terms of identifying and applying multi-grade teaching strategies to save costs. There are opportunities for large sum of money to be saved.

Table: 42 Primary school teacher salaries and emoluments (K'000's), 2006 to 2015.

	2007	2008	2009	2010	2011	2012	2013	2014	2015
Salaries	11673.0	13463.3	14725.9	15449.0	15088.9	14713.1	14148.8	14667.1	15186.5
Allowances	583.6	673.2	736.3	772.5	754.4	735.7	707.4	733.4	759.3
Leave fares	875.5	1009.7	1104.4	1158.7	1131.7	1103.5	1061.2	1100.0	1139.0
Total	13132.1	15146.2	16566.6	17380.2	16975.0	16552.2	15917.4	16500.5	17084.8

The deployment of teachers to upper primary classes will be reduced from 1:5 to 1 teacher per class with the ratio of 1:35, which is consistent with National Education Plan 2005 – 2014. Furthermore, the application of multi-grade teaching will commence in 2007 to reduce number of teachers needed in order to save huge salary payments.

Furthermore, the training of Board of Management members will be established in order to provide better understanding in their roles in caring for their schools. BOM will be encouraged to provide sufficient funding to carry out maintenance, renovate existing classroom, teachers' houses, and build new ones as the school expands.

Strategies and Activities.

- ❖ Develop and implement a sustainable, affordable and appropriate school fee policy.
 - Ascertain realistic and affordable levels of parental contributions.
 - Encourage schools to provide self-reliance projects to make extra income for the schools, so that school fees can be reduced to minimum that parents can afford to pay.
 - Allow parents to pay other forms of school fees rather than cash payment.
- ❖ Make efficient and rational use of teachers.
 - Position created is based on enrolment.
 - Western Provincial Education Board draft policy to accommodate teacher class ratio change from 1.5 to a class to 1 teacher per class.

- Develop and apply a set of criteria for teacher deployment and allocation to schools, in the districts and Western Province.
- Ensure that most suitable teachers are appointed to Grade 3 classes.
- ❖ Establish new schools to meet the increasing demand of school age population.
 - Identify and select schools that will be qualify to be graded as central primary schools

RESPONSIBILITIES

- ❖ Parents and the Community will be responsible for:
 - The payment of parental payment in cash and kind
 - Infrastructure and maintenance
 - Participating in parents and citizen activities
- ❖ Board of Management will be responsible for:
 - The completion of the school plan
 - Planning for infrastructure requirements
 - Playing role in appraisal of teachers
- ❖ District Administration will be responsible for:
 - The completion and endorsement of district Education plans and implementation schedule.
 - Liaising with local level government to ensure budget provision is made for maintenance and infrastructure.
- ❖ Western Province- Division of Education will be responsible for:
 - The completion and endorsements of the Provincial Education Plan and implementation schedules and Ten Year Education Plan (2006 – 2015)
 - Liaising with Fly River Provincial Government to ensure budget provision is made for maintenance and infrastructure.
 - The creation of new teaching positions.
 - The appointment of teachers.
 - Budgeting of teachers' salaries and emoluments.
- ❖ Local Level Government will be responsible for:
 - Liaising with Provincial Government to ensure budget provision is made to fund where, it is capably possible, on projects in the LLG areas of the Wards.
 - Local Level Government Ward Members participate in School Boards.
 - Give assistance to erection and maintenance of school buildings, teachers houses and any other educational activities.
 - Budgeting for maintenance and new infrastructure as per endorsed plan.
- ❖ Fly River Provincial Government will be responsible for:
 - Budgeting for maintenance and new infrastructure as per endorsement plans.
 - Provision of financial assistance for scholarship scheme for teachers professional development
 - Planning and allocation of teachers salaries and emoluments in he Western Provincial Annual Budget
- ❖ The National Government will be responsible for:
 - The payment of teachers salaries
 - Pre-service training of primary school teachers
 - Curriculum development
 - Provision of Inspectorial services
 - The provision of opportunities for teachers development
 - The allocation of teachers and new classes to different to provinces.
 - The development of policy relating to school subsidies

- Providing technical assistance in areas of planning and management.
- The deployments of policy relating to school subsidies.

SECONDARY EDUCATION

MAJOR OUTCOME.

A relevant, affordable and quality secondary education provided to selected Grade10 graduates in lower secondary and Grade 12 graduates in upper secondary schools in Western Province.

Minor outcome S1

Access

An appropriate number of well – equipped and resourced secondary schools established within budget to provide quality education for the students attending secondary schools in Western Province.

There will be a sufficient number of places made available in our secondary schools to meet reasonable demands for access. Sixty percent of students completing grade 8 will have places available to proceed into lower secondary education while 25% of those completing grade 10 will be offered a place in the upper secondary grades.

To improve access to secondary education, the existing secondary schools that are not performing academically for consecutive years will be downgraded while those who are performing will be encouraged to expand its facilities to cater for additional enrolments.

The provincial education board in consultation with the Fly River provincial government has endorsed the decision to establish one new lower secondary school for the South Fly District. Balimo Day High School will be upgraded to upper secondary to enrol both day and boarding students. Gender participation will improve to 45%. The selection to Grade 9 will be carefully screened and endorsed for placement by the Provincial Education Board's selection committee. Selection will be based entirely on academic merit.

Target S1.1

By 2009, the transition rate between Grades 8 and 9 will be maintained at 60% and between Grade 10 and 11 at 25%.

Upper Secondary schools offering Grades 11 and 12 classes will be provided with specialist buildings, equipment and teaching materials. As these are provincial institutions, Western Provincial Government, the provincial education authorities and the school board of governors will give this a top priority. They will also be responsible for the maintenance of school buildings and grounds. The Ok Tedi's Tax Credit Scheme (TCS) through Fly River Provincial Government has provided major maintenance work for Kiunga and Daru Secondary schools. It is hoped that this scheme will continue to assist the on going maintenance program during the plan period.

Target S1.2

By 2008, the infrastructure development and maintenance for the three Secondary Schools in Western Province will be completed.

The table below shows the projected student enrolments in the three secondary schools over the Plan period. Grade 7 and 8 classes have been completely phased out.

Table: 43 Projected Secondary School Enrolments, 2007 to 2016.

Grade	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Grade 9	1958	1958	1958	1958	1958	1958	1958	1958	1996	2450
Grade 10	1860	1860	1860	1860	1860	1860	1860	1860	1860	1896

Grade 11	445	558	558	558	558	558	558	558	558	558
Grade 12	409	445	558	558	558	558	558	558	558	558
Total	4672	4821	4934	4934	4934	4934	4934	4934	4972	5462

Table: 44 Secondary school class structures, 2006 to 2015

Grade	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Grade 9	49	49	49	49	49	49	49	49	50	61
Grade 10	49	49	49	49	49	49	49	49	49	50
Grade 11	12	16	16	16	16	16	16	16	16	16
Grade 12	11	12	16	16	16	16	16	16	16	16
Total	122	126	129	129	129	129	129	129	130	142

Teachers will be allocated on the basis of 1.5 teachers per class by 2009 in both lower and upper secondary classes. Staffing requirements will remain steady throughout the Plan period.

Target S1.3

By 2009, teacher allocation in secondary schools will be at the rate of 1.5 teachers per class.

The Western Province has not done well in addressing the gender equity in female enrolment. The anticipate increasing female enrolment to 45% during the Plan period from the current 25 – 30% enrolments in secondary schools. In order to increase female enrolment in our secondary school more awareness will be carried out in our communities to encourage parents and guardians to enrol female students.

STRATEGIES AND ACTIVITIES.

- ❖ Maintain and rehabilitate infrastructure and materials in the existing secondary schools in the province
 - Provide specialist classrooms in the upper secondary schools.
 - Supply secondary schools with appropriate equipment and curriculum materials.
 - Selection of students to Grade 9 will be based entirely on academic merit.
 - Awareness to encourage parents and guardians to enrol more female students.

Minor Outcome S2.

Quality Curriculum and Monitoring

A relevant outcome based curriculum is developed, implemented and monitored in the lower secondary in 2010 and in upper secondary by 2014.

The Western Province Education Division will liaise with the Curriculum Branch of the National Department of Education to ensure student resource materials on outcome-based curriculum are readily available to lower secondary schools by 2007 and to all upper secondary schools by 2014. It is aimed that, with support from the Fly River Provincial Government, the various Local Level Governments, donor agencies and other stakeholders, there will be one text book per student per subject.

The Provincial Curriculum Committee will be established to design a curriculum for the province, featuring skills in fishing, agriculture, animal husbandry, poultry, commerce, home science, tourism and hospitality. The PCC will monitor the implementation of these skills through the secondary school inspectors.

Assessment and reporting will be reviewed and new procedures implemented to support the reform curriculum

Target S2.1

By 2008 and onwards outcome based student resource materials including HIV/AIDS are available and implemented in the secondary schools of Western Province.

HIV/AIDS is a National epidemic and so schools will be encouraged to take a proactive role in the implementation of the national policy on HIV/AIDS. The Western Province Education Division through its District Education Boards will make sure that the HIV/AIDS policy is fully implemented in all secondary schools. School libraries are an integral part of the teaching and learning processes.

The Western Province Division of Education, in partnership with the Provincial Government and the National Library and other stake holders, will ensure that the school library services in all secondary schools are reviewed and upgraded to the required standard in order to maximize and sustain teacher and student interest.

Target S2.2

By 2009, the school library services will be reviewed and upgraded to meet teacher and student interest.

Secondary schools in Western Province will pursue to fully implement the outcome-based curriculum. School inspectors and site leaders, through school base supervision, will ensure that quality teaching, learning, accountability and teacher performance is maintained. Secondary school inspectors will maintain regular advisory visits to schools.

Increasing social problems have contributed to student discipline problem in schools. The Western Province Education Division will liaise with the Guidance and Counselling Division to conduct School Based Counsellors Training over a period of three (3) years. After which they will graduate as School Based Counsellors. The Division will then liaise with the Teaching Services Commission (TSC) to create positions for School Based Counsellors to provide Counselling Services to students and parents.

Guidance officers will administer academic aptitude tests for grade 9 and differential aptitude tests to Grade 11 and provide career guidance for grade 10 and 12.

Target S 2.3

By 2008 Secondary Schools in Western Province will have trained School Based Counsellors.

Parents must be involved to actively participate as stakeholders in the educating of their children. Discipline begins at home and that parents must play a bigger role in the discipline of their children. Structured activities such as parent teacher interviews must also be encouraged in all the secondary schools.

STRATEGIES AND ACTIVITIES.

Implement the approved secondary curriculum and the assessment support materials for all subjects in all secondary schools in the province.

- Establish a Provincial Curriculum Committee (PCC) to develop the curriculum that reflects local needs and demands.
- The school library service will be up-graded to meet the teacher and student needs/interests.
- Adequate supply of text books to the correct ratio of 1: 1
- ❖ Schools will be regularly monitored.
 - Regular visits by will be made by secondary school inspectors and guidance officers
 - Awareness will be conducted so that parents will become more involved in the education of their children.

QUALITY TEACHER EDUCATION AND TRAINING

Minor Outcome S3.

To provide sufficient number of the appropriately trained and qualified teachers to teach in the secondary schools of the Western Province.

There is need to raise the quality and standard of education in the province to improve academic performance of students which includes mastery of essential skills for life. A higher academic achievement in schools depends considerably on effective teaching. This calls for highly qualified and trained teachers in our secondary schools. They must display loyalty, sense of responsibility, purpose and proper attitudes. In the Upper Secondary Schools preference will be given to University of Goroka graduates with degrees.

Target S3.1

By 2010, all teachers in secondary school in Western Province will have degree qualification in specific subject areas.

The provision of all forms of In-Service training is a national responsibility. However, the province will continue to provide support for teachers wishing to improve themselves both academically and professionally. The annual appropriation of K600.000, 00 given annually to support training will be utilized to upgrade teacher development. A return of service policy will be developed by the division of education to facilitate the implementation of this scheme. Staff development program in the province will aim at developing knowledge, skills and teacher competencies in their respective subject areas and will be consistent with the national Teacher In Service Plan. To maintain standards and performances, teachers will be inspected every two years.

Staffing in Secondary Schools will be reduced to be consistent with the approved ratio of 1.5 teachers per class.

School and financial management is a concern and Principals, Deputies and identified senior teachers will be provided with training to strengthen, in particular, financial management and leadership.

Target S3.3

By 2009, training will be provided on school financial management and leadership, for all principals and Board of Governors.

Table: 45 Projected Secondary School Teacher training requirements 2007 to 2014, selected years.

Years	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Lower secondary	147	147	147	147	147	147	147	147	148	167
Upper secondary	36	42	47	47	47	47	47	47	47	47
Total	182	189	193	193	193	193	193	193	195	213

STRATEGIES AND ACTIVITIES

- ❖ Provide the required number of appropriately trained teachers.
 - Develop a programme of professional development for teachers.
 - Conduct in-service training courses
 - Implement courses using mixed modes of delivery.
- ❖ Provide school management training
 - Conduct courses on key issues such as planning, financial and asset management.

Minor Outcome S4.

MANAGEMENT.

Secondary education will be cost effective and affordable for parents and government.

Parents will continue to pay a significant percentage of the school fees, while government will support secondary schools with small cash subsidies in a form of Grade 8 Graduate Incentive Scheme. This will take place of the school subsidies and be of the same value, although there will be no increases in real terms. In light of this, secondary schools will be encouraged to become more self-reliant and undertake activities to reduce the burden on parents. These activities should be integrated into the school curriculum wherever possible.

Target S4.1

By 2012 all secondary schools to have self-reliant projects established as internal school revenue.

A Provincial scholarship scheme will be developed by the Division of Education to utilize K600.000,00 allocated annually by the province to ensure that no talented, disadvantaged students miss out on further education. The province following the set guidelines established by the division of Education will administer this. This scheme has a similar connotation to that of the National Department where it will develop its own guidelines for selection and will be administered by the province. These guidelines should ensure that there is positive discrimination in favour of those students from the remote areas. Students in Grade 9 will not attract a subsidy. They will instead, benefit from the Grade 8 Incentive Scheme.

The Provincial Administration and its Government will support the National Government initiative through a subsidized scholarship scheme to assist disadvantage talented students so that these children do not miss out on further education.

Target S4.2

By 2008 a committee will be established to facilitate the implementation of the Graduate Incentive Scholarship scheme.

The cost of Education is a shared responsibility between the National Government, the Fly River Provincial Government and the parents. The former two are through the provisions of teacher salaries and a school fee subsidy. Given the hard economic times, due considerations will be given to the ability of parents to pay the full fees at the start of the school year. It is necessary for some students to be allowed to enrol upon payment of part school fees. The rest of the fees should be paid in instalments, as per the School Fee Agreement Form to be devised by each secondary school.

Parents whose children attend Secondary Schools can negotiate with school Board of Governors to pay in cash or kind to offset outstanding fees.

Table: 46 Secondary School teacher salary and emolument costs (K'000's) 2006 to 2015

Grade	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Salaries	2625.0	3192.3	3301.0	3383.7	3383.7	3383.7	3383.7	3383.7	3383.7	3408.4
Allowances	131.3	159.6	165.0	169.2	169.2	169.2	169.2	169.2	169.2	170.4
Leave fares	196.9	239.4	247.6	253.8	253.8	253.8	253.8	253.8	253.8	255.6
Total	2953.1	3591.3	3713.6	3806.6	3806.6	3806.6	3806.6	3806.6	3806.6	3834.5

STRATEGIES AND ACTIVITIES.

To provide an affordable secondary education.

- Develop an appropriate school fee subsidy policy
- To implement the School Fee Agreement Form
- Schools to undertake self-reliance internal revenue earning activities

RESPONSIBILITIES.

Parents and the community will be responsible for;

- The payment of the parental contributions
- Participating in Parents & Citizens activities

School Boards of Governors will be responsible for;

- Recommending of teachers for appointment
- Planning for infrastructure requirements

Provincial Government to be responsible for;

- The completion and endorsement of Provincial Education Plan
- The maintenance of schools
- The creation of necessary teaching positions
- The appointment of teachers
- The selection of students for Grade 9
- The administration of the scholarship scheme

The National Government will be responsible for;

- The payment of teachers salaries in an efficient and timely manner
- The selection of students for Grade 11
- The determination of criteria for entry to Grade 11
- The preparation and administration of the School Certificate and the Higher School Certificate Examinations.
- Pre-service training of secondary school teachers
- Curriculum development
- The administration of National High Schools
- Provision of inspectorial services
- Provision of opportunities for teacher development
- The allocation of teachers to provinces
- The allocation of new Grade 11 and 12 classes to each province
- The development of policy relating to school subsidies and the scholarship programme.

VOCATIONAL SECTOR

MAJOR OUTCOME

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

Access

Minor Outcome V1

There will be a significant growth in the Vocational sector to cater for the growing number of post grade 8, 10 and 12 school leavers.

There are four vocational institutions in Western province of which only two are operational with limited resources such as building that needs immediate maintenance, lack of proper tools and equipments, no proper infrastructure and other facilities. A proposed to revived Morehead SDC and Nomad FTC as an Agricultural center and to offer new course in Entrepreneurial skill, Office Management and Tourism and Hospitality due to the existence of potential tourist attraction in this districts of western Province.

Target V.1.1

By 2009 Morehead and Nomad Vocational Centres will be reopened.

A proposed future plan for Morehead in the South Fly District is to upgrade this center from Morehead DTC into Vocational High School in 2014 to cater for the ever increasing post grade eight (8) school leavers.

Kiunga and Balimo TVTC will also offer Tourism and Hospitality and short course Programs on Basic Outboard Motor maintenance and other trades. Provincial Education authorities have proposed establishing Technical school at Kamusi while Balimo Vocational Training Centre will remain to concentrate on grade 8 school leavers. Kamusi will be upgraded to Technical School status with its focus concentrating on to the PETT program for Grade 10 school leavers. It is their hope that the Western Provincial Government, its Provincial Administration together with the District will work together in achieving graduates in this program who will be well equipped with both academic and technical skilled workforce.

The vocational institutions in Western Province have been rationalized, to be more effective and productive. Un-registered vocational institution will be offered to private training or Extension centres or satellite training to provide similar skills training whilst competition is anticipated, yet it is in this process that progress will ultimately be attained.

This will encourage the government to pump more support grants to vocational institutions. The role and status of Western Province Vocational Institution will be reviewed whilst support from the Local Level Government, district and provincial administration will be sought. Financial grants should be increased for greater sustainability of school operation. Provincial TVET plans will be strengthen with the involvement of local community, industry, NGO's groups and line divisions.

Target V1.2

By 2014 Morehead Vocational Centre will be converted to Vocational High School

Statistics reveal that 20% fulltime places are taken up by grade – 9, while 80% will attend conventional and short-term courses at vocational institution. To accommodate such percentage, a main campus is required while other centres will serves as satellite training centres. It is envisage that Morehead Vocational high school would be established by 2014 with four core academic subject and a trade subject; this will alleviate shortage of places at lower secondary. Short courses will be normally conducted in the school / community where the skill is mostly needed or upon request by the community leaders.

Table 47 Expected enrolment and transition rate per year; 2007 – 2016

Years	2007	2008	2009	2010	2011	2012	2013	2014	2015	1016
From Grade 8	5.5%	5.3%	5.5%	5.8%	6.0%	6.3%	6.6%	6.9%	7.3%	6.3%
From Grade 10	5.5%	6.1%	6.5%	7.0%	7.4%	8.0%	8.5%	9.1%	9.8%	10.4%

The initiation of the grade eight (8) graduate “ **incentive scheme** “ replacing the existing school subsidy will become effective as of 2008 where first lot of graduates will utilize the scheme. These awards are for those meeting the criteria to maintain standard and quality vocational education and training. An area of emphasis and advantage is that these award can be use to enroll in any vocational school in the country. There will be a significant increased in cooperation between the Department of Education and Department of Community Development at all levels

STRATEGIES AND ACTIVITIES

- ❖ Review of Vocational status in the province
 - Provincial TVET policy
 - Rationalize and systemize vocational institutions
 - Form Provincial TVET committee
- ❖ De-register all Voc. Institutions
 - Revisit all four Vocational schools
 - Identify current status of all Voc. Institutions
 - Identify current status of all Voc. institutions
- ❖ Formulate Provincial TVET Education plan

- identify enrolment potential I each VTC.
- Revived Morehead Vocational Center
- Identify current community training needs.

- Revisit Infrastructure of Vocational institutions.
- Construct new infrastructure Morehead Skills development centre
- Construct buildings for Morehead Skills Development center
- Upgrade and maintain buildings

- ❖ Rationalized courses in Provincial TVET system
 - Identify relevant community and industry courses
 - identify community base short courses

Quality Curriculum and Monitoring

Minor Outcome V2

A quality vocational skills education and training program provides client with skills that are relevant and required by the community.

Rationalization of vocational institutions as well as the curriculum will reflect re-classification and re-designation of institutions. Curriculum on Tourism and Hospitality, PETT program, Entrepreneurial skills and Short course program will be developed. These curriculums will be consistent with the approved guideline for changes and will reflect the economic need of the local community, district and province. Community based curriculum will be offered in satellite centers. Implementing the curriculum is a major task while at the same time, the supporting tools / equipment and facilities to facilitate the delivery of the appropriate demand driven skills course to prepare students to continue on further vocational education and training at the next level of education lacks support from Provincial authorities. It is now becoming increasingly important for support to come from the Provincial Government, the Provincial Administration, the Local Level Government and the District Administration as well as elected representatives of the people in the National Parliament to support the delivery of demand driven skills course to its people.

Target V2.1

By 2009, Balimo Tech. School to offer PETT program including Tourism and Hospitality and Guest House Operation

The curriculum development process will take effect from 2007- 2008 in all vocational institutions in Western Province. The proposed Balimo Technical School will enroll post grade – 8 with trade skill subject. It is most likely the schools' first intake will be from 2011- 2012. The curriculum development program will respond to the economic and employment opportunities of the province. The curriculum will be competency based whilst its assessment format will be enterprise driven that will address critical issues in unemployment. One year conventional training programs had to be reviewed, and revised in 2012 to meet changes in industrial development in the province.

Target V2.2

By 2009, all short term courses from 1 – 3 months will target local community

The one-year PETT program by this time will be offered in two (2) of the four (4) vocational training centers in the province whilst major shift on short term community based program will target local community *in* all Local Level Government areas. The opportunity for adult and youth to take on short courses ranging from 1 week to 3 months will depend upon the need of the community if and when there is a request by Local Level Government.

Other vocational centre will adopt the satellite program with the intention to develop life skills to the local people. Gender equity should be given priority so that women can actively

participate in the Province Economic Development. Local community leaders will determine the type of courses to be run in their locality. Constant dialogue with province's line divisions, Non-Government organizations and department of Community Development to facilitate non formal sector training will be encouraged to develop entrepreneur skills.

Strategies and Activities:

- ❖ Review curriculum for all Vocational institutions
 - Implement fulltime PETT program at Balimo Tech. School
 - Develop long / short term courses in modules.
 - Liaise with Skills Resource Training Unit for short courses
 - Revised conventional curriculum
 - Offer new and relevant long and short term courses
 - Develop locally based curriculum
- ❖ Provide adequate tools/ equipment to support curriculum.
 - Procure specific tools and equipments
 - Procure relevant workshop facilities
 - Procure library books and materials
 - Provide adequate teaching materials
- ❖ Provide advisory in all Voc. Institutions
 - Review voc. institutions operating system
 - Strengthen voc. institutions operating system
 - Strengthen inspection system
 - Strengthen regional base inspection
- ❖ Integrate Personal development into Voc. and High curriculum.
 - Include HIV- AIDS into curriculum
 - Integrate sports development into curriculum
 - Integrate spiritual development into curriculum
- ❖ Provide incentive to offer relevant short courses
 - Encourage institution to participate in SYB projects.
 - Encourage institution to prepare Business Plan
 - Initiate on institutions criteria on Business Plan
 - Inspect and assess infrastructure of Business project
 - Allocate initial start-up capital for Business project.
 - Follow-up progress of Business project
 - Assess sustainability of Business project
 - Adhere to self-reliance policy of the Department

Quality Teacher Education and Training

Minor Outcome V3

The provision of a sufficient number of appropriately trained and qualified vocational education instructors and for the Western Province's Vocational Centers

The successful implementation of a much wider range of vocational courses will require programs to prepare appropriately qualified teachers and supervisors, as well as proactive and entrepreneurial management skilled managers.

The residential component of the Diploma of Vocational Education and Training, currently offered by the Papua New Guinea Education Institute, will be turned into distance mode using a similar model to that of the elementary teacher education program. This will allow greater numbers of instructors to graduate from the program. Return of services strategy will be employed where selected senior teachers and managers will be sponsored by the province to take up studies at the University of Goroka TVET diploma program to upgrade their

qualifications. However, trades men and women and teachers for the proposed Western provincial vocational high school will be employed and later deployed to University of Goroka to undergo TVET diploma program to prepare them to take up positions at those schools.

Target V3.1

By 2012 all staff to completed DoVet and Diploma programs

Local skilled personnel will conduct community based programs in satellite centers depending upon the needs of the community. Specialist personnel could run short courses from other line divisions such as rubber processing, fish processing, rice growing, cash crop and many more. The province will ensure that by 2009 skills audits will be conducted to all teaching staff of the Vocational schools.

Table 48 shows Vocational Center Staff Training requirements.

Staff	2007	2009	2011	2013	2015
Vocational Instructors	24	27	31	36	41
Staff / Student ratio	18 : 1	18 : 1	18 : 1	18 : 1	18:1

Further opportunities for vocational staff may be made available through the Don Bosco Institute of Technology in Port Moresby with Leadership and management training at the Institute of Public Administration whilst other opportunities may also be available through bilateral arrangements.

Strategies and Activities:

- ❖ Provide appropriately trained teachers
 - Recruit qualified trained teachers
 - Appoint teachers based on number of courses
 - Employ seasonal staff to conduct short courses
 - Establish data base for teachers for promotion
- ❖ Establish professional development for teachers.
 - Conduct skills audit for teachers
 - Draft training plans for teachers
 - Strengthen industrial attachment for teachers
 - Provide skills training for community base trainers
 - Conduct skills audit for community base trainers.
 - Allocate incentives for community base trainers.
 - Formulate appropriate training packages.

Management

Minor Outcome V4

A vocational education system that is both cost-effective and affordable for all.

Principles of good governance will be critical if the directional shifts proposed are to be realized. The transparent management of finances and assets is an essential component. Board of Management guidelines will be reviewed to be effective and sound management of institutions.

A greater autonomy will be granted to major church agencies and other capable organizations. This could include the appointment, management and discipline of vocational education instructors. It is expected that this will provide a further catalyst for the shift towards a more community-orientated role for the vocational institutions. The role of the **Vocational Centre Coordinator** will be reviewed in order that this office can play a greater role in the promotion of technical vocational education.

Target V4.1

By 2009, there will be Skills audit for Managers and Deputy Managers

The system of subsidies for the vocational institutions will be reviewed and the feasibility of Introducing the Grade 8 Graduate Incentive Scheme This scheme designed encourage competition and a shift towards a needs driven system. This support would be available for Grade 8 graduates. All these graduates will be provided with an incentive for them to enroll at institutions of their choice.

This could be an approved private training provider. This will act as a major catalyst to encourage the vocational centers to make the shift offering one-year modularized courses and to offer relevant courses for the local communities.

A Provincial scholarship scheme will be developed by the Division of Education to utilize K600.000, 00 allocated annually by the province ensure that no talented, disadvantaged students miss out on further education. The province following the set guidelines established by the division of Education will administer this. This scheme has a similar connotation to that of the National Department where it will develop its own guidelines for selection and will be administered by the province.

The table below shows the subsidies that are expected to go to vocational centers from the Grade 8 Graduate Incentive Scheme system that will be introduced in 2009. This will be preceded by a study to establish guidelines, to consider all implications, financial and to ensure consistency with the provincial necessities.

Table: 49 Vocational Centers subsidies (K'000s) 2006 – 2015, selected years.

Subsidy	2007	2010	2013	2016
Vocational subsidies	12.0	14.7	19.3	23.6
Grade 8 incentive scheme	30.1%	27.9%	28.2%	27.2%

The duty statements of the vocational centre staff will be amended to reflect the need for innovative, minded leadership, as well as enterprise education. The number of full-time permanent teachers in vocational centres will be based upon the number of full-time equivalent students at a rate of one instructor for 18 students. Further positions will only be approved in accordance with strict criteria as determined by the Position Allocation Committee.

Table: 50 Vocational center instructor's salaries and emoluments (K'000s, 2006 – 2015.)

Emolument	2007	2010	2013	2016
Salaries	321.0	393.2	481.7	590.1
Allowances	16.1	19.7	24.1	29.5
Leave fares	24.1	29.5	36.1	44.3
Total	361.2	412.9	541.9	663.9

Provision will be made for the employment of seasonal staff, where appropriate, to allow centers the flexibility to offer a wide range of short courses. Provincial governments will be expected to support the infrastructure development and maintenance of the centers. Centers will be required to play a major role in this by undertaking self-reliance activities, the nature of which will be determined during the rationalization process.

STRATEGIES AND ACTIVITIES:

- ❖ Grant greater responsibilities to agencies in management of vocational institutions.
 - Provincial policy on TVET management Provincial staff duty statement.
 - Provincial TVET policy implemented by private training provider.
- ❖ Implement affordable school fee policy
 - Review viability of grade 8 incentive scheme
 - Review annual costing of institution operation.
- ❖ Efficient use of vocational staff
 - Establish provincial allocation committee
 - Establish teacher / manager data base.
 - To develop a system allocation of inspectors on annual basis based upon full time equivalent enrolment.

Responsibilities:

Parents and the Community will be responsible for;

- The payment of parental contribution
- Participating in parents and citizen activities

Board of Management will be responsible for;

- The recommendation for teacher for appointment
- Planning for infrastructure requirement
- Administration of short courses

Provincial will be responsible for;

- Completing and endorsing of provincial education plan
- Maintenance of centres
- Planning for rationalization and upgrading of existing centres.
- Students enrolment and discipline
- Creation of necessary teaching positions
- Appointment of instructors
- Identifying the type of courses to be offer in the centres
- The development of local curriculum.

National Government will be responsible for;

- Payment of vocational staff salaries in an efficient and timely fashion
 - Pre-service training for vocational centre instructors
 - Curriculum development and accreditation
 - Provision of inspectoral services
 - Development of policy relating to school subsidies.
-

FLEXIBLE, OPEN AND DISTANCE EDUCATION**Major Outcome:**

The provision of a flexible, open and distance education that gives alternate opportunities to students to students from Western Province to pursue other pathways of formal education leading to grade 12 and tertiary education and training

Access:**Minor Outcome FI:**

For a significant growth in enrolment achieved by offering a number of demand driven programmes in the centre and study centres in Western Province.

Distance Education has the potential to reach a broader audience at lower cost to its client. In addition, it has the potential to address the difficulties of distance and terrain in the delivery of education services to the people. Reviewing and revitalizing the existing provincial FODE centre will achieve this and accredited study centres such as those operating in the vocational centres and those operated by private providers.

Remote rural primary schools will also benefit from the development of distance programs.

The principal target groups will be for Grades 9 and 10 students. However, concentration will be also given to those students who have completed their Grade 6 and 8 in remote schools to complete their studies through FODE mode then articulate into formal system following

graduation from grade 10. Those who want to complete a grade 6 to 12 education and those who want to complete matriculation program to progress into tertiary education institutions to take up professional and technical courses will be encouraged.

The Western Provincial Education Division will carry out a review and table a need analysis on the Distance Education Sector in 2008, to identify the most wanted programs.

This will ensure that every school leavers that exit between terminal points will be given the opportunity to enrol and complete various course programs at the Flexible, Open and Distance Education Centres in the respective Local Level Governments.

Target F1.1

By 2007 a committee will be formed to conduct a review and make a need assessment of the current Fode Centres facilities

School age population at the end of Grades 8, 10 and 12 are increasing. Therefore, the Western Provincial Education Division will have to play a major part in ensuring that its FODE Centre is able to accommodate the school leavers as well as those who wish to upgrade examination results.

By 2014, the enrolment in Grades 9 to 10 will cater for 25 per cent of the students who are not offered a place or do not wish to take up a place in a secondary school and a 10 per cent of the students who complete Grade 10 and are not offered a place in Grade 11.

The Western Provincial Education Division in consultations with UPNG NCD Open Campus will consider the establishment of a university Centre in the province. The province anticipates that by 2014, a total of 75% of Grade 8 and grade 10 students will be encouraged to enrol in the Flexible, Open and Distance Education. This institution when established will provide popular programs for students as an alternate formal sector of Distance Education in the province.

Table: 51 Projected FODE enrolments - Selected years.

Year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
New Grade 9	11	98	95	102	109	116	123	130	133	163
New Grade 11	104	130	130	130	130	130	130	130	130	130
Total	115	219	226	233	239	246	253	260	263	293

The Western Provincial Education Division in consultations with Universities will have to develop a plan to make FODE, UPNG NCD Open Campus and Certificate in Tertiary and Community Studies (CTCS) and University of Technology's Matriculation program an alternate opportunity to accommodate the high demand of students exiting the Grade 12 exit point.

Awareness to target groups of students, parents and community about this informal education sector will be carried out whilst encouraging annual enrolment. Furthermore, to increase the enrolments of the centre, one study centre will be established in each Local Level Government by 2010

Table: 52 FODE Study Centres to be established 2006 – 2010 Selected years.

Districts	2008	2011	2015
South Fly	1	1	0
North Fly	1	0	1
Middle Fly	1	1	0

The National Department of Education will ensure that the full school subsidy fee is paid upon enrolment as per the established school fee policy guidelines. Provincial Education Division in partnership with each Local Level Governments will ensure the funding of these Centres is concurrently occurring to support the operations of the Centres.

Strategies and Activities:

- ❖ Construct and establish a FODE and University Study Centre.
 - Identify locations for the establishment of the FODE and University Study Centre

- Western Provincial Education Division will Budget for infrastructure and maintenance grants
- Establish the structure of the Centres
- ❖ Improve retention:
 - Carry out awareness to target groups, parents and the community on this informal sector of education.
 - Develop guidelines in consultations with NDoE with specific strategy to improve retention for female enrolments.

Quality Curriculum and Monitoring

Minor Outcome F2:

The curriculum and assessment programs offered will be based on and articulate with the mainstream education system including recognized and reputable distance open learning providers.

The curriculum and assessment programs offered by the institution will be based on the national curriculum, although the institution will be free to include “value – added programs”.

This system will be same and students who choose to do any part of their secondary education through distance education will be able to transfer to and from education system schools.

The National Centre for Flexible, Open and Distance Education will have to review its internal assessment so that it is consistent with the formal secondary external examination requirement where by they are certified in Grade 8 – 12 with the same recognition and certification.

Enrolments of students will be encouraged to commence at the beginning of each calendar year to facilitate the concept of transferring to and from between the education system school.

Whilst this concept will be the main philosophy of the system’s operations, the concept of enrolment at any time of the year, study at their own pace, study at a time convenient to them and completing assignments and sit for examination as and when they are ready will also be encouraged.

The institution in consultations with the Provincial Informal and Literacy Sector will also develop further adult education, adult literacy and short technical and vocational oriented courses. These will take advantage of advances currently being made in the field of information communication technology.

Target F2.1

By 2008, a curriculum committee will be formed to liaise with the Department of Education.

Production of curriculum materials will have to be done to ensure that the students when enrolled at grades 8 – 12 and those students wanting to upgrade examination results must have all the materials available and at hand. Curriculum package should have study guides and directions on where to get assistance and should also be available.

Flexible, Open and Distance Education will also ensure that its curriculum will include HIV/AIDS and Personnel Development courses. Implementation of this curriculum will have to be done in consultations with the relevant agencies.

Western Provincial Education Division will liaise with the National Centre for FODE and the Curriculum Division to have the printing and the production of the curriculum and its support materials done and disseminated on time for the program.

Likewise, the University’s Open Campus Matriculation and Community enrichment courses must have the materials available and at hand when students are enrolled for the program.

The Provincial Education Division will encourage secondary schools to reach out and assist Flexible, Open and Distance Education students with library facilities.

National Library Services will be consulted to provide assistance and support to have library facilities established in the Study and FODE Provincial Centre.

Supervisory and inspectorial services will be provided by the Department, with some logistical support from the provincial education division, to monitor and evaluate all teaching and learning programs. This is a national function and will be compulsory to maintain standard across the formal sectors to be consistent with the formal sector of the education system.

STRATEGIES AND ACTIVITIES:

Review and redesign current curriculum and college practices.

- Review the current curriculum
- Identify points of articulation between the universities, colleges and the school system and develop an appropriate policy.
- Adapt a reform curriculum in the upper primary, lower secondary and upper secondary grades for use in the distance education mode
- Develop and deliver other programs such as adult literacy and short module courses.
- Utilise information technology when it becomes available.
- ❖ Develop an appropriate assessment, examination and certification system
 - Review the current assessment and examination policies in light of the reform curriculum in the secondary education
 - Review the assessment processes to be consistent with the national requirements
 - Establish a Central Record Systems to be hooked to the study centres.

Quality Teacher Education and Training

Minor Outcome F3:

The provision of well trained and committed centre/college teachers and support personnel's for centres.

Flexible, Open and Distance Education teachers will be recruited from high schools and secondary schools. These teachers who are to be recruited must have a number of committed years of teaching experiences and are trained subject specialized teachers, who can coordinate, organize and administer the total operations of the centres.

Western Provincial Education Division will have to liaise with the National Department of Education to establish an administrative structure of the centres to assist its operations.

Target F3.1

By 2008 an administrative structure of the study centres for Western Province will be established

Incentives will be needed to attract the best experienced and qualified teachers through the established FODE policy whilst the Memorandum of Understanding will have to be developed between Western Provincial Flexible, Open and Distance Education Centre , Education Department and other service providers to support teachers and personnel through on – going professional development.

Work attachment training is another strategy to explore to assist teachers and improve their capacity to review curriculum and assessment materials for the distance mode of education.

The development and production of distance education curriculum will be a major problematic area. Therefore, the GPED will liaise with UPNG NCD Open Campus and DODL to provide training in the development and production of the distance education curriculum materials for a range of delivery mechanisms.

Target 3.2

By 2008 a MOU to be established for incentive and training to improve teacher capacity

Strategies and Activities:

- ❖ Increase enthusiasms and interests
 - Establish a MOU to upgrade the technical capacity of staff through training program
 - Develop work attachment program
- ❖ Improve the capacity of college staff to produce curriculum and assessment materials for distance education
 - Upgrade the skills of college staff in curriculum design and assessment
 - Train college staff specialist areas such as the design, preparation and printing of non – print distance materials.

Management

Minor Outcome F4:

An institution offering flexible, open and distance education in the Western Province.

The demand for access in our school system is placing a greater emphasis on parents, community and the Government. Establishment of new school and expansion of existing schools is not possible as there is no more land available for expansion.

Western Provincial Administration must start negotiating with the Local Level Governments, Western Provincial Education Office, NDoE, FODE and other stakeholders to establish a better infrastructure and building for the central FODE centre and Study Centres throughout the province. These study centres will be established in the remaining Level Government areas or districts, while the main centre will be established in the central location. This centre will coordinate all activities of the other study centres within Western province.

Target F4.1

By 2010, a committee to be established to source funding from Donor Agencies, Western Administration and others for the development of facilities and its operations

In order to have these centres established, the Provincial Education Board in close consultations with Local level Governments, and the Lands Department must identify and acquire vacant state land to build these centres in strategic and convenient location to assist student tutorial, counselling and guidance and study purposes.

The Provincial Education Division will carry out an awareness program to other Education institutions, Board of Governors, Parents and Citizens and Stakeholders regarding the operations and its importance. Establishment of this centre will alleviate the current problem of access for students graduating from our school system.

Target F4.2

By 2012, an appropriate school fee policy and standard work plan will be developed to guide the operation, improve existing facilities and other programs of the centres.

Strategies and Activities:

- ❖ Establish a central Flexible, Open and Distance Education Centre and study centres
 - Review FODE to enhance the capacity to meet projected enrolment targets.
 - Establish appropriate policy to guide its operation
 - Identify suitable state vacant land for the establishment of the centres
 - ❖ Monitor improvements consistent with national education system's prerequisites
 - Establish a standard work plan to improve existing facilities and other programs
 - Strengthen the capacity of the Board of Studies
-

RESPONSIBILITIES.

Parents and the community will be responsible for;

- The payment of the parental contributions
- Participating in Parents & Citizens activities

School Boards of Governors will be responsible for;

- Recommending of teachers for appointment
- Planning for infrastructure requirements

Provincial Government to be responsible for;

- The completion and endorsement of Provincial Education Plan
- The maintenance of schools
- The creation of necessary teaching positions
- The appointment of teachers
- administration of the scholarship scheme as subsidised fees

The National Government will be responsible for;

- The payment of teachers salaries in an efficient and timely manner
 - The selection of students for Grade 11
 - The determination of criteria for entry to Grade 11
 - The preparation and administration of the School Certificate and the Higher School Certificate Examinations.
 - Pre-service training of secondary school teachers
 - Curriculum development
 - The administration of National High Schools
 - Provision of inspectorial services
 - Provision of opportunities for teacher development
 - The allocation of teachers to provinces
 - The allocation of new Grade 11 and 12 classes to each province
 - The development of policy relating to school subsidies and the scholarship programme.
-

ADMINISTRATION

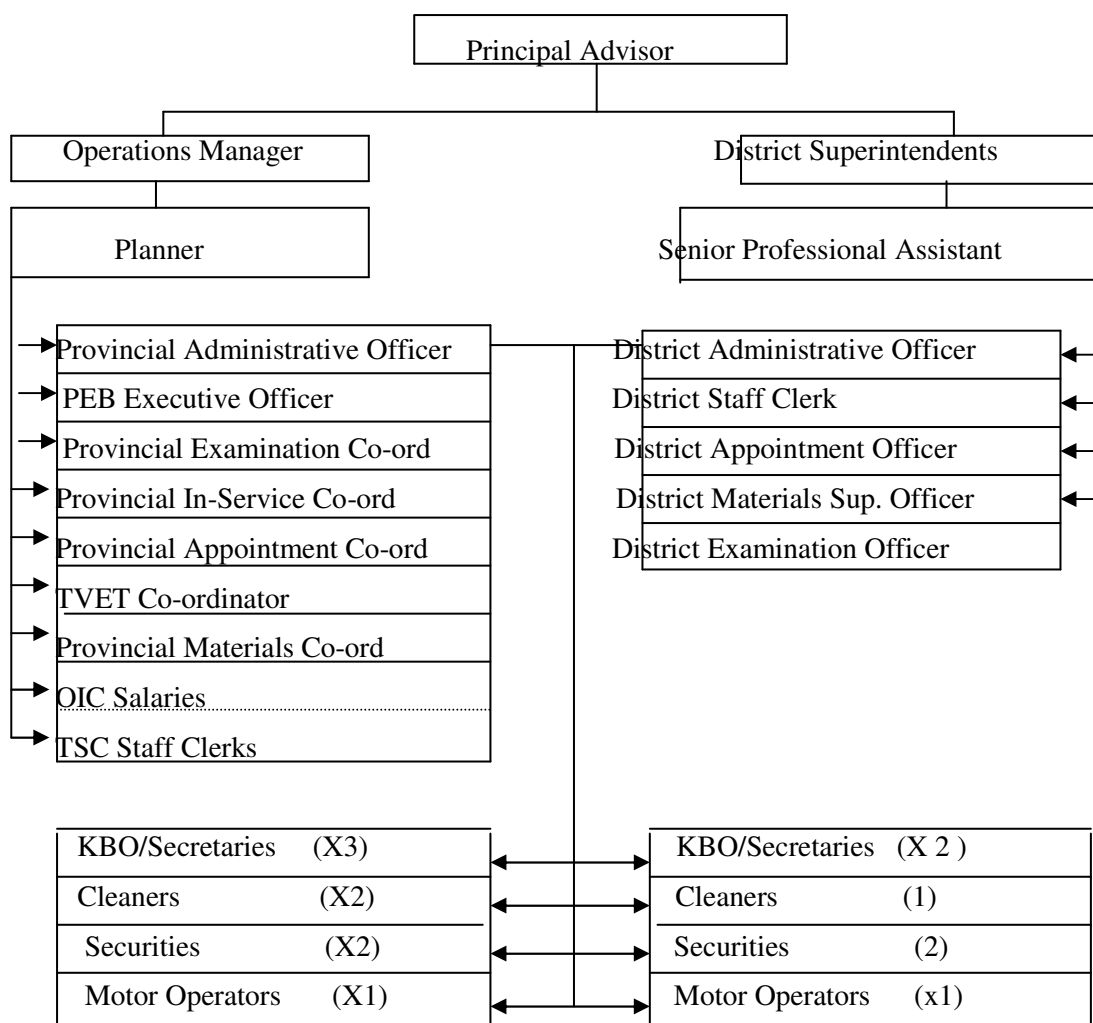
Major Outcome

The organisation at the national, provincial, district and school levels and its organisational systems and human resources provide an efficient and effective education system

Changes and improvements to the administration of education by the provincial division of Western Province are required to achieve the outcome of the Plan.

The provincial division of education must seek assistance from the department's review team to address areas that include reviewing the Organisational Structure, staff problems, human resource management and other organisational systems, and adjust them in accordance with the guidelines of the Government's Medium Term Development Strategy. This process will improve the effectiveness and enhance the operations of the division. Specific attention will be focused on enhancing human resource capacity through on-going training opportunities for staff and career planning, including improved opportunities for women. There is a need for the reviewing of the Educational Structure.

Table: 53 Provincial Education Organisational Structure



Further provision will be made to strengthen the existing relationship between the Provincial Government, the Provincial Administration, the Department of Education and the Provincial Education Division in terms of providing support to schools.

The District Education Board will be strengthened to oversee the implementation of this plan. Schools Board of Governors and the School Board of Management's roles and responsibilities will be strengthened in accordance with the Education and Teaching Services Commission Acts. This process will guide the operations and will enhance their abilities to oversee the implementation of this plan.

Minor outcome A1:

Organisational improvement

The Western Provincial Division of Education will have the capacity to strategically respond to changing conditions and the division's priorities in implementing the 2006 – 2015 Provincial Education Plan.

The Division of Education will seek advice and direction from the Provincial Administration before consultation the National Department of Education to review its Organisational Structure in consultations with the Implementation, Monitoring, Restructuring and Organisational Committee of the department of education and, then will review it in accordance with the Review Guidelines established by the Government.

The Division's structure will be flexible enough to respond to changes and will be reviewed as and when appropriate. The Western provincial division of education, will be encouraged to

continue produce an annual divisional plan. This plan will guide the implementation of this education plan and will be consistent with the School Learning Improvement Plans.

Target A1.1

By 2008 the division's structure and functions will be reviewed

Education services are identified as a core function of Government and require improvement in service delivery. Links with Government, the Department of Education and the other Institutions in Western Province must be strengthened to provide support to staff in training and provision of resources to reflect changes in the organizational functions and the structure with a view to making the delivery of education services more efficient.

Target A1.2

By 2008 the division of education to establish a MOU with the Provincial Administration for position secondment transfers to TSC public servants positions

The division of education will further establish and strengthen the existing linkages with Provincial Administration to establishing a Memorandum of Understanding to clearly outline specific areas of responsibilities with the view to implement the plan effectively.

Target A1.3

By 2008 HIV/AIDS Policy for the Department of Education to be fully implemented

The Division of Education will take a pro-active role in ensuring that the HIV/Aids Policy for the Department of Education is implemented in all schools. This will be achieved through liaison with the AIDS Council and other appropriate bodies and awareness within the schools and the province.

The division of education will facilitate annual meetings and forums with parents, communities, church agencies other government and non-government organisations involved with the administration of education.

Strategies and activities

- ❖ Restructure the division in consultation with Provincial Administration through advice from Department of Education to make it more efficient in the delivery of its core function
 - Conduct a review of the division's organizational capacity including its structure
 - Improve the division's organizational systems and practices
- ❖ The division of education in consultations with Education Department and the Provincial Administration to amend the Acts
 - Review the Provincial Education Act
- ❖ Develop Annual Divisional Plan
 - Develop Quarterly Work Plans
 - Develop School Plans/Annual Reports
- ❖ Provide efficient system for registration of schools
 - Review existing process and practices
 - Inspect all Permitted schools
 - Monitor all private schools
- ❖ Implement the HIV/AIDS policy in schools
 - Liaise with other appropriate government bodies and non governing bodies to implementing the policy
 - Provide awareness to all schools on the policy
 - Monitor the implementation of the policy
- ❖ Strengthens relationships with major stake holders
 - Facilitate regular forums with relevant government bodies, church agencies and non government organizations

Minor outcome A2:

Human Resources Management

Human resource systems and programs established for all levels of staff in the Western Province Education system.

The Provincial Education Division welcomes the Human Resource Development Policy and the Human Resource Development Plan developed by the Department of Education. The Provincial Education Division in consultations with the Department of Education will implement the policy and the plan. Its focus on implementation will be on strategies for succession planning and targeted career development. Talented males and females will be identified and then supported and encouraged to upgrade their qualifications and professional development through career courses offered by the Papua New Guinea Education Institute, the University of Papua New Guinea, and the University of Goroka in order to progress in their profession. Equal opportunities will be awarded to female officers.

Target A2:1

Implementations of the Human Resource Development policy and the plan by 2008 and onwards

Training opportunities and courses will be tailored to provide divisional staff with the specific skills that are required to undertake their day to day core responsibilities. The focus will be placed on short development programs based on the immediate challenge of workplace. Officers will be selected to undergo these courses in order to improve their organizational capacity through building key-related capabilities.

Target A2: 2

By 2008 an integrated workplace human resource development program will be developed

Priority will be given to the development of an, integrated, workplace development program for officers in the Division. This program will strengthen the Division's ability to direct the implementation of the plan.

The appointments system for teachers in the province will be enhanced with the introduction of an efficient data management system. Monitoring of staff recruitment, promotion, retrenchment and redundancy exercise will also be enhanced. A high turn over of staff and poor attendance at work are problem areas that the division has experienced in recent years. This will be improved through improved monitoring of attendance.

Strategies and activities

- ❖ Implement Human Resource Development Policy and the Plan
 - Provide work-base Training for all public servants in Division
 - Provide support through succession planning for talented males and females to progress in their profession.
 - Provide specific skill training course to staff in the Division to undertake day to Day core responsibilities
 - Short Development programs for Divisional Staff/teachers on immediate challenges of the workplaces.
 - ❖ Improve the data management system.
 - Improve appointment system
 - Recommend retrenchment and redundancy exercises
 - ❖ Improve procedures for Monitoring Student and Teacher Attendance
 - Review Current processes and procedure
-

Financial Management

Minor outcome A3:

Budgeting and financial systems and processes are managed and sustainable

Planning and budgeting processes including the current financial systems practised will be integrated into the planning and budgeting processes. Western Provincial Education Division will ensure that the best planning and budgeting practices are followed to strengthen the effective monitoring of the receipt and disbursement of public funds.

Target A3.1

By 2007 integrated planning and budgeting processes will be implemented

System of procurement and asset management has been a grey area for the division for sometime. Institutional houses, vehicles and other valuable assets have been mismanaged, destroyed and stolen resulting in the loss of substantial amounts of money.

Target A3.2

By 2008, the Master Procurement and Asset Register system will be developed

New system will be put in place in order to minimise future losses. As such the division of education in consultation with the national department of education will implement the coordinated centralized system of procurement and asset management register. This system will be developed by the Department of Education through consultations with the division of education and the provincial administration. This strategy will improve the process of maintaining the assets of the division.

Western Provincial Education Division will also focus with the implementation of cost recovery and income generating activities. Best practices and systems will be established to monitor all monies collected.

Strategies and activities

- ❖ Integration of planning and budgeting processes be used in consultation with the Department of Education to;
 - Provide relevant provincial and district divisional staff training on planning and budgeting process
 - Complete a provincial and district divisional budget estimates annually
 - Complete provincial and district quarterly budget reviews and cash flow projections
- ❖ Strengthen control and monitoring systems to ensure that disbursement and receipts of funds are used as per Public Finance Management Act
 - Improve administration and management of the division's trust account in the province
 - Monitor and control the division's funds as appropriated from the division's Recurrent Budget Activity within the districts and the province
 - Strengthened capacity of the Budget/ Payroll of the division.
- ❖ Generate revenue from Cost Recovery Activity
 - Implement process for income and cost recovery approach consistent with Financial regulatory and service delivery obligations
 - Implement effective procurement, printing and distribution system establish by the department of education
 - Improve master asset management for the division.

Information Communication Technology

Minor outcome A4:

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

Information and communication systems and its processes are vital for effective communication. The current information and communication system in the Western Province will be reviewed and strengthened under the agreement between Datec and the Department of Education to allow for ready retrieval, transmission and the efficient use of data.

The Western Province Education Division will take a proactive role in making sure that the information communication technology is reviewed and strengthened to allow for full utilisation for the delivery of information and education services.

The Department of Education's information policy and plan that is consistent with best practices will be utilised. The division will ensure that procedures for the maintenance and replacement of computer hardware and software and the settings of minimum standards and practices are adhered to so that the sustainability of the information communication system is maintained.

Target A4.1

By 2007 the division to liaise with Teaching Service Commission to establish and fund model teaching positions

Western Province Education Division will continue to support the current television-teaching program by providing model teachers. Currently, these teachers are paid under the division's recurrent budget. The Teaching Service Commission needs to create full time model teaching positions to cater for this initiative.

Target A4.2

By 2008 a basis data base system is develop to keep basic teacher and student information

The Western Province Education Division, with the assistance of the Department of Education, will develop a small database system to keep basic student and teacher information. This will be done as a way to keep information that will be transmitted to the centralised data base system of the department.

Strategies and activities

- ❖ Implement an information technology plan and policy of the department
 - Ensure officers apply minimum standards and the best practices in the use of the system
- ❖ Strengthen all forms of electronic communication
 - Liaise with Datec to train officers on the use of Email and web access for schools
 - Train also teachers on the use of web access
 - Support the use of television teaching program
 - Liaise with Teaching Service Commission create and fund the model teacher positions
- ❖ Review and enhance current practices and procedures for record management and archiving of information
 - Liaise with the department to train officers on its best practices
 - Implement the best practices
- ❖ Establish a basic student and teacher data base system
 - Liaise with the department and Datec to establish it
 - Establish a centralized data storage and access with the department
 - Train officers on the use of communication and accessing of information

Communication Systems

Minor outcome A5

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

The Western Province Education Division will use its available communication networks to consult major stake holders, communities and parents in the Western Province with regard to their obligations and responsibilities in the process of implementing the plan.

Target A5.1

By 2007 strategies will be developed to carry out awareness on the roles and responsibilities of all stake holders

The awareness program is designed to reach all the electorates of the Western Province. A variety of media strategies will be used to bring forth the message. PowerPoint presentations will be a common form of communication to stake holders while flip chart and drama groups will be utilised in the semi –urban settlement areas. Principals, head teachers and deputies, and senior teacher of schools will be consulted and will play a major part in ensuring that appropriate strategies are followed to achieve the targets of this plan.

Target A5: 2

By 2007 a format is developed to produce, disseminate newsletters and information

Western Province Education Division will develop a format to write, produce and disseminate newsletter and information on a regular basis to its stakeholders. The division in consultation with the National Department of Education will review its publication, printing and distribution functions with the view to rationalising the entire process and increasing capacity to realistic and sustainable levels.

Strategies and activities

- ❖ Develop and implement an awareness program to support implementation of District Education Plan
 - Identify target groups and develop strategies to cater for them
 - Expand awareness to all stake holders
- ❖ Disseminate information and newsletters on regular basis
 - Write, produce and distribute information to schools on targets of the plan and other essential information
- ❖ Develop communication network in consultations with the Department of Education and Datec company
 - Train officers of the division on the use of website, email and others
 - Train officers on how to manage it
 - Monitor its usages through best practices
- ❖ Rationalize the divisions' publications and printing facilities and distribution networks.
 - Conduct review in consultation with the department to identify cost effective measures

Section 4

IMPLEMENTING THE PLAN

This section of the Western Provincial Education Plan, 2007 to 20016 provides actual various levels of Education implementation timeline within education system. Targeted specific strategies and activities for each minor outcome in various in the Plan are listed, along with an indicative schedule for their implementation and completion. Detailed implementation plans will be provided each year through the annual plans of the Division of Education and Local Level Governments in the Western Province.

Key

 Indicates preparatory activities and reviews

 Indicates full implementation period

Years	2007	2008	2009	2010	2011	2011	2013	2014	2015	2016
Elementary education										
Minor Outcome E1										
Establish and maintain a sufficient number of schools										
Determine locations for the number of new schools to be establish										
Develop a repetition policy to ensure all 6 year old enters elementary school										
A committee to be established to carry out awareness on the value of schooling										
Establish quotas by LLG areas for the establishment of elementary preparatory classes										
Improve retention in Elementary Grades										
Encourage annual enrolment in all levels of the school										
Encourage LLG and Provincial Government to support the value of schooling through its infrastructure and maintenance grants										
Encourage parents to support school fees and in kind										
Minor Outcome E2										
Develop locally based support curriculum materials.										
Support the committee to develop local based curriculum										
Provide logistic support in the process of developing locally based curriculum materials.										
Distribute curriculum and support materials for all subjects at the Elementary level.										
Distribute locally based materials in the vernacular										
Distribute student materials and resources										
Distribute teacher materials and resources										
Minor Outcome E3										
Ensure that required number of teachers is provided.										

Years	2007	2008	2009	2010	2011	2011	2013	2014	2015	2016
Selection criteria for elementary teachers are reviewed.										
Identify training needs and provide leadership and management training.										
Provide professional development opportunities for elementary school teachers and trainers.										
Review the roles and provide support for those associated with elementary teacher training										
Enhance teachers knowledge on multigrade teaching and reform curriculum through professional gathering (In-service).										
Identify training needs and provide leadership and management training.										
Provide leadership training opportunities for women leaders										
Provide leadership, management and finance training for teachers.										
Minor Outcome E4										
Develop and implement a sustainable, affordable and appropriate school fee subsidy policy										
Determine minimum basic supplies for elementary school needs.										
Review and administer the system of procurement and distribution of basic school supplies.										
Teacher Appointment to schools										
Make efficient and rational use of teachers.										
Establish Position Allocation Committee.										
Apply agreed criteria, including multi-grade teaching, for the allocation of teachers to each province										
Create positions based on population										
Primary Education										
Minor outcome P1										
Provide and maintain a sufficient number of schools.										
Carry out maintenance and renovation in existing schools										
Fly River Provincial Government and Local Level Government to budget for maintenance and rehabilitation of all infrastructures										
Local level government to budget grants for infrastructure and										

Years	2007	2008	2009	2010	2011	2011	2013	2014	2015	2016
maintenance.										
Provide guidelines for building dimensions for primary schools classrooms and other facilities										
Improve Retention										
Carry out awareness on the value of schooling.										
Develop a reputation policy for all students with more emphasis on female students.										
Western Provincial Education Board and Division of Education, in consultation with NDOE to review the enrolment policy to include issues of enrolment, attendance and multi-grade teaching class enrolment.										
Provide incentives for teachers in remote schools.										
Conduct review on other initiatives such as a school lunch program										
Conduct review on the costs of compulsory primary education.										
To support the implementation of the outcome based curriculum.										
Produce local outcome base support curriculum materials and distribute to schools.										
Distribute evenly out-come based curriculum including HIV/AIDS materials to schools.										
Maintain sufficient supply of out-come based and support curriculum materials at all times.										
Provide advisory and appraisal services to all primary schools.										
Visit schools on regular basis										
Train and monitor Site Leaders in teacher appraisal techniques.										
Monitor the implementation of the School Learning Improvement Plan (SLIP).										
Provide logistic support to Inspectors for monitoring standards.										
Conduct annual BOM workshop and termly meetings										
Encourage equal gender representation on Boards of Management.										
Provide the required number of appropriate trained teachers										
Identify certificate teachers and provide training opportunities in consultation with the Papua New Guinea										

Years	2007	2008	2009	2010	2011	2011	2013	2014	2015	2016
Education Institute to upgrade qualification to diploma level.										
Identify teacher demand on an annual basis, particularly from areas with which demonstrated teacher shortage and establish further places as required.										
Provide professional development opportunities for primary school teachers.										
Provide leadership training programs for senior teachers, deputy head-teachers and head-teachers.										
Consultation with Guidance Branch of Inspection and Guidance Division, conduct teacher counseling programs										
Provide leadership-training opportunities for women school supervisors.										
Provide professional opportunities for Site Leaders or Primary school Managers.										
Provide supervisory and financial management for senior teachers and head-teachers.										
Provide training programs on asset management for teachers and head-teachers on need to store and care for textbooks and basic school materials.										
Provide training for School Learning Improvement Plans										
Minor Outcome P4										
Develop and implement a sustainable, affordable and appropriate school fee policy.										
Ascertain realistic and affordable levels of parental contributions.										
Encourage schools to provide self-reliance projects to make extra income for the schools, so that school fees can be reduced to minimum that parents can afford to pay.										
Allow parents to pay other forms of school fees rather than cash payment.										
Make efficient and rational use of teachers.										
Position created be based on enrolment.										
Western Provincial Education Board draft policy to accommodate teacher class ratio change from 1.5 to a class to 1 teacher per class.										
Develop and apply a set of criteria for teacher										

Years	2007	2008	2009	2010	2011	2011	2013	2014	2015	2016
deployment and allocation to schools, in the districts and Western Province.										
Ensure that most suitable teachers are appointed to Grade 3 classes.										
Establish new schools to meet the increasing demand of school age population.										
Identify and select schools that will be qualify to be graded as central primary schools										
Secondary Education Minor Outcome S1										
Maintain and rehabilitate infrastructure to create spacing for more students to enrol at existing secondary schools in the province										
Provide specialist classrooms in the upper secondary schools.										
Selection of students to Grade 9 will be based entirely on academic merit.										
Awareness to encourage parents and guardians to enrol more female students.										
Minor Outcome S2										
Implement the approved secondary curriculum and the assessment support materials for all subjects in all secondary schools in the province.										
Establish a Provincial Curriculum Committee (PCC) to develop the curriculum that reflects local needs and demands.										
The school library service will be up-graded to meet the teacher and student needs/interests.										
Adequate supply of text books to the correct ratio of 1: 1										
Schools will be regularly monitored										
Regular visits by will be made by secondary school inspectors and guidance officers										
Awareness will be conducted so that parents will become more involved in the education of their children.										
Minor Outcome S3										
Provide the required number of appropriately trained teachers.										
Develop a programme of professional development for teachers.										
Conduct in-service training courses										

Years	2007	2008	2009	2010	2011	2011	2013	2014	2015	2016
Implement courses using mixed modes of delivery.										
School based appraisal will be introduced										
Provide school management training										
Conduct courses on key issues such as planning, financial and asset management.										
Teacher counsellors will be provided in all secondary schools										
Minor Outcome S4										
To provide an affordable secondary education.										
Develop an appropriate school fee subsidy policy										
To implement the School Fee Agreement Form										
Schools to undertake self-reliance internal revenue earning activities										
TVET										
Minor Outcome V 1:										
Review of Vocational status in the province.										
Provincial TVET policy										
Rationalize and systemize vocational institutions										
Form Provincial TVET committee										
De-register all Voc. Institutions										
Revisit all four Vocational schools										
Identify current status of all Voc. institutions										
Formulate Provincial TVET Education plan										
Identify enrolment potential I each VTC.										
Revived Morehead Vocational Center										
Identify current community training needs.										
Revisit Infrastructure of Vocational institutions.										
Construct new infrastructure Morehead Skills development center S										
Construct buildings for Morehead Skills Development center										
Upgrade and maintain buildings										
Rationalized courses in Provincial TVET system										
- Identify relevant community and industry courses										
Identify community base short courses										
Grade (8) incentive scheme										
Establish grade 9 incentive scheme in vocational centres										
Establish entry requirements										

Years	2007	2008	2009	2010	2011	2011	2013	2014	2015	2016
into all VTC.										
Establish dialogue with recognize private training provider										
Recognize church agencies as private training provider										
Maintain partnership with TVET private training providers										
Minor Outcome V 2:										
Review curriculum for all Vocational institutions										
Implement fulltime PETT program at Balimo Tech. School										
Develop long / short term courses in modules.										
Liaise with Skills Resource Training Unit for short courses										
Revised conventional curriculum										
Offer new and relevant long and short term courses										
Develop locally based curriculum										
Provide adequate tools/ equipment to support curriculum.										
Procure specific tools and equipments										
Procure relevant workshop facilities										
Procure library books and materials										
Provide adequate teaching materials										
Provide advisory in all Voc. Institutions										
Review voc. institutions operating system										
Strengthen voc. institutions operating system										
Strengthen inspection system										
Strengthen regional base inspection										
Integrate Personal development into Voc. and High curriculum.										
- Include HIV- AIDS into curriculum										
- Integrate sports development into curriculum										
Integrate spiritual development into curriculum										
Provide incentive to offer relevant short courses										
Encourage institution to participate in SYB projects.										
Encourage institution to prepare Business Plan										
Initiate on institutions criteria on Business Plan										
Inspect and assess infrastructure of Business project										
Allocate initial start-up										

Years	2007	2008	2009	2010	2011	2011	2013	2014	2015	2016
capital for Business project.										
Follow-up progress of Business project										
Assess sustainability of Business project										
Adhere to self-reliance policy of the Department										
Minor Outcome V3										
Provide appropriately trained teachers										
Recruit qualified trained teachers										
Appoint teachers based on number of courses										
Employ seasonal staff to conduct short courses										
Establish data base for teachers for promotion										
Establish professional development for teachers.										
Conduct skills audit for teachers										
Draft training plans for teachers										
Strengthen industrial attachment for teachers										
Provide skills training for community base trainers										
Conduct skills audit for community base trainers.										
Allocate incentives for community base trainers.										
Formulate appropriate training packages.										
Minor Outcome V 4:										
Grant greater responsibilities to agencies in management of vocational institutions.										
Provincial policy on TVET management.										
Provincial staff duty statement.										
- Provincial TVET policy implemented by private training provider.										
Implement affordable school fee policy										
Review viability of grade 8 incentive scheme.										
Review annual costing of institution operation.										
Efficient use of vocational staff										
Establish provincial allocation committee										
Establish teacher / manager data base.										
Flexible, open and distance education (FODE)										
Minor outcome F1										
Construct and establish a FODE and University Study Centre.										
Identify locations for the establishment of the FODE and University Study Centre										

Years	2007	2008	2009	2010	2011	2011	2013	2014	2015	2016
Western Provincial Education Division will Budget for infrastructure and maintenance grants										
Establish the structure of the Centres										
Improve retention:										
Carry out awareness to target groups, parents and the community on this informal sector of education.										
Develop guidelines in consultations with NDoE with specific strategy to improve retention for female enrolments.										
Minor Outcome F2										
Review and redesign current curriculum and college practices.										
Review the current curriculum										
Identify points of articulation between the universities, colleges and the school system and develop an appropriate policy.										
Adapt a reform curriculum in the upper primary, lower secondary and upper secondary grades for use in the distance education mode										
Develop and deliver other programs such as adult literacy and short module courses.										
Utilise information technology when it becomes available.										
Develop an appropriate assessment, examination and certification system										
Review the current assessment and examination policies in light of the reform curriculum in the secondary education										
Review the assessment processes to be consistent with the national requirements										
Establish a Central Record Systems to be hooked to the study centres.										
Minor outcome F3										
Increase enthusiasms and interests										
Establish a MOU to upgrade the technical capacity of staff through training program										
Develop work attachment program										
Improve the capacity of college staff to produce curriculum and assessment materials for distance education										
Upgrade the skills of college										

Years	2007	2008	2009	2010	2011	2011	2013	2014	2015	2016
staff in curriculum design and assessment										
Train college staff specialist areas such as the design, preparation and printing of non – print distance materials										
Minor outcome F4										
Establish a central Flexible, Open and Distance Education Centre and study centres										
Review FODE to enhance the capacity to meet projected enrolment targets.										
Establish appropriate policy to guide its operation										
Identify suitable state vacant land for the establishment of the centres										
Monitor improvements consistent with national education system's prerequisites										
Establish a standard work plan to improve existing facilities and other programs										
Strengthen the capacity of the Board of Studies										
Administration										
Minor outcome A1										
Restructure the division in consultation with Provincial Administration through advice from Department of Education to make it more efficient in the delivery of its core function										
Conduct a review of the division's organizational capacity including its structure										
Improve the division's organizational systems and practices										
The division of education in consultations with Education Department and the Provincial Administration to amend the Acts										
Review the Provincial Education Act										
Develop Annual Divisional Plan										
Develop Quarterly Work Plans										
Develop School Plans/Annual Reports										
Provide efficient system for registration of schools										
Review existing process and practices										
Inspect all Permitted schools										
Monitor all private schools										
Implement the HIV/AIDS policy in schools										
Liaise with other appropriate government bodies and non governing bodies to										

Years	2007	2008	2009	2010	2011	2011	2013	2014	2015	2016
implementing the policy										
Provide awareness to all schools on the policy										
Monitor the implementation of the policy										
Minor outcome A2										
Implement Human Resource Development Policy and the Plan										
Provide work-base Training for all public servants in Division										
Provide support through succession planning for talented males and females to progress in their profession.										
Provide specific skill training course to staff in the Division to undertake day to Day core responsibilities										
Short Development programs for Divisional Staff/teachers on immediate challenges of the workplaces.										
Improve Current Appointment System										
Improve the data management system.										
Recommend retrenchment and redundancy exercises										
Improve procedures for Monitoring Student and Teacher Attendance										
Review Current processes and procedure										
FINANCIAL MANAGEMENT										
Minor outcome A3										
Integration of planning and budgeting processes be used in consultation with the Department of Education										
Provide relevant provincial and district divisional staff training on planning and budgeting process										
Complete a provincial and district divisional budget estimates annually										
Complete provincial and district quarterly budget reviews and cash flow projections										
Strengthen control and monitoring systems to ensure that disbursement and receipts of funds are used as per Public Finance Management Act										
Improve administration and management of the division's trust account in the province										
Monitor and control the division's funds as appropriated from the division's Recurrent Budget Activity within the districts and the province										
Strengthened capacity of the										

Years	2007	2008	2009	2010	2011	2011	2013	2014	2015	2016
Budget/ Payroll of the division.										
Generate revenue from Cost Recovery Activity										
Implement process for income and cost recovery approach consistent with Financial regulatory and service delivery obligations										
Implement effective procurement, printing and distribution system establish by the department of education										
Improve master asset management for the division										
Minor Outcome A4										
Implement an information technology plan and policy of the department										
Ensure officers apply minimum standards and the best practices in the use of the system										
Strengthen all forms of electronic communication										
Liaise with Datec to train officers on the use of Email and web access for schools										
Train also teachers on the use of web access										
Support the use of television teaching program										
Liaise with Teaching Service Commission create and fund the model teacher positions										
Review and enhance current practices and procedures for record management and archiving of information										
Liaise with the department to train officers on its best practices										
Implement the best practices										
Establish a basic student and teacher data base system										
Liaise with the department and Datec to establish it										
Establish a centralized data storage and access with the department										
Train officers on the use of communication and accessing of information										
COMMUNICATION SYSYEM										
Minor Outcome A5										
Develop and implement an awareness program to support implementation of District Education Plan										
Identify target groups and develop strategies to cater for them										
Expand awareness to all stake holders										
Disseminate information and newsletters on regular basis										
Write, produce and distribute										

Years	2007	2008	2009	2010	2011	2011	2013	2014	2015	2016
information to schools on targets of the plan and other essential information										
Develop communication network in consultations with the Department of Education and Datec company										
Train officers of the division on the use of website, email and others										
Train officers on how to manage it										
Monitor its usages through best practices										
Rationalize the divisions' publications and printing facilities and distribution networks.										
Conduct review in consultation with the department to identify cost effective measures										

Section 6

MONITORING AND EVALUATING THE PLAN

Monitoring and Evaluating the Plan

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

Elementary Education

Performance Area: Access		
Minor Outcome	Target	Measure(s)
E1. Elementary schools are being established at the community level so that all children in Western Province will enroll at the age of 6 years.	By 2012, PEB will ensure that all 6 year will enter Elementary Preparatory class	- Total no. of 6 year children - No of 6 year old children in Elementary
	By 2015 teacher pupil ratio in urban and populated areas will at 33 :1	- Total no. of children - No of schools at 33:1 ratio
	By 2009 provincial consultative committee will be formed to carry out awareness on the value of schooling	Establishment of the committee

Performance Area: Quality curriculum and Monitoring		
Minor Outcome	Target	Measure(s)
E2. A relevant Elementary Curriculum is developed for Western Province, implemented and monitored.	By 2008 the Elementary Reform Curriculum will be completed and implemented.	- No. of curriculum materials completed - No of support materials completed - No of schools utilising it
	By 2008 the orthographies should be ready and in place.	No. of districts producing the orthographies relevant to the local languages
	By 2007 the training of site leaders should begin to support monitoring and evaluation of teaching and learning.	- Site leaders for the schools to be trained for close monitoring and evaluation - No. Board Management members trained in appraisal technique - No. applying appraisal technique

Performance Area: Quality teacher education and training		
Minor Outcome	Target	Measure(s)
E3. Western province will ensure that it has sufficient number of appropriately trained and qualified elementary teachers available to teach in the schools of their localities.	By 2007 selection criteria for elementary teacher training is developed and endorsed for implementation	- No. of elementary teacher graduates - No. under training - No. of in – service courses conducted - No. of elementary teachers teaching grade 3

Performance Area: Management		
Minor Outcome	Target	Measure(s)
E4. Elementary education in Western Province is cost effective and affordable for parents, government and agencies	By 2008 provincial division of education will support in providing basic school supplies to all schools	• Total No. of elementary schools requiring basic school supplies and curriculum materials • Total monies allocated annually as means of school fees and provincial government subsidy allocation. • No. of student enrolment • No. of elementary teachers • No. of basic school needs

Primary Education

Performance Area: Access		
Minor Outcome	Target	Measure(s)
Sufficient primary school classes established to achieve access and retention targets.	By 2008 Provincial Education Board will ensure that Local Level Government will build selected Central schools for Grade 7 and 8 students in rural communities.	• Total number of children completing Grade 6. • Total number of children entering Grade 7.
	By 2009 Provincial Education Board will ensure that all teachers in Multi-grade teaching schools be trained multi –grade teaching skills.	• Identify the schools for multi-grade teaching approach and submit them to TSC for approval

Performance Area: Quality Curriculum and Monitoring		
Minor Outcome	Target	Measure(s)
P2 All children of Western Province have the opportunity of having a relevant out-come based education that is fully implemented and effectively monitored.	By 2008 a provincial curriculum development committee will be established to develop locally-produced support materials curriculum.	• Development of provincial curriculum committee. • Number of locally out-come based curriculum
	By 2008, the HIV AIDS policy will be developed and implemented in all schools.	• HIV and AIDS policy guidelines to be developed. • Number of teachers train to execute the tasks. • Number of visits paid to schools and community.
	By 2008, Western Province examination and curriculum committee will be established.	• Form standard monitoring committee. • Draft subject standard monitoring test. • Analyse examination results
	By 2008 the Standard Division through the Inspection wing will train the head teachers of the schools to be Site Leaders for appraisal of the teacher.	• Number of Board of Management members trained. • Number of teachers trained.

Performance Area: Quality Teacher Education and Training		
Minor Outcome	Target	Measure(s)
P3 Sufficient appropriately trained and qualified teachers prepared for primary schooling in Western Province	By 2008 and onwards an average of five certificate teachers will be assisted to upgrade their qualifications to diploma level.	Number of teachers with diploma qualifications.
	By 2009, a data system will be established to store and retrieve basic teacher information.	Number of in-service training programme
	By 2008, Western Provincial Education Board will liaise with TSC for creation of school councillors' positions within the central schools.	- developed. - Number of trained qualified teachers. - Number of counsellors trained. - Liaise with TSC for creation of school councillors positions,

Performance Area: Quality Management		
Minor Outcome	Target	Measure(s)
P4 Primary Education is cost-effective and affordable for parents, government and other agencies in Western Province	The Western Province Provincial Education Board, will determine the level of parental contributions to primary education annually.	- Amount of fees to be paid annually. - Approval of school fee policy.

Secondary Education

Performance Area: Access		
Minor Outcome	Target	Measure(s)
S1- An appropriate number of well – equipped and resourced secondary schools established within budget to provide quality education for the students attending secondary schools in Western Province.	By 2009, the transition rate between Grades 8 and 9 will be maintained at 60% and between Grade 10 and 11 at 25%.	- Number of students selected to do Grade 9. - Number of students selected to do Grade 11.
	By 2008, the infrastructure development and maintenance for the three Secondary Schools in Western Province will be completed.	- Number of old facilities maintained. - Number of new facilities erected.
	By 2009, teacher allocation in secondary schools will be at the rate of 1.5 teachers per class.	Number of teacher allocated at 1:5.

Performance Area: Quality Curriculum and Monitoring		
Minor Outcome	Target	Measure(s)
S2 – A relevant outcomes based curriculum is developed, implemented and monitored in lower secondary in 2010 and upper secondary by 2014.	By 2008 outcome based student resource materials including HIV/AIDS are available and implemented in the secondary schools of Western Province.	- Number of secondary schools using reform curriculum - Equip secondary schools with HIV materials for teaching and learning
	By 2009, the school library services will be reviewed and upgraded to meet teacher and student interest.	- Number of schools with Library books. - No. of library buildings built and maintained
	By 2008 Secondary Schools in Western Province will have trained School Based Counsellors.	Number of trained counsellor teachers in schools.

Performance Area: Quality Teacher Education and Training		
Minor Outcome	Target	Measure(s)
S3 - To provide sufficient number of the appropriately trained and qualified teachers to teach in the secondary schools of the Western Province.	By 2010, all teachers in secondary school in Western Province will have degree qualification in specific subject areas.	• Number of teachers with degree and diploma qualification. • Number of in-service training programme conducted.
	By 2009, training will be provided on school financial management and leadership, for all principals and Board of Governors of the schools.	• Number of teachers/principals trained. • Number of training on financial management conducted. • Number of training on leadership conducted.

Performance Area: Quality Management		
Minor Outcome	Target	Measure(s)
S4 - Secondary education will be cost effective and affordable for parents and governments.	By 2007 all secondary schools will carryout self-reliance projects as internal school revenue.	• Number of schools involved in the projects. • Number of projects for implementation.
	By 2008 a committee will be established to facilitate the implementation of the Graduate Incentive Scholarship scheme.	• Seek financial budgetary appropriation for the scheme.

VOCATIONAL CENTRE SECTOR:

Performance Area: Access		
Minor Outcome	Target	Measure(s)
V1-There will be a significant growth in the Vocational sector to cater for the growing number of post grade 8, 10 and 12 school leavers.	By 2009 Morehead and Nomad Vocational Centres will be reopened.	• Dialogue with line divisions, LLG's. • All VTC de-registered • All VTC re-registered. • All VTC reclassify/ re-designate TI Skill Development Centres. Rationalize all centres to offer skill courses
	By 2014 Morehead Vocational Centre will be converted to Vocational High School	Convert one skill centre into vocational high school

Performance Area: Quality Curriculum and Monitorin		
Minor Outcome	Target	Measure(s)
V2-A quality vocational skills education and training program provides client with skills that are relevant and required by the community.	By 2009, Balimo Tech. School to offer PETT program including Tourism and Hospitality and Guest House Operation	• Convert one skill centre into technical secondary school
	By 2009, all short term courses from 1 – 3 months will target local community	• All LLG areas each have satellite centre • No. of vocational centres offering short term community oriented courses. • No. of Gr.8 graduates accessing incentive scheme funding.

Performance Area: Quality Teacher Education and Training		
Minor Outcome	Target	Measure(s)
V3-The provision of a sufficient number of appropriately trained and qualified vocational education instructors and for the Western Province's Vocational Centers	By 2012 all staff to completed DoVet and Diploma programs	- No. Of Vocational centre instructors with DoVet and Diploma awards. - Instructors attend to field trade in-services - School based internal in-services

Performance Area: Management		
Minor Outcome	Target	Measure(s)
V4-A vocational education system that is both cost-effective and affordable for all.	By 2009, there will be Skills audit for Managers and Deputy Managers	- Managers and Deputy managers duty obligation and centre operational workshops - Financial management workshop

Flexible, open and distance education

Performance Area: Access		
Minor Outcome	Target	Measure(s)
F1 For a significant growth in enrolment achieved by offering a number of demand driven programmes in the centre and study centres in Western Province.	By 2007 a committee will be formed to conduct a review and make a need assessment of the current Fode Centres facilities.	- No. of Fode Centres in the Province - Type of facilities in each centre
	By 2014, 75 percent of grade 8 and grade 10 will choose to enrol in Flexible, Open and Distance Education	- No of accredited study centres established. - No of students who were offered Grade 9 and 10 placing

Performance Area: Quality Curriculum and Monitoring		
Minor Outcome	Target	Measure(s)
F2 The curriculum and assessment programs offered will be based on and articulate with the mainstream education system including recognized and reputable distance open learning providers.	By 2008, a curriculum committee will be formed to liaise with the Department of Education to develop an accreditation policy	Establishment of assessment, examination and certification system in line with the standard University Study Centres

Performance Area: Quality Teacher Education and Training		
Minor Outcome	Target	Measure(s)
F3 The provision of well trained and committed centre/college teachers and support personnel's for centres.	By 2008 an administrative structure of the study centres for Western Province will be established	- No of training programme conducted. - No of coordinators trained. - No of staff trained.
	By 2008 a MOU to be established for incentive and training to improve teacher capacity	Sponsorship of teachers for the centres to go under further training to obtain degree qualifications

Performance Area: Quality Management		
Minor Outcome	Target	Measure(s)
F4 Study centre / institutions offering flexible, open and distance education in the Western Province.	By 2010, a committee to be established to source funding from Donor Agencies, Western Administration and others for the development of facilities and its operations	- Centre facilities establishments. - Seek funding from Donor Agencies - Seek funding from the LLG - Funding from the Fly River Provincial Government
	By 2012, an appropriate school fee policy and standard work plan will be developed to guide the operation, improve existing facilities and other programs of the centres.	- Centre facilities improvement work plan - Payable fees payment policy by students as course fees - Centre course development plans

Administration of Education

Performance Area Organisational Improvement		
Minor Outcome	Target	Measure(s)
A1 The Western Provincial Division of Education will have the capacity to strategically respond to changing conditions and the division's priorities in implementing the 2006 – 2015 Provincial Education Plan.	By 2008 the division's structure and functions will be reviewed	- No. of Executive positions - position creation and reclassification of administration positions
	By 2007 the division of education to establish a MOU with the Provincial Administration for position secondment transfer to TSC public servants positions	MOU signed
	By 2008 HIV/AIDS Policy for the Department of Education to be fully implemented.	No. of schools with HIV/AIDS policy and teaching and learning materials

Performance Area: Human Resources Management		
Minor Outcome	Target	Measure(s)
A2 Human resource systems and programs established for all levels of staff in the Western Province Education system.	Implementations of the Human Resource Development policy and the plan by 2008 and onwards	Human Resource Development Plan Implemented
	By 2008 an integrated workplace development human resource development program will be developed	- Work place atmosphere - Develop human resource partnership with skilful personnel.

Performance Area: Financial Management		
Minor Outcome	Target	Measure(s)
A3 Budgeting and financial systems and processes are managed and sustainable	By 2007 integrated planning and budgeting processes will be implemented	▪ Programming budget of planning be utilized for budget planning ▪ Quarterly budget reviews to realistic needs
	By 2008 implementation of Master Procumbent and Asset Register	▪ Appropriations for various service delivery activities accordingly and honestly

Performance Area: Information Communication Technology		
Minor Outcome	Target	Measure(s)
A4 Information communication technology systems and processes developed to support the management of education programs.	By 2007 the division to liaise with Teaching Service Commission to establish and fund model teaching positions	▪ No. of positions established
	By 2008 a basis data base system is develop to keep basic teacher and student information	▪ Data base system established

Performance Area: Communication Systems		
Minor Outcome	Target	Measure(s)
A5: Communication systems and processes are effective for producing and disseminating information and raising awareness	By 2007 strategies will be developed to carry out awareness on the roles and responsibilities of all stake holders	▪ Awareness Strategy published
	By 2007 a format be developed to produce, disseminate newsletters and information	▪ Format development

Section 5

FINANCING THE PLAN

Western Province Education Services is part of the Unified Education System that amalgamated in 1974. There has been a Remarkable achievement in the Reform of Education Structure in Western Province since 1994, despite only minimal increases in funding through introduction of the elementary schools. This sector of the system is the most cost effective due to

- Community becoming responsible for Infrastructure development in Elementary Schools in Western Province.
- TDT Training of elementary teachers using User Pay Policy
- The lower salary costs of elementary school teachers

Despite, the reductions in the Unit Costs identified in this sector of education, the recurrent budget for Elementary Schools Operations has been placed under considerable pressure by rapid rise in the teaching positions necessary to accommodate expansion of existing schools and new elementary schools due to increases in students enrolments in Western Province.

The recurrent Budget for Western Province has remained much the same in real terms for the last ten (10) years, Salaries and Personal Emoluments now has taken up approximately 40 per cent of the appropriation. As a result, the Division of Education has not been able to support activities such as Inspector's visits to schools, National Development Plans and Teacher In-service Training. Furthermore, there is significant decrease in Financial/Infrastructure support by Western Province. It is anticipated through plan period to establish an understanding with Western Province to support the schools in Western Province. There is a need to rebalance the Administration of the Division by ensuring essential core positions are maintained in the Western Province Division's functional structure to maintain efficiency.

COST OF THE PLAN.

The financing of the Western Provincial Education Plan will come from various sources to make the implementation of the plan to be in reality;

- National Government
- Fly River Provincial Government of Western Province
- Local Level Governments within Western Province
- Ok Tedi Mining operations in Western Province
- Logging Companies operating in Western Province
- Church Agencies
- Communities
- Donor agencies
- Basic Education Development Project (BEDP)
- Parents
- Elected representative

Donor funding will be need to complement the funding provided by these sources.

National Government.

The National Government will play its parts in funding the following areas – salaries for teachers, provisions of school subsidies, Teacher Education, Curriculum Development and costs of administrating the Division of Education – Western Province.

Fly River Provincial Government:

Fly River Provincial Government, based on the MOU will continue to play its role in funding or sourcing of funding for;

- Infrastructure development to all school facilities including classrooms and teachers houses.
- Supporting the operations of the District Education Board, the Inspectors and the Elementary Teacher Trainers/Supervisors
- School Subsidies based on enrolments to cover Basic School Materials and utilities

Parents/Communities:

- Supporting self-reliance projects in schools

- Support in kind or finance towards the general education of their children.

Cost Effective Measures:

The significant Cost – effective measures will be implemented in this Plan Period to off-set these costs.

- Generalist Teaching, Allocating one teacher per class in the Upper Primary
- The reduction of class teachers ratios in upper Secondary
- Raising Localization rate in the Secondary and Vocational Sectors.

The Overall effect of these costs saving measures on allocation of teachers per class, and localization rates at Secondary and Vocational Sectors will be a reduction in Unit Salary Costs over the plan period.

Teacher Salaries:

The largest part of Western Provincial Education Division budget is devoted to the payment of salaries and emoluments for teachers.

Table 54 Total Projected teacher emoluments by levels (K0005) 2006 – 2015

Institutions	2006	2008	2010	2012	2014	2016
Elementary	4507.3	4338.9	4465.0	5018.1	5654.5	6390.3
Primary	9909.5	14136.5	16221.5	15448.7	15400.4	16212.4
Secondary	2756.3	3466.0	3552.9	3552.9	3552.9	3918.1
Vocational	315.0	360.6	412.9	472.7	541.2	619.7
Total	17488.1	22302.0	24652.2	24492.4	25149.1	27140.5

Table 55 Projected teacher emolument cost per student by level, 2006 to 2015, selected years.

Institution	2007	2010	2013	2016
Elementary	289.7	237.0	255.7	277.6
Primary	533.1	540.3	509.9	482.9
Secondary	717.5	720.1	720.1	717.3
Vocational	787.5	787.5	787.5	787.5

Table: 56 Percentage teacher emoluments by sector

	2007	2010	2013	2016
Basic education	16667.0	20686.5	20181.2	22602.7
Post Primary education	3689.0	3965.8	4058.7	4537.8

School Subsidies:

The government's priority for basic education will be reflected in the allocation of School subsidies. All schools subsidies allocations will be included in the Department of Education Budget and the total provided will rise based on increases on students enrolments.

There will be much greater support for children in the elementary schools. Parents will be required to make greater contributions for education of their children at Secondary Schools.

The following summarizes the shift that will take place in the Plan period.

- an incremental increases in the allocation to children attending Prep to Grade 2 classes as prerequisite to the availability of education for all 6 year olds from 2012.
- Constant Subsidy levels for those in Grade 3 to 5
- Reduction in allocations to Grade 6 to 8 students in recognition of the fact those are Primary School Classes.
- Constant Subsidies for secondary school students with no added subsidies for boarding students.

- The introduction of a Grade 8 Incentive Scheme for all Grade 8 graduates. The funding made available under this scheme will be redeemable at any approved post Primary Education or training Institutions.
- It will replace subsidies previously allocated to Grade 9 Secondary School students, Vocational Centres and FODE.
- The introduction of Scholarships to 10% of Student in Lower Secondary Education.

Table 57 Projected Subsidy requirements by type (K000's) 2007 to 2015, Selected years.

Institution Types	2007	2009	2011	2013	2015
Elementary	102.1	94.2	100.7	107.7	115.1
Primary	99.2	91.1	97.4	104.1	111.3
Secondary	404.6	491.8	511.9	505.3	573.2
Vocational	203.9	219.7	219.7	219.7	221.2
Total	12.8	14.7	16.8	19.3	22.1

Table: 58 Percentage Subsidy allocations by Sector 2006 to 2015.

Educational Levels	2007	2010	2013	2016
Basic Education	69.9%	72.1%	71.8%	72.8%
Post Primary Education.	30.1%	27.9%	28.2%	27.2%

Administration of Division of Education – Western Province

Table: 59 Western Province Divisional Costs by expenditure category (K0005) 2007 – 2015, selected years.

	2007	2009	2011	2013	2015
Salaries	20,355.9	23,616.4	24570.0	24,239.9	26,112.7
Goods and Services	22,991.47	28,611.0	29,760.0	29,133.0	32,146.0
Total	43,347.37	52,227.4	54,330.0	53,372.9	58,258.7

Significant cost effective measures will be investigated in the areas of teacher salaries and economics in the administration.

These include:-

- Localization rate in secondary schools, in terms of reduction in Salaries/rentals etc
- The charging school fees to be deducted from the school fee subsidies, for the school certificates and high school certificates examinations.

The recurrent Budget appropriation in recent years has been significantly short to enable the division to carry-out its core activities. These include National In-service Training Week, Marking of Examinations (Grade 8/10), and production, distributions of Curriculum Materials, BOM Workshops and implementations of School Development Plans. These Shortfalls have been supported by use of Quality Initiatives in Education Project and, in 2006, by the Education Quality Program. In addition, further help has come from donor-aided programs such as the Basic Education Development Program.

Total National Government costs.

The table below shows the National Government costs of education in the Western Province. This rise in costs over the plan period equates to an increase of approximately 2.3 percent per year at constant prices. This represents substantial comments.

Table: 60 National Government Costs – 2006 – 2015, Selected years.

	2007	2009	2011	2013	2015
Salaries	20355.9	23616.4	24570.0	24239.9	26112.7
Subsidies	720.6	817.3	845.8	848.4	927.8
	21076.6	24433.7	25415.8	25088.3	27040.5

The National Government will regularly reviews the costs of the plan and the resources available to fund it, to ensure affordability over ten years period.

Table: 61 Fly River Provincial Government costs School Grants by Sector (K000's)

	2007	2009	2011	2013	2015
Elementary	99.2	91.1	97.4	104.1	111.3
G3 to 6 primary	255.2	335.2	348.2	334.5	357.6
G7/8 primary	149.4	156.5	163.7	170.8	215.6
Secondary	203.9	219.7	219.7	219.7	221.2
Vocational	12.8	14.7	16.8	19.3	22.1
Total	720.5	817.2	845.8	848.4	927.8

Table: 62 Western Provincial Administration Costs School Grants by Sector (K000's) 2006 – 2015.

	2007	2009	2011	2013	2015
Basic Education	503.8	582.8	609.3	609.4	684.5
Post Primary Education	216.7	234.4	236.5	239.0	243.3
Total	720.5	817.2	845.8	848.4	927.8

Western Provincial Administration Costs

The Western Provincial Administration supports the Division of Education in a number of ways. Schools are supported through direct subsidy/grants based upon enrolments and through infrastructure support. Direct support for the Division covers operational costs and the administrative costs for the District Education Board. This is shown below:

Table: 63 Western Provincial Administration financial supports by category.

	2007	2009	2011	2013	2015
Infrastructure	4,022.0	2704.0	2669.7	1,638.3	8,522.3
School support	321.8	232.3	230.8	227.3	228.4
Divisional support	1,534.0	1,676.6	1,744.3	1,770.5	1,909.2
Total	5,877.8	4,612.9	4,644.8	3,636.1	10,659.9

Western Provincial Administration is responsible for all aspects of basic and Post Primary Education. These include

- The maintenance of elementary/primary, secondary and vocational Schools in Western Province
- New Infrastructure requirements for elementary, Primary, Secondary, and Vocational Centres
- School subsidies based on enrolments

Table: 64 Western Provincial Administration infrastructure support by Sector (K0005) 2006 – 2015, selected years.

	2007	2009	2011	2013	2015
Elem mtce	150.0	143.4	161.0	181.1	204.4
Elem est	0.0	7.0	7.0	8.0	10.0
UP estr	111.1	111.1	111.1	111.1	224.0
Prim mtce	864.7	1,090.8	1,117.7	1,048.1	1,563.3
Gr 9 class	0.0	0.0	0.0	0.0	5,500.0
Gr 11 class	1,500.0	0.0	0.0	0.0	0.0
SS Mtce	1,260.0	1,290.0	1,290.0	1,290.0	1,420.0
Total	3,885.8	2,642.3	2,686.8	2,638.3	8,921.7

Table: 65 Western Provincial Administration direct school support by sector (K000's, selected years

	2007	2009	2011	2013	2015
Elementary	121.5	121.0	122.3	125.6	124.5
G3 to 6 primary	92.9	95.8	95.2	91.8	94.0
G7/8 primary	60.0	60.0	60.0	60.0	60.0
Secondary	78.9	76.5	75.8	75.5	74.4
Vocational	61.7	61.6	61.8	62.0	62.1
Total	415.0	414.9	415.1	414.9	415.0

Table: 66 Western Provincial Administration operational support (K0005) 2006 – 2015, selected year. 110

	2007	2009	2011	2013	2015
Provincial Education Board	130.0	130.0	130.0	130.0	130.0
Gen operations	1534.0	1676.6	1744.3	1770.5	1909.2
Total	1664.0	1806.6	1874.3	1900.5	2039.2

It is important that per Capita funding as legislated for under section 93 (25 of the Organic Law on Provincial Government and Local Level Government be provided directed to Western Provincial Administration. Both Local Members of the parliament and the Churches will assist the Western Provincial Administration. Members of Parliament will also expected to support the establishment and Maintenance of basic facilities through the use of support grants administered through the joint district Budget and Planning Priorities committee.

Summary Costs to Government:

Table 67.Total costs to Government (K0005) selected year, 2006 to 2015.

	2007	2009	2011	2013	2015
National Government	21076.6	24433.7	25415.8	25088.3	27040.5
Western Provincial Administration	4379.8	4318.9	4431.1	4408.8	5272.5
Total	25456.4	28752.6	29846.9	29497.1	32313

Table: 68 Total costs by basic and post primary education in percentage (%)

	2007	2009	2011	2013	2015
Basic education	69.9 %	71.3 %	72 %	71.8 %	73.8 %
Post primary education	30.1 %	28.7 %	28 %	28.2 %	26.2 %
Total	100 %	100 %	100 %	100 %	100 %

Agency contributions:

The plan recognizes significant contributions by church agencies in Western Provincial Administration in delivering education services to the people in the Western Province. It is expected that they will continue to provide support both pastoral and otherwise, to the community within which they work.

Community contributions

The Communities contributions will largely be in form of the construction and maintenance of infrastructure in elementary and primary schools. This will be in kind rather than cash.

Parents Contributions.

Parents will continue to take an important role through. Significant cash contribution towards the education of their children

The table below shows indicative figures for the total cash parental contributions required. They are based on projected enrolments and findings from PNG Education Sector affordability studies (Aus Aid 2003) for fees actually paid in the different sectors of education. The studies found

that proportion of fees remain unpaid therefore figures will not accurately reflect the needs of the schools.

Elected Representative

The major difficulty that parents face in the paying of school fees is acknowledged by the Western Provincial Administration, the Department of Education and their major stake holders such as the elected representative in the National Parliament will work together to lessen the burden on parents through the continued provision of school fee subsidies.

Donor Agencies and Contribution.

These estimate costs only cover the elements described in this sector i.e. teacher's salaries, school subsidies, recurrent administration expenses of the Western Province Division of education, Western Provincial Administration, the parents and community contributions.

Despite serious costs saving measures in the plan, it cannot be implemented in full without support of the donor agencies. Some of the activities in the plan, for which the National budget allocation cannot cover, will need to be supported by donor agencies.

This funding cannot be seen as a replacement for the Governments recurrent and development budget, but should provide additional funds, and be catalyst for future developments. If this is not the case then the sustainability becomes a major issue. The Western Province Division of Education through the NDOE will work over the plan period to strengthen its co-ordination of donor contribution to ensure better links to the priorities of the plan.

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