

Professional Development Strand

Unit 1: Foundation Studies

## **Module 1.3 Contemporary Issues**



**Lecturer Support Material**

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Date: October 2002



*Primary and Secondary Teacher Education Project*

Australian Agency for International Development (AusAID)  
GRM International

*Papua New Guinea-Australia Development Cooperation Program*

## Unit outline

| Unit   |     | Modules                                 |
|--|-----|---|
| <b>Unit 1</b><br><br><b>Foundation Studies</b> | 1.1 | Historical Developments                 |
|  | 1.2 | Policies and Practices in Education     |
|  | 1.3 | <b>Contemporary Issues in Education</b> |

## Icons



Read or research



Write or summarise



Activity or discussion




Suggested comments for lecturers.

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# Contemporary Issues in Education

 This guide provides additional ideas for teaching and assessing **Module 1.3, Contemporary Issues in Education**

Please take note of the following:

- It is important to read through the module first, to decide what materials you will use, and what tasks and activities you will set for the students. It is also important to see how this module fits within the complete unit.
- It will be necessary to develop a course overview and determine topics to be presented which will take account of the time allocation given to this module.
- The material is written as a resource for the teaching of this module.
- Do not expect students to work through the total module alone. There may be too much material and they will need assistance in determining the tasks required
- The activities provide a focus for learning, and some may be suitable for developing into assessment tasks, but the activities are not written to be used as the assessment program. Ideas for assessment tasks are provided in the unit guide support material.
- Suggested time allocations are provided to give some idea of how this module fits in with the others in this unit. Lecturers have the flexibility to select material and use it in a way that will fit within the lecture program.
- The Lecturer Support Material is based on the Student Support Material, with additional notes in text boxes containing ideas for further exploration of topics.
- Additional readings, where included as an appendix, are included as additional information for lecturers. These may be photocopied for students where appropriate.

## ***Rationale***

This module is one of three in a two-credit point unit. The actual break-up of topics and time allocation is flexible, and is to be decided upon by the individual lecturer.

The preceding modules, which comprise this unit are:

- **1.1. Historical Developments**
- **1.2 Policies and Practices in Education**

## **Objectives**

By the end of this module students will be able to

- explain and discuss current events in education, and form opinions on how teachers can effectively manage these issues.

## **How to use this material**

This module contains resource material which can be used to explore current issues in education. Students will be required to make a presentation to the lecture group on a topic of current interest chosen and researched by them.

These materials provide some information on a range of topics. Students should negotiate with the lecturer on the topic and type of presentation to be given to the class. Newspapers are a very good source of information on current events and issues. Encourage students to collect articles on current events in education and save them as a portfolio of information. Students should access other sources of information such as the library, or local groups and agencies for further information related to their topic.

## **Assessment**

It is the lecturer's responsibility to develop a course overview, according to the credit point loading and available time within the semester for each module. As this will vary between colleges running semester programs and those running trimester programs, lecturers will need to select topics which are most relevant to the needs of their students.

Student presentations on current issues in education, whether they be individual or group presentations would be a suitable form of assessment. Lecturers would need to develop specific criteria for tasks set. These could be negotiated with the students.

## **References**

Contemporary issues are those currently influencing the education system at the time of completing this module. It is important to read the local newspapers daily and collect articles and information relating to current events. The information in this module is current at the time of writing, however lecturers will need to update information and look for new issues arising in the future.

Additional references used in the writing of this module are listed below.

Department of Education, PNG (1999). *Primary Education Handbook*.

Department of Education, PNG (2001). *The State of Education in Papua New Guinea*.  
Education Reform Facilitating and Monitoring Unit: Waigani.

Department of Education, PNG (2002). *The State of Education in Papua New Guinea*.  
Education Reform Facilitating and Monitoring Unit: Waigani.

Department of Education, Papua New Guinea (2003) *National Curriculum Statement for Papua New Guinea 2003*.

Internet sites

<http://www.newstext.com.au>

Newstext contains archived newspaper articles from Australian and PNG newspapers. Search for information using keywords, dates, headings, etc. One free search is permitted.

PNG and related educational sites:

<http://www.pngteachereducation.com>

<http://www.upng.ac.pg>

<http://www.unitech.ac.pg>

<http://www.dwu.ac.pg>

<http://www.ernet.unitech.ac.pg>

<http://www.gdln.org.com>

## ***Seminar Presentations***

This module provides some stimulus readings and topics for independent research and/or group seminar presentations on contemporary issues in education.

At the beginning of this module, (or earlier in the unit if time is limited) students should elect to research and present a topic to the class. Timetables for presentations, and criteria for preparation, presentation, marking and formation of groups should be organised by the lecturer.

Some ideas for presentations are listed below. These are suggested tasks only. If students have other relevant topics that they would like to research, negotiate the task and criteria with

them. Module 1.2, *Policies and Practices* contains material that may also be useful in developing a presentation for this module.

Some suggestions made in the Student Support Material include:

- Research a current issue in education and present your research to the group in an interactive presentation (ie, the class should be involved in practical activities to assist their understanding)
- School survey: Complete a survey on how teachers are coping with the implementation of the education reform or another relevant issue.
- Visual Display: Structure a board display on a reform topic; eg gender equity, bridging, multigrade, special education
- Conduct a class lecture for 20 minutes on one contemporary issue in education, complete with a lesson plan, activities for students, aids etc.
- Organise a guest speaker to speak on an identified issue and co-ordinate a class forum at the conclusion.
- Organise a class debate on a contemporary issue in education.
- Document study: Study any particular policy, instruction or circular and analyse its implications for teachers and students.
- Critique a particular newspaper article(s), journal or chapter of a book related to a contemporary issue in education.
- Express your views on a particular contemporary issue by writing to the local newspapers.
- Present an in-service session at one of the local primary schools related to a current issue in education which may have relevance to the teachers and the school.
- Resource Folder: Collect notes, research information, brochures, posters, drawings, illustrations etc on a contemporary issue in education for example, Aids education, gender awareness, education in the election year 2002.

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The following information is provided as a resource for students in researching a current issue in education.

Topics include:

- Updates on the Education Reform, 2002
  - Curriculum Update, 2002
  - Current Issues in Education
    - Information Technology in Papua New Guinea
    - Free education in 2002
    - HIV/ Aids education.
-



## Updates on the Education Reform Implementation, 2002.

The following information is the most current available on the implementation of the education reform. It is taken from the document *The State of Education in Papua New Guinea*, published by the Education Reform Facilitating and Monitoring of the National Department of Education in March, 2002. This document provides a detailed overview of the state of education reform. Refer to the original document for more detailed analysis.

### ***Elementary Education***

*Table1: Elementary school enrolment by Grade and Province, 2000*

|                         | Prep         | G1           | G2           | Total         |
|-------------------------|--------------|--------------|--------------|---------------|
| Western                 | 1060         | 1603         | 1710         | 4373          |
| Gulf                    | 2320         | 1845         | 1405         | 5570          |
| NCD                     | 5746         | 5295         | 4507         | 15548         |
| Central                 | 5685         | 4258         | 3161         | 13104         |
| Milne Bay               | 2176         | 2022         | 1675         | 5873          |
| Oro                     | 2732         | 2211         | 977          | 5920          |
| Southern Highlands      | 2555         | 2323         | 1658         | 6536          |
| Eastern Highlands       | 3619         | 3492         | 2723         | 9834          |
| Simbu                   | 4557         | 3182         | 2049         | 9788          |
| Western Highlands       | 3699         | 2808         | 1761         | 8268          |
| Enga                    | 2922         | 2427         | 1868         | 7217          |
| Morobe                  | 3380         | 2986         | 1969         | 8335          |
| Madang                  | 3333         | 2859         | 2379         | 8571          |
| Sandaun                 | 2218         | 1235         | 751          | 4204          |
| East Sepik              | 2331         | 1980         | 1576         | 5887          |
| Manus                   | 784          | 434          | 267          | 1485          |
| New Ireland             | 1191         | 1001         | 858          | 3050          |
| East New Britain        | 4683         | 3020         | 2129         | 9832          |
| West New Britain        | 2288         | 1731         | 1321         | 5340          |
| Bougainville            | 1986         | 1856         | 2380         | 6222          |
| KLMD                    | 1556         | 1562         | 733          | 3851          |
| <b>Papua New Guinea</b> | <b>60821</b> | <b>50130</b> | <b>37857</b> | <b>148808</b> |

*Source: National Department of Education (2002) The State of Education in Papua New Guinea.*

A major surprise in elementary education has been the high take up rate by communities around the country. It was thought that considerable persuasion from education authorities would be needed to introduce elementary classes, but the challenge now is to ensure an

ordered implementation and steady rises in enrolment as anticipated in the National Education Plan.

The elementary teacher training course takes three years and leads to a Certificate of Elementary Teaching (CET) that is awarded by the Papua New Guinea Education Institute (PNGEI). In August 2001, there were 5877 teachers undertaking the Certificate of Elementary Teaching (CET). There were

- 2034 in Year 1
- 2153 in Year 2 and
- 1690 in Year 3.

1200 new teachers are expected to start their training in 2002.

There are currently 208 trainers in the field, which includes trainers trained in 2001. The trainers are trained at PNGEI through an initial twenty-week course. This is followed by a period of fieldwork that includes the running of a teacher training workshop.

Multigrade teaching is an integral part of the elementary teacher education training program. It is intended that this will become an accepted feature of the elementary school system. There is still reluctance amongst some provincial officers to accept the need for such classes. New Ireland has been the exception to this reluctance and has been at the forefront in the introduction of multigrade teaching in the elementary schools, particularly amongst the small island communities of New Hanover. A number of provinces have said that they will introduce multigrade on a large scale when the majority of their teachers are fully qualified and registered.

## Gender Issues

The participation of girls at elementary school is satisfactory with 47.2% of those enrolled in 1999 being girls. The situation with staffing is not quite as healthy. Only 40.6% of teachers in the elementary schools are females. This is marginally lower than the 1998 figures.

## Constraints

At the elementary level, teacher education and teacher supervision are the two biggest concerns. Some problems have arisen due to the unforeseen explosion in the number of elementary schools. This has been compounded in a number of provinces where expansion has been in an *ad hoc* fashion and has not been linked to the establishment of primary schools.

- There needs to be a change in the culture of elementary trainers in a number of provinces. Too many at present remain confined to the office and have neither the inclination nor the motivation to look around for ways in which they can carry out their responsibilities.
- The management of education at the provincial level is a concern that is emerging in a number of provinces. The planning of the elementary sector should be one of the key responsibilities of the District Education Administrators, the Education Planner in the province and the Reform Coordinator, if there is one.

- A further problem that has emerged in recent years is that of land for elementary schools. It has been a particular concern in the urban areas. Land issues are a community responsibility and can only be solved at that level.

## Lower Primary Education

### Access

By 2001, all provinces had children in Grade 3 classes who have passed through the elementary schools.

The number of students enrolled in community school Grade 1 classes was expected to fall with the corresponding increase in Elementary Grade 1 enrolments. The decline has taken longer than expected, with the first real signs of a drop in community school Grade 1 enrolments occurring in 1999. A small fall in numbers was recorded in 2000. If this trend continues, the system should benefit from a saving in the number of teachers required in Grades 1 and 2. These teachers can then be redeployed to help solve the problems currently being reported in the higher grades.

### Gender Issues

Female participation in primary schools is generally satisfactory. The table below shows participation by Grade.

*Table 2: Primary school enrolment by gender and grade, 2000*

|         | Boys  | Girls | Total  | % age female |
|---------|-------|-------|--------|--------------|
| Grade 1 | 52622 | 43385 | 96007  | 45.2%        |
| Grade 2 | 53039 | 43300 | 96339  | 44.9%        |
| Grade 3 | 64318 | 52291 | 116609 | 44.8%        |
| Grade 4 | 52905 | 43160 | 96065  | 44.9%        |
| Grade 5 | 43999 | 35404 | 79403  | 44.6%        |

*Source: National Department of Education (2002) The State of Education in Papua New Guinea. March 2002.*

One encouraging aspect of these figures is that the percentage is not dropping significantly in the upper grades, as has been the case in the past. Evidence is beginning to emerge that it is the girls who have benefited the most from increased access at Grades 7 and 8.

### Constraints

The major emerging issue is that of the children entering Grade 3 from the elementary schools. In particular, not all teachers have yet been adequately prepared to build on what children have learnt from the elementary schools. It has been found that those without the training are

finding teaching very difficult. This is because the children that they are now teaching are very different to those that they have had in the past.

Although there have been huge teacher training efforts made there are still worries as to whether the system can provide the training that is going to be required over the next few years.

In 2000 there was reported a severe shortage of teachers in some parts of the country. There is a very wide range of teacher pupil ratios by grade and province.

*Table 3: Total primary school enrolment, staffing and teacher pupil ratio by province, 2000.*

|                         | Enrolment     | Teachers     | TP ratio    |
|-------------------------|---------------|--------------|-------------|
| Western                 | 9939          | 320          | 31.1        |
| Gulf                    | 11549         | 300          | 38.5        |
| NCD                     | 26734         | 827          | 32.3        |
| Central                 | 22061         | 782          | 28.2        |
| Milne Bay               | 27368         | 795          | 34.4        |
| Oro                     | 15151         | 423          | 35.8        |
| Southern Highlands      | 48543         | 1118         | 43.4        |
| Eastern Highlands       | 55169         | 1223         | 45.1        |
| Simbu                   | 30673         | 1043         | 29.4        |
| Western Highlands       | 45415         | 1273         | 35.7        |
| Enga                    | 29242         | 682          | 42.9        |
| Morobe                  | 63464         | 1539         | 41.2        |
| Madang                  | 42796         | 1249         | 34.3        |
| Sandaun                 | 23279         | 671          | 34.7        |
| East Sepik              | 46340         | 1262         | 36.7        |
| Manus                   | 6628          | 320          | 20.7        |
| New Ireland             | 14943         | 616          | 24.3        |
| East New Britain        | 29235         | 903          | 32.4        |
| West New Britain        | 26075         | 992          | 26.3        |
| Bougainville            | 26557         | 899          | 29.5        |
| KLMD                    | 9121          | 270          | 33.8        |
| <b>Papua New Guinea</b> | <b>610282</b> | <b>17507</b> | <b>34.9</b> |

*Source: National Department of Education (2002) The State of Education in Papua New Guinea.*

There is still a very wide range of teacher pupil ratios between provinces and also between grades.

The trend is the same as it has been in the previous years with the lower the grade the larger the classes. There are some frightening class sizes in some provinces in Grade 1, with seven provinces reporting average class sizes more than 50.

This contrasts markedly with nine provinces that report a teacher pupil ratio of less than 20 in Grade 7 and 8. There are two major reasons for this. The first is that classes are very small and the second, that a number of provinces are overstaffing the upper primary classes. In provinces where the latter is the case, then there is plenty of scope in many provinces to improve upon teacher deployment.

The rapidly increasing number of children entering Grade 3 from the elementary sector has enormous implications for planners and primary school teachers. The appointment to certain positions will have to be restricted to people with particular language knowledge.

There is still confusion regarding the use of the vernacular beyond Grade 3. If the intention is to continue with a large amount of vernacular maintenance throughout the lower primary cycle, there will be considerable implications for staffing. It is not known how many teachers are working in their own language areas.

## ***Upper Primary Education***

### **Access**

Upper Primary refers to Grades 6 to 8. There has been some confusion regarding this in that many people felt that upper primary simply referred to the Grades that had been relocated from the high schools – Grades 7 and 8. This part of the structure should become clearer when the curriculum is finally completed for the children going through the new structure.

Enrolment in Grades 7 and 8 has been increasing dramatically. There are now three times as many Grade 7 children in the primary schools as there are in high schools.

The percentage of girls attending upper primary schools is consistent with enrolments in the other primary grades at about 45%. This is in contrast to the high schools where there are only about 40% girls.

It is the intention of the Government that all children will have the opportunity to complete the full cycle of primary education. The table below shows this for the children completing Grade 8 in 2000. The enrolment for Grade 8 includes children in both the primary and the secondary schools.

*Table 4: Grade 1 to 8 retention, 1993 to 2000, by gender and province*

|                    | Male | Female | Total |
|--------------------|------|--------|-------|
| Western            | 53.1 | 51.0   | 52.1  |
| Gulf               | 34.1 | 35.4   | 34.7  |
| NCD                | 71.0 | 74.5   | 72.6  |
| Central            | 35.9 | 31.2   | 33.7  |
| Milne Bay          | 34.3 | 40.5   | 37.2  |
| Oro                | 29.4 | 27.6   | 28.6  |
| Southern Highlands | 34.5 | 23.5   | 29.7  |
| Eastern Highlands  | 28.1 | 22.1   | 25.5  |
| Simbu              | 35.8 | 26.7   | 31.7  |
| Western Highlands  | 29.8 | 23.4   | 26.8  |

|                  |      |      |      |
|------------------|------|------|------|
| Enga             | 33.2 | 22.7 | 28.7 |
| Morobe           | 28.2 | 24.4 | 26.5 |
| Madang           | 37.2 | 33.7 | 35.6 |
| Sandaun          | 23.4 | 21.8 | 22.7 |
| East Sepik       | 39.3 | 35.7 | 37.7 |
| Manus            | 64.0 | 68.6 | 66.1 |
| New Ireland      | 45.3 | 52.1 | 48.5 |
| East New Britain | 41.5 | 43.3 | 42.3 |
| West New Britain | 41.6 | 38.4 | 40.2 |
| Bougainville     | 46.1 | 47.6 | 46.8 |
| KLMD             | 65.2 | 59.1 | 62.5 |
| Total            | 36.5 | 33.1 | 35.0 |

*Source: National Department of Education (2002) The State of Education in Papua New Guinea.*

The fact that only one in every three children that were in Grade 1 in 1993 completed Grade 8 in 2000 illustrates just how much the country has still to do before it can achieve its target of Universal Basic Education.

## Constraints

The establishment of upper primary schools has now become institutionalised. There is considerably more confidence in them now than during the early stages of implementation. This has been due to the comparative success that the schools have had in the Grade 8 examinations, until 1999 at least. Retention, however, is becoming an issue at the upper primary level.

A number of provinces levied very high fees at the upper primary levels at one stage. Changes in the structure of the school fee subsidies in 1999 might have had the effect of lowering these and it is hoped that this will minimise the problems regarding the retention of students.

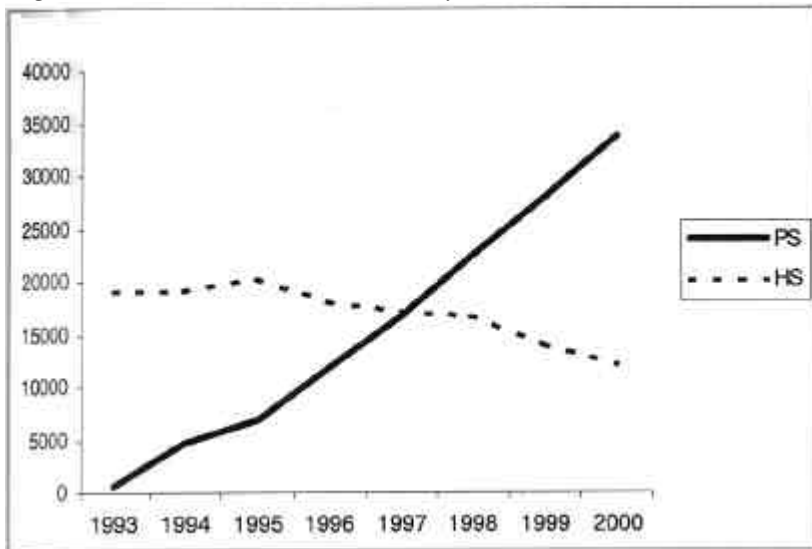
The most pressing teacher training need since the start of the reform has been preparing teachers for Grades 7 and 8 classes in the primary schools. This need has been satisfied to some extent by the development of the DEP (I). This course has been extremely popular. In addition, all new graduates from the Primary Teachers' Colleges are equipped to teach at the upper levels.

## **Lower Secondary Education**

Lower secondary education is Grades 9 and 10. The number of classes in this sector is rising as Grade 7 and 8 classes are relocated to the primary schools.

The figure below shows enrolments in Grades 7 and 9 between 1992, the final year before the education reform process started, and 1999. This illustrates the rate at which Grade 9 enrolment has been rising at the expense of the Grade 7 numbers.

Figure 1: Grade 7 and 9 Secondary school enrolments, 1992 - 1999



Source: National Department of Education (2002) *The State of Education in Papua New Guinea*.

## Constraints

Nearly all provinces have begun the move to the Grade 7 and 8 classes out of their high schools to allow for greater access to Grades 9 and 10. West New Britain and the National Capital District have been at the forefront of this move. This has not, however, been happening as quickly as expected in the National Education Plan. It is hoped that the Grade 9 and 10 textbooks in the CASP program will encourage those provinces that have been dragging their heels to speed up the transition process.

The Grade 8 to 9 transition rate will become an issue in the next few years. This is because the number of Grade 8 students graduating through the primary schools will continue to rapidly increase meaning that the percentage being able to be offered a place in Grade 9 will decrease.

Many observers cite the number of unqualified teachers working in Grades 9 and 10 is seen as being a problem, however it is less of a concern than it is in Grades 11 and 12.

## ***Upper Secondary Education***

### Access

Upper Secondary education is Grades 11 and 12. Before the education reform programs were introduced in 1993, it was only offered by the National High Schools. There were just

four of them. There are now six after Port Moresby National High School was opened in the mid 90's and Wawin in 2001.

The final part of the government policy relating to access calls for an increase in transition between Grades 10 and 11 and, consequently, the Grade 12 output. The transition rate was around 10% for many years.

The new education structure provides for selected provincial high schools to become secondary schools providing a Grade 9 to 12 education.

Initiatives which have occurred has meant the number of places on offer in Grades 11 and 12 has risen from 1000 to the more than 5000 that are expected to have enrolled in Grade 11 in 2002.

## Constraints

Access to Grades 11 and 12 has increased dramatically and there is no reason to believe that the rate of expansion experienced of late will diminish. However, there is still the concern about the comparatively small, yet increasing, number of girls who get the opportunity to complete a full secondary education.

Teacher supply at the upper secondary level is becoming increasingly critical. The country is desperately short of fully qualified Papua New Guineans to teach in Grades 11 and 12. This shortage has arisen because of the dramatic rise in the number of secondary schools being established.

## ***Technical Vocational Education Training***

As a result of the education restructure in 1999, Vocational Education and Training sectors were amalgamated with Technical Division. Before the reform, Vocational Branch was located under the wings of various divisions.

There is still a great deal to be done within the Vocational Branch of the TVET Division. There are three sections within the Vocational branch – Support Services for Provincial Centres, a Curriculum Section and an Inspection Section.

## Access

There are presently approximately 14,000 young people attending vocational centres around the country. The National Education Plan Update 1 calls for a 7% annual rise in enrolment.

## Teacher Education

This is a major problem in the vocational sector. There are now no pre service courses for male instructors. The one-year Vocational Instructors certificate course for both male and female was phased out in 1997. A recent development has been the introduction of the Diploma in Vocational Education and Training (DOVET). This has been designed to allow



instructors already working in the field to be able to get a teaching qualification through a mixed mode of training.

## Gender Issues.

Girls participate very poorly in vocational education compared with other sectors of the general education system. The overall percentage is only just over 25%. It is hoped to increase female enrolment by providing courses that are seen as relevant for girls and secondly, by encouraging girls to enrol in courses that have previously been considered in the male domain. New courses developed will have to be approved by the appropriate Boards of Studies.

## Constraints

There is at present no clear policy for TVET and this will be addressed. There are also other areas that need consideration by this new Division. In particular, the issues involved with curriculum, such as National Trade Standards, Competency Based Training, the development of modular training programs and the need for other training providers to align their training programs with those of the NATTB. All need to be resolved before vocational education can really move ahead.

## Technical Education

The perception people have of technical and vocational education has improved since the education reform started in 1993. People are beginning to understand the need for a greater emphasis on skills training and skills formation and this has been helped by a greater public awareness campaign in 1999 and the introduction of a trade testing system.

The rationalisation of colleges and their courses has resulted in colleges specialising in certain trade areas. The specialisations are shown in the table below:

*Table 5: Technical Colleges and their specialisation*

|                               |                         |
|-------------------------------|-------------------------|
| Lae Technical College         | Metal trades            |
|                               | Draughting              |
|                               | Science and Technology  |
|                               | Business Studies        |
|                               | Tourism and Hospitality |
|                               | Various Diploma courses |
| Madang Technical College      | Building trades         |
| Mt Hagen Technical College    | Vehicle trades          |
|                               | Electrical trades       |
|                               | Various Apprenticeships |
| Port Moresby Business College | Business Studies        |
| Goroka Business College       | Business Studies        |
| Kokopo Business College       | Business Studies        |

The National Education Plan Update 1 envisages a 10% annual rise in enrolment at the Technical Colleges.

The TVET Division has experienced severe problems in attracting, and then retaining, suitably qualified Papua New Guinean staff to serve as lecturers in the Technical and Business colleges. This is particularly true in the higher level courses where the salaries that are on offer are not sufficient to attract the calibre of lecturer that is required. The shortage of highly qualified Papua New Guineans in trade areas has meant that these people are in constant demand from the private sector.

In 2001, 1312 students were enrolled in technical and business college training.

## Gender Issues

Many of the technical courses have traditionally been male dominated. Positive efforts have been made to encourage female participation in male oriented trade areas. In 2001, of the 473 females, 76 were on courses that would be generally considered male orientated.

## Constraints

Lack of adequate finance is the major impediment to the Department of Education achieving its aims in this sector. A second problem is the lack of incentives to attract sufficient qualified Papua New Guinean lecturers. Weaknesses in institutional and financial management, poor attitude and professional commitment of some teachers are also contributing factors.

## ***Special Education***

Children with special learning needs had largely been ignored by the National Education System until the 1990's. Children with special needs are those with hearing, vision, physical, intellectual (mild) and emotional, behavioural and learning disabilities. There was very little provision for these children to be included in the regular school system. It was generally accepted that these children would remain at home in the village and be cared for by the community. It was becoming increasingly clear that the country owed it to these children to promote a policy of inclusivity, meaning that all children should have an opportunity to gain an education and, if at all possible, that this education should be provided within the National Education System. This would have to be done if Government was ever to achieve its goal of Universal primary Education.

Special Education was finally absorbed into the National Education System in 1994 following the National Executive Council's approval of the National Special Education Plan, Policy and Guidelines in 1993. The National Special Education Committee is now in the process of redrafting the National Special Education Plan, Policy and Guidelines after eight years of implementation.

The Special Education Unit is staffed by three officers; the Superintendent, an Inspector and a Curriculum Officer. In addition to these, there have been 43 Teaching Service positions created and these are allocated to the eleven Special Education Resource Centres established around the country. Special Education lecturer positions have also been created and allocated

in each of the Primary Teachers Colleges as well as the PNG Education Institute.

Eleven Special Education Resource Centres have been established since 1994.

- Mt Sion Centre for the Blind, Goroka
- Callan SERC, Mt Hagen
- Callan SERC, Wewak
- Callan SERC, Rabaul
- Morobe Special Education Resource Centre
- Madang Creative Self-Help Centre
- Red Cross Special Education Resource Centre
- St John Association for the Blind
- Callan Mendi
- Callan Buka
- Callan, Kiunga

These centres provide a number of services. The first of these is to deal directly with children with special needs. All of the centres have children based at them who are not able, for the time being, to be absorbed into the mainstream education system. In addition to these, they also have an interest in those who are being integrated into normal schools. They design Integrated Education Programs for this group of children. It is estimated that there are more than 800 children based in the centres and almost 2000 who have been integrated into the school system. The community based rehabilitation program caters for about 700. In total then, about 3500 children have benefited from special education programs.

In recent years, Special Education Resource Centre staff have provided special, or inclusive, education awareness programs for field teachers using a Special Education In-service training package. The Resource Centres have in-serviced primary and elementary school teachers during the last number of years on special/inclusive education.

To date the emphasis has been at the elementary and primary levels. However, as the students with disabilities or special needs move through the system to the higher grades, the Special Education Unit is now in the process of negotiating with the University of Goroka for possible inclusion of a special education course for secondary school teachers. It is the National Department of Education's policy that all teacher training programs in Papua New Guinea include special education as part of their training program.

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## Curriculum Update, 2002

The new draft National Curriculum for Papua New Guinea is organised into five learning areas: **Culture and Community, Language, Mathematics, Personal Development and Science**. A learning area is a group of subjects with compatible knowledge, skills, and attitudes. All subjects from Elementary to Upper Secondary are assigned to one of these learning areas. Some subjects draw upon knowledge, skills and attitudes from more than one learning area (eg. Environmental Studies), but they have been placed in a learning area whose content is judged most similar.

In the elementary and primary levels of schooling, some learning areas may also be a subject, such as Personal Development. At the higher levels of schooling, most learning areas will expand into separate subjects. For example, Culture and Community is one subject with a number of strands in the Elementary years. At Lower Primary, this learning area contains two subjects- Community Living and Arts. In Lower Secondary, this learning area contains six subjects: Arts, Social Science, Business Studies, Applied Social Science, Agriculture, and Design and Technology.

At the Elementary level of schooling, the curriculum content of the learning areas is based on local community input and needs. Teachers, trainers and trainees in consultation with the community will develop the curriculum content. At all levels of schooling the curriculum content should, as far as possible, reflect the particular needs and aspirations of a community.

The overall organisation of learning areas and subjects are outlined below.

| <b>Learning Area</b>         | <b>Elementary</b>  | <b>Lower Primary</b>           | <b>Upper Primary</b>  | <b>Lower Secondary</b>  | <b>Upper Secondary</b>  |
|------------------------------|--|--------------------------------|---|---|---|
| <b>Culture and Community</b> | Culture and Community includes aspects of the following:<br>Arts<br>Community Living<br>Environment<br>Health<br>Physical Education<br>Design and Technology | Arts<br>Community Living       | Arts<br>Social Science<br>Making a Living                                 | Arts<br>Social Science<br>Business Studies<br>Applied Social Science<br>Agriculture<br>Design and Technology<br>Including modules such as home economics, practical skills, computing, rural technology, tourism, hospitality or each developed as full courses | Arts<br>Music<br>Drama<br>Applied Social Science<br>Economics<br>Politics/<br>Civics<br>Geography<br>History<br>Business studies<br>Urban technology<br>Applied technology<br>Informational technology<br>Rural technology<br>Computing |
| <b>Language</b>              | Vernacular Language  | Vernacular Language<br>English | English<br>Vernacular Language  | English including library<br>Hiri Motu<br>Tok Pisin<br>Vernacular and other languages   | Language and literature including library<br>Japanese<br>Bahasa<br>Mandarin Chinese<br>Hiri Motu<br>Tok Pisin   |
| <b>Mathematics</b>           | Cultural Mathematics   | Mathematics                    | Mathematics   | Mathematics   | Mathematics<br>Extension (Maths A)<br>Mathematics Core (Maths B)<br>Life maths  |
| <b>Personal Development</b>  | Aspects of Personal Development are covered under Culture and Community  | Health<br>Physical Education   | Personal Development include health, PE, guidance and religious education | Personal Development to include health, PE, guidance and religious education  | Personal Development including civics   |
| <b>Science</b>               | Aspects of Science are covered under Culture and Community   | Environmental Studies          | Science   | Science<br>Environmental Science<br>Applied Science   | Biology<br>Chemistry<br>Physics<br>Applied Science  |

## An outcomes based curriculum

An outcomes based approach to the curriculum has been adopted as part of the curriculum reform.

A curriculum based on outcomes identifies the knowledge, skills, attitudes and values that all students should achieve or demonstrate at a particular grade in a particular subject.

The outcomes based curriculum identifies what students will demonstrate as a consequence of following the national syllabuses developed for Elementary Prep to Grade 12. Each subject syllabus identifies a set of outcomes that students are expected to achieve at each grade. Each outcome is accompanied by a list of indicators that identify examples of knowledge, skills, attitudes and values that students will need to demonstrate in order to achieve the learning outcome. Teachers will use the outcomes and indicators to write learning objectives when planning a programme and lessons. These objectives will identify the learning steps to be completed in order to achieve the learning outcomes.

It is important that the National Curriculum for Papua New Guinea makes explicit the knowledge, skills, attitudes and values that students should achieve for each grade of schooling from Elementary to Grade 12 in all subjects. The learning outcomes must be student centred, and written in terms that enable them to be demonstrated, assessed or measured. Teachers are able to teach and students are able to learn more effectively when the outcomes of learning are made explicit and are shared.

## Assessment and reporting in the curriculum reform

The process of assessment and reporting in schools should be continuous, and based on the learning outcomes defined in the national subject syllabuses. It should be culturally appropriate for Papua New Guinea. The learning outcomes identified in the national syllabuses are relevant to individuals in their communities as well as nationally and internationally. These outcomes are written in terms that enable them to be demonstrated, assessed or measured. The learning outcomes will

- help teachers assess and report students' achievements in relation to the learning outcome statements;
- allow student achievement of the outcomes to be described in consistent ways
- help teachers to monitor student learning; and
- help teachers plan their future teaching programs.

Up to Grade 7, assessment is school based and internal. From Grades 8 to 12, teachers use a combination of internal and external assessment. Both forms of assessment should reflect students' achievement of the learning outcomes described in the syllabuses.

Assessment and reporting processes should be carried out consistently at the various levels of schooling in all provinces. The National Policy for Assessment and Reporting will ensure that schools continuously assess student achievements throughout their schooling. Assessment and reporting should be based on a balanced approach. This can be achieved by gathering evidence about students' learning, using formal and informal assessment such as observation of students' performance, self and peer assessment, portfolios and written tests and examinations.

Evaluation involves making value judgements about the assessment information. The information received from assessment needs to be considered and decisions made about its significance. As well as using the information to report to parents, guardians and others, the information should also be used to inform students of suitable careers and employment, for selection to the next level of schooling and to improve teaching and assessment programs.

Formal reporting will vary depending on the level of schooling. Schools should present reports in ways that are suitable for their communities to read and understand.

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## **Current issues in Education, 2002.**

### ***Information Technology in Papua New Guinea***

#### **Learning on the Internet becomes reality in PNG**

**PNG Post-Courier, Edition 1FRI 01 FEB 2002, Page 007**

THE launch of the PNG Education and Research Network by the Government on Wednesday will allow more people the chance to learn at a distance. It will also provide many Papua New Guineans who wish to continue studying while working an alternative to campus-based learning. Speaking at the launch of the service in Lae on Wednesday, Education Minister Muki Taranupi said if there was any solution to the compounding problems faced by learning institutions in the country, ERNet was it. He said ERNet brought to the fore the era of information in education, research, science and technology. "ERNet is an electronic communication network that uses Internet and satellite technologies and is set to revolutionise generation, storage and dissemination of information in the education and research sector. It is also a catalyst to the proliferation of Internet services and the delivery of distance and a flexible mode of education delivery in the country," said Mr Taranupi. He told those gathered at the launch at the University of Technology that the project had come a long way in the three years since it began and he owed it to all those involved in seeing it reach fruition. He said ERNet was a major education and research project undertaken by the Government through the Office of Higher Education, which is performing a coordinating role on behalf of 17 other education and research institutions. It is an electronic communication network that uses Internet and satellite technologies in the education and research sectors. This link is the first of its kind operating in PNG and offers a technology that is similar to the reception of satellite TV signals. The technology is cost effective, affordable and appropriate given the tyranny of terrain and distance in Papua New Guinea. The network will use a PanAmSat satellite to download information from the Internet and existing infrastructure belonging to Telikom back to the Internet for the return path. -By MADELEINE AREK

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## ***Virtual Colombo Plan***

*From National Department of Education (2002) **The State of Education in Papua New Guinea**. March 2002. Education Reform Facilitating and Monitoring Unit. Pp 58 - 59*

The Primary and Secondary Teacher Education Project (PASTEP) is supporting the Primary Teachers' Colleges. The project is now proposing to develop further the use of Information Technology in the colleges. As part of the Virtual Colombo Plan, AusAID and the Department of Education have approved a design for the implementation of Learning Centres at the seven Primary Teachers' Colleges and the PNG Education Institute (PNGEI). The Learning Centres will provide basic computer literacy through training and regular use for a range of work and study purposes. PASTEP, in partnership with the Department and the institutions, will build and implement the Learning Centre concept. The design of the Learning Centres builds upon PASTEP's experience in providing staff computer packages with training and technical maintenance for the Primary Teachers' Colleges.

The provision of Learning Centres is an essential timely part of a foundation for sustaining long-term outcomes of human resource development in information technology for education. The achievement of these outcomes, however, is a long term process, that will require sustained support of the Learning Centres for some years to come. The Learning Centres will facilitate teacher education staff and students accessing computers and digital information resources for a range of work and study purposes. They will be developed in two stages.

The first stage will be to provide staff and teacher trainees with basic access to the use of computers for teaching and learning and for independent work and study. The second stage, dependent upon achieving the first the Learning Centre may also provide the facilities for local teachers to complete distance education based in service programs.

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### **Students to get lessons on airwaves**

**PNG Post-Courier, Edition 1MON 04 MAR 2002, Page 007**

CHILDREN from schools in remote areas will be able to have lessons from radio and television broadcasts if a project being funded by Japan gets off the ground successfully. The project, Distance Education by Utilizing Live Recording of Classroom, is being funded by the Japanese Government.

Two years ago, Japan funded and set up a media centre at the Teachers In-service College, where the lessons will be recorded and transmitted.

Yesterday, notes were exchanged between the Japanese International Co-operation Agency (JICA), the Education Department and the National Planning and Monitoring Department on the progress of the project so far.

Education Secretary Peter Baki said the Japanese Government was venturing into a new area for which the country was grateful.

"This is a meaningful and a motivating way of reaching children," Mr Baki said, adding that this process was making it possible for children in areas where there were no roads and airports to have an education.

National Planning and Monitoring Department Secretary Philip Kikala said the effort would



improve education in rural areas and he thanked the Japanese for funding the project. JICA resident representative Katsuro Saito said Japan tried to assist PNG mostly in small, but needy, areas and the project on distance education was being set up in a similar manner.

He said the setting up of the media centre needed expertise in technology and this was being provided by Sony Corporation, also of Japan.

Mr Saito said a team effort from all parties was needed to ensure the project was successful.

The pilot project will involve classroom lessons of grade 7 and grade 11 of Wards Strip Demonstration School and Gordon's Secondary Schools in Port Moresby.

Their lessons will be recorded live and the tapes will be forwarded to the National Broadcasting Commission and EMTV to be aired and telecast to schools in Bougainville, Eastern Highlands Province and Central Province.

The pilot project will be evaluated after two years and if it proves successful it will be extended to schools throughout the country.

Mr Saito said the evaluation of the project would also find out whether the project could be sustained.

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## ***Free education in 2002***

### **Education success**

**PNG Post-Courier, Edition 1TUE 07 MAY 2002, Page 006**

Prime Minister Sir Mekere Morauta has claimed the Government's free education policy has been a huge success.

"A report, from the Education Department shows that more than 915,000 students have benefited from the policy," he said.

"Figures compiled by the department following the first-quarter distribution of subsidy cheques show that 193,057 elementary students, 615,201 primary students and 106,915 secondary students now do not have to pay school fees."

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### **Overcrowding a growing concern in schools**

**PNG Post-Courier, Edition 1MON 04 FEB 2002, Page 003**

OVERCROWDING is a problem facing almost all schools in the National Capital District with some classes taking in between 70 to 72 students this year.

Schools interviewed said overcrowding was an ongoing problem, compounded by the introduction of elementary classes which enrolled larger classes that could not be accommodated in higher grades due to lack of classrooms and school materials.

Many schools said they also did not have teachers to teach the extra students that the schools took when they came with transfer certificates signed by the Education Department.

Coronation Primary School headmaster Gelai Enara could not give the total number of students that were enrolled this year as many of the students had yet to return from holidays.

However, he said all the classes had taken more than the required number of students which was 45 students per class, but some were taking 70 to 72 students which was too crowded for a teacher to handle. There were also not enough school materials and space to accommodate them in one classroom.

He said they had informed the Assistant Secretary for Education Henao Tau Nauna about the problem who "stopped us from taking in any more students" All transfers would (now) be screened by him first, but this school will not be taking in anymore students (this year). All the grades are

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overcrowded," Mr Enara said. He said this year the school had 49 teachers and needed three more to teach three classes that did not have teachers.

Limana Vocational Centre principal Teuila Haung said the centre tried to accept as many students as it could to give young people another chance to pursue an education.

However, the centre did not have enough equipment and facilities for all the students that they enrolled every year and this year was the same.

She said on Wednesday that the school had yet to know the exact number of students enrolled this year, but two classes did not have classrooms and would be held in the open air.

"At the moment we're overcrowded. Our main problem is classrooms. We are short of classrooms," she said.

She said the centre was required to take in one teacher to 18 students, but many teachers were teaching more than 20 students and there was not enough teaching equipment such as typewriters or computers for each student.

### **MP - accept all pupils**

**PNG Post-Courier, Edition 1WED 30 JAN 2002, Page 003**

GOVERNMENT Minister William Ebenosi has urged all heads of schools throughout the country to accept all children into their schools.

The Social Welfare Minister made this comment when students from Gerehu High School were turned away from school for not paying their school and project fees. The students were sent home with the deposit slips to make payments and return to school with the paid slips.

"The Government is paying the school fees this year including project fees. There is enough money to cover project fees and no schools should impose these fees on the parents," he said.

He said Education Minister Muki Taranupi and Education Secretary Peter Baki had spelt the message out to all principals of schools throughout the country.

"The Education authorities will deal with any principals who charge school and project fees," he said. "Government institutions should not be defying government directions, especially this particular policy where the Government is paying all fees for all children and Gerehu High School is no exception."

### **UNDER SIEGE**

**PNG Post-Courier, Edition 1MON 29 APR 2002, Page 008**

'Free' claim clash

POMIO MP Francis Koimanrea has criticised the East New Britain Provincial Government for not supporting the free education policy.

Mr Koimanrea said there was a need for the provincial government and the State to share the responsibility of educating children.

He said he supported the PDM government for fulfilling its commitment in subsidising the cost of education.

"I only wish the provincial government would support and subsidise the cost of education for our children, but unfortunately it has not," Mr Koimanrea said.

"We have a healthy education policy and we think that it is only for parents to look after their children. We seem to pass the buck to parents."

Mr Koimanrea said the provincial government did not want to have anything to do with subsidising school fees for the children in the province.

He said this was an indication that the provincial government and parties that were criticising the education support policy did not recognise the struggle parents were facing due to the hard economic times.

"The National Government and the Minister for Education have fulfilled the commitment in introducing the free education policy. It is an expenditure approved by Parliament and the Government only implemented it, and we should not use it to score political points."

Mr Koimanrea said the provincial government should have a budget allocation and he was sorry that it did not plan to support parents.

Governor Leo Dion said every one had the right to express what they believed in.

Mr Dion objected to the use of the word free education because there was nothing free in the world.

"I object to the use of the word free education because it is not free education that we are talking about. It is the basic responsibility of the national and the provincial government to provide money to educate all our children in this country," Mr Dion said.

"To criticise ENB for not supporting school subsidies is misleading and are total lies because we have provisions every year in our budget to fulfil the education needs our children.

"The question everyone is asking is, why promote free education only when the country is going into the general elections?"

He said from experience, free education had failed in the past and the education policy in ENB was there to safeguard any failure of the National Government.

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## ***HIV / Aids education***

**Peer education vital to curb AIDS**  
**PNG Post-Courier, Edition 1FRI 10 MAY 2002, Page 008**

By: KINGSTON NAMUN of Divine Word University

The National AIDS Council has said peer education was vital to prevent HIV/AIDS in the country. "We must use peer power for prevention and to fight against HIV/AIDS," said the council's counselling care adviser David Pasirem.

"The bulk of the population who are in the 15 to 35 age group are being infected and that is a worry," he said.

Mr Pasirem was speaking to Divine Word University students yesterday.

He said the council targeted this age group and set training for peer educators to tackle the problem.

He said one such campaign, which was making good use of the training, was the NCD 29 project where the council had identified 29 high-risk areas in Port Moresby.

Another was the national media campaign led by Dr Clement Malau.

He said there was still a great need to educate people about AIDS because statistics had indicated the disease had gone into small villages where life was based on the subsistence economy.

There are 4400 plus cases in the country so far and this could be classified as an epidemic, he said.

"We need to share information. You and I have friends and if we tell each other of this disease, we can make a huge difference in the fight against AIDS".

Meanwhile, a provincial HIV response co-ordinator will be appointed in Madang to oversee the programs in the province

Mr Pasirem said the acting director of the National AIDS Council, Dr Ninkama Moiya, will make the appointment by the end of the week.

Mr Pasirem was responding to concerns by the Madang community that the provincial council did not have an officer to run the programs.

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### HIV/AIDS tests up due to awareness

**PNG Post-Courier, Edition 1WED 06 MAR 2002, Page 003**

The increase in the number of people being tested for HIV/AIDS virus at the Port Moresby General Hospital has been attributed to the huge awareness campaign carried out in the country. The National AIDS Council Secretariat said this in response to yesterday's Post-Courier which stated that there was an increase in the number of HIV/AIDS cases seen at the hospital despite a huge anti-awareness on HIV/AIDS in the country.

Director of the secretariat Dr Clement Malau said the increases noted by a social worker at the Port Moresby General Hospital was a result of a "very successful campaign".

"It is estimated that there are 5-6 cases for every week now, this number will rise to 30 to 60 per week - not because the problem has gotten any worse or anyone has failed, but because we are identifying it. As we are more successful in doing the work of the AIDS council, more counselling and testing, more awareness, less stigma availability of treatment, we will continue to see increases in numbers for sometime based on the existing epidemic alone," he said.

Dr Malau said the seriousness and immediate nature of the epidemic called for all agencies, departments, private organisations, church, women and youth groups to join efforts in the fight against the spread of HIV/AIDS in the country.

He described the headlines of the article as sensational and expressed concern over the use of HIV/AIDS issues for sensationalism.

"The national HIV/AIDS campaign is on track and people should take note that an eight-week campaign cannot change the sexual behaviour of people overnight," he said.

"The fruits of this campaign will be seen in five to 10 years time. It is not something that will happen overnight. We cannot force people to change their sexual behaviour. It is up to each and every individual to decide on how they want to live their lives."

Dr Malau also said the campaign carried out by the council had a multi sectoral approach to tackling the HIV/AIDS situation in the country, and it was now on stage one. The other components were legal and ethical, peer education, counselling and home care, medical/laboratory/clinical and surveillance.