



*Sustainability and Self Reliance*

# **MANUS EDUCATION PLAN**

## **2006 – 2015**

Prepared by the Division of Education  
Manus Provincial Administration  
Lorengau, Manus Province  
Papua New Guinea

*29<sup>th</sup> December, 2005*

# Acknowledgement

The Manus Provincial Education Plan, 2006 to 2015 was put together with the support of many individuals. First and foremost, we recognize that our visions for education development as reflected in this plan was based on the foundations that were set by our forefathers. Their legacies are reflected in the visions, policies, strategies and outcomes contained in this Plan, 2006 – 2015.

The Manus Provincial Government, under the leadership of Governor, Dr. Jacob Jumogot, the Chairman of Education Permanent Committee, Honourable Hubert Molean and the Manus Provincial Administrator, Mr Wep Kanawi, OBE, have also provided their ideas, directions, morale and material support towards the development of this Plan. Critical amongst the many is the Steering Committee, under the chairmanship of Dr. Gabriel Kulwaum, which have worked untirelessly in discussing the outcomes, strategies and activities required in achieving government objectives in education in the province.

We also acknowledge the visions and wisdoms of past leaders, namely Mr Paul Songo, OBE, Dr. Thomas Mundri and Mr Timothy Poesi, MBE. The Chairman of the Manus Provincial Education Board, Mr Pompiran Kuyei, LM, is also recognized for his consistent leadership in the preparation of this Plan. Our thank you also goes to Mrs Gorette Naeman, our hardworking steno secretary for setting the prints and computing the information.

The province also acknowledges with appreciation the assistance and advice rendered by Mr Geoffrey Thompson and Mr Clement Tade from the National Department of Education for the vital statistical information as well as formatting the Plan.

Much credit goes to the Manus Provincial Education Board for its foresightedness and vision in shaping the policy framework for education development in Manus, taking into account our experiences in the past, the present and what we perceive to be our new pathways for the future.

Finally, but not the least, we appreciate the efforts and support of everyone in the formulation of this Plan. We also thank the Education Capacity Building Project for the printing of the same.

To all of the people mentioned, and those we failed to mention, and on behalf of the Manus people, we say, Uroh! Uroh! Uroh!

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## **Chairman's Message**

I am happy to introduce this Plan to you. This Education Plan articulates the dreams of our people for the future and our intentions and needs for the next ten years. The over-arching theme of this Plan is Sustainability and Self Reliance; this revolves around our major development policy in the province. The vision and the goals of the Manus Provincial Government towards the development and delivery of education services in the province, for the next ten years are set out in this Plan.

Manus for the past twenty years has made a significant contribution towards the process of nation building. Education therefore has been the main catalyst in the development of our human resource, and this will remain so for a long long time. Education plays a fundamental role in the socio-economic development of our people. It is one of the principal means through which deeper, meaningful and peaceful co-existence can be nurtured towards reducing poverty, exclusion, ignorance, oppression and the war itself.

Time and time again, Manus people have raised concerns about the low standard of education and its relevance to community living. They argued that the current education system alienates our younger generations from the realities of life in the village. Many feel, education is for job creation; therefore as one comes off the education system he/she should be employed almost immediately. This is not so true.

Today we are confronted with increasing demand for social services such as health and education. Against us we are faced with diminishing resources, thus the question is 'who shall be educated?' and at 'what standard?' and at 'whose expense?'

Our projected enrolment, based on the 2000 census figures indicates that well over 100% of all available school age children can be absorbed into the formal school system. I can comfortably say that Manus has been the first province in Papua New Guinea to have achieved 100% progression rate from Grade 6 to Grade 7 and Grade 7 to Grade 8. In terms of access and opportunities we can be proud of this achievement.

However, inspite of this, we are lagging behind other provinces in terms of higher academic results. The external examination results each year since the 1990s has plateaued. Reliable statistics show that a steady growing number of Manus students miss out on opportunities to continue their education and training at higher level. An increasing number of our students too find themselves ill-prepared and are totally alienated from the realities of life in their respective communities.

As a responsible government we have to change the situation around. We have to utilize the education gained for the betterment of our young generation. We should be more focused on achieving quality education and ensuring that it is relevant to practical and meaningful life in the village. This may call for the change to the school entire curriculum, a curriculum that befits our Manus life.

We have made an enormous progress in achieving our education objectives in the province. However, there is still much more to be done to reach our targets, at least for the next ten years. It is my hope therefore that this Plan will help us achieve these targets. All stakeholders in education must join force in their commitment, support and cooperation. Parents must not be mere spectators, but be active and proactive in the education development of their children.

The implementation of this Plan is achievable; however, it is very much determined by the level of funds made available by our Provincial Government, the National Government and donor agencies. However, we have to change our mind set in ***doing more with less.***

Finally I want to thank Dr. Gabriel Kulwaum for the leadership that he has shown as the Chairman of the Manus Education Plan Steering Committee and the members of the planning team, ably led by Mr Pompiran Kuyei, LM, for the overall direction in the development of this Plan.

Uroh!

**HON. HUBERT MOLEAN, MPA**  
Chairman  
Education Permanent Committee

# Foreword

This plan builds on the progress made in the Provincial Education Development Plan 1999 – 2004, which was also consistent with the National Education Plan, 1995 – 2004. The new Manus Education Plan presents the outcomes for education in Manus and the strategies used in achieving them from 2006 - 2015. Manus achieved Universal Primary Education up to Grade 8 level in 1999. We will sustain this but improve on our retention rates at all levels of schools in the province. We remain committed to teaching the first three years in the language of the community.

On completing nine years of basic education, our young people will have a number of pathways available to them as they move through adolescence into adulthood. All students who complete their basic education will receive financial assistance for their future education or training. Some academically talented students will receive special funding assistance to enable them to progress as far as their ability allows. In the area of skills training the vocational centers will extend their roles and offer courses that are relevant to community needs and demands. Students will be encouraged to enroll in short courses designed to improve their quality of life and to provide them with income generating activities, both in the formal and informal sectors.

The work of vocational centers will be strengthened through stronger linkages with other line agencies, such as the Department of Community Development. In addition, the private sector will be encouraged to take a more active role in the provision of vocational education and training. Where and when funds permit it would be ideal to amalgamate Bundralis Girls' Vocational Centre and Manus Training Centre, a relocation of this center is proposed in this Plan also.

By and large this Plan revolves around two development and policy principles; sustainability policy and self-reliance. The first and foremost is Integral Human Development, where we declare our first goal to be for every Manusian and his/her family to be dynamically involved in the process of freeing himself/herself from every form of domination or oppression so that each Manus man, Manus woman and Manus family will have the opportunity to develop as a whole person or unit in relationship with others. In retrospect Manus, through its administrative arm remains committed to improve the retention rate, improve academic standards and making sure that the curriculum is relevant to the needs and aspirations of our people.

This Plan is affordable if only the National, Provincial and Local-level Governments support it through the provisions of funding costs. Our young Manusians deserve the opportunity to take their place in the global community. To this end, the State will meet the expenses of teachers, curriculum and school materials, and support the establishment and maintenance of infrastructure. Likewise our elected leaders, parents and the communities have an essential contribution to make to our education system, here in the province and the nation as a whole.

Parents also play a major role in the discipline of their children. They must instill in their children self-discipline and desired values and attitudes based on sound religion and Christian principles.

This Plan calls for all communities in Manus to take up the challenges ahead. We have to renew our commitment to education so that in the final analysis our people live in peace and harmony and become self-enterprising. Our Constitution empowers Local-level Government and the community to become self-reliant and to contribute towards the province's and the nation's development. The Constitution also grants every Local-level Government K20 per head of population. This is to support basic necessities such as infrastructure for education. Local-level Governments must be allowed to account for themselves and build on the strengths of transparency and accountability in the rural communities.

Finally, I wish to express my gratitude to the Steering Committee, under the able leadership of Dr. Gabriel Kulwaum for its foresights and thoughts in the development of this Plan. The

implementation of this Plan will be successful if all stakeholders play their part as a matter of fact. The responsibility starts with our elected leaders and involves our public servants, the churches, all local communities, teachers, parents and the students themselves.

We will chart the course of education in the province through the policy of sustainability and self-reliance in order to make this Plan implementable up to the year, 2015.

**POMPIRAN KUYEI, LM**  
Assistant Administrator - Education



*Section 1*

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**INTRODUCTION**

# Introduction

A number of documents were used as reference prior to the development of this Plan. These include the National Plan for Education 2005 - 2014, the Manus Education Plan 1999 - 2004 and the Manus Development Plan 2004 - 2013. Critical among these the Steering Committee reviewed the policies, goals and objectives of education in the province. New benchmarks and targets were established but we are mindful of the scarce financial resources that may affect the implementation process.

In the main this Plan articulates the dreams of our people for the future and their needs for education for the next ten years. This Plan provides the guidelines for effective mobilisation, good use and management of our scarce human, economic and technical resources. It helps us to prioritise when these needs are to be realised, who is to benefit from it and when these should happen. We make reference to base line data, population growth and other social indices that will set our course for the future. We have taken the approach of where we are now, and where we want to be in the future.

## 1.1 Manus Province - Its Characteristics

### 1.1.1 The Geography

Manus shares its border to the east with New Ireland, southwest with Madang and western boundaries with East and West Sepik. It has 208 islands scattered over 220,000 square kilometres of sea, and a land mass of 2,100 square kilometres. Manus Island is the largest at 100km long and 30km wide. It is rugged. The highest peak is Mt Dremsel, which is 718 metre high. The eastern, southern and western portions are of volcanic origin.

Rambutso is the second largest island and the other smaller islands in size are Lou, Baluan and M'buke. Tuluman, an underwater volcano, which erupted in the 1950s, is still considered active. The islands to the north and west are mainly low lying coral atolls. Hermit islands and the Ninigo group are the largest groups with Wuvulu being further west.

Rain forest covers four fifths of Manus Island. It also has large areas of sago and mangrove swamps.

### 1.1.2 The Population

Manus has a population of 43,387 citizens according to the 2000 census figures with an annual growth rate of 2.8%. Of this, 22,401 are males and 20,986 are females. The majority of the people (83%) live in the rural areas.

Between the 1990 and 2000 census, the population of Manus increased by 32%. With a land area of 2100 square kilometres and a population of 43,387, the crude population density is 21 persons per square kilometre. Manus contributes only 1% to the country's population and 6% to the Islands region's population. It is interesting to note that over 40% of the population is under the age of 15 years, 55% between 15 and 64 years and 3% is over 65 years.

This suggests that Manus has a high fertility population and thus has a high potential for further growth. It has a young population thus a high dependency ratio. It is important that these factors should be noted when it comes to policy making by key players in the development process.

### **1.1.3 The Language**

There are 30 main language groups in the Manus Province. These are the Titan's, the Nyndrou's, Kurti, Kehek, Kele etc.. Approximately half of these languages are in written form. Many of these languages, however, are dialects that could further reduce the number of main languages being used or spoken. It is expected that well over 90% of the people in Manus will have acquired functional literacy and numeracy skills in a language that they speak by the mid century of this millennium.

### **1.1.4 The Economy**

The economic development of Manus before colonisation consists of integrated economic system based on local specialisation. The provision of goods and services produced in the traditional subsistence economy were mainly for survival and surplus for trade within the neighbouring villages.

Today, Manus, like many other parts of PNG; places increasing emphasis on economic development that generate income, provide employment with the intent to improving the livelihood of the people. This knowledge paved the way for the development and promotion of economic resources like cash crops, marine resources, forestry and small-scale entrepreneurs. During the last 10 years, copra, cocoa, rubber, timber, fishing and other cash crops experienced production growth. Commercialisation of marine resources is a lucrative venture attracting considerable interests among the local people.

Manus Province export trade is dominated by primary products in the renewable resources, sector mainly export of logs, beech-de-mer, fish and other marine products, cocoa, vanilla, copra, infant coconut soap and coconut oil products.

The scope and prospects for business investments in Manus will be in the renewable resources in particular tuna industry business and other fisheries development, forestry and agriculture sectors, retailing and merchandising, transport, and hospitality industry.

### **1.1.5 The Culture**

Culturally, pre-colonial Manus like many other parts of PNG have been marked by elaborate and frequent cultural practices such as bride price payment, trade, hereditary ranking ritual and many others. The older system of culture is slowly being replaced through the effect of modernisation. Modern education has helped paved the way for the Manus people to break the bond of traditional culture inequalities to modern system of socialisation.

### **1.1.6 The Government**

The structure of leadership in contemporary Manus society is based on the hereditary or Lapan, which performs political functions with the community at the village level.

As the old political system loses its significance, new system of political development have appeared as a result of modern education. Leaders are elected through democratic processes. Political system which is a modern version of the West Minister system of Government is structured with in-built bureaucratic machinery that ensures checks and balances in the governance of the province.

The Manus Provincial constitution was adopted in 1977 and the Province was divided into 16 electorates with 16 elected members representing each electorate. The Premier of Manus then was elected by the Lapan Assembly until 1992 when the constitution was amended to allow the people to elect the Premier, similar to presidential system of government. With the introduction of the Provincial and Local-level Government Reform in 1996, Manus today is governed by twelve Local-level Governments with an elected heads as the Presidents. The Regional Member in the National Parliament is the Governor for Manus, as well as the Chairman of the Lapan Assembly.

### **1.1.7 Manus Provincial Government**

Like other provinces Manus has a Government of its own headed by the Governor. This Government has fifteen elected members who comprise the provincial assembly. One third of the members form the executive arm of the government referred to as Lapan Cabinet. Each Member of the Cabinet is politically responsible for selected functions of the Public Service in Manus.

Unlike other provinces, Manus is one District and one Province. The concept of "one district and one province" dictates the set up of Local-level Government system. The province has twelve Local-level Governments headed by twelve presidents. The number of Local-level Governments is an issue, which must be addressed. Each Local-level Government is further divided into wards; altogether there are 127 wards manned by ward councillors. The issue is "is Manus over governed and is its system of Local-level Government achieving its objectives in a cost effective way?"

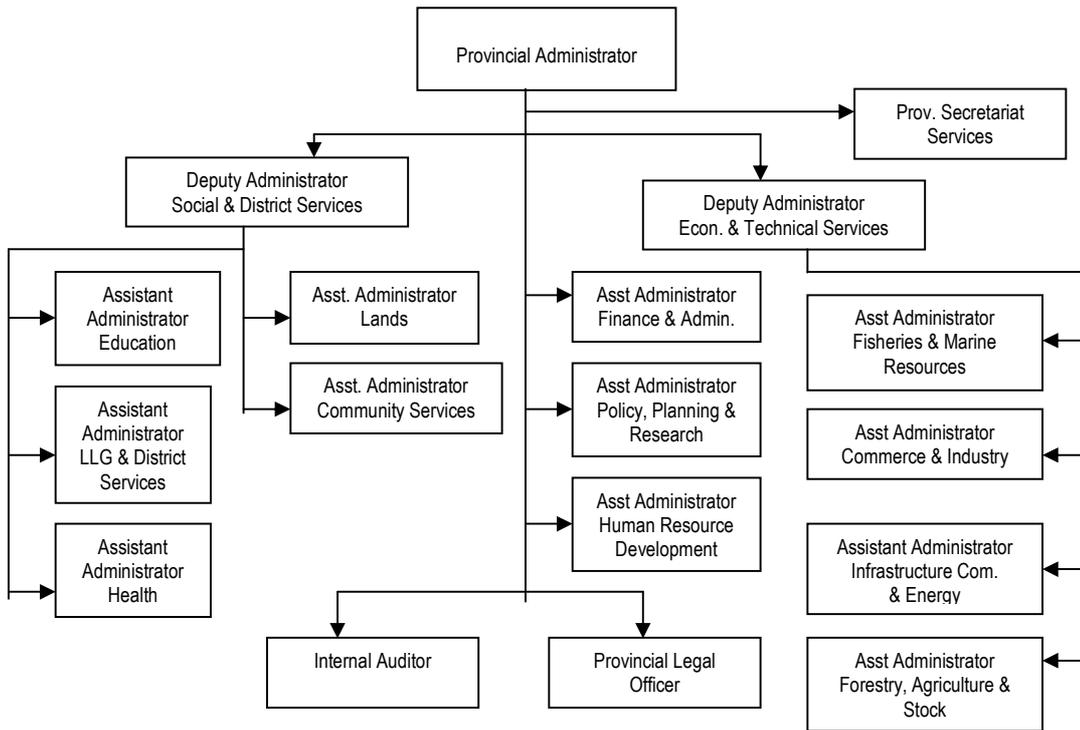
### **1.1.8 Manus Provincial Administration**

Manus Provincial Administration is the implementing arm of the Government. It has a total of 281 officers in the establishment. The Provincial Administrator is the administrative head of the province.

Again, unlike other provinces it does not have District Administrators; instead the Provincial Administrator is assisted by two Deputy Administrators and twelve Assistant Administrators.

The significant issues arising from this situation are the questions of do we have a cost effective service delivery administration, the quantity and quality staff and other bureaucratic factors that become the obstacles to high level performances and quality outputs.

### Administrative Structure - Manus Provincial Administration



### 1.2 Education in Manus

The survival of any society depends upon education. It helps improve the social, political and economic development of the people. It also changes the intellectual attitudes, which effect progress and makes growth possible.

The Manus society has followed the traditional characteristics of social, political and economic development based on the hereditary ranking. This traditional system of development was undercut as a result of colonisation and the introduction of a modern education system. History has shown that education has transformed many societies in Papua New Guinea in many different ways and Manus is no exception.

Education in Manus became a reality after the Second World War. Since then education has grown into an active agent for change, transforming Manus society from the traditional to the modern society it is today. It changes the people and their culture in many different ways.

The content of what is taught in schools, the structural organisation of the education system, the criteria by which pupils are assessed and the fact that young people seem to

cope successfully with the effects of modernisation compared to their traditional past, have been very influential. It has contributed much to the development of Manus from traditional to a modern complex society.

In 1990 and 1991, the Department of Education, with assistance from UNDP and UNESCO, conducted an Education Sector Review. The primary recommendation of the review called for the reform of the education system. This recommendation was based upon an analysis of major issues, which identified some basic weaknesses in the system. The reform involved restructuring of the formal education system from the pre - primary level through to the upper secondary level. The reform is designed to address most of the systemic weaknesses and problem areas identified.

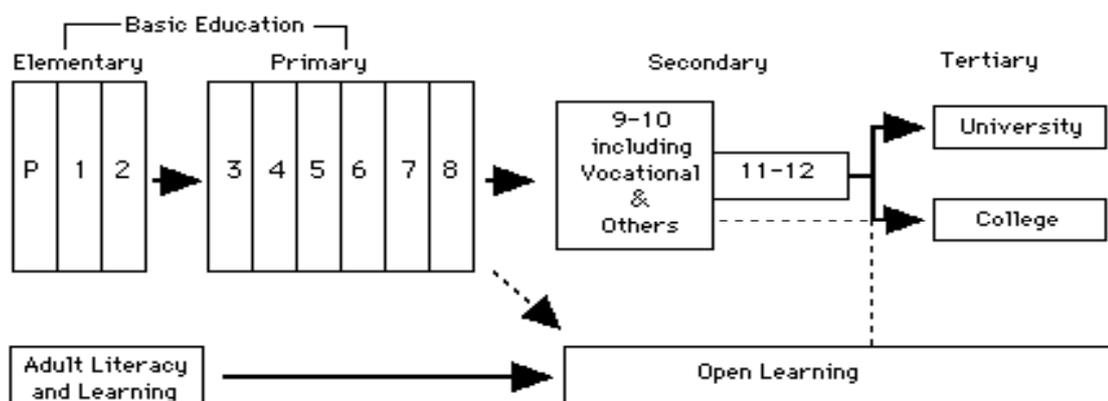
The Manus Provincial Goal of providing Universal Primary Education and Universal Secondary Education will greatly benefit the children of Manus as the province enters the new millennium. Lack of job opportunities must not be used as a reason for not meeting these basic human rights. It is and must always be the Provincial Government responsibility to safeguard that right to education, by providing it to whoever wants it or is ready for it.

In 1999, Manus Province became the first province in Papua New Guinea to experience 100% progression rate from Grade 6 to Grade 7 and Grade 8 to Grade 9. Because of this, Manus was lagging behind other province in terms of higher academic results. Reliable statistics show that a steady growing number of Manus students miss out on opportunities to continue their education and training at higher level.

These students, most of whom Grade 10 leavers, find themselves ill-prepared and are totally alienated from the realities of life back in their respective communities. Hence whilst this Plan sustains the access objectives, equal focus should be given to achieving quality and relevant education. Improving the standards and the relevance of education at all levels of the schools system is paramount to the entire process of human resource development.

It is therefore imperative that the system of education in Manus should respond positively to meeting the basic minimum needs of the Manus people. An education system which will provide opportunities for children returning back home, where creation of employment opportunities in the formal and informal sector of the rural economy is possible, and where practical application of their education and training in real work situation can be made meaningful. Importantly, the people of Manus have the right to the kind of education where useful, life-long skills can be acquired and utilize for the benefit of themselves, the province, and the country as a whole. This must be the main provincial thrust in education.

**Figure 1: Structure of Education**



The structure provides for nine years of basic education (three years elementary and six years primary) and four years of secondary education. Grades 9 and 10, lower secondary have parallel provision for vocational education and college of distance education. Access to basic education is almost 100% although attrition is a worrying factor. Bottleneck is experienced in Grade 11 at around 32%.

### 1.3 Foundations for the Plan

The Manus Education Plan, Sustainability and Self Reliance, 2006-2015 presents the outcomes for education in Manus and the strategies used for achieving them from 2006 - 2015. It builds on the progress made in the first Manus Education Development Plan 1999 - 2004.

The Plan will be implemented over a ten year period, during which a major public sector reform and expenditure control will be exercised across the whole of Government. The Plan will be updated every five years during its lifetime...

The overall objectives of this Plan are consistent with –

- the PNG National Goals and Directive Principles
- the Medium Term Development Goals
- the Goals of Education For All
- the Medium Term Development Strategy, 2005 - 2010
- the Manus Provincial Development Plan, 2004 - 2013
- the Manus Provincial Government Policy Priorities
- the demands by the Manus people as received during the consultative process

#### 1.3.1 National Goals and Directive Principles

The Plan is guided by the National and Directive Principles as established in the Constitution.

##### 1. 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.

**2. 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.

**3. 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.

**4. 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 of us all, and be replenished for the benefit of future generations.

**5. Papua New Guinea ways**

We declare our fifth goal to be to achieve development primarily through the use of Papua New Guineans forms of social, political and economic organizations.

**1.3.2 Medium Term Development Goals**

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

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

In the current economic climate, it is difficult to see how the second of these goals can be achieved within the time frame. However, every effort is being made for children to achieve a primary education.

**1.3.3 Education for all goals**

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

- expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children
- ensuring that by 2015 all children have access to free and compulsory primary education of good quality
- the learning needs of all young people and adults are met through equitable

- access to appropriate learning and life skills programs
- achieving a 50 per cent improvement in levels of adult literacy by 2015
- eliminating gender disparities in education by 2005
- improving all aspects of the quality and excellence of education with measurable learning outcomes

In the current economic climate it is difficult to see how the second of these Education For All goals can be realised within the time frame. However, every effort is being made to give children the opportunity to achieve a primary education. The Plan aims to achieve the fifth of these goals within the timeframe of the Plan as opposed to that stipulated.

#### **1.3.4 Medium Term Development Strategy**

This Plan is in accord with the core development strategy of the *Medium Term Development Strategy, 2005 to 2010* (Department of National Planning and Rural Development, 2004) and consistent with the requirement to empower Papua New Guineans to mobilise their own resources for higher living standards. The *Medium Term Development Strategy* is the government's policy document for development and is a critical policy reference point.

The education sector is part of the mutually supporting sectoral expenditure priorities of the *Medium Term Development Strategy*. In the education sector, basic education is the first priority; vocational and technical training is the second priority, with secondary and tertiary education as third and fourth priorities, respectively. The Strategy states that:

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

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

#### **1.3.5 Manus Provincial Development Plan**

Manus Provincial Government's vision for development is to achieve integral human development through the empowerment of family units to ensure that they become more productive, entrepreneurial and are internationally competitive so that they assume greater ownership, responsibility and accountability for improving and sustaining their quality of life and that of their communities.

Manus Provincial Government's development mission is to direct and monitor the quality of life of the Manus family units in their communities and to promote, encourage and sustain development conditions and services at an acceptable and affordable level through proactive and quality services delivery systems.

Manus Provincial Government's development goal is to improve and sustain the quality of life of all Manus families through a proactive, efficient and effective government and public goods and services delivery system.

Manus Provincial Government's development objective is to improve the human development index rating for Manus Province and District from the current level to be compatible with regionally competitive human development index by the end of the Plan period.

In order to achieve the stated vision and mission the Manus Provincial Government's development strategy is to maintain the investment of its scarce resources on education and human resources development to produce a highly educated, productive, entrepreneurial and internationally competitive labour force. Moreover, increase its investment in the economic sector to expand its internal revenue base and increase much needed internally generated revenue to meet the growing cost of social services.

#### **1.3.6 Manus Provincial Government Policy Priorities**

Manus Provincial Government's Seven Development Priority areas are: Economy, Infrastructure, Fisheries and Primary Industry, Human Resources and Social Services, Desirable Values, Environment and Governance.

1. *Revenue Generation (money)* - meaning ways of raising more money and wise use of money.
2. *Infrastructure (Transport, communication, energy, shelter and water)* - meaning improved land, sea and air transport facilities and services, improved radio, telephone and postal services, sustainable and affordable energy, improved housing, adequate and accessible supply of safe water.
3. *Fisheries and Primary Industry (food and land)* - meaning sustainable supply of quality food and proper land management and utilisation.
4. *Human Resources (population) and Social Services (education and health)* - meaning accessibility and quality education; healthy person, family and community.
5. *Desirable Values (spiritual development, peace and harmony, and family life)* - meaning self realisation for the purpose of living; self respect and respect for others culture and people; responsible and happy family. WE dream of everyone living in peace and harmony with each other as a family united in one land and sea boundary.
6. *Environment* – meaning ensuring that development initiatives and interventions are not only economically viable and socially desirable but also environmentally sustainable for the present as well as for the future generations of the people of Manus.

7. *Governance* – meaning governments and institutions of government's recognition that governments are founded on the will of the people, must be politically participatory, transparent and operating within the Organic Law on Provincial Government and Local-level Governments and the Constitution.

### **1.3.7 Guiding Policy Principles**

The MPDP revolves around three development and policy principles: the Integral Human Development policy, Sustainability policy and Self Reliance.

The policy of IHD has been a guiding development principle and remains as the key pillar to guide the development process in the Manus Province. This plan further recognises that the sustainability policy becomes a second key pillar for the purpose of sustaining the process of development and as well as for improving the quantity and quality of services currently given to our people. Finally the Plan is guided by the principle of self-reliance at the individual, family, village, community, electorate and provincial levels.

## **1.4 The Mission of the Department of Education**

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

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

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

However, whilst this Plan has desirable policy objectives, the success of its implementations is very much determined by the level of funds made available by the Provincial Government, National Government, donor agencies, Local-level Governments as well as the wards.

## **1.5 Consultative Process**

Consistent with the National Education Plan, 2005 - 2014, all provinces, including Manus were tasked to develop their own plans. The Manus Education Plan (2006 - 2015) builds on the progress made from 1999 to 2004 Plan but focuses more on emerging issues, strategies and outcomes, bearing in mind that Manus is part of Papua New Guinea but apart from it.

First we applaud and acknowledge the good work of the Manus Education Plan Steering Committee, under the Chairmanship of Dr. Gabriel Kulwaum. This committee played a pivotal role in discussing the outcomes, strategies and activities that are to be achieved through education objectives in the province.

Secondly the Steering Committee had been instrumental in laying the foundations of talks and deliberations with other major stakeholders in education, including schools, parents, teachers, governments, women's groups and non government organisations. Support has been overwhelming as a matter of fact.

Two sub-committees were formed to support the work of the Steering Committee. The Planning Team and the Writing Team were formed but later amalgamated into one; headed by Mr Pompiran Kuyei, LM, as Chairman. We also acknowledged the untiring efforts of Mr Harry Muru, who for the most part, collected and collated all statistical data, including the writing ups of the Elementary and Primary sections of the Plan.

Consultations were done by series of Steering Committee meetings, which discussed and analysed the findings. These were presented to the Manus Provincial Education Board, which further discussed the drafts and subsequently gave its approval.

However, we recognise the dilemmas in the writing up of the Plan; its implementation, monitoring, review and evaluation. Hence, the question of appropriate approaches must not be undermined. Should our approaches be global, or national, provincial, or Local-level Government, community, or ward, family, or individual, top down, or bottom up, centralised or decentralised or should it be a combinations of all these.

Further the Plan also recognises the ownership and partnership issues, in the planning, implementation, monitoring, review and evaluation processes. And will these processes be cost effective, so to speak.

## **1.6 Social Issues**

Major social issues of various forms and kinds affect the general well being of our people, thus education has an important role to play in addressing these. It is to be hoped therefore that this Plan will find ways, with the support of the line agencies, community and other stakeholders to reduce these, if not, eradicate these ills from the society so that our people live in peace and harmony.

Integral Human Development shall remain our guiding principle of development. It is no doubt the most sustainable and forward-looking principal of development. It means that every person becomes 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.

### **1.6.1 Health**

In Manus, we dream of every man, woman and child to have access to basic health care. People must have the right to healthy life, which includes the provision of clean water, nutritious diet, immunization programmes, family

planning, sanitation, shelter and local health services. This means the Manus Provincial Government is to sustain, improve on and promote the quality and delivery of both the primary and secondary health care in the province.

It will also promote healthy living for individuals, families and communities and attain expectancy birth rate, moderate to those of the South Pacific Island Nation States.

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

The reform curriculum will provide students with the opportunity to take responsibility for their health using various preventive measures. Formal health education begins at the elementary level where children learn about such things as washing hands, cleaning teeth, healthy foods and safe behaviours. At the primary level the personal development curriculum enables students to consider personal and community health and concerns such as the effects of family size, use of drugs and making informed choices. Personal development is an essential aspect of the secondary school curriculum and students are engaged in an in-depth study of health matters.

### **1.6.2 HIV/AIDS**

It is sad, but true that one of the greatest challenges to the health of the province and the nation is HIV/AIDS. Since it was first identified in 1987, it is spreading rapidly and is a major cause of deaths. HIV/AIDS has a major social and economic implications for our nation. It is mainly affecting young, sexually active adults of both sexes who belong to the most economically productive age groups. The prevention, control and treatment of HIV/AIDS are inadequate and that these will remain so for some time.

An HIV/AIDS policy for education is an essential way of demonstrating the commitment education has to educating its employees and young people about this disease. This policy will be developed in the immediate future and implemented as a matter of urgency.

### **1.6.3 Alcohol and Drug Abuse**

Another challenge to the health of our province and the nation is the emergence of illegal drug use, particularly among our young people. The United Nations Office on Drugs and Crime reports that drug abuse has significantly risen in Papua New Guinea with the main concern being cannabis. The use of marijuana is also influenced by its fairly easy access and availability due to perhaps shipping movements from mainland New Guinea ports of Madang and Lae. Other reported drug use includes inhalants such as 'steam' and commercially made yeasts, which are readily available in shops.

#### **1.6.4 Law and Order**

The issues that underlie Manus and Papua New Guinea's law and order problems are very complex and thus cannot be attributed to any one factor. The main victims of crime and violence are the weakest and most vulnerable groups in our community and a disproportionate number of these victims are women and girls. Many young people feel excluded from formal job opportunities and thus resort to criminal activities of all sorts.

Learning how to be responsible for our own behaviour is an important part of education, at home and at school. It is only appropriate therefore that parents become more responsible for their children's behaviour as this is an essential part of family life. Children need good role models and parents and teachers have important roles to play with regard to discipline. It is true that when children are able to take responsibility for their actions they behave properly, show respect for others and live peacefully together.

Like many other communities, the families in Manus are being challenged by the social ills in the communities. The number of these social problems such as customary adoption, juvenile offenders, wife and child maintenance, marriage counselling and desertions, alcohol and drug abuse, family disharmony and low status of women in the community are apparent. This may suggest that there is an increasing trend of these problems in communities but statistics are not available to verify these.

However, whilst the population has increased, the incidence of crime within the community has decreased, implying that Manus has become a more peaceful and harmonious place to live in. Offences, if any, the rate is probably higher in the urban areas than in the rural areas of the province and the mix of offences are also different. However, there are no readily available statistics to support this proposition.

It has not been possible to compare the mix and incidents of crimes in Manus with other provinces in the country; however, it is generally acknowledged that Manus is relatively safe and secure province. There are several reasons for this, critical amongst these, is its relatively small population with closed communities, and its isolation from other provinces in the country. It is a challenge to every Manusians to maintain this perception for the benefit of the entire population, now and in the future.

#### **1.6.5 Population**

Manus Province has been experiencing population growth and change over the census periods. The average annual growth rate from 1990 - 2000 was 2.8%. Between 1980 and 1990 census, the average annual growth rate was 2.4% and for the 20 year period, 1980 - 2000, it was 2.6%, thus between these census, the population of Manus increased by 32%.

Manus Province has a land area of 2,500 square kilometres and a population of 43,387. The crude population density is 21 persons per square kilometres. The arable land (useful for agriculture) is 203 square kilometres. With a population of 43,387 in year 2000, the physiological population density was about 214, an increase of 52 from the 1990 census. The 1980 census population density based on arable land was 128 persons per square kilometres, an increase of 86 persons in the last 20 years. This population density is the highest in Papua New Guinea and strongly indicates that tremendous population pressure is being exerted on the usage of arable land.

The Census 2000 in Manus shows that there are more males than females. About 51% of the population are males, representing 107 males to every 100 females. It is interesting to note that over 40% of the population is under the age of 15 years, aged between 15 and 64 is 55% and aged 65 and over is 3%. This also suggests that Manus has a high fertility population.

Table 1: Manus population by age, 2006 to 2015

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
6 yr	1487	1526	1566	1606	1648	1691	1735	1780	1826	1874
7 yr	1449	1487	1526	1566	1606	1648	1691	1735	1780	1826
8 yr	1413	1449	1487	1526	1566	1606	1648	1691	1735	1780
9 yr	1377	1413	1449	1487	1526	1566	1606	1648	1691	1735
10 yr	1342	1377	1413	1449	1487	1526	1566	1606	1648	1691
11 yr	1308	1342	1377	1413	1449	1487	1526	1566	1606	1648
12 yr	1275	1308	1342	1377	1413	1449	1487	1526	1566	1606
13 yr	1243	1275	1308	1342	1377	1413	1449	1487	1526	1566
14 yr	1211	1243	1275	1308	1342	1377	1413	1449	1487	1526
15 yr	1180	1211	1243	1275	1308	1342	1377	1413	1449	1487
16 yr	1153	1180	1211	1243	1275	1308	1342	1377	1413	1449
17 yr	1124	1153	1180	1211	1243	1275	1308	1342	1377	1413
18 yr	1096	1124	1153	1180	1211	1243	1275	1308	1342	1377

This population has a high potential for future growth. It can also be noted that Manus has a young population thus a high dependency ratio. These factors should be noted when it comes to policy making by players in the development process.

Hence in every population, some depend on others for daily living, and Manus is no exception. Manus has 81 people in the dependent ages for every 100 people of working age. From Census 2000 it shows that 56% of the population are married. The same indicates that more women are married than men being 56% and 54 % respectively. It is also interesting to note that the average age at first marriage for the population in Manus is 25 years. Men marry at older ages than women, at 27 and 23 years respectively.

## 1.7 Overview of the Plan

This Plan sets out in general the vision and the goals of the Manus Provincial Government towards the development and delivery of education services in the province for the next

ten years. The Plan also provides statistical information on student enrolment, the staffing needs and where required, the cost involved. It also includes the actual implementation schedules for a ten year period.

### **1.7.1 Access**

The province has enjoyed a reasonable success rate in terms of access. It is one of the few provinces that can proudly claim to have achieved 100% Universal Primary Education. In line with the need to provide education for all, the principal objective in the elementary education sector will be to sustain and improve the existing schools in terms of infrastructure, integrated curriculum, based on the child's own culture and community values, literacy, numeracy, ethics and morality. Elementary teachers will be trained through a programme consisting of three phases and internships. A system of supervision will be developed and trainers will be encouraged to visit schools on regular basis. There are 108 elementary schools that have already been established with a total of 210 teaching positions. A total of 3416 students are enrolled at present.

In the primary sector, all children will be encouraged to complete six years of basic primary education. As this may be the only formal education for many students, it must provide them skills needed to become productive members of their respective communities. By the end of the Plan period enrolment will have increased to 9205. Gender equity in all grades in primary schools will improve to at least 50/50 or better, in favour of girls. It is also envisaged that retention at all grades will also be improved to 90-100%. There are 79 primary schools in the province with 370 teaching positions, but we are mindful of the inclusion of SDA schools into the unified education system.

In secondary education there will be moderate expansion in order to maintain or improve government objectives regarding transition between Grades 8 and 9, and then Grades 10 and 11. In this regard, Manus has performed extremely well in that 65% and 25% proceed into Grades 9 and 11 respectively each year.

Emphasis therefore will be placed on quality, with the development of new curriculum and the provision of teacher upgrading and training. Parents will be required to make significant contribution towards the cost in this sector through the normal school fee policy. There will be no new secondary school established within the Plan period, however.

Major shifts in policy will be made in the vocational sector with maximum length full time course being set at one year. Greater emphasis will be placed on short courses designed for the community. The catalyst for such change will be a new form of subsidy for post primary students, including students in vocational centres. To make maximum use of resources, there will be only one centre for both boys and girls, preferably built in a new location.

Course content will be reviewed to include simple village technology skills that are conducive to generating growth in the rural economy. Entries to vocational centre

will be at Grade 8 and above level and that every effort should be made to bring some status back to vocational centres to uplift its prominence.

Opportunities for flexible, open and distance education will be enhanced to provide alternative and comparable pathways for students and adults to complete their education to Grade 12 level. New registered study centres will be established in selected areas in the province to cater for the rural population. Course materials will also be reviewed and the entire centre will undergo a major rehabilitation and refurbishment programme.

### **1.7.2 Quality**

In the past it was evident that emphasis was placed more on quantity rather than quality. Issues of curriculum, curriculum relevance and teacher education and training have been critical to the quality of education provided. In the Manus context quality is defined as improving the standards of education at all levels and more specifically, to maintain or improve student academic performance at an acceptable level in English, Mathematics, Science and Social Science.

Specific programmes will be developed to upgrade teacher's academic qualifications as well as improving their professional skills and competence. Provision of adequate supply of quality materials is also crucial in raising the standards and improving the quality of education in the province. Adequate materials and equipment of reasonable quality will be acquired to resource schools throughout the province.

Further, the provision of staff development will be given prominence through the inspectorial system. All attempts and efforts will be made to support inspectors to carry out visits to schools, preferably three times a year to assess and appraise teachers, thus quality control. Inspector's role is crucial in determining the effectiveness of the teaching and learning processes in the school system.

In the vocational sector, course content will be reviewed to include simple village technology skills that are conducive to generating growth in the rural economy. Facilities will also be upgraded to offer advance courses in response to meeting local demand for skilled and semi-skilled workforce.

### **1.7.3 Finance and Management**

Manus has just one District and 12 established Local-level Governments. Policy and the general direction of education in the province will be determined and formulated by the Provincial Education Board in full consultation with the Provincial Administrator and the Provincial Executive Council. Where and when necessary, Local-level Governments will be responsible for the initial planning and development of basic education services in their respective areas.

Development of programmes designed to facilitate delivery of education services at the Local-level Government level will be the responsibility of that Local-level Government.

The Provincial Education Board will advise the Provincial Government on all matters pertaining to education. The Provincial Education Board and the Division of Education, in all endeavours will secure sufficient funding for the implementation of the Provincial Education Plan. They will also coordinate and arbitrate on the allocation of resources across all Local-level Governments to ensure equity, in the distribution of education services throughout the province.

A major task of the Provincial Education Board will be to ensure effective supervision of the implementation of the Provincial Education Plan. This includes monitoring, review and evaluation of the Plan.

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

### **Section 1: Introduction**

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

### **Section 2: Our vision 2006-2015**

This section outlines the visions for education by sector.

### **Section 3: Situational analysis**

This section outlines the progress made since the last Manus Provincial Education Plan, 1999 - 2004 and identifies the key challenges still ahead in each sector. The section considers the following sectors of education: elementary education, primary education, secondary education, vocational education, and flexible open distance education and the administration of the lot. Each of these sector is first defined and then an analysis follows, using the following strategic problem areas as organizational headings, viz; access, quality and management.

### **Section 4: The Plan for education 2006-2015**

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

- An **outcome** identifies in broad terms the planned destination or end points that the system aims to achieve.
- A **major outcome** is the end point to be achieved at the end of this ten year Plan.
- A **minor outcome** is a point that has to be achieved on the way to accomplishing the major outcome.

- The **strategies** describe the broad means of how the minor outcome will be achieved.
- The **activities** will collectively contribute to the successful implementation of the strategy.

The responsibilities of the major stakeholders are outlined at the end of each sector.

Targets to be achieved during the life of the Plan are identified in the boxes under the corresponding text for each sector. Performance measures for each of these targets are identified in Section 7: Monitoring and Evaluating the Plan.

### **Section 5: Implementing the Plan**

This section outlines how the Plan will be implemented and provides an implementation timeline of the strategies and activities.

### **Section 6: Financing the Plan**

This section considers the financial implications of the Plan.

### **Section 7: Monitoring and Evaluating the Plan**

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



*Section 2*

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**OUR VISION  
2006 - 2015**

# Our Vision

## National

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.

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## Provincial

A Healthy Population and a Literate Society for Manus

The Provincial Vision is to create a healthy population and a literate society for Manus. The integral human development as depicted in the above vision is consistent with the National Constitution, and the Philosophy of Education.

In fulfilling the above vision,

- we will provide basic schooling for all children in the province
  - we will facilitate and promote integral development of every individual in Manus
  - we will develop and encourage an education system that satisfies the needs and aspirations of the Manus people
  - we will make education accessible to the less privileged, the minority groups, and to those who are physically, mentally and socially handicapped, or are marginally disadvantaged
  - we will provide opportunities for children returning back home to be gainfully employed, or pursue other available means to access themselves to further training and education at advance level
  - we will identify manpower development needs in the province, and provide the level of education and training appropriate to meeting those needs
-

# Basic Education

## National

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

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

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## Provincial

Our enabling objectives are:

### Elementary

- all six year old children will have access to formal education
- children must be fluent in their local vernacular
- children will develop competency in basic literacy and numeracy

### Primary

- covers six years of schooling from Grade 3 to Grade 8
  - maintain the goal of Universal Primary Education at 100%
  - achieve 90 - 100% retention rate
  - improve gender equity to at least 50 - 50
  - provide adequate supply of curriculum materials
  - improve school infrastructure and facilities
  - upgrade academic performance
  - provide appropriate skills to school leavers
-

# Post-Primary Education

## Secondary education

### National

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

### Provincial

Our enabling objectives are -

- increase but control enrolment in secondary schools
  - improve retention rate to at least 90%
  - achieve gender equity of 50-50 or better in favour of girls
  - improve academic performance
  - improve infrastructure and facilities
  - provide appropriate skills to school leavers
  - encourage self-reliance in schools
  - up-grade teacher qualification and competencies
- 

## Vocational education

### National

The education and training needs of the immediate community are catered for by vocational education institutions offering appropriate and relevant courses of varying lengths and giving priority to those students, who have completed Grade 8.

### Provincial

Our enabling objectives are -

- enrol students from post primary level
  - develop courses to meet community needs
  - review courses to reflect simple village technology skills
  - courses will be of one year duration
  - prepare students for skilled and semi-skilled workforce
  - improve gender equity to at least 50-50
  - improve infrastructure and facilities
  - relocate the centre to a new location
-

## **Flexible, open and distance education**

### **National**

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

### **Provincial**

Our enabling objectives are -

- improve and strengthen the work of Flexible, Open and distance education and study facilities
  - provide wide range of academic as well as vocational skills at different levels
  - increase opportunities for out of school youths to further their education to grade 10 and 12 level
  - equip out of school youths with useful skills for community living
  - increase opportunities for grade 12 leavers to matriculation level
  - prepare students academically for further education and training at advance level
  - support further training of teachers and education officers through the provision of open learning opportunities
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*Section 3*

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**SITUATIONAL ANALYSIS**

## Situational Analysis

A number of documents were used as reference prior to the development of this Plan. These include the National Plan for Education 2005 - 2014, the Manus Education Plan 1999 - 2004 and the Manus Development Plan 2004 - 2013. Critical among these the Steering Committee reviewed the policies, goals and objectives of education in the province. New benchmarks and targets were established but we are mindful of the scarce financial resources that may affect the implementation process.

In the main this Plan articulates the dreams of our people for the future and their dreams and needs for education for the next ten years. This Plan provides the guidelines for effective mobilisation, good use and management of our scarce human, economic and technical resources. It helps us to prioritise when these needs are to be realised, who is to benefit from it and when these should happen. We make reference to base line data, population growth and other social indices that will set our course for the future. We have taken the approach of where we are now, and where we want to be in the future.

In general terms Manus has performed extremely well in the implementation of the reform agenda over the last five years. Amongst our successes we have:

- established 108 elementary schools in all twelve Local-level Government areas
- converted 61 community schools to primary school status
- established two secondary schools in the province
- phased out Grades 7 and 8 from high schools
- trained 191 elementary teachers throughout the province
- provided education opportunities to all children in the province
- solicited community support for and ownership of schools
- phased out Grades 1 and 2 from the old structure
- provided financial support to all schools by way of subsidizing fees
- increased enrolments at all levels of schooling
- introduced the new reform curriculum
- improved gender balance in all grades
- strengthened capacity building in all schools
- encouraged the concept of self-reliance
- reduced bottlenecks in Grades 9 and 11 to 60% and 25% respectively
- upgraded teachers qualifications through Diploma in Primary Education (In Service) programmes
- implemented all approved teacher training programmes

Despite these successes there is still much to be done. The following remain our challenges for the future, thus –

- improve the quality and standards of education in the province
- upgrade teachers qualifications, particularly for teachers at Grades 7 and 8 and Grades 11 and 12 levels
- develop and produce local curriculum and materials
- improve the retention rates at all levels

- improve school facilities and infrastructure
- increase enrolments in vocational centres
- provide relevant and appropriate skills training in vocational centres
- increase female participation in vocational centres
- give status to vocational education and training
- strengthen the work of Flexible Open and Distance Education.

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## **Elementary education**

### **Definition**

Elementary education is the first stage of formal education. It consists of Elementary Preparatory, Elementary Grade 1 and Elementary Grade 2 in the language of the child's community. These three years of education prepare a child for entry into primary school at Grade 3.

### **Access**

In 1997, fourteen elementary schools were established. Since then all Local-level Government areas have established elementary schools, totalling 108 to date. It is envisaged that five more elementary schools will be established by 2008, bringing the number to 113. Enrolment has risen to about 3500. Female participation is 48% of the total enrolment. This is close to being consistent with the percentage of girls in the population at large. A total of 191 teachers are employed in these schools.

Support for elementary education is evident throughout the province. Land has been made available and the communities at large provide free labour and are supportive throughout. These schools will remain feeder schools for primary schools, within designated clusters.

### **Quality**

A mixed mode teacher training programme has been designed and implemented. This programme leads to the Certificate in Elementary Teaching awarded by Papua New Guinea Education Institute. The three year programme has three components, namely Trainer Directed Training, Self Instructional Units and Supervised Teaching.

A total of four elementary trainers have been trained, and awarded a Certificate of Elementary Teacher Training from Papua New Guinea Education Institute. They deliver training programmes at the provincial level.

Communities select their own teachers, using guidelines established by the Department of Education. A total of 191 teachers have been trained or are in training, 83 of these have graduated. Selection entry for elementary teachers is Grade 10 level. The ratio of males to females is around 52:48, slightly in favour of males.

A vernacular language chosen by the community is the language of instruction. Tok pisin is used in urban schools. Orthographies have been developed in five major language groups, out of about 30 in the province. Elementary curriculum is inclusive featuring culture and community, cultural mathematics and language. Elementary teachers use self-paced, in-service units that give them background knowledge and strategies to support their teaching. An inspection system has been

established with one inspector in the province.

Ratings of elementary teachers are carried out regionally. All trainers in the province support the work of the inspector and until such time as an appropriate model is established elementary inspections will continue to use the primary model.

### **Management**

Elementary schools are organized around the primary schools that will accept their children into Grade 3. These are known as clusters of schools. The community through an established Board of Management is responsible for the construction, maintenance and management of school buildings. School subsidies are provided to all elementary schools in the province. The present system of subsidies per capita benefits the large schools in the urban centres because of their greater buying power and low transport costs.

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## **Primary education**

### **Definition**

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

### **Access**

Since 1997, developments at the primary level have focused on the restructuring of the primary schools. This involved the relocation of Grade 1 and 2 classes from community schools to elementary schools, and the establishment of Grade 7 and 8 classes in primary schools. Grades 1 and 2 enrolments in the community schools did not decline as rapidly as expected following the introduction of elementary schools.

Overall enrolments in the primary sector have increased by some 25% between 1997 and 2003. To date 61 community schools out of 78 have been converted to primary schools. The remaining 17 schools will not enrol upper primary school classes due to low enrolments and irregular enrolment pattern. They will remain as feeder schools to designated primary schools in Local-level Government areas. Grades 7 and 8 classes have been phased out completely from the high schools. As a consequence of the reform, the percentage of children passing from Grade 6 to Grade 7 and Grade 7 to Grade 8 has risen to almost 100%. The ratio of boys to girls has also improved to 50:50. However, the retention rate from Grade 3 to 8 remains a problem with school fees being a key contributory factor to children dropping out of school.

The infrastructure needs of the schools did not keep pace within this period of rapid change. Infrastructure development in this sector has been characterised by a substantial degree of poor support from local communities. The problem in recent years has been one of a lack of funding received by Local-level Governments to allow them to adequately maintain and develop new infrastructure for their schools, and this will remain so for some time, given the province's financial situation. In some schools maintenance and repair works have not been carried out regularly.

### **Quality**

The lower and upper primary curriculum have both been reformed, distributed and are being implemented in schools, although it would be ideal if teachers are in-serviced on the use of these materials. Self-paced in-service units give teachers the background knowledge and strategies to

support them to teach the new syllabuses.

The reform curriculum is inclusive and has taken account of gender policy. The subjects taught in primary schools are shown in the table below.

Table 2: Lower and upper primary teaching subjects

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

The Social Science component includes aspects of civics, nation building, ethics and values. The Health and Personal Development components consider discipline, relationships, nutrition and personal and community health.

In the lower primary sector, the lack of local language teachers, for the most part, have caused problems in bridging from vernacular language to English at Grade 3. Emphasis should be placed on bridging in future. Further funding constraints have restricted school inspectors from making regular visits to schools.

A national Certificate of Basic Education examination is conducted for all Grade 8 students in primary schools. This examination is set nationally and administered provincially. Results are used to determine entry into Grade 9.

### **Management**

In general, management at the school level is satisfactory, but there are rooms for improvement. The communities, via their respective Boards of Management keep an inventory of school assets and stock. Financial management is generally sound. Many Boards of Management contribute well towards the construction and maintenance of school classrooms, teachers' houses and other school facilities. While this is so, much remains to be done to provide the support required to ensure that the general well-being and welfare of teachers are maintained.

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## **Secondary education**

### **Definition**

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

### **Access**

The phasing out of Grades 7 and 8 classes from secondary schools was completed in 2003. As a result, enrolments in Grades 9 and 10 had increased significantly. To control overcrowding however, Grade 8 selection system was introduced in 2004.

The selection was based on academic merits and allowed only 65% access to Grade 9 in secondary schools. There are four secondary schools in the province with around 600 students in Grade 9 each year. Papitalai and Manus are classified as upper secondary schools in the province.

The transition rate from Grade 10 to 11 is around 25%, which is about the national average, and the male/female ratio is at 60:40 in favour of boys. Attrition remains a problem with 10% dropping out between Grades 9 and 10 and 3% between Grades 11 and 12. This is often due to increasing school fees. Some school leavers are enrolling at the College of Distance Education for subject upgrades.

### **Quality**

The secondary curriculum has remained unchanged for a long time, but it is being reviewed at the moment. In the mean time, some schools have initiated school-based curriculum development in both the lower and upper secondary grades. This requires quality control as it can compromise standards. Over the years Manus secondary schools have performed poorly in both the Grade 10 and 12 examinations and this is a major concern to parents and other stakeholders. An investigation is being carried out to establish the reasons why this is the case.

The rapid increase in enrolments in Grades 11 and 12 has resulted in a serious shortage of trained and qualified teachers, particularly in science, mathematics and social sciences. In addition, poor teacher attitudes coupled with a lack of commitment have seriously affected the quality of education in the secondary schools. A lack of funding has restricted efforts to upgrade teacher's knowledge and competencies in their subject fields. This remains the responsibility of the Department of Education.

### **Management**

The management of secondary schools is the responsibility of the Boards of Governors. This includes the care and maintenance of facilities and assets. Apart from ECOM High School, all schools are in dire need of urgent repair work and rehabilitation. In 2005, three of the four secondary schools benefited from AusAID assistance under the Manus Schools Upgrading Project. This project entails the rehabilitation and refurbishment of school buildings and facilities to the tune of K6.5million. Bundrahei High School has been transferred over to the Seventh Day Adventist Church to manage and maintain the facilities, currently in a poor state of repair, amid increasing law and order concerns in the area.

The selection of Grade 9 students is the responsibility of the province, while Grade 11 selection is carried out by the Department of Education. Like many other provinces, the actual number of students enrolled in Grade 11 frequently exceeds the numbers selected nationally.

The continual changing of policies regarding school fee subsidies has caused fluctuating levels of school fees. This has caused considerable problems to parents. To ease the problem, parents in Manus are given nine months to complete the fees, rather than have to make one payment at the beginning of the school year. School fees can be paid in cash or kind.

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## **Vocational education**

### **Definition**

Vocational education is a skills-oriented education offered primarily to students completing Grade 8, others dropping out from post primary institutions and the wider community. The Manus vocational education and training centre programmes are designed to provide skills that are relevant for community development and for preparing individuals for meaningful and peaceful co-existence with others.

### **Access**

The education reform process has resulted in a growing number of students exiting after Grade 8 and Grade 10. There is a growing demand from these graduates for further training opportunities. In addition, there is an increasing awareness of the need for relevant skills training and development for the wider community. The truth is that existing vocational centres in the province, the Manus Training Centre and Bundralis Girls' Vocational Centre are only providing limited provision for these needs.

Over the last ten years, these centres have experienced little real growth in student enrolment. This is due to many factors; critical among these are the perceived universal secondary education, run down facilities, irrelevant courses, poor management, a lack of community and government support and a low status. The current annual enrolment is less than 100 each year with a resultant very low instructor-student ratio.

### **Quality**

Two-year trade programmes are being offered but the syllabuses and the curriculum are outdated. It is imperative that course content be reviewed to include simple village technology skills that are conducive to generating income and growth in the rural economy. The province will need to consolidate efforts of the centres to provide increased opportunities for school leavers. Short extension courses in relevant and appropriate trade and skills areas will be developed to meet immediate local needs.

Teacher absenteeism is a serious cause of concern that affects the teaching and learning process. Classrooms and facilities have aged to a point where they no longer provide a conducive learning environment. Provincial support, apart from the provision of subsidies has not been good at all. Ideally, a new vocational centre should be established rather than attempt to maintain and rehabilitate the existing two.

### **Management**

The Boards of Management are responsible and accountable for all school finances, plants and assets. Proper stock control and accounting procedures had not been followed and adhered to. The two centres have lacked proper management, accountability and their businesses are not being transparently administered. Staff management and supervision at the centres have remained loose and staff relationships have yet to improve despite numerous directives. Both centres have lacked direction, guidance and proper management skills.

## Flexible, open and distance education

The Flexible Open and Distance Education Provincial Centre in Manus offers distance education at secondary and matriculation levels. Over the last fifteen years the centre has experienced a large drop in enrolment due to relatively poor management.

### Definition

Distance education offers courses at secondary and matriculation levels and will allow for articulation into formal education system.

### Access

Over the last ten years or so the Manus Provincial Centre has experienced a large drop in enrolment due to poor management and administration. This has improved recently with a change in management. Matriculation courses are being offered for the first time in 2005.

Table 3: Student's enrolments and by grades, 2005

Grade	Male	Female	Total
7	13	8	21
8	13	8	21
9	80	54	134
10	96	63	159
*11	37	20	57
<b>Total</b>	<b>227</b>	<b>153</b>	<b>380</b>

It is envisaged that enrolment will increase in the second semester and beyond. Subject enrolments are also on the increase.

Table 4: Subject Enrolment, 2005

Subject	Gr.7	Gr.8	Gr.9	Gr.10	Gr.11&12	Total
English	8	7	63	111		189
Maths	13	15				28
Pr. Maths			33	25		58
Formal Maths			67	65		132
Science	0	1				01
Environmental Studies			4	16		20
Social Science	1	1	7	20		29
Commerce	2	0	4	15		21
Basic English					6	06
Basic Maths					8	08
English 1					21	21
Maths 1					17	17
English 2						
Maths 2						
History					2	2
Biology						
Chemistry					1	1
Physics					1	1
Geography					1	1
Economics						
<b>Total</b>	<b>24</b>	<b>24</b>	<b>178</b>	<b>252</b>	<b>57</b>	<b>535</b>

### **Quality**

The curriculum has remained unchanged for a long time, but will be reviewed to be consistent with the national curriculum. The examinations sat by distance education students will be the same as those sat by the students in the formal education system. Links between the provincial centres and headquarters will be further strengthened.

Students who choose to do any part of their secondary education through distance education mode should be able to transfer to the formal education system and vice versa. There will also be further adult education and short technical and vocational education courses developed.

### **Management**

The concept of distance education will be changed to flexible, open and distance education. It will be reviewed and restructured nationally in 2005. The curriculum and assessment procedures will also be reviewed which will require training for staff in curriculum design and assessments.

It is also anticipated that teachers will upgrade through training programmes using distance education. In essence all provincial centres will offer educational programmes that will maximise choice and flexibility in study pathways using the national curriculum.

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## **Administration of education**

### **Definition**

Administration of education involves all of the systems, people and processes that support the delivery of education and training at the national, provincial, Local-level Government and school levels.

### **Organisation improvement**

Manus welcomed the education reform, and has worked hard towards the realisation of its goals and objectives within the limits of resources available. Since implementing the education reform in 1997, the province has enjoyed a reasonable success rate in terms of access. Whilst the Five Year Development Plan 1999 - 2004 sustained the access objectives, it failed in achieving quality education, improving the retention rate at all levels and equipped children with the necessary skills, knowledge and attitudes required to live productive lives in their communities. This should be the main focus of the new Plan.

Focus now and later will be directed towards developing an education system that responds positively to the basic minimum needs of the Manus people. An education system which will provide opportunities for children returning home, where the creation of employment opportunities in the formal and informal sector of the rural economy is possible, and where practical application of their education and training in real work situation can be made meaningful. Importantly, the people of Manus must have the right to the kind of education where useful, life-long skills can be acquired and utilized for the benefits of themselves, the province and the country as a whole.

Among others, a number of challenges facing the education sector in this Plan period include:

- sustaining the access objectives in all levels of schools in the province

- improving the standard of education through the provision of relevant quality education
- improving the retention rate to 90-100% at primary schools
- sustaining the transition rate at 60-70% from Grade 8 to 9
- sustaining the transition rate at 30-40% from Grade 10 to 11
- helping all students achieve their personal individual goals
- assisting school leavers with appropriate and relevant skills, knowledge and attitudes for their return to the community
- upgrading and improving academic performance to equal national average or better
- achieving gender equity
- upgrading teachers qualifications through the provision of in-service training
- increasing opportunities for school leavers to further their education through flexible, open and distance education

An Act to govern the administration and delivery of education services in the province was passed by the province legislature in 1998. This Act has been amended to accommodate the requirements of the new Organic Law on Provincial and Local-level Government (1995), the Education Act (Amended, 1995) and the Teaching Service Act (Amended, 1995). Under these Acts, all powers and functions relating to education are shared responsibilities of major stakeholders, critical among these are -

#### **The Department of Education - Roles and Functions**

- To formulate national policies and coordinate those policies in partnership with the province, churches, NGOs and the Local-level Government level.
- To provide support to the provincial administration in the provision of planning, professional serve and maintenance of standards as prescribed by the Education Act.
- To support research, training and professional development of teachers and education officers.
- To build up the provincial capacity for the purpose of carrying out public investment programmes in the province and at Local-level Government levels.
- To develop, supply and distribute nationally prescribed curriculum to schools.
- To develop, administer and supervise national examinations in partnership with the province.
- To supervise and appraise teachers' performances through the inspection system.

#### **The Teaching Service Commission - Roles and Functions**

Under the Teaching Service Act (Amended, 1995), the Teaching Service Commission is the sole employer of teachers and is responsible for determining terms and conditions of all members of the Teaching Service. The Teaching Service formalises the secondment of its members to the province and paid by the province.

The 1995 Amendments to Section 84 Dealing with Minor Offences and Section 85 Dealing with Major Offences, provides for, *"the Provincial Administrator in the province, in his capacity as Departmental head and in relation to members of the Teaching Service employed in the province,"* shall cause a disciplinary action against a member or members of the Teaching Service.

#### **Provincial Government - Roles and Functions**

- To develop and implementation provincial policies and plans consistent with national policies and plans.
- To budget for and fund salaries of registered members of the Teaching Service and Public Servants within the provincial education establishment.

- To develop an annual roll over maintenance plan for educational institutions in the province.
- To fund, or sourcing funding, for the building and maintenance of educational facilities in all member institutions within the national education system in the province.
- To replace and re-issue of textbooks to schools in the province.
- To select and distribute pupils at upper primary level.
- To select students for places at upper secondary education institutions.
- To recruit and deploy teachers to member schools.

#### **Local-level Government - Roles and Functions**

- To provide pre-school education.
- To establish and operate elementary schools in accordance with approved plans.
- To construct and maintain basic infrastructure (elementary and primary schools) within the district and Local-level Government areas.

#### **Church Education Agencies - Roles and Functions**

The main partners in Education in Manus Province are the Evangelical Alliance, and the Catholic Agencies, which run community and primary schools, provincial high schools and vocational centres as well as elementary schools. The Seventh Day Adventist Church has just taken over the management of Bundrahei High School. Church agencies are represented in the Provincial Education Board and participate in the decision making process at all levels. The churches will always have a role to play in the development of education in Manus. Church education agencies have a responsibility to participate with the provincial and Local-level Governments in funding the construction and maintenance of schools they operate.

#### **Human Resource Development**

The provision of all forms of in-service training is a national responsibility. However, the province will continue to provide support for teachers and senior education officers to improve themselves both academically and professionally. The province will also continue to run courses for new graduates, head-teachers and senior teachers, when funds are made available. The Division of Education will liaise with the Staff Development Unit of the National Department of Education to facilitate the provision of Diploma in Primary Education (In Service) courses in the province as well as other in-house training programmes as it sees fit.

Staff development programme in the province will aim at developing new knowledge and skills to improve all aspects of staff professional development. In essence, training programmes will strengthen teachers' academic and professional competency thus promote quality education in the province. It will also provide opportunities for teachers to develop their knowledge and skills in –

- the efficient management of schools
- providing opportunities for personal and professional growth in the system
- improving teaching and learning in schools
- the acquisition of new knowledge and skills to meet the changing needs of the system

In this regard, the role of the inspection system is crucial. Inspections will form the basis from which teacher's performances are assessed, as well as providing regular checks and balances in the system. Thus, in as much as possible, the province will assist inspectors to visit schools on regular basis. Inspectors will also ensure that the prescribed curriculum is being implemented and that the national standards are maintained in all levels of schools in the province.

**Curriculum relevance**

Curriculum is a national function, especially in the determination of curriculum content for nationally prescribed subjects, namely English, Mathematics, Science and Social Sciences. During this Plan period there will be considerable input at provincial and Local-level Government level in the development of elementary curriculum as well as the non-core subjects in secondary schools and community-based courses in vocational centres. The Curriculum Committee will be tasked to design a curriculum for the province, based on national guidelines, that adequately reflects the cultural diverseness of the Manus people.

Curriculum development consists of the design and development of syllabus, curriculum statements, textbooks and teachers' guides at the national level. At the provincial and local levels, curriculum development will revolve around cultural bonding themes and skills, which children need to acquire for life. For elementary education, community curriculum committees will be set up to identify areas to be included in the local curriculum. At all school levels, skills considered appropriate for students learning will be determined by the community, and to be built into the provincial skills plan. Such skills will be incorporated into subject areas such as Community Life and Basic Technology courses and taught in schools.

The main aim of this undertaking is to develop and provide a curriculum that revolves around the culture of the Manus people, and one which equips children with the required knowledge, skills and attitudes for useful and productive life in their communities. Further the provincial curriculum will reinforce the national curriculum objectives in the providing social, ethical, morale and vocational development of the child.

**Financial management**

The province will continue to develop an effective and sustainable system of financing and resourcing of all approved programmes, projects and establishments. Development and financing of education services in Manus will be planned in close consultation with local and provincial authorities, including Churches and recognised non-government organisations. There is also need for a Project Unit, to be comprised of technical staff of the Provincial Administration to facilitate development and documentation of projects for prioritising and funding.

Private sector involvement in the financing of education is to be encouraged. For instance, capital works component of the approved education plan can and should be funded from sources within and outside government budgets. Funding of specific projects in schools and awards of scholarships to students and teachers can be best provided by the private sector.

Provincial and National Governments will continue to provide funding in their respective annual budgets, appropriation for development and the provision of education services in the province. They also need to build up the administrative capacities to solicit fundings from donor aid agencies such as AusAID, European Union, Asian Development, the World Bank, Japanese International Cooperation Agency, to name just a few.

*Section 4*

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**THE PLAN FOR EDUCATION**



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## **BASIC EDUCATION**

# Elementary Education

## Major outcome

**Every six year old child enters the Elementary Preparatory Grade by 2008 and completes three years of basic relevant education.**

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## Access

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### **Minor outcome E1:**

*Elementary schools will be established in the twelve Local-level Government areas so that all children in Manus will enrol at the age of six years. All children attending elementary schools will be fluent in the local vernacular or any other language used. They will be competent in basic literacy, numeracy and writing skills.*

Elementary schools are the responsibility of the local communities. They will initiate the establishment of the schools and be responsible for their construction and maintenance. There are instances where schools have been opened and the enrolment has not justified the establishment of a school. Some schools may have to be closed or combined in order to ensure an efficient system.

The Local-level Governments will support the communities through the provision of annual maintenance support and funding for establishment. It is anticipated that 113 elementary schools will have been established throughout the province during the Plan period.

**By 2015 a total of 113 elementary schools will have been established.**

Annual enrolment will be encouraged in all schools and multi grade teaching will be used in schools where there is low enrolment rate. Repetition will only be permitted on special circumstances.

Table 5 shows projected enrolment figures. These figures assume that by 2008 all children in Manus will enter elementary preparatory Grade at the age of six. A policy will be developed to impose compulsory education for all six-year-old children.

**By 2008 a policy will be developed to introduce compulsory education in the elementary sector.**

Table 5: Projected elementary school enrolments, 2006 to 2015

Year	Prep	Elem1	Elem2	Total
2006	1382	1290	970	3642
2007	1457	1382	1290	4128
2008	1566	1457	1382	4404
2009	1606	1566	1457	4628
2010	1648	1606	1566	4820
2011	1691	1648	1606	4945
2012	1735	1691	1648	5074
2013	1780	1735	1691	5206
2014	1826	1780	1735	5341
2015	1874	1826	1780	5480

Twenty-five new elementary prep classes will be established between 2006 and 2015 as shown in the table below. Communities will be responsible for the establishment of these new classes with the support of the Local-level Governments, which will provide small establishment grants. All new buildings will be constructed with approved guidelines.

**By 2006 guidelines for the building of elementary school classrooms will be developed.**

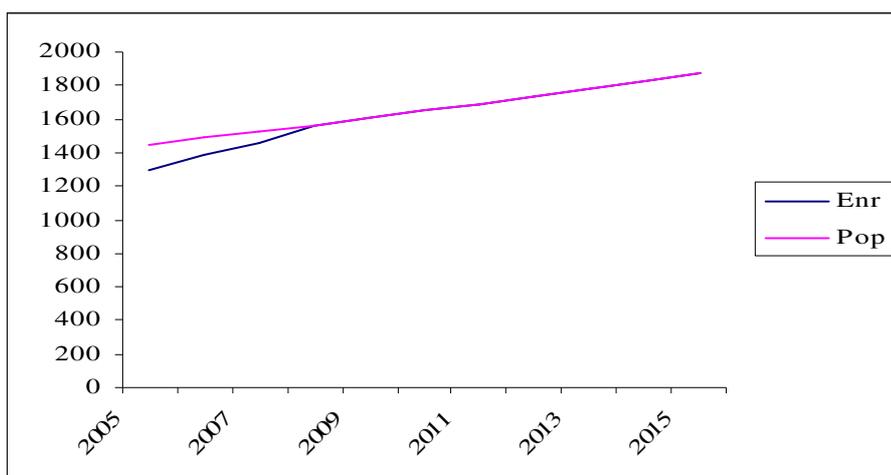
Table 6: Projected new elementary prep classes by year, 2006 to 2015

Year	Classes
2006	4
2007	3
2008	4
2009	2
2010	2
2011	2
2012	2
2013	2
2014	2
2015	2

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

Table 7: Preparatory enrolment and six year old population, 2006 to 2015.

Year	Preparatory enrolment	Six Year old population	6 yr enrolment rate
2006	1497	1487	92.9%
2007	1534	1526	95.5%
2008	1566	1566	100.0%
2009	1606	1606	100.0%
2010	1648	1648	100.0%
2011	1691	1691	100.0%
2012	1735	1735	100.0%
2013	1780	1780	100.0%
2014	1826	1826	100.0%
2015	1874	1874	100.0%



The six-year enrolment rate is the number of children in elementary prep as a percentage of the six-year age group. This rate is more than 100% in the early years because of a few over aged children enrolling in the schools.

**By 2008 all children will enter elementary preparatory Grade at the age of six years.**

Staffing projections are shown in Table 8. The pupil-teacher ratio is presently very low at about 20:1. It is expected that this will remain relatively steady for a few years but will rise to 25:1 by the year 2015. Enrolment increases due to population growth will largely be accommodated in existing classes rather than in newly established classes.

Multi-grade teaching will apply in many of the elementary schools and teacher training programs will be provided for effective implementation.

Table 8: Elementary school staffing by grade and year, 2006 to 2015

Year	Preparatory	Elem1	Elem2	Total	P/T Nat
2006	69	67	74	210	17.3
2007	73	69	67	209	19.8
2008	75	73	69	216	20.3
2009	76	75	73	224	20.7
2010	75	76	75	226	21.3
2011	77	75	76	228	21.7
2012	75	77	75	227	22.3
2013	77	75	77	230	22.7
2014	76	77	75	229	23.3
2015	75	76	77	228	24.0

**By 2015 a pupil teacher ratio of 25:1 will be achieved in the elementary schools.**

### Strategies and activities

- Establish and maintain a sufficient number of schools.
  - Close elementary schools where population and enrolment is not sustainable.
  - New elementary schools should only be established where there is a feeder community or primary school nearby.
  - Develop proper guidelines and building dimensions for elementary classrooms and other buildings.
  - Provide regular maintenance of classrooms and facilities.
  - Provide establishment Grant for Elementary Schools
- Improve retention
  - Develop a policy to make education compulsory from preparatory to elementary 2

### Quality Curriculum and Monitoring

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#### **Minor Outcome E2**

*A relevant elementary curriculum is developed, implemented and monitored.*

Although curriculum development is a national function, support materials need to be developed in the province and Local-level Government areas. Local-level Government curriculum committees need to be put in place. The Department of Education and the Division of Education will provide technical assistance and financing support to produce locally-based curriculum materials.

The language of instruction will remain as the official language of the community and will be selected by the community. Six orthographies have been completed and six more orthographies had to be developed by 2008 to meet the requirement of the number of languages in the province that need orthography development.

Table 9: Orthographies to be developed by Local-level Government

Language	Local-level Government
Andra-Hus	Pomotu N'drehet
Bipi	Bisikani
Bohuai	Pobuma
Leipon	Lelemadi
Pak-Tong	Rapatona
Seimat	Aua

**By 2008 six more orthographies will be developed.**

Supervisory services to all elementary schools will remain the responsibility of the Department of Education. The Board of Management and respective communities should be given the opportunity to play a role in the appraisal of teachers by 2007.

### Strategies and activities

- Develop locally relevant programmes in accordance with the national curriculum.
  - Support the formation and define the role of Local-level Government Curriculum Committees.
  - Provide support for elementary schools in the development and use of locally based materials.
  
- Review, and develop locally produce curriculum and other support materials for all subjects at the elementary level.
  - Develop locally based materials and other resources for students in the vernacular.
  - Develop locally based materials and other resources for teachers in the vernacular.
  
- Complete orthographies as required.
  - Determine criteria and develop orthographies as required.
  
- Community involvement in the appraisal of teachers.
  - Determine a system of community involvement in the appraisal of teachers.

### Quality teacher education and training

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#### **Minor outcome E3**

*A sufficient number of appropriately trained and qualified elementary teachers are available.*

Teacher training will continue to play a significant role in determining the quality of education to be provided in the province. The Department of Education and the Division of Education will apply the mixed mode delivery system that has been developed to provide teacher education curriculum training for teachers in the province. Funding systems will be reviewed by the Department of Education.

With low enrolment in many elementary schools in the province, multi-grade teaching strategies will be a key component of teacher training programmes for elementary teachers in Manus Province. Table 10 shows the number of teacher trainees required.

Table 10: Elementary school teacher training requirements, 2006 to 2015.

Year	Year 1	Year 2	Year 3
2006	9	8	0
2007	5	9	8
2008	2	5	9
2009	0	2	5
2010	2	0	2
2011	0	2	0
2012	2	0	2
2013	0	2	0
2014	0	0	2
2015	9	8	0

**By 2012 all elementary school classes will be taught by qualified teachers.**

The selection of elementary teachers remains the responsibility of the community in consultation with the Board of Management although the guidelines will be reviewed. Communities will be encouraged to select female trainees. Grade 10 will remain as the minimum qualification for elementary teacher training.

**By 2007 selection guidelines for elementary school teachers will be reviewed.**

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.

#### **Strategies and activities**

- Provide the required number of appropriately trained teachers.
  - Develop guidelines for communities to use for the selection of teachers.
  - Review the system for the funding of elementary teacher training fees.
- Provide professional development opportunities for elementary school teachers.
  - Enhance teachers' knowledge of the reform curriculum and multi-grade teaching and improve their ability to monitor and assess pupils learning.
  - Provide leadership, management and financial training for teachers-in-charge.
  - Provide leadership training for women teachers.

#### **Management**

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##### **Minor outcome E4**

*Elementary education is cost-effective and affordable for parents and government.*

In order for Manus to achieve the major outcome of making elementary education available to all by 2008, elementary education should be free. This is because the National Government will provide appropriate basic school supplies including the subsidies. The Provincial Government will continue to support with the school subsidies, through the education function grant at the present rate of K15 per head. The Local-level Government will be responsible for supporting the community in maintenance and infrastructure development.

**By 2007 all Local-level Governments will provide maintenance grants to elementary schools.**

To meet the official teacher pupil ratio, we need to make efficient and rational use of teachers by creating position based on enrolment of each school. Where enrolment is seen to be either bi-annual or tri-annual, a multi-grade teaching would be applied. The number of teachers appointed will be overseen by the Provincial Education Board in consultation with the Department of Education and Teaching Service Commission.

**By 2008 teachers will be allocated to schools on the basis of enrolments, rather than the number of classes.**

The table below shows elementary school subsidy cost. The increase in the cost reflects growth in enrolment over the period of the Plan.

Table 11: Elementary school subsidies (K'000s), 2006 to 2015

Year	Elementary Subsidies
2006	58.9
2007	67.4
2008	68.9
2009	70.6
2010	72.3
2011	74.2
2012	76.1
2013	78.1
2014	80.1
2015	82.2

Parents will continue to support the school financially where there is a need.

The major cost of elementary education is teacher's salaries as shown in Table 12 below. The number of teachers appointed to each school is based on the enrolment and the population growth.

Table 12: Elementary school teacher salaries and emoluments (K'000's), 2006 to 2015.

Year	Salaries	Allowances	Leave fares	Total
2006	1428.0	71.4		1499.4
2007	1470.6	73.5		1544.2
2008	1462.5	73.1		1535.6
2009	1515.3	75.8		1591.1
2010	1567.1	78.4		1645.4
2011	1581.6	79.1		1660.7
2012	1597.8	79.9		1677.6
2013	1590.3	79.5		1669.8
2014	1607.7	80.4		1688.1
2015	1602.3	80.1		1682.4

### Strategies and activities

- Develop and implement a sustainable, affordable school fee policy.
  - Allow free education for elementary children.
  - National, Provincial and Local-level Governments should provide 100% school fee subsidy support.
- Make efficient and rational use of teachers.
  - Positions created be based on enrolment for each school.
  - Apply multi-grade teaching for the appointment of teachers at schools, which have low enrolment in each class.

## Responsibilities

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- Parents and the community will be responsible for -
  - all 6 - year old children enrol and attend school
  - infrastructure and maintenance
  - participating in school activities
  - recommending teachers for training
  
- School Board of Management will be responsible for -
  - planning for infrastructure requirements in close consultation with the Ward Development Committee
  - the development of locally-based curriculum materials and the implementation of locally-based curriculum
  
- Local-level Government will be responsible for -
  - budget for 100% school fees, maintenance and establishment grants for new elementary schools
  
- Provincial Government will be responsible for -
  - the allocation of elementary establishments grants in each Local-level Governments
  - appointment of teachers
  
- The National Government will be responsible for -
  - the payment of teachers salaries
  - the training of elementary school teachers
  - curriculum development and development of orthographies
  - professional development of teachers
  - the allocation of new classes to each province
  - the distribution of basic school materials and supplies

# Primary Education

## Major outcome

All children have the opportunity to complete a full quality primary education of six years to Grade 8.

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## Access

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### **Minor outcome P1**

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

Grade 1 and 2 classes will have been phased out of primary schools by 2005. Facilities that were available will be used to accommodate the newly established Grade 7 and 8 classes. All children completing Grade 6 will be given the opportunity to enter Grade 7 from 2006.

No new community school will be converted to primary school. Seventeen community schools will not be converted into primary schools between 2006 to 2015 unless population growth allows conversion to take place during the Plan period. The table below shows the schools that will remain as lower primary schools and the primary schools that they will feed into for upper primary schooling.

**By 2006 all children will be given the opportunity to continue to Grade 7.**

Table 13: Community schools and their feeder primary schools

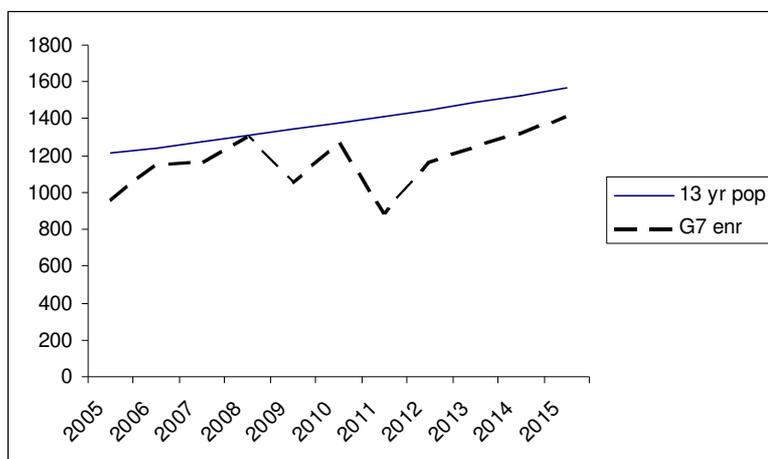
Community School	Feeder Primary School
Pak	Hahai
Tong	Hahai
Whal	M'buke
Metepong	Butjou
Jekal	Drapsa
Kissih	Vorei
Waratalai	Lawes
Karun	Sohneriu/Lundret
Tawi	Kawaliap/Vorei
Loi	Vorei
Londru	Vorei
Harengan	Lessau
Aua	Wuvulu
Luf	Amik
Pateku	Amik
Pililu	Amik
Lau	Amik

A small number of extra Grade 7 classes required will be absorbed into the existing primary schools. The very large number of children in Grades 7 and 8 in 2007 and 2008 will be absorbed in the schools. They will be taught in slightly larger classes than is the norm for Manus. However, it is anticipated that these class sizes will still be small compared with the rest of Papua New Guinea. Table 14 shows the number of new Grade 7 classes to be opened each year. These are -

Table 14: No. of Grade 7 classes starting by year, 2006 to 2015.

Year	New classes
2006	1
2007	0
2008	0
2009	0
2010	0
2011	0
2012	0
2013	1
2014	1
2015	1

All primary school-age children in Manus have access to Grade 8; however retention is still an issue to be addressed. Programmes such as improved community awareness to strengthen community support, the proposed Grade 8 Graduate Incentive Scheme, counselling of students, and quality and relevant vocational centre courses will encourage students to complete Grade 8. Compulsory education at the primary level will be considered late in the plan period.



There should be awareness programme conducted at the Local-level Government or school level to demonstrate the value of schooling. Other initiatives such as a school lunch programme will be considered as measures to improve the retention rate from Grade 3 to 8 by 2010 to 90%.

The table below presents projected primary school enrolments. It has been assumed that there will continue to be a 2.5% annual drop out rate. This equates to an 88% retention rate between Grades 3 and 8.

Table 15: Projected primary school enrolment, 2006 to 2015

Year	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Total
2006	1080	1135	1369	1192	1157	933	6867
2007	966	1053	1107	1335	1163	1128	6751
2008	1463	942	1027	1079	1301	1134	6945
2009	1497	1426	918	1001	1052	1269	7164
2010	1534	1460	1391	895	976	1026	7281
2011	1566	1495	1423	1356	873	952	7664
2012	1606	1526	1458	1388	1322	851	8151
2013	1648	1566	1488	1421	1353	1289	8766
2014	1691	1607	1527	1451	1386	1319	8981
2015	1735	1649	1567	1489	1415	1351	9205

Achieving the projected enrolment will not require the establishment of new primary school Grade 7 classes during the period of the Plan. The growth in population will be accommodated in the existing primary schools. It is anticipated that schools located in the urban areas will increase their class sizes by 2010. The problems of remote schools will be addressed and measures such as improved teacher housing and transport allowances will be considered to encourage teachers to take up postings in these schools.

During the period of the Plan, the Local-level Government will provide financial support towards maintenance and infrastructure development through the provision of teacher's houses, toilets, library facilities, and drinking water to encourage teachers to produce quality teaching and learning. It is also expected that there will be some donor funding available for maintenance and infrastructure development. Guidelines need to be developed to ensure that all primary school buildings are constructed to satisfactory standard.

Staff projections for the primary schools during the Plan period is shown in Table 16 below. Multi-grade teaching will become a major component of staffing requirements in schools with low enrolment; however it will only be fully implemented when teaching positions are consistent with the performance based on duty statement approved in 2002.

Teacher to class ratios in Grades 7 and 8 will be gradually reduced from 1.5 to 1 commencing 2009 due to the implementation of the reform primary curriculum. By 2015 about 60 primary schools will be implementing the teacher to class ratio of 1:1.

Table 16: Primary school teacher requirements and pupil teacher ratio, 2006 to 2015

Year	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7/8	Total	Pupil teacher ratio
2005	56	64	53	54	95	322	21.8
2006	47	56	64	53	91	311	22.0
2007	41	47	56	64	96	304	22.2
2008	59	41	47	56	99	302	23.0
2009	58	59	41	47	91	296	24.2
2010	58	58	59	41	76	292	25.0
2011	57	58	58	59	67	299	25.6
2012	57	57	58	58	77	307	26.5
2013	56	57	57	58	90	319	27.5
2014	56	56	57	57	90	316	28.4
2015	56	56	56	57	89	315	29.3

The teacher pupil ratio will be at 1:28 by the year 2015. Multi-grade teaching will apply in many schools with low enrolment commencing 2008; however multi-grade allowances for teachers have to be made available before implementing the multi-grade teaching programme.

### **Strategies and activities**

- Provide and maintain a sufficient number of schools.
  - School boards and communities should be responsible for the infrastructure development at their respective schools.
  - Local-level Governments to budget grants for infrastructure and maintenance.
  - Provide guidelines for building dimensions for primary schools classrooms and other facilities.
- Provide support to remote schools.
  - Provide disadvantage allowances and better housing for teachers appointed to teach in disadvantage schools.
  - Provide transport allowances for teachers appointed to disadvantage schools.
- Improved retention rates.
  - Conduct awareness on the value of schooling.
  - Conduct review on other initiatives such as a school lunch program
  - Conduct review on the costs of compulsory primary education.

### **Quality curriculum and monitoring**

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#### ***Minor outcome P2***

*A relevant primary curriculum is developed, implemented and monitored.*

The development of reform curriculum for lower and upper primary schools remain as the national functions. The province with the support of the department will develop locally-based curriculum and support materials. However, before this there will be a provincial committee set up to execute this responsibility.

**By 2008 a provincial curriculum development committee will be established to develop locally based curriculum.**

Local-level Government and schools will be responsible for maintenance, stolen and damage curriculum materials such as teacher guides, textbooks and others. A Curriculum Standard Monitoring Test will be initiated by the Department of Education to ensure that standards are maintained.

Educational awareness will be conducted in the schools and communities on HIV AIDS based upon policy guidelines to be developed by the Department of Education. Teachers will be trained in this critically important area.

**By 2006 policy guidelines will be developed by the Department of Education to address the issues on HIV and AIDS.**

Inspectors will continue to monitor implementation of the curriculum through advisory visits to

measure teaching standards and student performance. The communities and headteachers will be involved in the appraisal of teachers by 2008. The province will provide logistical support for inspectors.

The Boards of Management representatives and teachers and communities will be given greater responsibilities to appraise teachers on areas such as attendance, attitudes, relationship and others, which are appropriate to the community.

**In 2007 induction training courses will be conducted for BOM members and teachers.**

### **Strategies and activities**

- Review the implementation of reform curriculum and support materials for all subjects at the primary level on a regular basis.
  - Develop locally based support materials.
  - Replace damaged or stolen curriculum materials.
- Support the implementation of primary reform curriculum.
  - Train teachers to use the materials.
  - Assist with the development, production and distribution of locally-based curriculum support materials in the vernacular.
- Support the implementation of the HIV/AIDS policy.
  - Provide appropriate teacher and student materials.
  - Carry out awareness to schools and educate teachers and students on the danger of the disease.
- Provide advisory and appraisal services to all primary schools.
  - Provide logistical support to inspectors for effective monitoring of the standards.
  - Train head teachers in teacher appraisal techniques.
- Greater community involvement in the management of schools.
  - Train board members in teacher appraisal techniques.
  - Ensure gender equity on boards of management..

### **Quality teacher education and training**

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#### ***Minor outcome P3***

*Sufficient appropriately trained and qualified teachers for primary schools.*

The Provincial Education Board in consultation with the school inspectors will identify the number of certificate teachers and provide training opportunities to upgrade their qualification to diploma level.

**From 2006 onwards, an average of five certificate teachers will be sent to PNGEI to upgrade their qualifications to diploma level.**

Professional development programme for teachers based on the reform curriculum should be conducted each year from 2006 to 2010 to equip teachers with the new concept of using the reform curriculum.

**By 2009 all primary school teachers will have a diploma qualification and be equipped to teach the reform curriculum.**

As guidance and counselling will become important component of the curriculum at the upper primary, training of teacher counsellors had to be provided to implement this programme.

**By 2007 all schools will have access to trained teacher counsellors.**

Gender equity in the province has greatly improved in recent past, with greater percentage of head teachers being women. The province is embarking on professional development of female head teachers to take on responsibilities at management and administrative levels. This is one of our immediate needs and will include asset and financial management.

**By 2007 the province will provide leadership training for female head teachers.**

### **Strategies and activities**

- Provide the required number of appropriate trained teachers.
  - Identify certificate teachers and provide training opportunities in consultation with the Papua New Guinea Education Institute to upgrade qualification to diploma level.
- Provide professional development opportunities for primary school teachers.
  - Provide leadership training programme for senior teachers, deputy headteachers and headteachers.
  - Develop and conduct teacher counselling programmes.
  - Provide leadership training opportunities for women headteachers.
- Provide professional development opportunities for primary school managers.
  - Provide supervisory and financial management for senior and headteachers.
  - Provide training programme on asset management for teachers and headteachers on how to store and care for textbooks and basic school materials.

### **Management**

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#### ***Minor outcome P4***

*Primary education is cost-effective and affordable for parents and governments.*

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

increases.

Table 17: Primary school subsidies by grade (K'000's), 2006 to 2015

Year	Gr 3 to 6	Gr 7/8	Total
2005	149.3	91.6	240.9
2006	143.3	94.1	237.4
2007	133.8	103.1	236.9
2008	135.3	109.6	244.9
2009	145.3	104.4	249.7
2010	158.4	90.1	248.5
2011	175.2	82.1	257.3
2012	179.3	97.8	277.1
2013	183.7	118.9	302.6
2014	188.3	121.7	310.0
2015	193.2	124.5	317.6

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

**A level of parental contribution will be determined annually by the Manus Provincial Education Board.**

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

Table 18: Primary school teacher salaries and emoluments (K'000's), 2006 to 2015

Year	Salaries	Allowances	Leave fares	Total
2006	3948.0	197.4	157.9	4303.4
2007	3990.0	199.5	159.6	4349.1
2008	3900.9	195.0	156.0	4251.9
2009	3784.9	189.2	151.4	4125.6
2010	3662.9	183.1	146.5	3992.6
2011	3535.7	176.8	141.4	3853.9
2012	3620.9	181.0	144.8	3946.8
2013	3607.6	180.4	144.3	3932.2
2014	3764.0	188.2	150.6	4102.7
2015	3809.3	190.5	152.4	4152.2

The deployment of teachers to upper primary classes will be reduced from 1:5 to 1 teacher per class with the ratio of 1:25 and the application of multi-grade teaching will commence in 2007 to reduce number of teachers needed in order to save huge salary payments.

### Strategies and activities

- Develop and implement a sustainable and affordable school fee subsidy policy.
  - Schools fees should be set based on parent's capability rather than school needs.

- Allow parents to pay other forms of schools fees rather than cash payment.
- Encourage schools to provide self-reliance projects to make extra income for the schools so that school fees can be reduced to minimum that parents can afford to pay.
- Make efficient and rational use of teachers
  - Positions created be based on enrolments
  - Identify qualified teachers to multi-grade classes to reduce number of teachers as costs saving measures.

## **Responsibilities**

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Parents and the community will be responsible for -

- the payment of school fees in cash or kind
- infrastructure and maintenance
- participating in parents and citizens meetings and other activities

School Boards of Managements will be responsible for -

- planning for infrastructure development
- set school rules
- appraisal of teachers

Local-level Government will be responsible for -

- budget for new infrastructure and maintenance of existing facilities
- liase with the Provincial Education Board to convert community schools to primary schools

Provincial government will be responsible for -

- completing and approval of Manus Ten Year Education Plan (2006 - 2015)
- creation of teaching positions
- appointment of teachers

The National Governments will be responsible for -

- the payment of teachers salaries
- pre-service and in-service training of primary school teachers
- curriculum development
- provision of inspectoral services, the provision of opportunities for teachers development
- the allocation of teachers and new classes to provinces
- the development of policy relating to school subsidies
- providing technical assistance in areas of planning and management



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# **POST-PRIMARY EDUCATION**

# Secondary Education

## Major outcome

To provide relevant, affordable quality secondary education to selected Grade 8 and Grade 10 graduates.

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## Access

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### **Minor outcome S1**

*All four secondary schools in the province will be upgraded, resourced and equipped within budget to provide quality education.*

Throughout the Plan period, the transition rates between Grade 8 and 9 will be sustained at 65% whilst that between Grades 10 and 11 be at 25%. To improve access to secondary education the existing schools will be expanded rather than establishing new ones. Equal emphasis will be placed on skills training just as the core academic subjects. Gender participation will improve to 50%.

**By 2006, the transition rate between Grades 8 and 9 will be maintained at 65%.and between Grades 10 and 11 at 20%**

Upper secondary schools offering Grades 11 and 12 classes will be provided with specialist buildings, equipment and teaching materials. As these are provincial institutions, the Manus Provincial Government, the provincial education authorities and the school board of governors will give these top priority. They will also be responsible for the maintenance of school buildings and grounds. The Government of Australia has provided funding for the upgrading and maintenance of Manus, Bundrahei and ECOM Secondary Schools as a one-off project, to commence in June of 2005.

**By mid 2006 the infrastructure development for three Secondary Schools in the province will be completed.**

Table 19 below shows the projected student enrolments in the four secondary schools over the Plan period. Grades 7 and 8 classes have been completely phased out.

Table 19: Projected secondary school enrolments, 2006 to 2015

Year	Gr 9	Gr 10	Gr 11	Gr 12	Total
2005	600	580	150	140	1470
2007	680	600	150	150	1580
2008	680	680	150	150	1660
2009	720	680	180	150	1730
2010	720	720	180	180	1800
2011	720	720	180	180	1800
2012	720	720	180	180	1800
2013	720	720	180	180	1800
2014	800	720	180	180	1880
2015	800	800	180	180	1960

Table 20: Secondary school class structures, 2006 to 2015

Year	Gr 9	Gr 10	Gr 11	Gr 12	Total
2006	15	15	5	5	40
2007	17	15	5	5	42
2008	17	17	5	5	44
2009	18	17	6	5	46
2010	18	18	6	6	48
2011	18	18	6	6	48
2012	18	18	6	6	48
2013	18	18	6	6	48
2014	20	18	6	6	50
2015	20	20	6	6	52

Staffing at the secondary level will be based upon 1.5 teachers per class in both upper and lower secondary classes. This will result in salary savings. Staffing requirements will remain steady throughout the Plan period.

**By 2008 teacher allocation in secondary schools will be at the rate of 1:5 teachers per class.**

Table 21: Secondary schools classes by school, 2006 to 2015.

Year	Bund	ECOM	Manus	Papitalai	Total
2005	6	6	14	14	40
2006	6	6	14	14	40
2007	6	6	15	15	42
2008	6	6	16	16	44
2009	6	7	16	17	46
2010	6	8	16	18	48
2011	6	8	16	18	48
2012	6	8	16	18	48
2013	6	8	16	18	48
2014	6	8	17	19	50
2015	6	8	18	20	52

### Strategies and activities

- Maintain and rehabilitate infrastructure and materials in the existing secondary schools in the province.
  - Provide specialist classrooms in the upper secondary schools.
  - Supply secondary schools with appropriate equipment and curriculum materials.
- Staff secondary schools in a cost effective manner
  - Restructure secondary schools on the basis of 1.5 teachers per class.

### Quality curriculum and monitoring

#### **Minor outcome S2**

*To effectively teach and implement secondary curriculum and to ensure that these are monitored efficiently on all secondary schools in the province.*

Curriculum is a national function. The Department of Education therefore will develop, publish and distribute new reform curriculum materials for secondary schools. It will also be responsible for the procurement and distribution of new curriculum materials. Books will be distributed to students in the approved ratio of one to one.

**By 2007 all reform curriculum materials will have been distributed to schools in the province.**

There will be considerable input at the provincial level in the development of non-core subjects and skills development. At the secondary level curriculum development will centre around appropriate vocational skills which children need to acquire for life. The Provincial Curriculum Committee will be established, whose task will be to design a curriculum for the province, featuring skills in fishing, agriculture, animal husbandry, poultry, commerce and home science, tourism and hospitality etc.

**By 2008 the Provincial Curriculum Committee will be established to develop curriculum featuring local needs and demands.**

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

Secondary school inspectors will visit schools on a regular basis for advisory and inspection purposes. An increased reliance on school-based teacher appraisal will mean that inspectors will be able to place a greater emphasis on advisory functions and concentrate on financial and management issues. Guidance officers will also visit schools on a regular basis to advise students on future opportunities and to conduct academic aptitude tests for Grade 9 students and differential aptitude tests for those in Grade 11.

**Throughout the plan period Secondary Inspectors and Guidance Officers will visit and report on schools twice a year.**

The decline in student discipline is of great concern in all schools but particularly so at the secondary level. For this reason teacher counsellors will provide counselling services while performing teaching duties. Every secondary school will have a teacher counsellor by the end of 2007 and school Boards of Governors will be encouraged to engage locally available expertise to support teachers in the counselling of students.

Parents must also be encouraged to participate more in their children's education. Discipline begins at home and that parents must play a bigger role in the discipline of their children. Structured activities such as parent teacher interviews must also be encouraged in the secondary schools.

**By 2007 all secondary schools will have trained teacher counsellors.**

### **Strategies and activities**

- Implement the approved secondary curriculum and assessment support materials for all subjects in all secondary schools in the province.
  - Establish a Provincial Curriculum Committee to develop curriculum that reflects local needs and demands.
  
- Schools will be regularly monitored
  - Regular visits will be made by secondary inspectors and guidance officers
  - School-based teacher appraisal will be introduced
  - Teacher counsellors will be provided in all secondary schools.
  - Awareness will be conducted so that parents will become more involved in the education of their children.

### **Quality teacher education**

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#### ***Minor outcome S3***

*To provide sufficient number and appropriately trained and qualified teachers to teach in the four secondary schools in the province.*

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

**By 2010, all secondary schools teachers will be degree holders.**

The provision of all forms of in-service training is a national responsibility. However, the province will continue to provide support for teachers wishing to improve themselves both academically and professionally. Staff development programme in the province will aim at developing knowledge, skills and teacher competencies in their respective subject areas. To maintain standards and performances, teachers will be inspected every two years.

**Throughout the plan period all teachers will participate in an annual In-Service Training Week.**

Staffing in secondary schools will be reduced to be consistent with the approved ratio of 1.5 teacher per class.

School and financial management is a concern and principals will be provided with training to strengthen, in particular, financial management and leadership.

**By 2008 training will be provided on school and financial management, including school leadership, for all school managers.**

### **Strategies and activities**

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

### **Management**

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#### ***Minor outcome S4***

*Secondary education will be cost effective and affordable for parents and governments.*

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

<p><b>By 2007 all secondary schools will carry out self-reliance projects.</b></p>
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A scholarship scheme will be developed by the Department of Education to ensure that no talented, disadvantaged students miss out on further education. This will be administered by provinces following guidelines established by the Department of Education. These guidelines should ensure that there is positive discrimination in favour of those students from the remote areas. Students in Grade 9 will not attract a subsidy from 2009. They will, instead, benefit from the Grade 8 Incentive Scheme.

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

Parents whose children attend high schools and vocational centres may negotiate with school boards to pay in cash or kind to offset outstanding fees.

Table 22: Secondary school teacher salary and emolument costs (K'000's), 2006 to 2015

Year	Salaries	Allow's	Leave fares	Total
2005	640.4	32.0	25.6	698.0
2006	640.4	32.0	25.6	698.0
2007	683.1	34.2	27.3	744.5
2008	725.8	36.3	29.0	791.1
2009	747.1	37.4	29.9	814.3
2010	768.4	38.4	30.7	837.6
2011	768.4	38.4	30.7	837.6
2012	768.4	38.4	30.7	837.6
2013	768.4	38.4	30.7	837.6
2014	811.1	40.6	32.4	884.1
2015	853.8	42.7	34.2	930.7

### Strategies and activities

- To provide an affordable secondary education.
  - Develop an appropriate school fee subsidy policy.
  - To implement the School Fee Agreement Form
  - Schools to undertake self-reliance activities

### Responsibilities

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Parents and the community will be responsible for -

- the payment of parental contributions
- participating in Parents & Citizens activities

School Boards of Governors will be responsible for -

- the recommendation of teachers for appointment
- planning for infrastructure requirements

Provincial governments will be responsible for -

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

The National Government will be responsible for -

- the payment of teacher salaries in an efficient and timely fashion
- the selection of students for Grade 11
- the determination of criteria for entry to Grade 11
- the preparation and administration of the School Certificate and the Higher School Certificate Examinations
- pre-service and in-service training of secondary school teachers
- curriculum development
- the administration of the national high schools

- provision of inspectoral services
- provision of opportunities for teacher development
- the allocation of teachers to provinces
- the allocation of new Grade 11 and 12 classes to each province
- the development of policy relating to school subsidies and the scholarship program

# Vocational Education

## Major outcome

To offer varieties of competency based and enterprising skills courses of one to two-year duration and short term to school leavers in order for them to gain appropriate technical and vocational skills to satisfy both personal and community needs.

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## Access

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### **Minor outcome V1**

*There will be a significant growth in the vocational sector to cater for the growing number of Grade 8 and 10 school leavers.*

There are two vocational centres in the province. They are both suffering a from lack of proper infrastructure, tools, equipment, machines and other necessities. Student enrolment had dropped significantly over the years, in part; this is due to them being held in low status by the community and the poor state of facilities. During the Plan period it is envisaged that enrolment will increase as more and more students leave schools, between Grades 8 and 10.

The status of the two vocational centres will be reviewed, a process that will be overseen by the Department of Education, with a view to closing Bundralis Girls Vocational Centre and amalgamating the two. In the process of this amalgamation, the new centre will need to be re-registered and relocated.

This centre will offer a one year programme based on community needs and demands. Short courses for adults and youths in the community will also be offered. Extension courses will provide community-based training, trades/skills desired by the community. The Provincial Government, in consultation with the Department of Education will solicit external funding for the establishment of this centre during the Plan period.

**By 2007 there will be a review of the role and status of Manus Vocational Training Centre.**

Closer links with the Department of Community Development will support the centre in the provision of courses for the community. The centre will conduct community training activities.

**The Manus Vocational Centres will be re-registered by 2007.**

It is assumed that a very high proportion of full-time places will be taken up Grade 8 graduates and the vocational centre will need to provide places for 25% of the Grade 8 graduates.

Table 23: Projected vocational centre enrolment and transition rates, 2006 to 2015

Year	Enrolment	Transition rate
2006	150	13.9%
2007	180	19.3%
2008	210	18.6%
2009	240	21.2%
2010	270	21.3%
2011	300	29.3%
2012	330	26.8%
2013	360	42.1%
2014	390	34.3%
2015	420	34.5%

### Strategies and activities

- Relocate the Manus Training Centre to a new location
  - Review the status of vocational centres in the province.
  - Review the course content based on community needs and demands.
  - Amalgamate the two centres.
- Liase with other providers and the Department of Community Development.
  - Establish and strengthen linkages with other training providers.

### Quality curriculum and monitoring

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#### **Minor outcome V2**

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

Changes to the curriculum will reflect the reclassification and re-designation of vocational institutions. To this end, the curriculum will be reviewed by 2006 and developed in such a way that both the formal and informal sector development needs of the province and district are reflected in the programs offered. The major thrust will be to redirect the curriculum towards providing appropriate and broadly based skills and knowledge, while preparing students to continue on to further training where such opportunities exist.

**By 2006 the curriculum will be reviewed and developed to reflect both formal and informal sector development needs in the province.**

The curriculum development process will be streamlined to respond to different needs. The content of all vocational education and training courses, regardless of the nature of the institutions, will be competency-based and enterprise-driven.

The type of programs offered will be determined during the rationalisation process. The full-time programs offered in vocational centres will be for a maximum one-year duration. These courses will be modularised to allow students to attend and complete modules at a time of their choosing. New courses that are developed will be in response to needs identified in particular communities. Recognition of prior learning will be available once the appropriate policy is developed.

**By 2007 all full time training programmes will be for a maximum of one-year duration.**

It is anticipated that these courses will be appropriate for Grade 8 and Grade 10 graduates.

In the vocational centre, there will be a shift towards short-term community development programs. These will be offered alongside the one-year modularised courses. The programs produced by the Skills Training Resource Unit will be distributed to all centres and used as a basis for these short courses. They will be offered both in the centres themselves and as outreach, or extension activities. They will target skills that are of immediate need by the community. Locally based curriculum development will be supported by the Department of Education. Where appropriate, credit will be available for short courses within the parameters of the yet to be established National Qualifications Framework.

**By 2009 the centre will offer short-term community oriented programmes.**

The target groups for these courses will be, primarily, the local communities. There will be a well published, and widely available bank of short courses available for centres to access. These courses will be written in such a form that they can be used for groups with varying academic and work backgrounds. The course content will be such that it can be delivered by people with no formal teaching qualifications.

The main catalysts for change will be the initiation of the Grade 8 Graduate Incentive Scheme to replace the existing school subsidy arrangement. There will be increased cooperation between the Department of Education and the Department of Community Development at all levels. An awareness campaign will be put in place by 2006 in order to change the public perception of vocational education.

The vocational centre, while focused on its core business of providing courses for people with a Grade 8 education, will also provide courses that are suitable for the wider community. At the same time, the centre should be offering courses such as basic literacy and numeracy, and basic health training. There will be greater consultation with other government departments with a view to greater use of the facilities.

### **Strategies and activities**

- Review curriculum in vocational centres.
  - Review the curriculum to reflect both the formal and informal sector development needs.
  - Support the production of locally-based curriculum.
- Provide adequate tools and equipment to service training programs.
  - Procure appropriate tools and equipment based on course specifications.

### **Quality teacher education and training**

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#### ***Minor outcome V3:***

*The provision of a sufficient number of appropriately trained and qualified vocational centre instructors and managers.*

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

Instructors for the centre will be prepared through the Diploma of Vocational Education and Training, currently offered by the Papua New Guinea Education Institute. The department of Education intends to turn this into distance mode using a similar model to that of the elementary teacher education program. This will allow greater numbers of instructors to graduate from the program.

**By 2008 all instructors will have a teaching qualification.**

Table 24: Vocational centre staffing requirements, 2006 to 2015, selected years.

2006	10
2007	12
2008	14
2009	16
2010	18
2011	20
2012	22
2013	24
2014	26
2015	28

The capacity of short course centre managers and teachers will be enhanced through further entrepreneurial and management training.

The shift towards the provision of short courses directed at the community means that instructors are going to have to be re-skilled to prepare them to teach adults. There will also be courses that can be taught by local people with demonstrated skills. A skills audit will be carried out for all institutional staff and in the communities to identify the resources available to deliver a wide range of courses.

#### **Strategies and activities**

- Provide the required number of appropriately trained instructors.
  - Review delivery mode and accreditation of the Diploma in Vocational Education and Training.
- Provide professional development opportunities for vocational centre instructors.
  - Conduct skills audit of instructors.
  - Identify, develop and deliver courses to include entrepreneurial and adult education skills.
- Provide professional development opportunities for vocational centre managers.
  - Conduct courses for managers to include planning, financial and asset management and entrepreneurial skills.

## Management

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### **Minor outcome V4:**

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

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

The Grade 8 Graduate Incentive Scheme is designed to encourage competition and a shift towards a needs driven system and to encourage private providers to enter the market. This will act as a major catalyst to encourage the centre to make the shift towards offering one year modularised courses and to offer relevant courses for the local communities.

**By 2009, Grade 8 Graduate Incentive Scheme will be introduced.**

The number of full-time permanent teachers in vocational centres will be based upon the number of full-time equivalent students at a rate of one instructor for 18 students. Further positions will only be approved in accordance with strict criteria as determined by a Position Allocation Committee. Table 25 shows vocational centre teacher emoluments for the Plan period.

Table 25: Vocational centre instructor salaries and emoluments (K'000's), 2006 to 2015.

Year	Salaries	Allowances	Leave fares	Total
2006	116.4	5.8	4.7	126.9
2007	139.7	7.0	5.6	152.3
2008	163.0	8.2	6.5	177.7
2009	186.3	9.3	7.5	203.1
2010	209.6	10.5	8.4	228.4
2011	232.9	11.6	9.3	253.8
2012	256.1	12.8	10.2	279.2
2013	279.4	14.0	11.2	304.6
2014	302.7	15.1	12.1	330.0
2015	326.0	16.3	13.0	355.3

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

### **Strategies and activities**

- Develop and implement a sustainable, affordable and appropriate school fee policy.
  - Determine, on an annual basis, the costs of delivering vocational education programs.
- Develop a culture of self-reliance in vocational centres.
  - Include entrepreneurial skills in all training programs.
  - Ensure vocational programs in all vocational institutions are enterprise-driven.

- Promote the principles of good governance in the administration of vocational institutions.
  - Develop appropriate systems for financial, inventory and asset management.
  - Review guidelines for vocational centre Boards of Management.

## **Responsibilities**

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Parents and the community will be responsible for -

- the payment of parental contributions
- participating in Parents and Citizens activities

Centre Boards of Management will be responsible for -

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

Provincial governments will be responsible for -

- the completion and endorsement of Provincial Education Plans
- the maintenance of vocational centres
- the enrolment of students
- the creation of necessary teaching positions
- the appointment of instructors
- identifying the types of courses to be offered in the centres
- the development of local curricula

The National Government will be responsible for -

- the payment of instructor salaries in an efficient and timely fashion
- pre-service and in-service training of vocational centre instructors
- curriculum development and accreditation
- provision of inspectoral services
- the development of criteria for the registration of centres
- provision of opportunities for teacher development
- the allocation of instructors to provinces
- the development of policy relating to school subsidies

# Flexible, open and distance education

## Major outcome

To provide flexible, open and distance education as alternative pathways for students to pursue their formal education.

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## Access

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### **Minor outcome F1**

*A significant growth in enrolment achieved by offering a number of demand driven programmes.*

The Department of Education will conduct a review of the existing college, the provincial centres and the accredited study centres. This is so that distance education will reach a broader audience at lower cost to the client than is the case at present.

**Four accredited study centres will be established by 2008.**

In Manus, the target groups will primarily be students who choose to complete Grades 9 and 10 education through the flexible, open and distance education mode and then articulate into the formal system following graduation from Grade 10. Students who want to complete matriculation programmes into tertiary education institutions will also be considered.

Enrolment in Grades 9 and 10 will cater for 25% of the students who are not offered a place or do not wish to take up a place in secondary schools. The college will also aim to attract 10% of the students who complete Grade 10 and are not offered a place in Grade 11. The number of Grade 10 graduates who currently enrol to upgrade their qualifications is expected to drop once Grades 11 and 12 matriculation programme is fully developed.

**Enrolment in grades 9 and 10 will cater for 25% of the students who are not offered secondary school places by 2007.**

**By 2010, the Provincial Centre will cater for 10% of grade 10 graduates who are not offered grade 11 placings in the upper secondary schools.**

Table 26: Projected distance education centre enrolment, selected years, 2006 - 2015

	<b>2006</b>	<b>2009</b>	<b>2012</b>	<b>2015</b>
New Grade 9	156	195	245	274
New Grade 11	65	72	79	87

### **Strategies and activities**

- Provide the facilities to enrol 25% of Grade 8 graduates and 10% of Grade 10 graduates into distance education.
  - Upgrade and expand the current centre facilities
  - Equip the centre with appropriate machines and equipment.
  - Establish study centres in strategic locations in the province.
  - Encourage other providers

### **Quality curriculum and monitoring**

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#### **Minor outcome F2**

*The curriculum and assessment programmes offered by the centre will be based on national curriculum.*

The examinations in both the distance education and the secondary education will be the same. The Department of Education will review the process of assessment of distance education students to be consistent with that of the formal education system. Students who choose to do any part of their secondary education through distance education will be able to transfer to and from the mainstream education system schools.

**Appropriate assessment, examination and certification system will be established by 2008.**

Adult education and short technical and vocational oriented courses will be developed.

### **Strategies and activities**

- Review the current curriculum.
  - Develop appropriate policies to identify points of articulation between FODE and the formal school system.
  - Develop and deliver other programmes such as adult literacy and other short modular courses.

### **Quality teacher education and training**

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#### **Minor outcome F3**

*The provision of well trained and qualified staff and support personnel's.*

The reform curriculum and assessment procedures will necessitate training for teachers and staff in curriculum design and assessment. Harnessing new technologies will also mean that staff will need training in the development and production of curriculum materials.

**Appropriate training will be provided for the Coordinator and staff.**

Current staff will be given the opportunity to upgrade their skills and knowledge through normal staff development and training programmes.

### **Strategies and activities**

- Upgrade staff, knowledge, skills and competencies.
  - Improve the capacity of staff to produce curriculum and assessment materials.

### **Management**

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#### **Minor outcome F4**

*A provincial centre to offer flexible, open and distance education.*

The concept of distance education will be reviewed and changed to flexible, open and distance education in 2005. This will reflect new trends and technology. The revised centre will offer educational programmes that maximise choice and flexibility in study pathways.

<b>By 2007, more students will access nationally recognized qualifications.</b>
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Students will therefore be able to access nationally recognized qualifications. The quality of the programmes will be achieved through continuous monitoring and management processes consistent with the national education system.

### **Strategies and activities**

- Support distance education in the province.
  - Monitor improvements consistent with the national education system prerequisites.
  - Support the work of FODE in the province.
  - Establish the governing council for the provincial centre.



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## **ADMINISTRATION OF EDUCATION**

# Administration of Education

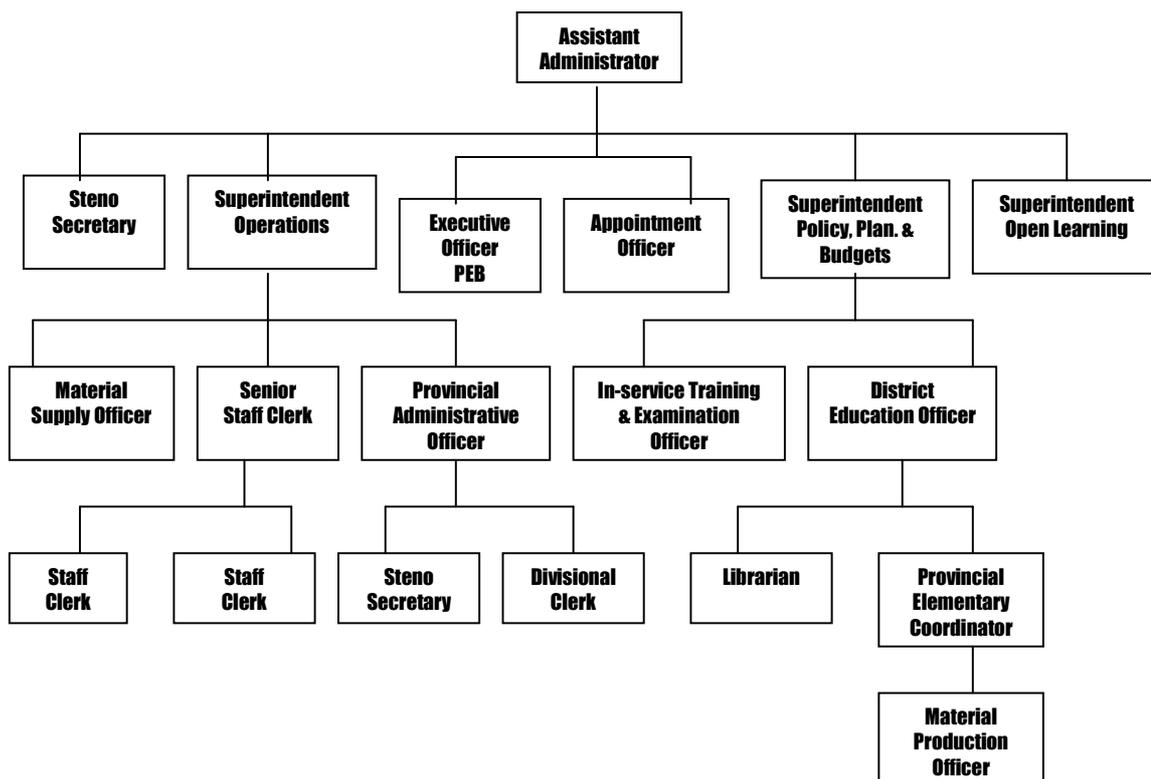
## Major outcome

To develop an effective and sustainable administrative system in the delivery of education services in the province.

The restructuring of the existing education administration and the organisational structure will be incorporated into the overall Manus Provincial Administration structural changes. The last structural change now provides for the position of the Provincial Elementary Coordinator, and the Provincial Elementary Material Production Officer. All Provincial Elementary Trainer positions have now been transferred to the Papua New Guinea Education Institute. As much as possible the present manpower ceiling will be maintained or marginally increased to make it more efficient, productive and at manageable level.

The current structure of education is as follows.

## Education Organisational Structure



## Organisational improvement

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### **Minor outcome A1**

*The Division of Education will strengthen its capacity to strategically respond to changing conditions and government priorities.*

It is envisaged that during the Plan period, the Manus Provincial Administration will be restructured, to be in line with government objectives of rationalising the public service. By 2008, a major training needs analysis will be undertaken in close consultation with the Provincial Finance, Human Resource Management and other affected Divisions of the Manus Administration. In order to effectively deliver education services there will be an annual divisional plan.

The aim is to identify types of skills and appropriate level of training required by officers to maximise productivity. In terms of funding and implementation the highest priority will be given to training programmes that allow officers and teachers to progressively take over additional responsibilities aimed at maximising output.

**The Division of Education staff will be appropriately trained by 2010.**

The Manus Provincial Education Board will also continue to play a more significant role in managing education at the provincial level. Provincial and, assumingly Local-level Government plans will be produced with technical assistance from outside which will be consistent with this Plan.

Regular consultations with major stakeholders will be encouraged in all education developments, programmes and projects. Together with the National Department of Education, the Division of Education will take a proactive role towards the sensitive issue of HIV/AIDS.

**HIV/AIDS policy and plan completed and implemented by 2007.**

### **Strategies and activities**

- Restructure the Manus Education Division and improve its system to make it more efficient and effective in the delivery of its core functions.
  - Conduct a review of the Divisional capacity.
  - Improve key organisational systems and practices
  - Develop Divisional annual plan.
- Provide advice on policy matters.
  - Provide support to Provincial and Local-level Government authorities in the development of project proposal.
  - Develop an effective system for monitoring and evaluation of donor-funded project.
  - Monitor and evaluate the implementation of delivery of education services at Local-level Government areas.
- Communicate and implement HIV/AIDS policy.
  - Develop HIV AIDS policy and plan

## Human Resource Management

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### **Minor outcome A2**

*Human resource systems and programme will be developed for all teachers and education administrative personnels in the province.*

In close association with the Department of Education, the Division of Education will take full responsibility in the development of staff development programmes and activities. The extent of this will of course depend on the limited funds that can be sourced from the province. However, it is safe to suggest that the Department of Education will continue to fund staff development programmes in the province. These will aim at developing knowledge and skills to improve all aspects of staff performance.

**A staff development programmes will be developed by 2008.**

Staff development programmes in the province will provide opportunities for education personnel to develop their knowledge and skills in: -

- the efficient management of their schools and divisions,
- providing opportunities for personal and professional growth in the system, and
- the acquisition of new knowledge and skills to meet the changing need of the system

Equally important, the Division of Education will concentrate more in the strengthening of elementary teacher training programme in the province leading to the awards of Certificate of Elementary Teaching.

Work will continue on improving the payroll system and the development of a human resource management system.

### **Strategies and activities**

- Develop and implement an appropriate human resource policy and plan for the Division of Education.
  - Carryout regular assessments of staff training needs.
  - Provide work based training for divisional staff.
  - Provide senior officers of the division with targeted training in order to improve their capacity to lead the organisation.
  - Identify and support officers and teachers for rapid promotion.
- Develop a human resource management system.
  - Improve the payroll system.

## Financial management

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### **Minor outcome A3**

*Budgeting and financial systems will be managed and sustained.*

Planning and budgeting processes will be integrated. The Divisional budget will be linked to divisional annual plans and programmes and made consistent with this Plan. The administrative aim of the operations wing will be strengthened to effectively monitor disbursement and receipt of funds. Specialised training will be provided, when necessary to ensure that best practice is followed in the management of all funds.

By the Year 2008, the province will have developed an effective and sustainable system of financing and resourcing all approved education programmes, projects and establishments. Development and financing education services in the province will be planned in close consultation with local and provincial authorities, including Churches and other recognised Non-Government Organisations.

**An effective and sustainable system of financing and resourcing of approved education programmes and projects will be established by 2008.**

Private sector involvement in the financing of education will continue to be encouraged. For instance, capital works component of the approved education plan should be funded from sources within and outside the government budget. Funding of specific projects in schools and awards of scholarships to students and teachers can best be provided by the Private Sector.

Financial process will be reviewed and possible sources of cost recovery, such as the costs of administering examinations, will be investigated. Further improvements will also be made in the areas of procurement and the registering of assets.

Provincial and National Governments will continue to provide in their respective annual budgets, appropriation for development and provision of education services in the province. It is also important that the Manus Provincial Government and the Provincial Administration will need to build up administrative capacity to solicit funding from potential donor agencies such as AusAID, European Union, Asian Development Bank, JICA, World Bank etc.

### **Strategies and activities**

- Integrate planning and budgeting processes at all levels.
  - Review budgeting and reporting systems.
  - Provide relevant training programme for planning and budgeting staff as well as divisional clerks.
  
- Review financial procedures and processes.
  - Generate revenue from cost recovery activities.
  - Develop a master asset register.

## Information communications technology

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### **Minor outcome A4:**

*Information communications technology systems and processes developed to support the management of educational programs.*

Information and communication systems at all level of schools throughout the province will be strengthen and reviewed so that data transmission from schools to the provincial headquarters will be reliable and effectively managed.

An information technology data base centre should be put in place, equipped with computers and other equipments so that transmission of data and other information from schools to provincial headquarter and to national department will flow smoothly to improve the system and provide correct and reliable data information.

**By 2008, a system for collection and storage data centre should be established.**

The data collection will be supported by proper data storage centre for dissemination to all authorities responsible for the system.

### **Strategies and activities**

- Use appropriate information communications technology for flexible and effective dialogue between all level of schools and other stakeholders.
  - Develop a data centre for collection and storage of information.
  - Liase with schools and other authorities to provide proper and correct statistical data.

## Communication system

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### **Minor outcome A5:**

*Communication system and process are effective for producing and disseminating information and raising standards.*

The Manus ten year education plan will be supported by a major awareness campaign designed to reach all communities in the province. The awareness will involve all levels of people from senior executives to school and local communities. The main focus will emphasise the importance of schooling and parents obligations to enrol, and then keep, their children in schools and the development and management of the schools.

**Develop communication policy and implement this policy by 2008.**

Various form of media information will be utilized but face-to-face contact would be most appropriate where officers from the division should travel to all communities to provide information awareness to the communities.

The Provincial Education office will write, produce and distributes news letters to schools or use Radio Manus as public media to provide information on policy change and other administrative matters.

**Strategies and activities**

- Develop and implement an awareness strategy to support the implementation of the Manus ten years education plan.
  - Identify target groups and provide awareness campaign.
  - Disseminate news information on a regular basis to promote education policy.
  - Write, produce and distribute news and information to schools and communities.



*Section 5*

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**IMPLEMENTING THE PLAN**

## Implementing the Plan

This section provides a timeline for the implementation of this Plan. Specific strategies and activities for each minor outcome in the Plan are listed, along with an indicative schedule for their implementation and completion. Detailed implementation plans will be provided each year through the annual plans of the Division of Education and Local-level Governments.

### Key

 Indicate preparatory activities and reviews

 Indicate full implementation

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>Elementary education</b>										
<b>Minor outcome E1</b>										
<b>Establish and maintain a sufficient number of schools.</b>										
Close elementary schools where population and enrolment is not sustainable.										
New elementary school should only be established where there is a feeder school nearby.										
Develop proper guidelines and buildings dimensions for elementary classrooms and other buildings.										
Provide regular maintenance of classrooms and other facilities.										
Provide establishment grant for elementary schools										
<b>Improve retention.</b>										
To develop a policy to make education compulsory from preparatory to elementary 2.										
<b>Minor outcome E2</b>										
<b>Develop locally relevant programmes in accordance with the national curriculum.</b>										
Support the formation and define the role of Local-level Government Curriculum Committees.										
Provide support for elementary schools in the development and use of locally produce materials.										
<b>Review and develop locally produce curriculum and other support materials for all subjects at the elementary level.</b>										
Develop locally based materials and other resources for students in the vernacular.										
Develop locally based materials and other resources for teachers in the vernacular.										
<b>Complete orthographies as required.</b>										
Determine criteria and develop orthographies as required.										
<b>Community involvement in the appraisal of teachers.</b>										
Determine a system of community involvement in the appraisal of teachers.										
<b>Minor outcome E3</b>										
<b>Provide the required number of appropriately trained teachers.</b>										
Develop guidelines for communities to use for the selection of teachers.										

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Review the system for the funding of elementary teacher training fees.										
<b>Provide professional development opportunities for elementary school teachers.</b>										
Enhance teachers' knowledge of the reform curriculum and multi-grade teaching and improve their ability to monitor and assess pupils learning.										
Provide leadership, management and finance training for teacher-in-charge.										
Provide leadership training for women teachers.										
<b>Minor outcome E4</b>										
<b>Develop and implement a sustainable, affordable school fee policy.</b>										
Allow free education for elementary children.										
National, Provincial and Local-level Government should provide 100% school fee subsidy support.										
<b>Make efficient and rational use of teachers.</b>										
Positions created be based on enrolments for each school.										
Apply multi-grade teaching for the appointment of teachers in schools, which have low enrolment in each class.										
<b>Primary education</b>										
<b>Minor outcome P1</b>										
<b>Provide and maintain a sufficient number of schools.</b>										
School boards and communities should be responsible for the infrastructure development in their respective schools.										
Local-level Government to budget grants for infrastructure and maintenance.										
Provide guidelines for building dimensions for primary schools classrooms and other facilities.										
<b>Provide support to remote schools.</b>										
Provide disadvantage allowances and better housing for teachers appointed to teach in disadvantage schools.										
Provide transport allowances for teachers appointed to disadvantage schools.										
<b>Improve retention rates.</b>										
Conduct awareness on the value of schooling.										
Conduct review on other initiatives such as a school lunch program										
Conduct review on the costs of compulsory primary education.										
<b>Minor outcome P2</b>										
<b>Review the implementation of reform curriculum and support materials for all subjects at the primary level on a regular basis.</b>										
Develop locally based support materials.										
Replace damage or stolen curriculum materials.										
<b>Support the implementation of primary reform curriculum.</b>										
Train teachers to use the materials.										
Assist with the development, production and distribution of locally based curriculum support materials in the vernacular.										
<b>Support the implementation of the HIV/AIDS policy.</b>										
Provide appropriate teacher and students materials										

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Carry out awareness to schools and educate teachers and students on the danger of the disease.										
<b>Provide advisory and appraisal services to all primary schools.</b>										
Provide logistical support to inspectors for effective monitoring of the standards.										
Train head teachers in teacher appraisal.										
<b>Greater community involvement in the management of schools.</b>										
Train board members in teacher appraisal techniques.										
Ensure gender equity on boards of management.										
<b>Minor outcome P3</b>										
<b>Sufficient appropriately trained and qualified teachers for primary schools</b>										
Identify certificate teachers and provide training opportunities in consultation with the Papua New Guinea Education Institute to upgrade qualification to diploma level.										
<b>Provide professional development opportunities for primary school teachers.</b>										
Provide leadership, training programme for senior teachers, deputy headteachers, and headteachers.										
Develop and conduct teacher-counselling programme.										
Provide leadership-training opportunities for women headteachers.										
<b>Provide professional development opportunities for primary school managers.</b>										
Provide supervisory and financial management workshop for senior and headteachers.										
Provide training programme on asset management for teachers and head teachers on how to store and care for textbooks and basic school materials.										
<b>Minor outcome P4</b>										
<b>Develop and implement a sustainable and affordable school fee subsidy policy.</b>										
Set school fees should be based on parent's capabilities rather than school fees.										
Allow parents to pay other forms of school fees rather than cash payments.										
Encourage schools to provide self-reliance projects to make extra income for the schools so that school fees can be reduced to minimum that parents can afford to pay.										
<b>Make efficient and rational use of teachers</b>										
Positions created be based on enrolments										
Identify qualified teachers to teach multi-grade classes to reduce number of teachers in order to save huge salary costs.										
<b>Secondary education</b>										
<b>Minor outcome S1</b>										
<b>Maintain and rehabilitate infrastructure and materials in the existing secondary schools in the province.</b>										
Provide specialist classrooms in the upper secondary schools.										
Supply secondary schools with appropriate equipment and curriculum materials.										

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>Staff secondary schools in a cost effective manner</b>										
Restructure secondary schools on the basis of 1.5 teachers per class.										
<b>Minor outcome S2</b>										
<b>Implement the approved secondary curriculum and assessment support materials for all subjects in all secondary schools in the province.</b>										
Establish a Provincial Curriculum Committee to develop curriculum that reflects local needs and demands.										
<b>Schools will be regularly monitored</b>										
Regular visits will be made by secondary inspectors and guidance officers										
School-based teacher appraisal will be introduced										
Teacher counsellors will be provided in all secondary schools.										
Awareness will be conducted so that parents will become more involved in the education of their children.										
<b>Minor outcome S3</b>										
<b>Provide the required number of appropriately trained teachers.</b>										
Develop a programme of professional development for teachers.										
Conduct in-service training courses.										
Implement courses using mixed modes of delivery.										
<b>Provide school management training.</b>										
Conduct courses on key issues such as planning, financial and asset management.										
<b>Minor outcome S4</b>										
<b>To provide an affordable secondary education.</b>										
Develop an appropriate school fee subsidy policy.										
To implement the School Fee Agreement Form										
Schools to undertake self-reliance activities										
<b>Vocational education</b>										
<b>Minor outcome V1</b>										
<b>Relocate the Manus Training Centre to a new location</b>										
Review the status of vocational centres in the province.										
Review the course content based on community needs and demands.										
Amalgamate the two centres.										
<b>Liase with other providers and the Department of Community Development.</b>										
Establish and strengthen linkages with other training providers.										
<b>Minor outcome V2</b>										
<b>Review curriculum in vocational centres.</b>										
Review the curriculum to reflect both the formal and informal sector development needs.										
Support the production of locally-based curriculum.										
<b>Provide adequate tools and equipment to service training programs.</b>										
Procure appropriate tools and equipment based on course specifications.										
<b>Minor outcome V3</b>										

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>Provide the required number of appropriately trained instructors.</b>										
Review delivery mode and accreditation of the Diploma in Vocational Education and Training.										
<b>Provide professional development opportunities for vocational centre instructors.</b>										
Conduct skills audit of instructors.										
Identify, develop and deliver courses to include entrepreneurial and adult education skills.										
<b>Provide professional development opportunities for vocational centre managers.</b>										
Conduct courses for managers to include planning, financial and asset management and entrepreneurial skills.										
<b>Minor outcome V4</b>										
<b>Develop and implement a sustainable, affordable and appropriate school fee policy.</b>										
Determine, on an annual basis, the costs of delivering vocational education programs.										
<b>Develop a culture of self-reliance in vocational centres.</b>										
Include entrepreneurial skills in all training programs.										
Ensure vocational programs in all vocational institutions are enterprise-driven.										
<b>Promote the principles of good governance in the administration of vocational institutions.</b>										
Develop appropriate systems for financial, inventory and asset management.										
Review guidelines for vocational centre Boards of Management.										
<b>Flexible, open and distance education</b>										
<b>Minor outcome F1</b>										
<b>Provide the facilities to enrol 25% of Grade 8 graduates and 10% of Grade 10 graduates into distance education.</b>										
Upgrade and expand the current centre facilities										
Equip the centre with appropriate machines and equipment.										
Establish study centres in strategic locations in the province.										
Encourage other providers										
<b>Minor outcome F2</b>										
<b>Review the current curriculum.</b>										
Develop appropriate policies to identify points of articulation between FODE and the formal school system.										
Develop and deliver other programmes such as adult literacy and other short modular courses.										
<b>Minor outcome F3</b>										
<b>Upgrade staff knowledge skills and competence.</b>										
Improve the capacity of staff to produce curriculum and assessment materials.										
<b>Minor outcome F4</b>										
<b>Support distance education in the province.</b>										
Monitor improvements consistent with the national education system prerequisites.										
Support the work of FODE in the province.										
Establish the governing council for the provincial centre.										

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>Administration</b>										
<b>Minor Outcome A1</b>										
<b>Restructure the Manus Education Division and improve its system to make it more efficient and effective in the delivery of its core functions.</b>										
Conduct a review of the Divisional capacity.										
Improve key organisational systems and practices										
Develop Divisional annual plan.										
<b>Provide advice on policy matters.</b>										
Provide support to Provincial and Local-level Government authorities in the development of project proposal.										
Develop an effective system for monitoring and evaluation of donor-funded project.										
Monitor and evaluate the implementation of delivery of education services at Local-level Government areas.										
<b>Communicate and implement HIV/AIDS policy.</b>										
Develop HIV AIDS policy and plan										
<b>Minor Outcome A2</b>										
<b>Develop and implement an appropriate human resource policy and plan for the Division of Education.</b>										
Carryout regular assessments of staff training needs.										
Provide work based training for divisional staff.										
Provide senior officers of the division with targeted training in order to improve their capacity to lead the organisation.										
Identify and support officers and teachers for rapid promotion.										
<b>Develop a human resource management system.</b>										
Improve the payroll system.										
<b>Minor Outcome A3</b>										
<b>Integrate planning and budgeting processes at all levels.</b>										
Review budgeting and reporting systems.										
Provide relevant training programme for planning and budgeting staff as well as divisional clerks.										
<b>Review financial procedures and processes.</b>										
Generate revenue from cost recovery activities.										
Develop a master asset register.										
<b>Minor Outcome A4</b>										
<b>Use appropriate information communications technology for flexible and effective dialogue between all level of schools and other stakeholders.</b>										
Develop a data centre for collection and storage of information.										
Liaise with schools and other authorities to provide proper and correct statistical data										
<b>Minor Outcome A5</b>										
<b>Develop and implement an awareness strategy to support the implementation of the Manus ten years education plan.</b>										
Identify target groups and provide awareness campaign.										
Disseminate news information on a regular basis to promote education policy.										

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Write, produce and distribute news and information to schools and communities.										

*Section 6*

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**FINANCING THE PLAN**

## Financing the Plan

Manus Provincial Government relies very heavily on the National Government and donor agency funding for the delivery of goods and service. Since the passage of the Organic Law on Provincial Government and Local-level Government in 1995 there has been a devolution of responsibilities to and within provinces. In the case of education these changes have centred mainly on resource allocation, with provincial and Local-level Government being made largely responsible for the provision of education services.

The restructuring of the education system began in Manus in 1997 with a small number of pilot schools. Since then the system has grown significantly despite only minimal increase in funding.

Over the last ten years however, there are positive indications recording an increase in the number of elementary schools, primary schools and secondary schools. In spite of this growth funding had been a major constraint, demanding extra pressure on resource allocation. Teacher salaries and emoluments will remain the largest part of the education budget, now and in the future.

Better trained teachers, procurement of adequate school materials of reasonable quality, improved school buildings and facilities, amongst others will demand considerable attention in terms of funding. However, we share the sentiment that education is a shared responsibility and acknowledge the important role and contribution that the churches and the parents have and will continue to play in providing education to the growing school age population.

Our plans and policies are long term and they will be reviewed in the medium term. We must be well aware that the scarcity of resources will dictate priorities and set limits to programmes and projects for funding. Although this Plan may be seen to be complete and conclusive, it is not an exhaustive attempt to address the felt needs of the people of Manus for better quality education.

The Plan recognizes the dangers of making financial projection as forward as ten years. All of the financial figures will be fully reviewed, and adapted as necessary in 2008, 2012 and 2015. We will continuously monitor performance.

### Costs of the Plan

The financing of the Plan will come from a variety of sources.

- National Government
- Provincial Government
- Local-level Government
- Church Agencies
- Communities
- Parents

Donor funding, if any will be used to complement the funding provided by these sources.

### National Government contributions

These will be in the following areas –

- teacher salaries and emoluments
- teacher leave fares

- school fee subsidies
- printing and procurement of curriculum materials
- professional development and teacher upgrading

Table 27: Total salaries and allowances by sector (K'000's), 2006 to 2015

Year	Elem	Prim	Sec	Voc	Total
2006	1499.4	4145.4	672.4	122.3	6439.5
2007	1544.2	4189.5	717.2	146.7	6597.6
2008	1535.6	4095.9	762.0	171.2	6564.7
2009	1591.1	3974.2	784.5	195.6	6545.3
2010	1645.4	3846.1	806.9	220.1	6518.4
2011	1660.7	3712.5	806.9	244.5	6424.6
2012	1677.6	3802.0	806.9	269.0	6555.4
2013	1669.8	3787.9	806.9	293.4	6558.1
2014	1688.1	3952.2	851.7	317.9	6809.8
2015	1682.4	3999.8	896.5	342.3	6921.0

Table 28: Total leave fares by sector (K'000's), 2006 to 2015

Year	Prim	Sec	Voc	Total
2006	157.9	25.6	4.7	188.2
2007	159.6	27.3	5.6	192.5
2008	156.0	29.0	6.5	191.6
2009	151.4	29.9	7.5	188.7
2010	146.5	30.7	8.4	185.6
2011	141.4	30.7	9.3	181.5
2012	144.8	30.7	10.2	185.8
2013	144.3	30.7	11.2	186.2
2014	150.6	32.4	12.1	195.1
2015	152.4	34.2	13.0	199.6

Table 29: Total provincial subsidies by sector (K'000's), 2006 to 2015

Year	Elem	Prim	Total
2005	54.9	240.9	295.8
2006	54.6	247.0	301.6
2007	61.9	246.4	308.3
2008	66.1	248.9	315.0
2009	69.4	250.2	319.6
2010	72.3	251.0	323.3
2011	74.2	259.8	334.0
2012	76.1	264.9	341.0
2013	78.1	288.9	367.0
2014	80.1	302.3	382.4
2015	82.2	314.6	396.8

Significant cost-effectiveness measures will be implemented in this Plan period to offset these costs. Critical among these are in the area of teacher deployment, specifically –

- allocating teachers at one per class in the upper primary grades
- the reduction of class-teacher ratio to 1.5 teacher per class in the secondary schools
- staffing to be allocated to schools on the basis of the number of students rather than the number

of classes

- upgrading of teachers using flexible delivery methods, including distance education.

### **Provincial Government contributions**

The Manus Provincial Government will be responsible for all aspects of post primary education. These include –

- the maintenance of secondary schools and vocational institutions
- new infrastructure requirements for secondary schools and vocational institutions
- the resourcing of secondary schools and vocational centres through the provision of appropriate tools, machines and equipment
- earmarking of a predetermined proportion of revenue base (*eg. provincial tax*) for education
- determine the level of project fees in schools
- introduce self-reliance projects within schools

### **Local-level Government contributions**

The Local-level Governments are responsible for supporting communities in the infrastructure and maintenance costs of elementary and primary schools. Infrastructure support will be in the form of establishment grants, thus –

- elementary school establishment grant - K2,500 per class
- upper primary school establishment grant - K1,000 per class
- elementary school maintenance - K 250 per class
- primary school maintenance - K1,000 per class

Table 30: Local-level Government costs by year (K'000's), 2006 to 2015

<b>Year</b>	<b>Elem mtce</b>	<b>Elem est</b>	<b>Prim mtce</b>	<b>Total</b>
2006	52.5	11.5	325.4	389.4
2007	52.2	9.3	318.2	379.7
2008	54.1	13.6	308.7	376.4
2009	56.0	5.1	298.7	359.8
2010	56.5	5.2	288.4	350.1
2011	57.1	5.4	295.3	357.7
2012	56.8	5.5	294.2	356.5
2013	57.4	5.6	307.0	370.0
2014	57.2	5.8	310.7	373.7
2015	57.1	5.9	312.4	375.4

It is important that per capita funding, as legislated for under Section 93(2) of the Organic Law on Provincial Government and Local-level Government, be provided direct to the Local-level Governments. The Local-level Governments will be assisted by both local members of Parliament and the Churches. Members of parliament will be expected to support the establishment and maintenance of basic education facilities through the use of district support grants administered through the Joint District Budget and Planning Priorities Committee.

### **Divisional Expenditure**

The costs of administering the delivery of education services in Manus Province will rise as the number of students and the number of teachers rises. The table below shows indicative figures for the costs of providing these services. This table, at present 2005 prices, shows the cost of salaries remaining dropping in line with the Government right sizing initiative and goods and services rising.

Table 31: Division of Education costs by year (K'000's), 2006 to 2015

Year	Salaries	Goods / Services	Total
2006	294.5	90.7	385.2
2007	279.8	92.8	372.6
2008	279.8	95.5	375.2
2009	279.8	98.0	377.8
2010	279.8	100.3	380.0
2011	279.8	102.6	382.4
2012	279.8	104.2	384.0
2013	279.8	108.6	388.4
2014	279.8	114.3	394.1
2015	279.8	121.8	401.5

### **Church Agencies contributions**

The Plan recognises the significant contributions that have been made by the church agencies in the delivery of education services to the people. It is expected that they will continue to provide support both pastoral and otherwise, to the communities within which they work. The catholic agency in particular has provided considerable support in the past to its schools and this is expected to continue throughout the period of this plan. The Evangelical Alliance and the Seventh Day Adventists have also indicated their continued support for education in the province.

### **Community contributions**

The contribution that communities make will largely be in the form of the construction and maintenance of infrastructure in the elementary and primary schools. This will be in kind rather than cash.

### **Parental contributions**

Parents will continue to make significant cash contributions towards the education of their children. This will continue to be done through the payment of school and project fees. It is estimated that parents pay approximately K2.5m in school fees at the moment. Parents will also be expected to assist in fund raising activities as well as self-reliance projects in schools.

### **Donor agency contributions**

Despite serious cost saving measures in the Plan, it cannot be implemented in full without support from donor agencies. Some of the activities in the Plan, for example, the relocation of Manus Training Centre will need to be funded by donor agencies, either fully or partially. This funding cannot be seen as a replacement for the Manus Government recurrent and development budgets but should provide additional funds and be a catalyst to further development.

We are mindful that while this Plan has desirable policy objectives, the success of implementation is so much determined by the levels of funds made available by all stakeholders. Critical among these are the National Government, the Manus Provincial Government, Local-level Government, donor agencies, the Churches, communities and the parents. We may well again adopt the phrase **“do more with less”** as our motto for development.



*Section 7*

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**MONITORING AND EVALUATING THE PLAN**

# Monitoring and Evaluating the Plan

## Definition

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

## Situation analysis

A system of periodical assessment and evaluation of the effectiveness of the entire education administration in the province is well established. This is a result of an efficient data collection system that we have developed in recent years. We still need to evaluate and monitor the effectiveness of teachers' performances so as to improve students' academic results in schools. The province will need to develop its capacity to undertake major research work into a wide range of topical issues aimed at improving or raising the quality and standards of education in the province.

Mechanisms will be set in place to strengthen and support implementation and management, monitoring and evaluation and social mobilization and advocacy of the Plan. The monitoring and evaluation system will support the continual review of policy guidelines, the assessment of programmes and project implementation. This will also provide grounds for making periodical review of the Education Plan.

## Monitoring and Evaluation Framework

For this Plan to be monitored and evaluated we will rely on statistical data from all levels of the system and key research areas need to be identified. The purpose of monitoring and evaluation system is three-fold;

- data collection - collecting reliable and up-to-date data needed for the successful implementation of planned programmes and projects. The data collected will allow decision makers to determine whether targets are being achieved.
- data analysis - to alert management and staff about the trends and identify areas where intervention is necessary.
- intervention - to develop strategies for recommended plan of actions directed at addressing problematic areas.

The framework of the evaluation will consist of content, process and product, and will include the use of quantitative as well as qualitative measures. Indicators will be identified by the Provincial Education Board through its Planning sub-committee.

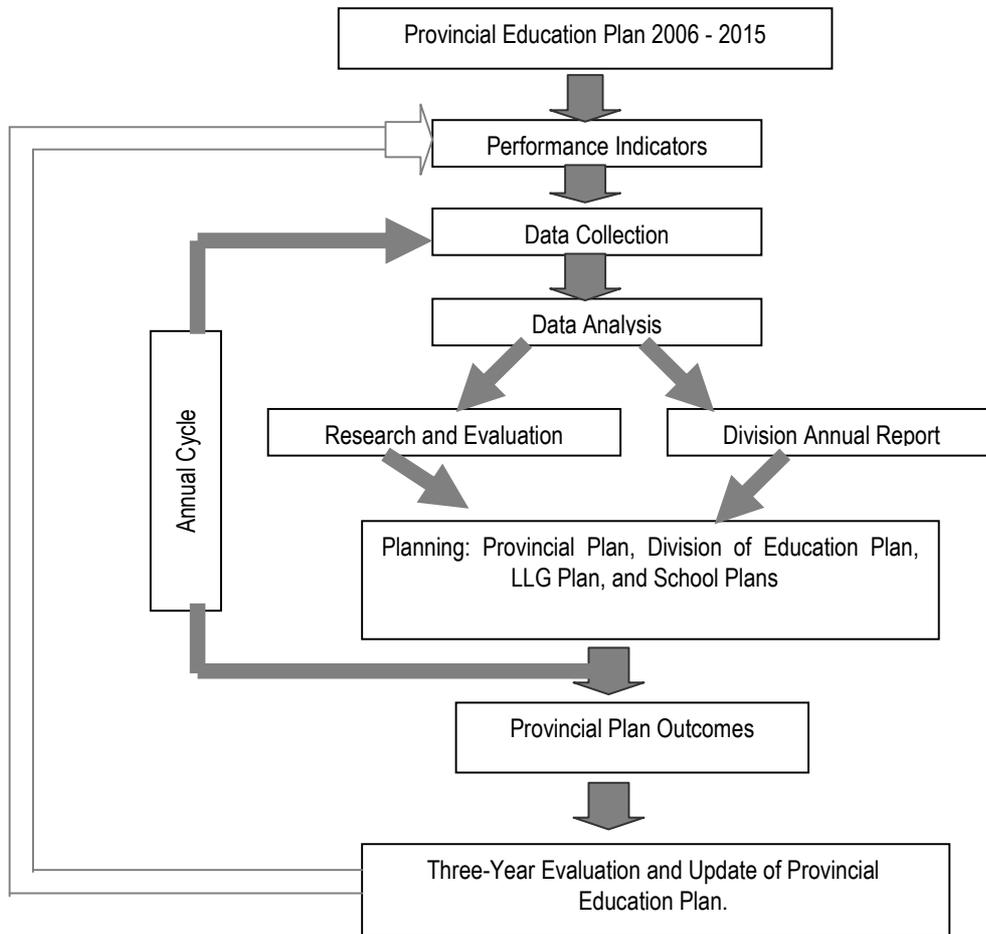
Research will concentrate on the on the implementation of the Plan, the output at each level of the system, and the cost effectiveness of the system. This of course will require expertise from National Department of Education and from other institutions and individuals outside of the education system, to undertake research and an independent evaluation of the Plan.

Data already collected will provide benchmarks against which future progress can be measured and a data set to assist in the review of the Plan.

On the following pages, the targets and measures are shown for each minor outcome. These will assist us in measuring progress against established objectives, targets and outcomes. In doing so we should be able to measure the cost-effectiveness in the delivery of education services in the province.

The diagram below illustrates how the components of monitoring and evaluation combine to assess the overall performance of the Plan.

### Monitoring and Evaluating Framework for the Manus Education Plan



Analysis and feedback about the data to those collecting it is necessary if data accuracy is to be enhanced. In collecting data we will give more attention to their input if we see a use for the final product. Therefore careful analysis is essential by those providing it. The three-year review of this Plan will produce and updated Plan and as such, it might be necessary to modify the set of indicators used.

## Elementary

<b>Performance Area: Access</b>		
Minor Outcome	Target	Measure(s)
E1 Elementary schools will be established in the twelve Local-level Government areas so that all children in Manus will enrol at the age of six years.	By 2015 a total of 113 elementary schools will have been established.	<ul style="list-style-type: none"> <li>▪ Total number of elementary schools</li> <li>▪ No. of established elementary schools</li> <li>▪ Policy develop to introduce compulsory education</li> </ul>
	By 2008 a policy will be developed to introduce compulsory education in the elementary sector.	<ul style="list-style-type: none"> <li>▪ Total number of classrooms constructed according to the guidelines</li> </ul>
	By 2006, guidelines for the buildings of elementary school classrooms will be developed.	<ul style="list-style-type: none"> <li>▪ Total number of 6-year old children</li> <li>▪ Number of 6-year old children in elementary</li> <li>▪ No. of elementary teachers</li> <li>▪ No of elementary students</li> </ul>
	By 2008, all children will enter elementary preparatory Grade at the age of six years.	<ul style="list-style-type: none"> <li>▪ Teacher pupil ratio</li> </ul>
	By 2015, a pupil teacher ratio of 25:1 will be achieved in the elementary schools.	

<b>Performance Area: Quality Curriculum and Monitoring</b>		
Minor Outcome	Target	Measure(s)
E2 A relevant elementary curriculum is develop, implemented and monitored.	By 2008, six more orthography will be developed.	<ul style="list-style-type: none"> <li>▪ No. of orthographies to be developed each year.</li> </ul>

<b>Performance Area: Quality Teacher Education and Training</b>		
Minor Outcome	Target	Measure(s)
E3 A sufficient number of appropriately trained and qualified elementary teachers are available.	By 2012, all elementary school classes will be taught by qualified teachers.	<ul style="list-style-type: none"> <li>▪ No. of qualified registered teachers in elementary schools.</li> </ul>
	By 2007, selection guidelines for elementary school teachers will be reviewed.	<ul style="list-style-type: none"> <li>▪ Review selection guidelines.</li> </ul>

<b>Performance Area: Quality Management</b>		
Minor Outcome	Target	Measure(s)
E4 Elementary Education is cost-effective and affordable for parents and government.	By 2007, Local-level Governments will provide maintenance grants to elementary schools.	<ul style="list-style-type: none"> <li>▪ Local-level Government's will provide maintenance grants to elementary schools</li> </ul>
	By 2008, teachers will be allocated to schools on the basis of enrolment, rather than the number of classes.	<ul style="list-style-type: none"> <li>▪ Teachers appointed to school will be based on enrolments.</li> </ul>

## Primary

Performance Area: Access		
Minor Outcome	Target	Measure(s)
P1 Sufficient primary school classes established to achieve access and retention targets.	By 2006 all children will be given the opportunity to continue to Grade 7.	<ul style="list-style-type: none"> <li>▪ Total number of children completing Grade 6.</li> <li>▪ Total number of children entering Grade 7.</li> </ul>

Performance Area: Quality Curriculum and Monitoring		
Minor Outcome	Target	Measure(s)
P2 A relevant primary curriculum is developed implemented and monitored.	By 2008 a provincial curriculum development committee will be established to develop locally-based curriculum.	<ul style="list-style-type: none"> <li>▪ Development of provincial curriculum committee.</li> <li>▪ Number of locally-based curriculum produce.</li> </ul>
	By 2006 policy guidelines will be developed by the Department of Education to address the issues on HIV and AIDS.	<ul style="list-style-type: none"> <li>▪ HIV and AIDS policy guidelines to be developed.</li> <li>▪ Number of teachers train to execute the tasks.</li> <li>▪ Number of visits paid to schools and community.</li> </ul>
	In 2007, induction training courses will be conducted for Board of Management members and teachers.	<ul style="list-style-type: none"> <li>▪ Number of Board of Management members trained.</li> <li>▪ Number of teachers trained.</li> </ul>

<b>Performance Area: Quality Teacher Education and Training</b>		
<b>Minor Outcome</b>	<b>Target</b>	<b>Measure(s)</b>
P3 Sufficient appropriately trained and qualified teachers for primary schools.	From 2006 onwards an average of five certificate teachers will be sent to PNGEI to upgrade their qualifications to diploma level.	<ul style="list-style-type: none"> <li>▪ Number of teachers with no diploma qualifications.</li> <li>▪ Number of teachers with diploma qualifications.</li> </ul>
	By 2009 all primary school teachers will have a diploma qualification and be equipped to teach the reform curriculum.	<ul style="list-style-type: none"> <li>▪ Number of in-service training programme developed.</li> <li>▪ Number of trained qualified teachers.</li> </ul>
	By 2007 all schools will have access to trained teacher counsellors.	<ul style="list-style-type: none"> <li>▪ Number of counsellors trained.</li> </ul>
	By 2007 the province will provide leadership training for female headteachers.	<ul style="list-style-type: none"> <li>▪ Number of female headteachers trained.</li> </ul>

<b>Performance Area: Quality Management</b>		
<b>Minor Outcome</b>	<b>Target</b>	<b>Measure(s)</b>
P4 Primary education is cost-effective and affordable for parents and governments.	A level of parental contribution will be determined annually by Manus Provincial Education Board	<ul style="list-style-type: none"> <li>▪ Amount of fees to be paid annually.</li> <li>▪ Approval of school fee policy.</li> </ul>

## Secondary

Performance Area: Access		
Minor Outcome	Target	Measure(s)
S1 All four secondary school in the province will be upgraded, resourced and equipped within budget to provide quality education.	By 2006, the transition rate between Grades 8 and 9 will be maintained at 65%.and between Grades 10 and 11 at 20%	<ul style="list-style-type: none"> <li>▪ Number of students selected to do Grade 9.</li> <li>▪ Number of students selected to do Grade 11.</li> <li>▪ Number of girls selected.</li> </ul>
	By mid 2006, the infrastructure development for three secondary schools in the province will be completed.	<ul style="list-style-type: none"> <li>▪ Number of old facilities maintained.</li> <li>▪ Number of new facilities erected.</li> </ul>
	By 2008, teacher allocation in secondary schools will be at the rate of 1:5 teachers per class.	<ul style="list-style-type: none"> <li>▪ Number of teacher allocated at 1:5.</li> </ul>

Performance Area: Quality Curriculum and Monitoring		
Minor Outcome	Target	Measure(s)
S2 To effectively teach and implement secondary curriculum and to ensure that these are monitored efficiently in all secondary schools in the province.	By 2007, all reform curriculum materials will have been distributed to schools in the province.	<ul style="list-style-type: none"> <li>▪ Number of secondary schools using reform curriculum.</li> </ul>
	By 2008, the Provincial Curriculum Committee will be established to develop curriculum featuring local needs and demands.	<ul style="list-style-type: none"> <li>▪ Establishment of reform curriculum committee.</li> <li>▪ Functions of reform curriculum committee.</li> </ul>
	Throughout the plan period, secondary inspectors and guidance officers will visit and report on schools twice a year.	<ul style="list-style-type: none"> <li>▪ Number of visits to all secondary schools by inspectors and guidance officers.</li> <li>▪ Number of inspector's reports.</li> </ul>
	By 2007, all secondary schools will have trained teacher councillors.	<ul style="list-style-type: none"> <li>▪ Number of trained counsellor teachers in schools.</li> </ul>

<b>Performance Area: Quality Teacher Education and Training</b>		
<b>Minor Outcome</b>	<b>Target</b>	<b>Measure(s)</b>
S3 To provide sufficient number and appropriately trained and qualified teachers to teach in the four secondary schools in the province.	By 2010, all secondary schools teachers will be degree holders.	<ul style="list-style-type: none"> <li>▪ Number of teachers with diploma qualification.</li> <li>▪ Number of teachers with degree and diploma qualification.</li> <li>▪ Number of teachers with postgraduate qualification.</li> </ul>
	Throughout the plan period, all teachers will participate in an annual in-service training week.	<ul style="list-style-type: none"> <li>▪ Number of in-service training programme conducted.</li> <li>▪ Number of teachers trained.</li> </ul>
	By 2008, training will be provided on school and financial management, including school leadership for all school managers.	<ul style="list-style-type: none"> <li>▪ Number of training on financial management conducted.</li> <li>▪ Number of training on leadership conducted.</li> <li>▪ Number of teachers trained.</li> </ul>

<b>Performance Area: Quality Management</b>		
<b>Minor Outcome</b>	<b>Target</b>	<b>Measure(s)</b>
S4 Secondary education will be cost effective and affordable for parents and governments.	By 2007 all secondary schools will carryout self-reliance projects.	<ul style="list-style-type: none"> <li>▪ Number of schools involved in the projects.</li> <li>▪ Number of projects implemented.</li> </ul>

## Vocational

<b>Performance Area: Access</b>		
Minor Outcome	Target	Measure(s)
V1 There will be a significant growth in the vocational sector to cater for the growing number of Grade 8 and 10 school leavers.	By 2007, there will be a review on the role and status of Manus Vocational Training Centre.	<ul style="list-style-type: none"> <li>▪ Roles and status of Manus Vocational Training Centre reviewed.</li> </ul>
	The Manus Vocational Centres will be re-registered by 2007	<ul style="list-style-type: none"> <li>▪ Manus vocational center register</li> </ul>

<b>Performance Area: Quality Curriculum and Monitoring</b>		
Minor Outcome	Target	Measure(s)
V2 A qualified vocational skills training program provides clients with skills that are relevant and required by the community.	By 2006, the curriculum will be reviewed and developed to reflect both formal and informal sector development needs in the province.	<ul style="list-style-type: none"> <li>▪ Curriculum will be reviewed and developed to reflect formal and informal sector needs.</li> </ul>
	By 2007, all full time training programmes will be for a maximum of one-year duration.	<ul style="list-style-type: none"> <li>▪ Full time training will be for a one-year duration.</li> </ul>
	By 2009, the centre will offer short-term community oriented programmes.	<ul style="list-style-type: none"> <li>▪ No of short-term community oriented programme offered.</li> </ul>

<b>Performance Area: Quality Teacher Education and Training</b>		
Minor Outcome	Target	Measure(s)
V3 The provision of a sufficient number of appropriately trained and qualified vocational centre instructors and managers.	By 2008 all instructors will have a teaching qualification	<ul style="list-style-type: none"> <li>▪ No of trained and qualified instructors.</li> </ul>

<b>Performance Area: Quality Management</b>		
Minor Outcome	Target	Measure(s)
V4 A vocational education system that is both cost-effective for government and affordable for all.	By 2009, Grade 8 Graduate Incentive Scheme will be introduced.	<ul style="list-style-type: none"> <li>▪ Incentive scheme for Grade 8 introduced.</li> </ul>

## Flexible, open and distance education

<b>Performance Area: Access</b>		
Minor Outcome	Target	Measure(s)
F1 A significant growth in enrolment achieved by offering a number of demand driven programmes.	Four accredited study centres will be established by 2008.	<ul style="list-style-type: none"> <li>▪ No of accredited study centres established.</li> </ul>
	Enrolment in Grade 9 and 10 will cater for 25% of the students who are not offered secondary school places by 2007.	<ul style="list-style-type: none"> <li>▪ No of students who were offered Grade 9 and 10 placing.</li> </ul>
	By 2010, the provincial centre will cater for 10% of Grade 10 graduates who are not offered Grade 11 placing in the upper secondary school.	<ul style="list-style-type: none"> <li>▪ No of students who were offered Grade 11 placing in the centre.</li> </ul>

<b>Performance Area: Quality Curriculum and Monitoring</b>		
Minor Outcome	Target	Measure(s)
F2 The curriculum and assessment programmes offered by the centre will be based on National Curriculum.	Appropriate assessments, examination and certification system will be established by 2008.	<ul style="list-style-type: none"> <li>▪ Establishment of assessment, examination and certification system.</li> </ul>

<b>Performance Area: Quality Teacher Education and Training</b>		
Minor Outcome	Target	Measure(s)
F3 The provision of well trained and qualified staff and support personnel's.	Appropriate training will be provided for the coordinator and staff.	<ul style="list-style-type: none"> <li>▪ No of training programme conducted.</li> <li>▪ No of coordinators trained.</li> <li>▪ No of staff trained.</li> </ul>

<b>Performance Area: Quality Management</b>		
Minor Outcome	Target	Measure(s)
F4 A provincial centre to offer flexible, open and distance education.	By 2007, more students will access nationally recognized qualifications.	<ul style="list-style-type: none"> <li>▪ No of students who access recognized qualifications.</li> </ul>

## Administration

<b>Performance Area: Organisational improvement</b>		
<b>Minor Outcome</b>	<b>Target</b>	<b>Measure(s)</b>
A1 The Division of Education will strengthen its capacity to strategically respond to changing conditions and government priorities.	The Division of Education staff will be appropriately trained by 2010.	<ul style="list-style-type: none"> <li>▪ No of staff trained.</li> </ul>
	HIV AIDS Policy and plan completed and implemented by 2007.	<ul style="list-style-type: none"> <li>▪ Plan completed and implemented</li> </ul>

<b>Performance Area: Human resources management</b>		
<b>Minor Outcome</b>	<b>Target</b>	<b>Measure(s)</b>
A2 Human resource systems and programmes will be developed for all teachers and educational administrative personnels in the province.	A staff development programmes will be developed by 2008.	<ul style="list-style-type: none"> <li>▪ No of programmes developed and conducted.</li> </ul>

<b>Performance Area: Financial management</b>		
<b>Minor Outcome</b>	<b>Target</b>	<b>Measure(s)</b>
A3 Budgeting and financial system will be managed and sustained.	An effective and sustainable system of financing and resourcing of approved education programmes and projects will be established by 2008.	<ul style="list-style-type: none"> <li>▪ Established sustainable system of financing and resourcing of programmes and projects.</li> </ul>

<b>Performance Area: Information communication technology</b>		
<b>Minor Outcome</b>	<b>Target</b>	<b>Measure(s)</b>
A4 Information, communication technology system and process develop to support the management of educational programmes.	By 2008, a system for collecting and storage data centre should be established.	<ul style="list-style-type: none"> <li>▪ Established a data centre.</li> </ul>

<b>Performance Area: Communication system</b>		
<b>Minor Outcome</b>	<b>Target</b>	<b>Measure(s)</b>
A5 Communication system and process are effective for producing and disseminating information and raising standards	Develop communication policy and implement this policy by 2008.	<ul style="list-style-type: none"> <li>▪ Policy implementing.</li> </ul>

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