

MOROBE PROVINCIAL EDUCATION PLAN

2007-2016

Our Future is in Our Children

Acknowledgements

The Provincial Education Plan 2007-2016 ***Our Future is in Our Children*** was formulated with the support and commitment of many individuals.

The Consultative Team and the Team of writers is acknowledged on behalf of the Provincial Planning Steering Committee in providing leadership in discussing the identified education needs and developing relevant outcomes, strategies, and activities required to achieve both the Provincial and National Government's objectives in Education.

The Consultative Team under the Chairmanship of Mr Kimbun Keindip Community Leader, Paul Omot, Community Leader, George Nansingom Community Leader, Effe Mare Women's Representative, Robert Williong Provincial Youth Coordinator, late Bravy Towika ELCPNG Education Secretary and Mrs Anne Barnabas Catholic Education Secretary, Mrs Bing Sawanga NGO Representative.

The following Provincial Education Staff also provided administrative support to the Consultative Team includes Mr Wavia Ganeki SPA/ Planning & Budget, Mr. Uwe Bodenschatz HORIZONT3000 Austrian Organisation for Development and Mr Joseph Solulu SPA/ Education Services.

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MOROBE PROVINCIAL EDUCATION PLAN 2007-2016

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|---|-----|
| Acknowledgement | I |
| Contents | ii |
| Governor's Message | iii |
| Provincial Administrator's Message | IV |
| Provincial Education Advisor's Message | v |
| Section 1: Introduction | 1 |
| The Context of the Plan | 2 |
| Section 2: Our Vision 2007 – 2016 | 9 |
| Section 3: Elementary Education | 13 |
| Plan for Elementary Education 2007 – 2016 | 18 |
| Implementation Schedule | 27 |
| Monitoring and Evaluation Framework | 29 |
| Section 4: Primary Education | 31 |
| Plan for Primary Education 2007 – 2016 | 37 |
| Implementation Schedule | 49 |
| Monitoring and Evaluation Framework | 54 |
| Section 5: Technical Vocational Education | 55 |
| Plan for Technical Vocation Education 2007 – 2016 | 61 |
| Implementation Schedule | 69 |
| Monitoring and Evaluation Framework | 74 |
| Section 6: Secondary Education | 75 |
| Plan for Secondary Education 2007 – 2016 | 81 |
| Implementation Schedule | 89 |
| Monitoring and Evaluation Framework | 92 |
| Section 7: Flexible Open Distance Education (FODE) | 93 |
| Plan for Elementary FODE 2007 – 2016 | 98 |
| Implementation Schedule | 103 |
| Monitoring and Evaluation Framework | 106 |
| Special Education Landscape in Morobe | 107 |
| Section 8: Administration of Education | 109 |
| Administration of Education Plan | 117 |
| Implementation Schedule | 125 |
| Monitoring and Evaluation Framework | 131 |
| Section 9: Financing the Plan | 133 |

Message from the Morobe Governor

I am proud as the Provincial Chairman for Education Services for Morobe Province, to present this plan with the Theme **Our Future is in Our Children** to the Provincial Executive Council. The plan presents a new vision for education for both Morobe Province and Papua New Guinea.

The plan shows how we implemented the education reform since 1996 – 2006 and how we want to continue to 2016. The progress we have made in the last plan has been very significant and has had a positive impact in the rural and remote communities of Morobe Province.

The 1996 – 2006 plan had an initial three years of elementary education followed by six years of primary education for every child in the province towards universal primary education.

The plan 2007 – 2016 is built on the progress we have made so far (1996 - 2006) and shows how we will increase access for pupils undertaking post-primary education in vocational/technical education to skill the population of this province, as well as providing access for secondary and distance education.

This plan requires support from all educational stakeholders at provincial, district, local level governments and community level to implement it fully.

The future of the Morobe Province is its children. Many live in small remote villages and have missed out on opportunity for education due to rough geographical terrain or cultural factors.

Therefore, with the introduction of the Morobe Education Plan 2007 – 2016 we will provide better education much more effectively throughout the province.

I call on all in Morobe Provincial Government to support this plan


HON. LUTHER A WENGE (LLB) MP
Chairman

Message from the Morobe Provincial Administrator

The development and completion of the Morobe Education Plan, 2007 -2016 ***Our Future is in Our Children*** - represents a milestone for the development of education in the Morobe Province.

This is an important Plan formulated by the Division of Education for the development of all levels of our education system starting from elementary and primary schooling through to the technical and secondary sectors.

The Plan comes in several parts: the current situation, the Plan for the next ten Years the Implementation Schedule and the Monitoring and Evaluation Section. The Plan presents the vision, targets, objectives, strategies and activities that will allow the Morobe Education System to reach our target of universal basic education in our Province by 2015 and ensure high levels of quality and efficiency in a cost effective manner.

The need for development varies in the contemporary Morobe society when one takes into account our huge province with so many different traditions and cultures. The Plan hopes to satisfy the aspirations of Morobe People from all over the province – be they from Lae City or from the remoter parts of Menyamya.

However it is not possible to improve education without a change in attitudes and a demonstrated level of commitment from all of our people to strive for the efficient and sustainable improvement of our human resources. In order for this Plan to be successful we need the cooperation and resolve of all stakeholders in education. It is only with the true commitment of all governments, parents and the communities that we are going to be able to provide the quality education to our children that everybody desires. We must always remember that our children are the future of our province and of our nation.

I wish to sincerely thank all who provided the guidance and support to complete this Plan in particular our Consultative Team led by Kimbun Keindip, our writing team led by Wavia Ganeki and Uwe Bodenschatz HORIZONT3000 Austrian Development Organisation as well the Personnel of the Department of Education for their assistance.



MANASUPE Z ZURENUOC
Provincial Administrator

Message from the Provincial Education Adviser

This Provincial Education Plan “**Our Future is in Our Children**” builds on the progress made in the last provincial education plan 1996 to 2004. It is guided by the Provincial development plan of Morobe, the Medium Term Development Plan of PNG and the National education Plan 2005-2014. At the moment there are many challenges, as a result of many education reform, as well as, district and local government administrative changes.

The focus of this plan is for every child in Morobe Province to receive quality and affordable universal primary education for our children. Statistics show that many children of Morobe Province miss out basic education mainly due rugged, rural and remote school setting due to geographical terrain and complex social and cultural factors.

The education reform addressed this problem through the establishment of elementary schools in remote and rural communities of Morobe Province since 1996. The elementary school system has provided a more relevant local curriculum using local orthographies that intends to achieve greater community participation. This progress will continue in the new plan 2007 – 2016.

In this Plan it is anticipated that, Primary education will be larger “central” primary schools, where pupils will be challenged more and teacher will receive greater professional and community support.

The secondary school system will be expanded initially through enlarging existing schools rather than building more small weak secondary schools.

I share the view that each district in future should have at least one technical/vocational school to provide skills education for our people to learn skills either through short-term courses or full time programmes.

Ongoing professional support of all teachers will need to take place to adequately meet the education reform needs.

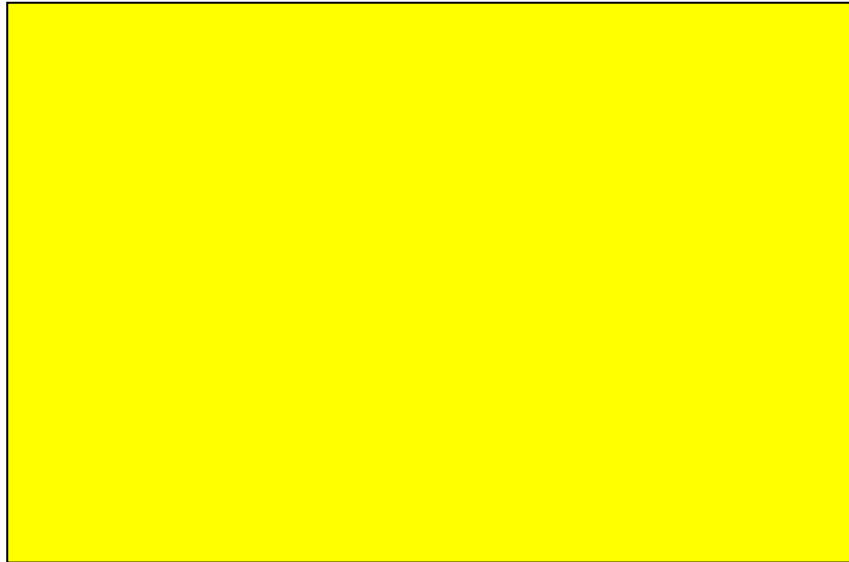
The kind of education we provide will better prepare our children to better utilize and manage our abundant natural resource such as timber, fish and minerals better.

On behalf of the working group who prepared this document, I am proud to offer it to you as the second plan which will provide universal primary education and secondary and vocational/technical education for the Morobe Province



Murika Siria Bihoro

Provincial Education Adviser



The Context of the Plan

National Constitution

The basis of this plan is enshrined in the five national goals and directive principles of the National Constitution i.e.

Integral Human Development: we declare 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;

Equality and participation: we declare our second goal to be for all citizens to have an equal opportunity to participate in, and benefit from, the development of our country;

National sovereignty and self-reliance: we declare our third goal to be for Papua New Guinea to be politically and economically independent, and our economy basically self-reliant;

Natural resources and environment: we declare our fourth goal to be for Papua New Guinea's natural resources and environment to be conserved and used for the collective benefit for us all, and to be replenished for the benefit of future generations;

Papua New Guinea ways: we declare our fifth goal to be to achieve development through the use of Papua New Guinea forms of social, political and economic organizations.

Education in Morobe

The education in Morobe is improving, expanding and increasing in elementary, primary, secondary and vocational centres. There are 541 elementary schools operating while 458 schools are earmarked for establishment within the planned period. There are 301 primary and community schools operating in the Morobe Province. The province also has 16 secondary schools, 8 vocational centres and 1 technical high school. Because of the large number of students coming out of the primary schools, the people are now demanding to have more technical high school in the Morobe Province.

Morobe Province is fortunate to have some of the best Tertiary Institutions such as; Papua New Guinea University of Technology, Lae Technical College, Balob Teachers College, Martin Luther Seminary and Lae School of Nursing in the country

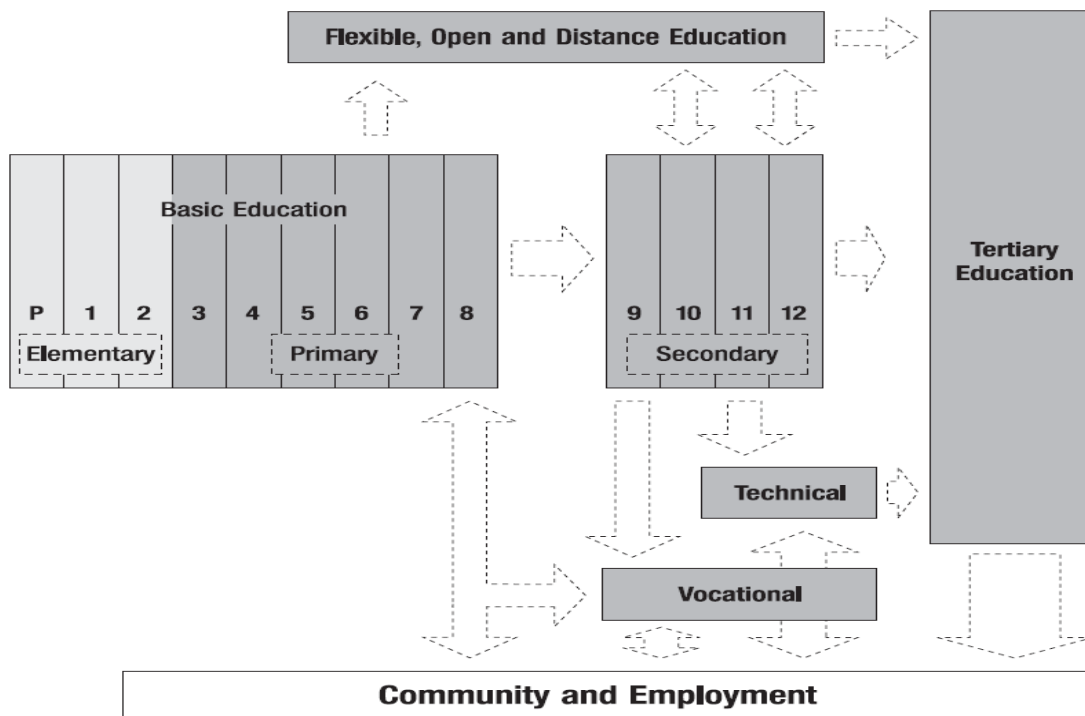
There are international schools such as IEA and Coronation College who are offering overseas curriculum for expatriates and some Papua New Guineans. The Distant Education Mode through FODE centre in Lae, DODL franchise Modules, University of Papua New Guinea Open College and Adult Matriculation courses offered by private and recognized institutions in Lae City are contributing to the education of the general public in Morobe Province.

The Morobe Provincial Government, under the leadership of the Honourable Governor Songang Luther Wenge, has placed more emphasis in the development of Human Resources in the province. The Provincial

Governments 2007 provincial budget is the reflection of what the Provincial Assembly wants to achieve through education in this province.

The structure of the Education system is as illustrated by the diagram below (adopted from NEP 2005 – 2014 pp 3)

Education Structure



Consultative process

The Morobe Provincial Ten Year Education Plan was spear headed by the Consultative Team formed at the beginning of the Planning process. The consultative team has visited number of districts in the province and has collected general views from the people that were used as the basis of information to formulate the plan. It was not an easy task to reach out to all the people as anticipated due to the geographical lands cape of the province. However, the views collected during the consultative visits were fairly similar across the province. The main emphasis expressed was for the establishment of Technical High Schools to cater for the huge number of students coming out of primary schools in the Morobe Province, establishments of central primary schools to take on grade 7 and 8, speed up the establishment of elementary schools in rural schools to replace grades one and two, establishment of elementary schools in isolated rural areas and establishment of new lower primary schools to give equal opportunity for the children in Morobe to anticipate in education.

Social Issues

Law and Order

The upsurge in Law and order problems is one of the major concerns noted in this province. The main areas of concern is unemployment and the high cost of living that has forced many youth to get into drug trading, prostitutions that has also contributed to increase in HIV/AIDS cases in the

province, break and enter, car thefts, stealing, rape, family violence, street fighting, pick pocketing and traffic related problems.

Because of the rapid social influences taking place in the province, the rural areas of Morobe Province are beginning to experience some of those problems that have not been experienced before. The main rural areas that have been affected by criminal activities are those that have access to road, government stations and mining areas.

Under the community-policing programme, community based police posts were set up at the community levels to carry out awareness on law and order in the community. In the rural areas, particularly in the high crime areas like Wau in the Bulolo district rural police stations were built with additional manpower stationed to control law and order problems in those areas.

At the LLG areas few police personnel were stationed with community – based reserve police appointed to overseeing the law and order situations in the Local Level Government Council areas.

In Lae, under the reservist programme, individual volunteers have been trained to boost the much-needed manpower to combat law and order problem in the city.

Morobe Provincial Government has also contributed positively by assisting police operation in the province. It has set up a Law and Order Committee and made funds available for the police to carryout emergency operations in the province. At the District level some Members of Parliament have also contributed in the purchase of vehicles to assist police in their operation.

Health and HIV/AIDS

The HIV/AIDS figure in Papua New Guinea has increased dramatically since 1987. Morobe Province being the gateway for transmigration by people from different provinces is posing threat to the people of Morobe with rapid increase in sexually transmitted diseases including HIV/AIDS.

The Morobe Provincial Government has taken positive step by providing the office space in Lae for both the Provincial and National HIV/AIDS Council to carryout awareness on the HIV/AIDS problem in Morobe Province. This has enabled the Provincial AIDS Council, with the support from the National AIDS Council to produce reports on Social Mapping and Strategic Plan for HIV/AIDS in Morobe.

The objective of the report above is to reach out to all people in both the urban and rural communities of Morobe Province so that the people are aware of the problem and prepare themselves to challenge the HIV/AIDS epidemic (Morobe Provincial Population Action Plan 2004 pp 24, 54)

The current statistic shows that Morobe is rated 7th out of 20 provinces in the country with HIV/AIDS cases. Lae City being one of the cities in the country, apart from Port Moresby and Mount Hagen, is experiencing rapid increases in the HIV/AIDS each year. At the provincial level, a representative of the Division of Education is one of the Committee Members of the Provincial HIV/AIDS Committee. The Division will collaborate with the other stakeholders

to carryout awareness in schools and communities throughout the Morobe Province.

The Division will also ensure that the national aids policy will be implemented at the school level. Curriculum on HIV/AIDS is to be properly taught in schools throughout the Morobe Province. All parents in the communities in Morobe will also be encouraged to contribute to educate their children who are vulnerable to major sexually transmitted diseases including HIV/AIDS at home.

Much of the social problems relating to law and order and, health especially the HIV/AIDS are caused by our disgruntled youth due to scarce job opportunities and high cost of living. Education has been blamed to have ill equipped those young people with necessary skill to make a meaningful living at home. In addition, constant problems relating to family break down, child abuses, unwanted pregnancies and orphanage has been a major issue that the Provincial Community Services has been confronted with.

Social Welfare

In the light of those problems, the Division of Community Welfare Services has tried some of the strategies to rehabilitate youth and welfare programs in the Morobe Province. It has liaised with Donor Agencies to source funding to assist youth groups to participate in the small-scale agro farming. The Division has also conducted skills and leadership training for the youth and women groups in both urban and rural communities.

The Division has encourage all Papua New Guineans living in Morobe Province to register themselves, provide counselling for the victimized families, assist deserted wives/husbands for maintenance, provide technical advise on child abuses and family violence and community development services. The Division of Education is also assisting in taking Birth Registration for all students in school throughout the Morobe Province.

At present there is a need for social sectors such as health, education, and agriculture and community service to collaborate to come up with some strategies and policies to rehabilitate youths in Morobe to be more responsive and participate in sports and small scale commercial and agro businesses activities so that they can be able to live a productive life in their communities.

Gender Equity

The Papua New Guinea culture restricting female participation in the socio-political and economic activities is gradually eroding in our contemporary society. The emphasis now is to re enforce Governments Eight Point Plan on equal participation by women in the socio-political and economic activities. The Morobe Division of Education is committed to enforcing NDoE Policy by

increasing the female students enrolment in school, recruitment and deployment of more female teachers, providing opportunities for females representatives to anticipate as members of the School Board of Management, Board of Governors, PEB as well as holding on to senior executive and administrative positions at the Divisional Head Quarter.

Population:

The total population of Morobe Province according to the 2000 census was 529,404.(refer to Table 1) There were 280,710 males and 258,694 females. Majority of population (75%) live in rural areas.

Table 1: Population by sector, sex and citizenship, Morobe, 2000 Census

| Area | Total | Citizen | Non-citizen |
|---------------------|---------|---------|-------------|
| All Sectors | | | |
| Persons | 539,404 | 537,415 | 1,989 |
| Males | 280,710 | 279,444 | 1,266 |
| Females | 258,694 | 257,971 | 723 |
| Urban Sector | | | |
| Persons | 136,435 | 134,786 | 1,649 |
| Males | 74,512 | 73,478 | 1,034 |
| Females | 61,923 | 61,308 | 615 |
| Rural Sector | | | |
| Persons | 402,969 | 402,629 | 340 |
| Males | 206,198 | 205,966 | 232 |
| Females | 196,771 | 196,663 | 103 |

Source: Morobe Provincial Report, NSO 2002: p5 cited in Morobe population action Plan 2005-2010

Table 2: The population and school age populations of the Morobe Province

| DISTRICT | Total population (2000 Census) | 5 to 9 yr population | 10 to 14 yr population | 15 to 19 yr population |
|--------------|--------------------------------|----------------------|------------------------|------------------------|
| BULOLO | 77,232 | 10880 | 9366 | 8089 |
| FINSCHHAFEN | 45,287 | 6127 | 5598 | 4656 |
| HUON | 59,923 | 8030 | 6704 | 6030 |
| KABWUM | 41,883 | 5680 | 5058 | 4181 |
| LAU URBAN | 119,178 | 14346 | 12149 | 12809 |
| MARKHAM | 49,369 | 6812 | 5751 | 5081 |
| MENYAMYA | 68,546 | 11599 | 8542 | 6257 |
| NAWAEB | 35,059 | 4687 | 4184 | 3554 |
| TEWAI/SIASSI | 43,327 | 5926 | 5241 | 4523 |
| TOTAL | 539,804 | 74,101 | 62,617 | 55,214 |

Geography of the Morobe Province and it's people

The Morobe Province is located 45c latitude to the South and 146c to the latitude to the East on the North Eastern part of Papua New Guinea.

The Province is on northeast coast of Papua New Guinea takes its name from former German capital Morobe, southeast of the present provincial capital, Lae City. The Province with a population of approximately 500,000 is divided into nine districts Bulolo, Finschhafen, Huon, Kabwum, Lae, Markham, Menyamya, Nawaeb, Tewae/Siassi and; 230 distinct languages are spoken. The province shares common borders with Madang, Eastern Highlands, Gulf, West New Britain, Central and Oro Provinces. Lae is the center of PNG and is the provincial capital and the second largest city in the country. It is situated at the mouth of Markham River and the start of the Highlands Highway. The Markham river valley runs through the center of the province. The province is characterized by rough terrain to gentle slopes and flat plains. The main mountain chain includes the Huon Peninsula, Sarawaged with the highest point (at 4,425 m above sea level) the Rowlinson range to the north and the Owen Stanley Range to the South. The major river system includes the Markham and the Waria rivers, which are two of the ten fastest flowing rivers in the country. The other notable rivers that have potential for hydroelectric scheme development are the Watut, Mongi, Masaweng, Paiawo, Maiama and Francisco rivers. The climate is and extremely humid as a result of high mountains and deep valleys. More than 5,080 mm of rainfall is recorded annually in Lae. The provincial map below shows main centres of the 9 major districts in the Moro be Province



The Land and Economy

The total landmass including the sea area of the province is 34,650.6 square kilometres which is the largest in Papua New Guinea. The total land area is 33,931.6 square kilometres and the maritime area is 719 square kilometres. The province can be grouped into three main geographic areas, namely the coastal and island and mountain areas; and finally, the river and valley areas. The coastline of the province extends to approximately 402km from the south and southeast to the north and northeast.

Whilst Morobe boasts a great economic potential, it is still very much underdeveloped for a number of reasons. Firstly, it is dominated by the exploitation of primary products, such as agriculture, forestry, and mining and to a lesser extent fishing. Agriculture remains the dominant sector. There are three types of agriculture production namely, traditional subsistence, smaller holder cash crop generating and large-scale plantations. (Adopted from Morobe Provincial Population Action Plan 2005-2010 p5)

About 452.3 hectares of land throughout the province is under cultivation by subsistence (farming) agriculture; coffee is the largest cash crop followed by cocoa, cardamom, coconut, rice and chillies. Livestock development is dominant in the rich Markham Valley with some development in the Wau and Bulolo District. Forty percent (40%) of the country's beef supply and the country's largest chicken production are in Morobe. There is also large-scale crocodile farming in the province. Morobe is experiencing an increase in hotel development and tourism industries.

Lae is the main industrial centre in the country, and is vibrant with many different commercial activities. It serves as the distribution port for all Highlands provinces including Madang for imported merchandise. A new Tahiyu Cement Factory was opened in 1993 and two fish canneries were opened since 1996 to add to the many industries, which have flourished over the years in Lae providing many employment opportunities to the people. The current development of Malahang Industrial Centre will open up more opportunities for new businesses to start. Other industries operating in Morobe Province include mining, especially in the Wau and Mumeng areas, timber, fishing, and tourism. Gold and timber are Morobe's leading exports.

Our Vision

Our vision is 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 (adopted from: NEP 2005-2014 p.17)

BASIC EDUCATION

Elementary

At 6 to 8 years of age all children including those with special needs begin their basic education in an elementary school in a language that they speak. For the next three years they develop the basis for sound literacy and numeracy skills, family and community values including discipline, personal health care, and respect for others.

Primary

At the age of 9 to 11 years old children including those with special needs will continue their basic education in a primary school. After six years of primary education that begins with a bilingual program, children have 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

Secondary

Students including those with special needs in grades 9 to 12 achieve their individual potential to lead productive lives as members of the local, provincial, 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.

Technical Vocational Education and Training (TVET)

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 including students with special needs

To contribute to the improvement of technical training and education in the Morobe Province in order to allow the youth to participate actively and responsibly in the social, economical and cultural development.

Flexible Open and Distance Education FODE

A system of flexible, open and distance education that provides alternative opportunities for the people of Morobe to gain further appropriate, and affordable education.

SITUATIONAL ANALYSIS

Overview

Elementary schools have been established as feeders for existing Primary schools. The official minimum enrolment age in prep is 6 to 8 years. The elementary schools consist of Prep, Elementary 1, and elementary 2. They were established within the community, and wards in each LLG area. These schools were different from Primary schools and have their own Boards of Management. The community decide the language of instructions in these schools.

Teachers of Elementary schools are from the local area. The community develop a curriculum based on the framework provided by the Department of Education.

Elementary schools enable children to identify themselves and develop an understanding of their own local language and cultural values as well as preparing them for their primary education.

Elementary education provides a three year education programme to improve access and achieve the government and relevant agency objectives for improving its human resource capacity however the present situation is that these objectives are not being fully achieved.

Learning in elementary schools is in the local language. Bridging into English is introduced in third and fourth terms of elementary grade two as a lead up to grades 3, 4, and 5 in lower primary.

When and where possible Tok Ples Pri Skuls (TPPS) schools need to become Elementary schools, consultations between the relevant communities need to be held with their respective agencies.

Infrastructure developments for elementary schools have been the major problems in the communities. There was inadequate planning and support from the communities and the Local Level Government for schools infrastructure.

Access

Access has improved since the introduction of the education reform, which has provided equal opportunities to both male and female children. This is shown by large enrolment increases in the last 9 years. However there is still a great need for more elementary schools to be established.

Land dispute is one of the many problems associated to the interruption of the speedy establishment of elementary schools throughout the province.

Table3: Total enrolment by gender and grade, 2000-2004.

| | | 2000 | 2001 | 2002 | 2003 | 2004 |
|--------------------|--------|-------|-------|-------|-------|-------|
| Prep | Male | 1786 | 2932 | 1734 | 4911 | 3807 |
| | Female | 1630 | 2515 | 1582 | 4345 | 3274 |
| | Total | 3416 | 5447 | 3316 | 9256 | 7081 |
| Elem 1 | Male | 1638 | 2574 | 1583 | 4620 | 3000 |
| | Female | 1348 | 2318 | 1351 | 4093 | 2619 |
| | Total | 2986 | 4892 | 2934 | 8713 | 5619 |
| Elem 2 | Male | 1061 | 1695 | 1506 | 2945 | 3002 |
| | Female | 908 | 1549 | 1334 | 2639 | 2452 |
| | Total | 1969 | 3244 | 2840 | 5584 | 5454 |
| Total | Male | 4485 | 7201 | 4823 | 12476 | 9809 |
| | Female | 3886 | 6382 | 4267 | 11077 | 8345 |
| | Total | 8371 | 13583 | 9090 | 23553 | 18154 |
| %age Female | | 46.4% | 47.0% | 46.9% | 47.0% | 46.0% |

The variation in the total enrolment by gender and grade since 2000 reflected in table 1 have been the result of some major changes in the policy and the programme for training of elementary teachers. Data shown above only reflects information received from schools. Note that the percentage of female students has remained static over the same period.

Table4: Preparatory enrolment rates by gender, 2000-2004

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---------------|-------|-------|-------|-------|-------|
| Male | 22.5% | 36.0% | 21.0% | 58.0% | 43.7% |
| Female | 22.3% | 33.4% | 20.9% | 55.9% | 41.0% |
| Total | 22.4% | 34.8% | 21.0% | 57.0% | 42.4% |

Table 4 shows that while there is a steady increase throughout the period between 2000 and 2004 the most significant increases in the preparatory enrolment is in 2003.

Curriculum

The teachers usually prepare the teaching materials, including big and small shell books, during the six weeks of their Certificate of Elementary Teaching (CET) training. These materials are supported and guided by the Department of Education Curriculum Statement. AusAID also contributed elementary kits to support teaching in elementary schools.

The current curriculum issues experienced over the years are reflecting weaknesses in the administrative and operational systems and processes. An establishment of an efficient and operating system such as a LAMP Centre will help improve the current weakness in the production of teacher's materials.

Teacher Training

The teacher-training program is ongoing however the provincial quota is often not sufficient to accommodate the increasing number of children

eligible to enrol in elementary schools in the province. As a result, it is felt that an institutionalised training program for elementary teachers be introduced to address these attrition problem in the province. Further to this a possible consideration be extended to include local ex-teachers or retired teachers and TPPS teachers to be recruited to teach in remote or disadvantage elementary school in the province.

One very positive outcome of elementary teacher training program is that grade ten graduates from the local communities are being employed to undertake teaching in all the elementary schools throughout the provinces. Opportunities are being given to both genders with women being given priority for employment.

Furthermore there is a need for the elementary teachers to upgrade their educational qualification to be better classroom teachers through distance mode.

Table 5: Staffing by gender by year and pupil teacher ratio, 2000-2004.

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|------------------|-------------|-------------|-------------|-------------|-------------|
| Male | 119 | 253 | 153 | 385 | 361 |
| Female | 102 | 162 | 108 | 253 | 211 |
| Total | 221 | 415 | 261 | 638 | 572 |
| T/P Ratio | 37.9 | 32.7 | 34.8 | 36.9 | 31.7 |

Table 5 confirms that there is a need for more teachers to be trained in order to address the current teacher shortage problem as stated in the text above. Table 5 is corresponding with Table 4 and only represents received data from schools.

Teacher Supervision

Teacher supervision is suppose to be an on going activity however it has been greatly affected since the introduction of reform due to inadequate logistic and infrastructure support available to the Trainer Inspectors

The current situation can be improved if all the government administration and church agencies responsible for the management of the schools and teacher perform their legislative responsibilities accordingly.

Management

The success of elementary schools throughout the province has been largely due to good support from the local community especially the parents. As a result elementary education has had a beneficial effect on local community.

The school registration administration process has been identified as slow and has cause unnecessary delays in establishing elementary schools throughout the province.

Consequently teacher's entitlements are not processed on time resulting in large number of teachers in the affected schools not receiving their salaries on time. It is therefore suggested that Department of Education and the Provincial Education Division address an improved approach to this issues.

Communication is an important means of delivering information at all levels of the organisation/ education in the province. However, lack of proper and efficient communication system has contributed to create some of the problems faced by both teachers and the students in Morobe Province. To be effective in providing efficient education services to the staff and students, positive attention on communication has to be under taken by appropriate authorities at all levels of the organization in the province.

THE PLAN FOR ELEMENTARY EDUCATION 2007-2016

Major outcome

Every 6 to 8 years old child enters the Elementary Preparatory grade by 2015 and completes three years of basic relevant education.

Access

Minor outcome E1:

Elementary schools will be open in all districts of Morobe to allow all six to eight year old children to enrol in elementary preparatory class

All children will be provided with an opportunity to enter Elementary Preparatory and complete three years of elementary education. There will be annual and biannual enrolment in all schools.

Target E1.1
All school age children will have the opportunity to enter elementary Prep by 2012

Table 6: Elementary school enrolments by grade, selected years, 2007 - 2016

| Years | 2007 | 2010 | 2013 | 2016 |
|-------|-------|-------|-------|-------|
| Prep | 12106 | 17887 | 22350 | 24281 |
| E 1 | 10118 | 15865 | 21611 | 23478 |
| E 2 | 7956 | 13531 | 19105 | 22153 |
| Total | 30181 | 47283 | 63066 | 69912 |

The number of new Elementary Preparatory classes required has been determined by the Department of Education. There will be sixty-two new elementary classes open each year in order to reach the target. Following this there will be a need for further classes in order to keep up with population increases. A total of 458 new classes will be opened during the plan period.

Target E1.2
Sixty-four preparatory classes establish each year to 2012

Table 7: New Elementary prep classes by year, selected years, 2007- 2016

| Years | 2007 | 2010 | 2013 | 2016 |
|-------|------|------|------|------|
| Prep | 64 | 64 | 20 | 22 |

The opening of new elementary school classes will result in the admission rate rising until it reaches 95% during the plan period.

Table 8: Admission rate, selected years, 2007- 2016

| Years | 2007 | 2010 | 2013 | 2016 |
|----------------|-------|-------|-------|-------|
| Admission rate | 63.9% | 86.9% | 95.0% | 95.0% |

Ward Councillors together with the Elementary Trainer Inspector, the Provincial Education Planner and the local Community will identify and agree on the site for establishing an elementary school. Elementary schools will be 'feeder' schools to a primary school in the catchment area. Districts according to the Provincial Education Plan, using set quota provided by Division of Education in Lae, will administer planning for and the establishment of the elementary schools.

Prior to the establishment of a new elementary school the following criteria should have been satisfied;

- That the total enrolment of elementary prep, E 1 and E 2 must be at least 30 or more children annually. The teacher/student ratio should be 1:30.
- Multi-grade teaching in elementary schools will be encouraged in situation where there is less number of teachers and students.
- That the school be located in or adjacent to a village/settlement not more than 30 minutes walking distance from the child's village
- That a communal agreement over the land to be used must be reached before a school is established. This is to avoid any future land dispute.
- That an agreement be reached between the Board of Management and the landowners.
- That the language of instruction has been determined by the community and that a written orthography of the vernacular language, if applicable, must have the approval of the Provincial Education Board and Provincial Literacy Committee.
- Those communities understand their responsibilities regarding infrastructure maintenance and development in the school.
- Availability of resource people capable of running the school.
- That a suitable candidate for the elementary teacher-training program has been nominated.

Guidelines will be developed by the province for all elementary school buildings, in particular classrooms, which will include minimum dimensions and take into account lighting and other health related considerations. The Local-level Governments will be expected to play a major role in supporting the communities through budgeting for seed money for the elementary schools and also their regular maintenance.

Target E1.3:
All elementary schools should have classroom constructed in accordance with the Provincial infrastructure guidelines by 2012.

Where a Tok Ples Pre Skul (TPPS) exists and there is a demand for a new elementary class the TPPS may be converted or be integrated into an elementary school. All relevant Agencies are expected to assist with the transfer of the status of the school to become an elementary school. Where a community is not able to meet the expected enrolment in the existing elementary school these small schools will be rationalised in order to meet the needed enrolment target.

Any privately run elementary school wanting to be recognised as an elementary school within the government school system must meet all the government policies governing the administration of an elementary school.

Strategies and Activities

Establish and maintain a sufficient number of schools

- Plan for the increases in the student enrolment to meet the target.
- Use quotas from Department of Education and distribute equitably to all the districts for their implementation.
- Develop guidelines for communities and local-level governments to use for the establishment of elementary schools.
- Local-level governments to budget for infrastructure and maintenance grants to support infrastructure development for elementary schools annually.

Quality Curriculum

Minor outcome E2:

A relevant elementary curriculum is developed, implemented and monitored.

A new curriculum framework is being used in elementary as well as in other levels of education. The focus of the new curriculum is on how children will fit into their community so that they are not removed from their customs and culture. A new relevant Community Based Curriculum has been developed to provide a better learning in the local vernacular for the children and teachers in the elementary schools and TPPS. The use of the Community Base Curriculum in the local vernacular is supported by the translations of Orthographies in 94 languages in the Province.

The Elementary Trainer Inspector, District Education Administrators, Headteachers, Chairpersons of Board of Management and representatives from Agencies and the Provincial Education Division, will conduct the monitoring of teaching and learning in the schools.

Table 9: Status of Orthographies /Languages (source Summer Institute of Linguistic 2005 (SIL))

| Status | Number |
|---|--------|
| Number of languages | 94 |
| Translation completed SIL | 37 |
| Translation in progress SIL | 23 |
| Phonetic Orthographies in use | 29 |
| Number of phonetic orthographies needed | 41 |

The information reflected in the table above show that about 41 languages have sufficient speakers to warrant the development of an appropriate phonetic orthography. Therefore the end of 2013 will develop ten new phonetic orthographies developed and the elementary school children, teachers and the communities will have access to using their own orthographies.

Target E2.1
By 2013 ten new phonetic orthographies' will be developed

At present 41 orthographies have been developed and work on the development of others are in progress. It is anticipated that every year leading to the target date there will be two phonetic orthographies developed with the support of Summer Institute of Linguistics and the Bible Translation Association.

Communities through the Board of Management will select the language of instruction in line with the policy and the teachers, trainers and trainees will develop materials using local community input to support the elementary curriculum. This will be achieved through the development of local curriculum development committees on a cluster basis.

The aims of the Elementary Curriculum are to:

- Enable children to continue developing an understanding of and identify themselves with their local culture.
- Teach an integrated community – centred curriculum in a language that the children already speak with an introduction to Oral English in term 2 of Elementary Grade 2 (E2).
- Equip children with knowledge, skills and attitudes for effective communication in their own local language.

Time allowed for preparation of materials has been seen to be insufficient thus requires alternative consideration by both the province and the Department of Education to reallocate teaching times for elementary teachers.

Meanwhile Elementary Trainer Inspector and the Board of Management Chairperson and the school Head teacher continue to supervise the preparation of school materials in school. Supervised Teaching and

Curriculum Cluster Workshop should be ongoing throughout the school yearly.

Strategies and Activities

Develop local relevant curriculum in accordance with the national curriculum framework.

- Support the formation and define the role of curriculum development committees.
- Provide appropriate technical support for elementary schools in the development and use of community-based materials.
- Review the development and the production of materials.

Complete all necessary orthographies.

- Liaise with the Summer Institute of Linguistics for them to provide support in the development of two relevant orthographies each year.

Quality Teacher Education and Training

Minor outcome E3:

A required number of appropriate trained and qualified elementary teachers

The training of elementary teachers is provided through the Elementary teacher-training program (2-year equivalent) leading to the Certificate of Elementary Teaching (CET).

Table 10: Staffing requirements by Grade and year, selected years, 2007 - 2016

| Year | 2007 | | 2009 | | 2012 | | 2016 | |
|----------|-------|-------|-------|-------|-------|-------|-------|-------|
| Location | Rural | Urban | Rural | Urban | Rural | Urban | Rural | Urban |
| Prep | 285 | 51 | 446 | 85 | 601 | 123 | 645 | 142 |
| Grade 1 | 233 | 41 | 391 | 75 | 547 | 112 | 627 | 138 |
| Grade 2 | 192 | 40 | 338 | 64 | 494 | 101 | 610 | 134 |
| Total | 712 | 132 | 1175 | 224 | 1642 | 336 | 1883 | 414 |

It is expected that the number of teachers will increase throughout the planned period due to the population increase. When this happen the student's number will also increase in the corresponding period.

Target E3.1
A pupil ratio of 1:30 will be maintained until 2016

Teacher training will increase according to an established ratio of 1:30 until the end of the plan period. The Boards of Management of the schools are responsible for the enrolment of the students to maintain this ratio. The Provincial Education Board (PEB), which is the legal authority, will determine class sizes and monitor the increases in the number of students enrolled in schools during the planned period.

Table 11: New teachers required by year - selected years, 2007 - 2016

| Years | 2007 | 2010 | 2013 | 2016 |
|--------------|------|------|------|------|
| New teachers | 155 | 192 | 154 | 73 |

Target E3.2

An average of 150 teachers will enrol in elementary teacher training course each year up until 2016.

The Community, BOM, and various Agencies will continue to assume the responsibility of selecting the potential elementary teachers each year. Similarly the Provincial Education Board will continue to exercise its role of endorsing the nomination of potential elementary teachers each year.

Regular annual training for new elementary teachers according to the Department of Education quota will be conducted each year to achieve set targets.

Opportunities will be given for elementary school teachers to further develop their professional skills. In particular, support will be given to teachers in charge and women teachers. This will be provided following the development of a training program and identification of suitable courses for elementary school teachers and leaders.

Strategies and Activities

Provide the required number of appropriately trained teachers.

- o Review guidelines for community to use for the selection of teachers.
- o Review the technical and finance support for teacher training.
- o Encourage and provide leadership-training opportunities for women teachers.
- o Improve the provincial component of funding for training and in-services.

Provide opportunities for professional development for all elementary school teachers.

- o Develop an professional development training program
- o Identify relevant courses for elementary school teachers
- o Provide leadership training for elementary school site leaders and senior teachers.

Management

Minor outcome E4:

Elementary education is cost effective and affordable for parents and the government.

At present the management of elementary schools is not being conducted well and to improve this, the Division of Education, Boards of Management, relevant church agencies, the communities and head teachers should determine who is responsible for what and provide support as required

during the plan period. Training programs will be provided for Board of Management members and site leaders in order to achieve desired outcomes.

Table 12: Teacher emoluments by type, selected years, 2007 - 2016

| | 2007 | 2010 | 2013 | 2016 |
|-------------|--------|---------|---------|---------|
| Salaries | 6896.4 | 10808.2 | 14603.5 | 16399.8 |
| Allowances | 344.8 | 540.4 | 730.2 | 820.0 |
| Leave fares | 0.0 | 0.0 | 0.0 | 0.0 |
| Total | 7241.3 | 11348.6 | 15333.7 | 17219.8 |

Teachers enrolled on the Certificate of Elementary Teaching will be placed on a training allowance during the term of their training. Fully registered teachers will be on the regular teaching service salary scale for elementary teachers. Performance Based Salary Scale will determine other determinations for salary increment and adjustments.

The Provincial Division of Education should work closely with the provincial finance and planning authorities to ensure that the needs of elementary education in the province are provided for in the provincial budgets. The Local-level Governments will budget for an establishment grant for new schools. These costs will be included in the annual budget estimates and appropriations.

Target E4.1
Teachers will be allocated according to an agreed formula by 2010

The Department of Education will determine a formula for the deployment of teaching positions. The major criterion will be that of the number of children enrolled. On acceptance of this by provinces teachers will be allocated to schools accordingly.

Rationalising elementary schools is considered as a possible cost effective strategy to relieve all agencies connected to the school from high cost expenditure. This strategy will be used when there are a number of very small elementary schools in one area that can be combined to make one larger 'central' school.

The Board of Management of all elementary schools will operate according to the Department of Education Act and Provincial Education Act and the Public Finance Management Act.

Target E4.2
A flexible system is established to manage the functions and operations of schools by year 2016.

The Boards of Management are to ensure that their required functions are carried out according to the established Acts and its functions. *These functions include:-*

- Assisting the work of the Curriculum Committees.
- Convening BOM meetings at least four times a year
- Seeking financial assistance from various sources
- Enforcing set approved school fees of PEB.
- Accounting for all monies received from all sources.

The Province will continue to ensure that quarterly subsidies are received by elementary schools. This will be paid based on a per capita basis.

Table 13: Grants to elementary schools , selected years, 2007 - 2016

| Years | 2007 | 2010 | 2013 | 2016 |
|-----------------|-------|-------|-------|-------|
| Function grants | 301.8 | 472.8 | 630.7 | 699.1 |

The table below presents the total costs of elementary education. This table includes costs to the different levels of Government and to the parents.

Table 14: Total costs of elementary education, selected years, 2007 - 2016 (K'000s)

| | 2007 | 2010 | 2013 | 2016 |
|----------------|---------|---------|---------|---------|
| Salaries | 7241.3 | 11348.6 | 15333.7 | 17219.8 |
| L Fares | 0.0 | 0.0 | 0.0 | 0.0 |
| Infrastructure | 616.6 | 896.0 | 1083.1 | 1215.4 |
| Subsidies | 301.8 | 472.8 | 630.7 | 699.1 |
| Parents | 2112.6 | 3309.8 | 4414.6 | 4893.8 |
| | 10272.3 | 16027.3 | 21462.1 | 24028.2 |

Strategies and Activities

Ensure the efficient management of schools

- Determine the responsibilities of the various stakeholders
- Review the procedures for the appointment of Board of Management members of the schools when necessary
- Provide training of the schools Board of Management.

Ensure an equitable distribution of teaching resources

- Allocate teachers based upon agreed criteria

Responsibilities

The following responsibilities will be undertaken by various sectors to manage elementary section in Morobe Province efficiently.

National level

At the National level Department of Education will be responsible for training of both elementary teachers and the elementary trainer Inspectors, certification and registration of new teachers and new schools, setting

framework for the elementary curriculum, supplying materials for curriculum production, supervision and appraisal of teachers.

Provincial Administration

At the Provincial level the Division of Education is responsible for the planning and budgeting of Teacher's salaries, creation and abolition of teaching positions, assist trainers and inspectors to carry out community awareness, coordinate the implementation of the curriculum, liaise with DOE for the registration of elementary schools as well as issuing of Certificates of newly trained teachers.

The Province is also responsible for the nomination of candidates for teacher training and providing logistic support for trainer inspectors to perform their duties effectively.

District and Local Level Government

The district administration has to budget for the new infrastructure and maintenance work. The constant visit to schools by district officers supported by appropriate budget to ensure district education plan should be implemented according with the support of the respective local level government.

Community Responsibilities

To implement the plan activities made by BOM and other agencies such as school fees, infrastructure development, and assist elementary teachers to educate the children.

Church Agencies

Will be responsible for:

Communicating and liaising with District Administrations through the Division of Education on all matters relating to Elementary Education.

The completion and endorsement of Elementary Schools establishment plans and implementation schedules

The payment of Teacher Training course fees where necessary

The endorsement of Teacher Trainees selected by the community

Budget for new school infrastructure establishment support grants.

Implementation Schedule

This section outlines the time frame for the implementation of the Morobe Provincial Ten Year Education Plan 2007 – 2016. Specific strategies and activities for each minor outcome in the Elementary Education plan are listed along with an indicative schedule for the implementation and completion. The Detail implementation plans will be provided each year through the annual yearly plans of the Districts and elementary schools. (Abstracted from NEP 2005 – 2014 pp 110)

Key:



Indicates full implementation



Indicates preparatory activities, reviews and implementation progress

Detailed implementation plans will be provided each year through the annual plans of the Division of Education and Local-level Governments.

| | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|---|------|------|------|------|------|------|------|------|------|------|
| Elementary education | | | | | | | | | | |
| Minor out come E1 | | | | | | | | | | |
| Elementary schools will be open in all districts of Morobe to allow all six to eight year old children to enrol in elementary preparatory class | | | | | | | | | | |
| All children will be provided with an opportunity to enter Elementary Preparatory and complete three years of elementary education. There will be annual and biannual enrolment in all schools. | | | | | | | | | | |
| All children enter elementary Prep at the age of 6 years by 2016. | | | | | | | | | | |
| Sixty four preparatory classes establish each year 2016 | | | | | | | | | | |
| All elementary schools should have classroom constructed in accordance with the Provincial infrastructure guidelines by 2016. | | | | | | | | | | |
| Plan for the increases in the student enrolment to meet the target. | | | | | | | | | | |
| Develop guidelines for communities and local-level governments to use for the establishment of elementary schools. | | | | | | | | | | |
| Local-level governments are to budget for infrastructure and maintenance grants to support infrastructure development for elementary schools annually. | | | | | | | | | | |

| | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|---|------|------|------|------|------|------|------|------|------|------|
| Minor outcome E2 | | | | | | | | | | |
| A relevant elementary curriculum is developed, implemented and monitored. | | | | | | | | | | |
| By 2016 ten new orthographies' will be developed. | | | | | | | | | | |
| Support the formation and define the role of community and district curriculum committees. | | | | | | | | | | |
| Provide appropriate technical support for elementary schools in the development and use of community-based materials. | | | | | | | | | | |
| Review the development and the production of materials. | | | | | | | | | | |
| Minor outcome E3: | | | | | | | | | | |
| A required number of appropriate trained and qualified elementary teachers by 2016. | | | | | | | | | | |
| A pupil ratio of 1.30 will be maintained until 2016 | | | | | | | | | | |
| An average of 125 teachers will enrol in elementary teacher training course each year up until 2016. | | | | | | | | | | |
| Review guidelines for community to use for the selection of teachers. | | | | | | | | | | |
| Review the technical and finance support for teacher training. | | | | | | | | | | |
| Provide leadership-training opportunities for women teachers. | | | | | | | | | | |
| Improve the provincial component of funding for training and in-services. | | | | | | | | | | |
| Minor outcome E4: | | | | | | | | | | |
| Elementary education is cost effective and affordable for parents and the government. | | | | | | | | | | |
| Teachers will be allocated according to an agreed formula by 2010 | | | | | | | | | | |
| A flexible system is established to manage the functions and operations of schools by year 2016 | | | | | | | | | | |
| Review the appointment of board of management members of the schools when necessary | | | | | | | | | | |
| Provide training of the schools Board of Management. | | | | | | | | | | |

Monitoring and Evaluation Framework

Elementary Education

| Performance Area: Access | | |
|---|--|--|
| Minor Outcome | Target | Measure(s) |
| Elementary schools will be open in all districts of Morobe to allow all six to eight year old children to enrol in elementary preparatory class | <p>All school age children enter elementary Prep in 2012</p> <p>Sixty four preparatory classes establish each year</p> <p>All elementary schools must have classroom constructed in accordance with the Provincial infrastructure guidelines</p> | <p>Total no. of school age children</p> <p>No. of children in Elementary enrolled</p> <p>No. of elementary classes established</p> <p>Total number of classrooms constructed according to the guidelines</p> |

| Performance Area: Curriculum | | |
|---|---|---|
| Minor Outcome | Target | Measure(s) |
| A relevant elementary curriculum is developed, implemented and monitored. | By 2013 10 new phonetic orthographies' will be developed by SIL and BTA | Number of orthographies developed each year |

| Performance Area: Quality Teacher Education and Training | | |
|--|--|--|
| Minor Outcome | Target | Measure(s) |
| A required number of appropriate trained and qualified elementary teachers | <p>A pupil ratio of 1:30 will be maintained</p> <p>An average of 150 teachers will enrol in elementary teacher training course each year</p> | <p>No. of elementary teachers</p> <p>No. of elementary students</p> <p>No. of teachers enrolled in elementary teacher training</p> |

| Performance Area: Management | | |
|---|--|--|
| Minor Outcome | Target | Measure(s) |
| Elementary education is cost effective and affordable for parents and the government. | <p>Teachers will be allocated to an agreed formula</p> <p>A flexible system is established to manage the functions and operations of schools</p> | <p>Formula developed for equitable supply of teachers</p> <p>District reports</p> <p>School reports</p> <p>Data base</p> |

Situational Analysis

Overview

Since the implementation of the education reform started in Morobe, the most notable change has been the restructuring of the education system. Primary Education begins from Grade 3 to Grade 8 and caters for children completing Elementary Education.

Primary Education now provides the opportunity for all children who are 9 to 14 years old in Morobe Province. The extension of Basic Education to nine years (prep to grade 8) provides a chance for children in Primary schools to mature as well as gaining necessary knowledge and skills relevant to their local communities.

Access

The relocation of grades 1 and 2 from community to elementary schools and grades 7 and 8 from provincial high schools to primary level has resulted in the overall increases in enrolments as reflected in Table 1 below

Table 15: Total enrolments by grade and year from 2000 – 2004.

| Grade | | 2000 | 2001 | 2002 | 2003 | 2004 |
|-----------------|--------|-------|-------|-------|-------|-------|
| Grade 1 | Male | 6089 | 4485 | 3735 | 3596 | 3281 |
| | Female | 5026 | 3736 | 3004 | 2949 | 2821 |
| | Total | 11115 | 8221 | 6739 | 6545 | 6102 |
| Grade 2 | Male | 5925 | 4633 | 4219 | 3523 | 3118 |
| | Female | 4885 | 3726 | 3453 | 2776 | 2431 |
| | Total | 10810 | 8359 | 7672 | 6299 | 5549 |
| Grade 3 | Male | 6558 | 5616 | 5817 | 6287 | 6435 |
| | Female | 5226 | 4516 | 4623 | 5242 | 5270 |
| | Total | 11784 | 10132 | 10440 | 11529 | 11705 |
| Grade 4 | Male | 5538 | 5135 | 5184 | 5828 | 5736 |
| | Female | 4406 | 3963 | 4019 | 4608 | 4656 |
| | Total | 9944 | 9098 | 9203 | 10436 | 10392 |
| Grade 5 | Male | 4808 | 4345 | 4581 | 5077 | 5103 |
| | Female | 3756 | 3342 | 3592 | 3871 | 3867 |
| | Total | 8564 | 7687 | 8173 | 8948 | 8970 |
| Grade 6 | Male | 3908 | 3682 | 3953 | 4420 | 4372 |
| | Female | 3220 | 2900 | 2892 | 3335 | 3234 |
| | Total | 7128 | 6582 | 6845 | 7755 | 7606 |
| Grade 7 | Male | 1336 | 1931 | 2304 | 2920 | 3124 |
| | Female | 1098 | 1473 | 1789 | 2195 | 2380 |
| | Total | 2434 | 3404 | 4093 | 5115 | 5504 |
| Grade 8 | Male | 938 | 1238 | 1650 | 2257 | 2852 |
| | Female | 747 | 1004 | 1261 | 1833 | 2067 |
| | Total | 1685 | 2242 | 2911 | 4090 | 4919 |
| Total | Male | 35100 | 31065 | 31443 | 33908 | 34021 |
| | Female | 28364 | 24660 | 24633 | 26809 | 26726 |
| | Total | 63464 | 55725 | 56076 | 60717 | 60747 |
| % Female | | | 44.7% | 44.3% | 43.9% | 44.2% |

The variation in the data provided in the Table above is a result of policy change, irregular data received from the schools throughout the Province.

Table 16: Grade 6 to 7 transition rates by year and gender

| | 2000 to 2001 | 2001 to 2002 | 2002 to 2003 | 2003 to 2004 |
|---------------|--------------|--------------|--------------|--------------|
| Male | 64.8% | 77.3% | 86.8% | 78.8% |
| Female | 60.9% | 73.8% | 89.6% | 78.9% |
| Total | 63.0% | 75.8% | 88.0% | 78.8% |

Grades 1 and 2 enrolments in a most community schools have not declined by the end of the previous Provincial Education Plan as anticipated following the introduction of elementary schools.

Table 17: Grade 3 enrolment rates by year and gender

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---------------|-------|-------|-------|-------|-------|
| Male | 89.9% | 74.9% | 75.5% | 79.4% | 79.0% |
| Female | 77.6% | 65.2% | 64.9% | 71.6% | 70.0% |
| Total | 84.0% | 70.2% | 70.4% | 75.6% | 74.7% |

A significant improvement in Grade 7 enrolment rate will only be realised if all Grade 7 classes are relocated to the primary schools. This will continue to be dependent upon the establishment of elementary schools and the integration of existing community schools into primary schools.

This is important because it will free-up scarce teaching and infrastructure resources at the community schools, thus enable the phasing out of Grades 1 and 2 classes from, and the subsequent introduction of Grade 7 classes in these schools.

Table 18: Grade 7 (Primary) enrolment rates by year and gender

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---------------|-------|-------|-------|-------|-------|
| Male | 20.5% | 28.8% | 33.5% | 41.2% | 42.8% |
| Female | 19.3% | 25.2% | 29.8% | 35.6% | 35.3% |
| Total | 20.0% | 27.1% | 31.7% | 38.6% | 39.2% |

It is anticipated that, during the Plan period Grades 1 and 2 classes in existing community schools will be fully phased out and relocated to the elementary schools. This should see these schools become primary schools. If done effectively, this should boost the Grade 7 enrolment rates, and hence, provide some relief to the problem of teacher shortages currently experienced in primary schools in some parts of the Morobe Province.

Teacher Supply and Training

There is a general teacher shortage throughout the province as result of poor infrastructure in rural areas for example in Kabwum, Tewai/Siassi and Garaina Local level Government areas.

There are a number of measures that can be taken at the provincial level to help alleviate this major concern:

- Employ an efficient system of deployment of teachers consistent with National Teacher Allocation Committee.
- Adopt multi-grade teaching as a key strategy to address the Teacher Shortage problem.
- Introduce incentives (eg rural hardship allowances as so on).
- Ensure that no new primary schools are established without first establishing elementary feeder schools and,
- To look at ways, in close cooperation with the Division of Education, and other government service providers in the Province.
- Initiate good working relationships between all stakeholders such as NGOs, Churches, and other developing partners.

In addition, the Division of Education in partnership with the Morobe Government continues with the current Teacher professional development and training in order to sustain teacher shortage and qualification needs.

It is therefore necessary that the provincial appointment procedures be reviewed to ensure that suitable and qualified teachers are posted to all primary schools.

Table 19: Primary school staffing by gender, year and pupil to teacher ratio

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---------------|-------|-------|-------|-------|-------|
| Male | 20.5% | 28.8% | 33.5% | 41.2% | 42.8% |
| Female | 19.3% | 25.2% | 29.8% | 35.6% | 35.3% |
| Total | 20.0% | 27.1% | 31.7% | 38.6% | 39.2% |

Province is encouraged to continue to provide opportunities for Teachers to upgrade their qualification from Certificate to Diploma level.

Another impediment affecting on-going teacher in-service training relates to funding of National In-service Training Week (NIST). The lack of funding has been the reason for ineffective conduction of annual NIST week in Morobe Province.

Curriculum

Since the introduction of the education reform, there have been problems with the supply of the reform curriculum teaching materials for grade 7 and 8 in newly established primary schools.

Schools are no longer receiving materials as previously experienced from AusAID thus creating shortage of materials in schools.

The main contributing factor to this problem is lack of proper planning and coordination in the establishment of new primary schools as well as in the conversion of community schools to primary school status.

There have been disparities in the distribution of the reform curriculum materials for all primary schools in Morobe. In many instances, some schools have received more than they require of a particular text book while others have received insufficient supplies of the same textbook.

The Provincial Division of Education therefore needs to come up with an equitable distribution system that will ensure all grades receive sufficient textbooks for all subjects.

The Basic Education Infrastructure Curriculum Materials Programme is however providing training in distribution systems. If appropriate, these should be adopted for all schools in the province and provision should be made in the budget for the costs of distribution as well as the cost of purchase.

However, for those many primary schools that have already received their curriculum materials, poor storage facilities as well as poor control of these materials have been a concern.

Infrastructure

In the nine districts of Morobe Province, infrastructure development in the primary education sector has been partly supported by the local communities and this will have to be encouraged.

Support from Local-Level Governments since the passage of the Organic Law on Provincial and Local-Level Governments has not been consistent in some districts, while in other districts, schools have not received any support at all.

The major problem here is one of lack of funding received by local-level governments to enable them to properly maintain as well as develop new building infrastructure for their schools. This problem has partly been brought about by the abolishment of the establishment grants from the Department of Education following the passage of the Organic Law on Provincial and Local-Level Governments.

This law has virtually passed on all responsibilities for elementary and primary education to the Provincial and Local-Level Governments including District Administrations.

The quality and standard of infrastructure at the primary sector does not meet the requirement.

Indeed, many primary schools do not have an adequate number of classrooms in a satisfactory condition for which most are not of permanent structure. Classroom furniture and most other facilities are either inadequate or badly run-down. Whilst there are infrastructure maintenance plans in place there are no adequate funding to implement those plans.

The Basic Education Infrastructure Curriculum Materials Programme and Basic Education Development Project are providing training in the development of maintenance plans. These should be continued and supported by the local-level governments for as long as these projects exist.

Some problems greatly affecting many schools are, vandalism of school facilities, and theft of valuable assets. The need for added security is an obvious need as well as increased awareness to the school community about their role in ensuring the security of school assets.

Management

Morobe Provincial Division of Education, in consultation with the Department of Education National Education Plan 1995-2004 have managed the education system to date. As a result of good consultation, significant improvement has been noted in the following areas;

- Improved human resource management system
- Efficient distribution of Teacher's entitlements
- Efficient distribution of school subsidies
- Improved posting and recruitment of teachers to schools
- Improved support and participation of the thirty-three Local level Government in the Province.
- Significant support from the Morobe Provincial Administration.
- The Provincial Government to Teacher Education scholarship.
- Improved working relationship and partnership with the stakeholders like Church Agencies (Lutheran, Catholic and SDA Schools) and private providers under the National Training Council.

Consequently there has been good increase in the number of primary schools established and increased enrolment of students observed from grade six to grade seven throughout the Province.

In order to meet projected establishment targets, the implementation schedules developed to manage the introduction of Grade 7 classes and the relocation of Grade 1 and 2 to elementary schools is significant.

Generally, community support has been strong and newly established primary schools have boosted morale in surrounding communities.

District Education Administrators are now having a firm control on the opening of new primary schools in the districts and will continue to do so during the Plan period.

Primary schools have been receiving some financial assistance in recent years than has previously been the case, but very little is physically shown for this in the schools in terms of physical development and financial management. This has led to concerns regarding the accountability of funds at the school level.

Currently the Board of Management of schools have been empowered by BEICMP/BEDP training on School Infrastructure and Financial Management courses. This is proving to have a positive impact in development and administration of schools throughout the province.

THE PLAN FOR PRIMARY EDUCATION 2007-2016

Major outcome

All eligible Primary School children in Morobe Province will have the opportunity to complete a full six years of, quality primary education from Grades 3 to Grade 8.

Access

Minor outcome P1:

Appropriate primary school classes established to achieve access and retention targets each year.

Grade 1 and 2 classes in all districts in the province will be phased-out of primary schools by the end of the Plan period. This should free up existing facilities to accommodate the newly established Grade 7 and 8 classes. This has already been achieved for the schools in the Lae district. Education will be inclusive for all children in Morobe although it is recognised that some children with special needs will be accommodated at the Special Education Resource Centres.

Target P1.1
All children completing Grade 6 can be accommodated in Grade 7 by 2016

It is anticipated that the majority of primary school-aged children in all districts in Morobe Province will complete primary education. Attrition however, will continue to remain a critical issue for the province. Programs such as child-friendly schools or school pastoral care services, improved community awareness, training of Board of Management members will need to be undertaken to achieve the targets.

It is anticipated that the percentage of girls enrolled in Grade 3, and of those completing Grade 8 by the end of the Plan period will be consistent with the percentage of girls in the population as a whole. A review will be undertaken to ensure that policies and targets relating to gender equity are being realised.

Target P1.2
Approximately 85% - 90% Grade 3 to 8 enrolment rate achieved by 2016

In partnership with all stakeholders, the problems of attrition, particularly that of girls in many rural schools as well as those in some urban and semi-urban settlements will have to be done, in order for the province to achieving universal education in Morobe Province. The special problems being faced by children in Lae will be addressed in consultation with Division of Community Development in Lae and the welfare section of the Lae City Authority. The increasing numbers of abandoned children and children living on the streets of Lae need to be provided for as a matter of some urgency.

In accordance with the National and Provincial Education Acts the Plan will empower the Boards of Management to exercise their authority relating to enrolments and discipline of students, each year in order to meet the targets. Provincial policies' relating to enrolment and repetition has to be reviewed to be in line with those determined by the Department of Education. The community is encouraged to cooperate and provide support for Boards of Management and the Provincial Authorities to achieve the targets.

Table 20: Shows projected enrolments to achieve the projected goals for increases in retention shown in Table 18

| Primary retention rates | | | | |
|-------------------------|------|------|------|------|
| | 2007 | 2009 | 2012 | 2016 |
| Grade 1 to 6 | 68 % | 70% | 71% | 73% |
| Grade 1 to 8 | 54% | 59% | 61% | 64% |

Table 21: Projected primary /community school enrolments by Grade, 2007 - 2016

| | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|---------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| Grade 1 | 4671 | 3892 | 3113 | 2334 | 1555 | 776 | 0 | 0 | 0 | 0 |
| Grade 2 | 5178 | 4437 | 3697 | 2957 | 2217 | 1477 | 737 | 0 | 0 | 0 |
| Grade 3 | 12519 | 12875 | 14030 | 15185 | 16340 | 17495 | 18650 | 19805 | 20963 | 21550 |
| Grade 4 | 11483 | 11893 | 12231 | 13329 | 14426 | 15523 | 16620 | 17718 | 18815 | 19915 |
| Grade 5 | 10249 | 10909 | 11299 | 11620 | 12662 | 13705 | 14747 | 15789 | 16832 | 17874 |
| Grade 6 | 9926 | 9736 | 10363 | 10734 | 11039 | 12029 | 13019 | 14010 | 15000 | 15990 |
| Grade 7 | 7664 | 8229 | 8793 | 9358 | 9922 | 10487 | 11428 | 12368 | 13309 | 14250 |
| Grade 8 | 6745 | 7281 | 7817 | 8354 | 8890 | 9426 | 9962 | 10856 | 11750 | 12644 |
| Total | 68434 | 69253 | 71344 | 73870 | 77051 | 80918 | 85164 | 90546 | 96668 | 102222 |

It is anticipated that the primary school Grades 3 to 8 enrolment rates will increase as shown in Table 19

Table 22: Primary school enrolment rates, selected years, 2007 - 2016

| | 2007 | 2010 | 2013 | 2016 |
|------------------------|------|------|------|------|
| Primary enrolment rate | 80% | 84% | 87% | 90% |

| |
|--|
| <p>Target P1.3 An average of seventeen new Grade 7 classes established each year</p> |
|--|

In accord with the Departmental quotas for the establishment of new Grade 7 classes, the Provincial Division of Education and District Administrations and Local level Government will be responsible for the planning for increases of access to Grade 7 and 8. The District Education Administrators, in consultation with the Provincial Division of Education, will be responsible for the preparation of an implementation schedule that will be consistent with that prepared for district elementary schools.

To allow for medium-term planning for staffing and infrastructure needs, individual schools will produce their own respective School Learning Improvement Plans that will include their infrastructure development plans.

The District Education Administrators will support them in the development of these plans.

Achieving these projected targets will require the establishment of approximately 17 new primary school Grade 7 classes each year in the Morobe Province, as shown in Table 20 below. *The Provincial Education Board will provide quotas for the establishment of Grade 7 and 8 classes in each district.*

Table 23: New Grade 7 classes required to meet targets, selected years, 2007 -2016.

| | 2007 | 2010 | 2013 | 2016 |
|---------------------|------|------|------|------|
| New Grade 7 classes | 14 | 14 | 24 | 24 |

Target P1.4
Teachers allocated at a ratio of one per class by 2016

The provincial staffing projections for the primary /community schools during the Plan period are shown in Table 22. They have been based on the following teacher: pupil class size:

- Between 40 and 45 students in Grade 1
- Between 40 and 45 in Grade 3.
- Between 35 and 40 in Grade 7

Multi-grade teaching for many schools in rural areas will become institutionalised using established and agreed Position Allocation Committee criteria. In accordance with the National Education Plan 2005/2014, teacher: class ratios in Grades 7 and 8 should be reduced from 1.5 to 1 by 2009.

To ensure quality primary education Morobe Province plans to maintain the current teacher class ratio until 2016

Target P1.5
A teacher pupil ratio of 1:37 achieved by 2011

The effect of these changes will result in an average teacher-pupil ratio of 1:37 in the Primary Schools by the end of the Plan

Table 24: Primary school teacher requirements, selected years, 2007 - 2016

| | 2007 | 2010 | 2013 | 2016 |
|-----------|------|------|------|------|
| Grade1 | 105 | 67 | 0 | 0 |
| Grade 2 | 108 | 89 | 22 | 0 |
| Grade 3 | 303 | 403 | 430 | 480 |
| Grade 4 | 490 | 590 | 600 | 620 |
| Grade 5 | 381 | 481 | 501 | 551 |
| Grade 6 | 357 | 457 | 507 | 552 |
| Grade 7/8 | 706 | 756 | 806 | 997 |
| Total | 2350 | 2750 | 2900 | 3000 |

In recognition of the problems being faced by rural and remote communities, all schools will be staffed according to criteria established by the Department of Education and endorsed by provincial authorities.

Incentives to attract teachers to serve in the rural and remote communities of Morobe Province will apply. The Provincial criteria for rural and remote schools has to be set to determine what constitutes a disadvantaged school for the purpose of attracting a disadvantaged school allowance.

As it is financially affordable and practical, a system of return of service will be maintained for all new graduates from the teachers colleges, who have been sponsored by the Morobe provincial government. These teachers will be required to make a commitment to serve in specified schools within the province in return for their sponsorship.

The provision of suitable infrastructure at schools will remain the responsibility of the communities with support from the Local-level Governments. These Governments will budget annually for both grants to newly established primary schools and for maintenance funds to allow the school communities to look after their schools. The province will determine standard designs for school buildings and teacher housing. The allocation of a teacher will be dependent upon the community providing a house that is of an acceptable standard. The provincial government will continue to provide funds to allow for the transportation of teachers to and from remote schools at the beginning and the end of each school year.

A very small number of schools in the remote parts of the province may require boarding facilities for a few students. This should be considered an absolute final resort to provide a full primary education for all Morobe children. A study will be conducted to determine the exact number of children that will be affected and to consider all implications – financial and otherwise of introducing boarding primary schools. Critical amongst these will be the question of who is to pay the boarding fees of the children affected.

Strategies and Activities

Provide and maintain a sufficient number of classes.

- Completion of district education plans for primary education by mid 2008.
- Completion of school plans to include both infrastructure development and maintenance by mid 2009.
- Identify smaller community schools particularly with biannual and tri-annual intake will feed into bigger central Primary Schools.
- Determine quotas for the number of Grade 7 classes to be established annually in each district.
- Determine quotas for the number of lower primary schools to be established annually in each district.
- Local-Level Governments to budget grants for infrastructure and maintenance.
- Develop provincial guidelines, to include building specifications for primary school classrooms and other buildings, including teacher housing.

- Develop a provincial guideline for Districts to identify and develop central Boarding Primary Schools.

Provide support to rural and remote schools.

- Develop provincial incentives for teachers to serve in remote areas such as minimum standards of teacher housing, and subsidised transport cost.
- Maintain the current provincial system of return of services for teachers college students sponsored by the Morobe Provincial government.
- Update the current database, and conduct further research as necessary to determine possible causes of attrition, especially in rural and remote schools by 2009.

Improve retention rates.

- Develop and introduce a provincial awareness program on the importance of basic education and skills-oriented training.
- Develop provincial guidelines, with specific strategies, to improve retention.
- Review the provincial enrolment policy to address the issues of gender equity, enrolment, attendance and repetition.
- Conduct trials at selected, targeted primary schools building on existing initiatives such as Child-friendly/ Accelerating Girls Education schools.
- Develop a policy to address the children who are orphans or abandon school age children who are leaving in city of Lae and the rural towns in Morobe Province

Quality Curriculum

Minor Outcome P2:

The reform primary curriculum is fully implemented, supported by all stakeholders and monitored.

As outlined in the *National Policy for the Procurement, Distribution and Storage of Curriculum Materials* (Department of Education, 2003), the Department of Education will be responsible for the supplying of the primary reform curriculum materials, which include all syllabuses, teachers' guides and text books.

To ensure that these curriculum materials are equitably distributed to all primary schools, all line agencies both at the provincial and district levels will have to work together.

Target P2.1
Newly revised and developed primary curriculum materials distributed annually

Complying with the National Policy for the Procurement, Distribution and Storage of Curriculum Materials, all existing primary schools in the province

will receive the new reform primary curriculum materials within the implementation of the Morobe Education Plan 2007-2016.

A provincial monitoring system will therefore be completed and implemented to ensure the equitable distribution of these curriculum materials in accordance with the *National Policy for the Procurement, Distribution and Storage of Curriculum Materials*. This will be the responsibility of the Morobe Provincial Division of Education through its Materials and Supply Section.

Target P2.2
Skills-oriented programme introduced in all primary schools by 2008

The Provincial Division of Education in collaboration with the District Administration in Morobe Province will support the development of locally based programs to promote skills-oriented training based on the needs and culture of the local areas. Curriculum Development Committees will be established, supported by funds from the Local-level Governments, to provide locally relevant curriculum support materials. These committees will be formed on a cluster basis.

In acknowledging the critical role that libraries play in education, the Division of Education in partnership with the National Library and Archives will ensure that all primary schools are assisted to develop their libraries and to stock them with target related materials and resources that both support and complement the school curriculum.

Target P2.3
Literacy and numeracy standards reported biennially from 2007

The Division of Education will establish a Provincial Education Board sub-committee to monitor standards at Grades 3, 5 and 8 in the province using data as provided through the National Curriculum Standards Monitoring Test.

The anticipated review of the Grade 8 Certificate of Basic Education Examination (including any other provincial initiatives) will be fully supported both at the provincial and district levels to ensure that these remain consistent with the reform curriculum. The Division of Education in Morobe will continue to support the work of the inspectors both financially and logistically.

Strategies and Activities

Provincial Division of Education through Materials and Supply Office make timely procurement and distribution of curriculum and support materials for all subjects at the primary level on a regular basis.

- Ensure adequate student materials and resources are made available and distributed to all schools.
- Ensure adequate teacher materials and resources are made available and distributed to schools.

Support the implementation of the primary reform curriculum.

- Province to support the training of Trainers to train district and school officials on all aspects of the reform curriculum.
- Develop, produce and distribute locally based curriculum support materials in the vernacular.
- Develop and implement a provincial training program for teacher-librarians
- Improve accessibility of quality education materials for the upper primary grades, especially to those in rural and remote areas.

Improve standards at the primary level of education.

- Establishment of Provincial Education Standard Monitoring Committee by 2008
- Ensure all schools are familiar with the revised Certificate of Basic Education Examination.
- Use data collected from the Curriculum Standards Monitoring Test to improve literacy and numeracy performance.

Teacher Deployment and Training

Minor outcome P3:

Adequately trained and suitably qualified teachers deployed to primary schools.

The demand for primary school teachers in Morobe province will continue to rise even though grades 1 and 2 classes will continue to be phased out. There will be an increasing need for more teachers to be employed during the planned period.

Target P3.1
Morobe Provincial Government will sponsor maximum 40 Morobe students each year to Teachers College.

In close cooperation with the Department of Education, the Provincial Government through the Division of Education will continue to sponsor a number of Grade 12 Morobe students to under go teacher training, who, upon graduation, will be deployed to their respective Local level Government and local communities. This strategy will enhance the effective teaching of the bridging curriculum at the lower primary grades

The Division of Education with the support of District Administration through the Provincial In-service Coordinator will provide professional development programs for primary school teachers in cooperation with the Department of Education.

Table 25: Percentage of Diploma Teachers at Primary Schools, 2007- 2016

| Year | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|-----------------|------|------|------|------|------|------|------|------|------|------|
| Diploma Teacher | 25% | 30% | 37% | 45% | 55% | 65% | 75% | 80% | 90% | 100% |

Current provincial in-service training programs and the role of the Provincial In-service Coordinator will be reviewed and strengthened with a view of putting in place provincial primary teacher in-service programs that are consistent with the effective teaching of the primary school curriculum and to deal with the current problems being faced in Grade 3 and beyond. School Base In-service Coordinator with the support of the Provincial In-service Coordinator will be responsible for coordination and conducting school base in-service. School libraries are of great importance and courses will be provided for school librarians to further develop their skills and knowledge.

Target P3.2

A flexible program for delivering provincial based teacher in-services training to be implemented by 2009.

The problems of school management will be addressed through a program of financial and management training for all site leaders and other senior staff. Female teachers will be encouraged to take a full part in these courses.

The other area of importance is the counselling of the students. In this regard, the Division of Education through PEB will encourage the establishment of teacher counsellors in primary schools to provide students counselling services. Schools Boards of Management and staff would be encouraged to actively involve all parents in schools activities and information awareness of providing children discipline which should begin at home by the parents.

Strategies and Activities

Provide the required number of appropriately trained and qualified teachers.

- Identify teacher demand on an annual basis, particularly from districts with demonstrated teacher shortages, and establish further places as required.
- Update record of teacher supply and demand within the Provincial Education Data Section by 2008.
- Obtain efficient report from District Education Administrators on the number of qualified trained teachers required in the Districts.

Provide professional development opportunities for primary school teachers in Morobe.

- Review and strengthen the role of the provincial in-service coordinator.
- Develop suitable staff development programs to include the work of school librarians
- Establish school base in-services coordinator in all Primary Schools from level 5 to 8 in the Morobe Province.
- Ensure that local language teachers are appointed to Grade 3 classes in selected schools.

Provide professional development opportunities for primary school managers.

- Provide supervision, planning and management workshops for head teachers and senior teachers at the district level.

Provide school counselling services.

- Provide teacher Counsellor for students at all primary schools by 2009.

Management

Minor outcome P4:

Primary education is cost-effective and affordable for parents and the provincial government.

Consistent with the national government objectives there will be increases in the level of subsidy to the primary education sector. The total subsidies provided by both national and provincial government will rise as enrolments increases. Parental contributions, in cash or kind will also continue to be applied for all children in Grades 3 to 8 and will be based upon directives from the National Education Board.

Target P4.1
The level of parental contributions to primary education determined on an annual basis and set by the Morobe Provincial Education Board

The Boards of Management will prepare the school annual budget for consideration and approval by the Provincial Education Board. Parental contributions will be reviewed on an annual basis bearing in mind the levels of subsidies provided by the national and provincial governments.

The call by the Department of Education for schools to embark on self-reliance initiatives in order to reduce the burden on parents will be encouraged throughout the province, particularly in rural schools. Wherever possible these activities will be linked to the national curriculum.

Teachers will be allocated to schools based upon criteria as established by the Department of Education through the Position Allocation Committee and subsequently agreed by the provincial authorities.

The District Education Administrators will support Boards of Management and the Head teachers to perform quarterly appraisals of teacher performance and provide written reports on the schools in order to monitor the implementation of quality teaching and learning at the school level.

The table below presents the total costs of primary education. This table includes costs to the different levels of Government and to the parents.

Table 26: Total costs of primary education, selected years, 2007 - 2016 (K'000s)

| | 2007 | 2010 | 2013 | 2016 |
|----------------|---------|---------|---------|---------|
| Salaries | 28674.3 | 30068.9 | 33116.0 | 38338.7 |
| L Fares | 1092.4 | 1145.5 | 1261.6 | 1460.5 |
| Infrastructure | 1152.6 | 1201.8 | 1403.3 | 1587.5 |
| Subsidies | 756.4 | 827.3 | 958.6 | 1156.7 |
| Parents | 9453.5 | 10713.8 | 12743.9 | 15467.1 |
| | 41129.1 | 43957.3 | 49483.4 | 58010.6 |

Strategies and Activities

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

- Develop a formula to distribute the provincial component of the government subsidies to basic education.
- Ascertain realistic and affordable levels of parental contributions both for rural and urban schools.
- Reduce the burden of school fees on parents through the encouragement of self-reliance activities at the school level.

Make efficient and rational use of teachers.

- Establish clear communication links with the National Position Allocation Committee.
- A greater autonomy is granted to Church Agencies to manage schools.
- Apply an approved set of criteria for the deployment of teachers to all districts in the province.
- Ensure that local language teachers are appointed to Grade 3 classes in selected schools.

Provide advisory and appraisal services to all primary schools.

- Ensure all schools are visited on a regular basis by school inspectors and district education administrators.
- Provide support for the work of the inspectors.
- Train and monitor head teachers in teacher appraisal techniques.
- In line with the National Education Plan 2005/2014, the community and head teacher will be involved in the appraisal of teachers. This will allow school inspectors to take on a much greater advisory role. The Board of Management will have greater authority in the appraisal of teachers with the monitoring of teacher attendance and teacher acceptability to the community in which they serve.
- In addition the Boards of Management will make recommendations on teacher appointments to the respective Education Agencies and ultimately the Provincial Education Board in Morobe province.

Greater community involvement in the management of primary schools.

- Determine a provincial system of community involvement in the appraisal of teachers in close cooperation with the National Department of Education.
- Endeavour to establish better-trained and informed Boards of Management, and to achieve a more equal representation of genders on these Boards. have access to a trained teacher counsellor by 2008

Responsibilities

Parents and the community will be responsible for:

- The payment of parental contributions in cash or kind

- School infrastructure development and maintenance
- Participating in Parents and Citizen's activities
- Support the school in student discipline matters

School Boards of Management will be responsible for:

- The preparation and completion of school plans
- The planning for infrastructure requirements, including the provision of teacher housing
- Playing a role in the appraisal of teachers
- Collection of school fees
- Enrolling of students in the schools

Local-level governments will be responsible for:

- Plan and recommend the new establishment of schools in the local area in line with the Morobe Education Plan
- Budgeting for new infrastructure and maintenance as per endorsed District Education Plans and Morobe Education Plan
- Budget for deployment of teachers in the local level

District administrations will be responsible for:

- The completion and implementation of their respective District Education Plans and implementation schedules
- The close supervision of these plans and implementation schedules
- Liaise with the respective local-level governments to ensure budget provision is made for new school infrastructure development and maintenance.
- Assisting the Division of Education in distribution of school materials to the schools
- Budget for deployment of teachers in the district level
- Assisting in providing other vital services such as health to attract teachers

Morobe Provincial Government through the Division of Education will be responsible for the:

- Planning and budgeting on Primary Education Programs
- Implementation, monitoring and evaluation of the Provincial Education Plans
- Creation of teaching positions in accordance with annual quotas
- Selection and sponsorship of pre-service training for rural and disadvantage communities to teachers colleges
- Appointment of teachers to teaching positions in all districts
- Clear communication linkage with the Department of Education and Teaching Service Commission on matters of concerns

- Clear communication linkage with church agencies and other stakeholders on matters of concerns
- Monitors and supervise expenditure of all schools
- Monitors and supervise schools operation
- Implementation of Provincial Education Board Decisions and Policies
- Implementation of Provincial Executive Council Decisions and Policies
- Distribution of school materials to the schools
- Development of policy relating to the provincial component of school subsidies
- Provision of counter-part support for teacher development through PIST Week Programs
- Provision of technical assistance in areas of school planning and management both at the school and district levels in partnership with the National Government.

Implementation Schedule

This section outlines the time frame for the implementation of the Morobe Provincial Ten Year Education Plan 2007 – 2016. Specific strategies and activities for each minor outcome in the Primary Education plan are listed along with an indicative schedule for the implementation and completion. The Detail implementation plans will be provided each year through the annual yearly plans of the Districts and primary schools. (Abstracted from NEP 2005 – 2014 pp 110)

Key:



Indicates full implementation



Indicates preparatory activities, reviews and implementation progress

Detailed implementation plans will be provided each year through the annual plans of the Division of Education and Local-level Governments.

| | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|---|------|------|------|------|------|------|------|------|------|------|
| Primary Education | | | | | | | | | | |
| Minor Out come P1 | | | | | | | | | | |
| Provide and maintain a sufficient number of classes. | | | | | | | | | | |
| Completion of district education plans for primary education by end 2007. | ■ | ■ | | | | ■ | ■ | | | |
| Completion of school plans to include both infrastructure development and maintenance by end of 2008. | ■ | ■ | ■ | | | | ■ | ■ | | |
| Identify the number of Grades 1 and 2 classes to be phased out in those districts that still operate community schools by 2014. | | ■ | ■ | ■ | ■ | ■ | | | | |
| Determine quotas for the number of Grade 7 classes to be established annually in each district. | | ■ | ■ | | | ■ | ■ | | | ■ |
| Local-Level Governments to budget grants for infrastructure and maintenance. | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| In close cooperation with the Department of Education, review the staff structure of primary schools. | | | ■ | ■ | ■ | | | | | |
| Develop provincial guidelines, to include building specifications for primary school classrooms and other buildings, including teacher housing. | | | | ■ | ■ | ■ | | | | |

| | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|---|------|------|------|------|------|------|------|------|------|------|
| Develop a provincial guideline for Districts to identify and develop central Boarding Primary Schools. | | | | | | | | | | |
| Develop and introduce a provincial awareness program on the importance of basic education and skills-oriented training. | | | | | | | | | | |
| Develop provincial guidelines, with specific strategies, to improve retention. | | | | | | | | | | |
| Conduct trials at selected, targeted primary schools building on existing initiatives such as Child-friendly schools. Develop and implement a provincial training program for school-based teacher counsellors | | | | | | | | | | |
| Establish Special Education Centres in strategic locations in the Districts throughout the Morobe Province to provide education for children with disabilities who cannot be accommodated in the mainstream primary schools | | | | | | | | | | |
| Develop a policy to address the children who are orphans or abandon school age children who are leaving in city of Lae and the rural towns in Morobe Province. | | | | | | | | | | |
| In close consultation and cooperation with the Department of Education, review the criteria for a disadvantaged school and classify primary schools accordingly. | | | | | | | | | | |
| Implement and maintain the provincial system of return of services for teachers college students sponsored by the Morobe Provincial government | | | | | | | | | | |
| Update the current database, and conduct further research as necessary to determine possible causes of attrition, especially in rural and remote schools by 2009 | | | | | | | | | | |
| Minor Out come P2 | | | | | | | | | | |
| The reform primary curriculum is fully implemented, supported by all stakeholders and monitored. | | | | | | | | | | |
| Provincial Division of Education through Materials and Supply Office make timely procurement and distribution of curriculum and support materials for all subjects | | | | | | | | | | |

| | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|--|------|------|------|------|------|------|------|------|------|------|
| at the primary level on a regular basis. | | | | | | | | | | |
| Ensure adequate student materials and resources are made available and distributed to all schools. | | | | | | | | | | |
| Ensure adequate teacher materials and resources are made available and distributed to schools. | | | | | | | | | | |
| Support the implementation of the primary reform curriculum. | | | | | | | | | | |
| Develop, produce and distribute locally based curriculum support materials in the vernacular. | | | | | | | | | | |
| Develop and implement a provincial training program for teacher-librarians | | | | | | | | | | |
| Improve accessibility of quality education materials for the upper primary grades, especially to those in rural and remote areas. | | | | | | | | | | |
| Establishment of Provincial Education Standard Monitoring Committee by 2007 | | | | | | | | | | |
| Implement the Curriculum Standards Monitoring Test to measure literacy and numeracy performance. | | | | | | | | | | |
| Ensure all schools are familiar with the revised Certificate of Basic Education Examination. | | | | | | | | | | |
| Use data collected from biennial reports on literacy and numeracy performance. | | | | | | | | | | |
| Minor outcome P3: | | | | | | | | | | |
| <i>Adequately trained and suitably qualified teachers deployed to primary schools.</i> | | | | | | | | | | |
| Provide the required number of appropriately trained and qualified teachers. | | | | | | | | | | |
| Identify teacher demand on an annual basis, particularly from districts with demonstrated teacher shortages, and establish further places as required. | | | | | | | | | | |
| Update record of teacher supply and demand within the Provincial Education Data Section by 2008. | | | | | | | | | | |
| Obtain efficient report from District Education Administrators on the number of qualified trained teachers required in the Districts. | | | | | | | | | | |

| | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|--|------|------|------|------|------|------|------|------|------|------|
| Provide professional development opportunities for primary school teachers in Morobe. | | | | | | | | | | |
| Review and strengthen the role of the provincial in-service coordinator. | | | | | | | | | | |
| Develop suitable staff development programs. | | | | | | | | | | |
| Establish school base coordinator in all Primary Schools in the Morobe Province. | | | | | | | | | | |
| Provide professional development opportunities for primary school managers. | | | | | | | | | | |
| Provide supervision, planning and management workshops for head teachers and senior teachers at the district level. | | | | | | | | | | |
| Minor outcome P4: | | | | | | | | | | |
| Primary education is cost-effective and affordable for parents and the provincial government. | | | | | | | | | | |
| Develop and implement a sustainable, affordable and appropriate provincial school fee subsidy policy. | | | | | | | | | | |
| Develop a formula to distribute the provincial component of the government subsidies to basic education. | | | | | | | | | | |
| Ascertain realistic and affordable levels of parental contributions both for rural and urban schools. | | | | | | | | | | |
| Reduce the burden of school fees on parents through the encouragement of self-reliance activities at the school level. | | | | | | | | | | |
| Make efficient and rational use of teachers. | | | | | | | | | | |
| Establish clear communication links with the National Position Allocation Committee. | | | | | | | | | | |
| Develop and apply a set of criteria for teacher deployment and allocation to all districts in the province. | | | | | | | | | | |
| Ensure that local language teachers are appointed to Grade 3 classes in selected schools. | | | | | | | | | | |
| Provide advisory and appraisal services to all primary schools. | | | | | | | | | | |
| Ensure all schools are visited on a regular basis by school inspectors and district education administrators. | | | | | | | | | | |

| | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|---|------|------|------|------|------|------|------|------|------|------|
| Train and monitor head teachers in teacher appraisal techniques. | | | | | ■ | ■ | ■ | ■ | ■ | ■ |
| Determine a provincial system of community involvement in the appraisal of teachers in close cooperation with the National Department of Education. | | | | | | ■ | ■ | ■ | ■ | ■ |
| Endeavour to establish better-trained and informed Boards of Management, and to achieve a more equal representation of genders on these Boards. | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |

Monitoring and Evaluation Framework

Primary Education

| Performance Area: Access | | |
|---|--|---|
| Minor Outcome | Target | Measure(s) |
| Appropriate primary school classes established to achieve access and retention targets each year. | Children completing Grade 6 can be accommodated in Grade 7 | Number of children entering grade 7 No. Children completing Gr.6 |
| | Approximately 85% - 90% Grade 3 to 8 enrolment rate achieved by 2016 | No. of Grade 3 – 8 population No. of Grade 3 – 8 enrolled |
| | An average of seventeen new Grade 7 classes established each year | Total number of grade 7 established each year |
| | Teachers allocated at a ratio of one per class by 2016 | No. Teachers teaching grade 7 and 8 each year |
| | A teacher pupil ratio of 1:37 achieved by 2016 | No. of enrolled students No. of teachers |

| Performance Area: Curriculum | | |
|--|---|---|
| Minor Outcome | Target | Measure(s) |
| The reform primary curriculum is fully implemented, supported by all stakeholders and monitored. | Newly revised and developed primary curriculum materials distributed annually | No. Schools using reformed curriculum Database |
| | Skills-oriented programmes introduced in all primary schools by 2008 | School reports Inspection reports School visits |
| | Literacy and numeracy standards reported biennially from 2007 | Reports Database |

| Performance Area: Teacher Deployment and Training | | |
|---|---|---|
| Minor Outcome | Target | Measure(s) |
| Adequately trained and suitably qualified teachers deployed to primary schools. | 40 Morobe students will be sponsored by Morobe Provincial Government each year to Teachers College | No. of Students sponsored Data Base Reports |
| | A flexible program for delivering provincial based teacher in-services training to be implemented by 2009 | Reports District Education Administrators Reports In-service Coordinator |
| | All primary teachers are diploma holders by the end of the plan | No. of Teachers No. of Diploma Teachers Data Base Reports |

| Performance Area: Management | | |
|---|--|---|
| Minor Outcome | Target | Measure(s) |
| Primary education is cost-effective and affordable for parents and the provincial government. | The level of parental contributions to primary education determined on an annual basis | Parental Contribution determined annually |

Technical/Vocational Education

Situational Analysis

Overview

Papua New Guinea educational indicators are low, even by developing countries standards. Literacy rates are poor, and the education system is characterised by low enrolment rates, high drop out rates. Approximately 30% of children never enrol in school and, of the children who enter elementary school almost 50% drop out before grade 6. Currently figures suggest that only 9.2% of grade 1 enrolments enrol in year 9, only 2% complete year 11 and only 1% go on to higher education.

These figures indicate, that the vast majority of primary school graduates in Morobe Province have nearly no possibility of attending a secondary school or any other educational institution.

To give at least some of those young people a chance for further training and also to address the lack of skills in the communities 9 Vocational Training Centres (VTC) have been established and registered with the Department of Education throughout the Province during the last 35 years. Catholic Church agency runs 3 of these institutions.

There are few links between the centres 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.

There is no national accreditation policy in place and individual centres award their own certificates

The programmes are more or less adapted to the respective regional needs and conditions but no common and compulsory syllabi for this school type are in place.

The standard of training at these schools vary tremendously, however is generally poor. Usually church-run centres have a better standard, as most Church agencies are able to give additional financial and administrative support.

Besides the lack of funding the main problem of the most VTCs is lack of qualified staff. The managers are often inadequately prepared, as they lack sufficient training and also support from the respective offices.

To run a vocational and technical training institution requires a much wider range of expertise. Besides the daily running of the schools and teaching of the academic subjects, workshops have to be organised, materials purchased, products marketed, practical jobs arranged and so on.

The instructors are often tradesmen without any training in teaching methods and some even lack skills in their respective trade.

The salary for a VTC instructor is often less of the salary tradesmen can earn in companies, which prevents many capable craftsmen to join the teaching force. And those who start to teach in a VTC have often to wait for several years until they can undergo teachers training, as there is a deficiency of training institutions for technical teachers in the country.

The Vocational Education Landscape in Morobe

Prior to the provincial Government reform about 10 years ago, a Provincial Vocational Centre Co-ordinator has been supporting the operation of the Vocational Centres in the Morobe province. However, this position became vacant in 1992. This has created weaknesses in the operational capacity of vocational institutions in the province, in particular at those in more remote areas. While Catholic agency vocational centres in Lae were supported through a technical advisor attached to the catholic education office for the past six years, the remaining centres missed out on such a support.

The following VTCs are presently operating in the province.

| Centre | Present Programme | No. of Students | No. Instruct. | District | Agency |
|-------------------------------|--|-----------------|---------------|-------------|------------|
| St. Joseph's Tech School | Joinery, Car mechanics, Metal fabrication Business principles | 186 | 12 | Lae | Catholic |
| St. Therese Vocational Centre | Home economics, Office procedures Tourism hospitality | 131 | 9 | Lae | Catholic |
| St. Francis Vocational Centre | Carpentry, Plumbing, Panel Beating Business principles | 168 | 8 | Lae | Catholic |
| Umi Vocational Centre | Car mechanics, Carpentry, Agriculture, Home economic Metal fabrication | 103 | 7 | Markham | Government |
| Bulolo Vocational Centre | Metal fabrication, Joinery, Carpentry, Plumbing, Short course, Panel beating Secretarial, Car mechanic, Home economics | 238 | 14 | Bulolo | Government |
| Wau Vocational Centre | Carpentry, Plumbing, Secretarial, Car mechanic, Metal fabrication, Home economics | 121 | 11 | Bulolo | Government |
| Menyamyam Vocational Centre | Carpentry, Agriculture, Car mechanic, Home economics | 101 | 7 | Menyamyam | Government |
| Finschhafen Vocational Centre | Car mechanic, Agriculture, Carpentry, Catering, Metal fabrication | 219 | 14 | Finschhafen | Government |

| | | | | | |
|--------------------------------|--|------|-----|-----|------------|
| Malahang Technical High School | Short course, Brick laying Metal fabrication Mechanic Catering Garment Carpentry Plumbing IT Agriculture Joinery Academically subj. | 640 | 29 | Lae | Government |
| TOTAL | | 1907 | 111 | | |

Access

There are about 1000 places available throughout the VTC in Morobe Province. However not many parents and students view VTC as equally important alternative education pathway. In addition not all Districts have VTC. It is usually recognised, as a “second class” education system therefore there are usually adequate spaces available for more intake at the start of each school year. Subsequently another reason for low intake is that parents prefer academic education to skills knowledge education.

Each centre makes its own selection and often results in an imbalance in gender equity in the vocational centres because there is no selection procedures for VTC intake in place

Table 27: Vocational enrolments by year and gender, 2000 - 2004

| | | 2000 | 2001 | 2002 | 2003 | 2004 |
|-------------|--------|-------|-------|-------|-------|-------|
| Year 1 | Male | 613 | 432 | 694 | 490 | 631 |
| | Female | 117 | 184 | 176 | 121 | 195 |
| | Total | 730 | 616 | 861 | 611 | 826 |
| Year 2 | Male | 503 | 398 | 392 | 611 | 481 |
| | Female | 88 | 133 | 426 | 103 | 109 |
| | Total | 591 | 531 | 438 | 714 | 590 |
| Year 3 | Male | 0 | 0 | 1 | 9 | 0 |
| | Female | 15 | 29 | 29 | 32 | 0 |
| | Total | 15 | 29 | 30 | 41 | 0 |
| Total | Male | 1116 | 830 | 1097 | 1110 | 1112 |
| | Female | 220 | 346 | 631 | 256 | 204 |
| | Total | 1336 | 1176 | 1728 | 1366 | 1316 |
| %age Female | | 19.1% | 30.4% | 66.7% | 18.7% | 18.9% |

Teacher Supply

In general, there is a sufficient (is this right?) supply of qualified and suitable female instructors. Most of the male instructors, however, have a trade qualification and industrial experience but do not hold a teaching qualification. Ideally, all instructors should have both a trade and a teaching qualification. The Diploma of Vocational Education and Training (DOVET), a trade qualification and five years of industry experience is the minimum qualification required to become a registered instructor. The number of places available at the moment for the DOVET is not sufficient to satisfy the demand.

The current policy of allowing entry into the DOVET for Grade 12 graduates has led to a situation in which these graduates are not suitably equipped with the trade skills required to perform effectively as trade instructors.

Current Teaching Service regulations are such that they do not allow for the type of flexible teaching conditions required by vocational and technical institutions in order for them to take advantage of both the expertise available in the community and the demand for short course education. Further, some of the institutions have become so large that they cannot be accommodated in the existing approved structures.

Table 28: Vocational centre staffing by gender and year, 2000-2004

| Year | 2000 | 2001 | 2002 | 2003 | 2004 |
|-------------|-------------|-------------|-------------|-------------|-------------|
| Male | 62 | 53 | 69 | 72 | 73 |
| Female | 18 | 21 | 27 | 25 | 25 |
| Total | 80 | 74 | 96 | 97 | 98 |
| Ratio | 18.6 | 18.1 | 15.5 | 14.1 | 14 |

Curriculum

A standardised core curriculum is required. At present the centres teach a curriculum that is largely school based. The DOE should provide a core curriculum that can then be adapted for local needs. At present centres provide courses in a variety of trade areas. Ideally the curriculum should emphasise the need for non-formal sector including courses on traditional ways of living. There is no relevant curriculum in place for technical high and secondary schools focusing on technical subjects.

It is important that courses be accredited. At present there is no recognition for any vocational centre certification.

At present the lack of materials and equipment characterises the vocational centres in the province. This is due to the years of neglect and poor funding. It is unrealistic to expect centres to have up to date equipment that is used in the private sector. Concentration should be placed on equipment that is relevant and that can be obtained in the village environment.

The cost of equipping centres to offer a wide range of courses is enormous.

The Morobe Division of Education should provide a recommended list of materials and equipment. At present there is no approved list of equipment and materials required by centres to teach any particular trade. Various programmes are offered including carpentry/joinery, agriculture, home economics, metal fabrication, car mechanics, plumbing, secretarial studies, tailoring, etc.

The training is very much practical oriented.

During practical lessons products are manufactured, which are offered for sale to support the budget of the centres. The programmes are more or less adapted to the respective community needs and individual conditions.

Introduction of business related subjects such as business principles, basic bookkeeping, and entrepreneur skills has replaced non-trade related subjects which has made students more competent in utilising these skills.

Currently some schools offer short course based on competency based training to their communities however programs have to be integrated into the national qualification framework.

Infrastructure

School facilities throughout the Morobe Province are deteriorating state because of lack of funding support from Provincial Education Division, District Administration and Local level Government. Most of the schools were built during the pre-independence period with no continuous maintenance carried out since.

Schools are lacking proper equipment such as machinery and tools to offer appropriate skill programs for school leavers and the neighbouring communities.

Management

Managers lack administrative skills to run institution like small businesses, as they have been too dependent on National and Provincial Government subsidies. Lack of managerial expertise and negative public perception on the status of vocational training has contributed to the run down of some centres.

There is no clear definition of roles and responsibilities of vocational institutions between National Department and Morobe Division of Education. Division of Education has reintroduced the position of Vocational School Coordinator to support the Vocational Centres in the province consequently his role should be revised to be consistent with the National Education Plan 2005-2014.

The Organic Law stipulates that it is a provincial function. The Districts and LLGs in Morobe are not taking on a lot of responsibility for this function.

More responsibilities in place for Board of Management to administer institutions to make recommendations on appointments and looking after disciplinary matters as well to monitor business income and business expenditures.

PLAN FOR TECHNICAL VOCATIONAL EDUCATION TRAINING TVET

Major outcome

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

Access

Minor outcome V1

An appropriate number of skill or technical centers established in Morobe Province.

There will be different types and levels of institutions established to offer a variety of technical training in Morobe province. These will range from large centres offering full-time accredited courses to small centres that provide short courses of up to three months in duration, targeted at the wider population.

Target V1.1
Appropriate numbers of TVET Centres established during the plan period.

Currently, not all Districts in the Morobe Province have a TVET Centres and it is planned that during this plan period new institutions will be established in the selected Districts. Furthermore this new plan will include the establishment of Technical High and Secondary Schools as shown in Table 1.

Consistent with the National Education Plan all Vocational Training Centres (VTC) have to be re-registered by 2007 consequently Morobe Provincial Education Division anticipates changing the name from VTC into Skilled Centres or Technical Schools.

Table 29: New and reclassified Institutions

| Infrastructure | 2007 – 2008 | 2009 – 2011 | 2012 – 2014 | 2015 – 2016 |
|----------------------------|-------------|-------------|-------------|-------------|
| Skilled Centre | 1 | 2 | 1 | 2 |
| Technical High Schools | | 1 | 1 | |
| Technical Secondary School | | 1 | | 1 |

TVET centers that offer full-time, one-year courses may conduct trade testing.

The 'average' institution will be one offering a core course of up to one year in duration targeting primarily, Grade 8 graduates although not exclusive. Adult enrolment will be permissible so long as they meet all entry requirements.

A significant portion of resources will be used for providing short courses for adults and youth in the community.

Some programs will be targeted at Grade 10 school leavers. The responsibility for the enrolment of students in full-time courses will rest with the Provincial Education Board, in close consultation with the individual Boards of Management.

Target V1.2
Increase enrolments rates to 90% by 2016

Based on the current enrolments, not including new establishment, it is anticipated that the enrolment will increase as a result of changes in the length of programs. It is hoped that the number of females enrolled at the centres will rise over the period of the plan. This will be achieved by introducing courses applicable to the needs of girls and also by trying to encourage girls to enroll on courses that have traditionally been dominated by male students.

The table below shows the anticipated increase in the number of students

Table 30: Enrolments of Students, 2007 - 2016

| Year | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|-------------|------|------|------|------|------|------|------|------|------|------|
| Students | 1900 | 2000 | 2200 | 2470 | 2755 | 2850 | 3140 | 3260 | 3400 | 3600 |

Target V1.3
Increase female enrolments rates to 47% by 2016

Table 31: Female Enrolments, 2007 - 2016

| Year | 2007 | 2008 | 2009 | 2010 | 2011 | 2011 | 2012 | 2013 | 2014 | 2016 |
|-------------|------|------|------|------|------|------|------|------|------|------|
| Female | 22% | 24% | 26% | 28% | 30% | 32% | 34% | 36% | 38% | 47% |

Target V1.4
All VTC will offer short courses on Competency Based Training by 2012

All vocational centres, including those special in the one year program will be expected to offer short term community oriented programs. These will be of varying lengths and offered at the time and venue appropriate to the communities.

Table 32: Shows institutions conducting short course programs, 2007- 2016

| Years | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|--------------------|------|------|------|------|------|------|------|------|------|------|
| No. of Institution | 7 | 10 | 11 | 12 | 12 | 12 | 12 | 12 | 13 | 13 |

Strategies and Activities

Appropriate Number of Vocational Training Centres in all districts of the Morobe Province in place

- Identify local needs to establish Vocational Institution
- Morobe Provincial Government to provide funding to establish a sufficient number of new centres
- Secure funding from Donors Partners to built new centres
- Liaise with other stakeholders such as church agencies, NGO's and private providers to establish skilled centres in consultation with the Provincial Government
- Conduct awareness about skill orientated education throughout the Morobe Province

Short Term Community oriented Skills Training conducted throughout Morobe Province

- Implement National Qualification Framework and Flexible Employment Policy within the Provincial Education Plan 2007 – 2016
- Strengthen traditional way of living preserving Morobe cultural heritage through appropriate courses
- Conduct programs for non school leavers and the community to improve their living standards
- Introduce industrial driven short courses for people in the workforce

Achieve gender equity in TVET education system

- Develop learning programs more in line with female needs
- Provide specialised short courses of various lengths focusing on female population needs.
- Conduct awareness in Primary Schools about the importance of skills oriented training offered in VTCs.
- Selection of students to be done by Provincial Education Board in consultation with the governing authorities.

Teacher Supply and Training

Minor Outcome: V2

Sufficient number of qualified Instructors and Managers deployed within the TVET Institutions

It is anticipated that during the planned period there will be an increase in the number of Instructors and Managers with appropriate Diploma in Teaching and Technical qualification. During the planned period Teacher Training for Instructors will be provided for both male and female instructors.

Target V2.1
Qualified Instructors deployed during the
planned period.

Table 33: Percentage of Diploma Teachers at TVET Schools, 2007 - 2016

| Year | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|-----------------|------|------|------|------|------|------|------|------|------|------|
| Diploma Teacher | 28% | 30% | 32% | 36% | 40% | 42% | 46% | 50% | 55% | 60% |

Table 34: Number of Teaching Staff, 2007- 2016

| YEAR | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|----------------|------|------|------|------|------|------|------|------|------|------|
| No of Teachers | 123 | 130 | 138 | 145 | 150 | 157 | 170 | 180 | 195 | 204 |

The number of Instructors deployed to VTCs currently meets the demands of the institutions. It is anticipated that during the plan period these numbers will increase annually according to increase in number of students and institutions.

Strategies and Activities

Provides appropriate training for VTC's Instructors.

- Introduce Diploma in Teaching Technical courses in Balob Teachers' College.
- Include Instructor's training in the Morobe Provincial Government Cooperate Scholarship program.
- Morobe Division of Education through the Provincial Vocational School Coordinator provides annual In-services and Workshop for Instructors and Managers.
- Morobe Division of Education assist Instructors who apply for Open and Distance Education learning (Lahara) for upgrading their qualifications.

Deploy sufficient and qualified Instructors to the Institutions.

- Introduce Instructor recruitment policy and system
- Liaise with Teacher Training Institutions such as Balob Teachers' College, University of Goroka (UOG) and Papua New Guinea Education Institute (PNGEI) to recruit qualified Instructors.
- Implement National Flexible Employment Policy to allow resource persons from the Private Sectors and the Communities to teach within the Institutions on a short-term engagement.

Curriculum

Minor Outcome V3

A standardised and accredited curriculum in all institutions and all programs is competency based and enterprise driven.

Currently all curriculum is school based and are not competency based. Furthermore the current curriculum taught within technical high schools are inappropriate and needs to be adapted to suitably meet the curriculum requirement for technical high schools and technical secondary schools.

Target V3.1
Standardised and Accredited curriculum in place by 2009

The full time programs offered in Vocational Centres will be for maximum of one-year duration. These courses will be modularised to allow students to attend and complete modules at the time of their choosing. In all Centres in Morobe Province there will be a shift towards short-term community programs.

Target V3.2
All Vocational Centres offer short-term competency based courses by 2010.

Programs offered by technical schools should be competency based and should suit the informal and formal sector of Morobe Province.

Table 35: shows TVET institutions introducing Short Courses based on CBT, selected years, 2007 - 2016

| YEAR | 2007 | 2010 | 2013 | 2016 |
|----------------|------|------|------|------|
| No Institution | 4 | 11 | 12 | 13 |

Strategies and Activities

New short courses that are developed will be in response to needs identified in a particular community.

- Identify, develop and modularised courses
- A skills audit will be carried out for all Institutional staff in the communities to identify the resource personnel available to deliver a wide range of courses in consultation with the Division of Education.
- Provide adequate tools and equipment to conduct short courses or community development programs.
- Provide incentives for institutions to offer short courses to the community at large.

Introduce appropriate curriculum for Vocational schools, Technical High and Technical Secondary Schools.

- Establish Provincial Vocational and Technical curriculum Committee
- Plan and develop in consultation with Department of Education an appropriate vocational and technical high/secondary school's curriculum.
- Introduce competency-based training in all Vocational Centres.

Management

Minor Outcome V4

TVET education system is both cost effective and affordable for the Government and all beneficiaries.

Principle of good governance and transparent management of finances and assets is an essential component of this. This includes the development and implementation of sustainable, affordable and appropriate school fee policy.

Target V4.1
Affordable and well-managed TVET system in place by the end of the planned period

The Boards of Management will determine the levels of school fees including fees for short courses in line with the guidelines set by the National and Provincial Education Board. Improve the management of vocational centres by providing capacity building in planning, financial and asset management and entrepreneurial or business skills.

Target V4.2
Level of schools upgraded by 2016

To accommodate projected enrolment and staffing targets, levels of schools will need to be upgraded during the planned period.

Table 36: Levels of Vocational, Technical High and Technical Secondary Schools

| | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|---------|------|------|------|------|------|------|------|------|------|------|
| Level 4 | 2 | 2 | 2 | 3 | 3 | 3 | 4 | 4 | 4 | 5 |
| Level 5 | 4 | 5 | 5 | 5 | 6 | 6 | 6 | 4 | 6 | 6 |
| Level 6 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 |
| Level 7 | | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Level 8 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 |
| Level 9 | | | | | 1 | 1 | 1 | 1 | 1 | 1 |

Target V4.3
Rationalise the distribution of establishment of Vocational Centres throughout the Morobe Districts

To provide equal opportunities for the communities in the vocational sector throughout Morobe Province the establishment of new centres is anticipated. Currently Tewai /Siassi, Nawaeb, Kabwum and Huon Districts do not have access to vocational education as well large Districts like Wau/Bulolo and Finschhafen with only one institution. (Refer to Table 1) The total cost of providing new infrastructure over the period of the plan is approximately 45 million kina.

Table 37: Indicative Funds required for the planned establishment and Maintenance of new and existing Institutions, 2007 - 2016

| | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2012 | 2013 | 2014 | 2015 |
|--------------|------|------|------|------|------|------|------|------|------|------|
| Million Kina | 0.3 | 1.5 | 9.5 | 1.5 | 1.7 | 9.5 | 2 | 9.5 | 2 | 4.5 |

The table below presents the total costs of vocational education. This table includes costs to the different levels of Government and to the parents.

Table 38: Total costs of vocational education– selected years, 2007 to 2016 (K'000s)

| | 2007 | 2010 | 2013 | 2016 |
|----------------|--------|--------|--------|---------|
| Salaries | 1372.1 | 1826.3 | 2430.8 | 3235.4 |
| L Fares | 52.3 | 69.6 | 92.6 | 123.3 |
| Infrastructure | 300.0 | 1500.0 | 2000.0 | 4500.0 |
| Subsidies | 154.9 | 206.1 | 274.4 | 301.8 |
| Parents | 1161.6 | 1546.1 | 2057.8 | 2263.6 |
| | 3040.9 | 5148.1 | 6855.7 | 10424.1 |

Strategies and Activities

An adequate number of Vocational and Technical Institutions be established throughout the Morobe Province during the planned period.

- Review the present policy of establishment of vocational centres
- Conduct surveys on the institutional establishment.
- Prepare development plans for establishment of new vocational centres with close consultation with the District Administrations.
- Budget for new development of vocational/technical institutions and maintenance of existing institutions.
- Secure appropriate funding needed.
- Build and equip new needed centres
- Develop Morobe Province Technical Vocational Education and Training (TVET) policy and rationale.

Strengthened the Management capacity of Managers, Boards of Management and relevant Division of Education Officers to achieve better administrative skills to manage the institutions.

- Provide advisory and appraisal services to all vocational institutional staff
- Identify and develop courses that include planning, financial management and asset monitoring.
- Engage volunteers in schools, districts and provincial levels when and where necessary.
- Deploy Inspector for Morobe Province
- A greater autonomy is granted to Church Agencies to manage centres. This includes appointments, and discipline of vocational school instructors.
- Develop institution plans
- Review guidelines for Vocational Centres Board of Management
- Strengthen the role of Vocational Centre Coordinator in the Province.
- Develop a culture of Self-Reliance in the Vocational Institutions
- Make efficient and rational use of Vocational Institution Staff

Responsibilities

Parents and the community will be responsible for:

- the payment of parental contributions
- participating in Parents and Citizen activities.

Centre Boards of Management will be responsible for:

- the recommendation of instructors for appointment
- planning for infrastructure requirements
- the administration and promotion of short courses.

Administration and monitoring of business income and business expenses.

Provincial governments will be responsible for:

- the implementation, monitoring and endorsement of Provincial Education Plans

Budget for existing and new establishment of vocational centres, technical high schools and technical secondary schools

- the maintenance of centres
- the enrolment of students
- the creation of necessary teaching positions
- the appointment of instructors
- identifying the types of courses to be offered in centres
- the development of local curricula.

Implementation Schedule

This section outlines the time frame for the implementation of the Morobe Provincial Ten Year Education Plan 2007 – 2016. Specific strategies and activities for each minor outcome in the Vocational and Technical plan are listed along with an indicative schedule for the implementation and completion. The Detail implementation plans will be provided each year through the annual yearly plans of the Districts and vocational schools. (Abstracted from NEP 2005 – 2014 pp 110)

Key:



Indicates full implementation



Indicates preparatory activities, reviews and implementation progress

| | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|--|------|------|------|------|------|------|------|------|------|------|
| VOCATIONAL/TECH. EDUCATION | | | | | | | | | | |
| Minor outcome V1 | | | | | | | | | | |
| An appropriate number of vocational centres provided in Morobe Province. | | | | | | | | | | |
| Identify local needs to establish Vocational Institution | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Conduct survey with district and local authorities to establish VTC`s | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Secure funding from Morobe Provincial Government as well as Donors Partners to built new centres | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Conduct awareness about skill orientated education throughout the Morobe Province | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Short Term Community oriented Skills Training conducted throughout Morobe Province | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Implement National Qualification Framework and Flexible Employment Policy within the Provincial Education Plan 2007 – 2016 | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Strengthen traditional way of living preserving Morobe cultural heritage through appropriate courses | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |

| | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|--|------|------|------|------|------|------|------|------|------|------|
| Conduct programs for non-school leavers and the community to improve their living standards | | | | | | | | | | |
| Introduce industrial driven short courses for people in the workforce | | | | | | | | | | |
| Reach gender equity within VTC | | | | | | | | | | |
| Make learning programs more attractive to female students | | | | | | | | | | |
| Provide specialised short courses of various lengths focusing on female population needs. | | | | | | | | | | |
| Conduct awareness in Primary Schools about the importance of skills oriented training offered in VTCs. | | | | | | | | | | |
| Selection of students to be done by Provincial Education Division based on gender and training interests and needs of the students. | | | | | | | | | | |
| Minor Outcome: V2 | | | | | | | | | | |
| Sufficient number of qualified Instructors and Managers deployed within the VTC | | | | | | | | | | |
| Introduce Diploma in Teaching Technical courses in Balob Teachers' College. | | | | | | | | | | |
| Include Vocational Instructor's training in the Morobe Provincial Government Solulu - Gerson Academic Scholarship program. | | | | | | | | | | |
| Morobe Division of Education through the Vocational school Coordinator provides annual In-services and Workshop for Instructors and Managers. | | | | | | | | | | |
| Morobe Division of Education assist Instructors who apply for Open and Distance Education learning (Lahara) for upgrading their qualifications. | | | | | | | | | | |
| Deploy sufficient and qualified Instructors to the Institutions. | | | | | | | | | | |
| Introduce Vocational Instructor recruitment policy and system | | | | | | | | | | |
| Liaise with Teacher Training Institutions such as Balob Teachers' College, University of Goroka (UOG) and Papua New Guinea Education Institute (PNGEI) to recruit qualified Instructors. | | | | | | | | | | |

| | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|---|------|------|------|------|------|------|------|------|------|------|
| Implement National Flexible Employment Policy to allow resource persons from the Private Sectors and the Communities to teach within the Institutions on a short-term engagement. | | | | | | | | | | |
| Minor Outcome V3 | | | | | | | | | | |
| The content of all core Curriculum including Technical High Schools and Technical Secondary Schools is standardised and accredited and all programs be competency based and enterprise driven. | | | | | | | | | | |
| New short courses that are developed will be in response to needs identified in a particular community. | | | | | | | | | | |
| Identify, develop and modularised courses | | | | | | | | | | |
| A skills audit will be carried out for all Institutional staff in the communities to identify the resource personnel available to deliver a wide range of courses in consultation with the Division of Education. | | | | | | | | | | |
| Provide adequate tools and equipment to conduct short courses or community development programs. | | | | | | | | | | |
| Provide incentives for institutions to offer short courses to the community at large. | | | | | | | | | | |
| Introduce appropriate curriculum for Vocational schools, Technical High and Technical Secondary Schools. | | | | | | | | | | |
| Establish Provincial Vocational and Technical curriculum Committee | | | | | | | | | | |
| Plan and develop in consultation with Department of Education an appropriate vocational and technical high/secondary school's curriculum. | | | | | | | | | | |
| Introduce competency-based training in all Vocational Centres. | | | | | | | | | | |
| Minor Outcome V4 | | | | | | | | | | |
| Vocational education system is both cost effective and affordable for the Government and all beneficiaries. | | | | | | | | | | |

| | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|--|------|------|------|------|------|------|------|------|------|------|
| An adequate number of Vocational and Technical Institutions be established throughout the Morobe Province during the planned period. | | | | | | | | | | |
| Review the present policy of establishment of vocational centres | | | | | | | | | | |
| Conduct surveys on the institutional establishment. | | | | | | | | | | |
| Prepare development plans for establishment of new vocational centres with close consultation with the District Administrations. | | | | | | | | | | |
| Budget for new development of vocational/technical institutions and maintenance of existing institutions. | | | | | | | | | | |
| Secure appropriate funding needed. | | | | | | | | | | |
| Build and equip new needed centres | | | | | | | | | | |
| Develop Morobe Province Technical Vocational Education and Training (TVET) policy and rationale. | | | | | | | | | | |
| Strengthened the Management capacity of Managers, Boards of Management and relevant Division of Education Officers to achieve better administrative skills to manage the institutions. | | | | | | | | | | |
| Provide advisory and appraisal services to all vocational institutional staff | | | | | | | | | | |
| Identify and develop courses, which include planning, financial management and asset monitoring. | | | | | | | | | | |
| Engage development worker in schools, districts and provincial levels when and where necessary. | | | | | | | | | | |
| A greater autonomy is granted to Church Agencies to manage centres. This includes appointments, and discipline of vocational school instructors. | | | | | | | | | | |
| Develop institution plans | | | | | | | | | | |
| Review guidelines for Vocational Centres Board of Management | | | | | | | | | | |
| Strengthen the role of Vocational Centre Coordinator in the Province. | | | | | | | | | | |

| | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|---|------|------|------|------|------|------|------|------|------|------|
| Develop a culture of Self-Reliance in the Vocational Institutions | | | | | | | | | | |
| Make efficient and rational use of Vocational Institution Staff | | | | | | | | | | |

Monitoring and Evaluation Framework

TVET Education

| Performance Area: Access | | |
|---|---|--|
| Minor Outcome | Target | Measure(s) |
| An appropriate number of skill or technical centers established in Morobe Province. | <p>Appropriate numbers of TVET Centres established during the plan period</p> <p>Increase enrolments rates to 90% by 2016</p> <p>Increase female enrolments rates to 40% by 2016</p> <p>All VTC will offer short courses on Competency Based Training by 2012</p> | <p>No. of Institutions established and planned</p> <p>No. of Students</p> <p>Centre Reports</p> <p>Monthly Returns</p> <p>No. of Female Students enrolled</p> <p>No. of Courses offered</p> <p>No. of Participants</p> <p>Centre Reports</p> |

| Performance Area: Teachers Supply and Training | | |
|---|---|---|
| Minor Outcome | Target | Measure(s) |
| Sufficient number of qualified Instructors and Managers deployed within the TVET Institutions | <p>Qualified Instructors deployed during the planned period</p> | <p>No. of Diploma Teachers recruited</p> <p>No. of In-services held</p> |

| Performance Area: Curriculum | | |
|---|---|--|
| Minor Outcome | Target | Measure(s) |
| A standardised and accredited curriculum in all institutions and all programs is competency based and enterprise driven | <p>Standardised and Accredited curriculum in place by 2009</p> <p>All Centres offer short term competency based courses by 2010</p> | <p>School Reports</p> <p>Inspection Reports</p> <p>No. of Short Courses</p> <p>No. of Participants</p> |

| Performance Area: Management | | |
|--|--|--|
| Minor Outcome | Target | Measure(s) |
| TVET education system is both cost effective and affordable for the Government and all beneficiaries | <p>Affordable and well managed TVET system in place by the end of the planned period</p> <p>Level of schools upgraded by 2016</p> <p>Rationalise the distribution of establishment of Vocational Centres throughout the Morobe Districts</p> | <p>District and School Reports</p> <p>No. of upgraded schools</p> <p>No. of establishments</p> |

SITUATIONAL ANALYSIS

Overview

The existing high school system (grade 7 to 10) will continue to operate however, there will be a gradual decrease in the number of high school Grade 7 and 8 classes with an increase in grade 9 and 10 classes. Therefore it is anticipated that by the year 2007, Grade 7 and 8 will have been phased out from lower secondary schools in Morobe as shown in table 37.

Access

Progress has been made in providing extra access at Grade 9 and Grade 11. Access for girls has improved although there is still more room for improvement. This increase has brought about high expectations, particularly amongst parents who still see a Grade 12 education as being a path to University.

Table 39: Enrolment by age and gender in secondary schools 2000 - 2004

| | Year | 2000 | 2001 | 2002 | 2003 | 2004 |
|-----------------|--------|-------|-------|-------|-------|-------|
| Grade 7 | Male | 879 | 601 | 543 | 513 | 359 |
| | Female | 466 | 487 | 352 | 395 | 250 |
| | Total | 1345 | 1088 | 895 | 908 | 609 |
| Grade 8 | Male | 928 | 770 | 564 | 406 | 301 |
| | Female | 565 | 487 | 423 | 378 | 288 |
| | Total | 1493 | 1257 | 987 | 784 | 589 |
| Grade 9 | Male | 1266 | 1262 | 1379 | 1517 | 1566 |
| | Female | 825 | 861 | 954 | 1092 | 1188 |
| | Total | 2091 | 2123 | 2333 | 2609 | 2754 |
| Grade 10 | Male | 1155 | 1094 | 1135 | 1267 | 1359 |
| | Female | 746 | 797 | 782 | 886 | 999 |
| | Total | 1901 | 1891 | 1917 | 2153 | 2358 |
| Grade 11 | Male | 135 | 182 | 266 | 322 | 461 |
| | Female | 66 | 86 | 154 | 210 | 253 |
| | Total | 201 | 268 | 420 | 532 | 714 |
| Grade 12 | Male | 185 | 179 | 191 | 276 | 408 |
| | Female | 111 | 74 | 95 | 163 | 216 |
| | Total | 296 | 253 | 286 | 439 | 624 |
| Total | Male | 4548 | 4088 | 4078 | 4301 | 4454 |
| | Female | 2779 | 2792 | 2760 | 3124 | 3194 |
| | Total | 7327 | 6880 | 6838 | 7425 | 7648 |
| % Female | | 37.9% | 40.6% | 40.4% | 42.1% | 41.8% |

There is increasing pressure on spaces in both Grade 9 and Grade 11. This has led to very large Grade 9 and 11 classes. There is also an

increase observed in the number of grade 12s from 2000 to 2004 as a result of uncontrolled transfers into the Morobe Province.

The extra demand for Grade 11 has resulted in further classes being formed at Bugandi Secondary School. This also resulted in the late decision to take a class at Bumayong in 2000, Lae Secondary in 2004 Grace Memorial in 2005 Busu in 2006.

Care should be taken over the choice of the next school to be upgraded to allow for Grade 11 and 12 classes. Ideally, it should be a rural school in order that the type of curriculum offered could be more relevant to the children from the rural areas. This will help relieve what is perceived as being an imbalance in the province between the opportunities for urban children as against those from the rural areas.

The phasing out of the Grade 7 and 8 classes from the secondary schools will free up classroom space in secondary schools to save cost at the same time increase opportunity for eligible grades 9 and 10 students to be enrolled.

There will be a need to increase the number of Grade 9 places available in the future. Ideally, to cater for increase access from primary schools throughout the province more grades 9 and 10 places be made available through establishment of bigger 9 to 10 schools.

Table 40: Grade 9 enrolment rates by gender, 2000-2004

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|--------|-------------|-------------|-------------|-------------|-------------|
| Male | 20.5% | 19.9% | 21.2% | 22.6% | 22.7% |
| Female | 14.8% | 15.6% | 16.8% | 18.7% | 19.8% |
| Total | 17.8% | 17.9% | 19.1% | 20.8% | 21.4% |

The number of students in Grade 9 is 17.8% of the 15 years old population in Morobe Province in 2000. The most significant increase is in the percentage of female student from 2000 to 2004.

Table 41: Gr. 10 to11 transition rates by gender and year, 2000-2004.

| | 2000 to 01 | 2001 to 02 | 2002 to 03 | 2003 to 04 |
|--------|-----------------------|-----------------------|-----------------------|-----------------------|
| Male | 15.8% | 24.3% | 28.4% | 36.4% |
| Female | 11.5% | 19.3% | 26.9% | 28.6% |
| Total | 14.1% | 22.2% | 27.8% | 33.2% |

The table above show that access to grades 11 and 12 by gender has increased to more than 150% for male students and more than 200% for females.

Teacher Supply and Training

There is a shortage of qualified and experienced subject teachers across the secondary sector the extent of which will only be ascertained following a rationalization of staffing. The gaps are presently being filled by university graduates, and above and by primary school trained teachers. The latter group is largely teaching the Grade 7 and 8 classes that remain in the high school system.

In the long term Division of Education should look to fully utilising the capacity at the University of Goroka and also consider alternative providers of secondary school teachers.

Table 42: Secondary staffing by gender and year, 2000-2004

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|--------|------|------|------|------|------|
| Male | 185 | 166 | 177 | 138 | 207 |
| Female | 84 | 79 | 110 | 72 | 119 |
| Total | 269 | 245 | 287 | 210 | 326 |

Grade 11 and 12 specialist teachers

There is a critical shortage of secondary teachers for the upper secondary grades around the country. This is proving to be a major constraint to further expansion in this sector. Largely graduates who have not got a teaching qualification are currently filling the gaps. There are also a declining number of expatriate teachers who are teaching at this level. The inexperienced but qualified graduates from the universities have proven to be an added resource to the schools.

The immediate solution to this problem is to continue to recruit teachers in key areas of shortage from overseas and to provide teacher training for the non trained and qualified graduates. The latter should be trained through a mixed mode of training comprising Lahara sessions at the University of Goroka and assignments to be completed at their schools.

At present the only provider of secondary school teachers is the University of Goroka. Currently the Department of education and Teaching Service Commission recognise the Pacific Adventist University and Divine Word University Bachelor of Education Degree

Over the years no funding has been made available for teacher in-service during National In-service Training Week.

The NIST week needs to be recognised and made effective therefore, the Department of Education and the Province must make genuine efforts to ensure that the NIST week funding is made available for the teacher's professional development.

Curriculum

- Most established schools are using the same curriculum materials except that the number would be decreasing or are of short supply because of wear and tear, students losing materials, increased enrolments and vandalism of school property.
- Schools do not receive free curriculum materials anymore. They are expected to buy materials that sometimes make the administration overlook this important area. In addition, the books are expensive which force the school administration to buy only limited number.
- Later arrivals of curriculum materials are a major problem.
- Statistics, data and figures used in Grade 9 and 10 Social Science course booklets are now out of date.
- Proper storing places for curriculum materials are needed. This is a very important area, which must be addressed so that there is control of curriculum materials.
- Because of inadequate materials few schools are reprinting and printing materials, which then will cause a break down of printing machines.
- Grades 11 and 12 materials in all schools are lacking. The established subjects like Language and Literature, Geography, History and so on used in the National High School materials to reprint their own copies but the new introduced subjects like Business Studies are still lacking materials in most schools.
- The trailing of Outcome Based Education (OBE) was successful in some while not in other selected schools.

Infrastructure

- The basic learning infrastructure and facilities are available in secondary schools in Morobe Province, However basic specialist rooms for the specialist subjects is inadequate which makes teaching of these subjects less effective.
- Inadequate classroom spaces and classroom furniture is the main problem in all city schools now because of the high unplanned enrolments and transfers
- Building and other facilities are deteriorating or aging very fast because of continuous usage.
- There are no proper sorting places for curriculum materials, audio visual materials, agriculture tools, and so on. Many schools have spent a lot of money purchasing things but because of lack of proper storing places, no proper stock control and vandalism and theft of school assets, the administration are reluctant to purchase again.

- Teacher houses is another major problem which should be looked at by the LLG, District Administrations and the Morobe Provincial Government.
- The schools governing council, Parents and Teachers' Administration are trying to maintain and put up new buildings but more funding is needed.

Currently there are over crowding in the Lae City schools. There is a need to provide the infrastructure needed to take on additional grade 11 and 12.

Management

There is lack of experience and qualified Principals to run secondary schools at the moment

The expansion of the secondary school system has seen problems emerging regarding the capacity of Principals to effectively manage these big institutions with complex students and staff structure. The whole issue of school financing is becoming critical. Schools need to charge high fees in order to be able to provide the type of quality education that is expected by parents and all stake holders. The subsidy received from the Government is not sufficient for the schools to provide quality education.

THE PLAN FOR SECONDARY EDUCATION 2007-2016

Major outcome

A relevant affordable and quality secondary education provided to qualified Grade 8 and Grade 10 graduates

Access

Minor outcome S1:

An appropriate number of well-equipped and resourced secondary schools established within the Provincial budget to provide a quality education

One of the Morobe Provincial Government priorities is to have an increase in access to secondary education during the planned period 2007 to 2016. Despite this priority, this plan acknowledges the importance of increasing work being needed to ensure that the present trend of deteriorating assets is halted and reversed.

This will be achieved through a substantial commitment from the provincial government for the maintenance, and in some cases rehabilitation of existing school infrastructure.

Figures shown in Table 41 is based on K 10000 maintenance grant per existing class

Table 43: Indicative Funds required for Maintenance of new and existing Institutions – 2007 to 2016 (million Kina)

| | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2012 | 2013 | 2014 | 2015 |
|--------------|------|------|------|------|------|------|------|------|------|------|
| Million Kina | 2.2 | 2.4 | 2.6 | 2,9 | 3.2 | 3.5 | 3.9 | 4.4 | 4.8 | 5.3 |

The current transition rate from grade 8 to grade 9 in the province is 56.5% and it is 33.2% from grade 10 to 11. This increase is above the National transition rate of 50% from Grade 8-9 and 25% from Grade 10 – 11.

In view of this national policy the Morobe Provincial Government is addressing the issue of access through opening up opportunities in the establishment of Technical High Schools and Technical Secondary Schools.

| |
|---|
| Target S1.1 Transition rate will increase to 60/percent between grades 8 and 9 and 35/percent between grades 10 and 11 by 2014 |
|---|

More opportunities will be given to students to be enrolled in existing and to be established Department of Open and Distance Learning (DODL) or UPNG study centres at Secondary Schools like the current arrangements at Bugandi, Markham Valley and Dregerhafen

Secondary school. This would enable school leavers from respective school to matriculate or continue their education.

The gender issue in secondary school enrolments is closely observed by selectors and encouraged in school enrolments. In the province female students will be further encouraged to continue their education.

Target S1.2
That 47 percent of secondary school students be female by 2011

The projected enrolment in secondary education over the plan period is shown in table 1.0 below:

Table 44: Projected Morobe Secondary schools enrolments, selected years, 2007 - 2016

| | 2007 | 2010 | 2013 | 2016 |
|----------|------|-------|-------|-------|
| Grade 9 | 4047 | 5012 | 5977 | 7200 |
| Grade 10 | 3186 | 3858 | 4823 | 5957 |
| Grade 11 | 1467 | 1654 | 1856 | 1899 |
| Grade 12 | 1288 | 1387 | 1628 | 1819 |
| Total | 9988 | 11911 | 14284 | 16875 |

The national plan emphasizes greater expansion for the primary education to achieve universal primary education during the period. Thus enrolment rates for secondary education will remain about 26% for lower secondary and 7% for upper secondary education. The expansion of Flexible Open and Distance Education and DODL study centres are options that could absorb many more students relieving the pressures in the normal system.

The pressure on places will be further contained by reviewing the guidelines for the transfer in of students from other parts of the country.

Table 45: Secondary school enrolment rates, selected years, 2007 - 2016

| | 2007 | 2010 | 2013 | 2016 |
|-----------|-------|-------|-------|-------|
| Lower sec | 24.4% | 26.1% | 29.0% | 33.3% |
| Upper sec | 7.0% | 7.5% | 7.7% | 8.3% |

The numbers of grade nine and eleven classes in the province have increased dramatically. This expansion is due to population increase and more spaces available for eligible students passing basic education requirements for secondary studies. Lack of expansion and maintenance in the secondary sector has created a bottleneck for access into grades nine and eleven. The province has rationalized these pressures through opening up new high schools, Naweab in 2003, Kabwum and Pindiu in 2004; and Sialum and Bayune in 2006. The Conversion of Grace Memorial to Secondary in 2005, and of Busu in 2006 has allowed access for grade eleven students' enrolments. Any further expansion in the upper secondary will seriously compromise

standards. Alternate pathways through distance and technical education would be provided where necessary.

Table 46: New secondary schools classes, selected years, 2007 - 2016

| | 2007 | 2010 | 2013 | 2016 |
|------------------|------|------|------|------|
| New Gr 9 classes | 0 | 6 | 6 | 10 |
| New G 11 classes | 4 | 2 | 2 | 2 |

The staffing in the province is based on 1.5 teachers per class for lower secondary classes and 1.75 for the upper secondary classes. The 1.5 teachers per class is within the plans of the province to gradually reduce the numbers of teachers per school and adequately allocate period loading per teacher at respective levels as specified in the new performance based duty statements for teachers.

Table 47: Secondary schools staffing requirements for the province, selected years, 2007 - 2016

| | 2007 | 2010 | 2013 | 2016 |
|---------------------|------|------|------|------|
| Lower secondary | 323 | 349 | 368 | 377 |
| Upper secondary | 76 | 76 | 82 | 99 |
| Total | 399 | 425 | 450 | 475 |
| Pupil teacher ratio | 27.7 | 27.9 | 28.0 | 28.0 |

The increases in the secondary schools staffing are estimated according staff ceiling required for newly established high schools, Nawaeb, Kabwum, Pindiu, Sialum and Bayune and newly upgraded secondary schools

STRATEGIES AND ACTIVITIES

Establish and maintain sufficient numbers of secondary schools in all districts or sub-districts.

- Provide funds for maintenance and rehabilitation of existing facilities in all schools.
- All upgrading and establishment of high or secondary schools have to be in line with the plan and approved by the Provincial Education Board
- Complete infrastructure and liaise with the works division to develop the stages of the new established secondary and high schools.
- Review the criteria for the transferring in of students.
- Ensure selection process based on gender equity

Consider alternative path ways for Morobe students to continue their education.

- Provide provincial assistance to Wawin NHS to gain greater access for students from the Morobe Province

- Establish FODE and DODL study centres in all existing high and secondary schools.
- Provide links between secondary and technical institutions
- Provide incentives such as small credit schemes for secondary school leavers to develop entrepreneurial skills and knowledge

QUALITY CURRICULUM AND MONITORING

Minor outcome S2

A relevant Secondary curriculum is developed, implemented and monitored.

The province will contribute to the development and distribution of curriculum material to the secondary schools in the province through logistic and assistance in transportation of the curriculum materials to respective schools. It will also plan and budget for additional needs for respective curriculum materials based on the enrolment of students in the province.

The Division of Education will issue instructions in support of the National Policy for procurement, distribution and storage of curriculum materials to ensure regular stock take and proper security is provided for the safe keeping of curriculum materials in all secondary schools.

The Division of Education will embark on relevant skill-based projects to be encouraged in all secondary schools and the development of school based curriculum. Such school base curriculums are subject to National Board of Studies approval before implementation and assessments by the school.

Emphasis will be given to encourage students to gain knowledge on entrepreneurial skills to contribute towards their community after leaving school

Target S2.1
That school base curriculum committee is established by 2008.

Secondary school inspectors will provide advisory and inspectorial visits to each secondary school each year. Checking school finances, Curriculum implementation, school administrations and performing advisory role will be their main functions. While school based teacher appraisal will become one of the main functions of the schools administration. The Division of Education will continue support the inspection process financially through its Divisional Budgets.

The Division of Education will continue to support the Guidance Officers to visit all secondary schools in terms of logistic arrangements and transportation where applicable. The province acknowledges the importance of the Academic Aptitude Test for grade nines and the Differential Aptitude Test for grade elevens.

The other area of importance is the counselling of the students. In this regard, the Division of Education through PEB would provide a teacher counsellor in each secondary school to provide students counselling services. Schools Boards of Governors and staff would be encouraged to actively involve all parents in schools activities and information awareness of providing children discipline which should begin at home by the parents.

Target S2.2
That each school will have a teacher counsellor for students by 2008

STRATEGIES AND ACTIVITIES

Ensure all secondary schools are adequately supplied with all relevant curriculum materials

- Support individual subjects or schools innovations of developing school based curriculum
- Facilitate integration of entrepreneurial subjects skills based units into secondary curriculum
- Encourage schools to involve parents to a greater degree in the education of their children.

Monitor curriculum implementation and assessment processes provided for schools by the national department.

- Provide meaningful assistance for secondary school inspectors to visit the school regularly.
- Develop a system to monitor quality of teaching and learning in the secondary schools

Provide school counselling and guidance services.

- Provide meaningful support for the Guidance officers to regularly visit all secondary schools.
- Provide teacher Counsellor for students at all secondary schools by 2008.

Effective teacher deployment and training.

Minor Outcome S3:

Sufficiently trained and qualified subject teachers are deployed to secondary schools throughout Morobe province.

The upgrading and opening of new Secondary schools and increased enrolments will increase the demand for new teachers. This will create many teaching positions therefore both the new graduates and serving teachers be deployed to schools throughout Morobe Province.

The Division of Education through the Morobe Provincial Government continue to sponsor competent serving teachers in their subject areas so that they can acquire the new knowledge and on Outcome Base education to impart effectively to students. The Division of Education

should negotiate with the Morobe Provincial Government to make the existing Scholarship program more efficient and available to all teachers

Target S3.1
Ten (10) in service teachers will be sponsored each year during the planned period

In service training, school and provincially based, is going to be increasingly important in order to be able to effectively implement the reform curriculum. A program will be developed and effectively implemented from 2007 and onwards.

The Division of Education needs to appoint a provincial in-service coordinator for liaising and coordinating with school in-service coordinators to effectively and successfully implement this program for teachers. The in service program will not only be academic but will also provide support for students behaviour management and other counselling programmes to all secondary schools. Guidance and counselling is an important aspect of education therefore an on-going in-service must be provided

Target 3.2
Each secondary school will have qualified subject teachers by the end of the planned year.

Teachers deployed to secondary schools will be based on the needs of each school. The number of positions allocated to each school will be based upon that determined by the Department of Education through the Position Allocation Committee.

STRATEGIES AND ACTIVITIES

Provide the required number of appropriately trained and qualified teachers.

- Identify teacher demand based on subject needs on an annual basis

Provide professional development opportunities for secondary teachers and managers

- Review and appoint an In-service Coordinator for the secondary division in Morobe province.
- Develop and conduct an in service program
- Provide financial management and leadership training for school principals
- Introduces Student Behavioural Management and organizes training for teachers to provide counselling.

Management

Minor outcome S4

Secondary school is cost effective and affordable for parents and the Morobe Provincial Government.

Total subsidies will increase to meet the increasing enrolments from both the Provincial and the National Government. Inevitably, however, parental contributions will still be required these fees will be determined on an annual basis by the individual Boards of Governors based upon directives from the National and Provincial Education Boards. All schools will be required to have a self-reliance program initiated in order to reduce the financial burden on parents.

Target S4.1
The level of Secondary School parental contribution will be determined on an annual basis set by the Provincial Education Board

The problem of teacher deployment is addressed throughout the planned period. The subject areas of teachers must be taken into account by the Teachers Selection Committee for posting as this will avoid unfair distribution of subject teachers in schools.

The table below presents the total costs of secondary education. This table includes costs to the different levels of Government and to the parents.

Table 48: Total costs of secondary education– selected years, 2007 - 2016 (K'000s)

| | 2007 | 2010 | 2013 | 2016 |
|----------------|---------|---------|---------|---------|
| Salaries | 5505.7 | 6020.9 | 7121.5 | 8736.3 |
| L Fares | 209.7 | 229.4 | 271.3 | 332.8 |
| Infrastructure | 2200.0 | 5180.0 | 7080.0 | 9670.0 |
| Subsidies | 920.1 | 1002.8 | 1181.6 | 1448.5 |
| Parents | 6651.4 | 7312.9 | 8684.9 | 10667.2 |
| | 15287.0 | 19746.0 | 24339.3 | 30854.8 |

STRATEGIES AND ACTIVITIES

Develop and implement an affordable and appropriate provincial school fee policy.

- Develop a formula to distribute the provincial component of the government subsidies to secondary education.
- Make available realistic and affordable parental contributions for both rural and urban schools.
- Reduce the burden of school fees on parents through the encouragement of self-reliance activities at the school level.

Make efficient and rational use of teachers.

- Allocate teachers based upon agreed criteria as determined by the Department of Education.
- Develop and implement a set of criteria for teacher deployment and allocation to all schools in Morobe Province especially in the rural areas.

Responsibilities

Parents and the community will be responsible for:

- The payment of parental contribution in cash or kind
- Participating in school infrastructure, development and maintenance
- Their children's discipline, health and well being
- All other parental and guardian activities

School Governing Council be responsible for:

- Planning and ensuring that all plans are implemented
- Providing guidance, counselling and ensuring all school functions are implemented
- Planning for infrastructure requirements, including teachers house and welfare
- Appraisal for teachers

Local level governments will be responsible for:

- Budgeting for new infrastructure and maintenance as endorsed by the District Education plans.

District administrations will be responsible for:

- Completion and implementation of their education plans
- Close supervision of these plans
- Liaising with respective Local Level Governments to ensure budget provision is made.
- Assisting with dissemination of school curriculum materials

Morobe Provincial Government will be responsible for

- Completion and endorsement of education plans as stipulated in the Provincial Education Plan
- Development of policy relating to the provincial component of school subsidies
- Creation of necessary teaching positions in accordance National Guidelines
- Selection and sponsorship of pre-service training for secondary teachers
- Enforcing the student transfer policy wherever necessary
- Provision of technical assistance wherever necessary in areas of school planning and management.
- Deployment of teachers who are appointed promotional positions in various schools

Implementation Schedule

This section outlines the time frame for the implementation of the Morobe Provincial Ten Year Education Plan 2007 – 2016. Specific strategies and activities for each minor outcome in the plan are listed along with an indicative schedule for the implementation and completion. The Detail implementation Secondary Education plans will be provided each year through the annual yearly plans of the Districts and secondary schools. (Abstracted from NEP 2005 – 2014 pp 110)

Key:



Indicates full implementation



Indicates preparatory activities, reviews and implementation progress

| SECONDARY EDUCATION | | | | | | | | | | |
|--|------|------|------|------|------|------|------|------|------|------|
| | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| Minor outcome S1: | | | | | | | | | | |
| An appropriate number of well-equipped and resourced secondary schools established within the budget to provide a quality education | | | | | | | | | | |
| Establish and maintain sufficient numbers of secondary schools in all districts or sub-districts. | | | | | | | | | | |
| Continue maintenance and rehabilitation of old facilities in all schools. | | | | | | | | | | |
| Complete infrastructure development and construction at Nawaeb, Pindiu, Kabum, Sialum and Bayune secondary schools. | | | | | | | | | | |
| Upgrade Grace Memorial and Busu so that they are suitable to offer upper secondary education. | | | | | | | | | | |
| Consider alternative pathways for Morobe students to continue their education. | | | | | | | | | | |
| Provide assistance to Wawin NHS where necessary as it enrol considerable number of Morobe students. | | | | | | | | | | |
| | | | | | | | | | | |

| | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|--|------|------|------|------|------|------|------|------|------|------|
| Establish FODE and DODL study centres in all existing secondary schools. | | | | | | | | | | |
| Minor outcome S2 | | | | | | | | | | |
| A relevant Secondary curriculum is developed, implemented and monitored. | | | | | | | | | | |
| Ensure all secondary schools are adequately supplied with all relevant curriculum materials | | | | | | | | | | |
| Support individual subjects or schools innovations of developing school based curriculum | | | | | | | | | | |
| Facilitate integration of vocational subjects skills based units into secondary curriculum | | | | | | | | | | |
| Monitor curriculum implementation and assessment processes provided for schools by the national department. | | | | | | | | | | |
| Provide meaningful assistance for secondary school inspectors to visit the school regularly. | | | | | | | | | | |
| Develop a system to monitor quality of teaching and learning in the secondary schools | | | | | | | | | | |
| Provide school counselling and guidance services. | | | | | | | | | | |
| Provide meaningful support for the Guidance officers to regularly visit all secondary schools. | | | | | | | | | | |
| Provide teacher Counsellor for all secondary schools by 2009. | | | | | | | | | | |
| Minor Outcome S3: | | | | | | | | | | |
| Sufficiently trained and suitably qualified subject teachers be deployed to secondary schools throughout Morobe province. | | | | | | | | | | |
| Provide the required number of appropriately trained and qualified teachers. | | | | | | | | | | |
| Identify teacher demand based on subject needs yearly before posting so that correct number be allocated to each school | | | | | | | | | | |
| Provide professional development opportunities for secondary teachers in Morobe Province | | | | | | | | | | |
| Review and appoint an in service Coordinator for the secondary division in Morobe province. | | | | | | | | | | |
| Re introduces student's behaviour | | | | | | | | | | |

| | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|
| management and organizes training for teachers to provide counselling. | | | | | | | | | | |
| Provide professional development opportunities for principals, heads of departments and other senior officers. | | | | | | | | | | |
| Offer them full time courses at the university | | | | | | | | | | |
| Make funding available to attend courses | | | | | | | | | | |
| Provide basic training on school asset management including textbooks, curriculum materials and others. | | | | | | | | | | |
| Minor Outcome S4 | | | | | | | | | | |
| Secondary school is cost effective and affordable for parents and the Morobe Provincial Government. | | | | | | | | | | |
| Develop and implement an affordable and appropriate provincial school fee policy. | | | | | | | | | | |
| Develop a formula to distribute the provincial component of the government subsidies to basic education. | | | | | | | | | | |
| Make available realistic and affordable parental contributions for both rural and urban schools. | | | | | | | | | | |
| Reduce the burden of school fees on parents through the encouragement of self-reliance activities at the school level. | | | | | | | | | | |
| Develop and maintain a stringent policy on transfer in. | | | | | | | | | | |
| Reduce the problem of overcrowding, high-unplanned enrolments by transfer committee screening necessary documents thoroughly. | | | | | | | | | | |
| Make efficient and rational use of teachers. | | | | | | | | | | |
| Establish clear communication links with the National Position Allocation Committee. | | | | | | | | | | |
| Develop and implement a set of criteria for teacher deployment and allocation to all schools in Morobe Province especially in the rural areas. | | | | | | | | | | |

Monitoring and Evaluation Framework

Secondary Education

| Performance Area: Access | | |
|--|--|---|
| Minor Outcome | Target | Measure(s) |
| An appropriate number of well-equipped and resourced secondary schools established within the Provincial budget to provide a quality education | Transition rate will increase to 60/percent between grades 8 and 9 and 35/percent between grades 10 and 11 That 47 percent of secondary school students be female by 2011 | No. of Grade 9 No. of Grade 11 Provincial Data Base School Enrolment Figures Provincial Data Base |

| Performance Area: Curriculum and Monitoring | | |
|--|--|---|
| Minor Outcome | Target | Measure(s) |
| A relevant Secondary curriculum is developed, implemented and monitored. | That school base curriculum committee is established That each school will have a teacher counsellor for students | No. Meetings held Reports of Meetings Inspection Reports Positions created Counsellor Reports Inspectors Reports |

| Performance Area: Teacher Deployment and Training | | |
|---|---|---|
| Minor Outcome | Target | Measure(s) |
| Sufficiently trained and qualified subject teachers are deployed to secondary schools throughout Morobe province. | Ten (10) in service teachers will be sponsored each year Each secondary school will have quality qualified subject teachers by the end of the planned period | Provincial Data Base Inservice Coordinator Report Provincial Data Base School Reports Inspection Reports No. of Teachers |

| Performance Area: Management | | |
|---|---|---|
| Minor Outcome | Target | Measure(s) |
| Secondary school is cost effective and affordable for parents and the Morobe Provincial Government. | The level of Secondary School parental contribution will be determined on an annual basis | Total costs of parental contribution No. of students |

Flexible Open and Distance Education

Definition

FODE is a system, which provides flexible, open, and distance education that gives alternative opportunities to students to continue their formal education up to grade 12 and further tertiary education & training.

Situational Analysis

Overview

Flexible Open and Distance Education (FODE) formally known as College of Distance Education (CODE) provides an affordable, flexible, open and distance education to everyone eligible, living in Morobe Province to continue their formal education.

Access

FODE provides an alternative way for students who are unable to gain a place in the formal or the conventional system.

Besides the Morobe Provincial FODE Center there are also 3 Registered Study Centers (RSC) in Lae and 4 Correspondence Study Centers (CSC) in the Districts

Ideally, to increase access throughout the Morobe Province there is a need for permanent establishment of District FODE Coordinators in order to sustain the administration and the operations of the Study Centres.

Currently, more than 3000 primary school children in Morobe Province do not continue their formal education each year because there are only 1280 spaces available in high and secondary schools. Out of 1415 students enrolled in 2006 there are only 349 students from grades 7 to 10 are able to continue their formal education. More than 50% of these students are post primary graduates.

The major concern is the large number of enrolled students not continuing their education because of problems such as, long distance from the Provincial Center, expensive travel, communication, non availability of materials, and slow turn around of books from markers.

Table 49: Current and Non Continuing Students as at year 2000

| Current | Male | Female | Total | Non Continuing | Male | Female | Total |
|--------------|------------|------------|------------|----------------|------------|------------|--------------|
| 7 | 13 | 8 | 21 | 7 | 142 | 93 | 235 |
| 8 | 11 | 11 | 22 | 8 | 60 | 39 | 99 |
| 9 | 51 | 49 | 100 | 9 | 90 | 52 | 142 |
| 10 | 127 | 79 | 206 | 10 | 430 | 160 | 590 |
| TOTAL | 202 | 147 | 349 | TOTAL | 722 | 344 | 1,066 |

Currently there is a decline in the enrolments of grade seven and eight due to the education reform. This will mean FODE will focus more on post primary education.

Table 50: Student Completing FODE by Gender and by Year, 2000 – 2004

| YEAR | 2000 | 2001 | 2002** | 2003 | 2004 | TOTAL |
|---------------|------------|------------|--------------|------------|------------|--------------|
| MALE | 321 | 312 | 877 | 505 | 287 | 2,302 |
| FEMALE | 150 | 147 | 342 | 263 | 166 | 1,068 |
| TOTAL | 476 | 459 | 1,219 | 768 | 453 | 3,370 |

The above table shows that there is a high demand for flexible, affordable education. **More notably is the 2002 **Free Education year**.

Table 51: Shows non-school leavers who have completed their FODE programs between 2000 – 2005

| YEAR | MALE | FEMALE | TOTAL |
|--------------|------------|-----------|------------|
| 2000 | 17 | 4 | 21 |
| 2001 | 17 | 5 | 22 |
| 2002 | 20 | 3 | 23 |
| 2003 | 17 | 5 | 22 |
| 2004 | 18 | 3 | 21 |
| 2005 | 25 | 10 | 35 |
| TOTAL | 114 | 30 | 144 |

Quality Curriculum

The production and distribution of student materials is a highly centralised function. Under the current organisational structure the Provincial Centre(s) only plays a coordinating role in terms of issuing and distribution of materials at the provincial level. Often student materials are in short supply in the Provincial Centre and this is also compounded by the shortage of funds for the production of additional supply of materials to meet the increasing demands.

There is lack of facilities and equipment for the production of needed materials to meet the student's demand in the Province. Prolong waiting has been one of the biggest drawbacks which has caused students to abandoned studies The absence of a policy on articulation means that students have only limited opportunities to move into a conventional stream.

The selected markers usually mark the student's assignments and the marks are then entered into the individual student's record cards, which are administered at the Provincial Centre.

Therefore it would be appropriate to share responsibilities of production and distribution of FODE materials between DOE and the Provincial Education Division as well as having an articulation policy in place to give equal opportunities to both the students in FODE and those in conventional high schools and secondary schools.

Table 52 - Current curriculum available at FODE.

| | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
|-------------------------------|----------------|----------------|----------------|-----------------|
| English | Yes | Yes | Yes | Yes |
| Maths | Yes | Yes | No | No |
| Practical Maths | No | No | Yes | Yes |
| Formal Maths | No | No | Yes | Yes |
| Social Science | Yes | Yes | Yes | Yes |
| Science | Yes | Yes | Yes | Yes |
| Commerce | Yes | Yes | Yes | Yes |
| Environmental Studies. | No | No | Yes | Yes |

In future all subjects offered in post primary education will also be offered to all students registered with FODE.

Table 53: Number of Certificates issued selected years 1996 to 2006.

| YEAR | 1996 | 1998 | 2000 | 2002 | 2004 | 2006 |
|---------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Number | 27 | 104 | 60 | 64 | 23 | 15 |

The number of certificates issued as per the table above is mostly from the Provincial FODE Centre in the last ten years. It does not represent the total number of certificates issued by both the Provincial Centre and the Registered Study Centres. About xxx percent of these certificate holders from FODE have been successfully engaged in the formal training and employment in the last ten years.

Quality Teachers

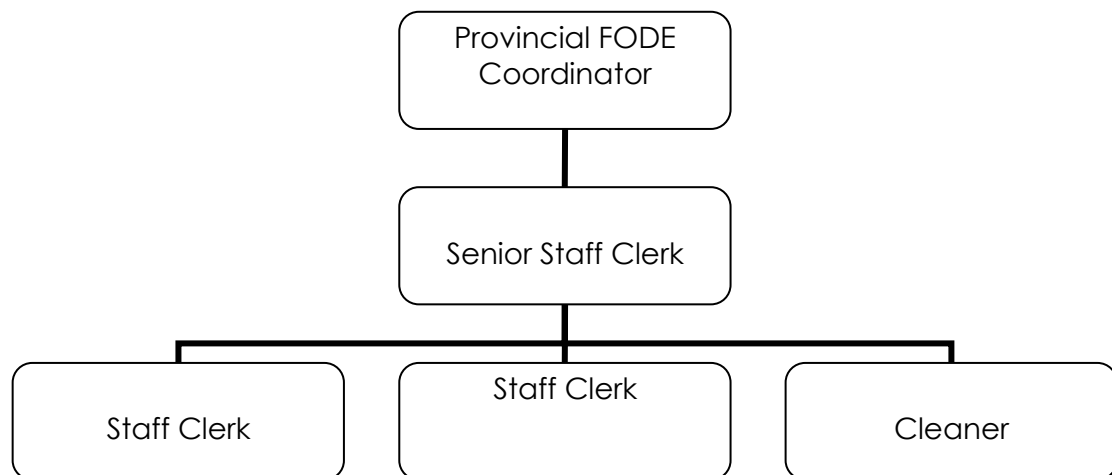
There is no active face to face teaching in the Provincial Centres except for Registered Study Centres like Emmanuel Lutheran School,

Bahai Study Centre, and Lae Community College in Lae City. However markers for the Provincial Centre are mainly from the nearby Secondary Schools and Colleges.

Management

FODE Provincial Centre Structure:

CURRENT STAFF ESTABLISHMENT



The Provincial staff structure consists of a Provincial Coordinator, one senior staff clerk, two staff clerks and an cleaner. The Provincial Coordinator is responsible for overseeing the day to day administration of the centre including the study centres. The Senior Clerk is responsible for the supervision of the staff clerks and the cleaner.

The management responsibilities over the FODE Center and the Study Centres over the years has reduced as a result of education reform implementation in Morobe Province, and mismanagement of the administrative functions, lack of commitment and support from local and provincial authorizes and the community.

Teachers' marking allowance has been unreliably paid, thus frustrating the turn around of students assignment books which further frustrates the students learning and performances. Furthermore, is the insufficient number of markers to get the assignments marked on time. Most of the markers we now have are teachers, mainly from nearby secondary schools and colleges.

The PLAN FOR FLEXIBLE OPEN AND DISTANCE EDUCATION

Major Outcome

FODE provides alternate pathways to students who want to continue their formal education up to tertiary education and training.

Access

Minor Outcome F1

A significant increase in enrolment achieved by offering a number of demand driven programs and courses.

Distant education has a potential to reach a broader audience at lower costs to both the government and the client. In addition, it has the potential to address the difficulties of distance and terrain in the delivery of education services to all the people of Morobe province. This will be achieved through FODE.

Target F.1.1
One Quarter of school leavers Grade 8 and 10
enrol at FODE by 2011

Remote and rural Primary schools and Vocational Centres will be asked to be additional venues for eligible students to use as centres for their learning. At the same time the Teachers from these schools will be asked to volunteer to coordinate and supervise the deliberation of these courses.

Target F1.2
Each district will have suitable facilities to
conduct and administer FODE by 2012

This will see Education Services offered through FODE Programs be decentralized from both National and Provincial level which will facilitate effective dissemination of education services to the districts.

Strategies and Activities

Increase student enrolment during the planned period.

- Provide opportunities for all eligible FODE students
- Liaise with the formal education providers about FODE opportunities for school leavers
- Parents must contribute to help their children continue their education

Increase the number of Study facilities throughout the Province

- Identify potential training facilities within the established formal education system.
- Conduct awareness about the changes which are likely to be implemented during the planned period.

Quality Curriculum and Monitoring

Minor Outcome F2

The curriculum and assessment programs offered will be based on and articulate with the mainstream education system. (adopted from NEP2005-2014)

During the life of this plan FODE curriculum and assessment programs will be based on the reform curriculum. However it will also be free to offer appropriate value-added courses. This will be seen as “one system, many pathways and the same outcomes”.

This means that FODE will be integrated into the formal education system. Subsequently, students who meet the accepted requirements and want to do their secondary education through FODE can transfer to conventional schools

Target F2.1

Curriculum taught at FODE is equal to the formal education system by 2008

In order to achieve this, the examination sat by FODE students will be the same ones as those sat by the students in the formal education system. The process of assessment of FODE students will be reviewed to ensure consistency with that of the formal system. Links between FODE, Morobe Provincial Centre and FODE, Headquarters will be further strengthened.

FODE, Morobe Provincial Center, through its nine FODE, District Centers will provide relevant demand driven course options for students. Recognition of prior learning through work and life experiences will enable students to gain credit towards course program. FODE courses will be reviewed, restructured and upgraded to provide pathways for students to:-

- Enrol at anytime of the year
- Study at their own pace
- Study at a time and place convenient to them
- Complete assignments and sit for examinations.

Strategies and Activities:

1. Implement the new curriculum.

- Ensure that the relevant curriculum is readily available at the Provincial Centre
- Distribute curriculum materials to FODE providers promptly.
- Ensure that proper stock take of FODE materials are maintained at the Centres.
- Ensure that the students who are enrolled are issued with appropriate curriculum materials.
- FODE Centres' Coordinator ensures that students do their course work and completes their relevant assignments for marking on a timely basis.
- Ensure that an academic record is maintained efficiently.

2. Establish a Monitoring system within the FODE Provincial Centre.

- Establish a Provincial Monitoring Committee whose responsibility will be to monitor the implementation of the curriculum
- Develop monitoring guidelines
- Implement the guidelines in the supervision of the curriculum
- Evaluate and report on effectiveness of the curriculum implementation
- Recommend for a review of the weak areas of implementation to the appropriate authorities.

Quality Teacher Education and Training

Minor Outcome F3

To support the national selected qualified staff and provincial support personnel.

Province to support continuous professional training for all FODE staff throughout the planned period to ensure a high level of performance. At the same time additional incentives to be offered to all interested professionals who wish to join the FODE system to serve at the Provincial and District level.

| |
|--|
| Target F3.1 A provincial personnel support system in place by 2012 |
|--|

Strategies and Activities:

Support training of professional staff at the Provincial and District level

- Secure appropriate funding for training of the Staff
- Develop appropriate training for the District FODE Coordinators

- Conduct training for all District Coordinators
- Liaise with the National FODE Headquarter for training opportunities.
- Conduct Provincial In-service based on FODE training needs.
- Assist in the implementation of the National guidelines and policies.

Provide Manpower by creating funded Positions at selected institutions

- Liaise with the National FODE Headquarter for additional staffing
- Liaise with the Provincial Government to create necessary positions
- Utilises existing position within the education system to use in FODE Institutions

Management

Minor Outcome F4

An active Flexible, Open and Distance Education Institution.

It is anticipated that by the end of this planned period FODE will be an active and effective community friendly institution providing the needs of those who wish to further their formal education.

Target F4.1

That A Memorandum of Agreement be signed with the Morobe provincial government for support by 2009

To achieve this goal National Authorities representing FODE should negotiate with the Morobe Provincial Government how the Provincial Distance Education could be restructured and sign an appropriated Memorandum of Agreement

Strategies and Activities

Liaise with the National FODE Headquarter and restructure the Provincial FODE establishment.

- Memorandum of Agreement is signed between MPG and FODE
- Establish the FODE District Centres
- Identify schools to become a FODE Centres
- Assist in the appointments of District FODE Coordinators
- Provide financial support for the administration of the FODE education system in the Province.

Provide assistance with the monitoring of the FODE curriculum implementation.

- Province and Local level Government (LLG) to provide budget support for FODE monitoring activities.

Responsibilities

The Provincial FODE Center will be responsible for:

- Establishment of a Board for FODE Morobe.
- The preparation and completion of Morobe FODE plans.
- Ensuring execution of the plans are carried out.
- Efficient services are provided to the students in both Provincial and District Centers of FODE in Morobe Province

The Parents and Community will be responsible for:

- Payment of fees charged for children's education.
- Looking after and providing FODE facilities at Provincial and District Centres.

Local – level governments are responsible for:

- Budgeting for FODE operations such as infrastructure and maintenance, salaries of additional staff as per endorsed Plans.

District Administration will be responsible for:

- The completion and implementation of their respective District Education Plans including FODE and implementation schedules.
- The close supervision of the FODE plan in consultation with the FODE Provincial Center.
- Liaising with the District Administrator, respective Local Level Governments to ensure budget provision is made for the operations of FODE District Centers
- District Education Advisor budget for the FODE operation

The Morobe Provincial Government will be responsible for the:

- Funding of the 9 Districts FODE supervisors and KBO for Provincial Center salaries and other needed support staff positions at the Districts and the Morobe FODE Provincial Center.
- Development of a policy relating to the provincial component of subsidies to FODE Morobe.
- Provision of technical assistance wherever necessary in areas of Morobe FODE planning and management at the Provincial Center and districts level in partnership with the National Government.
- Support the FODE with operational and equipment needs.

The National Government will be responsible for the:

- Approving the establishment of a Director at EO8 and Deputy Director at EO6 for the Morobe Provincial FODE Center.
- The payment of salaries and entitlements of the Director and the Deputy Director of FODE Morobe.
- Supply of students materials or books to the Province.
- Approving local companies in Morobe to print students' materials on contract basis.

Implementation Schedule

This section outlines the time frame for the implementation of the Morobe Provincial Ten Year Education Plan 2007 – 2016. Specific strategies and activities for each minor outcome in the plan are listed along with an indicative schedule for the implementation and completion. The Detail implementation of Flexible, Open and Distance Education plans will be provided each year through the annual yearly plans of the District t and primary schools. (Abstracted from NEP 2005 – 2014 pp 110)

Key:



Indicates full implementation



Indicates preparatory activities, reviews and implementation progress

| Flexible, open and distance education | | | | | | | | | | |
|---|------|------|------|-------|-------|-------|-------|-------|-------|-------|
| | | | | | | | | | | |
| Minor Outcome F1 | | | | | | | | | | |
| A significant increase in enrolment achieved by offering a number of demand driven programs and courses. | | | | | | | | | | |
| Increase student enrolment during the planned period. | Grey | Grey | Grey | Grey | Grey | Grey | Grey | Grey | Grey | Black |
| Provide opportunities for all eligible FODE students. | | | Grey | Grey | Grey | Grey | Grey | Grey | Black | Black |
| Develop appropriate training for the District FODE Coordinators. | | Grey | Grey | Grey | Grey | Grey | Black | Black | Black | Black |
| Conduct training for all District Coordinators. | | | | Grey | Grey | Grey | Grey | Grey | Grey | Black |
| Liaise with the formal education providers about FODE opportunities for school leavers. | Grey | Grey | Grey | Grey | Grey | Black | Black | Black | Black | Black |
| Parents must contribute to help their children continue their education. | Grey | Grey | Grey | Black | Black | Black | Black | Black | Black | Black |
| Increase the number of Study facilities throughout the Province. | | | Grey | Grey | Grey | Grey | Grey | Grey | Grey | Black |
| Identify potential training facilities within the established formal education system. | | Grey | Grey | Grey | Grey | Grey | Black | Black | Black | Black |
| Conduct awareness about the changes, which are likely to be | Grey | Grey | Grey | Grey | Grey | Grey | Grey | Black | Black | Black |

| | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|
| implemented during the planned period. | | | | | | | | | | |
| Minor Outcome F2 | | | | | | | | | | |
| FODE curriculum and assessment programs will be based on the reform curriculum. | | | | | | | | | | |
| Ensure that the relevant curriculum is readily available at the Provincial Centre. | | | | | | | | | | |
| Distribute curriculum materials to FODE providers promptly. | | | | | | | | | | |
| Ensure that proper stock take of FODE materials are maintained at the Centres. | | | | | | | | | | |
| Ensure that the students who are enrolled are issued with appropriate curriculum materials. | | | | | | | | | | |
| FODE Centres Coordinator ensures that students do their course work and complete their relevant assignments for marking on a timely basis. | | | | | | | | | | |
| Ensure that academic records are maintained efficiently. | | | | | | | | | | |
| Establish a provincial monitoring committee whose responsibility will be to monitor the implementation of the curriculum. | | | | | | | | | | |
| Develop monitoring guidelines. | | | | | | | | | | |
| Implement the guidelines in the supervision of the curriculum. | | | | | | | | | | |
| Evaluate and report on effectiveness of the curriculum implementation. | | | | | | | | | | |
| Minor Outcome F3 | | | | | | | | | | |
| Province to support continuous professional training for all FODE staff throughout the planned period to ensure a high level performance | | | | | | | | | | |
| Support training of professional staff at the Provincial and District level. | | | | | | | | | | |
| Secure appropriate funding for training of the staff. | | | | | | | | | | |
| Liaise with the National FODE Headquarter for training opportunities. | | | | | | | | | | |
| Conduct Provincial In-Service based on FODE training needs. | | | | | | | | | | |
| Assist in the implementation of the National guidelines and policies. | | | | | | | | | | |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Minor Outcome F4 | | | | | | | | | | |
| An active Flexible, Open and Distance Education College | | | | | | | | | | |
| Liaise with the National FODE Headquarter and restructure the Provincial FODE establishment. | | ■ | ■ | ■ | | | | | | |
| Establish the FODE District Centres | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | |
| Identify schools to become a FODE centre. | | ■ | ■ | ■ | ■ | | | | | |
| Assist in the appointment of FODE District Coordinators | ■ | ■ | | | | ■ | ■ | | | |
| Provide financial support for the administration of the FODE education system in the province. | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Provide assistance with the monitoring of the FODE Curriculum implementation. | | | ■ | ■ | ■ | | | | | |
| Province and Local Level Government (LLG) to provide budget support for FODE monitoring activities. | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| | | | | | | | | | | |

Monitoring and Evaluation Framework

FODE

| Performance Area: Access | | |
|--|--|---|
| Minor Outcome | Target | Measure(s) |
| A significant increase in enrolment achieved by offering a number of demand driven programs and courses. | One Quarter of school leavers Grade 8 and 10 enrol at FODE by 2011 Each district will have suitable facilities to conduct and administer FODE by 2012 | No. of Grade 8 & 10 school leaver No. of students attending FODE No. of Facilities in place District Reports School Reports |

| Performance Area: Curriculum | | |
|---|---|---|
| Minor Outcome | Target | Measure(s) |
| The curriculum and assessment programs offered will be based on and articulate with the mainstream education system | Curriculum taught at FODE is equal to the formal education system by 2008 | System approved by appropriate Board of Studies |

| Performance Area: Quality Teacher Education and Training | | |
|---|--|--|
| Minor Outcome | Target | Measure(s) |
| To support the national selected qualified staff and provincial support personnel | A provincial personnel support system in place by 2012 | No of staff with distance education qualifications District and School Reports FODE Coordinator Report |

| Performance Area: Management | | |
|---|--|----------------------|
| Minor Outcome | Target | Measure(s) |
| An active Flexible, Open and Distance Education Institution | That A Memorandum of Agreement be signed with the Morobe provincial government for support by 2009 | Memorandum is signed |

SPECIAL EDUCATION LANDSCAPE IN MOROBE

Overview

Integrated Education and Community Based Rehabilitation represented complementary and mutually supportive approaches to serving children with special needs. Both are based upon the principles of inclusion and integration approaches to promoting equality of access for various handicapped.

With the early childhood intervention program at the age of 0 – 5 years, Morobe Special Education Resource Centre teachers and CBROS have established that basic training program for parents and care - givers to educate their children with special needs. From the outcome of their achievement within the five years the child is then integrated to the inclusive elementary education.

Promotion of children with special needs shall follow the promotion policy for normal children. However, repeating a grade at elementary level may take place in the event of the assessment. Special Education the Statement of Policy and Guidelines shall apply to all classes, in Elementary, Primary, Vocational, Flexible Open and Distance Education (FODE), Secondary and Tertiary Institutions with the Education System whether they are full member institution or permitted schools, also to higher educational institutions.

In Primary and Secondary education children that are able with various handicap, mild or moderate are enrolled into classes, taught by specialized special education teachers and resources teachers. One or more feeder schools be established, example Markham Road Primary School; St. Mary's Primary School and Malahang Technical High School and others have already been established and enrolled students with special needs. This will encourage teachers and special need children to communicate in teaching and learning.

ACCESS

There are children been identified in schools/communities, however parents are unable to bring them to school because of their disabilities and where they live? Community Base Rehabilitation Officers (CBRO) has attended to these children at the communities.

Table 54: Total Enrolment by Gender and Class 2000 – 2004

| CLASS | CHILDREN | 2000 | 2001 | 2002 | 2003 | 2004 |
|--------------|----------|------|------|------|------|------|
| DEAF | Male | 7 | 6 | 8 | 10 | 15 |
| | Female | 6 | 3 | 6 | 10 | 12 |
| | Total | 13 | 9 | 14 | 20 | 27 |
| BLIND | Male | 2 | 2 | 2 | 2 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Total | 2 | 2 | 2 | 2 | 0 |

| | | | | | | |
|---------------------|--------|--------|--------|--------|--------|--------|
| P.I.H | Male | 6 | 6 | 6 | 6 | 8 |
| | Female | 0 | 0 | 1 | 1 | 1 |
| | Total | 6 | 6 | 7 | 7 | 9 |
| CBR | Male | 12 | 12 | 9 | 13 | 13 |
| | Female | 13 | 10 | 7 | 5 | 6 |
| | Total | 25 | 22 | 16 | 18 | 19 |
| MULTIPLE | Male | 4 | 4 | 4 | 4 | 4 |
| | Female | 5 | 5 | 5 | 5 | 5 |
| | Total | 9 | 9 | 9 | 9 | 9 |
| TOTAL MALE | | 31 | 30 | 29 | 35 | 40 |
| TOTAL FEMALE | | 24 | 18 | 19 | 21 | 24 |
| TOTAL | | 55 | 48 | 48 | 56 | 64 |
| % FEMALE | | 43.6 % | 37.5 % | 39.5 % | 37.5 % | 37.5 % |

The transaction on enrolment showed that more male than the female enrolled in elementary school with normal children since the introduction of the Inclusive Education.

INFRASTRUCTURE / MANAGEMENT

PNG Handicapped children's Association (Morobe Special Education Resource Centre) was established in 1969 and was registered under the Education System as a permitted school in 1984.

Since the operation of the Centre most years the main donor funding was Christoffel Blinden Mission (CBM) from Germany and other NGOs and donors.

The Christoffel Blinden Mission (CBM) has build three teachers' houses, classroom including toilets and Administration office.

Section 8

ADMINISTRATION OF EDUCATION

Situational Analysis

Overview

Definition

Administration of education encompasses all the system, people and processors that support the delivery of education and training at the provincial, district and school level.

Divisional Situation

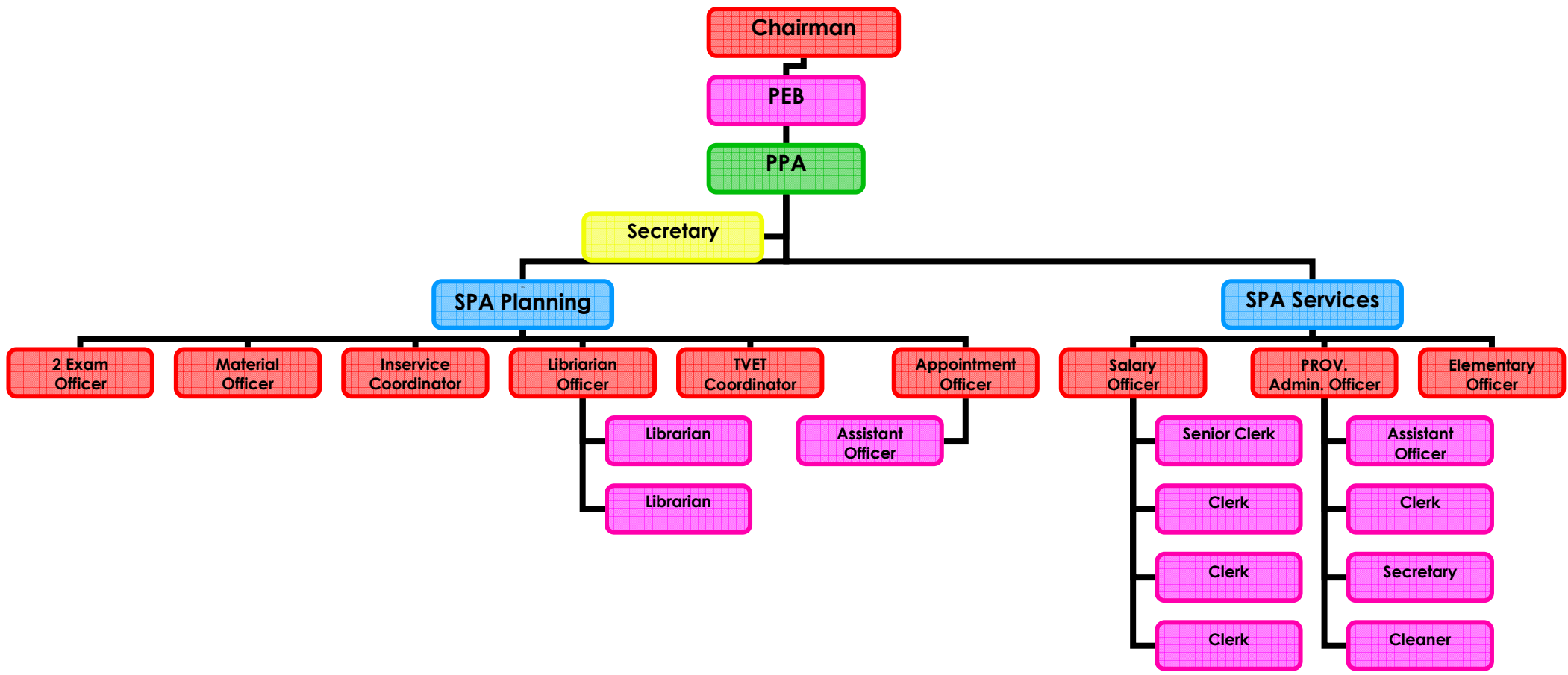
Authority

Under the Organic Law on Provincial and Local Level Government (OLPLLG), and the Morobe Provincial Education Act, the Government of Morobe has empowered the Provincial Education Board (PEB) to oversee the functions and operations of the Division in the province.

The Division of Education

The Provincial Education Division is the largest Division within the Morobe Provincial Administration. Its responsibilities cover areas of development of education policies, planning, budgeting and management of the education system in the province.

It receives its funding from the Morobe Provincial Administration



1. Human Resource Management

The Divisional staff ceiling is twenty-two (22) while the staff strength is 27. Under the current divisional structure there are twenty-seven staff members performing different roles and responsibilities.

Generally staff performance has been good. However the overall performance output of the Division could have been better if sufficient training is conducted annually.

In addition to AusAID and other Donor Agencies funded institutional training programs, most of the short term training attended by the divisional staff are organized and conducted by the Morobe Human Resource Development Division (MHRDD) while long term training are conducted at the institute of Public Administration. Long-term training is usually applied for through the MHRDD.

Ideally, all divisional staff should undertake some form of training internally and externally however this has not been possible due to various reasons such as lack of funding, lack of interest and lack of consultation between the divisions and MHRDD.

Some of the challenges the division needs to implement include;

Review the present divisional structure

Rationalize the positions in order to improve productivity of the Division.

Identify appropriate training needs for staffs in both the provincial headquarter and the district.

Plan and secure an appropriate budget to fund relevant staff training

Utilize resource personnel within the province and Division to conduct appropriate training.

2. Divisional Management

A Provincial Program Advisor (PPA) who is responsible to the Deputy Administrator Corporate Affairs heads the Provincial Education Division. The PPA is responsible for the overall administration of the education system in Morobe Province.

The role of the education service section is to ensure that there is continuous smooth delivery of education service to the people of Morobe province consistent with and in consultation with the National Policy directives.

Currently the Senior Professional Assistant (SPA) General Services coordinates, supervise, monitors, arrange organize conduct and delegates all staff matters relating to public servants and teachers salaries, teachers appointments, and Board of Management/Governing Council (BOM/BOG).

Stability of staff movements within the Division has improved over the years nevertheless the current staff structure is not flexible to allow smooth operations within the Division as well as recruitment of qualified and competent officers with the needed skills and knowledge.

Notwithstanding this, it is encouraged that more potential female officers within the Division to take up senior management positions.

The Division has two budget activities, the national component and the provincial component. Preparation of the Division budget is the responsibility of the SPA Planning while in the schools it is mainly done by school Principals and Headteachers. However currently the Provincial Administrative Officer (PAO) does the budget preparation for the Division. Officers, stationeries and materials and equipment for Divisional use spend over eighty percent of the Divisional annual budget on teachers' emoluments and entitlements, school subsidies leaving very little for the Divisional Operations such as visits to schools.

3. Information Communications and Technology (ICT)

Currently the Division does not have an effective and operational ICT system in place that will enable smooth transfer of information between the schools, staff, province and the Department of Education. Therefore there is a need to consider establishing an effective and efficient system of ICT within the Division.

4. Communication

The communication system of the Division is satisfactory. The Education Radio Toksave program is currently effectively used to communicate with teachers in the remote and rural areas in Morobe province. However an area of improvement is the transparency and dissemination of information including surface mail with individual Officers of the Division and the schools and between Divisions, the National, Province and the Districts in Morobe province.

5. Materials and Supplies

AusAID has funded the renovation of the existing Materials and Supply building for storing of school curriculum and basic materials.

However the Provincial Material and supplies section has experienced setback in its operation due to the transfer of some of its functions to the contractors who were engaged to supply the basic materials to the schools. Currently the responsibility of Provincial Material and Supplying Officer (PMSO) coordinate the distribution of curriculum materials and equipments directly to the schools. At the moment, the Provincial Material and Supplies section has no record of curriculum materials supplied to schools in the province.

6. Data Coordination

The Data section of the division requires effective and efficient data system to collect update and disseminate information such as the monthly and quarterly returns to all those who need the information. With the instalment of information technology and office automation the Data section has the potential to perform effectively and efficiently.

7. Provincial Public Library

Currently there are three Librarians positions budgeted and funded by the HRDD but are located in the Provincial Education Division's structure. Subsequently there are also three officers appointed to these positions despite the non-existence of the public library facilities. However plan is underway for the renovation of the existing public library and the Division of Education is making the funding for this available.

In the absence of the public library the public utilizes the University of Technology library while the students especially in the Lae City use their own school libraries.

8. Appointment of Teachers

Currently, an appointment officer and his assistant are dealing with the appointment of teachers to the vacant teaching positions. The appointment officer is on a permanent public service funded position while his assistant is paid under a teaching service position. The appointment officer also plays the role of an Executive Officer to the Provincial Education Board. The appointment officers deal with the recruitment of new teachers, deployment of teachers to the vacant teaching positions through gazettal and consequential appointment positions and those who transfer in from other provinces. A new system of deployment of teachers in the Province has been developed under the Governments Service Improvement Programme (SIP) to appoint and deploy teachers more efficiently.

Teacher salaries and appointment have been a concern for the Division over the years. This is the result of ineffective communication between the Provincial Education Division and the Teaching Service Commission (TSC). Inconsistencies in appointments, transfers and unplanned creation and abolition of positions also contribute to non-payments of or delays in teachers receiving their pays accordingly. Furthermore the non-available of up to date census data also causes planning and budgeting problem in terms of appointments and payment of salaries.

9. Teachers Salaries

The teachers' Salary in the Province has been decentralized and is manned by the OIC Salary and several other staff clerks. Two of the staff clerks have retired and that section is handy capped due to inadequate office spacing, office automations such as computes and manpower. There is a need to

renovate the Salaries section providing adequate spacing for the instalment of the office automation to cater for the demanding service

ADMINISTRATION OF EDUCATION PLAN

Major Outcome

Establish effective and efficient delivery system and links between the Division, Districts and the Schools throughout the Morobe Province during the planned period.

The areas to be addressed will include Division's organisational structure in order to better deliver the services and establish sustainable and effective linkages with all line agencies, in Districts, Local Level Government and the Communities throughout Morobe province.

Human Resource Management

Minor outcome A1:

A sufficient number of appropriate trained and qualified Officers in the Division of Education are in place.

Increased priority will be given to the staff development; Officers will be encouraged and supported to further develop their capacity.

Establishment of adequate training programmes to enhance the capacity of sectional staff to provide a better education services to the people of Morobe. Gender equality will be encouraged within the Department of Morobe through affirmative action to ensure that women take a full part in all decision-making. An equal opportunity policy to achieve gender equity within the education system in the Morobe Province will be developed based upon that of the Department of Education.

Target A1.1

40% of senior and middle management position will be occupied by female staff by 2010

Strategies and Activities

Develop and enact appropriate policies relevant to access quality teacher and curriculum matters.

- Develop a Human Resource Training Plan
- Conduct a Divisional training needs analysis.
- Effect an efficient delegation of duties process.
- Conduct regular in-house training for the Staff.
- Develop a training program for the Division.
- Identify relevant funds and training experts to deliver the appropriate training
- Conduct the relevant training.

Encourage female participation in administration

- Province to liaise with DOE to develop an implementation plan for the gender policy.

- Conduct survey about gender equity within senior management level
- Identify, train and support potential officers to perform in the relevant middle management levels.
- Division to advocate for gender equality.

DIVISIONAL MANAGEMENT

Minor Outcome A2

Provide smooth delivery of Education Services to the people of Morobe province.

Improve system's management of the day-to-day operations of the Division.

A revised divisional organizational structure put in place to accommodate the needs of all the educational sections in Morobe Provincial Education Division.

Target A2.1

Divisional Human Resource Structure is revised by 2010

The Division structure will be flexible enough to respond to changes and reflect its core responsibilities under this plan. Sections within the Division will be required to produce quarterly report for Provincial Education Board (PEB) reflecting the operation and achievements in each section of the division.

Provincial Education Board will need to play a more significant role in managing education at the provincial level. (Abstracted from NEP2005-2014 p.90)

Strategies and Activities

- Convene regular quarterly meetings for the PEB
- Appoint an executive officer to the Provincial Education Board
- Review the section in the Provincial Education Act that empowers the selection of the PEB Chairman.
- Develop a clear annual plan for the Division.
- Report annual to National Education Board
- Review and develop job descriptions to make each job more suitable and easily implementable by the Staff of the Division.
- Monitor the quality and quantity of services provided.
- Review and adjust current staff structure with the assistance of the provincial administration to cater for the needs of the province
- Conduct a Divisional needs analysis.
- Liaise with the HRD to create necessary positions.
- Appoint appropriately trained and qualified Officer

Information Communication and Technology

Minor Outcome A3:

Effective and efficient system of ICT within the Division.

Currently the Division does not have an effective and operational ICT system in place that will enable smooth transfer of information between the schools staff and DOE.

Therefore the Division must establish with a reliable and sustainable ICT system for immediate communication with the stakeholders and key players by 2010

| |
|--|
| Target A3.1 That an ICT system be established by 2010 |
|--|

The current Morobe Division of Education Database system needs to be reactivated and improved to process all Divisional and school data.

The Division should plan and budget for staff for relevant training accurately manipulate the database system.

Strategies and Activities

Improve the Information and Communication Technology system

- Identify and negotiate with a potential ICT provider for the installation of the system.
- Secure appropriate funding for establishing the system.
- Organize and conduct regular relevant ICT training for the Divisional Staff.
- Work in partnership with the DOE planned Education Management information system (EMIS) to sustain this system.
- Budget for the maintenance of the system annually.
- Establish an ICT management position in the Divisional structure in consultation with Morobe HRDD.

Ensure an effective Education Management Information System

- Secure sufficient funding for the improvement of the database system.
- Fully equip the database section with suitable personnel and equipment.
- Update the information on students, staff, schools establishment status, and infrastructure, budgets, planning and school fee subsidies.
- Submit appropriate collated information to the relevant authorities on quarterly basis.
- Secure funding for the maintenance of the database system.
- Develop a user policy.
- Update the system requirements.
- Introduce and implement a suitable backups system for the database.

Communication

Minor Outcome A4:

Improve and enhance the communication network during the planned period.

A transparent system of communication will be established to improve the dissemination of information including surface mail between officers in the Division and between the Education Division and DOE, Districts and schools in Morobe province.

| |
|--|
| Target A4.1 That a regular reporting system and meeting schedules be in place by 2007 |
|--|

A variety form of media will be used to distribute information to all stakeholders and key players in Morobe province.

Strategies and Activities

Establish clear lines of communication.

- Enhance the various mode of communication between Officers of the Division and between the Division and districts and the schools.
- Conduct regular Divisional Staff meetings.
- Hold one to one meetings
- Practice an "Open Door" policy.

Strengthened communication links with other agencies.

- Conduct awareness and visits to Districts and schools.
- Produce regular periodical newsletters for distribution to staff in the Division, Districts and schools.

Materials and Supplies

Minor Outcome A5:

An efficient Materials and Supply network.

The Provincial Materials and Supply section is under performing as a result of a change in the procurement and distribution policy governing basic school materials in Morobe Administration.

| |
|---|
| Target A5.1 That a transparent system of procurement be established by 2007. |
|---|

Develop a Material and Supply policy for the Division to guide the procurement and distribution process.

Strategies and Activities

Develop materials, procurement and distribution policy.

- Develop and maintain an up to date basic school supply and curriculum materials record.
- Disseminate information on basic school supplies and curriculum materials to the schools in Morobe province.
- Liaise with the Provincial Tender Board to tender for school materials.

Budget for the procurement and distribution of schools materials and supplies.

- Provide training for school managers on stock control
- Maintain accurate stock records.
- Consult with the District Education Administration (DEA) for confirmation of school records and distribution of school materials.
- Use other line Division or Agencies to assist in the delivery of school materials to the appropriate schools.

Library Services

Minor Outcome A6:

A well furnished and equipped school libraries .

Library and information services will be developed to support and complement the Education process. Morobe Division of Education will facilitate and establish School Libraries and assist Districts to develop District School Libraries.

Existing school libraries should be used to serve as information centres for the local communities and flexible and Open Distance Education students.

Target A6.1

That all primary and post primary institutions should have a library facility by 2012.

Strategies and Activities

Plan and budget for library improvement program.

- Develop a Provincial School Library policy.
- Stock the school library with a range of books for public use.
- Provide necessary library fixtures.
- Maintain and look after existing facilities.
- Board of Managements to develop guidelines for the use of school libraries to the general public
- Install Information Technology System in the Library for cataloguing the library books and equipment
- Apply for library grants from the National Public Library from possible Development Donor Partners.

APPOINTMENT OF TEACHERS

Minor Outcome A7

An effective and efficient system for the recruitment, appointment and deployment of teachers in the province.

The Appointment Section of the Division of Education to formulate a policy to effectively carry out selection, recruitment and appointment of teachers in the Morobe Province to eliminate teacher shortages and absenteeism experienced annually in the Morobe Province. Work will be done to develop a system of appointments, that will involve the agencies and the district education administrators, to ensure that all schools are staffed appropriately at the start of each year.

| |
|---|
| Target A7.1 An appropriate provincial system of appointments be in place by 2009 |
|---|

Appointment of teachers to teaching vacancies in school throughout Morobe Province will be based on merit.

Special Consideration will be given to appointment of teachers with the knowledge of the local vernacular to vacancies in lower primary level

Appointments will be consistent with the National Position Allocation Committee recommendations and procedures relevant to appointment.

The recruitment of teachers will be done by a Provincial Recruitment Committee involving all education partners to ensure that qualified teachers recruited to the Morobe Province from all Teacher Education Providers.

Provincial Appointment Authorities will put procedures in place to rotate teachers between rural and urban areas.

Strategies and Activities

The Division of Education to budget annually for teachers' recruitment.

- The corporate sponsored Students from Balob Teachers College, UOG and other higher institutions are to be given first priority for teaching vacancies in Morobe Province.
- All selected and recruited teachers taking up teaching positions in Morobe Province for the first time must be inducted before they are being posted to their schools at the beginning of each school year.
- Qualified but non trained persons intending to taking up teaching positions should be encouraged to do Post Graduate Diploma in Education before they seek employment in Morobe Province.

- Liaise with the Church Agency Representatives and the District Education Advisors to identify positions that have not yet being filled.
- Look at the expression of interest from teachers applying to taking up the Acting appointments in the schools as well as recommendations from the Governing Bodies of schools to determine the appointment of teachers to the various teaching positions in each school.

Make efficient and rational use of teachers.

- Establish clear communication links with the National Position Allocation Committee.
- Develop and apply a set of criteria for teacher deployment and allocation to all districts in the province.
- Ensure that local language teachers are appointed to Grade 3 classes in selected schools.
- Develop a policy to rotate teachers between rural and urban areas

The Division of Education is to budget for the deployment of teachers who are on the promotional transfer as well as the new graduands to their respective schools. Encourage the Local Level Governments and the Districts to counter fund for the deployment of teachers in their respective districts.

Teachers Salary

Minor Outcome A 8

The Salary section will have better office space, office automation and additional staff clerk to perform effectively.

Target A 8.1
An appropriate equipped Salary section is functional by 2009

Strategies and Activities

- Plan and budget for the renovation of the Office Space in the Salary Section
- Plan and budget for the purchase of office automation for the Salary Section
- Liaise with the Human Resource Development Division to conduct in-house training for the Salary Staff to use the computers effectively.
- Liaise with the Human Resource Development Division to create four more staff clerk positions for the Salary Section.

- Liaise with the Division of Human Resource to upgrading of some positions in line with the current Public Service Position Structures.

Table 55: Total Cost of Administration

| | 2007 | 2010 | 2013 | 2016 |
|---------------|-------|-------|-------|-------|
| Admin expense | 233.7 | 262.5 | 303.9 | 371.7 |
| Travel | 103.9 | 126.3 | 148.8 | 167.2 |
| Training | 185.1 | 220.3 | 262.5 | 300.3 |
| Maintenance | 15.0 | 15.0 | 15.0 | 15.0 |
| Districts | 116.1 | 160.0 | 198.4 | 226.3 |
| Other | 55.4 | 58.3 | 62.0 | 66.9 |

IMPLEMENTING THE PLAN

This section outlines the time frame for the implementation of the Morobe Provincial Ten Year Education Plan 2007 – 2016. Specific strategies and activities for each minor outcome in the Administration of Education plan are listed along with an indicative schedule for the implementation and completion. The Detail implementation plans will be provided each year through the annual yearly plans of the Districts. (Abstracted from NEP 2005 – 2014 pp 110)

Key:



Indicates full implementation



Indicates preparatory activities, reviews and implementation progress

| | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|---|------|------|------|------|------|------|------|------|------|------|
| ADMINISTRATION OF EDUCATION | | | | | | | | | | |
| Minor outcome A1 | | | | | | | | | | |
| A sufficient number of appropriate trained and qualified Officers in the Division of Education are in place. | | | | | | | | | | |
| Convene regular quarterly meetings for the PEB | | | | | | | | | | |
| Appoint an executive officer to the Provincial Education Board | | | | | | | | | | |
| Review the section in the Provincial Education Act that empowers the selection of the PEB Chairman. | | | | | | | | | | |
| Develop and enact appropriate policies relevant to access quality teacher and curriculum matters. | | | | | | | | | | |
| Develop a Human Resource Training Plan | | | | | | | | | | |
| Conduct a Divisional training needs analysis | | | | | | | | | | |
| Develop a training program for the Division | | | | | | | | | | |
| Identify relevant funds and training experts to deliver the | | | | | | | | | | |

| | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|--|------|------|------|------|------|------|------|------|------|------|
| appropriate training | | | | | | | | | | |
| Conduct the relevant training | | | | | | | | | | |
| Minor Outcome A2 | | | | | | | | | | |
| Provide smooth delivery of Education Services to the people of Morobe province | | | | | | | | | | |
| Develop a clear annual plan for the Division | | | | | | | | | | |
| Review and develop job descriptions to make each job more suitable and easily implementable by the Staff of the Division. | | | | | | | | | | |
| Monitor the quality and quantity of services provided | | | | | | | | | | |
| Review an adjust current staff structure with the assistance of the provincial administration to cater for the needs of the province | | | | | | | | | | |
| Conduct a Divisional needs analysis | | | | | | | | | | |
| Liaise with the HRD to create necessary positions | | | | | | | | | | |
| Appoint appropriately trained and qualified Officer. | | | | | | | | | | |
| Minor Outcome A3 | | | | | | | | | | |
| Achieve gender equity in the senior management level within the planned period | | | | | | | | | | |
| Province to liaise with DOE to develop an implementation plan for the policy | | | | | | | | | | |
| Conduct survey about gender equity within senior management level | | | | | | | | | | |
| Identify, train and support potential officers to perform in the relevant middle management levels. | | | | | | | | | | |
| Division to advocate for gender equality | | | | | | | | | | |
| Minor Outcome A4 | | | | | | | | | | |
| Effective and efficient system of ICT established within the Division during the life of the plan. | | | | | | | | | | |

| | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|---|------|------|------|------|------|------|------|------|------|------|
| Identify and negotiate with a potential ICT provider for the installation of the system. | | | | | | | | | | |
| Secure appropriate funding for establishing the system | | | | | | | | | | |
| Organize and conduct regular relevant ICT training for the Divisional Staff | | | | | | | | | | |
| Work in partnership with the DOE planned Education Management information system (EMIS) to sustain this system | | | | | | | | | | |
| Budget for the maintenance of the system annually | | | | | | | | | | |
| Establish an ICT management position in the Divisional structure in consultation with Morobe HRDD | | | | | | | | | | |
| Appoint an ICT Manager to manage the system | | | | | | | | | | |
| Develop and Institute a control policy for the use of the ICT system | | | | | | | | | | |
| Minor Outcome A5 | | | | | | | | | | |
| Improve and enhance the communication network during the planned period | | | | | | | | | | |
| Establish clear lines of communication between Officers | | | | | | | | | | |
| Enhance the various mode of communication between Officers of the Division and between the Division and the schools | | | | | | | | | | |
| Conduct regular Divisional Staff meetings | | | | | | | | | | |
| Hold one to one meetings | | | | | | | | | | |
| Practice an "Open Door" policy | | | | | | | | | | |
| Effect an efficient delegation of duties process | | | | | | | | | | |
| Conduct regular in-house training for the Staff | | | | | | | | | | |
| Strengthened communication links with other agencies | | | | | | | | | | |
| Conduct awareness and visits to Districts and schools | | | | | | | | | | |
| Produce regular periodical newsletters for distribution to staff in the Division, Districts and schools | | | | | | | | | | |

| | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|---|------|------|------|------|------|------|------|------|------|------|
| Minor Outcome A6 | | | | | | | | | | |
| A revamped Materials and Supply Section by the end of the planned period | | | | | | | | | | |
| Develop and implement a materials and supply procurement and distribution strategies. | | ■ | ■ | ■ | | | | | | |
| Develop and maintain an up to date basic school supply and curriculum materials record. | | | ■ | ■ | ■ | | | | | |
| Disseminate information on basic school supplies and curriculum materials to the schools in Morobe province. | | ■ | ■ | ■ | ■ | ■ | | | | |
| Liaise with the Provincial Tender Board to tender for school materials | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Division to budget for the procurement and distribution of schools materials and supplies | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Maintain accurate stock records | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Minor Outcome A7 | | | | | | | | | | |
| An effective and efficient data system in place by 2016 | | | | | | | | | | |
| Secure sufficient funding for the improvement of the database system | ■ | ■ | | | | | | | | |
| Fully equip the database section with suitable personnel and equipment | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Update the information on students, staff, schools establishment status, and infrastructure, budgets, planning and school fee subsidies | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Submit appropriate collated information to the relevant authorities on quarterly basis | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Secure funding for the maintenance of the database system | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Develop a user policy | ■ | ■ | ■ | | | | | | | |
| Update the system requirements | | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Introduce and implement a suitable backups system for the database | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |

| | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|--|------|------|------|------|------|------|------|------|------|------|
| Develop and implement a control mechanism to assist with efficient use system. | | | | | | | | | | |
| Minor Outcome A8 | | | | | | | | | | |
| A well furnished and equipped public library established to meet the demand of people of Morobe. | | | | | | | | | | |
| Plan and budget for library improvement program. | | | | | | | | | | |
| Develop a Provincial Public Library policy. | | | | | | | | | | |
| Stock the public library with a range of books for public use. | | | | | | | | | | |
| Provide necessary library fixtures | | | | | | | | | | |
| Maintain and look after existing facilities | | | | | | | | | | |
| Install Information Technology System in the Library for cataloguing the library books and equipment | | | | | | | | | | |
| Apply for library grants from the National Public Library from possible Development Donor Partners. | | | | | | | | | | |
| Minor Outcome A9 | | | | | | | | | | |
| An effective and efficient system established for the recruitment, appointment and deployment of teachers in the province. | | | | | | | | | | |
| The Division of Education to budget annually for teachers' recruitment | | | | | | | | | | |
| The corporate sponsored Students from Balob Teachers College, UOG and other higher institutions are to be given first priority for teaching vacancies in Morobe Province | | | | | | | | | | |
| All selected and recruited teachers taking up teaching positions in Morobe Province for the first time must be induced before they are being posted to their schools at the beginning of each school year. | | | | | | | | | | |
| Qualified but non trained persons intending to taking up teaching positions should be encouraged | | | | | | | | | | |

| | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|--|------|------|------|------|------|------|------|------|------|------|
| to do PGD course before they seek employment in Morobe Province | | | | | | | | | | |
| Liaise with the Church Agencies Representatives and the District Education Advisors to identify positions that have not yet being filled. | | | | | | | | | | |
| Look at the expression of interest from teachers applying to taking up the Acting appointments in the schools as well as recommendations form the Board of Managements from schools to determine the appointment of teachers to the various teaching positions in each school. | | | | | | | | | | |

Monitoring and Evaluation of the Plan

Administration of Education

| Performance Area: Human Resource Management | | |
|--|---|---------------------------------|
| Minor Outcome | Target | Measure(s) |
| A sufficient number of appropriate trained and qualified Officers in the Division of Education are in place. | 40% of senior and middle management position will be occupied by female staff by 2010 | Data Reports Appointments |

| Performance Area: Divisional Management | | |
|---|--|---|
| Minor Outcome | Target | Measure(s) |
| Provide smooth delivery of Education Services to the people of Morobe province. | Divisional Human Resource Structure is revised by 2010 | Revision of structure No. of Staff per Section |

| Performance Area: Information Communication Technology | | |
|---|---|------------|
| Minor Outcome | Target | Measure(s) |
| Effective and efficient system of ICT within the Division. | That an ICT system be established by 2010 | |

| Performance Area: Communication | | |
|--|---|----------------------------------|
| Minor Outcome | Target | Measure(s) |
| Improve and enhance the communication network during the planned period. | That a regular reporting system and meeting schedules be in place by 2007 | No. Meetings held No. Reports |

| Performance Area: Materials and Supply | | |
|---|---|------------------------|
| Minor Outcome | Target | Measure(s) |
| An efficient Materials and Supply network. | That a transparent system of procurement be established by 2008 | Sectional Head Reports |

| Performance Area: Library Services | | |
|---|--|--------------------------------------|
| Minor Outcome | Target | Measure(s) |
| A well furnished and equipped library. | That all primary and post primary institutions should have a library facility by 2012. | School reports Inspection reports |

| Performance Area: Appointment of Teachers | | |
|--|--|---|
| Minor Outcome | Target | Measure(s) |
| An effective and efficient system for the recruitment, appointment and deployment of teachers in the province. | An appropriate provincial system of appointments be in place by 2009 | Database Reports No. of teachers appointed No. of Vacancies No of displaced teachers No of Inspections |

| Performance Area: Teachers Salary | | |
|--|--|--|
| Minor Outcome | Target | Measure(s) |
| The Salary section will have better office space, office automation and additional staff clerk to perform effectively. | An appropriate equipped Salary section is functional by 2009 | No. of Clerks No. of Capital Equipment Section Reports |

Financing the Plan

The financing of the Morobe Education Plan is a shared responsibility between the National, Provincial and Local-level Governments along with parents, the communities and donor agencies. The National Government is responsible for Teachers Salaries and emoluments, which includes leave fares, and the payment of school fee subsidies through the function grants. The provincial government is responsible for post primary infrastructure and the general operation of education services.

The table below shows the national government contribution. The rises over the plan period reflect the growing number of teachers and students required to achieve planned targets.

Table 56: National Government contributions, selected years, 2007- 2016 (K'000s)

| | 2007 | 2010 | 2013 | 2016 |
|-------------|---------|---------|---------|---------|
| Salaries | 42793.4 | 49264.8 | 58002.0 | 67530.2 |
| Leave fares | 1354.4 | 1444.4 | 1625.5 | 1916.6 |
| Subsidies | 2133.2 | 2509.0 | 3045.3 | 3606.2 |
| Total | 46281.0 | 53218.2 | 62672.7 | 73052.9 |

These areas of expenditure are shown in the tables below by sector.

Table 57: Total salaries by sector – selected years, 2007 to 2016 (K'000s)

| | 2007 | 2010 | 2013 | 2016 |
|-------------|---------|---------|---------|---------|
| Elementary | 7241.3 | 11348.6 | 15333.7 | 17219.8 |
| Primary | 28674.3 | 30068.9 | 33116.0 | 38338.7 |
| Secondary | 5505.7 | 6020.9 | 7121.5 | 8736.3 |
| Vocational; | 1372.1 | 1826.3 | 2430.8 | 3235.4 |
| Total | 42793.4 | 49264.8 | 58002.0 | 67530.2 |

Table 58: Projected leave Fares, selected years, 2007 - 2016 (K000.00)

| | 2007 | 2010 | 2013 | 2016 |
|------------|--------|--------|--------|--------|
| Elementary | 0.0 | 0.0 | 0.0 | 0.0 |
| Primary | 1092.4 | 1145.5 | 1261.6 | 1460.5 |
| Secondary | 209.7 | 229.4 | 271.3 | 332.8 |
| Vocational | 52.3 | 69.6 | 92.6 | 123.3 |
| Total | 1354.4 | 1444.4 | 1625.5 | 1916.6 |

Table 59: Projected subsidies, selected years, 2007 - 2016 (K000.00)

| | 2007 | 2010 | 2013 | 2016 |
|------------|--------|--------|--------|--------|
| Elementary | 301.8 | 472.8 | 630.7 | 699.1 |
| Primary | 756.4 | 827.3 | 958.6 | 1156.7 |
| Secondary | 920.1 | 1002.8 | 1181.6 | 1448.5 |
| Vocational | 154.9 | 206.1 | 274.4 | 301.8 |
| Total | 2133.2 | 2509.0 | 3045.3 | 3606.2 |

The Provincial Government is responsible for postprimary Education sector that includes infrastructure and the maintenance of Secondary Schools and vocational institutions. The establishment of Technical High School, Technical Secondary School and the upgrading of current Vocational Centres alone will cost the Morobe Provincial government an appropriation of K45 million over the planned period.

The table below presents these costs for the plan period. The assumptions underlying these costs are as below:

- Grade 9 expansion: K500,000 for each new class
- Grade 11 expansion: K750,000 for each new class
- Secondary school maintenance: K10,000 per class
- Costs for the vocational institutions have been arrived at on a case by case basis.

Table 60: Projected post primary infrastructure costs by year, selected years, 2007 - 2016 (K'000s)

| | 2007 | 2010 | 2013 | 2016 |
|-------------|--------|--------|--------|---------|
| Gr 9 class | 0.0 | 3000.0 | 3000.0 | 5000.0 |
| Gr 11 class | 0.0 | 0.0 | 1500.0 | 1500.0 |
| SS Mtce | 2000.0 | 2180.0 | 2580.0 | 3170.0 |
| Voc dev | 300.0 | 1500.0 | 2000.0 | 4500.0 |
| Total | 2300.0 | 6680.0 | 9080.0 | 14170.0 |

The Provincial Government is also responsible for the administration of the education system. These costs by category are shown in the table below:

Table 61: Projected administration costs, selected years, 2007- 2016 (K'000s)

| | 2007 | 2010 | 2013 | 2016 |
|---------------|-------|-------|-------|--------|
| Admin expense | 233.7 | 262.5 | 303.9 | 371.7 |
| Travel | 103.9 | 126.3 | 148.8 | 167.2 |
| Training | 185.1 | 220.3 | 262.5 | 300.3 |
| Maintenance | 15.0 | 15.0 | 15.0 | 15.0 |
| Districts | 116.1 | 160.0 | 198.4 | 226.3 |
| Other | 55.4 | 58.3 | 62.0 | 66.9 |
| | 709.2 | 842.4 | 990.7 | 1147.4 |

Total costs to the provincial government are below:

Table 62: Projected Provincial Government costs, selected years, 2007 - 2016 (K'000s)

| | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|---------------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| Salaries | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Admin expense | 250.7 | 282.7 | 284.7 | 284.6 | 284.5 | 299.1 | 314.5 | 337.0 | 359.4 | 384.9 |
| Travel | 102.6 | 110.8 | 118.4 | 126.3 | 134.3 | 142.5 | 148.8 | 155.1 | 161.2 | 167.2 |
| Training | 180.5 | 194.8 | 207.2 | 220.3 | 234.1 | 248.9 | 262.5 | 275.7 | 288.1 | 300.3 |
| Maintenance | 15.0 | 15.0 | 15.0 | 15.0 | 15.0 | 15.0 | 15.0 | 15.0 | 15.0 | 15.0 |
| Districts | 116.1 | 130.8 | 145.4 | 160.0 | 174.7 | 189.3 | 198.4 | 207.6 | 216.9 | 226.3 |
| Other | 57.6 | 58.6 | 62.8 | 62.3 | 61.6 | 60.7 | 62.0 | 63.3 | 65.1 | 66.9 |
| | 722.6 | 792.7 | 833.6 | 868.6 | 904.2 | 955.6 | 1001.3 | 1053.6 | 1105.7 | 1160.7 |

The Local Level Governments through District Administration are responsible for supporting the efforts of the parents and the community in financing the establishment and maintenance of Elementary Schools and Primary Schools in their districts. The District Administration is required to provide logistical support for this work services in all districts of Morobe province. The table below presents these costs to the Local-level governments for the plan period. The assumptions underlying these costs are as below:

- Elementary maintenance K500 per class
- New elementary school grant K2000 per class
- Primary maintenance K500 per class
- New Grade 7 grant K10,000 per class

Table 63: LLG cost for Basic Education and Maintenance, selected years, 2007 - 2016 (K000.00)

| | 2007 | 2010 | 2013 | 2016 |
|-----------|--------|--------|--------|--------|
| Elem mtce | 492.6 | 772.0 | 1043.1 | 1171.4 |
| Elem est | 124.0 | 124.0 | 40.0 | 44.0 |
| UP estr | 141.1 | 141.1 | 235.2 | 235.2 |
| Prim mtce | 1011.4 | 1060.6 | 1168.1 | 1352.3 |
| Total | 1769.2 | 2097.8 | 2486.4 | 2802.9 |

The total costs by level of Government are shown in the final table below:

Table 64 Cost by levels of Government, selected years, 2007 - 2016 (K'000s)

| | 2007 | 2010 | 2013 | 2016 |
|------------|---------|---------|---------|---------|
| National | 46281.0 | 53218.2 | 62672.7 | 73052.9 |
| Provincial | 3009.2 | 7522.4 | 10070.7 | 15317.4 |
| LLG | 1769.2 | 2097.8 | 2486.4 | 2802.9 |
| Total | 51059.3 | 62838.4 | 75229.8 | 91173.3 |

The various governments will be supported by the parents and the community, the church agencies and also by the continued efforts of the donor community. The province is presently benefiting from various AusAID programs and projects and is expected during the plan period to also benefit from a major European Union project designed to support the implementation of the National Education Plan.

Parents will continue to pay school fees until such time as the government is able to fully subsidise education. Indicative figures for the total parental contribution by sector are presented in the table below:

Table 65: Parental contributions by sector, selected years, 2007- 2016 (K'000s)

| | 2007 | 2010 | 2013 | 2016 |
|-------------|---------|---------|---------|---------|
| Elementary | 2112.6 | 3309.8 | 4414.6 | 4893.8 |
| Primary | 9453.5 | 10713.8 | 12743.9 | 15467.1 |
| Secondary | 6651.4 | 7312.9 | 8684.9 | 10667.2 |
| Vocational; | 1161.6 | 1546.1 | 2057.8 | 2263.6 |
| | 19379.2 | 22882.7 | 27901.3 | 33291.9 |