

Commitment for a Better Future



Milne Bay
Provincial Development Plan
for
Education
2007-2016

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Papua New Guinea.

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Governor's statement

The 1998 Milne Bay Summit was held to find ways to determine the direction to follow in the government development plan.

In 1999, The Milne Bay Provincial Government endorsed the National Medium Term Development Strategies, 1997-2002 (MTDS) as the overall policy and planning frame work at all levels in the province.

The government's acceptance of the provincial policies provides an overview of all sectors and as well provides a frame work on which all government decisions, future plans and budgets will be based.

The general focus of the government in Milne Bay is directed towards the provisions of basic human needs of clean, safe and portable water, health, education, communication, transportation and social order through encouraging economic self-reliance.

As the Head of the Government, I am not only pleased but proud to present the 2007-2016 Provincial Development Plan for Education.

This plan is developed in full consultation with Organic Law on Provincial and Local Level Government, the National Education (Amendment) Act 1995 and the overall Provincial Government Plan.

I am also pleased to inform the people of Milne Bay that University level of Education is now available as part of Open Learning. Under the Literacy Program, Hanua Gado Sikuli and other non-formal programs will be addressed as an important component of the plan.

In my capacity as the Governor of the Province, it is my responsibility to see that this plan is supported in all forms in order to see it working. It is important that Local Level Governments and Ward Councilors use all available resources to help educate our people.

The plan provides for, among other things:-

- Universal access to initial education in the language that the child speaks,
- Enrichment of local culture by provision of initial education in local language,
- Universal Primary Education for all up to grade 8,
- Greatly increased access opportunities to both lower and upper secondary education,
- Increased access opportunities to vocational secondary education,
- Practical and technical skills development training relevant to the economic activities of the province incorporated as part of the general education system;
- Increased open learning opportunities for out of school youth and adults, including University level studies.
- Increased access and provision of school libraries for children and the public

Education is a basic right for each person and this government places its support as the priority. My government is aware of the huge responsibility and the cost of providing the necessary basic education for all. The plan calls for a total and full committed partnership at all levels of Government, the NGOs, the Education Agencies, the Community groups, the teachers and of course the parents. Because educating the child is the collective responsibility.

Finally, as the Governor of the province, I am proud to acknowledge the good work being done and I am now ready to implement the plan.

Hon. John Luke Crittin, CBE, MP
Governor
Milne Bay Province

Chairman's Foreword

It gives me great pleasure to present the Milne Bay Province's Provincial Development Plan for Education 2007 – 2016 to all the Milne Bay Province people. This 10 year plan with its vision, strategies and activities are structured towards achieving a better future for children through our education system.

The priority of this plan is to provide the opportunity of nine (9) years of basic education. In order to complete 9 years of basic education every child must have the opportunity to enroll at elementary prep class and be educated up to Grade 8. On completion of 9 years of basic education our young children will have a number of pathways available to them as they move through adolescence into adulthood. All children who complete basic education will receive financial assistance, an initiative from the National Government to assist our future generation for future education or training. Some academically inclined students will be selected to receive special funding to enable them to progress as far as their ability allows. Those with different talents will have opportunities through the revitalized vocational centres and restructured Distance Education system.

The 10 year provincial development plan for education presents a direction that is derived from the national education plan that focuses on the demand of our growing school age population at both basic and post primary levels of education. Matching a massive growth in the restructure and expanded school system against population of school age children alone is mammoth task compared to the capacity to finance, manage, monitor and to sustain educational progress and developments.

Education therefore must not be seen as an individual's concern but must be seen as a concern for every one in Milne Bay Province. Our children need the best and deserve the opportunity to take their place in the global community. To achieve this education should be affordable and is a shared responsibility. To this end, the National Government will meet the expenses of teachers, curriculum and school materials. The support for establishment and maintenance of school infrastructure will be a shared responsibility between the National and Provincial Governments. The provision of educating a child in Milne Bay Province must be practiced as a shared responsibility between parents, communities, government at all levels, NGOs and all stake holders.

The implementation of this plan is achievable but is demanding and will require the support and commitment of all stakeholders. Traditionally, parents and communities have had the responsibility to maintain and upkeep the school. This must continue with the support of all stake holders. The spirits of partnership that enabled and sustained the continuity of our children's education in the past by all is complemented and thus further encourage all to continue the excellent work.

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

Hon. James Mwai,
Chairman
Education Services
Milne Bay Province

Principal Education Advisor's Message and Acknowledgments

Milne Bay Provincial Education Plan 2007 to 2016 was formulated and put together with the support of many individuals. Therefore, the Provincial Education Board wishes to acknowledge the efforts of the Provincial Education Planning committee under the Chairmanship of Mr. Maken Sale, the District Administrators, District Education Superintendents and District and Local Level Government Representatives who have provided immense ideas, directions and have given moral support towards the development of this ten year Provincial Education Plan.

The Milne Bay Province Education Board also wish to acknowledge the provincial education divisions' planning team's efforts made in reaching out to at least some of the electorates to discuss the vision, the outcomes, the strategies and the activities required to achieve the goals of the Milne Bay Provincial Education Plan 2007 – 2016. It is through such consultations the ideas collected were analysed, collated and written as a plan. Hence, it is a peoples' plan as it reflects the views, perceptions and the aspirations of the people of Milne Bay province.

The people of Milne Bay Province acknowledges the technical support rendered to us in the process of formulating and writing of this plan from the Planning and Monitoring Division of the Department of Education especially to Mr. Geoff Thompson, Mr. Peter Wambena. We also thank Mr. Uke Kombra who was Assistant Secretary for Planning, Facilitating and Monitoring Division at that time and now the First Assistant Secretary, Policy, Planning, Research and Communication who have facilitated on our behalf to secure monies under the PRIDE Project to support us in the process of writing this plan. Our sincere thanks also go to Education Capacity Programme (ECBP) for the financial support given to us for the editing and the printing of this document.

The Milne Bay Provincial Education Board also received support from Church Organisations, non Government Organisations and from the Milne Bay Provincial Administration and other stakeholders. Our school inspectors, district education superintendents, teachers and many more who have contributed in one way or the other, we thank you all for a job well done and has made it a success for completion of this Education Plan.

A special thank you also goes to Mr. Kini Puele the Former Principal Education Advisor Milne Bay Province for his leadership, guidance and contribution in getting this plan off the ground. A special tribute also goes to late Mr. Koupere Magini, the Former Provincial Education Planner for his contribution towards this plan.

Michael Ova

Principal Education Advisor
Milne Bay Province

Executive Summary

The desired outcomes from a reformed education system must be derived from present realities firmly rooted in modest cultural heritage, local knowledge and history and the society's capacity to manage development, change and external competition.

Matching the massive growth in the school system against the provinces capacity to finance, manage, support, monitor and to sustain educational progress places serious challenges to all levels of government in Milne Bay. Under the new Organic Law on Provincial and Local Level Governments funding for various education support grants and subsidies and teachers' salaries have been transferred to provinces. This therefore highlights the need for provincial and local level governments to give priority to education funding which are becoming more apparent.

That this Provincial Education Plan 2007-2016 titled 'Commitment for a Better Future' reflects educations continued efforts to excel in implementing Government's medium to long-term development strategies towards human resource development and appropriate and sustainable development. The long-term strategy for education is to achieve the goal of integral human development. This Provincial Education Plan 2005-2014 carries on from the progress made during the 10 years of implementing the Provincial Education Plan 1995-2004. It sets out targets for education in the Province and the main strategies for achieving them from 2007-2016.

The Major Outcomes will be:

- Access
- Quality Curriculum and Monitoring
- Quality Teacher Training
- Administration and Management

The Provincial Education Plan 2007-2016 consists of reflections of the shared vision of educations, main policies and programs and the strategies envisaged to effectively achieve the planned outcomes. The plan includes background information, details regarding the foundations for the plan, the national objectives, declarations and the main Government policies in education. The Provincial Government vision, mission and objectives and the main program objectives and outcomes their related planned activities and projected completion timeframes. It also provides financial requirements and discusses the purpose of monitoring and evaluation.

The Plan confronts the many issues facing education, including considerable pressure in some areas, such as infrastructure and teacher numbers teacher training material development and distribution, and the capacity of levels of schooling system to monitor and administer the education reform as well as greater community and parental demands for access to education.

The provision of education services is a shared responsibility between the different levels of Government, the communities, the agencies and the parents themselves. The responsibilities for the financing of education have been laid out clearly with the provincial and local level governments being entirely responsible for the provision of infrastructure and maintenance in schools.

The plan provides achievable targets; management strategies cost estimates and schedules for implementing the policies objectives. In what might be achievable in ten year period builds a solid base and has greater potential that is based on strategic action, planned to be progressive, sequential and attainable.

Section 1

INTRODUCTION

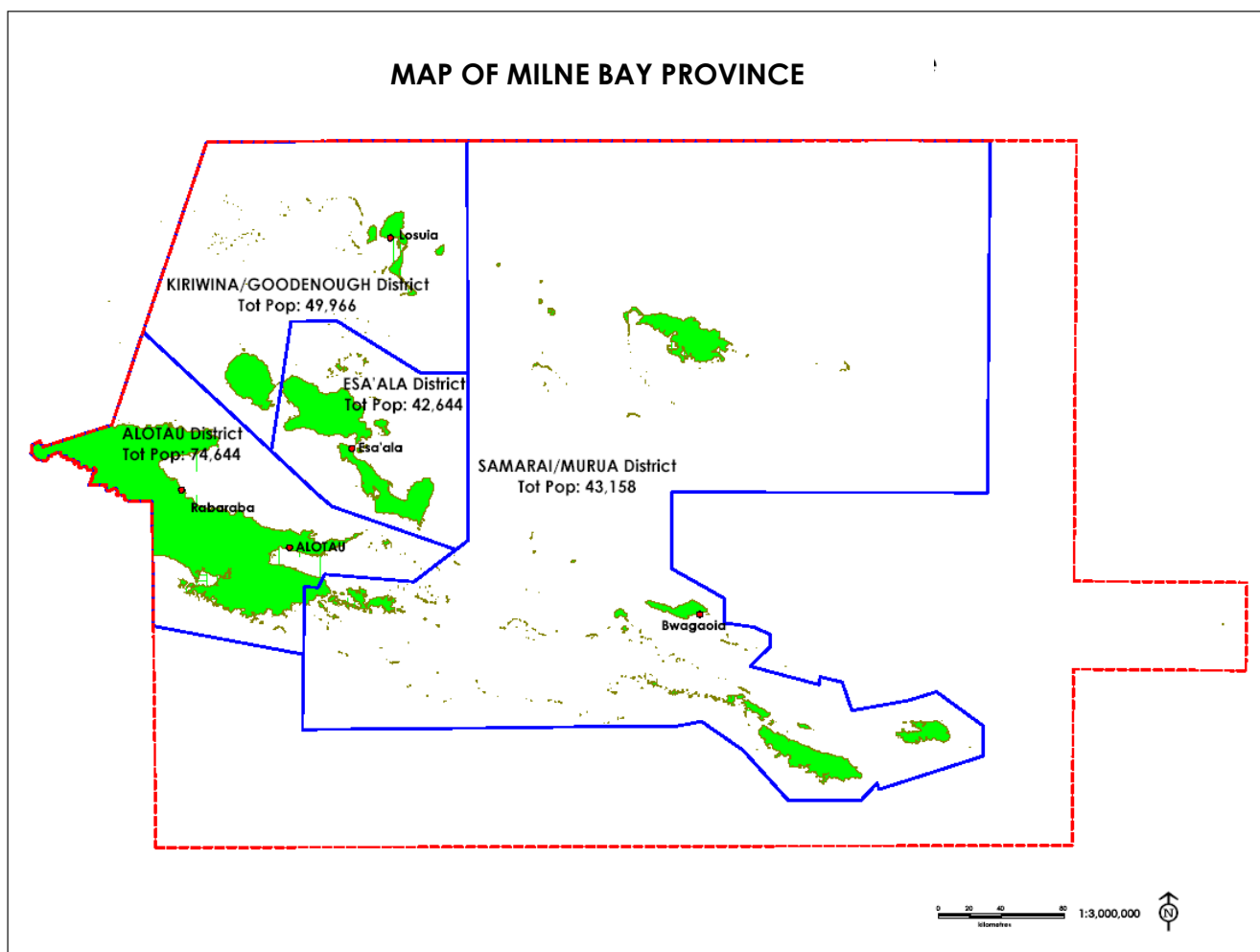
Introduction

Land and its People

Milne Bay occupies the eastern half of the island of Papua New Guinea, which is 10° south and 151° East of the equator and to the Northeastern tip of Australia. Milne Bay comprises about 10 large islands and more than 150 smaller islands and atolls. The province has a land and sea area of 16 200 sq km. The land area is mostly covered by tropical rain forests that are divided by massive mountain ranges. Sustainable use and protection of its natural resources, which are of global significance, have attracted worldwide interest in recent years particularly its gold and areas of arable land for potential agricultural production, an abundant supply of fresh water, large tropical forests, and extensive maritime fisheries.

The Milne Bay population is about 210,000, 85 per cent of whom live in rural areas. There are 48 different languages with approved orthographies spoken throughout the province. As demonstrated by the heterogeneity of languages spoken there is a wide diversity of physical characteristics and culture. With its current growth rate of 2.5% per annum, the population is projected to reach 315,618 by the year 2020.

According to the 2000 census, 45 per cent of the population is estimated to be below the age of 15 years. The Papua New Guinea Human Development Report, 1998 (Office of National Planning, 1999) Has projected that by 2010 the school age population and the economically active population will have grown by 45 percent and 67 per cent respectively.



Milne Bay in brief

- Geographical Nature: Maritime
- Land & Sea Area: 16 200 Sq. km.
- Population: 210 412 Persons
- Birth Rate: 2.5% per annum
- Life Expectancy: 52 Years
- Literacy Rate: 79%
- No. of Language: 24 Main Languages
- Socio-Economic Development: Sound
- Government: 1 Headquarters,
4 Districts
395 Wards
- School age population: 75 911
- 5 – 9 Year Olds: 29 535
- 10 – 14 Year Olds: 25 112
- 15 – 19 Year Olds: 21 264

Table 1: Milne Bay Government political structure

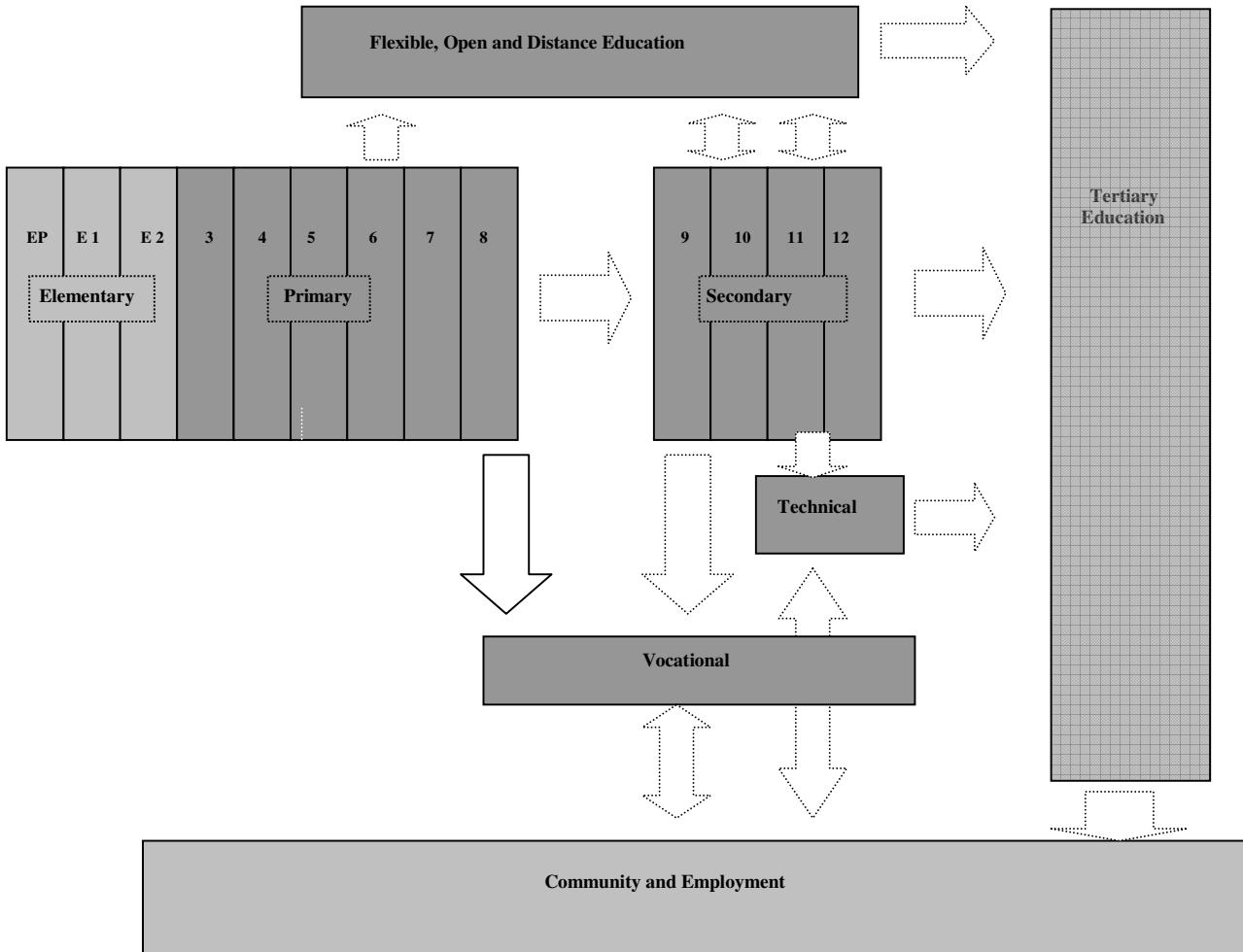
District Code	District	Local-Level Governments	Number of Wards
01	ALOTAU	1. Alotau Urban	6
		2. Huhu	29
		3. Maramatana	19
		4. Suau	29
		5. Daga	18
		6. Makamaka	26
		7. Weraura	30
02	SAMARAI MURUA	1. Bwanabwana	23
		2. Lousiada	32
		3. Murua	17
		4. Yeleyamba	17
03	KIRIWINA GOODENOUGH	1. Kiriwina	33
		2. Goodenough	28
04	ESA'ALA	1. Dobu	35
		2. Duau	25
		3. West Fergusson	28

Overview of the Plan

The decentralization laws have given the provinces and their provincial education divisions' full responsibility for all forms of education up to Grade 12. This includes the planning, financing, staffing and maintenance of elementary, primary, secondary and vocational schools.

The Education Structure

The structure of the education system in this plan is illustrated by the diagram.



Access

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

In primary education there will be space available for all children to complete an education through to Grade 8. By 2014 all primary schools will have phased out Grade 1 and 2 classes. Strategies to improve retention will be put in place in order to increase the retention rate to 80% between Grades 1 and 6 by 2014.

Basic education will be available for all including those with disabilities.

Issues of equity in teacher development will be addressed by the establishment of a Position Allocation Committee by the Department of Education that will determine criteria for the deployment of teachers. The province will allocate teachers accordingly in consultation with the districts.

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

In secondary education there will be moderate expansion in order to maintain government objectives regarding transition between Grades 8 and 9, and then Grades 10 and 11. These are 50 per cent and 25 per cent respectively. Emphasis will be placed on quality, with the development of a new curriculum and the provision of teacher training by the Department of Education.

There will be minor increases in the number of Grade 11 places available. The necessary strategy to achieve this will be through the addition of classes to existing institutions, rather than the establishment of new secondary schools. The provincial governments will need to act responsibly to ensure that this strategy is implemented. The transition rate from Grade 10 to Grade 11 will be retained at 25 per cent.

Major shifts in policy will be made in the vocational sector with the maximum length full-time course being set at one year. There will be greater emphasis placed on short courses designed for the community. The catalyst for such change will be a new form of subsidy for post primary students.

Opportunities for flexible, open and distance education will be enhanced to provide alternative and comparable pathways for students and adults to complete their education.

Quality

Issues of curriculum and teacher education and training are critical to the quality of education provided. The basic education curriculum will be reviewed on a regular basis to ensure gender sensitivity and updated materials supplied to schools. School communities will be supported to develop locally relevant curriculum materials and programs based on the reform curriculum.

The non formal sector will be supported by the provision of basic literacy and numeracy courses. Oversight for these will be undertaken by the National Literacy and Awareness Secretariat and through institutions such as the vocational centres.

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

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

Teacher education will be reviewed on an ongoing basis and improved to ensure teachers are trained to teach the reform curriculum. A national standards framework for teacher training will be established to provide quality and consistency. In-service training of teachers on an ongoing basis will support curriculum reform initiatives. A National Accreditation Policy will be developed that will apply, where appropriate, for courses offered both to teachers and to administrative staff.

Management

The functions and structures of the Division of Education will be improved to ensure that the Division is more responsive to change and has the organizational capacity to administer this Plan. Any amendments to the Organic Law on Provincial Governments and Local-level Governments will be encouraged should allow for a more efficient delivery of education.

At the basic education level greater responsibility will be given to community representatives in the appraisal of teachers. In particular they will be in a position to be able to assess the suitability and the acceptability of the teacher to the community that they serve.

Church agencies will be given the opportunity exert a greater degree of control over the vocational institutions that they operate.

The Department of Education will provide support throughout the Plan period to the provinces and districts in the preparation of strategic plans.

Population

Government objectives with regard to population are contained in the *National Population Policy, 2000 to 2010*. The primary goal of this policy is to improve the quality of life through a more effective planning of our development efforts. The policy is consistent with the rights and freedoms contained within the Papua New Guinea constitution and with international human rights covenants.

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

The rapid growth in our population is making demands on our finances and service delivery mechanisms which are difficult to satisfy. The role of education is to develop and acknowledge an understanding of the issues relating to population.

Major Social Issues

The following are major social issues affecting the welfare of our society. Education has an important role to play in addressing these. The Plan seeks to provide ways, with the support of the community and other stakeholders, of tackling these issues to ensure that we achieve a better future.

Health

Citizens have a right to a healthy life which should include clean water, a nutritious diet, immunization programs, family planning, sanitation, shelter and local health services. Gains made in the health status of Papua New Guinea prior to independence have not been sustained. 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 preventative measures. Formal health education begins at elementary 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 and students are engaged in a more in-depth study of health matters.

One of the greatest challenges to the health of the nation is HIV/AIDS. HIV/AIDS, is rapidly spreading and is a major cause of admissions and deaths. HIV/AIDS has major social and economic implications for our nation. It is mainly affecting young, sexually active adults of both sexes who belong to the most economically productive age groups. The prevention, control and treatment of HIV/AIDS are inadequate.

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.

Gender Equity in Education

At every level of education more males are represented than females. Cultural factors have been found to be the major obstruction to increasing participation of females at all levels of education (Gender Analysis in Papua New Guinea, World Bank, 1998). Access to informal education and training programs is even more difficult for women that are illiterate and the illiteracy rate among women is estimated at around 60 per cent.

The Gender Equity in Education Policy (Department of Education, 2003) provides a framework of principles and practices to improve the lives of all children and promotes gender equity between girls and boys. Implementation of this policy has been slow moving with little or no resources being allocated to support

Section 2

FOUNDATIONS FOR THE PLAN

Foundations For The Plan

This plan sets out the outcomes for education and the main strategies and activities for achieving them from 2007 to 2016. It builds on the progress made in the second Provincial Education Plan, 2000 to 2004 and is consistent with the National Education Plan – Achieving a Better Future..

Foundation for the Plan

The overall objectives of the Plan are consistent with:

- The Papua New Guinea National Goals and Directive Principles.
- International Obligation, in particular the Millennium Goals.
- Government Objectives in Education Sector, as outlined in the Mission Statement and the Medium Term Development Strategy.
- Community demands as determined during Provincial Consultation.

❖ National Goals and Directive Principles.

This is guided by the National goals and Directives Principle as established in the Constitution.

1. Integral Human Development
Goal 1- For every person to be dynamically involved in the process of freeing himself or herself from every form of domination or oppressions so that each man or woman will have the opportunities to develop as a whole person in relationship with others.
2. Equity and Participation
Goal 2- For all Citizen to have an equal opportunity to participate in, and benefit from, the development of our country.
3. National Sovereignty and Self-Reliance
Goal 3- For Papua New Guinea to be politically and economically independent and our economy basically self-reliance.
4. National Resources and Environment
Goal 4- For Papua New Guinea's national resources and environment to be conserved and used for the collective benefits of us all, and be replenished for the benefit of future operation.
5. Papua New Guinea Ways
Goal 5- To achieve development primarily through the use of Papua New Guinea forms of social, political and economic organizations.

❖ International Obligations

Millennium Development Goals

The seven Millennium Goals for the United Nations 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 Equity and Empower Woman
- Goal 4- Reduce Child Mortality
- Goal 5- Improve Maternal Health
- Goal 6- Combat HIV/Aids and other Diseases
- Goal 7- Ensure Environment sustainability

❖ The Mission and Medium Term Development Strategies:

Mission

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 benefit 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.

Medium Term Development Strategies, 2003 to 2007

MTDs 2003 to 2007 places

- Basic education as the first priority;
- Vocational and Technical Training as second priority;
- Secondary as third priority; and
- Tertiary as fourth priority

❖ **Community Demands**

Deliberations of the plan have been in a number of distinct phases. The first of these was the formation of a Planning Committee. Initial deliberations were followed by provincial and district consultation. These consultations were followed up by further series of committee meetings with the senior officers and other stakeholders.

Section 3

PROVINCIAL GOVERNMENT VISION, MISSION AND OBJECTIVES

Provincial Government Vision, Mission And Objectives

The Milne Bay Provincial Government is mandated by the Organic Law on Provincial Government and Local Level Government to oversee the implementation of National development policies and programs and to formulate provincial policies and programs for government functions that has been decentralized to the province.

Milne Bay Provincial Administration is the implementation arm established under the Public Service (Management) Act responsible to the Milne Bay Provincial Government for the implementation of both national and provincial development policies and programs.

The direction taken by the Provincial Government and its Administration is laid out in the Milne Bay Corporate Plan and embraced in the Vision, Mission and Policy Statements. This Corporate Plan provides the framework and basis to implement government policies to improve the welfare, living standards and quality of life for the people of Milne Bay.

The Corporate Plan acknowledges that in order to achieve the aspirations set out in the Vision all development parties including non government organizations, churches, communities, and individuals must stand together and actively participate in the development of the province.

Vision Statement

The vision:-

- Every person to be healthy, literate, morally sound, law abiding and gainfully employed in a project or trade;
- Each family to be adequately nourished, housed, clothed and living in harmony with each others; and
- Villages and towns to be vibrant and productive activities in a clean environment and peaceful atmosphere.

Mission Statement

To improve the living standards and life style of Milne Bay people through corporation and partnership with all stakeholders such as Local Level Governments, National State Agencies, NGOs, Churches, Private Sector and Communities.

Values

The Milne Bay Provincial Government and Administration will adhere to Christian Moral Principles acceptable cultural values and fundamental human values, including:-

- Respect for human life and rights as laid out in the PNG Constitution;
- Security and sanctity of marriage and family;
- Clean environment;
- Honest hard work and self-reliance;
- Honest leadership at all levels of human organization.
- Fair compensation for ones labour and resources; and
- Equal opportunities to education, health, employment and other services.

Corporate Objectives

The major corporate objectives:-

- Raise average life expectancy at birth to 60 years;
- Increase domestic factor incomes to K1500 per person;
- Improve general literacy rate to 90% including increased access to knowledge;
- Maintain peace and order in the province;
- Improve transport, infrastructure;
- Good governance; and
- Integrated community development

Corporate Strategies

Taking into account the National Governments strategies for the next five years and the vision and mission statements, the Milne Bay Provincial Government and Administration will pursue with determination the following strategies:-

- Improve access to trade and industry centres – upgrade and/or construct new land, sea and air transport and communication infrastructure and facilities to open up town and other services centres to rural areas.
- Generate wealth and personal income – increase personal income as well as contribute to growth of the National GDP by encouraging cash cropping, mining, tourism, fishing and logging/timber, and development of trade and industry.
- Maintain a healthy population and an active workforce – cooperate with churches and other health providers (E.g. community based initiatives) to improve health services and facilities.
- Produce educated citizens and skilled workforce – attract to Milne Bay complementary education provides implementation of this Corporate Plan.

To provide and maintain the education services, the following specific objectives and strategies have been assigned to Education Sector, and this includes:-

- School study materials. (basic materials)
- Teachers housing
- Teachers in-service training
- School facility development
- Libraries and archives
- Student and teachers amenities
- Local curriculum development
- Planning and administration
- Support services
- Vocational training centres
- Traditional culture promotion

Section 4

THE STATE OF EDUCATION IN MILNE BAY

State Of Education In Milne Bay Province

Introduction

Education is an investment for development and our children's future. The mission of education is to develop an education system that will enable Milne Bay and its people become a more literate, educated and skilled people. Our ultimate goal is to upgrade the education and skill level of population through greatly increased access quality and relevance for all levels of education.

Education Reform

The education reform is bringing about both restructuring of the system and reform of the curriculum. The deliberate intention was to:-

- Expand access to schools at all levels;
- Reduce the number of children dropping out of school;
- Upgrade the quality and relevance of the curriculum; and
- Improve the cost efficiency of the education system.

Access

The reform is well established and has already resulted in significant increases in access and participation at all levels of education. Enrolments have almost doubled since the reform process began in 1994.

According to data returned, there are 43 580 students in 2006. In year 2006 our students were taught by over 1 648 teachers in 494 schools throughout the province.

Relevance

Other reform objectives such as a more relevant curriculum, materials supply, and teacher supervision, deployment and training are taking longer to achieve, but are being addressed. The purpose is to provide a relevant basic education for all students while at the same time providing specialist education and training for those able to use it.

Service Delivery

The delivery of education services in the province and districts and the operation and development of schools are the responsibilities of provincial and local level governments and the provincial and district administration.

There have been many successes after ten years of the reform but there still remain some challenges ahead. The success include:-

- Increases in the enrolment by 60% in 2002;
- Increases in transition rate from Grade 6 to 7 and Grade 8 to 9;
- Community support for elementary education; and
- The lowering of unit costs with the introduction of elementary schools and transferring of Grade 7 and 8 from the secondary to the primary sector.

The Challenges include:-

- Improving retention through the years of basic education;
- Improving the delivery of education services in rural and remote areas;
- Strengthening the vocational education and training sector and to make better use of partnership with private companies and community agencies; and
- Providing adequate government budget support for the reform to match the enrolment growth.

While access to education has been improved significantly, the quality of education becomes a concern as the school population increases.

There are certain factors that affect the achievement of Universal Basic Education. These are:-

- Low access (remoteness and shortage of space and teachers)
- Low retention (distance to school, lack of interest, school fee problems)
- Low achievements (lack of basic school materials and shortage of teachers)

This plan has to address these challenges.

Quality Education Initiatives

It is aimed at quality education intervention program. Quality interventions include curriculum development and materials, teacher training and upgrading; and teacher supervision. The achievement of these will require all stakeholders to make a contribution in their own ways.

Donor Support

Donor support has played an important role in the success of the reform to date and the province is thankful and will ensure that these projects are sustainable.

Resource limitation will determine the pace of implementation of the education reform. Adequate funding must be allocated to support the effective and equitable provision of education services. Donor assistance will continue to be a significant component of further developing and enhancing the quality of education in Milne Bay.

Partners and Responsibilities

The successful implementation of this Plan required the effective partnership between different levels of Government, governing bodies, communities and parents.

Shared powers and function relating to education are as follows:-

Local-Level Government

The Local Level Government will

- Make laws in relation to self help and tok-ples schools and local curriculum and
- Establish tok-ples pre-skuls and elementary schools except for those given to National Government under Education Act (1995).

Administrative Responsibilities include:-

- Pre-school education, support and payment of teachers allowances;
- Establishment and operation of elementary schools in accordance with Provincial Education Development Plan (PEDP);
- Replacement of consumable learning materials;
- Construction and maintenance of infrastructure (elementary and primary schools) within the district and Local-Level Government area;
- Support for operation of the inspection and elementary teacher trainers / supervisors and any other education personnel assigned to district or the Local-Level Government;
- Establishment and support for local curriculum committee who are responsible for developing and producing relevant local curriculum including relevant skills and cultural development at all levels.

Provincial Government Level

The Provincial Government will make laws on the following matters:-

Primary, secondary, technical/vocational but not (nationally prescribed) curriculum and will provide for development of locally relevant school curriculum to supplement as per Education Act (1995) Organic Law on Provincial and Local-Level Government and Provincial Education Act (1995).

Administrative Responsibilities include:-

- Development and implementation of provincial policies and plans consistent with national policies and plans;
- Funding of salaries of registered members of the national Teaching Service and Public Servants within the provincial education establishment;
- Funding for the building and maintenance of provincial post primary institutions.
- Replacement and re-issue of textbooks;
- Teacher deployment, identification and planning for staff development; and
- Support and planning for literacy (including non-school programs) open learning programs (including CODE and University) locally relevant vocational skills programs, and library services and facilities.

National Government Level

The role of the National Government through the Department of Education is to:

- Formulate national policies and coordinate the implementation of those policies in the province and Local-Level Government areas.
- Provide support to the Provincial Administrators with planning, professional service and consultancies and main standards as prescribed by the national laws.
- Support, research, training and professional development.
- Build up capacity for purpose of carrying out public investment programs.

Responsibilities under Education (Amendment) Act (1995) include:

- Curriculum Development (national component)
- Initial supply of textbooks and curriculum materials
- Teacher education
- Supervision and appraisal of teachers.

Teaching Service Commission

Under the Teaching Service (Amendment) Act 1995, the Teaching Service Commission is the employer and is responsible for:-

- The terms and condition of all member of the Teaching Service
- Creating and Abolition of position

- Appointment of Teachers

Provincial Education Board

Provincial Education Board is responsible for the preparation of Provincial Education Policy Proposals and Development Plans for the Provincial Executive Council, through the Administration. It is also responsible for monitoring the supervision and implementation of approved plans and policies in the province.

The Provincial Education Board's specific responsibilities include:-

- Development of provincial education plan and policies.
- Prepare annual reports.
- Submit annual reports.
- Approval of enrolment of students.
- Setting the maximum fee limits.
- Approval of school fees (including project fees)
- Teacher, recruitment, in-service training, appointments, appropriate deployment and discipline.
- Students' transfers and hearing of appeals against expulsion of pupils.
- Approval of membership of school boards
- Approval of establishment of new schools and development of local curriculum.
- Provide guidance
- Determine criteria for selection of students to high schools.
- Advise provincial governments, local-level governments, Teaching Service Commission, Education Agencies and School Board on all Elementary education matters.
- Selection of Teachers to attend approved in-service program.

School Boards

Similarly, there shall be a Board of Management (BOM) established for every Elementary, Community/Primary School and Vocational Centres, and Board of Governors (BOG) for every High, Secondary, Vocational Secondary and Technical School; including CODE.

They play a vital role in the formulation of policies at the school level.

School Boards have particular responsibility for:-

- The provision, care and maintenance of school facilities, equipment and materials.
- Student disciplinary process including expulsion.
- Planning and accounting for fund raising and the expenditure of school funds.
- Developing school development plans and proposing them to LLG and JDBPPC through the Local Council Ward.

Agencies

All Agencies have a responsibility to support the Provincial and Local Level Government in funding the constructing and maintenance of the schools that they operate.

Parents and Communities

The involvement of parents and other members of the community in assisting with the construction and maintenance of the school facilities is their responsibility.

Table 2: Summary of Milne Bay education statistics, 2006

Sectors	No. of Schools Established	Students Enrolment	Staff on Strength
Elementary	324	15,363	603
Primary	178	31,375	891
Secondary	7	3,535	155
Vocational	7	816	36
Technical High School	1	81	14
FODE	1	914	2
Uni. Study C	1	133	2
	519	51,195	1,703

Conclusion

In the recent past Milne Bay not only continued but ensured that there was reasonable access to facilities for all children to enter schooling system at the age of six and complete the primary cycle of education with the required standard of literacy and numeracy expected.

There is still however much still to be done, particularly In terms of quality. The challenge facing the province at this point in time is to ensure that rural schools can attain the same level of academic excellence as enjoyed by the urban schools. This will ensure equity in the delivery of education services to all areas of the province.

Similarly secondary and vocational education poses greater challenges that need to be effectively addressed. Though there have been some impact, little has been gained in terms of accessibility.

The problem of retention at the primary level and the access at the secondary level are major concerns.

This plan sets to meet these challenges based on the number of children who are in school, and to improve quality through the introduction of a relevant curriculum, maintain retention rate and improve cost efficiency.

Section 5

THE PLAN

The Plan

The Plan “*Commitment for a Better Future*” the Milne Bay Provincial Education Plan, 2007 to 2016 sets out the outcomes and the main strategies and activities designed to achieve them. This Plan builds on the progress made in the last Provincial Education Plan 2000-2004 and is consistent with the National Education Plan 2005 - 2014 - Achieving a Better Future.

Overview

Vision for Education

Our overall vision is integral human development achieved through an affordable education system that appreciates Christian and tradition values, and that prepares literate, skilled and healthy citizen 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.

Access

In line with the need to provide education for all, the principal objective in the elementary sector will be to expand the system until such time that there is an available space in Elementary Prep for every six year-old child. All children will be provided with the opportunity to enter the elementary preparatory grade by 2010 at the age of 6 years and to complete three years of elementary education.

In primary education, there will be space available for all children to complete an education through to Grade 8. By 2011, all primary schools will have phased out Grade 1 and 2 classes. Strategies to improve retention will be put in place in order to increase the retention rate to 80% between Grades 1 and 6 by 2011.

In secondary education, there will be moderate expansion in order to maintain government objectives regarding transition between Grade 8 and 9, and then Grade 10 and 11. Emphasis will be placed on quality aspects with the development by the Department of Education of new curriculum and the provision of teacher training. There will be small increases in the number of Grade 11 places available and the preferred strategy to achieve this will be through the addition of classes to existing institutions rather than the establishment of new secondary schools. The transition rate from Grade 10 to Grade 11 will be retained at 25 per cent.

Major shifts in policy will be made in the Vocational Sector with the maximum length full-time courses been set at one year. There will be greater emphasis placed on short courses designed for the community.

Opportunities for flexible open and distance education will be enhanced to provide alternative and comparable pathways for students and adults to complete their education.

Quality

Issues of curriculum and teacher training are critical to the quality of education provided. The basic education curriculum will be reviewed on a regular basis and updated materials supplied to schools. School communities will be supported to develop locally relevant curriculum materials and programs based on the reform curriculum.

In the post primary sector, the secondary curriculum will be improved to build on the basic education curriculum. There will be much greater cooperation between curriculum developers in the vocational and secondary sectors to ensure that there is a greater skills component in the secondary reform curriculum.

The vocational curriculum will be improved to reflect the need for maximum one year courses. Technical and Vocational courses will be modularized. Linkages among local community, private providers and secondary, vocational and technical schools will be encouraged and strengthened.

In-service training of teachers on an on-going basis will support curriculum reform initiatives.

Management

The functions and structure of the Division of Education will be improved to ensure that the division is more responsive to change and has the organizational capacity to administer this plan.

At the basic educational level greater responsibility will be given to community representatives in the appraisal of teachers. Church agencies will be given the responsibility and opportunity to exert a greater degree of control over the vocational institutions that they operate.

The Department of Education will provide support throughout the plan period in the preparation of strategic plans.

Policies

Policy guidelines consistent with National, goals and Directives Principle of the National Constitution and National Education Act, Statements of policy and education development strategies specific for education are:-

- Integral Human Development;
- Education For All;
- Universal Primary Education;
- Support for Quality Primary and Secondary Education;
- Increase Retention of Children at School at all Levels;
- Increased participation by girls;
- Increased participation by the poor, the physically, mentally and socially handicapped and those who are educationally disadvantaged;
- Curriculum that is relevant to the life of the people – skills development for life;
- Self-reliance and development of literacy skills for all; and
- Improved technical and vocational education.

Specific Policy Guidelines for the respective Levels of Education

Policies on Elementary Education

- Elementary schools will consist of Prep, Elementary 1 and Elementary 2
- The language for instruction in elementary schools will be that which the children speak and will be determined by the community.
- The duration of the school day will be four hours.
- The curriculum will be based on needs and appropriateness for that level, the local environment and local culture.
- Implementation will be a responsibility shared between communities, non-government organizations, provincial education services, and the Department of Education.
- Entry will be for children of six years old and will be on an annual basis.

Specific Policies on Elementary Teacher Education

The communities in which they will work will nominate elementary teachers, and candidates should have gained a good secondary education certificated. Teachers will work for four (4) hours a day, five days a week. Registration and salary levels will be tied to successful completion of the three phases of the Certificate of Elementary Teaching Program.

Policies on Primary Education

The Government's stated policy objectives relating to this level of education include:

- Universal Primary Education
- The establishment of Grades 7 and 8 in primary schools; and
- The strengthening of standards and the child's social, cultural, spiritual, moral, and vocational education.

Specific Policies on Primary Teacher Education

Primary teacher education will continue to be a co-operative effort between the government and church education agencies. A variety of modes of delivery of pre-service and in-service teacher education courses will be developed to ensure an adequate supply of well-trained, innovative and self-reliant teachers. The entry level will be raised to Grade 12 and the proportion of female teachers increased.

Secondary Education

The Government's stated policies relating to this level of education are to:

- Achieve 50% transition rate between primary and secondary education.
- Achieve a 25% transition rate between Grades 10 and 11, and
- Establish at least one school in that province to offer Grades 11 and 12.

Specific Policies on Secondary Teacher Education

Adequate supply of secondary teachers is ensured while standards are upgraded and updated.

Policies on Vocational Education

Legislative changes provide for nationally accredited subjects. Selection for further training will be based on skills testing.

Policies on Vocational Teacher Education

Teachers in trade subjects must be qualified tradesmen with four or more years work experience in their trade before enrolling for teacher training. Pre-service training will remain the responsibility of the Department of Education.

Policies on Open Learning

Open Learning has been endorsed as being the primary means of delivery of in-service training for teachers. Open Learning constitutes, part of the extended Services of the NDOE providing training and professional development (Section 80, Organic Law on Provincial and Local Level Government, 1995).

General Policies on Teacher Education

- A co-coordinating body for teacher education will be established;
- Entry levels for primary school teachers colleges be raised to Grade 12 by the year 2000; and
- Increased proportion of students be women.

Policies on Staff Development

The provision of professional development opportunities is to allow for the professional growth of individuals and groups in all divisions and institutions within the National Education System.

Policies on Curriculum Development

Learners should acquire initial literacy in a language they speak, and then transfer this literacy, through a bridging curriculum, to English or one of the languages as outlined in the Literacy and Awareness Program.

Integral Human Development will be strengthened as outlined in the Philosophy of Education. The curriculum will to be developed in the light of the Relevant Education for All Program.

Policies on Special Education

The key policies will be:

Where feasible, disabled children will attend regular schools along with normal children; and teachers will be trained to provide for disabled children who attend regular schools. All teachers' will therefore offer pre-service and in-service training courses in special education.

Policies on Literacy and Non-Formal Education

The basic principle underlying non-formal education is that programs must be person-centred. This shift means:

- Giving high priority to nurturing and promoting creativity in the personal and collective development of the learners.
- Giving higher valuation to the learners' freedom to explore and inquire, their developing awareness of the self and their identities, their questioning, challenging and self-learning habits, and enhancing sensitivity, compassion and empathy; and
- Only supplementing national funding of a local initiative as long as it does not entail a recurrent cost.

Policies on Inspections and Guidance

- The needs of the education reform will be responded to with authority from:
 - ❖ The Education Act and the Teaching Service Act;
 - ❖ General Orders of the Department of Personnel Management;
 - ❖ Determinations from the Teaching Service Commission.
- Elementary teachers will be supervised by a group of supervisors, including the trainers, primary school head teachers and school inspectors. For teacher inspection purposes this group will be coordinated by the primary school inspectors.
- The current community schools inspection system will be expanded and will continue to service the primary schools.
- The existing secondary inspection services to provincial high schools, secondary schools, Technical High Schools and FODE will be maintained and expanded.
- The existing advisory and inspection services to vocational centres will be maintained.
- Guidance and canceling services will be maintained and expanded in response to education reforms to include primary schools, secondary schools and upgraded vocational centres.

Policies on Planning and Management

The Resource Management System and programmed budgeting will remain the major instruments for planning, financing and implementing education programs. Other authorities will include the Education Act, Teaching Service Act and the Organic Law on Provincial and Local Level governments, and any other related laws relating to education. Strategies for the planned period 2007 to 2016 will be to:

- Formulate provincial policies and coordinate the implementation of these policies.
- Provide support to the provincial and district education administration with planning and professional services.
- Support in research, training and professional development and
- Capacity building.

Section 6

IMPLEMENTING THE PLAN BY SECTOR

Elementary Education

Definition:

Elementary education is the first stage of formal education. It consists of an Elementary Preparatory Grade, Elementary Grade 1 and Elementary Grade 2 in the language of the child's community.

Our Vision

All children enter school at age 6, commence their education in a language that they speak, acquire basic literacy and numeracy skills, family and community values, including discipline, personal health care and respect for others.

Major Outcome

Every 6 year old child enters the Elementary Preparatory Grade by 2012 and complete three years of basic relevant education.

ACCESS

Minor Outcome E1:

Elementary schools established at the community level in order that all children in Milne Bay enroll at age 6 years.

All children will be required to enter the elementary preparatory grade by 2012 at the age of 6 years. Compulsory education will be enforced through amendments to the Education Act giving delegated authority to the Local-level Governments. A feasibility study will be conducted early in the plan period to determine all of the implications of introducing compulsory education. It is expected that there will be legal, financial and administrative implications.

The table shows projected enrolment figures.

Table 3: Projected elementary school enrolments – 2007 to 2016, selected years

	2007	2010	2013	2016
Prep	6412	7448	8343	8984
E1	6066	7103	8139	8765
E2	5056	6757	7794	8551
Total	17534	21308	24276	26301

The number of new elementary school places to be created each year in order to achieve a full enrolment of 6 year olds by 2012 is presented in the table below. The nature of the geography dictates that these children will be taught almost entirely in one or two teacher schools. The average size year group in these new institutions will be between 10 and 12 which will result in school sizes of between about 30 and 35 with either one or two teachers. It is expected that this will rise over the plan period.

Table 4: New Elementary Prep places required – 2007 to 2016, selected years.

	2007	2010	2013	2016
Number of places	346	346	203	219

Multi-grade classes will become the major strategy to be utilized. Scattered and isolated islands and communities with less population will apply multi-grade teaching,

Table 5: Projected Staffing by Grade - 2007 to 2016, selected years.

	2007	2010	2013	2016
Elementary Prep	353	343	330	312
Elementary 1	357	346	338	317
Elementary 2	272	349	340	323
Total	982	1038	1008	952

To ensure that all children complete three years of education with desired outcomes, the long standing problem of attrition will have to be solved. A policy will be developed and considered by Provincial Education Board to allow for repetition during elementary schooling consistency with that of National Education Board. Compulsory elementary education aims to achieve an enrolment rate of 100 per cent within this phase of education.

Table 6: Elementary enrolment– rate's, 2007 to 2016, selected years.

	2007	2010	2013	2016
Enrolment rates	89.1%	96.1%	100.0%	100.0%

A major planning exercise will need to be undertaken at all levels. The district authorities will have to prepare school learning improvement plans and implementation schedules whilst the schools themselves will complete individual school learning improvement plans. All these plans need to be endorsed by the Provincial Education Board.

The building of the schools, and the provision and acquisition of a suitable block of land, is the responsibility of the individual communities with support from the Local-Level-Governments. The Local-Level-Governments will budget for and then provide grants to support communities in providing suitable school buildings. Responsibility of registering of schools rest with the Provincial Education Board.

Targets

E1.1 All children at the age of 6 years enter the elementary preparatory grade by 2012.

E1.2 396 new elementary preparatory grade places establish each year.

Strategies and Activities

Strategy 1: Develop District Implementation Schedule education plans

- Division of Education will determine quotas for establishment of schools
- District Education Superintendents will identify schools to be established
- Implementation schedules be endorsed by the Provincial Education Board

Strategy 2: Establish schools

- Liaise with Local-level Governments and school communities for the construction of appropriate and adequate classrooms.
- Acquisition of a suitable block of land.

Strategy 3: To impose compulsory education

- Establish a legal framework for the introduction of compulsory education
- Conduct feasibility study on all the implications of compulsory education.

QUALITY CURRICULUM AND MONITORING

Minor outcome E2:

A relevant elementary curriculum is developed and implemented by communities enabling children to acquire literacy and numeracy skills and cultural knowledge in a language that they speak.

There have been little locally based relevant support materials developed to support the reform curriculum. The Department of Education will support the province and districts, in terms of both technical assistance and financing, with the establishment of district curriculum committees.

The language of instruction will remain as the language of the community and will be selected by the community. Orthographies must be completed before enrolment can commence. Support will be provided by the Department of Education in this regard.

The Inspectorate will provide supervisory services to all elementary schools and be adequately funded. The Province will continue to support this through logistical support. The role of the Inspector will become more advisory as community and school based teacher appraisal is extended. A monitoring and evaluation mechanism will be put in place to ensure that standards are maintained and enhanced.

¹ Calculated as the numbers in the first three years of schooling as a percentage of the six to eight year old population.

Targets

- E2.1 All language will have orthographies by 2010**
- E2.2 School based Curriculum Committee will be established by 2009**
- E2.3 Locally Based support Curriculum materials will be developed by 2012**
-
-

Strategies and Activities**Strategy 1: Develop locally relevant materials to support the curriculum.**

- The formation of district curriculum committees to facilitate curriculum reform implementation.
- Develop and implementation of Community Based Curriculum.
- Conduct workshops to develop student-materials and resources.
- Conduct workshops to develop teacher-materials and resources.

Strategy 2: Complete orthographies as required

- Identify languages without orthographies.
- Establish an implementation process for orthography development

Strategy 3: To provide supervisory, advisory and inspectoral services to all elementary schools and teachers.

- Visit all schools on a regular basis

QUALITY TEACHER EDUCATION AND TRAINING**Minor Outcome E3:**

A sufficient number of suitable trained and committed elementary teachers are available.

The Department of Education has the primary responsibility for the costs of training a teacher. The cost currently borne by the trainee will be redistributed amongst other stakeholders such as Local Level Government, Provincial Government and the trainee. The current process of selection of trainees by the Community will continue.

The table below shows the number of teacher trainees required.

Table 7: Projected number of elementary teachers in training – 2007 to 2016, selected years.

	2007	2010	2013	2016
Year 1	83	22	15	4
Year 2	0	23	21	4
Year 3	0	59	21	9
Total	83	105	56	17

There will be Grade 10 graduates available for training as teachers in most parts of Milne Bay. In those remote regions of the Province such as Daga LLG, Goodenough LLG, Murua LLG and others where there are no suitable candidates available the Secretary for Education has the discretion to enroll those without a Grade 10 qualification in the Certificate of Elementary Teaching program.

Opportunities will be provided for serving teachers for professional development. In particular, Head Teachers will receive support to enhance their school and financial management skills. Training program will be developed and conducted during NIST week.

Targets

- E3.1 To prepare 700 suitably trained teachers by 2016**
-
-

Strategies and Activities**Strategy 1: Identify sufficient teachers to meet targets.**

- Recruit and train suitable teachers to meet targets.

Strategy 2: Provide opportunities for elementary teachers to further their professional development.

- Identifying suitable teacher training programs.
- Facilitate management and finance training for Head Teachers.

MANAGEMENT

Minor Outcome E4:

An elementary education is affordable and fair for all parents and the Government.

In order to achieve the major objective of compulsory elementary education from 2012 no child can be denied an education for reasons of financial hardship. At the elementary level the National Government will provide appropriate basic school supplies for all schools. By 2012 the Provincial Government will provide appropriate materials for day-to-day operational costs.

Responsibility for building and maintenance of the schools infrastructures will remain with the community.

Teachers will be allocated according to the agreed criteria set by the Department of Education. Teachers' salaries will continue to be the largest expenditure item in the budget.

Table 8: Elementary teacher salaries and emoluments (K'000s) – 2007 to 2016, selected years.

	2007	2010	2013	2016
Salaries	5134.0	5865.8	6260.9	6380.0
Allowances	256.7	293.3	313.0	319.0
Leave fares	0.0	0.0	0.0	0.0
Total	5390.7	6159.0	6574.0	6699.0

Table 9: Elementary school subsidies (K'000s) – 2007 to 2016, selected years.

	2007	2010	2013	2016
Subsidies	87.7	106.5	121.4	131.5

Targets

E4.1 Minimum basic school supply needs for elementary schools are determined by 2008.

E4.2 All schools staffed according to an agreed formula by 2011

Strategies and Activities

Strategy 1: Develop and implement a sustainable, appropriate school fee subsidy policy.

- Determine minimum elementary school needs.

Strategy 2: Make efficient and rational use of teachers.

- Apply agreed criteria for the allocation of teachers to each school.

Strategy 3: Provide and Implement appropriate guidelines for communities to use in implementing elementary education.

- Produce a handbook.
- Provide Awareness.

Responsibilities

Parents and the community will be responsible for:

- ensuring that all boys and girls enroll and attend school
- infrastructure and maintenance
- participating in Parents and Citizens activities
- the recommendation of teachers for training.

School Boards of Management will be responsible for:

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

Local-level governments will be responsible for:

- budgeting for establishment grants for all new elementary schools.

District administrations will be responsible for:

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

Provincial governments will be responsible for:

- the completion and endorsement of Provincial Education Plans
- the allocation of elementary establishments between districts
- the appointment of teachers.

The National Government will be responsible for:

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

Primary Education

Definition:

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

Our Vision

All children complete 6 years of primary education equipped with life skills to survive in their environments. In Grades 3 to 5, education is community oriented and through bilingual education, whilst in Grades 6 to 8 skills development and nationally oriented social and personal development programs are pursued.

Major Outcome

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

ACCESS

Minor Outcome P1:

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

It is anticipated that the majority of primary school aged children will complete primary education without imposing compulsion. Attrition will remain a priority issue. Eighty percent of children enrolled in Grade 3 will complete Grade 8 by the end of the plan period.

Planning for the increasing access to grades 7 and 8 will be the responsibility of the provincial and district authorities. The District Education Superintendents, in consultation with the provincial authorities, will prepare an implementation schedule that will be consistent with that prepared for the elementary schools.

Individual schools will produce their own School Learning Improvement Plans to allow for medium term planning for staffing and infrastructure needs.

The problems being faced by remote rural communities will be addressed. There will be enhancing incentives to attract teachers to serve in remote areas. TSC will determine what constitutes a remote and disadvantaged school for the purposes of attracting a disadvantaged school allowance. In addition, there will be a package of non-monetary inducements including opportunities for studies, leave fare priorities, inspections priorities.

At the upper primary level the problem of access for children from these communities will be addressed through a variety of strategies. It is accepted that the provision of boarding facilities in a small number of institutions is one such strategy and will be solely the responsibility of the community, relevant agency and the Local-level Government. Schools in the remote areas will be given the opportunity to retain their children in Grades 7 and 8 by using newly developed Flexible Open Distance Education materials and multi-grade teaching.

A system of return of service will be introduced for all new graduates from the teachers colleges that have been sponsored by National Government, Provincial Government through scholarship schemes, individual Boards of Management and Church agencies. Teachers will be required to make a commitment to serve in specified schools in return for their sponsorship.

The Local-level Governments are required to contribute to the maintenance of schools and new developments at the primary level. The Local Level Government provide the establishment Grants for new primary schools. Facilities that become available when years 1 and 2 are allocated to elementary school will be used to accommodate the newly established Grade 7 and 8 classes.

Housing is not a condition of service for teachers. However, it is not unreasonable for a teacher to expect a minimum standard of house. The PEB will determine objective criteria as to what constitute acceptable standard house. This will include toilet and bathing facilities and appropriate security. This standard of housing should be used as a basis for a teacher taking up a position. Communities and boards of Management will be made aware of their obligations regarding the provisions of teacher housing.

In order to move closer to achieving universal education at this level the problems of attrition will have to be, addressed.

The increasing number of schools in the private sector will continue to be recognized and encouraged.

Table 10: Projected Primary School enrolments – 2007 to 2016, selected years.

	2007	2010	2013	2016
Grade 1	1515	759	0	0
Grade 2	1679	960	242	0
Grade 3	6035	7551	7906	8343
Grade 4	4994	7062	7398	7735
Grade 5	5329	6002	6922	7242
Grade 6	4921	5174	6474	6778
Grade 7	3965	4836	6054	6343
Grade 8	3491	4319	5146	5935
Total	31929	36664	40146	42375

Table 11: Primary School Retention Rates, 2007-2016, Selected years.

	2007	2010	2013	2016
Grade 1 to 6	0.0%	0.0%	84.4%	85.2%
Grade 1 to 8	0.0%	0.0%	75.4%	76.4%

The Primary school Grade 3 to 8 enrolment rate will rise as shown in the table below.

Table 12: Primary School Enrolment Rate² – 2007 to 2016, selected years.

	2007	2010	2013	2016
Gr 3 to 8 rate	84.1%	89.8%	100.1%	98.4%

Achievement of the outcome will necessitate the establishment of an average of 9 new primary school Grade 7 classes each year.

Table 13: Primary Schools New Grade 7 classes required to meet targets – 2007 to 2016, selected years.

	2007	2010	2013	2016
New Grade 7 classes	8	8	18	3

Staffing at this level has been based upon the following assumptions regarding average class size:

40 in Grade 1 classes in community schools.

40 in Grade 3 to 46 following the imposition of compulsory elementary school education, and

35 in Grade 7 rising to 40 following 2014.

Multi-grade teaching will become institutionalized using set criteria. The Provincial Education Board will determine the criteria for multi-grade classes.

Allocation of teachers to provinces will be determined by Department of Education

The effect of these changes will result in a teacher pupil ratio of 1 to 40 by the end of the plan period

Table 14: Primary Schools Teacher requirements 2007 to 2016, selected years.

	2007	2010	2013	2016
Grade 1	38	19	0	0
Grade 2	39	25	6	0
Grade 3	171	206	208	212
Grade 4	151	206	208	209
Grade 5	143	186	207	209
Grade 6	145	171	206	208
Grade 7/8	252	298	351	371
Total	939	1111	1186	1208

Targets:

P1.1 Grades 1 and 2 will be phased out by 2012.

P1.2 All children will be given the opportunity to enter Grade 7 from 2013

² Calculated as Grade 3 to 8 enrolment as a percentage of the 9 to 14 year age group

Strategies and Activities

Strategy 1: Provide and maintain a sufficient number of schools

- Completion of provincial and district plans.
- Completion of school development plans.
- Local-level Governments budget grants for infrastructure and maintenance.
- Establish standard housing criteria.

Strategy 2: Improve retention between grades.

- Consider recommendations made in National Research Institute Study.
- Recognize and encourage private schools.

Strategy 3: Develop a series of measures to support remote schools.

- Provide enhanced allowances and non financial incentives for teachers to take up positions in remote schools.
- Provide for the use of Flexible Open and Distance Education College materials in the upper primary grades.
- Establish of Central Schools to cater for small schools.
- Conduct a feasibility study on Boarding schools.

QUALITY CURRICULUM AND MONITORING

Minor outcome P2:

Develop, implement and monitor a relevant primary curriculum.

Updated syllabi and teachers' guides will be provided for all primary schools. Textbooks, at the approved ratio outlined in the Materials Distribution Policy, will be procured and distributed to support the reform curriculum. District Curriculum Committees, to develop locally based support materials where appropriate to support schools in the implementation of the reform curriculum, will be formed with assistance from the Department of Education.

The materials Distribution Policy will be implemented as the basis for major curriculum materials distribution. Schools will keep up to date stock records of all materials.

Standards monitoring will be strengthened and at Grades 3, 5 and 7 a Curriculum Standards Monitoring Test will be administered by the Department of Education.

Inspectors will visit all schools on a regular basis in order to monitor the implementation of the curriculum. The Province will provide logistical support. There will be greater community and head teacher involvement in the appraisal of teachers. This will mean that any rise in the number of Inspectors will be minimal and that inspectors will be able to take on a much greater advisory role.

School libraries are an integral part of the teaching and learning processes. The Mine Bay division of Education, in partnership with the Provincial Government and the National Library and other stake holders, will ensure that the school library services are reviewed and upgraded to the required standard in order to maximize and sustain teacher and student interest.

Primary schools will be encouraged to take a proactive role in the implementation of the national department's HIV and AIDS policy.

Targets

- P2.1 All teachers will use the Outcome Based Curriculum (OBC) at Ownership Level by 2010**
- P2.2 Head teacher contribute to the appraisal of teachers by 2009**
- P2.3 All Board of Management have an input into teacher appraisal by 2009**
-

Strategies and Activities

Strategy 1: Provide advisory and inspections services to all primary schools.

- Visit all schools.
- Train Head Teachers in School Based Teacher Appraisal techniques.
- Board of Management involvement in teacher appraisal.

Strategy 2: Support the implementation of the education reform curriculum.

- Train school officials in all aspects of stock control.
- Develop, produce and distribute locally based support curriculum materials and stock inventory policy.
- Conduct workshops to develop student materials and resources.

Strategy 3: National Library and the Provincial Government to strengthened school library services

- Liaise with National Library and Provincial Government

QUALITY TEACHER EDUCATION AND TRAINING

Minor outcome P3:

Engage appropriately trained and committed teachers for primary school teachers.

The demand for teachers will rise following the relocation of all the Grade 1 and 2 classes to the elementary schools. This will necessitate the establishment of further places for teacher trainees.

The table below shows the number of graduates required from the teachers colleges.

Table 15: Primary Schools Teacher graduates required – 2007 to 2016, selected years.

	2007	2010	2013	2016
New teachers required	17	57	14	5

Grade 10 students and grade 12 students who have not attained minimum qualification from areas with a demonstrated teacher shortage will be allowed access to colleges at the discretion of the Secretary for Education. These students will be sponsored by church agencies, LLG and Provincial Government.

A professional development program for serving primary school teachers will be conducted at the provincial levels by the Department of Education. This program will concentrate on the preparation of all teachers to teach the new primary school curriculum and to deal with the acknowledged problems being faced in Grade 3. There will also be an increasing emphasis on leadership. School and financial management training will be provided for all head teachers and Boards of Management.

The increasing importance of guidance and counseling at primary schools, particularly in the upper grades, is recognized. This will be provided through the training of teacher counselors.

Targets

- P3.1 All schools will have access to trained teacher counselors by 2010**
- P3.2 A plan for development of teacher in service program by 2010**
-
-

Strategies and Activities

Strategy 1: To provide the required number of appropriately trained teachers.

- Identify areas with demonstrated teacher shortages and select trainees.

Strategy 2: To provide professional development opportunities for primary school teachers and managers.

- Develop suitable staff development programs.
- Strengthen vernacular support in lower primary.
- Provide opportunities for teacher counselor training.
- Provide effective supervision and management workshops for all head teachers and senior teachers.
- Provide effective financial management workshop for BOM members.

MANAGEMENT

Minor outcome P4:

Primary education is cost effective and affordable for parents and Government.

Consistent with Government objectives there will be increase in the level of subsidy to the primary grades. There will still be a need for parental contributions, in cash or kind, for all children in grades 3 to 8. Boards of Management will determine the level of these contributions in line with guidelines set by the National and Provincial Education Boards. Government will review parental contributions on an annual basis taking into account the levels of subsidies provided in this sector.

Schools will be encouraged to embark on self-reliance initiatives in order to reduce the burden on parents. Project fees will be

determined by Boards of Management and endorsed by the Provincial Government. All school must have operating school bank account.

The problem of teacher deployment will be addressed through the plan period in order to make for an efficient and equitable use of teachers. Multi-grade teaching will be institutionalized and teachers will be allocated to schools on an annual basis and on agreed criteria to be based on enrolments. The deployment of teachers to upper primary classes will be reduced to 1 teacher per class. Vernacular language speakers will be appointed to teach in Grade 3.

Table 16: Primary Schools Teacher costs (K'000s) – 2007 to 2016, selected years.

	2007	2010	2013	2016
Salaries	12674.6	15002.8	16012.1	16310.0
Allowances	633.7	750.1	800.6	815.5
L fares	507.0	600.1	640.5	652.4
	13815.4	16353.0	17453.2	17777.9

Table 17: Primary Schools subsidies (K'000s) – 2007 to 2016, selected years

	2007	2010	2013	2016
Subsidies	638.6	733.3	802.9	847.5

Targets

- P4.1 All schools will have commenced developing 3 Year School Learning Improvement Plans (SLIP) by 2008.**
- P4.2 All schools must have operating Bank Accounts by 2007**
- P4.3 PEB to develop a policy for bridging classes by 2008.**
- P4.4 All grade 3 classes will be taught by a local vernacular teacher.**
- P4.5 80% of schools to have self reliance project by 2014**
- P4.6 Multi-grade teaching workshop to be conducted in all districts by 2007**

Strategies and Activities

Strategy 1: Make efficient and rational use of teacher resources.

- Apply a agreed set of criteria for teacher deployment allocation.
- Ensure that local language teachers are appointed to Grade 3 classes.
- Multi-grade teaching workshop to be conducted in all districts

Strategy 2: Ascertain real and affordable parental contributions.

- Conduct sample surveys on an annual basis.
- Create more awareness.

Responsibilities

Parents and the community will be responsible for:

- the payment of parental contributions in cash or kind
- infrastructure and maintenance
- participating in Parents and Citizens activities

School Boards of Management will be responsible for:

- the completion of school plans
- planning for infrastructure requirements.
- playing a role in the appraisal of teachers

Local-level governments will be responsible for:

- budgeting for maintenance and new infrastructure as per endorsed plans.

District administrations will be responsible for:

- the completion and endorsement of District Education Plans and implementation schedules
- liaising with local-level governments to ensure budget provision is made for maintenance and infrastructure.

Provincial governments will be responsible for:

- the completion and endorsement of Provincial Education Plans
- the creation of necessary teaching positions
- the appointment of teachers.

The National Government will be responsible for:

- the payment of teacher salaries
- pre-service training of primary school teachers
- curriculum development
- provision of inspectoral services
- the provision of opportunities for teacher 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.

Secondary Education

Definition:

Secondary education covers Grade 9 to 12. Lower secondary covers Grades 9 and 10 whilst Upper Secondary covers Grades 11 and 12.

Our Vision

A secondary education is provided in a variety of institutions to students in Grades 9 to 12. This will equip them with life skills, enabling them to return to their communities or pursue further education and training. Students who demonstrate the ability to pursue further education receive a high quality secondary education providing them with the depth of knowledge to satisfy personal community demand.

Major Outcome

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

ACCESS

Minor Outcome S1:

An appropriate number of well equipped and resourced secondary school established within budget to provide a quality education.

In line with Government priorities in education, there will not be a significant increase in access to secondary education during the plan period. The expansion of existing schools rather than the establishment of new schools will be the principal strategy for improving access to secondary education.

The transition rate between Grades 8 and Grade 9 will drop over the plan period to 50 per cent whilst the transition rates of 25 per cent from lower to upper secondary will be maintained. These targets will require a marginal increase in the number of Grade 11 places each year and considerable increase in grade 9 classes.

The number of schools expanding to take Grades 11 and 12 classes will slow down. Selection to Grade 11 will be carried out by the Department of Education on the basis of the number of places available. Secondary schools offering grade 11 and 12 classes will be properly planned and have all necessary buildings, equipment and teaching materials in place before teachers are allocated and Grade 11 classes enrolled.

The school boards of governors, provincial education authorities and the provincial government will be responsible for the maintenance of school buildings and grounds. The maintenance and the rehabilitation of existing schools rather than the construction of new schools will be the priority of provincial and school boards.

Table 18: Projected secondary school enrolments – 2007 to 2016, selected years.

	2007	2010	2013	2016
Grade 9	1668	2021	2435	2922
Grade 10	1585	1789	2182	2732
Grade 11	406	415	513	611
Grade 12	404	406	480	578
Total	4063	4632	5611	6843

The number of new Grade 9 and Grade 11 classes to be established is due to the increase in grades 7 and 8 classes in primary school.

Table 19: New Secondary School classes required – 2007 to 2016, selected years.

	2007	2010	2013	2016
New Grade 9	0	3	3	1
New Grade 11	0	0	1	1

Despite an increase of more in the number of Grade 9 and 10 students during the plan period the lower secondary enrolment rate will

remain at 40 per cent. This is due to the very high rate of population growth and the principal Government objective in education being that of providing a basic education. The enrolment rate in the upper secondary grades will remain constant at 10 per cent as a result of the minimal expansion planned in the sector.

Table 20: Secondary Transition Rate – 2007 to 2016, selected years.

	2007	2010	2013	2016
Grade 8 to 9	50.3%	50.0%	50.0%	50.0%
Grade 10 to 11	25.0%	25.0%	25.0%	25.0%

Table 21: Secondary Enrolment Rates, 2007 to 2016 – selected years.

	2007	2010	2013	2016
Lower sec rate ³	30.0%	33.8%	37.8%	41.4%
Upper sec rate ⁴	8.2%	7.8%	9.0%	9.9%

Staffing at this level will be based upon 1.5 teachers per class by 2007 in both upper and lower secondary classes.

Table 22: Secondary School Staffing Requirements, 2007 to 2016 – selected years.

	2007	2010	2013	2016
Lower sec	125	146	177	217
Upper sec	41	41	50	59
Total	166	187	227	277
Ratio	24.5	24.7	24.7	24.7

Targets

- S1.1 Transition rate between grades 8 and 9 is 50%**
S1.2 Transition rate target between grades 10 and 11 is 25%
S1.3 Girls occupy places in lower and upper secondary schools

Strategies and Activities

Strategy 1: Expand secondary schools.

- Review and enforce the application of agreed criteria for students entering Grade 9 and Grade 11.
- Provide maintenance and rehabilitation rather than new construction.
- Develop implementation schedule for expansion secondary education to meet target.

QUALITY CURRICULUM AND MONITORING

Minor Outcome S2

To implement and monitor a relevant secondary school curriculum.

The priority in the secondary education sector is to develop quality and relevance.

The Department of Education will write, publish, print and distribute new reformed curriculum to all secondary schools. School-based curriculum development will be encouraged. The curriculum Development Division will provide technical assistance and advice to the schools taking the initiative and monitor and evaluate school-based curriculum development to ensure consistency with the National Education Plan. There will be increased emphasis on skills development in the development of the lower secondary curriculum. Due account will be taken of the National Skills Plan and the work being carried out in the vocational section.

Secondary school inspectors will visit each school 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 their advisory functions and concentrate on financial and management issues.

Guidance and counseling services will be provided for all schools. Liaise with the Department of Education for a Guidance Officer to be stationed in the province with housing available.

³ Calculated as enrolment in Grades 9 and 10 as a percentage of the 15 and 16 year age groups.

⁴ Calculated as enrolment in Grades 11 and 12 as a percentage of the 17 and 18 year age groups

School libraries are an integral part of the teaching and learning processes. The Mine Bay division of Education, in partnership with the Provincial Government and the National Library and other stake holders, will ensure that the school library services are reviewed and upgraded to the required standard in order to maximize and sustain teacher and student interest.

Secondary schools will be encouraged to take a proactive role in the implementation of the national department's HIV and AIDS policy

Targets	
S2.1	All Lower Secondary reform Curriculum materials distributed to schools by 2009
S2.2	The province to have a residence Guidance Officer by 2008
S2.3	By 2010 school library services is strengthened
S2.4	By 2009 HIV and AIDS policy to be implemented

Strategies and Activities

- Strategy 1: Design relevant curriculum and support materials at secondary level.**
- Conduct workshops and to develop curriculum and assessment materials.
 - Develop locally based school curriculum for Cameron Secondary School in Tourism and Hospitality.
 - Develop Locally Skilled Based School Curriculum.
- Strategy 2: Expand the practice of school based assessment of teachers.**
- Train head teachers to take greater responsibility for teacher appraisal and reports.
- Strategy 3: Train school based counselors.**
- Conduct training workshops.
- Strategy 4: National Library and the Provincial Government to strengthened school library services**
- Liaise with National Library and Provincial Government

QUALITY TEACHER EDUCATION AND TRAINING

Minor outcome S3:

A sufficient number of appropriately trained and committed teachers and guidance officers prepared for secondary schooling.

Upper secondary teachers should be degree holders who have gained a Post Graduate Diploma of Education. Provided that targets regarding access can be adhered to the demand for lower secondary teachers will increase markedly in the later years of the plan period. This is because the increase in Grade 9 enrolment will be through the establishment of extra classes rather than through replacing Grade 7 and 8 classes relocated to the primary schools.

The major avenue for teachers wishing to upgrade their qualifications will be through the in-service courses developed using a mixed delivery mode. The province will financially support these teachers. Targeted recruitment of Graduates in needed disciplines will take place and sponsor them.

In-service training will be focused on the implementation of the new curriculum. A self paced in service program will be developed. School management is a concern and school managers will be provided with training to strengthen, in particular, financial management and leadership.

The training of trainers for school-based teacher counseling will be a key strategy. Teacher counselors will provide counseling services to students while performing teaching duties. School Boards of Governors will be encouraged to engage local support to assist in the counseling of students.

Targets	
S3.1	All upper secondary schools to have teachers with required qualification by 2008.
S3.2	In-service available on the reform curriculum by 2008.
S3.3	Every secondary school will have a teacher counselor by the end of 2009.
S3.4	70% of teachers with Degree/Post Graduate Diploma of Education by 2010

Strategies and Activities

- Strategy 1: Provide the required number of appropriately trained teachers.**
- Recruit suitable trained and committed teachers.
 - Targeted recruitment of new university graduates.
- Strategy 2: Develop a program of professional development for all teachers.**
- Train school managers.
 - Conduct in-service training courses to develop knowledge and understanding of reform curriculum.
- Strategy 3: Enhance counseling and guidance services for secondary school students.**
- Conduct workshops to train school based counselors.
 - Consult with the social welfare division of the Department of Community Development.
 - Prepare locally engaged personnel and parents to support the provision of counseling services.

MANAGEMENT

Minor outcome S4:

Government and parents received a cost effective and affordable secondary education.

Parents will continue to pay a significant percentage of the school fees whilst Government will support secondary schools with small cash subsidies as part of a new 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.

A scholarship scheme will be developed to ensure that no talented, needy students miss out in further education. This will be administered by provinces following guidelines established by the Department of Education.

A more equitable deployment of teachers will be achieved through an annual teacher audit. Teachers will be allocated to schools based upon a teacher to class ratio of 1.5 teachers per class.

School fees will be determined by the Provincial Education Board following guidelines established by the National Education Board.

Table 23: Secondary School teacher costs (K'000s) – 2007 to 2016, selected years.

	2007	2010	2013	2016
Salaries	2898.2	3280.9	3974.5	4845.4
Allowances	144.9	164.0	198.7	242.3
Leave fares	115.9	131.2	159.0	193.8
Total	3159.1	3576.2	4332.2	5281.4

Table 24: Secondary school subsidies (K'000s) – 2007 to 2016, selected years

	2007	2010	2013	2016
Lower sec	260.2	304.9	369.4	452.3
Upper sec	81.0	82.1	99.3	118.9
Total	341.2	386.9	468.7	571.2

Targets

S4.1 All schools will have self reliance programs by 2010

S4.2 A scholarship system implemented by 2010

Strategies and Activities

- Strategy 1 Establish a scholarship scheme for talented students.**
- Develop procedures to identify talented and deserving students.
 - Award scholarships.
- Strategy 2. Reduce the burden of school fees on parents.**
- Schools to undertake self reliance activities.
- Strategy 3. Establish a committee to allocate teachers.**
- Conduct an annual teacher audit.
 - Establish criteria for the allocation of teachers

Responsibilities

Parents and the community will be responsible for:

- the payment of parental contributions
- Participating in Parents and Citizen 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 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.

Technical Vocational Education and Training

Definition:

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

Our Vision

A variety of institutions offering courses of varying lengths primarily catering for the needs of the immediate community. This is to be achieved through the devolution of management and upgrading of existing institutions with linkages to other sub sectors. The principle recipients are students who leave the formal education system at the first terminal point.

Major Outcome

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

ACCESS

Minor Outcome V1:

An appropriate number of well resourced vocational centres provided in public and private sectors.

Vocational courses will be conducted in many different types of institution. These will range from Technical High Schools, large institutions offering a mix of academic and trade courses, to small centres that provide short courses, up to four weeks in duration, targeted at the wider population.

There have been problems in many centres with the availability of suitable tools and equipment for the centres and that these are adequately cared for and managed. Innovative schemes for ensuring that such materials are available need to be considered. Equally, the province is responsible for providing the infrastructure suitable for the types of programs to be run by each centre. The scope of works required will be determined as a part of the Provincial TVET Plan.

The status of all centres will be reviewed with a view to the closure of some uneconomic institutions and the rationalisation of others. Vocational centres that are no longer considered viable will be offered to interested groups to manage and maintain.

The 'average' centre will be one offering a core course of up to one year in duration targeted primarily at the Grade 8 leavers but with a significant portion of the centres resources providing short courses for the community at large

Closer linkages with the Division of Social Welfare and Development will be developed in particular to support the centres that are specializing in the provision of courses for the community. Some of these programs will be offered in the communities themselves rather than in the vocational centres. These will be coordinated and conducted by staff from Community Outreach Centres.

Vocational centres will, as well as the one-year program, offer short-term community oriented programs. This will be of varying lengths and offered at a time appropriate to the communities.

Private providers will be encouraged to provide skills training both in the field of business and trade areas. Their involvement will encourage competition between themselves and the vocational centres. A major shift in subsidy policy through the introduction of a Grade 8 Graduate Incentive Scheme to all Grade 8 graduates will help to encourage such competition.

The experience that the province has had at Kuyilo demonstrates that Technical High Schools have proven difficult to implement in a cost and educationally effective manner. Development of further such institutions will be preceded by the adoption of an approved curriculum and a well-defined target group. The preferred strategy for future Technical High Schools is to convert existing vocational institutions and secondary schools. The curriculum offered should be in line with the secondary reform curriculum.

The table below shows types of centres and the names of the institutions in Milne Bay that is likely to be in each group by the end of the plan period. All of the centres will be encouraged to provide the types of courses that would be expected of a community development centre. The final two columns refer to accreditation and articulation.

Table 25: *Types of Vocational Institutions*

Name	In-take	Centre	Length and Type of course	Acc	Art
Technical High Schools	Grade 8 direct from Primary Schools	Kuiaro	Two years Skills and Academic programs	Yes	Yes
Skills Training Institute	Grades 10 and 12 Leavers	Rabaraba	One year full time PETT course	Yes	Yes
Vocational Centres	Grade 8 and Community	Kaubwaga Ubuya Ailuluai Sideia Bolubolu Watuluma	6 months to one year full time and short modularized courses to 4 weeks	Yes	No

The table below shows projected enrolments assuming that there will be small rises in overall enrolment – it is assumed that there will be an average 5 per cent growth in enrolment per year - and that the enrolment patterns will alter to reflect the one year maximum length courses.

Table 26: *Projected Full-Time Equivalent Vocational Centre Enrolments – Selected Years, 2007 to 2016.*

	2007	2010	2013	2016
Year 1	802	1134	1313	1655
Year 2	375	227	263	0
Total	1176	1361	1576	1655

If it is assumed that a very high proportion of all full-time places will be taken up by Grade 8 graduates, then there will be places available in the vocational institutions for almost 25 per cent of Grade 8 graduates.

Table 27: *Projected Transition Rates from Primary and Secondary School to Vocational Institutions and Enrolment Rates – Selected Years, 2007 to 2016.*

	2007	2010	2013	2016
Gr 8. Trans. Rate	9.7%	11.2%	10.8%	0.0%
Gr 10 Trans rate	19.7%	27.4%	25.6%	24.9%
Enrolment Rate	5.8%	7.6%	8.2%	0.0%

Targets

V1.1 Centres to be rationalize for better skills training and economical viability by 2010

Strategies and Activities

Strategy 1: Ensure that province has in place their Technical Vocational Education Training Policies, Strategies and Rolling Plans.

- Conduct provincial awareness.
- Facilitate policy development.
- Determine infrastructure needs.

Strategy 2: Facilitate and monitor the implementation of provincial vocational education and training rationalization.

- Conduct audit and reclassify and restructure all vocational centres.
- Re-deploy manpower based on approved training programs.

- Strategy 3: Ensure that adequate tools and equipment are available to service different training programs.**
- Procure relevant tools and equipment for conducting successful training activities.
 - Monitor and ensure tools and equipment are in good condition and secured.
 - Conduct review on how best to provide materials for centres.
- Strategy 4: Ensure infrastructure meets different training program needs.**
- Upgrade and renovate existing infrastructures.
 - Provide new building as required by training program specifications.
- Strategy 5: Provide opportunities for private providers to become accredited.**
- Establish criteria for private providers to have access to the vouchers provided for Grade 8 graduates.

QUALITY CURRICULUM AND MONITORING

Minor Outcome V2

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

The full time program offered in vocational centres will be for maximum one year duration. These courses will be modularized to allow students to attend and complete courses when they desire. It is anticipated that these courses will be appropriate for both Grade 8 and Grade 10 graduates. Courses will be accredited through established National Apprentice and Trade Testing Board guidelines and could include the Pre Employment Technical Training courses, a number of which have recently been relocated from the Technical Colleges to a few vocational institutions.

In many centres, there will be a shift towards short-term community development programs. These will be offered together with the one-year modularized courses in some vocational centres. The programs produced by the Skills Training Resource Unit will be used as a basis for these short courses that will be offered both in the centres themselves and as outreach courses. This shift will be supported with increased cooperation between the Department of Education and the Department of Community Development at all levels. The target groups for these courses are primarily the local communities. There will be a well publicized, and widely available, bank of short courses available for centres to access. These courses should be written in such a form that they could be used for groups with varying academic and work backgrounds.

If vocational centre students wish to further advance their academic qualifications then they will be expected to achieve this by enrolling on distance education courses. Vocational centres will themselves be encouraged to become study centres.

There will be a review of the role of the vocational education inspectors to include greater monitoring of the management of the centres and their finances. The inspectors will need to be further trained to deal with the changing role of the centres. Awareness will be the principle strategy to be used in Vocational schools to implement the national department's HIV and AIDS policy.

Targets

- V2.1 All Vocational Centres will offer full time one year courses by 2009.**
- V2.2 All vocational centres that offer full time one year courses will be required to conduct trade testing by 2011**
-

Strategies and Activities

- Strategy 1: Implement one year modularized courses.**
- Adapt existing courses for one year duration.
- Strategy 2: Review and develop appropriate training programs for centres following the rationalization process.**
- Identify provincial and district economic and employment opportunities.
 - Develop provincial and district based training programs
 - Provide distance education opportunities for vocational centre students.
- Strategy 3: Implement a competency based training curriculum.**
- Facilitate development of competency based curriculum at national, provincial and local level.
 - Monitor implementation of curriculum.
- Strategy 4: Develop relevant short courses.**
- Identify needs of communities.
 - Adapt Skills Resource Training Unit courses.
 - Conduct an awareness program.
- Strategy 5: Provide incentives for institutions to offer short courses for the community at large.**
- Provide community orientated programs.

QUALITY TEACHER EDUCATION AND TRAINING

Minor outcome V3:

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

The Department of Education will adapt the Diploma of Vocational Education Training 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. The University of Goroka will provide accreditation for this course. Instructors currently teaching in the centres will be granted the opportunity to upgrade their qualifications.

The capacity of centre managers will be enhanced through further entrepreneurial and management training. This training program will build upon initiatives already taken by the Asian Development Bank funded Employment Oriented Skills Development Project. The province will make sure that all instructors are given the opportunity to attend professional development workshops.

The shift towards provision of short courses directed towards 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 in all communities.

Targets

V3.1 All Vocational schools to have instructors with required qualification by 2008

Strategies and Activities

- Strategy 1: Ensure all instructors are fully qualified diploma holders**
- Conduct an audit of instructor qualifications
 - Provide opportunities for existing instructors to upgrade their teaching qualifications.
- Strategy 2: Strengthen vocational centre management.**
- Develop courses in financial management and entrepreneurial skills.
 - Deliver courses at provincial level.
- Strategy 3: Prepare instructors to teach short courses for the community.**
- Develop course in adult education skills for instructors.
- Strategy 4: Identify community members capable of teaching short courses.**
- Carry out skills audits.

MANAGEMENT

Minor outcome V4:

Improved systems of administration / management and control

A greater autonomy will be granted to church agencies and other capable organizations. This will include the recruitment of teachers and management of vocational centres. It is expected that this will provide a further catalyst for the shift towards a more community oriented role for the vocational institutions.

Vocational centres will develop links with other organizations and institutions to reach a wider community. There will be greater consultation with other Government divisions with a view to a greater use of vocational institution facilities.

Targets

V4.1 All schools to implement short courses in 2008

Strategies and Activities

- Strategy 1: Develop a system of greater agency involvement in the administration of vocational education.**
- Grant greater responsibility to agencies for the recruitment of teachers and management of vocational centres.
- Strategy 2: Develop a greater understanding between the vocational institutions and other divisions.**
- Conducts inter divisional meetings at the provincial and district levels to foster greater understanding of the role of vocational centres.
 - Establish a register of courses and instructors from various agencies, communities and other departments.

COST EFFECTIVENESS

Minor outcome V5:

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

The system of subsidies for the vocational institutions will be replaced by a Grade 8 Graduate Incentive Scheme. 'This is designed to encourage competition and to shift towards a demand driven system. All Grade 8 graduates will be provided with support to help them in enrolling at a training institution of their choice. This could be a private provider that is approved. This will act as a major catalyst to encourage the vocational centres to make the shift towards offering one year modularized courses and to offer relevant courses for the local communities.

The duty statements of the vocational centre staff will be amended to reflect the need for innovative, business minded leadership.

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 20 students. Further positions will only be approved in accordance with strict criteria determined by Provincial Education Board and based upon criteria from the Position Allocation Committee established by the Department of Education.

Infrastructure and maintenance of the centres will be the responsibility of the Provincial Government. Centres will be required to play a major role in this by undertaking self-reliance activities.

Targets

V5.1 All centres to have a self reliance program endorsed and in place by 2009

Strategies and Activities

Strategy 1: Develop a system for allocating instructors on an annual basis based upon full time equivalent enrolments.

- Conduct an annual teacher audit.

Strategy 2: Rationalize the system of subsidies.

- Introduce a voucher system for all Grade 8 graduates to allow them to enroll at any approved institution of their choice.

Strategy 3: Encourage self-reliance in vocational centres in order to become self-sustaining.

- Ensure that entrepreneurial skills are included in all teacher-training courses.

Responsibilities

Parents and the community will be responsible for:

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

Centre Boards of Management will be responsible for:

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

Provincial governments will be responsible for:

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

The National Government will be responsible for:

- the payment of instructor salaries in an efficient and timely fashion
- pre-service training of vocational centre instructors
- curriculum development and accreditation
- provision of inspectorial 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

Definition:

Flexible, Open and Distance Education is a means of delivering education using all appropriate technologies from a distance.

Our Vision

An alternative for Papua New Guineans to pursue other multiple pathways of formal education leading to Grade 12, Tertiary Education and Training through Flexible, Open Distance Education by harnessing all appropriate and affordable technology.

Major Outcome

The provision of Flexible, Open and Distance Education that will give an alternative education to Papua New Guineans to pursue other multiple pathways of formal education leading to Grade 12, Tertiary education and other training.

The priority of flexible, open and distance education is to provide an alternative education by allowing students to continue, complete and articulate into further education and training. This will primarily be provided through Distance Education providers. These include PNG UNITECH Open Campus, Open College (UPNG), FODE, PNGEI, DODL, as well as those from NGO's and others.

ACCESS

Minor Outcome F1:

A revamped Flexible, Open and Distance Education, to meet international standards.

The current mode of Distance Education will encompass flexible, Open and Distance Education in line with the modern trend of Development.

The Flexible, Open and Distance Education will provide relevant demand driven options for students to progress in study. Recognition of prior learning through work and life experience will enable students to gain credit towards their course program. The Flexible, Open and Distance Education courses will be restructured and upgraded to provide pathways for students to:

- Enroll at any time of the year;
- Study at their own pace;
- Study at a time and place convenient to them; and
- Complete assignments and sit for exams as and when they are ready.

The principal target groups will be:-

- Students/community in remote areas;
- Students who choose to complete any level of education through the flexible, open distance education mode and then articulate into the formal system;
- Students who want to complete advance/enrichment programs to progress into tertiary institutions; and
- People undertaking Technical and Vocational training courses.

It is proposed that there will be four study centres established – one at each of the District Headquarters. The role of these centres will be to support the Provincial FODE Coordinator with the administration of the system. It is envisaged that marking will be carried out at this level. They will be managed by the District Education Superintendents under the guidance and coordination of the Coordinator, Open Learning.

Targets**F1.1 Four district study centres will be established by 2008.****F1.2 Increase number of distance education providers**

Strategies and Activities**Strategy 1: Implement the restructure of Flexible, Open and Distance Education.**

- Conduct awareness.

Strategy 2: Establish study centres in the districts

- Coordinator, Open Learning to conduct training workshops for the District Education Superintendents.

QUALITY CURRICULUM AND MONITORING**Minor Outcome F2:**

A number of demand driven programs are available with a significant growth in enrolment.

Flexible, open and distance education has the potential to address the difficulties of distance and terrain in the delivery of education services.

School libraries are an integral part of the teaching and learning processes. The Mine Bay division of Education, in partnership with the Provincial Government and the National Library and other stake holders, will ensure that the school library services are reviewed and upgraded to the required standard in order to maximize and sustain teacher and student interest.

Awareness through leaflets and poster displays at the main Flexible, Open AND Distance centers will be the principle strategy to be used in implementation of the national department's HIV and AIDS policy.

Targets**F2.1 Stream of course areas will initially target the Community by 2010.****F2.2 By 2010 school library services is strengthened**

Strategies and Activities**Strategy 1: Deliver demand driven programs as:**

- Use the Flexible, Open and Distance Learning Programs

Strategy 2: Deliver other programs using ICT as they become feasible.

- Provide adult literacy course.
- Provide short modular courses.
- Provide vocational and technical courses.
- Provide a home-schooling program.
- Provide professional Programs

Strategy 3: National Library and the Provincial Government to strengthened school library services

- Liaise with National Library and Provincial Government

QUALITY TEACHER EDUCATION AND TRAINING**Minor Outcome F3:**

A compatible program between Flexible, Open and Distance Education College's and mainstream education system.

Articulation with the national education system will be directed by the Flexible, Open and Distance Education College's adoption of the reformed curriculum, although the College will be free to include value added programs. This can be defined as being "one system, many pathways and the same outcomes". As a result, student who choose to do any part of their secondary education through the Flexible, Open and Distance Education College will be able to transfer between conventional schools and the College.

Targets

F3.1 Program in place to recruit qualified teachers in various subjects by 2008.

F3.2 Reform curriculum and assessment procedures to assist in teacher training by 2010

F3.3 Establish and adopt a system of certification by 2010

Strategies and Activities

Strategy 1: Use an examination and certification system.

- Review the current examination and assessment policies follow the examination system.
- Establish and adopt a system of certification.

Strategy 2: Implement articulation policy.

- Adopt and implement policy of articulation between the College and school system.

MANAGEMENT

Minor Outcome F4:

Quality products and service are offered.

A flexible, open and distance education curriculum has to be one that is relevant and innovative and one that students will wish to enroll in because they see it as being useful and relevant.

The Flexible, Open and Distance Education College will offer educational programs that maximize choice and flexibility in study pathways using the national curriculum through a number of practical and affordable, modes. It will participate in innovative course program designs tailored for those in both the formal and non formal sectors of the economy.

Flexible, Open and Distance Education College students will be able to access nationally, recognized qualification regardless of their geographical location or way of life. The quality of programs will be achieved through a continuous monitoring process and improvement in management processes consistent with the national education system.

Targets

F4.1 Put in place an effective standard and monitoring system by 2010.

F4.2 Improve technical capacity of staffing through a training program by 2010

Strategies and Activities

Strategy 1: Monitor improvement consistent with National Education System pre-requisites.

- Establish a standards and monitoring system.

Upgrade the technical capacity of staff through a training program

RESPONSIBILITIES

Parents and the community will be responsible for

- The parental contributions
- Participating in parents and citizen activities

Board of Governors will be responsible for

- Planning for infrastructure and maintenance requirements

The Milne Bay Provincial Government will be responsible for

- Completion and endorsement of Milne Bay education plans
- Maintenance of study centre
- Professional development programs for teachers

National Government will be responsible for:

- Payment of teachers salaries
- In-service training for teachers
- Curriculum development
- Development of policy related to school subsidies
- Provide technical assistance in the area of planning and management
- Allocation of teachers

Administration of Education

Definition:

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

Our Vision:

An education system planned and managed by suitable trained and experience personnel at all levels using relevant and appropriate policies and systems.

Major Outcome

The organization at provincial, and district level and their organization systems and human resource provide an efficient and effective education system.

FINANCIAL SYSTEMS AND BUDGETING PROCESS

Minor Outcome A1:

The management of budgeting and financial processes is effective, efficient, and sustainable.

The provincial education budget will be linked to annual plans. These are to be consistent with this Provincial Education Plan. The administration section within the Division needs to be strengthened in order to effectively monitor disbursement and receipt of funds.

Development will continue, in conjunction with the Department of Education, with the need to ensure that the payroll for teachers is responsive to change and becomes a fully fledged human resources system. Divisional officers will be provided with appropriate training in order to achieve this. This will be consistent with the main Government payroll and human resources system.

The Provincial Supply and Tenders Board will continue to be used for the procurement and distribution of school and awareness materials. Distribution processes will be reviewed and rationalized as a part of the Services Improvement Program. A divisional assets register will be established and maintained on a regular basis.

Targets

- A1.1 Effective budgeting and planning processes based on work program by 2008**
- A1.2 Exercise cost saving measures and put in place revenue measures by 2008.**
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Strategies and Activities

- Strategy 1: Integrate planning and budgeting processes at all levels of education.**
- Link budget and planning processes.
 - Provide relevant training through HRD.
- Strategy 2: Improve the Payroll System.**
- Carry out annual teacher audits.
 - Develop a human resources system.
- Strategy 3: Strength internal control systems to ensure disbursement and Receipt of funds is as stipulated in Public Finance Management Act.**
- Careful monitoring of processes.
 - Provide training for the administrative staff.
- Strategy 4: Establish an effective procurement and distribution system.**
- Review and rationalize distribution system.
 - Establish and maintain an assets register.

HUMAN RESOURCES DEVELOPMENT

Outcome A2:

An effective Human Resource Development program encompassing all levels of staff provides 'best fit' between staff profile, skills/competence and the achievement of educational goals.

A staff development policy will be developed following a complete review of existing practices. This will include the introduction of Executive Development Workshops to identify officers capable of taking up specialist's positions. These workshops will lead to the identification of a pool of potential leader managers to be considered for future engagement. Particular emphasis will be placed on identifying women capable of taking up senior positions within the division.

In liaison with the Division of Human Resource Development, courses will be identified to provide officers with the specific skills required to achieve major outcomes. Courses should ideally be fully accredited to the major universities. Training programs will also be identified for provincial and district education personnel. These will include key planning and management skills. They will also be consistent with the Capacity Building and Structural Improvement Program, an initiative of the Public Service Reform Monitoring Unit.

Senior officers will have the opportunity to further their professional development as a part of the Milne Bay Human Resource Development Program.

Targets

- | | |
|-------------|--|
| A2.1 | A staff development policy will be developed by 2008 |
| A2.2 | Two officers to be trained to manage the payroll by 2007 |
| A2.3 | The payroll function to be decentralized to the province by 2008. |
-
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Strategies and Activities

Strategy 1: **Develop and implement a workable human resource development program.**

- Conduct relevant and suitable management training programs for leader managers at all levels of education
- Conduct a human resource review and needs analysis.
- Conduct Executive Development workshops.
- Identify officers for rapid promotion.

Strategy 2: **Provide ongoing suitable training for all District staff at all levels including opportunities for the upgrading of qualifications.**

- Conduct workshops and training for sectional leader managers, including monitoring and evaluating the implementation of education plans.
- Carry out continuous awareness of training needs at the provincial and local levels.

ADMINISTRATIVE SYSTEMS AND PROCESSES

Minor Outcome A3:

The Division of Education is adaptable to changing conditions and responsive to prevailing government priorities.

The Division has been restructured in 2006 in line with Government objectives to rationalize the public service. The Divisions structure is now flexible enough to respond to change and will be reviewed as and when appropriate.

In order to achieve the goals of this plan further staff will have to be allocated to district offices in future years. This will be consistent with the Services Improvement Program which is an initiative of the Public Service Reform Monitoring Unit and funded by the Asian Development Bank.

Private education institutions will be encouraged at all levels of the system. The process of registering permitted schools and their ability to access school fee subsidy funds will be established. All private education institutions will be monitored by the inspectors on an annual basis to ensure that standards are being maintained and upheld.

An Information Technology system will be further developed to allow for a regular supply of reliable data. This will cover amongst other things enrolments, staffing and infrastructure and allow for the ready retrieval and passing of data.

Provincial Library services will become part of the education structure whilst school library services in the primary, secondary and Flexible, Open and Distance education sectors will be strengthened to provide students and teachers with updated, reliable and readily available information to sustain teaching and learning in schools.

Targets	
A3.1	Review divisional structure by 2008 with library services included
A3.2	Review process of registering private providers by 2009
A3.3	Introduce IT system by 2008
A3.4	By 2010 school library services is strengthened

Strategies and Activities

- Strategy 1:** **Ensure divisional structure is adequate to provide the service delivery mechanisms required to achieve plan objectives.**
- Review the Divisional structure on a regular basis.
 - Allocate further staff to the districts
- Strategy 2:** **Review and improve service delivery processes in the province and districts.**
- Identify constraints in service delivery.
 - Liaise closely with the Public Service Reform Management Unit.
 - Plan, monitor and evaluate the implementation of plans and programs.
- Strategy 3:** **Encourage private education providers at all levels**
- Review process of registering private education providers.
 - Monitor the performance of all private providers.
- Strategy 4:** **Provide an appropriate information and communication technology for flexible and effective dialogue between all levels of administration and stakeholders.**
- Establish an information system unit at the provincial and district level to coordinate the collection, collating, and analyzing of data for planning purpose.

MANAGEMENT AND PLANNING

Minor Outcome A4:

Effective management and planning systems and processes are in place for all levels of the education system.

The District Education Superintendents will produce district plans with technical assistance from the provincial division. These will be five year plans. All schools will develop school Learning Improvement Plans with support from the relevant school inspectors. These will be rolling three year plans.

The Division of Education will coordinate applications for donor funding. Larger projects will be developed in consultation with the Division of Planning in Alotau whilst schools will be supported by their District Education Superintendents to prepare project documentation for individual schools. All projects will closely monitored by the division and district personnel.

Targets	
A4.1	District Education Plans to be completed by 2008.
A4.2	School Learning Improvement Plans to be completed by 2008.
A4.3	Establish radio links between districts by 2008.
A4.4	Establish radio links with all schools by 2010

Strategies and Activities

- Strategy 1:** **Develop district education plans.**
- Support the work of district and provincial planners.
 - Deliver training programs for district and provincial administrators and planners.
- Strategy 2:** **Adopt a coordinated approach to donor assistance.**
- Develop major projects in consultation with Planning/Policy Division.
 - Provide the DES with skills to support project preparation by the schools.
 - Regularly monitor and evaluate the impact of projects.

AWARENESS

Minor Outcome A5

Communication and awareness processes established for the effective dissemination of information and conduct of awareness campaigns.

A variety of forms of media will be used bearing in mind that the most effective way of reaching remote rural communities remains through face to face contact. This will be achieved through visits by the District Education Superintendents.

The Division of Education will continue to use Radio Milne Bay but will tailor more programs for awareness purposes rather than for simply passing of administrative information to teachers. Regular newsletters will be produced for distribution to all schools.

The launch of the Provincial Education Plan will provide an opportunity for valuable awareness work to be carried out. This awareness exercise will focus on the responsibility of parents and the community and include the importance of enrolling all children in school.

Radio links will be developed, using the experience of the Division of Health, to improve communications between schools, the districts and the Provincial Education Office. In the first instance there will simply be radio links between the district and provincial offices. This will later be extended to include all primary schools that will be accessible for schools in all clusters.

The provincial education board will take a proactive approach to ensure that the Education Departments HIV and AIDS policy is implemented in all schools sectors of the province.

Targets

- | | |
|-------------|--|
| A5.1 | Establish radio links between districts by 2008 |
| A5.2 | Establish radio links with all schools by 2010 |
| A5.3 | Provincial Education Plan awareness campaign to be undertaken in 2007 |
| A5.4 | All schools by 2008 to implement the Education Departments HIV/ AIDS policy |
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Strategies and Activities

Strategy 1: Produce and distribute publications.

- Ensure Pipeline and other Department of Education materials reach all schools.
- Produce quarterly Division of Education newsletters for distribution to all schools and districts.



Strategy 2: Establish radio links to improve communications

- Conduct feasibility study to ascertain the most effective form of communications suitable for all schools in the province.
- Install radio links in all district offices.
- Install radio links with all primary schools.

Implementation Schedule

The Milne Bay Provincial Education Plan, 2007 to 20016 provides actual Elementary, Primary, Secondary TVET, FODE Education and Education Administration implementation timeline. Strategies and activities for each minor outcome are listed, along with an indicative schedule for their implementation and completion. Detailed implementation plans will be provided each year through the annual plans of the Division of Education and Local Level Governments in the Milne Bay Province.

KEY:

-  Indicates full implementation
-  Indicates preparatory activities and reviews

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Elementary education										
Minor outcome E1: Elementary schools established at the community level in order that all children in Milne Bay enroll at age 6 years.										
Develop District Implementation Schedule education plans										
Division of Education will determine quotas for establishment of schools										
District Education Superintendents will identify schools to be established										
Implementation schedules be endorsed by the Provincial Education Board										
Establish schools										
Liaise with Local-level Governments and school communities for the construction of appropriate and adequate classrooms.										
Acquisition of a suitable block of land										
To impose compulsory education										
Establish a legal framework for the introduction of compulsory education										
Conduct feasibility study on all the implications of compulsory education.										
Minor outcome E2: A relevant elementary curriculum is developed and implemented by communities enabling children to acquire literacy and numeracy skills and cultural knowledge in a language that they speak.										
Develop locally relevant materials to support the curriculum.										
The formation of district curriculum committees to facilitate curriculum reform implementation.										
Develop and implementation of Community Based Curriculum.										
Conduct workshops to develop student-materials and resources.										
Conduct workshops to develop teacher-materials and resources.										
Complete orthographies as required										
Identify languages without orthographies.										
Establish an implementation process for orthography development										
To provide supervisory, advisory and inspectoral services to all elementary										

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
schools and teachers.										
Visit all schools on a regular basis										
Minor outcome E3: A sufficient number of suitable trained and committed elementary teachers are available.										
Identify sufficient teachers to meet targets.										
Recruit and train suitable teachers to meet targets										
Provide opportunities for elementary teachers to further their professional development.										
Identifying suitable teacher training programs.										
Facilitate management and finance training for Head Teachers.										
Minor outcome E4: An elementary education is affordable and fair for all parents and the Government.										
Develop and implement a sustainable, appropriate school fee subsidy policy.										
Determine minimum elementary school needs										
Make efficient and rational use of teachers.										
Apply agreed criteria for the allocation of teachers to each school										
Provide and Implement appropriate guidelines for communities to use in implementing elementary education.										
Produce a handbook.										
Provide Awareness										
Primary education										
Minor outcome P1: Sufficient primary school classes established to achieve access and retention targets										
Provide and maintain a sufficient number of schools										
Completion of provincial and district plans.										
Completion of school development plans.										
Local-level Governments budget grants for infrastructure and maintenance.										
Establish standard housing criteria.										
Improve retention between grades.										
Consider recommendations made in National Research Institute Study.										
Recognize and encourage private schools.										
Develop a series of measures to support remote schools.										
Provide enhanced allowances and non financial incentives for teachers to take up positions in remote schools.										
Provide for the use of Flexible Open and Distance Education College materials in the upper primary grades.										
Establish of Central Primary Schools to cater for small schools.										
Conduct a feasibility study on Boarding schools.										
Minor outcome P2: Develop, implement and monitor a relevant primary curriculum										
Provide advisory and inspections services to all primary schools.										
Visit all schools.										
Train Head Teachers in School Based Teacher Appraisal techniques.										
Board of Management involvement in teacher appraisal.										
Support the implementation of the										

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
education reform curriculum.										
Train school officials in all aspects of stock control.										
Develop, produce and distribute locally based support curriculum materials and stock inventory policy.										
Conduct workshops to develop student materials and resources										
Minor outcome P3: Engage appropriately trained and committed teachers for primary school teachers										
To provide the required number of appropriately trained teachers.										
Identify areas with demonstrated teacher shortages and select trainees.										
To provide professional development opportunities for primary school teachers and managers.										
Develop suitable staff development programs.										
Strengthen vernacular support in lower primary.										
Provide opportunities for teacher counselor training.										
Provide effective supervision and management workshops for all head teachers and senior teachers.										
Provide effective financial management workshop for BOM members										
Minor outcome P4: Primary education is cost effective and affordable for parents and Government										
Make efficient and rational use of teacher resources.										
Apply a agreed set of criteria for teacher deployment allocation.										
Ensure that local language teachers are appointed to Grade 3 classes.										
Multi-grade teaching workshop to be conducted in all districts										
Ascertain real and affordable parental contributions.										
Conduct sample surveys on an annual basis.										
Create more awareness										
Secondary education										
Minor outcome S1: An appropriate number of well equipped and resourced secondary school established within budget to provide a quality education										
Expand secondary schools.										
Review and enforce the application of agreed criteria for students entering Grade 9 and Grade 11.										
Provide maintenance and rehabilitation rather than new construction.										
Develop implementation schedule for expansion secondary education to meet target										
Minor outcome S2: To implement and monitor a relevant secondary school curriculum										
Design relevant curriculum and support materials at secondary level.										
Conduct workshops and to develop curriculum and assessment materials.										
Develop locally based school curriculum for Cameron Secondary School in Tourism and Hospitality.										
Develop Locally Skilled Based School Curriculum.										
Expand the practice of school based assessment of teachers.										

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Train head teachers to take greater responsibility for teacher appraisal and reports.										
Train school based counselors.										
Conduct training workshops.										
National Library and the Provincial Government to strengthened school library services										
Liaise with National Library and Provincial Government										
Minor outcome S3: A sufficient number of appropriately trained and committed teachers and guidance officers prepared for secondary schooling										
Provide the required number of appropriately trained teachers.										
Recruit suitable trained and committed teachers.										
Targeted recruitment of new university graduates.										
Develop a program of professional development for all teachers.										
Train school managers.										
Conduct in-service training courses to develop knowledge and understanding of reform curriculum.										
Enhance counseling and guidance services for secondary school students.										
Conduct workshops to train school based counselors.										
Consult with the social welfare division of the Department of Community Development.										
Prepare locally engaged personnel and parents to support the provision of counseling services										
Minor outcome S4: Government and parents received a cost effective and affordable secondary education										
Establish a scholarship scheme for talented students.										
Develop procedures to identify talented and deserving students.										
Award scholarships.										
Reduce the burden of school fees on parents.										
Schools to undertake self reliance activities.										
Establish a committee to allocate teachers.										
Conduct an annual teacher audit.										
Establish criteria for the allocation of teachers										
Technical Vocational Education and Training										
Minor outcome V1: An appropriate number of well resourced vocational centres provided in public and private sectors										
Ensure that province has in place their Technical Vocational Education Training Policies, Strategies and Rolling Plans.										
Conduct provincial awareness.										
Facilitate policy development.										
Determine infrastructure needs.										
Facilitate and monitor the implementation of provincial vocational education and training rationalization.										
Conduct audit and reclassify and restructure all vocational centres.										
Re-deploy manpower based on approved training programs.										
Ensure that adequate tools and equipment are available to service different training programs.										

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Procure relevant tools and equipment for conducting successful training activities.										
Monitor and ensure tools and equipment are in good condition and secured.										
Conduct review on how best to provide materials for centres.										
Ensure infrastructure meets different training program needs.										
Upgrade and renovate existing infrastructures.										
Provide new building as required by training program specifications.										
Provide opportunities for private providers to become accredited.										
Establish criteria for private providers to have access to the vouchers provided for Grade 8 graduates.										
Minor outcome V2: A quality vocational skills training program provides clients with skills that are relevant and required by the community										
Implement one year modularized courses.										
Adapt existing courses for one year duration.										
Review and develop appropriate training programs for centres following the rationalization process.										
Identify provincial and district economic and employment opportunities.										
Develop provincial and district based training programs										
Provide distance education opportunities for vocational centre students.										
Implement a competency based training curriculum.										
Facilitate development of competency based curriculum at national, provincial and local level.										
Monitor implementation of curriculum.										
Develop relevant short courses.										
Identify needs of communities.										
Adapt Skills Resource Training Unit courses.										
Conduct an awareness program.										
Provide incentives for institutions to offer short courses for the community at large.										
Provide community orientated programs										
Minor outcome V3: The provision of a sufficient number of appropriately trained and committed vocational centre instructors and managers										
Ensure all instructors are fully qualified diploma holders										
Conduct an audit of instructor qualifications										
Provide opportunities for existing instructors to upgrade their teaching qualifications.										
Strengthen vocational centre management.										
Develop courses in financial management and entrepreneurial skills.										
Deliver courses at provincial level.										
Prepare instructors to teach short courses for the community.										
Develop course in adult education skills for instructors.										
Identify community members capable of teaching short courses.										
Carry out skills audits										
Minor outcome V4: Improved systems of administration / management and control										

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Develop a system of greater agency involvement in the administration of vocational education.										
Grant greater responsibility to agencies for the recruitment of teachers and management of vocational centres.										
Develop a greater understanding between the vocational institutions and other divisions.										
Conducts inter divisional meetings at the provincial and district levels to foster greater understanding of the role of vocational centres.										
Establish a register of courses and instructors from various agencies, communities and other departments										
Minor outcome V5: A vocational education system that is both cost effective for government and affordable for all										
Develop a system for allocating instructors on an annual basis based upon full time equivalent enrolments.										
Conduct an annual teacher audit.										
Rationalize the system of subsidies.										
Introduce a voucher system for all Grade 8 graduates to allow them to enroll at any approved institution of their choice.										
Encourage self-reliance in vocational centres in order to become self-sustaining.										
Ensure that entrepreneurial skills are included in all teacher-training courses										
Flexible, Open and Distance Education										
Minor outcome F1: A revamped Flexible, Open and Distance Education, to meet international standards										
Implement the restructure of Flexible, Open and Distance Education.										
Conduct awareness.										
Establish study centres in the districts										
Coordinator, Open Learning to conduct training workshops for the District Education Superintendents										
Minor outcome F2: A number of demand driven programs are available with a significant growth in enrolment										
Deliver demand driven programs as:										
Use the Flexible, Open and Distance Learning Programs										
Deliver other programs using ICT as they become feasible.										
Provide adult literacy course.										
Provide short modular courses.										
Provide vocational and technical courses.										
Provide a home-schooling program.										
Provide professional Programs										
National Library and the Provincial Government to strengthened school library services										
Liaise with National Library and Provincial Government										
Minor outcome F3: A compatible program between Flexible, Open and Distance Education College's and mainstream education system										
Use an examination and certification system.										
Implement the reviewed examination and assessment policies, following the examination										

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
system.										
Establish and adapt a system of certification.										
Implement articulation policy.										
Adapt and implement policy of articulation between the College and school system										
Minor outcome F4: Quality products and service are offered										
Monitor improvement consistent with National Education System pre-requisites.										
Implement a standards and monitoring system.										
Upgrade the technical capacity of staff through a training program										
Administration of education										
Minor outcome A1: The management of budgeting and financial processes is effective, efficient, and sustainable										
Integrate planning and budgeting processes at all levels of education.										
Link budget and planning processes.										
Provide relevant training through HRD.										
Improve the Payroll System.										
Carry out annual teacher audits.										
Develop a human resource capacity.										
Strengthen internal control systems to ensure disbursement and Receipt of funds is as stipulated in Public Finance Management Act.										
Careful monitoring of processes.										
Provide training for the administrative staff.										
Establish an effective procurement and distribution system.										
Review and rationalize distribution system.										
Establish and maintain an assets register.										
Minor outcome A2: An effective Human Resource Development program encompassing all levels of staff provides 'best fit' between staff profile, skills/competence and the achievement of educational goals										
Develop and implement a workable human resource development program.										
Conduct relevant and suitable management training programs for leader managers at all levels of education										
Conduct a human resource review and needs analysis.										
Conduct Executive Development workshops.										
Identify officers for rapid promotion.										
Provide ongoing suitable training for all District staff at all levels including opportunities for the upgrading of qualifications.										
Conduct workshops and training for sectional leader managers, including monitoring and evaluating the implementation of education plans.										
Carry out continuous awareness of training needs at the provincial and local levels										
Minor outcome A3: The Division of Education is adaptable to changing conditions and responsive to prevailing government priorities										
Ensure divisional structure is adequate to provide the service delivery mechanisms required to achieve plan objectives.										
Review the Divisional structure on a regular basis.										
Allocate further staff to the districts										
Review and improve service delivery										

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
processes in the province and districts.										
Identify constraints in service delivery.										
Liaise closely with the Public Service Reform Management Unit.										
Plan, monitor and evaluate the implementation of plans and programs.										
Encourage private education providers at all levels										
Monitor the performance of all private providers.										
Provide an appropriate information and communication technology for flexible and effective dialogue between all levels of administration and stakeholders.										
Establish a central data base at the provincial and district level to coordinate the collection, collating, and analyzing of data for planning purpose										
Minor outcome A4: Effective management and planning systems and processes are in place for all levels of the education system										
Develop district education plans.										
Support the work of District Education Superintendent and Education planner.										
Deliver training programs for district and provincial administrators and planners.										
Adopt a coordinated approach to donor assistance.										
Develop major projects in consultation with Planning/Policy Division.										
Provide the DES with skills to support project preparation for schools.										
Regularly monitor and evaluate the impact of projects										
Minor outcome A5: Communication and awareness processes established for the effective dissemination of information and conduct of awareness campaigns.										
Produce and distribute publications.										
Ensure Pipeline and other Department of Education materials reach all schools.										
Produce quarterly Division of Education newsletters for distribution to all schools and districts.										
Establish radio links to improve communications										
Conduct feasibility study to ascertain the most effective form of communications suitable for all schools in the province.										
Install radio links in all district offices.										
Install radio links with all primary schools.										

Section 7

FINANCING THE PLAN

Financing the Plan

The education system has gone through a remarkable period of expansion since 1995. This has largely been achieved, despite only minimal increases in funding, through the introduction of the elementary schools. This sector of the system is the most cost effective due to:

The responsibility for the infrastructure in the elementary schools resting with the community.

- Teacher training being carried out at the district and local level.
- The lower salary costs of elementary school teachers.

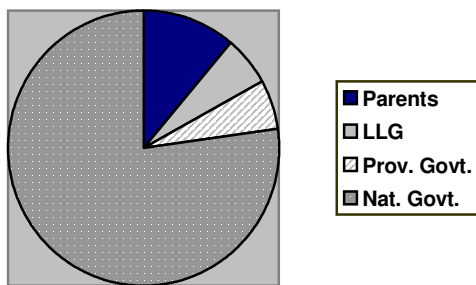
Despite the reduction in unit costs that have been achieved in this area, the budget has been put under considerable pressure by the rapid rise in the number of teaching positions necessary to accommodate the new elementary schools.

The Department of Education's recurrent budget has remained basically the same in real terms over the last ten years. Salaries and personal emoluments now take up approximately 85 per cent of the appropriation after school subsidies have been taken out. This has meant that the Department has found it difficult to fund core activities in recent years. Support for some of these activities, such as inspectors' visits to schools and in-service training have been provided by the Milne Bay Province.

A number of cost effectiveness and cost recovery measures have been put in place in recent years. These include:

- The increasing use of multi-grade teaching in elementary and primary schools. The teaching of these classes is now a key part of all pre-service teacher-training programs.
- The imposition of in-service fees for Milne Bay teachers attending residential programs.

Cost Of The Plan



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

- National Government
- Provincial Governments
- Local-Level Governments
- Church Agencies
- Communities
- Parents.

Donor funding will be used to complement the funding provided by these sources. In recent years the development budget has been almost entirely donor funded.

The National Government will have to cover three main areas – those of teacher salaries, school subsidies and the costs of administering the system.

Teachers Salaries

The largest part of the education budget is devoted to the payment of teacher salaries and emoluments. Significant cost effectiveness measures are to be implemented. Critical amongst these are:

- Generalist teaching being introduced into upper primary.
- The reduction of class teacher ratios in upper secondary.

Average class sizes have been set at 30 for Elementary, 45 for Grade 1, 40 for Grade 3, 40 for Grade 7, 40 for Grade 9 and 30 for Grade 11. This takes account of cost effectiveness, the feasibility of achieving such targets and concerns about compromising quality. The overall effect of these costs saving measures and the imposition of criteria for the allocation of teacher will be a reduction in unit salary costs over the Plan period in the general education sector.

Table 28: Total Projected Teacher Emoluments by Sector, 2007 to 2016 – Selected Years (K'000s).

	2007	2010	2013	2016
Elementary	5390.7	6159.0	6574.0	6699.0
Primary	13308.4	15752.9	16812.7	17125.5
Secondary	3043.1	3444.9	4173.2	5087.6
Vocational	537.7	622.5	720.6	0.0
	22279.9	25979.4	28280.6	28912.2

Table 29: Projected Unit Teacher Emoluments by Sector, 2007 to 2016 – Selected Years (K'000s).

	2007	2010	2013	2016
Elementary	307.5	289.0	270.8	254.7
Primary	416.8	429.7	418.8	404.1
Secondary	749.0	743.8	743.8	743.5
Vocational	457.3	457.3	457.3	457.3

The average elementary school salary will continue to rise as a greater proportion of teachers become registered.

School Subsidies

The allocation of school subsidies will reflect Milne Bay Provincial Government's priority for basic education and commitment to vocational education and training. All subsidy allocations will be included in the Education budget and the total provided will rise in accord with rises in enrolment. There will be much greater support for children in the elementary schools and for those who leave the system at the end of their primary schooling. The following summarizes the shifts that will take place:

The tables below show the amounts required for school subsidies and percentage allocations by sector in order to achieve targets.

Table 30: Projected Subsidy Requirements by Elementary, Primary, Secondary, Vocational, 2007 to 2016 – Selected Years.

	2007	2010	2013	2016
Elementary	87.7	106.5	121.4	131.5
Primary	638.6	733.3	802.9	847.5
Secondary	341.2	386.9	468.7	571.2
Vocational	94.1	108.9	126.1	132.4
	1161.6	1335.7	1519.1	1682.6

Table 31: Percentage Subsidy Allocation by Sector, 2007 to 2016 – Selected Years.

	2007	2010	2013	2016
Basic	62.5%	62.9%	60.8%	58.2%
Post prim	37.5%	37.1%	39.2%	41.8%

Total National Cost

The table below provides the estimated total of costs to the National Government over the Plan period based on projected budget allocations.

Table 32: National Government Costs (K'000s), 2007 to 2016 – Selected Years.

	2007	2010	2013	2016
Salaries	22279.9	25979.4	28280.6	28912.2
Subsidies	1161.6	1335.7	1519.1	1682.6
	23441.5	27315.1	29799.6	30594.8

Provincial Government Cost

Provincial governments are responsible for all aspects of post primary education. These include:

- The maintenance of secondary schools and vocational institutions on the basis of K10,000 per class in secondary schools. It is assumed that the vocational centres will take care of the bulk of maintenance themselves as a part of their self reliance program.
- New infrastructure requirements for secondary schools. Add figures for new Grade 9 and 11 classes.

Table 33: Projected Provincial Government Costs for Post Primary Institutions, 2007 to 2016 – Selected Years.

	2007	2010	2013	2016
Post primary costs	550.0	2125.0	3005.0	2175.0

Divisional Operation Cost

The table below provides the estimated total recurrent cost of the operation of the Division of Educations. These costs include teacher recruitment, travel in and out of the province, teacher transfers, teachers in-service, provincial education staff training, examinations, library, literacy, Provincial Education Board operations, stationery and maintenance. These figures rise over the plan period corresponding to rises in enrolments and staffing.

Table 34: Projected Divisional operation costs, 2007 to 2016 (K'000s) – Selected Years.

	2007	2010	2013	2016
Admin expense	131.4	140.1	151.1	163.2
Travel	151.1	168.7	184.1	191.3
Training	111.4	128.7	138.8	144.3
Mtce	15.0	15.0	15.0	15.0
Tr recruitment	75.0	75.0	75.0	75.0
Other	30.0	30.0	30.0	30.0
Total	513.9	557.5	593.9	618.8

Local Level Government Cost

The Local-Level Governments are responsible for supporting communities in the infrastructure and maintenance costs of elementary and primary schools. Indicative figures are shown below in Table 31 based on the following assumptions about costs:

Primary School Maintenance	- K1,000 per class
Elementary School Maintenance	- K250 per class
Elementary School Establishment Grant	- K5,000 per class
Upper Primary School Establishment Grant	- K20,000 per class

Table 35: Local-Level Government Maintenance and Infrastructure Grants, 2007 to 2016 – Selected Years.

	2007	2010	2013	2016
Elem m't'ce	245.4	259.4	252.1	238.1
Elem est	95.0	80.0	40.0	40.0
Primary m't'ce	165.9	165.9	364.2	55.0
Primary Est	938.9	1111.3	1186.1	1208.1
	1445.2	1616.7	1842.4	1541.2

Local Level Governments will be supported in this regard by assistance from the church, from donor agencies and from Members of Parliament through the judicial use of their discretionary funds.

Community Contribution

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. Assistance from Donor agencies will continue to support.

Parental Contributions

Parents will continue to make significant cash contributions towards the education of their children. It is estimated that parents pay approximately K700 for secondary, K100 for Primary and Elementary for K20.

Summary Costs To Government & Community

The total estimated costs to all sources of funding of the Plan are shown in Table 32. These have been based on the assumptions and projections about numbers made in this section.

Table 36: Summary Costs By Source, 2007 to 2016 – Selected Years (K'000s).

	2007	2010	2013	2016
National Govt	23441.5	27315.1	29799.6	31442.6
Provincial Govt	1063.9	2682.5	3598.9	2793.8
Operational costs	513.9	557.5	593.9	618.8
Local-Level Govt.	1358.1	1551.7	1808.9	1526.0
Total costs	26377.4	32106.8	35801.4	36381.1

The estimated costs shown in the table above only cover the elements described in this section – i.e. teacher salaries, school subsidies and recurrent administration expenses of the Department; provincial, district and Local-Level Government costs; and parent and community contributions.

Donor Agency Contributions

Despite serious cost saving measures in the Plan, it cannot be implemented in full without support from donor agencies. Funding will be required for some activities in the Plan for which budget allocation cannot cover. This funding should not be seen as a replacement for Government's recurrent and development budgets. The Division of Education will work hard over the Plan period to strengthen its coordination of donor contributions to ensure they better link to the priorities of the Plan.

Section 8

MONITORING AND EVALUATING THE PLAN

Monitoring and Evaluating the Plan

Definition:

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

Situation Analysis

The designing of an appropriate monitoring and evaluation framework is an essential and integral part of development and implementation of the Provincial Education Plan (PEP). Lack of funding and expertise in the past made it difficult for effective monitoring, evaluation, surveys and necessary studies to collect reliable data to determine the success of previous PEP implementation.

While all major education service providers are potential sources for data and information relevant for analysis and projections that current systems in place at the provincial, district and school levels does not allow the provision of reliable and timely data. At the provincial level, the planned Education Management Information System has been established and functional. This is designed to store, retrieve, analyze and evaluated raw data on student enrolment, staffing and school infrastructure and inventory at all levels.

Major Outcome

The Provincial Education Plan is effectively monitored and evaluated

The Provincial Education Plan must be realistic for quality and reliable data to be collected through all level of the system and key research areas needed to be identified.

The main purpose of monitoring and evaluation will be:

- For the Government to monitor the education status and the performance of the education system.
- For management to assess and take corrective measures when and where necessary.
- Provide managers with information necessary to improve on past performance.
- For management to measure progress against established objectives, targets or outcomes.
- For management to measure the cost-effectiveness of delivering education services.

The monitoring of Provincial Education Plan implementation will be aimed at two areas: (i) progress in the implementation of the programs foreseen by the plan with respective to time schedules, resources, inputs, costs and funding and (ii) results and impact achieved.

To ensure effective monitoring quantitative targets set in the Provincial Education Plan against which implementation progress (or lack of it) is to be measured and assessed will need to be identified through the development of program indicators. Proxy measures will be used to measure progress towards achieving qualitative targets because they are appropriate for expressing qualitative changes. These indicators are used to monitor education services at different levels and provide information about the program performance in various ways.

To monitor the overall performance of the Provincial Education Plan, Core Indicators developed will form the basis of the Performance Monitoring Framework which will cover the following elements: list of indicators, one indicator or more for each targets decision on the source of information for each indicator; a time schedule which may be the same for each target and organization of the monitoring process. In particular, the monitoring plan allocates responsibilities for the collection, analysis or the information and reporting of results and conclusions.

For effective monitoring to take place, appropriate information needs to be fed back into the management process of plan implementation and the policy review process may lead to the revised plan targets which have proven to be unrealistic.

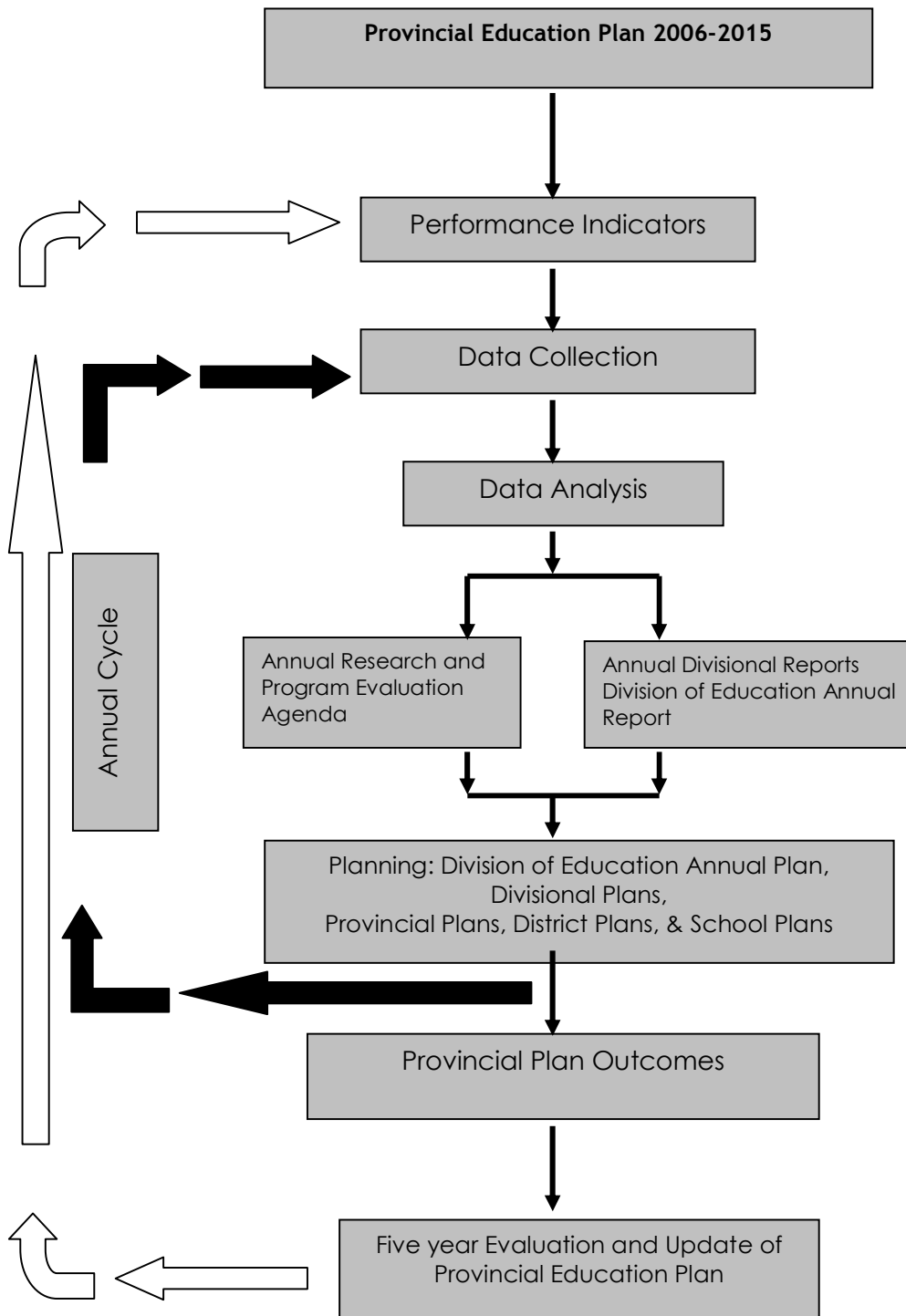
Strategies and Activities

Strategy 1: Develop a monitoring and evaluation framework suitable for use at provincial, district and school level.

- Establish working committee.
- Agree on main indicators.
- Develop plan to review implementation.
- Identify the officers responsible for planning and implementation at all levels.
- Identify roles and responsibilities of officers at all levels.

- Develop training program for offices at all levels.
- Upgrade the Education Management Information System to store reliable data for analysis and projections.
- Use the affordability model for evaluation purposes.
- Identify areas for research and evaluation.
- Conduct research and evaluation studies and make findings/reports available to appropriate authorities for required actions.

The Monitoring and Evaluation Framework for the Provincial Education Plan



Elementary

Performance Area: Access		
Minor Outcome	Target	Measure(s)
E1. Elementary schools established at the community level in order that all children in Milne Bay enroll at age 6 years.	<ul style="list-style-type: none"> All children at the age of 6 years enter elementary prep grade by 2012 	<ul style="list-style-type: none"> Total number of 6 year old children Number of 6 year old children in Elementary Schools.
	<ul style="list-style-type: none"> 396 new elementary preparatory grade places establish each year 	<ul style="list-style-type: none"> Number of elementary prep classes established.

Performance Area: Quality Curriculum and Monitoring		
Minor Outcome	Target	Measure(s)
E2. A relevant elementary curriculum is developed and implemented by communities enabling children to acquire literacy and numeracy skills and cultural knowledge in a language that they speak.	<ul style="list-style-type: none"> All language will have orthographies by 2010 	<ul style="list-style-type: none"> Number of orthographies developed each year
	<ul style="list-style-type: none"> School based Curriculum Committee will be establish by 2009 	<ul style="list-style-type: none"> Number of School Based Curriculum Committee established.
	<ul style="list-style-type: none"> Locally Based Support Curriculum materials will be develop by 2012 	<ul style="list-style-type: none"> Number of LLGs producing Support Curriculum materials.

Performance Area: Quality Teacher Education and Training		
Minor Outcome	Target	Measure(s)
E3. A sufficient number of suitable trained and committed elementary teachers are available	<ul style="list-style-type: none"> To prepare 700 suitably trained teachers by 2016 	<ul style="list-style-type: none"> Number of elementary teacher graduates Number of trainees enrolled in elementary teacher training Number of in-service courses conducted for serving teachers

Performance Area: Quality Management		
Minor Outcome	Target	Measure(s)
E4. An elementary education is affordable and fair for all parents and the Government.	<ul style="list-style-type: none"> Minimum basic school supply needs for elementary schools are determined by 2008. 	<ul style="list-style-type: none"> Number of basic supplies determined
	<ul style="list-style-type: none"> All schools staffed according to an agreed formula by 2011 	<ul style="list-style-type: none"> Number of elementary schools staff according to the formula.

Primary

Performance Area: Access		
Minor Outcome	Target	Measure(s)
P1. Sufficient primary school classes established to achieve access and retention targets.	<ul style="list-style-type: none"> Grades 1 and 2 will be phased out by 2012 	<ul style="list-style-type: none"> Number of primary schools. Number of improved facilities to accommodate grades 7 and 8.
	<ul style="list-style-type: none"> All children will be given the opportunity to enter Grade 7 from 2013 	<ul style="list-style-type: none"> Number of students entering grade 7. Number of female students entering grade 7.

Performance Area: Quality Curriculum and Monitoring		
Minor Outcome	Target	Measure(s)
P2. Develop, implement and monitor a relevant primary curriculum.	<ul style="list-style-type: none"> All teachers will use the Outcome Based Curriculum (OBC) at Ownership Level by 2010. 	<ul style="list-style-type: none"> Number of schools using the OBC at Ownership Level.
	<ul style="list-style-type: none"> Head teacher contribute to the appraisal of teachers by 2009 All Board of Management have an input into teacher appraisal by 2009 	<ul style="list-style-type: none"> Number of head teachers writing personal and inspection reports for subordinates. Number of BOM having input into teacher appraisal.

Performance Area: Quality Teacher Education and Training		
Minor Outcome	Target	Measure(s)
P3. Engage appropriately trained and committed teachers for primary school teachers.	<ul style="list-style-type: none"> All schools will have access to trained teacher counselor by 2010 	<ul style="list-style-type: none"> Number of trained teacher counselors available.
	<ul style="list-style-type: none"> A plan for development of teacher in-service program by 2010 	<ul style="list-style-type: none"> A relevant, accessible and cost effective provincial teacher in - service plan available.

Performance Area: Quality Management		
Minor Outcome	Target	Measure(s)
P4. Primary education is cost effective and affordable for parents and Government.	<ul style="list-style-type: none"> All schools will have commenced developing 3 Year School Learning Improvement Plans (SLIP) by 2008. 	<ul style="list-style-type: none"> Number of schools commencing SLIP.
	<ul style="list-style-type: none"> All schools must have operating Bank Accounts by 2007 	<ul style="list-style-type: none"> Number of schools bank accounts.
	<ul style="list-style-type: none"> PEB will have established a Policy for Bridging Classes by 2008. 	<ul style="list-style-type: none"> PEB Bridging Class Policy available.
	<ul style="list-style-type: none"> All grade 3 classes will be taught by a local vernacular teacher. 80% of schools to have self-reliance project by 2014. 	<ul style="list-style-type: none"> Number of schools with local vernacular teachers. Number of schools with self reliance integrated revenue generating projects.

Secondary

Performance Area: Access		
Minor Outcome	Target	Measure(s)
S1. An appropriate number of well equipped and resourced secondary school established within budget to provide a quality education.	<ul style="list-style-type: none"> Transition rate between grades 8 and 9 is 50% 	<ul style="list-style-type: none"> Number of children completing Grade 8
	<ul style="list-style-type: none"> Transition rate target between grades 10 and 11 is 25% 	<ul style="list-style-type: none"> Number of Grade 9 students
	<ul style="list-style-type: none"> Girls occupy places in lower and upper secondary 	<ul style="list-style-type: none"> Number of girls enrolled in Grades 9 & 10 Number of girls enrolled in Grades 11 & 12

Performance Area: Quality Curriculum and Monitoring		
Minor Outcome	Target	Measure(s)
S2. To implement and monitor a relevant secondary school curriculum.	<ul style="list-style-type: none"> All Lower Secondary reform Curriculum materials distributed to schools by 2009 	<ul style="list-style-type: none"> Number of lower secondary schools using reform curriculum
	<ul style="list-style-type: none"> Inspectors report on schools annually 	<ul style="list-style-type: none"> Number of school inspection report
	<ul style="list-style-type: none"> All secondary schools have a trained teacher counselor by 2009 	<ul style="list-style-type: none"> Number of trained counselor teachers in schools Number of schools with trained counsellors
	<ul style="list-style-type: none"> The province to have a residence Guidance Officer by 2008. 	<ul style="list-style-type: none"> Guidance Officer for the province

Performance Area: Quality Teacher Education and Training		
Minor Outcome	Target	Measure(s)
S3. A sufficient number of appropriately trained and committed teachers and guidance officers prepared for secondary schooling.	<ul style="list-style-type: none"> All upper secondary to have teachers with required qualification by 2008 	<ul style="list-style-type: none"> Number of teachers with different qualifications
	<ul style="list-style-type: none"> In-service available on the reform curriculum by 2008 	<ul style="list-style-type: none"> Training programs for professional learning teams (PLT) Number of reformed curriculum in-services conducted annually

Performance Area: Quality Management		
Minor Outcome	Target	Measure(s)
S4. Government and parents received a cost effective and affordable secondary education.	<ul style="list-style-type: none"> All schools have self reliance programs by 2010 	<ul style="list-style-type: none"> Number of schools initiating self-reliance projects.
	<ul style="list-style-type: none"> A scholarship system implemented by 2010 	<ul style="list-style-type: none"> Number of students assisted with scholarship

TVET

Performance Area: Access		
Minor Outcome	Target	Measure(s)
V1. An appropriate number of well resourced vocational centres provided in public and private sectors.	<ul style="list-style-type: none"> Centres to be rationalize for better skills training and economical viability 	<ul style="list-style-type: none"> Number of Vocational Centres implementing Short Courses materials. Inspector's report Monthly/Quarterly Returns
Performance Area: Quality Curriculum and Monitoring		
Minor Outcome	Target	Measure(s)
V2. A quality vocational skills training program provides clients with skills that are relevant and required by the community.	<ul style="list-style-type: none"> All Vocational Centres will offer full time one (1) year courses by 2009. 	<ul style="list-style-type: none"> Number of Vocational Centres offering full time one (1) year courses. Inspector's report Monthly/Quarterly Returns
	<ul style="list-style-type: none"> All vocational centres that offer full time one (1) year courses will be required to conduct trade testing by 2011. 	<ul style="list-style-type: none"> Number of Vocational Centres offering short term community oriented courses Inspector's report Monthly/Quarterly Returns
Performance Area: Quality Teacher Education and Training		
Minor Outcome	Target	Measure(s)
V3. The provision of a sufficient number of appropriately trained and committed vocational centre instructors and managers.	<ul style="list-style-type: none"> All Vocational Instructors will be Diploma holders by 2010 	<ul style="list-style-type: none"> Number of Diploma Holders teaching in Vocational Centres. Inspector's report
Performance Area: Quality Management		
Minor Outcome	Target	Measure(s)
V4. All aspects of administration/ management and control are improved.	<ul style="list-style-type: none"> All schools to implement short courses in 2008 	<ul style="list-style-type: none"> Number of Vocational Centres implementing short` courses program. Inspector's report

Flexible, Open and Distance Education

Performance Area: Access		
Minor Outcome	Target	Measure(s)
F1. A revamped Flexible, Open and Distance Education, to meet international standards	<ul style="list-style-type: none"> Four district study centres will be established by 2008. 	<ul style="list-style-type: none"> Number of District Study Centres established
	<ul style="list-style-type: none"> Increase number of distance education providers by 2010 	<ul style="list-style-type: none"> Number of distance education providers

Performance Area: Quality Curriculum and Monitoring		
Minor Outcome	Target	Measure(s)
F2. A number of demand driven programs are available with a significant growth in enrolment.	<ul style="list-style-type: none"> Stream of course areas will initially target the Community by 2010. 	<ul style="list-style-type: none"> Number of courses introduced based on community demands/ needs. Number of optional courses leading to various pathways

Performance Area: Quality Teacher Education and Training		
Minor Outcome	Target	Measure(s)
F3. A compatible program between Flexible, Open and Distance Education and the mainstream education system.	<ul style="list-style-type: none"> Program in place to recruit qualified teachers in various subjects by 2008 	5 Number of programs put in place 6 Number of trained teachers available
	<ul style="list-style-type: none"> Reform curriculum and assessment procedures to assist in teacher training 	7 Assessment policy consistent to the curriculum reform in the secondary education system
	<ul style="list-style-type: none"> Established and adapt a system of certification by 2010 	8 Number of students graduating with certificates.

Performance Area: Quality Management		
Minor Outcome	Target	Measure(s)
F4. Quality products and service offered.	<ul style="list-style-type: none"> Put in place an effective standard and monitoring system by 2010 	9 Policy on standard and monitoring in place
	<ul style="list-style-type: none"> Improve technical capacity of staff through a teaching program by 2010 	10 Number of teachers trained (In service training program)

ADMINISTRATION

Performance Area: Organizational improvement		
Minor Outcome	Target	Measure(s)
A1. The management of budgeting and financial processes is effective, efficient, and sustainable.	<ul style="list-style-type: none"> Effective budgeting and planning processes based on work program 	<ul style="list-style-type: none"> Copies of work plans head teachers
	<ul style="list-style-type: none"> Exercise cost saving measures and put in place revenue measures by 2008 	<ul style="list-style-type: none"> Amount of revenue raised Number of measures in place

Performance Area: Human Resources Management		
Minor Outcome	Target	Measure(s)
A2. An effective Human Resource Development program encompassing all levels of staff provides 'best fit' between staff profile, skills/competence and the achievement of educational goals.	<ul style="list-style-type: none"> A staff development policy will be developed by 2008 	<ul style="list-style-type: none"> Availability of staff development Policy Handbook
	<ul style="list-style-type: none"> Two officers to be trained to manage the payroll by 2007 	<ul style="list-style-type: none"> Number of officers trained and available
	<ul style="list-style-type: none"> The payroll function to be decentralized to the province by 2008 	<ul style="list-style-type: none"> Establishment of office complex with computerized system link to the Head Quarters.

Performance Area: Administrative Systems and Processes		
Minor Outcome	Target	Measure(s)
A3. The Division of Education is adaptable to changing conditions and responsive to prevailing government priorities.	<ul style="list-style-type: none"> Review divisional structure by 2008 	<ul style="list-style-type: none"> New structure in place addresses the need of the division in line with the Provincial Structure
	<ul style="list-style-type: none"> Review process of registering private providers by 2009 	<ul style="list-style-type: none"> Number of private providers providing education services

Performance Area: Management and Planning		
Minor Outcome	Target	Measure(s)
A4. Effective management and planning systems and processes are in place for all levels of the education system.	<ul style="list-style-type: none"> Introduce IT system by 2007 	<ul style="list-style-type: none"> Number of systems in place Number of institutions link to IT system

Performance Area: Awareness		
Minor Outcome	Target	Measure(s)
A5. Communication and awareness processes established for the effective dissemination of information and conduct of awareness campaigns.	<ul style="list-style-type: none"> Establish radio links between districts by 2008 	<ul style="list-style-type: none"> Number of radios in the districts link to the Provincial Division of Education
	<ul style="list-style-type: none"> Establish radio links with all schools by 2010. 	<ul style="list-style-type: none"> Number of schools having radios link to districts and Provincial Division of Education
	<ul style="list-style-type: none"> Provincial Education Plan awareness campaign to be undertaken in 2007 	<ul style="list-style-type: none"> Number of copies distributed to districts Number of awareness programs conducted

Section 9

APPENDICES

Implementation Schedules

Primary Top-Up Proposed Elementary Schools Establishments Implementation Schedules 2005-2016

Top-up Prim. Sch.	Yr. Gr.7 Starts	Yr. Gr.1 Closes	Proposed Elem. Sch.	Yr. Prep Opens	Local Level Government	District
Koyabagira	2005	2005	Moi	2005	Makamaka	Alotau
			Nira	2005	Makamaka	Alotau
			Porote	2005	Makamaka	Alotau
			Mapouna	2005	Makamaka	Alotau
Topura	2005	2005	Topura (1)	2006	Maramatana	Alotau
			Topura (2)	2006	Maramatana	Alotau
			Topura (3)	2006	Maramatana	Alotau
Boilave	2005	2005	Boilave	2005	Suau	Alotau
			Takwatakwae	2005	Suau	Alotau
			Kwaisa	2005	Suau	Alotau
Konemaiawa	2005	2005	Dahuai	1998	Suau	Alotau
			Kaukau	1998	Suau	Alotau
			Yagula	1998	Suau	Alotau
East Cape	2005	2005	Biwa	2005	Maramatana	Alotau
			East Cape	2005	Maramatana	Alotau
			Topa	2005	Maramatana	Alotau
			Ibulai	2005	Maramatana	Alotau
Sanaroa	2005	2005	Etana	2002	Dobu	Esa'ala
			Siawawa	2002	Dobu	Esa'ala
Bosalewa	2005	2005	Piligati	2005	Dobu	Esa'ala
			Bosalewa	2005	Dobu	Esa'ala
			Wadalei	2005	Dobu	Esa'ala
Guleguleu	2005	2005	Guleguleu	2005	Duau	Esa'ala
			Dotaona	2005	Duau	Esa'ala
			Kalotau	2005	Duau	Esa'ala
Kuruvitu	2005	2005	Mugulaka	2005	Kiriwina	Kiriwina/GE
			Libutuma	2005	Kiriwina	Kiriwina/GE
Eloelolona	2005	2005	Takibokibo	2005	Goodenough	Kiriwina/GE
			Kenan	2005	Goodenough	Kiriwina/GE
			Miwa	2005	Goodenough	Kiriwina/GE
Ware	2005	2005	Luwaluwali	2005	Bwanabwana	Sam/Murua
Loaga	2005	2005	Loaga-Narian	2003	Lousiade	Sam/Murua
Vidia	2006	2006	Vidia	2006	Weraura	Alotau
Galubwa	2006	2006	Galubwa	2006	Dobu	Esa'ala
			Gamwabila	2006	Dobu	Esa'ala
			Sapila	2006	Dobu	Esa'ala
Iamalele	2006	2006	Naie	2006	W/Fergusson	Esa'ala
			Luvesese	2006	W/Fergusson	Esa'ala
Lawela	2006	2006	Watuwepo	2006	Goodenough	Kiriwina/GE
			Uba	2006	Goodenough	Kiriwina/GE
			Wainegalu	2006	Goodenough	Kiriwina/GE
Okaiboma	2006	2006	Oluvilei	2006	Kiriwina	Kiriwina/GE
			Okupokopu	2006	Kiriwina	Kiriwina/GE
Bonagai	2006	2006	Bonagai	2006	Kiriwina	Kiriwina/GE
			Ketuvi	2006	Kiriwina	Kiriwina/GE

Top-up Prim. Sch.	Yr. Gr.7 Starts	Yr. Gr.1 Closes	Proposed Elem. Sch.	Yr. Prep Opens	Local Level Government	District
			Iamalina	2006	Kiriwina	Kiriwina/GE
			Osapola	2006	Kiriwina	Kiriwina/GE
Madau	2006	2006	Muaveyou	2006	Murua	Sam/Murua
			Boagisa	2006	Murua	Sam/Murua
Kwaraiwa	2006	2006	Naluwaluwali	2006	Bwanabwana	Sam/Murua
			Dawson	2006	Bwanabwana	Sam/Murua
			Kwaraiwa	2006	Bwanabwana	Sam/Murua
			Anagusa	2006	Bwanabwana	Sam/Murua
Param	2007	2007	Nepesip	2002	Daga	Alotau
			Tua	2007	Daga	Alotau
Ho'owalai	2007	2007	Gelemalaia	2007	Huhu	Alotau
			Ata'ata	2007	Huhu	Alotau
			Wela	2007	Huhu	Alotau
			Mila	2007	Huhu	Alotau
			Salima	2007	Huhu	Alotau
Warawadidi	2007	2007	Danobu	2007	Weraura	Alotau
			Udoremba	2007	Weraura	Alotau
			Siapuna	2007	Weraura	Alotau
Darubia	2007	2007	Darubia	2007	Dobu	Esa'ala
			Miadeba	2007	Dobu	Esa'ala
			Sawataetae	2007	Dobu	Esa'ala
Kilia	2007	2007	Midiam	2007	Goodenough	Kiriwina/GE
			Umaima	2007	Goodenough	Kiriwina/GE
			Kilia	2007	Goodenough	Kiriwina/GE
Kalauna	2007	2007	Kalauna	2007	Goodenough	Kiriwina/GE
			Uwoluna	2007	Goodenough	Kiriwina/GE
Vivigani	2007	2007	Galuwata	2007	Goodenough	Kiriwina/GE
			Vivigani	2007	Goodenough	Kiriwina/GE
			Iavali	2007	Goodenough	Kiriwina/GE
Tubowada	2007	2007	Tubowada	2007	Kiriwina	Kiriwina/GE
			Dayagila	2007	Kiriwina	Kiriwina/GE
			Bwatavai	2007	Kiriwina	Kiriwina/GE
Motorina	2007	2007	Brooker	2007	Lousiade	Sam/Murua
			Panaewau	2007	Lousiade	Sam/Murua
			Panaumala	2007	Lousiade	Sam/Murua
Maiwara	2008	2008	Maiwara	2007	Huhu	Alotau
Wabununa	2008	2008	Wabununa	2007	Murua	Sam/Murua
Rambuso	2008	2008	East Point	2007	Yeleyamba	Sam/Murua
			Rambuso	2007	Yeleyamba	Sam/Murua

Top-up Prim. Sch.	Yr. Gr.7 Starts	Yr. Gr.1 Closes	Proposed Elem. Sch.	Yr. Prep Opens	Local Level Government	District
Boitalu	2008	2008	Lobua	2007	Kiriwina	Kiriwina/GE
			Boitalu	2007	Kiriwina	Kiriwina/GE
			Dayagila	2007	Kiriwina	Kiriwina/GE
Bonara	2008	2008	Bonara	2007	Daga	Alotau
			Gauva	2007	Daga	Alotau
			Kanasuru	2007	Daga	Alotau
Dawada	2008	2008	Sigasiga	2007	Duau	Esa'ala
			Siausi	2007	Duau	Esa'ala
			Leiwoko	2007	Duau	Esa'ala
Nade	2008	2008	Laula	2007	Duau	Esa'ala
			Ogaoga	2007	Dobu	Esa'ala
			Naonaoya	2007	Dobu	Esa'ala
Pwaiuku	2008	2008	Ubu'ubusiwana	2007	Dobu	Esa'ala
			Yalaka	2007	Kiriwina	Kiriwina/GE
			Buduwailaka	2007	Kiriwina	Kiriwina/GE
			Luya	2007	Kiriwina	Kiriwina/GE
			Walo	2007	Kiriwina	Kiriwina/GE
Mukuwa	2009	2009	Mukawa	2008	Makamaka	Alotau
Pwanapwana	2009	2009	Pwanapwana	2008	Duau	Esa'ala
			Samoau	2008	Duau	Esa'ala
			Ebwagule	2008	Duau	Esa'ala
Kuvadaga	2009	2009	Atalululu	2008	Goodenough	Kiriwina/GE
	2009	2009	Idakamenai	2008	Goodenough	Kiriwina/GE
Kaibola			Mwatawa	2008	Kiriwina	Kiriwina/GE
			Kaibola	2008	Kiriwina	Kiriwina/GE
			Labai	2008	Kiriwina	Kiriwina/GE
			Kapwari	2008	Kiriwina	Kiriwina/GE
Wapolu	2009	2009	Wapolu	2008	W/Fergusson	Esa'ala
			Didiyau	2008	W/Fergusson	Esa'ala
Kimuta	2009	2009	Kimuta	2008	Lousiade	Sam/Murua
Walalaia	2010	2010	Walalaia (1)	2009	Huhu	Alotau
			Walalaia (2)	2009	Huhu	Alotau
Kebogimogimo	2010	2010	Omora	2009	Makamaka	Alotau
			Keibogimogimo	2009	Makamaka	Alotau
			Giwa	2009	Makamaka	Alotau
Kasikasi	2010	2010	Kasikasi	2009	Duau	Esa'ala
			Makedakwadakwa	2009	Duau	Esa'ala
			Taupwabodi	2009	Duau	Esa'ala
Okaburura	2010	2010	Okaburura	2009	Kiriwina	Kiriwina/GE

Top-up Prim. Sch.	Yr. Gr.7 Starts	Yr. Gr.1 Closes	Proposed Elem. Sch.	Yr. Prep Opens	Local Level Government	District
				2009	Kiriwina	Kiriwina/GE
				2009	Kiriwina	Kiriwina/GE
Tubetube	2010	2010	Tubetube	2009	Bwanabwana	Sam/Murua
				2009	Bwanabwana	Sam/Murua
				2009	Bwanabwana	Sam/Murua
Param	2010	2010	Tua-Param	2009	Daga	Alotau
				2009		Alotau
				2009		Alotau
Barabara	2011	2011	Barabara	2010	Duau	Esa'ala
Kebeguili	2011	2011	Kebeguili	2010	Huhu	Alotau
Midino	2011	2011	Midino	2010	Makamaka	Alotau
			Bayawa	2010	Makamaka	Alotau
			Buburina	2010	Makamaka	Alotau
Lelehudi	2011	2011	Lelehudi	2010	Huhu	Alotau
Pem	2011	2011	Pem	2010	Makamaka	Alotau
			Tapio	2010	Makamaka	Alotau
			Divediveri	2010	Makamaka	Alotau
Ramhaga	2011	2011		2010	Huhu	Alotau
				2010	Huhu	Alotau
				2010	Huhu	Alotau
Wagohuhu	2012	2012	Huweli	2011	Maramatana	Alotau
			Hiliwau	2011	Maramatana	Alotau
Sawasawaga	2012	2012	Bwasitau	2011	Bwanabwana	Sam/Murua
			Isunaleilei	2011	Bwanabwana	Sam/Murua
			Sawasawaga	2011	Bwanabwana	Sam/Murua
Medauna	2012	2012	Medauna	2011	Duau	Esa'ala
			Weiyoko	2011	Duau	Esa'ala
Silosilo	2012	2012	Silosilo	2011	Suau	Alotau
			Taboina	2011	Suau	Alotau
Navabu	2012	2012	Bilubilu	2011	Suau	Alotau
			Navabu	2011	Suau	Alotau
Sirissiri	2012	2012	Sirisiri	2011	Weraura	Alotau
Nuakata	2013	2013	Nuakata	2012	Maramatana	Alotau
Aikawa	2013	2013	Miyalabi	2012	Goodenough	Kiriwina/GE
			Migiwau	2012	Goodenough	Kiriwina/GE
Sisiana	2013	2013	Sisiana	2012	Dobu	Esa'ala
			NIULau	2012	Dobu	Esa'ala
Nabwageta	2013	2013	Nabwageta	2012	Dobu	Esa'ala

Top-up Prim. Sch.	Yr. Gr.7 Starts	Yr. Gr.1 Closes	Proposed Elem. Sch.	Yr. Prep Opens	Local Level Government	District
			Gumawana	2012	Dobu	Esa'ala
			Dilia	2012	Dobu	Esa'ala
Yokowa	2013	2013	Dahidahina	2012	Bwanabwana	Sam/Murua
Obulaku	2013	2013	Wawela	2012	Kiriwina	Kiriwina/GE
			Obulaku	2012	Kiriwina	Kiriwina/GE
			Kwabula	2012	Kiriwina	Kiriwina/GE
Rehuwo	2013	2013	Buyawe	2012	Yeleyamba	Sam/Murua
			Bololo	2012	Yeleyamba	Sam/Murua
Ebora	2013	2013	Ebora	2012	Lousiade	Sam/Murua
			Eiwana	2012	Lousiade	Sam/Murua
Madawa	2013	2013	Jerewaga	2012	Yeleyamba	Sam/Murua
			Madawa	2012	Yeleyamba	Sam/Murua
			Pa'mela	2012	Yeleyamba	Sam/Murua
Igwageta	2013	2013	Igwageta	2012	W/Fergusson	Esa'ala
			Kukuya	2012	W/Fergusson	Esa'ala
			Weiki	2012	W/Fergusson	Esa'ala
Simsimla	2013	2013	Koniya	2012	Kiriwina	Kiriwina/GE
			Kawa	2012	Kiriwina	Kiriwina/GE
Maho	2013	2013	Maho	2012	Yeleyamba	Sam/Murua
				2012	Yeleyamba	Sam/Murua
				2012	Yeleyamba	Sam/Murua
Watunou	2014	2014	Watunou	2013	Huhu	Alotau
				2013	Huhu	Alotau
				2013	Huhu	Alotau
Gogolabia	2014	2014	Numodubo	2013	Bwanabwana	Sam/Murua
			Kawagali	2013	Bwanabwana	Sam/Murua
			Gigia	2013	Bwanabwana	Sam/Murua
Bedauna	2014	2014	Kitai	2013	Bwanabwana	Sam/Murua
			Bedauna	2013	Bwanabwana	Sam/Murua
				2013	Bwanabwana	Sam/Murua
Kwanaula	2014	2014	Owoluna	2013	Duau	Esa'ala
			Nibita	2013	Duau	Esa'ala
				2013	Duau	Esa'ala
Gadaisu	2014	2014	Gadaisu	2013	Suau	Alotau
				2013	Suau	Alotau
				2013	Suau	Alotau
Yanaba	2014	2014	Yanaba	2013	Murua	Sam/Murua
			Egom	2013	Murua	Sam/Murua
				2013	Murua	Sam/Murua

Top-up Prim. Sch.	Yr. Gr.7 Starts	Yr. Gr.1 Closes	Proposed Elem. Sch.	Yr. Prep Opens	Local Level Government	District
Budibudi	2014	2014	Budibudi	2013	Murua	Sam/Murua
Gwavili	2014	2014	Gwavili	2013	Huhu	Alotau
				2013	Huhu	Alotau
				2013	Huhu	Alotau
Mainawa	2014	2014	Tawaga	2013	Weraura	Alotau
			Karua	2013	Weraura	Alotau
				2013	Weraura	Alotau
Karagautu	2014	2014	Karagautu	2013	Weraura	Alotau
			Donobu	2013	Weraura	Alotau
				2013	Weraura	Alotau
Yanaba	2014	2014	Yanaba	2013	Murua	Sam/Murua
			Egom	2013	Murua	Sam/Murua