

A BETTER FUTURE THROUGH UNIVERSAL BASIC EDUCATION

PNG LNG TO PUMP K150M INTO POMTECH

The developers of the PNG Liquefied Natural Gas Project, Esso Highlands has announced it will commit K150 million to construct and operate a trade training facility which will provide skilled labour to support the construction of its LNG Project's Plant.

In return at the conclusion of the LNG Plant construction, Port Moresby Technical College will acquire these facilities and in the near term the Project will upgrade a number of the existing college facilities.

This training venture is the first commitment from the PNG LNG National Content Plan relating to the development of a national workforce.

With the facility to be built at Juni, Southern Highlands Province this represents an investment of approximately K150 million to train about 850 graduates per year for the next four years.

The project gains access to a convenient site on which to construct a trade training centre, while POM Tech gains a modern set of facilities on completion of construction of the LNG Plant and the nation gains an up skilled workforce to support this and other projects in PNG.



Education Minister James Marape, signing the documents for the handing over of facilities keys to the Department as Esso Highlands Miles Schaw looks on.

The curriculum will contain training in those occupations likely to be required by the Project and reserved for PNG citizens in line with the PNG legislation.

The Qualifications from this training will conform to the Australian Qualifications Framework so that qualifications will be

recognized both within PNG and overseas.

The training will be delivered by Skills Tech Australia and discussions are underway on the feasibility of including suitably trained and qualified PNG citizens as trainers.

TVET is the way forward for PNG

Education Minister, James Marape believes that TVET is the way forward for PNG's Education sector.

Mr. Marape said this during the opening of the Badili Vocational Community College recently.

He explained that TVET is the key to developing the country's human resource which is in high demand.

"PNG is banking on the education sector in providing the human resource needed to contribute to the development and aspirations of the country", Mr Marape said.

He added that pathways have been set for TVET, so a student leaving at the end of Grades 8 or 10 and goes through TVET can be able to sit for the same National Examinations that students in the classroom sit for.

"Students who are trained under the TVET program will be equally qualified as those students who sit the same examinations in Grade 8 and 10", Mr Marape said.

TVET will also have pathways leading to tertiary institutions, like the universities and colleges.

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Hope Worldwide school library project

Hope Worldwide (PNG) has donated library books, a full set of Britannica Encyclopaedia and eight computer sets to the Sacred Heart Primary School in Port Moresby.

Under its School Library and Information Communication Project, Hope Worldwide is securing used computers from the private and public sectors to donate to schools.

Project Manager, Quhens Singur says the project is aimed at keeping schools around the country up to date with the fast growing technology of the world.

"The world is changing rapidly in terms of Information Technology and with this project our children can keep at pace with these changes," Mr. Singur said.

"These used computers have been given to us by the Australian High Commission and are still in good running condition and we hope students use the computers to benefit them," he added.

Mr. Singur said that through the support of the National Library and



Students looking through some of the donated books. *Insert:* Some of the students trying out one of the donated computer sets.

Archives, Hope Worldwide has donated a 26 Volume Britannica Encyclopaedia to the school library.

"The Encyclopaedia will assist you in your learning and I encourage you to read books", Mr. Singur said.

The school's head teacher Mrs Helen Ofora was very grateful of the donation saying it will take the school a long way.

"These donations will encourage the students in their learning and also us the teachers in teaching them the right things, so they are well placed when they finish school", Mrs Ofora said.

She adds that the Library has set up a schedule on when grades and classes use the encyclopaedias and computers.

Remington Technologies donates balls to schools

Remington Technologies will be donating 1000 sports balls annually to schools nationwide to develop children taking part in sports.

IT Solutions Group Manager, Mr. Landon Taureka and Marketing Assistant, Nicole Selu announced this while presenting balls to Education Minister, James Marape and his second Secretary, Petrus Thomas.

The IT company will donate 500 soccer balls and 500 rugby league balls starting this year.

With the lifting of the ban on contact sports in schools, Mr. Marape said, "The development of our youngsters is a must, if we are to compete against the rest of the world and to lift our sporting standards".

Mr. Marape thanked Remington Technologies for their corporate presence with Education in PNG.

"As part of the Outcome Based Education System, sports is an integral part of the curriculum in schools", Mr. Marape said.

"This donation of 1000 sports balls, will help our children improve themselves to lift, instill and promote a healthy lifestyle by way of identifying gifted young Papua New Guineans. This will give opportunities for children to keep themselves busy and to stay away from illicit activities", Mr. Marape added.

The balls will be distributed to Port Moresby, Lae, Mt. Hagen, Madang, Goroka, Wewak, Kokopo and Kimbe, as well as other districts within the same center or province.

The balls can be picked up by Provincial Education Offices at one of the eight Remington Technologies branches nationwide to distribute to their schools.

Papua New Guinea has a lot of potential in sports and Mr. Marape's appreciation to Remington Technologies for their commitment and significant support to the Education sector, shows Remington's well being for the growth of Papua New Guinea children and their livelihood in PNG since 1948.

Library grants available through subsidies

The office of Libraries and Archives would like to announce that the Library Grant is available through the Education Subsidy – Education Quality program and funded by the National Government in the form of subsidy.



This is administered through the National Library Service to assist the development of libraries in elementary, community and primary schools.

Rather than give straight grants, the Department of Education prefers to make school library development a cooperative effort with schools, communities, districts, provinces, organizations and individuals.

Therefore, in order to benefit from the library grant, schools must first make funds available for the purchase of library books.

The Subsidy ratio is 1:1 for elemen-

tary, community and primary schools. returned to the National Library, the titles chosen from the warehouse list will be selected from the warehouse. If a particular title is out of stock, a suitable alternative will be selected.

For every kina spent on library books (up to the first K2000) the

National Library will contribute an extra K1. The National Library will subsidize the first K2,000, regardless of the amount each school decides to spend on the purchase of library books. Schools may deposit more than once during the year, but only the first K2,000 will be subsidized.

As a condition all schools must purchase from the National Library Warehouse. The National Library can supply a list of books held in the warehouse to schools upon request.

Schools can request specific titles using the Warehouse list. When the list is

However, if a school has no specific book requests, the staff of the National Library will select a general collection of books to the total value of their deposit plus the subsidy.

The books will be sent to the schools via registered parcel post. Schools should raise a bank cheque payable to the National Library and Archives Trust Account.

The **Bank cheque** should be sent by **registered mail to the Library Adviser.**

We cannot talk about quality education without mentioning books, reading and libraries.

Example of the Kina for kina subsidies

Ratio	School Funds	Education Subsidy- EQP Library Grants	Total value of books supplied
1:1	K100.00	K100.00	K200.00
1:1	K200.00	K200.00	K400.00
1:1	K2,000.00	K2,000.00	K4,000.00
1:1	K2,500.00	K2,000.00	K4,500.00

PNG short of 11-thousand teachers

Papua New Guinea is short of 11,000 teachers and with the PNG LNG project coming up the Teaching Services Commission (TSC) fears they will lose a lot more teachers to the project.

Chairman, Michael Pearson said this during the Senior Education Officers Conference in Goroka, Eastern Highlands Province.

Mr. Pearson encouraged students around the country to consider taking up the teaching profession in the different sectors of education.

But he stressed that those intending to be teachers must have a heart for the children.

Mr. Pearson said they must be like those in the rural areas who get no pay and do not live in proper houses but still show up in the classrooms every day.

He said teacher training costs a lot of money and there needs to be a balance between quality and quantity.

Meanwhile, Governor for Eastern Highlands, Malcolm Kela-Smith called on the senior education officers to ensure that education was uniform throughout the country.

Mr. Kela-Smith said the quality of education given to schools in the urban areas must also be given to those in the rural areas.

He called on the senior officers and the Department of Education to also ensure that land is owned first before allowing the building of schools, citing cases where classes were disrupted over land disputes.

The Governor also said teachers' houses must also be given priority because if teachers had proper houses, they will be happy and will remain in their schools and in the classrooms.

Mr. Smith said he has already embarked on building 16 teachers houses for teachers in the remote parts of his province.

Free Education Policy and its impact on Access

The introduction of free education and the implementation of the Universal Basic Education will have a greater impact on access and an increase in the number of schools in the communities.

Manager for Basic Education, Mr. Michael Menri said this when presenting his paper on "Free Education Policy and its Impact on Access" to the participants of the Senior Education Officers Conference in Goroka, Eastern Highlands Province.

He called for more awareness, workshops and seminars to be conducted on the implementation of the UBE Plan 2010-2019 and Free Education policy at the provincial and district level to advocate to the people the importance of UBE.

Mr. Menri said the free education policy will have a greater impact on how the government wishes to channel the funds to schools - whether through the current education subsidy policy or direct to suppliers for goods and services to be supplied to schools.

"In most cases the demand is associated with increased school attendance rates and lower school drop-out rates.

"They can also improve learning outcomes and to pursue other important goals such as gender equity and long term poverty reduction," Mr. Menri said.

He said access to communities and schools by air, land or sea transport remains a major setback for the Department of Education to successfully implement the UBE Plan and to achieve the Education For All goals.

Mr. Menri said the increase in the number of schools will require more funding from government towards school buildings, specialists buildings, teachers houses, school fees, training and supply of teachers, student text books and teachers' salaries.

SECRETARY'S CIRCULAR INSTRUCTION NO: 02/2009

SUBJECT: ESTABLISHMENT OF SCHOOL LIBRARIES IN 2010

.....Continued from last issue.

4. Background

In 1999 the International Federation of Library Associations and Institutions (IFLA) and UNESCO adopted the School Library Manifesto. The document is similar to the UNESCO Public Library Manifesto. The School Library Manifesto ensures that the role of school libraries in the new information environment is understood and agreed upon in Papua New Guinea and worldwide. More particularly, the Manifesto's objective is to define and advance the role of school libraries and resource centers in enabling students to acquire the learning tools and content enabling them to survive, to develop their full capacities, to continue learning throughout their lives, and to make informed decisions.

The policy change is consistent with the National Education Plan (NEP) 2005 – 2014 and the Universal Basic Education Plan (UBE) 2010 – 2019.

5. Goals of the school library

The school library is integral to the educational process of every child in school. The following are core school library services essential to the development of information literacy, teaching, learning and cultural awareness:

- supporting and enhancing educational goals as outlined in the school's mission and curriculum
- developing and sustaining the habit to enjoy reading and learning, and the use of libraries throughout their lives
- offering opportunities for experiences in creating and using information for knowledge, understanding, imagination and enjoyment
- supporting all students in learning and practising skills for evaluating and using information, regardless of form, format or medium, including sensitivity to the modes of communication within the community
- providing access to local, regional, national and global resources and opportunities that expose learners to diverse ideas, experiences and opinions
- organizing activities that encourage social awareness and sensitivity for cultural values
- working with students, teachers, administrators and parents to achieve the mission of the school
- proclaiming the concept that intellectual freedom and access to information are essential to effective and responsible citizenship and participation in a democracy.
- promoting reading, the use of resources and school library services to the whole school community and beyond

The school library fulfils these functions by developing policies and services, selecting and acquiring resources, providing physical and intellectual access to appropriate sources of information, providing instructional facilities, and employing trained staff.

6. Current State of School Libraries in Papua New Guinea

In Papua New Guinea many schools do not have a proper library. Over 80 per cent of primary schools, including those located in urban areas do not have a good school library or a collection of suitable reference and reading books for their students. Some high schools and secondary schools have insufficient stock collections of relevant reading materials including updated versions of core reference books for research and assignments. The practice by schools to store library books away in store rooms and not often made accessible to students should cease.

To be continued in next issue.....

Partners will continue support to Education

Development Partners in the Education sector are committed to support Excellence in Education through the Universal Basic Education Plan.

AusAID Principal Education advisor Steve Passingham who represented the Partners said this during his presentation at the 2010 Senior Education Officers' Conference in Goroka, Eastern Highlands.

He said in 2010, Development Partners which include AusAID, European Union, NZAid, the World Bank, JICA and UNICEF, contributed 203-million kina to the National Education system, most of which are for UBE.

"Development partners are keen to stick with the sector because we have endorsed the UBE Plan and we are committed to supporting the five pillars of the UBE plan – in Access, Retention, Quality, Equity and Management", Mr. Passingham said.

He said there are challenges in achieving UBE which include, Demonstrating Excellence in Education, Strengthen knowledge and skills for better leadership and management plus improving



Development & Donor Partners with the Education Secretary Dr Joseph Pagelio during the SEOC in Goroka.

education costing.

"The PNG Education system is well placed to achieve UBE and providing excellence in Education and providing it to all but we must focus on achieving outcomes and results in what we set to achieve", Mr. Passingham said.

He explained that Development Partners are working more collaboratively in recent years than in the past for example, the Joint assessment of the Department of Education procurement system and a capacity development plan.

Yet despite these there are many challenges that they face which include, ensuring all assessments, reviews and missions are jointly conducted and also adopting a truly common approach towards the use of PNG systems, such as a mechanism for pooled funding – for education sector support in the future.

"There are lots of things that we need to work on together as partners to achieve our goals in the sector and as partners we will work with the Department and provinces to implement the UBE Plan and achieve excellence in education.

The next step will be to include secondary schools in the plan.

We are committed to also support PNG to work towards a unified approach to the whole of the education sector and will move from funding many separate items, to support collectively One Sector Plan, One Budget – based on plan costing, One Framework and One Reporting System", Mr. Passingham expressed.

Government in full support of Education

Minister for Education, Honourable James Marape has assured senior education officers that the Government recognizes the importance of education and this can be seen through its support over the years.

Mr. Marape said in the last three years the Government has given a total of K432 million in school subsidies.

He said the second lot of school subsidies for this year will soon be ready and all schools in the country who have acquitted last year's payments will receive their second lot of payments.

The Minister said Education in the country is an ever increasing sector and K2 billion is needed for the rehabilitation of schools.

"This money is not for building new classrooms, it is solely for the rehabilitation and refurbishment of existing school infrastructure. And with the UBE implementation now in place there will be more students coming out of the basic education sector in the next 6 to 7 years," Mr. Marape said.

The Minister said the UBE Plan hopes to achieve an enrolment rate of more than 85% by the end of the decade. Currently it is 53%.

"We need to accommodate the school leavers. That is why we have embarked on creating a pathway for the Technical and Vocational Education Training sector so our students from TVET can sit for the same Grade 10 or Grade 12 exams that the high

school and secondary students sit for," Mr. Marape said.

The Minister said appropriate skills training will be given to those in the TVET sector and a pathway will be provided so they can go as far as universities and higher learning institutions.

He said community colleges will also be set up in all districts in the country so students will have the opportunity to acquire skills and knowledge that will enable them to live useful and productive lives in their communities.

The Education sector today has more than 1.4 million students, more than 45,000 teachers and more than 10,000 schools in the country.

Count on Books — Read National Book Week celebrations

THE National Book Week celebration was held from 2nd – 6th August..

The slogan for the week, **COUNT ON BOOKS...READ!** reflects the increased importance of books, reading, libraries and literacy.

The slogan also complements the Department of Education theme:

“A Better Future Through Universal Basic Education”.

The National Book Week was officially launched in Kokopo, East New Britain province on Monday 2nd August by His Excellency Governor General Grand Chief Sir Paulias Matane and was officially closed on Friday 6th August by NCD Governor Powes Parkop at the Taurama Primary School.

So Count On Books...READ!



OFFICE OF LIBRARIES
AND ACHIEVES

Education moving forward

Secretary for Education, Dr. Joseph Pagelio told the Senior Education Officers Conference in Goroka, Eastern Highlands Province that he is happy with the progress of education in Papua New Guinea saying the department is on the right track on improving our school resources.

Dr Pagelio said the purpose of the conference was to discuss ways to achieving excellence in education and in improving the performance of the education system in the country by always doing better.

He said the progress in the last 16 years of implementing the education reforms has been going well in increasing education access for the children in PNG.

“The Education system has performed well in retention and on the completion rate of students doing Grade 8,” Dr. Pagelio said.

The Secretary said we now have more than 1.4 million students, more than 10,000 schools and more than 40,000 teachers.

He said for a smart, wise, healthy, happy and united PNG we have to produce students who are independ-



**Dr Pagelio-
education is
moving forward**

ent, creative, innovative and articulately sound students.

“These are the people who can improve the quality and access of education and the quality of teachers is another area that needs a lot of focus,” Dr. Pagelio said.

On the concept of the Schools of Excellence, Dr. Pagelio said they must be staffed with the best teachers, the schools must be well resourced with suitable teaching and learning materials and have good managers because these are the people who will come up with better ways of moving the country forward.

“Other ways the education system can move forward is on improving the public, private and community partnership by working with stakeholders to generate resources,” Dr. Pagelio said.

The Secretary said the School Learning Improvement Plans is also a good strategy for schools to use to deliver and implement good school plans.

SLIP linked to National Education Plan

THE *School Learning Improvement Plan* is an initiative that is linked closely to the National Education Plan 2005-2014, Provincial Education Plan and District Education Plan. Its primary focus is on the whole school improvement and accountability, and it aims to help all the schools to develop so that it improves students' learning outcomes.

SLIP is a three year plan that a school must develop and implement. It includes an annual action plan with strategies that will bring about school improvements by utilizing the resources at the school level. The annual action plan requires schools to set goals and targets for better student outcomes. The plan reflects the National Government's objective of providing quality education and the community's expectation for its children.

The SLIP shows everyone in the community what the school is aiming to achieve and how it intends to achieve it. It is reviewed annually by the school and after every three years, it is reviewed by the Standard Officers and teachers from other schools.

The SLIP addresses the priorities of the National Education

Plan 2005-2014 with particular focus on the four key areas: **access, quality curriculum and monitoring, quality teacher education and management.**

The NEP four key areas are further broken down into SLIP six focus areas as:

- Outcome Based Curriculum (student learning improvement outcome)
- School-Based Teacher Professional Development
- Leadership, Management and Administration
- Infrastructure Development and Maintenance
- Good Governance and Community Relationships
- School Budget to support SLIP

The whole SLIP planning process encourages collaborative efforts by all stakeholders including the students. The SLIP is approved using the approved guidelines by the school Board of Management and endorsed by the Provincial Education Adviser making it a legal document for the school to use.

Random Pics



Pledging; Edu. Secretary Dr Joseph Pagelio, Edu. Minister James Marape, EHP Governor Malcolm Kela-Smith and Prof. David Kavanamur



Remington Technology Staff posing with Education Minister James Marape, during Remington's Schools Ball Distribution



Journalists:(L-R) Bosarina Robby, Rose Amos and Alice Thomas taking a break during the EU Book Distribution at Waigani Primary School



Senior Officers listening attentively during the SEOC in Goroka EHP in June.



George Wanu of Waigani Primary School spending some time alone...



CCLS staff : (L-R)Harry, Lausi, Matthew and Elizabeth hard at work on the school subsidies



DoE staff from the 80's



NOTICE BOARD

The Chairperson of the Teaching Service Commission, Mr. Michael Pearson has said that a lot of teachers are being put off the Pay Roll when they move from one province to another.

He said the reason for this is that the teacher's pay is taken from the province they are substantive in, while any Higher Duty Allowance is paid by the province they transferred to.

This results in one province requesting for the teacher to be suspended from the Pay Roll and the receiving province asking for the teacher to be returned to the Pay Roll.

He said this will continue until the teacher has filled in the "Teacher's Record of Appointment" form EDB012 which the teacher must complete and forward to the Safaris Section in the Provincial Division of Education.

Mr. Pearson reminded that teachers who held tenure in a province and have moved to another province will automatically forfeit their right of tenure. This is to prevent them being caught in this constant cycle of pay suspensions.

He would like to advise all teachers who move to new positions to complete the "Teacher's Record of Appointment" and send the original copy to the Provincial Division of Education. Teachers in the national institutions send their "Teacher's Record of Appointment" to the Assistant Secretary, National Department of Education.

He also said the Resumption of Summary Sheet which the teachers fill in at the start of the school year returns the teachers to the Pay Roll but it does not adjust their pay process. If they have changed positions, they must also send their "Teacher's Record of Appointment" to have their pay process changed.

He warned that every time a teacher moves position there are chances there will be problems with getting their pay.

Eastern Highlands launch 10 year education plan

The Eastern Highlands Province launched its ten year Education Plan 2010 – 2020, at the Faniufa Primary School in July.

Secretary for Education, Dr. Joseph Pagelio said during the launch that, in order for Education to move forward, it has to have a plan.

He explained that with the Universal Basic Education Plan and various other reforms in the Education system, a plan is needed for Education in Eastern Highlands to move forward.

Dr. Pagelio challenged the Eastern Highlands Education Division to work hard to achieve what they have set out in the ten year plan.

Dr. Pagelio also called on parents, children and the community at large to work together to achieve what their Province and the Department of Education has set up.

Eastern Highlands Provincial Education Advisor, Conrad Esoke outlined the importance of partnership in achieving goals set in the plan.

He said the plan shows that Eastern Highlands is ready for reforms such as the UBE and with education partners the Education Division in Eastern Highlands must work together aligning everything they do with the plan.



Education Secretary, Dr. Joseph Pagelio (left) and Mr. Conrad Esoke (far right) with other Senior Education Officers launching the Eastern Highlands Education Plan in Goroka.

He also thanked the Department of Education for choosing his province to host the SEOC saying, the launch makes it more special, with all Senior Education Officers, Donor Partners and others in Goroka to witness the launch.

Initiatives to support UBE

THE Department of Education is currently under-taking initiatives and programs that will support the implementation of the Universal Basic Education Plan 2010 – 2019 (2009) in areas that concern access, retention, quality, management and equity.

Access - New classrooms and teachers houses are being built in selected primary schools around the country.

The schools to benefit are determined by the provinces using criteria such as schools having to have an endorsed SLIP and that the new classrooms should allow for more children to enroll rather than just replace a bush material classroom.

This program is being managed by the Basic Education Development Program this year. Officers from the BEDP have been working with the Provincial Planning & Implementation Team in each of the provinces. Some of the classrooms will be built using the traditional BEDP approach of funds being sent directly to the schools whilst others will receive kit classrooms and kit houses.

Those in the former category will be those that have demonstrated good community support. The processes used are primarily based on self-reliance.

Retention - Abolition of school fees is seen as being critical to the removal of financial barriers to children entering and then remaining in school. Elementary education is free of fees from this year. It is intended that in three years time

fees will be removed from lower primary and then upper primary. 50% of the Elementary school subsidies were sent out in the second week of the school year to all Elementary schools. The balance will be sent in June following receipt of the acquittals and the school enrolment figures for the year.

Quality - There will be a distribution of a significant number of **textbooks** for primary schools. Thanks to the European Union and the Government of Australia. The textbooks donated by the Australian Government have been delivered to Primary Schools. The textbooks will support Upper Primary Language, Mathematics and Science learning. The textbooks donated by the EU are scheduled to be delivered to Primary Schools during the 2nd Quarter from May to July 2010. The new elementary teacher training program has enrolled 90 students at the Papua New Guinea Education Institute (PNGEI) in Port Moresby, National Capital District. There are 90 in total from all the provinces.

Management - Courses will be run on **financial management** for all Head Teachers and Standards and Guidance Division will continue to develop **SLIPS**. PPR will also continue to support the provinces in the **completion of their District Education Plans**.

Equity - There were 244 students from the remote areas that have been granted scholarships to Primary Teacher's Colleges in 2010. 104 were enrolled at the Bomana, 70 at Dauli and 70 at Gaulim colleges.

Schools of Excellence mooted

Minister for Education, Honorable James Marape, MP has announced that starting next year, the top 1 per cent of students in high schools in the country will be selected to one of the 7 Schools of Excellence in the country.

Speaking to the principals of the 6 National High Schools in the country and Flexible Open Distance Education [FODE] early this year, the Minister said these schools will now be defined as "Schools of Excellence" and the top 1 per cent will again be selected under government scholarship to train overseas for specific skills that the country needs, starting in 2013.

These schools of Excellence include Passam, Sogeri, Keravat, Port Moresby, Wawin, Aiyura National High Schools and Kabiufa Secondary School.

Mr. Marape said selected students will then return to the country under a 5-6 year bond program with the Government, before being released to pursue their own career.

The Minister said the concept of Schools of Excellence and Universal Basic Education (UBE) were endorsed by the National Executive Council in Enga last year.

The Somare-Polye Government's assistance towards the education sector has surpassed previous governments, yet there is still more to be done.

For instance, the roll out of K230 million RESI funds has made the Department of Education realize that the total school's refurbishment needs exceed K2 billion.

Minister Marape mentioned that

Cabinet is giving support to have greater emphasis placed on the education sector through LNG revenue to match Government's desire to realize the UBE, TVET, Community college, FODE and the Schools of Excellence concepts, among the many interventions it is making towards building an educated population.

While the National Government has these plans for the Education sector, Minister Marape seeks the following proposed partnership amongst all stakeholders, which involves, National Government looking after National High Schools, Provincial Governments responsible for High Schools and Secondary Schools, whilst district and LLG's focus on primary and elementary schools nationwide.

The principals of Keravat, Sogeri, Passam, Aiyura, Wawin and Port Moresby National High Schools and FODE met in Port Moresby on the 29th of April, and were given an opportunity to meet with the Minister, and furnished situational reports on their respective schools.

Most highlighted the pressing need to address the deterioration or demise of infrastructure, accumulated over the years, as well as rehabilitation projects left incomplete due to contractor issues.

Minister Marape assured the Principals that a special Cabinet submission for 2011 Budget would be made, entailing the needs of the National High Schools, TVET and FODE, and with a view to ensuring that the learning environment is conducive for the Schools of Excellence.



The top 1 percent of High school students around the country will be selected to attend seven "Schools of Excellence" starting next year.

Policy and Planning staff attend EFA workshop

AN Education For All Info workshop was conducted from the 10th to 14th May, 2010 at the Ela Beach Hotel and was attended by the NDOE Policy and Planning Wing staff. It was wholly funded by UNICEF and facilitated by a staff of UNICEF based in Bangkok.

The purpose of the workshop was to train the Policy and Planning staff on the computer application program called, *EFAInfo 2.0*, a data dissemination tool that can be used by the staff at their work place to enhance the statistical data that are to be published for consumption by the public.

Data in number form can be translated into graphs like; line, table, map and bar/column – data features that the staff have to create when dealing with quality statistics and reports.

UNICEF has come up with this program in 2005 as a tool to support the compilation, dissemination and presentation of key education data across the Asia and Pacific region. The tool is intended to complement the existing national information systems, as a planning and policy making tool in the monitoring and assessment of education.

New software for National Library users

USERS of the National Library in the National Capital District are now in touch with the world in information technology after new software was provided with the assistance of AusAID a month ago.

Information Systems, Communication & Technology Adviser Mr. Karl Turnbull said the computers and software were provided with the assistance of AusAID.

"These computers have been installed with educational software such as Encarta and Britannica to enable the public to conduct research and find information.

The computers also have access to TALIS which stands for Teaching and Learning in Schools. TALIS is a digital library available via a web browser however internet access is not required," Mr. Turnbull said.

The TALIS e-Library collection was built using Greenstone, which is an Open Source e-Library application that was developed by a New Zealand university and recommended by UNESCO.

The TALIS digital library includes thousands of objects such as Adobe Acrobat documents, videos, images and audio.

Mr. Turnbull said, "We have installed some great new software on all of the computers which removes all viruses and



Junelyn Lolo (center) from ICT watches while Library staff test their skills on the new software.

changes made to the computers once the computers are restarted."

The content has been collected by the Department of Education specifically for schools in Papua New Guinea and includes a large variety of local content such as local newspapers.

Elementary Curriculum redone

Since 1995, the children in Elementary Prep to Elementary Grade 2 were taught in their mother tongue or a language that the children can speak and understand. However, in the last five years, the Department of Education has been pressured to make English as a compulsory language of instruction, and a subject to be taught at the Elementary schools. It was perceived that the children who learnt in their vernacular could not speak and write correct English and therefore, they could not understand when conversing and responding to certain questions when they undertook the tasks in Grades 3, 4 and 5 in learning context.

During the 2008 DoE Senior Education Officers Conference (SEOC), a resolution was passed for the Elementary English Syllabus to be redone so that English could be taught as a subject in elementary schools.

In 2009, Elementary Section of CDAD started developing English curriculum after the Syllabus Advisory Committee (SAC) approved the plan in September as a response to the decision passed at the 2008 SEOC. Basic Education Board of Studies (BEBOS) then endorsed the plan and straight after that curriculum development started on key documents: English Syllabus, Teacher Guide and the Students Activity Book. Presently, the Elementary Section officers are working towards completing a package, containing the English Syllabus, Teacher Guides and the Students Activity Book to be trialed. The syllabus was at its final draft stage and was presented to the SAC on the 14th and 15th April 2010 for its approval to be consulted on in July this year.

The specifications for the other two books – Teacher Guides and Students Activity Book have been written and deliberated on by the Subject Curriculum Group on the 13/05/10 and was endorsed by the BEBOS on the 26 – 27 May, 2010. The work on these books started in April and continued to June 2010 as trial documents only. After the trial of the documents, the fourth book called 'Implementation Book' for the teachers and the Standards Officers will be developed by October this year. It is hoped that the Implementation Book will be ready for the Board of Studies to endorse for publication in November 2010.



Pipeline newsletter is a monthly publication by the Department of Education Media & Communication Unit.

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