



National Capital District DIVISION OF EDUCATION

EDUCATION PLAN 2006 - 2015



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National Capital District Division of Education
In collaboration with Policy, Planning and
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Department of Education, Papua New Guinea

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Acknowledgement

National Capital District Education Plan was formulated with the support of many
individuals. First, National Capital District is a home to all different ethnic, social

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and cultural groupings of Papua New Guinea and thus to blend them together sometimes causes havoc because of its immense cultural diversity. Although, this has existed, the committee acknowledges the good work of those past leaders who have worked to blend the different cultural diversity into a unique one that made National Capital District a home.

The National Capital District Education Board wish to acknowledge the efforts of the steering committee under the leadership of Mr. John Maela, Joseph Yopyyopy, Daniel Takendu, Peter Auru, Maria Hayes, the late Adira Gumasa and Sam Lora who have provided immense ideas, directions and have given moral support towards the development of this ten year District Education Plan.

The NCD Education Board also wish to acknowledge the Planning team for efforts made in reaching out to the electorates to discuss the vision, the outcome, the strategies and the activities required to achieve the common goals of the National Capital District Education Plan 2006 – 2015.

This may not be possible if much needed support was not made readily available from the department of education. Hence, as such we acknowledge 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 especially to Mr. Geoff Thompson and Mr. Peter Wambena. We also thank the acting First Assistant Secretary, Policy, Planning, Research and Communication, Mr. Uke Kombra who have facilitated on our behalf to secure monies under the PRIDE Project to support us in the process of writing this plan. Thank you also goes to Education Capacity Programme for the financial support given to us for the editing and printing of this document.

The NCD Education Board also received support from church Organisations, non Government Organisations, other stake holders as well as our school inspectors, teachers and many more who have contributed in one way or the other, we thank you all for a job well done.

Mr. John Maela

Chairperson – Consultative Committee

Forward - Chairman's Message

It gives me great pleasure to present the National Capital District Education Plan 2006 – 2015 to all my good citizens and non citizens living in Port Moresby, the capital city of Papua New Guinea. This ten 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 years of basic education. In order to complete nine years of basic education every child will have the opportunity to enrol at elementary prep class and be educated up to Grade 8. On completing nine years of basic education our young people will have a number of pathways available to them as they move through adolescence into adulthood. All 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 revitalised vocational centres and restructured Distance Education system in the National Capital District.

The ten year National Capital District education plan 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 in NCD alone is mar mount task compared to the capacity to finance, manage, monitor and to sustain educational progress and developments.

Education therefore must not been seen as an individual's concern but must be seen as a concern for every citizen. Our children need the best and deserve the opportunity to take their place in the global community. To this end, the state will meet the expenses of teachers, curriculum, school materials, and support the establishment and maintenance of school infrastructure. The provision of educating a child in National Capital District must be practised 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 all to strife together again as partners in providing an education that is meant for life long living for our future generations.

Mr. Henao Tau Nauna

Chairman – National Capital District Education Board
July, 2007.

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Section 1

INTRODUCTION

Section 1: Introduction, the Context of the Plan

Consultative process

Deliberations on the Plan have been in our four electorates of the National Capital District. The first of these was the formation of a consultative Committee in April 2005, under the Chairmanship of Mr. John Maela. This committee comprised members representing government, the private sector and the broader community. In a series of meetings this committee considered the key issues facing the education of children in National Capital District.

Initial deliberations were followed by a round of electorate consultations. All electorates were visited during a period of six weeks and views elicited from groups of public servants and other stakeholders on identified issues. These consultations were followed by a further series of Consultative Committee meetings to discuss and analyse the findings. A final report was then presented to the Consultative Committee. The initial draft of the Plan was based upon this report to the National Capital Education Board.

Government

The National Capital District Government, currently known as the National Capital District Commission, consists of the Regional Member and the other the three elected Members of the National Parliament; three Local Level Government presidents; two representatives of the Motu Koita Council; and a representative of each of churches, the public service, women and youth and the business community. The political head of the National Capital District was the Governor. However, there was change in the Act of Parliament on the issue of the political head of the Commission thus resulting in either one of the elected members of National Capital District becoming a Chairman instead of a Governor while the administrative head is the City Administrator.

Six committees operate to advise the Commission on policies, plans and budgetary requirements in the following areas: Finance and Administration; Health & Education; Licensing; Town Planning; Social Development; and Works and Transport.

Table 1: National Capital District Commission's approved structure.

DISTRICT	LOCAL LEVEL GOVERNMENT
National Capital	Moresby North Council
	Moresby North West Council
	Moresby South Council
	Motu Koita Council

Geography

National Capital District is situated towards the southern part of the country. It is accessible by road to only two of the 19 provinces. Most of the other provinces have access to the city either by air or by maritime transport network that connects all major ports of the country. National Capital District has a land mass of approximately 250 kilometres square miles and with the coast line of approximately 30 kilometres from Napa Napa to the Dogura inlet. It reaches inland and over several ranges of low hills to the Laloki River. The district also has eight islands whilst the biggest being the Daugo Island or sometimes refer to as the Fisherman Island. The island is part of the Great Barrier Reef that shelters the waters of Fairfax Harbour and generally enables it to be smooth whole year around.

The hills and large areas of low savannah grassland are undeveloped customary and government land that separates the city's developed commercial and industrial areas. National Capital District is mostly dry and humid throughout the year with rainy periods between the months of November and March of each

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year. However, weather patterns have changed in recent years causing freak storms and heavy rains during the unusual periods of the year.

The main commercial centre of National Capital District is in down town, Port Moresby and at Boroko, although smaller centres are developing in most of the residential suburbs because of increasing demand on urban migration from the rural areas of the country. Majority of the National Government Department have their offices at Waigani. There are light industrial areas at Hohola, Gordon, Six mile and Gerehu. The major residential suburbs around the city are Gerehu, Tokarara, Waigani, Morata, Gordons, Boroko and Korobosea. All these suburbs are experiencing an increase in demand for land to build houses to accommodate population explosion whilst squatter settlements are emerging from the undeveloped government and customary land to cater for it.

Further there are other important sites including Taurama and Murray Barracks is Regimental Defence Force base whilst the main general hospital is situated in the centre to serve the total population of the National Capital District. Bomana has Correctional Service, Police Training College, Catholic Church's Seminary and the catholic run male and female secondary schools. World War 2 Memorial Cemetery also brings back the memory of war in PNG is situated adjacent to the seminary and Correctional Institution's Training College.

Economic Activity

The economic activity of National Capital District is largely revolved around commercial, retail and whole sale business. Customs collection plays an increasingly important role in revenue generation. As a proportion of internal revenue, indirect taxation has grown. Mining investments are making a significant contribution to customs revenue through import taxes. Access duties will continue to rise to an amount comparable to company taxation. Direct companies and individuals taxes play another major economic activity in the National Capital District. Poker machines and other forms of gambling are other sources of revenue for the city.

National Capital Districts are surrounded by villages and large settlements whilst its population of non income earners live largely on subsistence produce for their livelihood. Selling betel nut, mustard and lime including selling food crops are common activities for generating income. Cooked food selling is also becoming a common way of getting quick money despite its health hazard warnings.

Population

National Capital District has a population of well over 250,000 and with the growth rate of 3.6% every year. Population growth in the National Capital District is unpredictable as population increases every month of a year. The squatter settlements that emerge along the coasts, on the foothills and on the ranges of the underdeveloped customary and government land have a high population density whilst the suburbs and the light commercial and industrial areas are sparsely populated.

There is an increase in population expulsions thus bringing with it the demand to improve life. Literacy level for the National Capital District from the 2000 census compared to 1999 shows that it was at 90.7% mark thus being ranked as the first in the country whilst the lowest percentage was at 35%. National Capital District percentage as shown signifies some work are yet to be done to improve the literacy at approximately 10% level for all the electorates of the National Capital District.

National Capital District Education system is now fully reformed but the school age population in the National Capital District in all sectors of education is continuously increasing. It is the right of every individual child whether it is in the settlement or suburbs, every child must be provided an opportunity to enter our school system. The tasks for educating children will be difficult but will require cooperation of parents, community, government, churches, NGOs and other

stake holders to assist in providing educational opportunities and making it available for the increasing school age population.

Table 2 Projected school age population 2006 – 2015

	6yr	7yr	8yr	9yr	10yr	11yr	12yr	13yr	14yr	15yr	16yr	17yr	18yr
2006	7435	7177	6927	6687	6454	6230	6013	5804	5603	5656	5459	5270	5086
2007	7703	7435	7177	6927	6687	6454	6230	6013	5804	5603	5656	5459	5270
2008	7980	7703	7435	7177	6927	6687	6454	6230	6013	5804	5603	5656	5459
2009	8267	7980	7703	7435	7177	6927	6687	6454	6230	6013	5804	5603	5656
2010	8565	8267	7980	7703	7435	7177	6927	6687	6454	6203	6013	5804	5603
2011	8873	8565	8267	7980	7703	7435	7177	6927	6687	6454	6230	6013	5804
2012	9193	8875	8565	8265	7980	7703	7435	7177	6927	6687	6454	6230	6013
2013	9524	9193	8873	8565	8267	7980	7703	7435	7177	6927	6687	6454	6230
2014	9866	9524	9193	8873	8565	8267	7980	7703	7435	7177	6927	6687	6454
2015	10222	9866	9524	9193	8873	8565	8267	7980	7703	7435	7177	6927	6687

Projected school age population as shown above is an indication that there is a rapid growth in National Capital District's school age population. It is making a huge demand on our finances and services which are difficult to satisfy. However, it is the role of education to develop and acknowledge the issues relating to it, so that we can try to make attempt to closely monitored the enrolments to ensure approximate numbers of school age child are given the opportunity to be at the school.

Major Social Issues

National Capital District has experienced and will continue to experience complex social problems because of its wide diversity of ethnic groupings. Conflict of interest due to its cultural differences will continue to sabotage development and affect the livelihood of the people. Educating peoples' mind about Papua New Guinea and its place in the world is important as it will play a significant role in addressing some of these social issues that are being experienced.

Healthy Living

People who have chosen National Capital District as a home to live whether it is in the settlements, suburbs, commercial or industrial areas have the right to a healthy life. Provision of good health services gained prior to independence such as immunization programs and family planning clinics are no longer effectively administered resulting in high infant mortality rate. Life expectancy of 54 at birth appears to be amongst the worse in the pacific. Curable diseases such as malaria, typhoid are left untreated resulting in dead.

Population of the National Capital District have the right to have access to good clean water, proper drainages for sanitation and shelter for accommodation. Gains made prior to independence have not been properly followed thus resulting in most of its good life savings programmes being unnecessarily been shelved or being left out from implementation.

Promoting healthy behaviours, a current initiative from the Health Department needed the support of communities, schools and stakeholders to collaboratively work towards addressing these important health issues. National Capital District Education Services through the curriculum taught in its elementary, primary and secondary education system will support this worthwhile programme.

HIV / AIDS

National Capital District is facing a greatest challenge to the health of its population. HIV/AIDS is rapidly spreading and is a major cause of admission and deaths in the Port Moresby. It is mainly affecting people between 15 to 25 years age group who are sexually active and of this group 70% are of female population. Statistics from the Health Department indicated that there were 16,000 people in Papua New Guinea who had been diagnosed with HIV/AIDS since 1987. From the country's total, Port Moresby has the highest number of 4,983 HIV/AIDS cases recorded in September of 2004.

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It is over one year now from the last record and if the current statistics is available, the figures will be alarming. This epidemic is creeping into our immediate households and therefore parents must not keep hiding the facts about this dreadful disease. We must not keep sex and its sexually transmitted diseases a customary sacred any more but must educate children about it.

HIV/AIDS is a major concern to the population of National Capital District and therefore all agencies must take a proactive role in our efforts to fight this killer disease. It has no cure but the agenda on preventive measure must be proactively advocated. The three disciplinary forces (Defence Force, Police Force & Correctional Service) together with Private Security Companies are taking a proactive role in campaigning against the epidemic by running awareness on behaviour change intervention strategies in work places.

Multi sectoral approach must be taken by all sectors of the community. National Capital District Schools will emphasise to have HIV/AIDS in the curriculum under Healthy Living section. Schools will be encouraged to take a proactive role in teaching our future generation about it.

Law and Order

National Capital Districts law and order problems are very complex and can not be attributed to any one factor. The most vulnerable groups who become the victims are women and girls who are subjected to rape and sexual abuses. Most of these females who are abuse are from other smaller ethnic and foreign groups that lacks support and retaliation.

Lack of proper qualifications and employment opportunities in Port Moresby will continue to allow survival problems such as break and enter to steal; arm hold ups and big pocketing that are common in public places to continue existing. Inter group fighting, sorcery and sexual abuses are occurring frequently whilst well organised white collar crimes, corruption and fraud are occurring in higher places. Politicians and top level bureaucrats will continue to abuse their positions while the general population will continue to suffer at the hands of a minority groups.

Community Policing and side leaders are taking a proactive role in addressing this growing concern targeting settlements. Law agencies and all stake holders must take a multi sectoral approach to combat these social epidemics. Church agencies must also target vulnerable and disadvantage groups by teaching salvation and hope messages.

Schools in the National Capital District will play its part by teaching the curriculum on personal development to assist children to make informed decisions about consequences of not observing rules and laws such as destroying property, stealing, using illegal drugs and domestic violence.

Gender Equity in Education

Papua New Guinea has unique cultures that restrict greater female participation in development issues. The believe that is embedded in the culture is that the women folks are to bore and raise children, look after the house and work the gardens to look after a family. This belief has become a major obstruction to increasing female participation. Access to formal and informal education and training is even more difficult for women because of the beliefs.

National Capital District has people of all ethnic groups of the country thus the scenario that exist for the country for women folks is similar. However, the 2003 gender policy from the department of education that provided principles and practices to promote gender equity has assisted in a smaller way in our schools. Current statistics from schools enrolments have slimly favoured female enrolment rate compared to males but NCD has a long way to successfully implement the gender equity education policy.

National Capital District - Its education system

National Capital District's education system is part of the unified education system that amalgamated in 1974 with other church education systems accept

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for Seventh Day Adventist Church administered schools. However, preparations are now under way for the SDA administered schools to come under the unified education system hopefully in 2006. In NCD, there is still small number of privately run autonomous schools that gathers for small proportion of the students who seeks to further their education through such schools.

National Capital District Education is perhaps not decentralised because the functions of education systems is under the National Department of Education. Although, National Capital District Commission is decentralised following the establishment of its Act by the National Parliament, the decentralisation laws that gives the responsibilities including planning, financing, staffing and general maintenance of all institutions up to grade 12 level of education system appears to be working well in other provinces. In the National Capital District, the issue of reporting to the secretary for education or to the chairman of the National Capital District Commission has to be resolved in the spirit of decentralisation so that demarcation of roles and responsibilities would be clearer for the purpose of efficiency in the delivery of education services.

Foundation of the Plan

The demand to match a massive growth in the restructure and expanded school system against a increasing school age population compared to the capacity to finance, manage, monitor and sustain educational progress and development, it was necessary to have such a structure. The National Capital District Education plan is structured in consistent with the five goals enshrined in the National Constitution. The National Goals and the Directive Principles that guided the formulation of our plan are:

1. Integral human development

We declare our first goal for every person to dynamically involve in the process of freeing him or herself from every form of domination or oppression so that each man or woman will have the opportunity to develop as a whole person in relationships with others.

2. Equality and Participation

We declare our second goal to be for all citizens to have an equal opportunity to participate in, and benefit from, the development of our country.

3. National sovereignty and self-reliance

We declare our third goal to be for Papua New Guinea to be politically and economically independent and our economy basically self-reliant.

4. Natural resources and environment

We declare our forth goal to be for Papua New Guinea's natural resources and environment to be conserved and used for collective benefit for us all, and be replenished for the benefit of future generation.

5. Papua New Guinea ways

We declare our fifth goal to be to achieve development primarily through the use of Papua New Guinea forms of socials, political and economic organisations.

National Capital District goals

The principle educational goals in National Capital District are to provide;

- Opportunities for all citizens to become literate and numerate in the language they speak
- Opportunity for universal primary education i.e. nine (9) years of basic education for all children

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- Opportunity for learning appropriate knowledge and skills Training Programmes to meet the needs of the community
- A choice of post- primary education or vocational education according to individual ability and interest to continuing life- long process
- Continue to improve access to open learning programmes at the primary, secondary and Tertiary level including the incorporation of Library services
- Opportunities for education of those with physical or learning disabilities

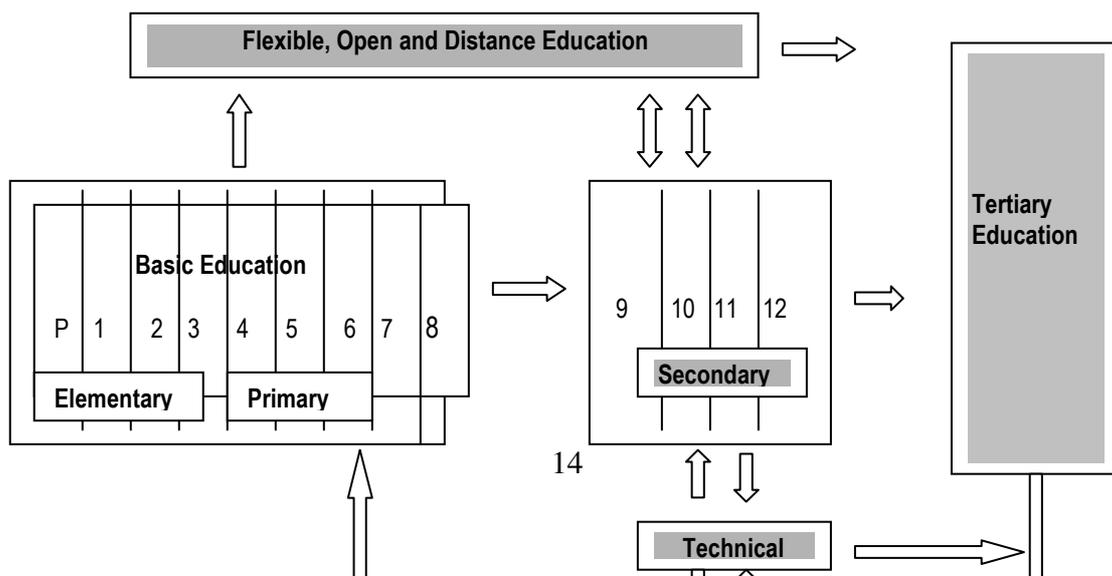
Mission statements

The National Capital District Education Services Mission statements are five fold:

- Elementary/Primary/High/Secondary& Vocational schools are to provide, facilitate and promote integral human development of every individual
- To encourage relevant and nationally recognize curriculum to be taught which satisfies the requirements of schools and its people
- To establish, preserve and improve standards of education in NCD.
- To make the benefits of such education affordable to NCD's diverse and growing population
- To make education accessible to the poor and physical, mentally and socially handicapped as well as to those who are educational disadvantaged areas

The NCD Education Structure

It is our belief that having a similar structure that is consistent with the national education plan; it will compliment our efforts in pursuing to attain targets of the education plan. As such National Capital District Education Division has opted to have the similar education structure that is consistent with our District Education Plan.





Community and Employment

Overview of the Plan

Access

School age population in the National Capital District in elementary sector of education is increasing. It is the right of every individual child whether it is in the settlement or suburbs, every child must be provided an opportunity to enter our school system. National Capital District Education Division will make every attempt to establish elementary schools in suburbs, settlements and to places where there is elementary prep school age population. This will enable every six year old child to enter Elementary Prep and continues on to complete three years of elementary education.

School age population in primary schools are also increasing whilst it is occurring, the National Capital District Education Division will make every attempt to provide spaces available for all children passing on from elementary 2 to complete the primary cycle of basic education. Every primary schools will be told to monitor absenteeism and with the view to carry out home visits to establish reasons for the child not being at school. This strategy will be employed by National Capital District Education Division to achieve an 80% retention rate between grades 3 to 8 at Primary school.

Primary schools in the National Capital District have completely phased out Grades 1 & 2 classes. Secondary schools also have phased out grades 7 and 8 classes. Retention at grades 9 to 10 will be targeted to be at 50% rate whilst 50 % of the total population who have passed through from primary schools will be absorbed into our Vocational Centres whilst 30% rate will be for grades 11 and 12 in the upper secondary level. The remaining 20% can be absorbed into other private institutions

Land is a problem in the National Capital District that will disallow us from building new secondary schools. However, we will expand on existing facilities to cater for students transiting through from grade 8 and onto Grades 9, 10, 11, and 12 classes. Existing lower secondary that has land available for expansion to take in grades 11 and 12 classes will be considered a way forward. It is not possible to consider shift teaching in the National Capital District. Emphasis will be placed on quality with the development of new curriculum and provision of teacher training. Parents will be required to make a significant contribution towards the cost of education in this sector.

Awareness on new self reliance initiatives of vocation centres will be carried out to inform the public about the reform courses and the impact it has on students. Initiatives such as best students in various trades will be given the opportunity to continue studies at technical colleges. This strategy will be used with the intention to attract potential school leavers and workers who wish to take up modularized, short and a year programmes at our vocational centres.

National Capital District Education Division will encourage schools to enrol children with disabilities. Opportunities to receive basic education will be made available for all including the disabled children in the National Capital District.

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Teachers will be encouraged to undergo special disability course before enrolling disabled children in the schools.

Disadvantage school allowance issue for schools such as Baruni and Tatana will be discussed with the Teaching Service Commission. This issue and others will be discussed to attract best teachers and children to those schools. Housing, and transport with other non financial incentives issues will be discussed with National Capital District Commission to improve teacher equity and distribution to schools.

National Capital District Education Division will work closely with Flexible, Open and Distance Education to provide alternate formal school to children who have missed out from selection into our formal system. Awareness will be done to inform parents of this form of schooling. It is provided as a choice where children will follow to receive and sit the same national examination.

Quality Curriculum

Issues of curriculum are critical to the quality of education provided to the children. Basic education curriculum is the foundation upon which children will learn the basis of their culture. Community and the parents will be encouraged to play an important role in the development of the culturally relevant elementary curriculum. They will be also encouraged to take part in school's cultural activities to support teachers

Monitoring tests for grades 3, 5 & 7 will be developed by the Education Department and will be implemented by the schools in the National Capital District to monitor standards. The results of these tests will assist the review of the basic education curriculum on a regular basis to monitor its relevance.

In the secondary education there will be a moderate expansion in order to maintain transition rate of 50% of students passing through from Grade 8 classes in the primary schools. We anticipate taking 30% to match the demand of population increase from those students passing from grade 10 into grade 11 at upper secondary level.

Parents will be required to make a significant contribution towards the cost of education in this sector whilst greater emphasis will be placed on schools to teach quality and skill oriented secondary reform curriculum. Building of new secondary schools will be controlled but minor increases in the number of grade 11 places will be made by establishing additional grade classes to existing schools.

National Capital District Education Division will establish links with the Flexible, Open and Distance Education to absorb the 20% of students who can not proceed onto Grade 11 classes. Emphasis will be placed to schools to carry out awareness to inform students of the choice that is available to provide alternative and comparable pathways for students to complete grade 12 educations.

In the vocational sector the maximum length of course will be for a year's duration, and with short modularised courses to attract working class students. There will be greater emphasis on skilled and specialised courses to be offered in our vocational centres. The catalyst for such changes will be to identify a best student in various short courses and one year course to be offered places at Technical colleges to further their education in the specialised course of their training.

Quality Teacher Education and Training

National Capital District Education Division will provide opportunities to assist professional development and training for its teachers. In the elementary sector suitable male or female candidates who meet the criteria will be selected to undergo training to become elementary teachers. The division of education will continue to support elementary teacher training and other short courses offered to enhance their professional development.

Opportunities and initiatives created by primary teachers who wish to upgrade their qualification from certificate to diploma level and to degree level for its head masters/mistress, and their deputies will be supported. National Capital District

Introduction

Education Division will also provide opportunities for diploma teachers at secondary level to up grade to first degree level.

Constant school based, cluster and District based short courses designed to enhance competency levels of teachers of all sector of our schools will be supported and strengthened.

Management

The functions and the structures of the National Capital Districts Education Services will be reviewed and improved to ensure that its programs are more responsive to the demand of the increasing school age population. Parents and community will be encouraged to take a greater role in appraising teachers, and assist to develop culturally relevant curriculum in elementary schools. In primary and secondary schools parents will be encouraged to take part in self reliance programs in schools.

National Capital District Education Division will play a greater role in liaising with the Department of Education and the National Capital District Commission to seriously discuss the issue of communication and reporting. Amendments to the Organic Law on the Provincial Governments and the Local Level Government addressing the above issue will be encouraged for more efficient delivery of education services.

Financing

The financing of this plan will come from the different level of governments. In the National Capital District, the National Government will play its part by looking after the teachers salaries and ensuring that the new initiatives for the scholarship and voucher systems are in place to assist students to continue in schools. National Government will also support in the provision of subsidies, teacher education and curriculum development.

National Capital District Commission will play its role in funding, or sourcing of fund for the building, construction and maintenance of infrastructure to all classrooms and teachers houses under its administration. National Capital District Commission will also continue to play an important role in supporting the operations of the inspectors and the elementary teacher trainers / supervisors and other educational personnel assigned to the national capital district. Replacement and reissue of schools textbooks will be an incentive to support disadvantage children to be at school by the commission. Parents and communities will be encouraged to play an active role in supporting self reliance projects in schools whether in kind, finance or through the use of labour. Furthermore, parents must support either in kind or financial towards the general education of their children.

Organisation of the Plan

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

Section 1: Introduction

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

Section 2: Our vision 2006-2015

This section outlines the visions for education by sector.

Section 3: Situational analysis

This section outlines the progress since the first National Education Plan and identifies the key challenges still ahead in each sector. The section considers the following sectors of education: elementary education, primary education, secondary education, distance education, vocational education and administration. Each of these sectors is first defined and then an analysis follows using the following strategic problem areas as organisational headings: access, quality and management

Section 4: The Plan for education 2006-2015

Introduction

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

An **outcome** identifies in broad terms the planned destination or end points that the system aims to achieve.

A **major outcome** is the end point to be achieved at the end of this ten year Plan.

A **minor outcome** is a point that has to be achieved on the way to accomplishing the major outcome.

The **strategies** describe the broad means of how the minor outcome will be achieved.

The **activities** will collectively contribute to the successful implementation of the strategy.

Section 5: Implementing the Plan

This section comes directly under each sector of the plan; hence it outlines how the Plan will be implemented and provides an implementation timeline of the strategies and activities.

Section 6: Financing the Plan

This section considers the financial implications of the Plan.

Section 7: Monitoring and evaluating the Plan

This section also comes under each sector of the plan and directly follows the implementation schedule. Hence, it describes the monitoring and evaluation framework for the Plan and, it further collates the targets identified in Section 4 and for each target, a measure or set of measures are identified that will be used to monitor and evaluate the performance of the Plan. Data collected during the first five years of the Plan will be used to support a review of progress made whilst other support documents and awareness materials will supplement this Plan.

Section 2

OUR VISION

The National Capital District Division of Education's Vision is consistent with the National Education Plan: Therefore, our vision is;

integral human development achieved through an affordable education system that appreciates Christian and traditional values, and that prepares literate, skilled and healthy citizens by concentrating on the growth and development of each individual's personal viability and character formation, while ensuring all can contribute to the peace and prosperity of the nation.

This section outlines the visions for education by sector.

BASIC EDUCATION

Vision for Elementary Education

All 6 year old children will be given the opportunity to begin their basic education in an elementary school in a language that they speak. For three years they will develop the basis for sound literacy and numeracy skills, family and community values including discipline, personal health care, and respect for others.

Vision for Primary Education

All children when at 9 years of age will continue their six years of primary education that provides a firm foundation in academic subjects, and at the same time provides skills to assist children to live happily and productive life, and provide for academic acceleration for those who proceed onto secondary education whilst simultaneously assist others to follow other education pathways for the purpose of gaining life long skills to make a living.

POST PRIMARY EDUCATION

Vision for lower Secondary Education

Fifty percent (50%) of 14 year old students who have completed grade 8 will be provided access opportunities to learn an in depth knowledge and skills at Grades 9 – 10 level to satisfy community and the country's demand.

Vision for Upper Secondary Education

Thirty percent (30%) of 16 year old students who have passed grade 10 and with demonstrated ability to accelerate into grade 11 will be provided opportunity to receive a high level upper secondary education that will enable them to achieve individual potential to live productive life's as members of local, national and international community.

Vision for Flexible, Open and Distant Education

Provide choice for alternate pathways that people can pursue education and training to achieve individual potential to live productive and useful lives.

Vision for Vocational Education

Thirty percent (30%) of 14 year old students who have completed grade 8 will be given the opportunity to study courses of varying lengths to satisfy both personal and community demands.

Section 3

SITUATIONAL ANALYSIS

Elementary Education

Definition

Elementary education is the first stage of education. It consists of an EP Grade, E; 1, and E; 2 in the language of the child and the teacher. These three years of schooling prepares a child for entry into a Grade 3 class at the primary school.

Access

There are 42 elementary schools in the National Capital District and are established throughout the electorates. Elementary schools are established adjacent to all primary schools and has been the feeder school to the primary schools. The population in the National Capital District is continuously increasing whilst its enrolment in schools age population has also raised the demand to build more elementary schools.

Table 3: Total enrolment by gender and grade, 2000-2004 in only the system schools.

Class	Population	2000	2001	2002	2003	2004
Prep	Male	3099	3091	3153	3098	3036
	Female	2863	2794	2941	2805	2792
	Total	5962	5885	6094	5903	5828
Elem; 1	Male	2704	2781	2883	2979	2942
	Female	2591	2637	2641	2830	2731
	Total	5295	5418	5524	5809	5673
Elem; 2	Male	2399	2850	2946	2917	3089
	Female	2108	2701	2687	2623	2928
	Total	4507	5551	5633	5540	6017
Total	Male	8202	8722	8982	8994	9067
	Female	7562	8132	8269	8258	8451
	Total	15764	16854	17251	17252	17518
%age Female		48%	48%	48%	48%	48%

Table 4: Preparatory enrolment rates by gender, 2000-2004

Years	2000	2001	2002	2003	2004
Male	95%	91%	94%	89%	84%
Female	97%	91%	98%	90%	86%
Total	96%	91%	96%	90%	85%

This table shows the number of boys and girls enrolled in the preparatory grade as a percentage of the 6 year old population.

Table 5: Elementary enrolment by grade and gender, 2005.

	Prep	Elem 1	Elem 2	Total
Male	3057	2877	2997	8931
Female	2915	2677	2693	8285
Total	5972	5554	5690	17216
%age female	48.8%	48.2%	47.3%	48.1%

The percentage of girls enrolled has remained constant and is consistent with the percentage of girls in the population. Generally, the enrolment rates are high for both males and females, although dropping a little whilst female enrolments are slightly higher than the males. This means that there are almost as many places in school as there are school age children.

Quality

There are 500 teachers who have been trained or are in training whilst the ratio has remained constant at about 35 pupils for every teacher in the elementary schools in the National Capital District.

Table 6: Total elementary school staffing by gender and year and pupil teacher ratio, 2000-2004.

	2000	2001	2002	2003	2004
Male	189	208	217	217	218
Female	250	273	292	278	293
Total	439	481	509	495	511
Ratio	35.91	35.04	33.89	34.85	34.28

Table 7: Elementary school staffing, 2005

	Prep	Elem 1	Elem 2	Total
Male	67	77	75	219
Female	101	94	94	289
Total	168	171	169	508
Ratio	35.5	32.5	33.7	33.9

Management

There are two issues relating to land. The first is that existing schools have not got sufficient land to expand and the second that it is becoming increasingly difficult is to acquire land for new establishments.

Also, there are large classes in some schools whilst some schools are over subscribed with others being under subscribed. There are no more spaces available for expansion and building of new elementary schools although there were few new establishments in recent years to cater for the rapidly growing population.

Primary Education

Definition

Primary school starts at Grade 3 and finishes in Grade 8 and caters for the 9 to 14 years age group. Lower primary education comprises Grades 3 to 5, and the upper primary classes covers Grades 6 to 8.

Access

National Capital District has completely phased out grades 1 & 2 classes in 2002 whilst the grades 7 & 8 classes in conventional high schools are now an integral part of the primary school. There is a steady increase in enrolment by grade each year. Pattern for female enrolment is constant thus has improved and stands at 48 %, almost matching the total enrolment of males in schools in the National Capital District.

Table 8: Total enrolment by grade and year, 2000-2004.

		2000	2001	2002	2003	2004
Grade 1	Male	114	0	0	0	
	Female	110	0	0	0	
	Total	224	0	0	0	
Grade 2	Male	515	115	0	0	
	Female	492	83	0	0	
	Total	1007	198	0	0	
Grade 3	Male	2661	2920	2955	3003	2866
	Female	2570	2708	2879	2675	2504
	Total	5231	5628	5834	5678	5370
Grade 4	Male	2540	2657	2956	2744	2894
	Female	2233	2441	2692	2649	2560
	Total	4773	5098	5648	5393	5454
Grade 5	Male	2321	2496	2697	2770	2683
	Female	2079	2162	2475	2536	2601
	Total	4400	4658	5172	5306	5284
Grade 6	Male	1954	2213	2488	2469	2681
	Female	1955	2044	2141	2257	2518
	Total	3909	4257	4629	4726	5199
Grade 7	Male	1974	2045	2329	2347	2365
	Female	1771	1946	2073	2018	2250
	Total	3745	3991	4402	4365	4615
Grade 8	Male	1788	2000	2083	2289	2375
	Female	1657	1775	1903	1981	2024
	Total	3445	3775	3986	4270	4399
Total	Male	13867	14446	15508	15622	15864
	Female	12867	13159	14163	14116	14457
	Total	26734	27605	29671	29738	30321
% Female		48.1%	47.7%	47.7%	47.5	47.7%

The transitional rate from Grades 6 to 7 has risen throughout the period. By this it means that every child who completes Grade 6 is given the opportunity to complete a full primary school education. The transition rate of more than 100% illustrates the movement of students in the National Capital District.

Table 9: Grade 6 to 7 transition by year and gender

Years	2000 to 01	2001 to 02	2002 to 03	2003 to 04
Male	105%	105%	94%	95.8%
Female	100%	101%	94%	99.7%
Total	102%	103%	94%	97.7%

The transition rate is the percentage of grade 6 students in one year progressing to grade 7 the following year. A figure of more than 100% means that there are more children in Grade 7 than there were in Grade 6 in the previous year.

Table 10: Grade 3 enrolment rates by gender, 2000-2004

	2000	2001	2002	2003	2004
Male	90%	96%	93%	92%	87.9%
Female	97%	99%	101%	91%	86.6%
Total	93%	97%	97%	91%	87.3%

The Grade 3 enrolment rate shows the number of children enrolled in Grade 3 as a percentage of the 9 year old population. A figure of greater than 100% suggests that there are more places in school than those children in the age group. This is not unlikely due to the large number of children who are older than the recommended age.

Table 11: Grade 7 primary enrolment rates by gender, 2000-2004

	2000	2001	2002	2003	2004
Male	74%	74%	81%	79%	85.2%
Female	73%	78%	80%	75%	89.5%
Total	74%	76%	81%	77%	87.2%

The Grade 7 enrolment rate shows the number of children enrolled in Grade 7 as a percentage of the 13 year old population.

Quality

A prerequisite for a teaching position in the National Capital District is for a teacher to hold a diploma in primary teaching. As such almost 99.9% of teachers teaching here hold a diploma in primary teaching. The remaining 1 % still hold certificate in teaching.

Table 12: Total primary school staffing by gender and year and pupil teacher ratio, 2000-2004.

	2000	2001	2002	2003	2004
Male	390	385	418	401	327
Female	405	432	459	444	578
Total	795	817	877	845	905
Ratio	33.6	33.8	33.8	35.2	33.5

There are more females than males teaching in schools in the National Capital District. In 2005, the female teacher population was 590 whilst the male teacher population was 328.

The pupil teacher ratio has remained reasonably constant at about 33 children for a teacher.

Table 13: Primary school enrolment, 2005

Grade	3	4	5	6	7	8	Total
Male	3052	2805	2838	2680	2593	2423	16358
Female	2635	2460	2564	2404	2301	2081	14445
Total	5687	5265	5402	5084	4894	4504	30803
%age f	46.3%	46.7%	47.5%	47.3%	47.0%	46.2%	46.9%

The inter – grade retention rate at 47% between grades is constant as such the progression rates appears to be the same year by year.

Management

There are two issues relating to land. The first is that existing schools have not got sufficient land to expand and the second that it is becoming increasingly difficult to acquire land for new establishments. There are no more spaces available for expansion and building of new primary schools.

There are still over crowding in some of the popular schools and is becoming a health concern for the students and teachers of those schools. Also, there are

large classes in some schools whilst some schools are over subscribed with others being under subscribed.

It appears that there are still over age children who still do not have access to schooling. Every stake holders within the National Capital District must work together to find ways to assist these children.

Secondary Education

Definition

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

Access

The average Grade 8 to Grade 9 transition rate for the National Capital District has remained above 50% rate. National Capital District has also completely phased out Grades 7 and 8 classes by 2002. All secondary schools now have Grades 9 to 10 classes whilst Kila Kila, Gordons, Jubilee, Della Sale, Marianville and Gerehu Secondary schools are offering Grades 11 and 12 classes.

Table 14: Secondary enrolments by year and gender, 2000 to 2004

	Year	2000	2001	2002	2003	2004
Grade 7	Male		0	0	0	
	Female		0	0	0	
	Total		0	0	0	
Grade 8	Male	78	0	0	0	
	Female	55	0	0	0	
	Total	133	0	0	0	
Grade 9	Male	1012	1240	1439	1366	1481
	Female	1034	1165	1281	1196	1224
	Total	2046	2405	2720	2562	2705
Grade 10	Male	1044	1149	1199	1333	1318
	Female	978	1040	1096	1241	1139
	Total	2022	2189	2295	2574	2457
Grade 11	Male	204	188	228	242	482
	Female	190	211	312	319	466
	Total	394	399	540	561	948
Grade 12	Male	142	201	212	243	427
	Female	117	187	208	304	472
	Total	259	388	420	547	899
Total	Male	2480	2778	3078	3184	3708
	Female	2374	2603	2897	3060	3301
	Total	4854	5381	5975	6244	7009
% Female		49%	48%	48%	49%	47%

Table 15: Grade 8 to 9 transition

	2000 to 01	2001 to 02	2002 to 03	2003 to 04
Male	66%	70%	66%	64.7%
Female	68%	72%	63%	61.8%
Total	67%	71%	64%	63.3%

This table presents the number of students in Grade 9 in the secondary schools as a percentage of those who completed Grade 8.

Enrolments in Grade 11 classes are increasing every year whilst 50% of the total population are female students. The transition rate is almost constant over the years from 2000 – 2004. By this it means that more and more students are remaining on school and completing a cycle of education. The ratio of 50 students to a teacher in secondary school sector is quite high exceeding the required number of 40 students to a teacher.

Table 16: Gr. 10 to 11 transition rates by gender and year, 2000-2004.

	2000 to 01	2001 to 02	2002 to 03	2003 to 04
Male	19.5%	22.0%	20.2%	36.2%
Female	21.5%	32.1%	29.1%	37.6%
Total	20.5%	26.9%	24.4%	36.8%

This is a figure that is only for the secondary schools in the District. It does not include those students from the national Capital District attending the Port Moresby National High School.

Table 17: Grade 9 enrolment rates by gender, 2000-2004

	2000	2001	2002	2003	2004
Male	32.8%	48.0%	53.8%	49.3%	52.8%
Female	36.7%	50.0%	53.1%	47.9%	49.2%
Total	34.7%	49.0%	53.5%	48.6%	51.1%

The Grade 9 enrolment rate shows the number of students enrolled in Grade 9 as a percentage of the 15 year old population.

Quality

Most teachers teaching in secondary schools have first degrees. However, there are few who do not have their first degrees. National Capital District should target these officers and get them to take up studies to complete first degrees.

Table 18: Secondary staffing by gender and year, 2000-2004

Year	2000	2001	2002	2003	2004
Male	99	93	108	112	114
Female	90	100	113	120	127
Total	190	193	221	232	241
Ratio	25.5	22.5	27.0	26.9	29.08

Female teachers in secondary schools also out numbered their male counterparts. In 2005, the number of female staff teaching in secondary schools was at 135 whilst the males had a total staff population of 106.

Table 19: Secondary school enrolment, 2005

	Gr 9	Gr 10	Gr11	Gr 12	Total
Male	1504	1425	326	233	3188
Female	1161	1253	415	327	3094
Total	2665	2678	741	560	6282
%age f	43.6%	46.8%	56.0%	58.4%	49.3%

The pupil teacher ratio is acceptable and consistent. The figures suggest average class sizes of between 40 and 45.

Management

Land and space limitation is a major problem for expansion of existing institutions as the transitional rate between Grades 8 to 9 drops. However, extensions and

renovations on existing facilities and infrastructures to accommodate higher transitional rate is perhaps the way forward.

Shift teaching in the National Capital District is another option that can be considered. However, at this present time, the idea of shift teaching is perhaps not a reasonable alternative.

Community, stake holders and other agencies that have sufficient land and wish to provide it to schools for building new infrastructures and to expand on existing facilities will be given some prior consideration by the National Capital District Education Board in consultations with NCDC and the department of education.

Flexible, Open and Distance Education

Definition

Distance education is a means of delivering education to people who can not attend an educational institution. Currently, it is offered primarily through the College of Distant Education to students wishing to complete their Grades 7 to 10 education. Hence, Grade 12 education will soon be offered under this plan period with a unified examination and certification awarded to all students in system schools.

Access

Many students who have left at terminal points at either Grade 8 or 10 have taken up CODE Studies to up grade marks at Grade 10 level or to enrol at Grade 9 with the hope to complete Grade 10 through CODE Studies.

It is estimated every year that about 10 to 20 % of students in the National Capital District usually take up CODE Studies to complete formal schooling.

With the change of name from CODE to FODE, and the review of curriculum that will cater for Grade 12 level of education thus enabling students to sit and be awarded a similar examination and certification, it is likely more than 30 to 40 % of students will pursue this form of schooling.

National Capital District is ideally located to access this method of study program. Therefore, it will facilitate with FODE to provide access opportunity to reach the maximum number of students.

Quality

The current curriculum of the College of Distance Education is limited to general education in Grades 7 to 10. Students' starts and complete courses at any one time of the year. Students have a maximum of nine months to complete a course, meaning a student can take up to three years to complete a grade. The absence of a policy on articulation means that students from the distance education system have only limited opportunities to move into the conventional stream.

However, in the plan period a policy on articulation will be in place and will provide opportunities for students to articulate into the conventional stream. Its curriculum will be overhauled to meet the standards of conventional schools whilst its teachers will be provided professional advice and support by the Secondary School Inspectors.

Management

National Capital District do not have College of Distance Education centre. It students have been relying heavily on the centre that is situated at Konedobu. The Centre's has been relocated at a number of venues at Konedobu and its

current location is opposite the Bank of Papua New Guinea in down town, Port Moresby.

It is serious concern now that National Capital District Education Division must start negotiating with the FODE and other stake holders to establish a centre. Issues on the management of the centre and appointment of full time or part time teachers should be given some prior considerations to cater for increasing demand of school age population who are exiting from various terminal points in the system.

Vocational Education

Definition

Vocational education provides short skills oriented courses that are offered primarily to students completing Grade 8, and the community at large, in a variety of institutions to satisfy both the personal and community demand.

Access

Vocational full time enrolments have been rising but with little consistency from one year to the next year. There has been a steady increase in the provision of short courses at a number of vocational centres in the National Capital District. Pre- Employment technical training courses have been introduced at Koki, Badili and Limana Vocational Centres leading to a trade testing certificates.

Female enrolment and participation remains very low compared to male participation in the vocational centre whilst the student teacher ratios have remained constant across the years.

Table 20: Vocational enrolments by year and gender, 2000 to 2004

		2000	2001	2002	2003
Year 1	Male	385	496	1043	600
	Female	90	141	88	136
	Total	475	637	1131	736
Year 2	Male	317	329	339	442
	Female	61	208	125	106
	Total	378	537	464	548
Year 3	Male	334	232	330	276
	Female	100	49	29	85
	Total	434	281	359	361
Total	Male	1036	1057	1712	1318
	Female	251	398	242	327
	Total	1287	1455	1954	1645
%age Female		19.5%	27.4%	12.4%	19.9%

Female participation and enrolment between 2000 and 2003 as shown compared to males in this sector is relatively low in those years.

Quality

Short course are offered in the Vocational Centres of the National Capital District whilst Pre- Employment technical training courses have been introduced at Koki, Badili and Limana Vocational Centres leading to a trade testing certificates.

There is a lack of an appropriate curriculum and specialised national teachers in our vocational centres. However, the current situation in the vocational centres in the National Capital District is that in every centre there is a specialised expatriate contract officer teaching.

Table 21: Vocational centre staffing by gender and year, 2000-2004

Year	2000	2001	2002	2003	2004
Male	40	44	64	69	66
Female	22	26	14	30	32
Total	62	70	78	99	98
Ratio	20.8	20.8	43.4	16.6	16.0

The ratio of 20 students to a teacher in our vocational centres has been consistent over the years. In 2005, the total female teacher population was 31 whilst the male teacher population was at 70 recorded at the same time.

Management

National Capital District has had numerous problems associated to facilities in its vocational centres. Facilities in its vocational centres are generally poor whilst it is compounded with lack of appropriate tools and equipment.

Vocational Centres in National Capital District can not expand on its current establishments. The land problem experienced by other sectors of education is similar to land problems experience by Vocational Centres. There is no existing land to build new Vocational Centres or to expand on its current facilities and infrastructure.

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 National Capital District and at the school establishments.

Organisational Improvement

National Capital District Education Division is under the National Capital District. By Organic Law on Provincial Governments and Local Level Government, the division of education should be an integral part of the National Capital District Commission. It is not the case as the Assistant Secretary of the division is directly responsible for the Secretary for Education.

The relationship between National Capital District Commission, the Department of Education and the National Capital District Education Services need to be clarified. If this issue is not clarified, number of management challenges facing the education sector in this plan period will have negative implications on the sustainability of reforms and initiatives in a time of financial hardship.

National Capital District Education Services must be well resourced, its schools fee subsidies and schools must be well resourced to be able to maintain and sustained the initiatives of the reform in education.

Human Resource Management

National Capital District Education Division is part of the Department of Education that is undergoing a structural review. It is timely for such review to have taken place. Positions in the National Capital District Education Division must be receptive to current initiatives of the reform in order to maintain and sustain its good progress.

Female participation at the middle and senior management positions at the District Education Division has not been good over the years. It is equally necessary to encourage female participation.

Financial Management

National Capital District Education Division have had same problem over the years on efficient record keeping of monies spend on leave fares, school fee subsidies and other public funds. Financial management and budgeting skills remain a weak area and often the work is carried out by officers who do not have either the necessary qualifications or experience.

It is deemed critical for the management and planning of the education activities of the district.

Communication and Technology

It is critical to roll out the current Education Management Information System to National Capital District Education Division. The collection of data and proper keeping of it has been an on going problem and, unless it is resolved, the problem will continue to be an impediment to inform planning and effective monitoring and implementation of the plan.

Computer hardware and software at the National Capital District is out of date and in some cases non existent. This is making communication, collection and sharing of data difficult. In many cases, resources and capacity to maintain these hardware and software usually lead to misuse and damage. Improvements will need to be made in this area during this plan period.

Section 4

ELEMENTARY EDUCATION

Major Outcome

Every six year old child enters Elementary Preparatory Grade by 2010 and completes three years of quality, relevant basic education

Minor outcome E1**Access**

Elementary schools established in suburbs and settlements where there are school age children available in order that all children in the National Capital District are able to enrol at 6 years of age.

All children will be provided with the opportunity to enter the Elementary Preparatory Grade by 2010 at the age of six years and complete three years of elementary education. There will be annual enrolments in all schools. Parents will be encouraged to enrol their children at the age of six years and to ensure that they remain in school. The importance of education for girls will be emphasised.

Target E.1.1
By 2010 all six year old children will have enrolled in school.

The population growth in the National Capital District will play a major role in determining the number and location of schools to be established. Currently, the areas to establish elementary schools will be in the settlement areas and suburbs where there is a large school age population and insufficient provision of schooling. The establishment of elementary preparatory classes is highly dependent on the projections of the 6 year old population.

Table 22: Elementary school enrolment by Grade and year.

	2006	2008	2010	2012	2014
Elementary Prep	6536	7596	8657	9291	9972
Grade 1	6006	7066	8127	8968	9626
Grade 2	5508	6536	7596	8657	9291
Total	18050	21199	24380	26917	28889

The Department of Education has allocated a quota of ten new elementary prep classes per year to be established. However, in order to achieve the target of this plan there is a need for 15 classes each year to be established. It is anticipated that preparatory classes will be built in each of the electorates for the plan period. Implementation schedules will be determined by the Division of Education and quotas will be allocated to each electorate dependent on their particular needs. Church Agencies will be encouraged to established and administer schools.

In order for the schools to be properly cared for by the community a policy will be developed and signed by both community leaders and the Division of Education to ensure that teachers, the children and the school facilities are respected.

Table 23: Indicative number of new elementary classes to be established in each electorate by year and electorate

	2006	2008	2010	2012	2014
South Moresby	5	5	5	3	3
Moresby North	5	5	4	3	3
Moresby North West	5	5	5	3	3

If these targets are achieved the enrolment and admission rates will rise as shown in the next table. The admission rate is the number of six year old children in school as a percentage of the six year old population. The enrolment

rate is the number of six to eight year olds in elementary school as a percentage of the six to eight year old population.

Table 24: Admission and enrolment rates by year

	2006	2008	2010	2012	2014
Admission rate	87.0%	94.2%	100.0%	100.0%	100.0%
Enrolment rate	80.1%	90.7%	97.2%	100.0%	100.0%

Target E.1.2
Fifteen new elementary prep classes will be established each year

The current average teacher pupil ratio is 33 children for every teacher. This ratio will rise to 40 children to a teacher over the plan period. This is because enrolment increases due to population growth will be taken care of in the existing classes with existing teachers rather than by establishing new classes.

Target E.1.3
By 2015 the teacher pupil ratio will be 1:40.

Table 25: Elementary school staffing by Grade and year.

	2006	2008	2010	2012	2014
Elementary Prep	190	213	236	246	256
Grade 1	177	202	225	241	251
Grade 2	171	190	213	236	246
Total	538	605	674	723	753
Tr: Pupil ratio	33.6	35.1	36.2	37.2	38.4

Strategies and Activities

- Establishment of elementary schools in settlement areas
 - Develop an agreed policy on the wellbeing of school, teachers and children to be signed by both the division of education and the community
 - Develop guidelines, to include land acquisition, for the establishment of elementary schools.
 - Determine quotas by electorate for the establishment of elementary prep classes
- Encourage gender equity in enrolment
 - Parents and community to support gender equity in enrolment
- Improve retention
 - Parents and community to be encouraged to enroll all 6 year olds, particularly girls, in elementary school.

Minor outcome E2

Quality Curriculum and Monitoring

A relevant outcome based elementary curriculum that is implemented and monitored.

The language of instruction in all elementary school will be the language of the school community and will be selected by the Board of Management. The language used in the elementary schools in the National Capital District will be

English, Tok Pisin, Police Motu and other common languages spoken in the communities.

The elementary reform curriculum will have been implemented in all elementary schools in the National Capital District by 2006. This curriculum will be supported by locally based support curriculum materials. The National Capital District Commission in partnership with the Department of Education, parents, the school communities and other stakeholders will be encouraged to take a greater role in the development of these support materials. This involvement will be achieved through the formation of curriculum committees on an electorate basis.

Target E.2.1
Local curriculum development committees will be established in all electorates by 2008

Skills development is important even at this elementary level and integrated activities will be developed and maintained.

Supervisory services will be provided by the Department of Education, with some logistical support from the Division of Education, to monitor and evaluate all teaching and learning programs. The role of the inspectors will become more advisory in nature and school communities, through their Boards of Management, will play a much more significant role in the appraisal of the teachers at their schools. Their role will be in the areas such as teacher attendance, and the acceptability and relationship of the teacher within the community.

Target E.2.2
All Boards of Management contribute to teacher appraisal by 2009.

Strategies and activities

- Develop further curriculum materials to support the elementary reform curriculum
 - Form local curriculum committees
- Monitor standards in elementary schools
 - Provide logistical support for the inspectors
- Ensure community involvement in the appraisal of teachers
 - Provide appraisal training for Boards of Management

Minor outcome E3

Quality Teacher Education and Training

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

The nomination of elementary school teachers will continue to be the responsibility of the school community with the Appointments Committee of the District Education Board carrying out the final selections. Communities will be encouraged to nominate female teachers. The teachers that are nominated must have at least a Grade 10 academic qualification; have good character and a sound understanding of the language of instruction and the cultural values of the community that they will serve. Teachers who are nominated and selected will then be expected to serve their communities for a period of at least three years.

The National Capital District Commission, in partnership with the Department of Education, will continue to support the training of elementary school teachers. A Memorandum of Understanding will be signed to formalize this arrangement.

Teachers in training will be expected to contribute towards the cost of their training through a user pay system.

Table 26: Number of new elementary teachers required by year

	2006	2008	2010	2012	2014
Year 1	15	36	34	21	16
Year 2	0	31	35	27	15
Year 3	0	15	36	34	21
Total	15	82	106	83	52

Target E.3.1
That an average of 35 elementary school teachers are enrolled in training each year.

Elementary school teachers and head teachers will be encouraged to upgrade their academic qualifications through distance education. All teachers will be given the opportunity to further improve their professional knowledge and skills. This will be achieved through provision of ongoing advice and guidance from the inspectors and an in-service program.

In particular, leadership training will be provided for all head teachers. This will be to further enhance their leadership skills in areas of curriculum, professional learning, finance and management. Special emphasis will be placed on the problems involved with administering large schools such as in National Capital District. Women will be particularly encouraged to participate in leadership and management training.

Target E.3.2
That an in-service program be developed by 2009.

Strategies and activities

- Provide the required number of elementary school teachers.
 - Review criteria for the nomination and selection of teachers.
 - Agree to a Memorandum of Understanding for elementary school teachers training.
 - Develop user pay policy for elementary school teacher training.
- Provide professional development opportunities for elementary school teachers
 - Develop an annual in-service program for all elementary school teachers.
- Provide leadership training for all elementary school teachers-in-charge.
 - Develop leadership and management training program.
 - Encourage women to take on leadership programs

Target E.3.3
A data system be established to store and retrieve basic teacher information by 2008.

Strategies and activities

- Identify teacher demand on an annual basis, particularly in the areas of teachers shortages and need for placements

- Establish the number of elementary teaching positions based on given quota.
- Provide database for teacher professional development training.

Minor outcome E4

Management

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

The issue of land is critical and has been one of the barriers to achieving the establishment of all the elementary schools required in the National Capital District. A committee, to be initiated by the National Capital District Commission, comprising representation from NCDC, the Department of Lands, and the Division of Education, will be established to ensure that land is legally acquired for education use in the National Capital District. This is in order to ensure that goals of access can be achieved.

Target E.4.1
By 2007 a committee will be formed to look into the land issue

Teachers will be allocated to schools based upon criteria established by the Department of Education. Teacher related costs are shown in the table below. Furthermore, incentive packages are being negotiated with National Capital Commission, Teaching Service Commission and the department of education for Christmas bonanza and increase rental allowances to be paid across the board for all eligible National Capital District teachers.

Table 27: Elementary school teacher emoluments by year, K'000s

	2006	2008	2010	2012	2014
Salaries	3762.8	4232.9	4720.0	5058.2	5272.8
Allowances	188.1	211.6	236.0	252.9	263.6
Total	3950.9	4444.5	4956.0	5311.1	5536.4

The National Capital District Commission, in partnership with the Department of Education, will be responsible for the improvement of current school facilities and the establishment of new schools. This will be carried out in partnership with other stakeholders – parents, the communities and the relevant church agencies. In order that this can be planned for effectively all schools will be required to have completed a School Learning Improvements Plan, which will include maintenance and infrastructure needs, approved by the District Education Board. These will be three year rolling plans.

Target E.4.2
By 2008 all school will have an approved School Learning Improvement Plan

The National Capital District Commission will support the elementary schools with establishment grants and annual maintenance grants. These are designed to support and complement the efforts of the Boards of Management and the parents. These grants have been set as shown and the table below shows the costs of these.

Establishment grants per new class	K20,000
Maintenance grants per class	K500

Table 28 Establishment and maintenance grants by year, K'000s

	2006	2008	2010	2012	2014
Maintenance grants	268.8	302.3	337.1	361.3	376.6
Establishment grants	300.0	300.0	280.0	180.0	180.0

The increasing number of schools in the private sector is helping to achieve access targets but it is important that the establishment of such schools be controlled and monitored. This is to ensure that children enrolled in these schools can continue with their education.

The provision of education services should be a shared responsibility between different levels of government, the school communities, the relevant agencies and the parents. The difficulty that parents face in the paying of school fees is acknowledged and the National Capital District Commission, with the Department of Education and other major stake holders such as the elected representatives from the National Parliament will work together to lessen the burden on parents through the continued provision of school fee subsidies. The table below shows the subsidy requirements to supplement those from the Department of Education on the assumption that this grant would be set at K20 per child.

Table 29: Subsidy grants by year

	2006	2008	2010	2012	2014
Subsidies	361.0	424.0	487.6	538.3	577.8

The management of schools will be supported through the provision of Board of Management training workshops. These workshops will cover issues of good governance, and financial management.

Strategies and activities

- Secure land for the establishment of elementary schools;
 - Form a committee comprising all stakeholders.
- Provide establishment and maintenance grants to all elementary schools;
 - Assess establishment and maintenance needs on an annual basis.
 - produce three year School Learning Improvement Plans.
- Encourage the establishment of private elementary schools;
- Control and monitor the establishment of private elementary schools;
- Support parents;
 - Provide school subsidies to all children attending elementary schools.
- Strengthen school management;
 - Run Board of Management workshops for all elementary schools

Responsibilities

- Parents and the community will be responsible for –
 - The payment of parental contributions in cash or kind
 - Infrastructure and maintenances
 - Participating in parents and citizens activities
 - Ensure that all boys and girls enroll and attend school
- School Board of Management will be responsible for –
 - The completion of the school –plans
 - Planning for infrastructure requirements

- Playing a role in the appraisal of teachers
- Electoral office established in all electorates will be responsible for
 - Budgeting for maintenance and new infrastructure as per endorsed plans
- The National Capital District Commission will be responsible for –
 - The completion and endorsement of the NCD education plan
 - Liaising with local level governments to ensure budget provision is made for maintenance and infrastructure
 - Budgeting of K1000,00 Christmas bonus for all eligible teacher
- The National Government will be responsible for -
 - the payment of teachers salaries
 - the training of elementary school teachers
 - curriculum development and development of orthographies
 - provision of supervisory services
 - provision and distribution of basic school supplies
 - providing technical assistance in areas of planning, management and legal matters
 - professional development of teachers
 - the allocation of new classes
 - increase rental allowances of K350,00 for all eligible teachers

Implementation Schedule

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

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Elementary education										
Minor outcome E1										
Establishment of elementary schools in settlement areas.										
Consult and develop an agreed policy on on the establishment of new elementary schools.										
Develop guidelines, to include land acquisition, for the establishment of elementary schools.										
Determine quotas by electorate for the establishment of elementary prep classes										
Encourage gender equity in enrolment										
Parents and community to support gender equity in enrolment										
Improve retention.										
Parents and community to enrol all 6 year olds, particularly girls,										

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
in elementary school.										
Minor outcome E2										
Develop further curriculum materials to support the elementary reform curriculum										
Form local curriculum committees										
Monitor standards in elementary schools										
Provide logistical support for the inspectors										
Ensure community involvement in the appraisal of teachers										
Provide appraisal training for Boards of Management										
Minor outcome E3										
Provide the required number of elementary school teachers.										
Review criteria for the nomination and selection of teachers.										
Agree to a Memorandum of Understanding for elementary school teachers training.										
Develop user pay policy for elementary school teacher training.										
Provide professional development opportunities for elementary school teachers										
Develop an annual in-service program for all elementary school teachers.										
Provide leadership training for all elementary school head teachers										
Develop leadership and management training program.										
Encourage women to take on leadership programs										
Minor outcome E4										
Secure land for the establishment of elementary schools.										
Form a committee comprising all stakeholders.										
Provide establishment and maintenance grants to all elementary schools.										
Assess establishment and maintenance needs on an annual basis.										

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Produce three year School Learning Improvement Plans.										
Encourage the establishment of private elementary schools.										
Control and monitor the establishment of private elementary schools										
Support parents										
Provide school subsidies to all children attending elementary schools.										
Strengthen school management										
Run Board of Management workshops for all elementary schools										

Monitoring of Elementary Education

Performance Area: Access		
Minor Outcome	Target	Measure(s)
E1 Elementary schools established in suburbs and settlements where there are school age children available in order that all children in the National Capital District are able to enrol at 6 years of age.	By 2010 all six year old children will have enrolled in school.	<ul style="list-style-type: none"> ▪ Total number of 6-year old children ▪ Number of 6-year old children in elementary
	Fifteen new elementary prep classes will be established each year	<ul style="list-style-type: none"> ▪ Total number of elementary preparatory classes
	By 2015 the teacher pupil ratio will be 1:40.	<ul style="list-style-type: none"> ▪ No. of elementary school teachers ▪ No of children enrolled in elementary schools

Performance Area: Quality Curriculum and Monitoring		
Minor Outcome	Target	Measure(s)
E2 A relevant outcome based elementary curriculum that is implemented and monitored.	Local curriculum development committees will be established in all zones by 2008	<ul style="list-style-type: none"> ▪ No. of committees established.
	All Boards of Management contribute to teacher appraisal by 2009.	<ul style="list-style-type: none"> ▪ No. of Boards contributing to teacher appraisal.

Performance Area: Quality Teacher Education and Training		
Minor Outcome	Target	Measure(s)
E3 A sufficient number of appropriately trained and qualified elementary school teachers are available.	That averages of 35 elementary school teachers are enrolled in training each year.	▪ No. of teachers enrolled each year.
	That an in-service program be developed by 2009.	▪ Review selection guidelines.

Performance Area: Quality Management		
Minor Outcome	Target	Measure(s)
E4 Elementary Education is cost-effective and affordable for parents and government.	By 2007 a committee be formed to look into the land issue.	▪ Committee formed
	That all schools have an approved School Learning Improvement Plan by 2008.	▪ No. of schools with plans.

Section 5

PRIMARY EDUCATION

Major Outcome

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

Minor outcome P1**Access**

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

Grade 1 and 2 classes have already become institutionalized in the National Capital District. It is anticipated that 100% of primary school-aged children will complete primary education without imposing compulsion.

In order to move closer to achieving universal education at this level, the problems of attrition, particularly that of girls, will have to be addressed. Programs such as child-friendly schools, improved community awareness, the training of Board of Management members will be established in order to provide better counselling of students as well as their parents. NCD Division of Education in consultation with NDOE will review the enrolment policy to include issues of enrolment, attendance and repetition.

In addition, the awareness programme will include elements to demonstrate the value of schooling for both boys and girls to be delivered at the school and community levels. BOM will be encouraged to provide sufficient funding to enhance the existing Health Promoting School Program in NCD. So far whatever reason, every child from elementary prep must stay on to complete Grade 8.

Target P1.2
A teacher – pupil ratio of 1.45 achieved by 2014

This will be enhanced by the provision of subsidised school fees from National Capital District Commission, the Department of Education and other stake holders such as the elected representatives from the National Parliament.

Table 30: Projected primary school enrolments – 2006 to 2014, selected years

Grade/ Year	2006	2008	2010	20012	2014
Grade 3	5776	6006	7066	8127	8968
Grade 4	5665	5343	6340	7369	8397
Grade 5	5019	5435	5651	6649	7646
Grade 6	5054	5330	5027	5965	6933
Grade 7	4830	4722	5113	5317	6256
Grade 8	4839	4755	5015	4730	5613
Total	31182	31591	34213	38156	43814

Table 31: Primary schools enrolment rates – 2006 to 2014, selected years

Rates	2006	2008	2010	2012	2014
Grades 3 - 8	122.8%	98.2%	85.3%	90.4%	98.6%

Table 32: Primary schools retention rates – 2006 to 2014, selected years

Rates	2006	2008	2010	2012	2014
Grades 1 - 6	0.0%	0.0%	91.3%	91.3%	91.3%
Grades 3 - 8	0.0%	0.0%	0.0%	85.9%	85.9%

Individual primary schools will provide their own development plans, with support from the NCD Division of Education, to allow for medium-term planning for staffing and infrastructure needs. School plans will include measures to improve the quality of education provided. This should include the provision of library facilities and resources. Schools should also ensure that there are sufficient toilets and encourage children and parents to participate in the learning experience.

Table 33: New Grade 7 classes required to meet targets – 2006 to 2014, selected years

Rates	2006	2008	2010	2012	2014
New Grade 7 Classes	0	0	0	11	12

Target P1.1
Teachers allocated at a ratio of one per class by 2009

Table 34: Primary school teacher requirements – 2006 to 2014, selected years

Grade/ Year	2006	2008	2010	2012	2014
Grade 3	129	130	147	163	174
Grade 4	133	121	139	155	171
Grade 5	131	129	130	147	163
Grade 6	128	133	121	139	155
Grade 7/8	395	374	386	369	421
Total	917	887	922	974	1084
Pupil teacher ratio	34.0	35.6	37.1	39.2	40.4

Strategies and Activities

- Provide and maintain a sufficient number of schools;
 - maintain and rehabilitate existing primary schools
 - completion of School Learning Improvement Plans to include both infrastructure and quality components
 - NCD to budget grants for infrastructure and maintenance
 - Review the structure for primary schools
 - Develop guidelines for establishment of private schools
 - Improve retention;
 - conduct an awareness program on the value of schooling
 - develop guidelines, in consultation with NDOE, with specific strategies, to improve retention of girls
 - NCD Division of Education, in consultation with NDOE, to review the enrolment policy to include issues of enrolment, attendance and repetition.
-

Minor outcome P2
Quality Curriculum and Monitoring

A relevant outcome-based education that is fully implemented and effectively monitored.

The lower and upper primary reform curriculum are completed and distributed to the schools in NCD. However, pupils' text books are yet to be made available. The NCD Division of Education through this Curriculum Committee will develop locally – based programs as well as support materials, which will include school journals and Big Books that are linked to the reform curriculum. This support will include the provision of training. The NCD Division of Education will ensure that appropriate students' and teachers' teaching and learning materials are available to support the HIV/AIDS policy implementation.

Target P2.1
By 2007, HIV/AIDS support teaching and learning materials be made available to schools and implemented effectively.

School library is an integral part of teaching and learning process. The NCD Division of Education, in partnership with NCDC and the National Library, and other stakeholders, will ensure that school library services are reviewed and upgraded to the required standard in order to maximize and sustain teacher and pupils' interest.

Target P2.2
By 2008, the school library services will be reviewed and upgraded to meet teacher and student interest.

The NCD Division of Education will support the standard Monitoring Test to be administered by NDOE at Grades 3,5 and 8. The NCD Curriculum committee will support the District Examination Coordinator to design similar standardized tests to be administered at these grades to further strengthen standard monitoring across the schools in NCD.

Target P2.3
That by 2008,NCD Standard Monitoring Tests be designed and administered.

Inspectors will visit and provide written reports on schools visited in order to monitor the implementation of the curriculum teaching standards and other aspects of schooling such as head teacher and student performance. Site leaders and community will be involved in the appraisal of teachers.

Strategies and Activities

- To support the implementation of the primary reform curriculum through development of relevant curriculum materials
 - Produce and distribute locally – based curriculum and assessment support materials for all subjects
 - Produce and distribute student resource books for all subjects including HIV/AIDS materials
- Provide advisory and appraisal services to all primary schools
 - Visit schools on regular basis

- Train and monitor site leaders in teacher appraisal techniques and School Learning Improvement Plans (SLIPs).
- Measure and monitor education standards at the primary level of schooling
 - NCD to develop supplementary curriculum standards monitoring tests for Grades 3, 5 and 8.
- Ensure greater community involvement in the management of schools
 - Conduct BOM workshops annually and encourage more equal representation of genders on Boards of Management.
 - Conduct awareness on community involvement in the appraisal of teachers.

Minor outcome P3

Quality Teacher Education and Training

Sufficient appropriately trained and qualified teachers prepared for primary schooling.

NCD Division of education will recruit the required number of appropriately trained teachers based on vacancies.

The demands of the curriculum in terms of relevant content, the resources required, teaching approaches and levels of training are impacting on the teacher education curriculum. Hence, NCD Division of Education will ensure that the professional development of teachers is a priority. These will be conducted by NDOE and the NCD Division of Education at the school and inspectorate levels. Cluster workshops, NIST Week and Induction workshops for new head teachers and graduates will be held annually. Teacher will be encouraged to have a greater input in decisions regarding the implementation of curriculum at the school level. In particular, teachers will be encouraged to solve common problems through the establishment of professional learning teams and Open Forums in inspectorates.

NCD Division of education with the support of NDOE and NCDC will establish a data system to solve and retrieve basic teacher information needs for promotion, training, leave fares entitlements and others.

<p>Target P3.1 By 2007, a data system will be established to store and retrieve basic teacher information.</p>
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The NCD Division of Education will continue to encourage teachers to take up on-going training programs that will equip them to effectively teach the new primary school curriculum and to deal specifically with acknowledged problems being faced in grades 3 to 8. This will include multi-grade teaching and bridging at Grade 3. Teachers will also be provided with opportunities to increase their proficiency in dealing with achieved education. There will also be an increasing emphasis on school leadership and site management training for all head teachers and Boards of Management including school, financial and SLIPS training.

Student discipline is a general concern across the primary schools. NCD Division of Education will liaise with Teaching Service Commission to create positions for teacher counsellors in each inspectorate to provide school-base counselling. Furthermore, NCD Division of Education will put in place a standard disciplinary procedure across the schools.

Target P3.2
By 2007, all schools will have access to trained teacher counselors.

Strategies and Activities

- Provide the required number of appropriately trained teachers
 - Identify teacher demand on an annual basis, particularly from areas with demonstrated teacher shortages and establish further places as required.
- Provide professional development opportunities for primary school teachers
 - Encourage teachers to enrol with PNGEI for Diploma programs
 - NCD Division with collaboration with school inspectors to develop suitable staff development programs based on needs analysis.
 - Provide training programs for teacher counsellors.
- Provide professional development opportunities for site leaders
 - provide supervision, planning and management workshops for site leaders and senior teachers
 - provide training for SLIPS
- Monitor and evaluate teaching and learning to enhance standards
 - In consultation with NDOE, develop qualitative mean of monitoring and evaluation of teaching and learning

Minor outcome P4 **Management**

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

Consistent with government objectives, there will 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 National Capital District Education Board. Parental contributions will be reviewed on an annual basis taking into account the levels of subsidies provided by the government.

Target P4.1
By 2008 a policy on parental contribution for school fees be developed

Table 35: Primary School subsidies by level (K'000s, 2005 to 2014, selected years.

	2006	2008	2010	2012	2014
Lower prim	1075.7	1105.7	1195.2	1376.0	1555.4
Upper prim	966.9	947.7	1012.8	1004.7	1170.9
Total	2042.6	2053.4	2208.0	2380.6	2726.3

Schools will be encouraged to embark on self-reliance initiatives in order to reduce the burden on parents. Wherever possible these activities should be linked to "Making a Living" subject as part of the National Curriculum.

The major cost of primary education is in teacher salaries as shown below. The National Capital District Division of Education's Position Allocation Committee will determine criteria for the deployment of teachers to schools on an annual basis. The deployment of teachers to upper primary classes will be reduced from 1.5 to 1 teacher per class leading to a teacher pupil ratio of 1:35 which is consistent with the National Education Plan 2005 – 2014. This will result in a significant reduction in the numbers of teachers needed and savings in salaries.

Table 36: Primary school teachers salaries and emoluments (K'000s) 2005 to 2014, selected years.

	2006	2008	2010	2012	2014
Salaries	12470.5	12066.0	12493.8	13078.4	14439.3
Allowances	623.5	603.3	624.7	653.9	722.0
L fares	498.8	482.6	499.8	523.1	577.6
	13592.8	13151.9	13618.3	14255.4	15738.8

Target P4.2
A teacher pupil ratio of 1:35 is achieved in the upper primary grade by 2009.

The NCD Division of Education will encourage head teachers to appoint most suitable teachers to teach the bridging classes in Grade 3 and on going professional training will be provided for them. Incentive packages are being negotiated with National Capital Commission, Teaching Service Commission and the department of education for Christmas bonanza and increase rental allowances to be paid across the board for all eligible National Capital District teachers.

The issue of land is critical for all sectors of our education system in the National Capital District. This has been a barrier to establishing new primary schools to meet the increasing demand of school age population. Hence, a committee will be established by NCD Division of Education in collaboration with NDOE and NCDC which will ensure that land is legally acquired by NDOE or NCDC for education use in the National Capital District. The committee will also have a legal agreement between all parties before the establishment of new schools.

Target P4.3
That NCD Division of Education establishes a Land Liaising Committee by 2008.

Strategies and Activities

- Develop and implement a sustainable, affordable and appropriate school fee policy.
 - Ascertain realistic and affordable levels of parental contributions.
 - Reduce the burden of school fees on parents through schools undertaking self-reliance activities.

- Make efficient and rational use of teachers
 - Establish implementation schedule dates for schools changing from 1:5 to 1 teacher pupil ratio.
 - Develop and apply a set of criteria for teacher deployment and allocation to schools.
 - Ensure that most suitable teachers are appointed to Grade 3 classes.
 - Establish new schools to meet the increasing demand of school age population.
 - Establish Lands Liaising Committee
 - Ensure that agreements are legally established between all partners before establishment of new schools.
-

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
- NCDC will be responsible for:
 - Budgeting for maintenance and new infrastructure as per endorsed plans
 - Budget for the payment of K1000,00 Christmas bonus for all eligible teachers
- NCD Division of Education will be responsible for;
 - The completion and endorsements of the District Education Plan and implementation schedules
 - Liaising with NCDC to ensure budget provision is made for maintenance and infrastructure.
 - The creation of necessary teaching positions
 - The appointment of teachers
- The National Government will be responsible for;
 - The paying of teacher salaries
 - Pre-service training of primary school teachers
 - Curriculum development
 - Provision of inspectorial services

- The provision of opportunities for teachers development
- The allocation of teachers and new classes to different electorates in NCD
- The development of policy relating to school subsidies
- Providing technical assistance in areas of planning and management
- Increase rental allowances of K350,00 for all eligible teachers

Implementation Schedule

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

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Primary education										
Minor outcome P1										
Provide and maintain a sufficient number of schools										
maintain and rehabilitate existing primary school										
completion of School Learning Improvement Plans to include both infrastructure and quality components										
NDCDC to budget grants for infrastructure and maintenance										
Review the structure for primary schools										
Develop guidelines for establishment of private schools										
Improve retention										
conduct an awareness program on the value of schooling										
develop guidelines, in consultation with NDOE, with specific strategies, to improve retention of girls										
NCD Division of Education, in consultation with NDOE, to review the enrolment policy to include issues of enrolment, attendance and repetition.										
Minor outcome P2										
To support the implementation of the primary reform curriculum through development of relevant curriculum materials										
Produce and distribute locally –										

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
based curriculum and assessment support materials for all subjects										
Produce and distribute student resource books for all subjects including HIV/AIDS materials										
Provide advisory and appraisal services to all primary schools										
Visit schools on regular basis										
Train and monitor site leaders in teacher appraisal techniques and SLIPS										
Measure and monitor education standards at the primary level of schooling										
NCD to develop supplementary curriculum standards monitoring tests for Grades 3, 5 and 8.										
Ensure greater community involvement in the management of schools										
Conduct BOM workshops annually and encourage more equal representation of gender on Boards of Management.										
Conduct awareness on community involvement in the appraisal of teachers.										
Minor outcome P3										
Provide the required number of appropriately trained teachers										
Identify teacher demand on an annual basis, particularly from areas with demonstrated teacher shortages and establish further places as required.										
Provide professional development opportunities for primary school teachers										
Encourage teachers to enrol with PNGEI for Diploma programs										
NCD Division with collaboration with school inspectors to develop suitable staff development programs based on needs analysis.										
Provide training programs for teacher counsellors.										
Provide professional development opportunities for site leaders										
Provide supervision, planning and management workshops for site leaders and senior teachers										

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
provide training for SLIPS										
Monitor and evaluate teaching and learning to enhance standards										
In consultation with NDOE, develop qualitative mean of monitoring and evaluation of teaching and learning										
Minor outcome E4										
Develop and implement a sustainable, affordable and appropriate school fee policy.										
Ascertain realistic and affordable levels of parental contributions.										
Reduce the burden of school fees on parents through schools undertaking self-reliance activities.										
Make efficient and rational use of teachers.										
Establish transition schedules changing from 1:5 to 1 teacher pupil ratio.										
Develop and apply a set of criteria for teachers deployment and allocation to schools										
Ensure that most suitable teachers are appointed to Grade 3 classes.										
Establish new schools to meet the increasing demand of school age population										
Establish Lands Liaising Committee										
Ensure that agreements are legally established between all parties before establishment of new schools.										

Monitoring primary education

Performance Area:		
Access		
Minor Outcome	Target	Measure(s)
P1 Sufficient primary school classes established to achieve access and retention targets.	Teachers allocated at a ratio of one per class by 2009	<ul style="list-style-type: none"> ▪ No. of elementary school teachers ▪ No of children enrolled in elementary schools
	A teacher – pupil ratio of 1.45 achieved by 2014	<ul style="list-style-type: none"> ▪ No. of elementary school teachers ▪ No of children enrolled in elementary schools

Performance Area: Quality Curriculum and Monitoring		
Minor Outcome	Target	Measure(s)
P2 A relevant outcome-based education that is fully implemented and effectively monitored.	By 2007, HIV/AIDS support teaching and learning materials be made available to schools and implemented effectively	<ul style="list-style-type: none"> ▪ No. of teaching & learning materials in schools ▪ No. of schools utilizing televised AID/AIDS program
	By 2008, the school library services will be review and upgraded to meet teacher and student interest	<ul style="list-style-type: none"> ▪ No. of schools using upgraded library services ▪ No. of teaching & learning programs are research based
	That by 2008, NCD Standard Monitoring Tests be designed and administered thereafter	<ul style="list-style-type: none"> ▪ No. of schools implementing the outcome based assessment & reporting policy

Performance Area: Quality Teacher Education and Training		
Minor Outcome	Target	Measure(s)
P3 Sufficient appropriately trained and qualified teachers prepared for primary schooling.	By 2007, a data system will be established to store and retrieve basic teacher information	<ul style="list-style-type: none"> ▪ Data system established ▪ Basic teacher information is available and being used
	By 2007, all schools will have access to a trained teachers counselor	<ul style="list-style-type: none"> ▪ No. of teacher counsellors position established in schools

Performance Area: Quality Management		
Minor Outcome	Target	Measure(s)
P4. Primary education is cost-effective and affordable for parents and government	By 2008 a policy on parental contribution for school fees is developed	<ul style="list-style-type: none"> • Policy developed & implemented by all schools • Reports on affordable school fee policy
	By 2009 a pupil teacher ratio of 1:35 achieved in the upper primary	<ul style="list-style-type: none"> ▪ No. of schools to be established ▪ Existing schools expanded
P4. Primary education is cost-effective and affordable for parents and government	By 2008 NCD Division of Education to land liaising committee	<ul style="list-style-type: none"> ▪ Liaising committee Established ▪ Land acquisition Policy guideline is developed

Section 5

SECONDARY EDUCATION

Major Outcome

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

Minor outcome S1**Access**

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

There will be a sufficient number of places made available in our secondary schools to meet reasonable demands for access. Sixty per cent of students completing grade 8 will have places available to proceed into lower secondary education whilst 30% of those completing grade 10 will be offered a place in the upper secondary grades.

It is recognized that despite access being given to 60% of those completing grade 8 there will continue to be a demand for grade 9 places. As a result, it is planned that one new secondary school will be established in each electorates during the plan period. These schools will cater for the increasing number of student enrolment and transitions from grade 8 in our primary schools, and from other registered schools

Table 37: Projected secondary school enrolments selected years

Grade/ Year	2006	2008	2010	20012	2014
Grade 9	2919	2919	2919	3009	3095
Grade 10	2831	2831	2831	2919	2919
Grade 11	646	708	708	708	730
Grade 12	580	708	708	708	730
Total	6976	7166	7166	7344	7474

Table 38: Secondary schools enrolment rates selected years

Rates	2006	2008	2010	20012	2014
Lower sec	44.0%	41.0%	38.2%	36.7%	35.1%
Upper sec	9.9%	10.1%	9.4%	8.8%	8.4%

The Port Moresby National High School will continue to play a significant part in addressing targets of access. The status of the school, currently the responsibility of the Department of Education will depend on the findings of a review that has been carried out by the Department. In the meantime, it will continue to accommodate selected grade 11 students from the National Capital District.

The transition rate is the percentage of graduating students moving into the next level of schooling. The table below shows projected transition rates between grades 8 and 9, and between grades 10 and 11.

Table 39: Transition rates in selected years

Rates	2006	2008	2010	20012	2014
Gr. 8 to 9	65.2%	62.3%	63.7%	60.7%	60.0%
Gr. 10 to 11	25.0%	25.0%	25.0%	25.0%	25.0%

The National Capital District Division of Education aims to improve Education of students to Lower Secondary and where applicable to Upper Secondary. The selections of our grade 9 students will be carefully screened and endorsed for placement by the District Education Board selection committee. Selection will be based entirely on academic merit.

Target S1.1
By 2015 transition rates for grades 8 and 9 are reduced to no less than 60%.

The expansion and rehabilitation of our existing schools will be the principle strategy for improving access to secondary education. This strategy will be carried out in partnership with all stake holders, the Governments, the National Capital District Commission, Boards of Governors, donor agencies and others. Teachers will be allocated on the basis of 1.5 teachers per class by 2009. This is a reduction from the 1.75 currently being applied in the upper secondary grades. The establishment of new secondary schools in each of the electorates will cater for academically eligible students for grades 9 and 11 selections.

Table 40: Secondary schools staffing by grade and selected years

Grades	2006	2008	2010	2012	2014
Lower Secondary	195	195	195	201	203
Upper Secondary	53	61	61	61	63
Total	247	255	255	261	266
Pupil tr ratio	28.2	28.1	28.1	28.1	28.1

Shift teaching will further under go a feasibility study based on extensive research and planning in 2007 and will be considered for two (2) secondary in 2010 if the study is positive.

Schools who have permitted status and have been approved by the District Education Board will continue to be encouraged to provide educational opportunities for our students.

Target S1.2
By 2015 a new secondary school be established in each electorates

The National Capital District has done well in addressing gender equity in female enrolment. Currently, females account for 48% of secondary enrolment and we anticipate increasing to 50% during the plan period. More awareness in our communities will be carried out to encourage parents and guardians to enroll female students.

The National Capital District Commission, the Department of Education and other stake holders such as the elected representatives from the National Parliament acknowledges the difficulty that parents face in paying school fees and will work together to lessen the burden through continued provision of school fee subsidy to schools.

Strategies and Activities

- Establish and maintain a sufficient number of secondary schools
 - Maintain and rehabilitate existing secondary schools
 - Establish a committee to plan and research the possibility of introducing shift teaching
 - Develop guidelines for the establishment of private schools
 - Develop guidelines, to include land acquisition, for the establishment of new secondary schools
 - Improve guidelines on inward transfers to schools and additional Grades 9 & 11 intakes
- Encourage gender equity in enrolment at the lower and upper secondary schools
 - Conduct awareness to encourage female enrolments

- Maintain and rehabilitate all existing schools
 - Encourage all stake holders to play an active role in improving school facilities
 - Establish school development plans
- Implement procedures for the expansion of secondary schools
 - Rehabilitate existing conventional high schools to secondary and technical status
 - Establish MOU with NCDC concerning guidelines for the expansion and establishment of secondary schools

Minor outcome S2

Quality Curriculum and Monitoring

A relevant outcome based curriculum is developed, implemented and monitored in the lower secondary in 2010 and in upper secondary by 2014.

National Capital District Division of Education’s curriculum committee will liaise with Curriculum Development Division to ensure student resource materials on outcome based curriculum are readily available to schools. The outcome based curriculum will be available to lower secondary schools by 2007 and to all upper secondary schools by 2014. It is aimed that, with support from the National Capital District Commission, there will be one text book per student in all subjects.

Target S2.1
By 2007 and 2014, the respective outcome based student resource materials including HIV/AIDS are available and implemented in schools.

HIV/AIDS is a national epidemic and so schools will be encouraged to take a proactive role in the implementation of the national policy on HIV/AIDS. The National Capital District Curriculum Committee will ensure that the HIV/AIDS policy is fully implemented in all secondary schools.

School libraries are an integral part of the teaching and learning processes. The National Capital District Division of Education, in partnership with the National Capital District Commission 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.

Target S2.2
By 2008, the school library services will be reviewed and upgraded to meet teacher and student interest.

Secondary schools in the National Capital District will pursue to fully implement the outcome based curriculum. School inspectors and site leaders, through school base supervision, will ensure that quality teaching, learning, accountability and teacher performance is maintained. Secondary school inspectors will maintain regular advisory visits to schools.

Increasing social problems have contributed to student discipline problem in schools. The National Capital District Division of Education will liaise with the Guidance and Counseling Division to conduct School Based Counselors Training over a period of three (3) years. After which they will graduate as School Counselors. It is then NCD Education liaises with Teaching Service Commission (TSC) to create positions for School Based Counselors to provide Counseling Services to students and parents.

Guidance officers will administer academic aptitude tests for grade 9 and differential aptitude tests in grade 11 and provide career guidance for grade 10 and 12.

Further, National Capital District Division of Education will ensure that there is a balance between academic and trade skills. Skills training will be under taken in technical secondary schools so that students will achieve base level trade qualifications by the end of grade 12. Technical courses will begin in grade 10 in certain schools and continue to grade 12 consistent with the Technical Vocational Education Training policy.

Target S2.3
By 2007, NCD division of education in consultation with TVET to develop academic and trade skills curriculum

Strategies and Activities

- National Capital District division of education will develop with assistance from CDD
 - Inclusive curriculum and assessment support materials for all subjects
 - Student resource books for all subjects including HIV/AIDS materials
 - National Capital District Division of education will develop with assistance from TVET
 - Trade skills oriented curriculum and assessment materials
 - Conduct awareness on the importance of skills oriented school
 - Assessment and examination procedures for grades 10 and 12
 - Current procedure to continue until OBE is fully implemented
 - Annual administering of Grade 10 and 12 examinations
 - Conduct Assessment and examination prescribed by MSU for grades 10 and 12
 - Current internal and external assessment procedures continue until OBE is fully implemented
 - Provide inspectorial services to all secondary and technical secondary schools
 - Visit schools on a regular basis
 - Train and monitor principals in teacher appraisal techniques
 - Monitor and evaluate teaching and learning to enhance standards
 - In consultations with the Department of Education, develop qualitative means of monitoring and evaluating of teaching and learning and reporting.
 - Support counseling and guidance services in secondary schools
 - Assist the Department of Education through logistical support to train school base Counselors and Guidance officers
-

Minor outcome S3

Quality teacher education and training

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

The National Capital District Education Division will recruit appropriately trained and qualified teachers with degrees, post graduate qualifications and specialized degrees for the secondary schools. At present there are many female teachers in the schools. School based counselors positions will be created and allocated to schools.

Having accurate data for management and policy decision is a difficult area. The National Capital District Division of Education with the support of the National Capital District Commission and the Department of Education will establish a data base system to store and retrieve basic teacher information. This data base will assist us to identify teacher needs for promotion, training, leave fare entitlements and others.

Target S3.1
By 2007, a data system is established to store and retrieve basic teacher information.

The National Capital District Division of Education will continue to encourage teachers to take up ongoing training programs provided by the Department of Education. Professional meetings, such as Open Forums, will be encouraged where academics and teachers can present and share their views and research findings. The Department of Education, in partnership with the National Capital District Commission and other stakeholders, will be encouraged to support these initiatives.

Teachers will be encouraged to upgrade their qualification to degree and post graduate levels. Applicants for studies will have to meet the requirement to serve National Capital District schools for a period of three years following their graduation. A user pay policy will apply to successful candidates for studies.

Target S3.2
By 2008, all secondary schools should have developed an in-service training program

Leadership training will be provided for all principals of our secondary schools. This is to further enhance their leadership skills in the areas of financial management and curriculum areas. Strategies to enhance performance will be through workshops and work place attachments.

An award system will be developed within all schools to provide an incentive and to encourage teacher performance, to maintain specialized teachers and to promote student friendly schools.

Target S3.3
By 2009 all secondary schools will incorporate an award system in their school policy

Strategies and Activities

- Provide management and leadership training to Principals of all secondary schools
 - Develop an annual management and leadership training program
 - Liaise with the National Capital District Commission and major stake holders for funding assistance
 - Identify institutions to support the program

- Provide opportunities for ongoing professional development meetings and forums
 - Develop an annual ongoing professional meeting/forums program
 - Liaise with the National Capital District Commission and the major stake holders for funding assistance
- Incorporate an incentive award system in all secondary schools policy
 - Develop a criteria for the award system
- Establish a school base Counselor/Guidance officer positions in all secondary schools
 - A committee to liaise with TSC for the creation of the positions
 - Support training of school base counselors and Guidance officers
 - Consult Welfare division of the Department of Community Development

Minor outcome S4

Management

Secondary education is cost – effective and affordable for parents and government.

The issue of land is critical for all sectors of our education system in the National Capital District. It has been a barrier to establishing new secondary schools in order to meet the increasing demand of a rapidly growing population. A high level committee, to be initiated by National Capital District Division of Education in collaboration with the National Capital District Commission and the Department of Education, will be formed. The committee will be established to ensure that land is legally acquired for education use in the National Capital District. This initiative is taken to ensure that the goal of access is fully achieved.

Target S4.1
By 2007 a high level committee is established to look into land matters.

Teachers will be allocated to schools based upon criteria established by the Department of Education. Teacher related costs are shown in the table below. Other related costs included in the incentive packages are being negotiated with National Capital Commission, Teaching Service Commission and the department of education for Christmas bonanza and increase rental allowances to be paid across the board for all eligible teachers.

Table 41: Secondary school teacher emoluments by selected years, K'000s

Emoluments	2006	2008	2010	2012	2014
Salaries	3768.0	3892.2	3892.2	3983.6	4055.6
Allowances	188.4	194.6	194.6	199.2	202.8
Leave fares	150.7	155.7	155.7	159.3	162.2
Total	4107.1	4242.5	4242.5	4342.1	4420.6

The National Capital District Commission, in partnership with the Department of Education will be responsible for the improvement and maintenance of the current school facilities and the development of new secondary schools. This will be carried out in partnership with other stake holders- parents, the communities and relevant church agencies.

In order that this can be planned effectively all secondary schools will be required to have three years School Learning Improvement Plans approved by the District

Education Board. These plans will include learning outcome improvement, staff development plan, management and administration, infrastructure and development program and school governance.

Target S4.2
By 2008 all secondary schools will have an approved three year school learning improvement plans.

National Capital District Commission will support all secondary schools with establishment and annual maintenance grants. The establishment grants for a new Grade 9 and 11 classes have been set at K250, 000 and K300, 000 respectively whilst maintenance grants for each class are K50 per year. This has been set as shown on the table below:

Table 42: Establishment and maintenance grants by selected years, K'000s

Grants	2006	2008	2010	2012	2014
New Grade 9	0.0	0.0	0.0	0.0	500.0
New Grade 11	600.0	0.0	0.0	0.0	0.0
Maintenance	82.5	85.0	85.0	87.0	88.5
Total	682.5	85.0	85.0	87.0	588.5

The increasing number of schools in the private sector is helping to achieve access targets but it is important that the establishment of such schools are controlled and monitored. This is to ensure that standards are maintained.

The provision of education services should be a shared responsibility between different levels of government, the school communities, the relevant church agencies and the parents. The difficulty that parents have faced in paying of school fees is acknowledged and the National Government and the National Capital District Commission, with the Department of Education, will work together to lessen the burden on parents through the continued provision of school fee subsidies. The table below show the subsidy requirements to supplement those from the Department of Education based on grants of K200 per student.

Table 43 Subsidy grants by selected years, K'000s

Grant	2006	2008	2010	2012	2014
Lower sec	1150.1	1150.1	1150.1	1185.5	1202.7
Upper sec	245.2	283.1	283.1	283.1	291.9
Total	1395.3	1433.2	1433.2	1468.6	1494.6

The management of secondary schools will be supported through the provision of Board of Governors and principals management training workshops. These workshops will cover issues of good governance and financial management.

By 2009 a MOU is be establish to facilitate Principals, BOGs and Teachers training workshops and professional meetings.

Teachers training and professional forums will be encouraged with funding assistance from the National Capital District Commission in partnership with the Department of Education and other stake holders. A Memorandum of Understanding will be established and signed between the National Capital District

Commission and the Department of Education to facilitate this initiative and others.

Strategies and Activities

- Secure land for the establishment of new secondary schools
 - Form a high level committee comprising all major stake holders
 - Provide establishment and maintenance grants to all secondary schools
 - Assess establishment and maintenance needs on an annual basis
 - Produce three years school learning improvement plan
 - Encourage establishment of private secondary schools
 - Control and monitor the establishment of secondary schools
 - Support parents
 - Provide school fee subsidies to all students attending all our secondary schools
 - Strengthen school management
 - Organize, fund and administer Board of Governors workshops
 - Support Principals and teachers training and professional workshops
 - Produce annual training and professional workshop plans
 - Organize and run the training and professional workshops
-

Responsibilities

- Parents and community will be responsible for;
 - Payment of parental contributions
 - Participating in parental & citizen activities
 - School Board of Governors will be responsible for;
 - The recommendation of teachers for appointments
 - Planning for infrastructure
 - Each Electorates will be responsible for;
 - Planning and maintenances of infrastructure
 - Provision of school fee subsidy
 - The National Capital District Commission will be responsible for;
 - Completion and endorsement of the NCD education plan
 - The maintenance of schools
 - Provision of school fee subsidy
 - Budgetting for Christmas bonus of K1000,00 for all eligible teachers
 - Support the operation of the division
 - Support the work of inspections & Guidance
 - The National Government will be responsible for;
 - Payment of teachers salaries
 - Training of secondary school teachers
 - Curriculum development
 - Professional development of teachers
 - Allocations of new classes
 - Increase rental allowances of K350,00 for all eligible teachers
-

Implementation schedule

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

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Secondary education										
Minor outcome S1										
Establish and maintain a sufficient number of secondary schools										
Maintain and rehabilitate existing secondary schools										
Establish a committee to plan and research the possibility of introducing shift teaching										
Develop guidelines for the establishment of private schools										
Develop guidelines, to include land acquisition, for the establishment of new secondary schools										
Improve guidelines on inward transfers to schools and additional Grades 9 & 11 intakes										
Encourage gender equity in enrolment at the lower and upper secondary schools										
Conduct awareness to encourage female enrolments										
Maintain and rehabilitate all existing schools										
Encourage all stake holders to play an active role in improving school facilities										
Establish school development plans										
Implement procedures for the expansion of secondary schools										
Rehabilitate existing conventional high schools to secondary and technical status										
Establish MOU with the National Capital District Commission concerning guidelines for the expansion and establishment of secondary schools										
Minor outcome S2										
NCD division of education will develop with assistance from CDD										
Inclusive curriculum and assessment support materials for										

Secondary education

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
all subjects										
Student resource books for all subjects including HIV/AIDS materials										
NCD Division of education will develop with assistance from TVET										
Trade skills oriented curriculum and assessment materials										
Conduct awareness on the importance of skills oriented school										
Assessment and examination procedures for grades 10 and 12										
Current procedure to continue until OBE is completed										
Annual administering of Grade 10 and 12 examinations										
Provide inspectorial services to all secondary and technical secondary schools										
Visit schools on a regular basis										
Train and monitor principals in teacher appraisal techniques										
Monitor and evaluate teaching and learning to enhance standards										
In consultations with the Department of Education, develop qualitative means of monitoring and evaluating of teaching and learning and reporting.										
Support counseling and guidance services in secondary schools										
Assist the Department of Education through logistical support to train school base Counsellors and Guidance officers										
Minor outcome S3										
Provide management and leadership training to Principals of all secondary schools										
Develop an annual management and leadership training program										
Liaise with the National Capital District Commission and major stake holders for funding assistance										
Identify institutions to support the program										
Provide opportunities for										

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
ongoing professional development meetings and forums										
Develop an annual ongoing professional meeting/forums program										
Liaise with the National Capital District Commission and the major stake holders for funding assistance										
Incorporate an incentive award system in all secondary schools policy										
Develop a criteria for the award system										
Establish a school base counselor / Guidance officer positions in all secondary schools										
A committee to liaise with TSC for the creation of the positions										
Support training of school base counsellors and Guidance officers										
Consult Welfare division of the Department of Community Development										
Minor outcome S4										
Secure land for the establishment of new secondary schools										
Form a high level committee comprising all major stake holders										
Provide establishment and maintenance grants to all secondary schools										
Assess establishment and maintenance needs on an annual basis										
Produce three years school learning improvement plan (SLIPS)										
Encourage establishment of private secondary schools										
Control and monitor the establishment of secondary schools										
Support parents										
Provide school fee subsidies to all students attending all our secondary schools										
Strengthen school management										
Organise, fund and administer Board of Governors workshops										

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Support teachers and professional workshops										
Produce annual training and professional workshop plans										
Organise and run the training and professional workshops										

Monitoring of the plan

Performance Area: Access		
Minor Outcome	Target	Measure(s)
S1 An appropriate number of well – equipped and resourced secondary schools established within budget to provide a quality education	By 2015 transition rates for grades 8 and 9 are reduced to no less than 60%.	<ul style="list-style-type: none"> ▪ No. of students in Grade 8 ▪ No. of students in Grade 9
	By 2015 a new secondary school be established in each electorates	<ul style="list-style-type: none"> ▪ No. of schools in each electorate

Performance Area: Quality Curriculum and Monitoring		
Minor Outcome	Target	Measure(s)
S2 A relevant outcome based curriculum is developed implemented and monitored in the lower secondary in 2010 and in upper secondary by 2014.	By 2007 and 2014, the respective outcome based student resource materials including HIV/AIDS are available and implemented in schools	<ul style="list-style-type: none"> ▪ Outcome based curriculum materials available & implemented in schools ▪ AID/AIDS materials available & implemented in schools
	By 2008, the school library services will be reviewed and upgraded to meet teacher and student interest	<ul style="list-style-type: none"> ▪ No. of school utilizing school library services ▪ Teaching & learning programs are research based
	By 2007, NCD division of education in consultation with TVET to develop academic and trade skills curriculum for implementation in 2008.	<ul style="list-style-type: none"> ▪ No. of schools implementing life long learning skills curriculum

Performance Area: Quality Teacher Education and Training		
Minor Outcome	Target	Measure(s)
S3 A sufficient number of appropriately trained and qualified teachers and guidance officers prepared for secondary schooling	By 2007, a data system be established to store and retrieve basic teacher information	▪ Data system in use
	By 2008, all secondary schools should have developed an in-service training program	▪ Training program implemented
	By 2009 all secondary schools will incorporate an award system in their school policy	▪ Award system implemented

Performance Area: Quality Management		
Minor Outcome	Target	Measure(s)
S4. Secondary education is cost - effective and affordable for parents and government	By 2007 a high level committee be established to look into land matters	▪ Committee established
	By 2009 a MOU to be established to facilitate Principals, BoGs and Teachers training workshops and professional meetings	▪ No. of professional development workshops & meetings ▪ MOU to be developed

Section 6

TECHNICAL VOCATIONAL EDUCATION AND TRAINING

Major Outcome

A variety of institution offering trade courses of varying length to students completing primary and Secondary education and to the wider population to gain appropriate skills to satisfy personnel, industries and community demand.

Minor outcome V1:

Access

There will be a significant growth in the vocational sector to cater for the growing number of post grade – 8 and 10 school leavers

There are five vocational institutions operating in National Capital District providing alternate skills training opportunities for students. Inadequate resources of Vocational institutions such as building that needs immediate maintenance and infrastructure, lack of proper tools and equipments, and other facilities are not a problem only experienced in National Capital District, but a concern for all Vocational Institutions of the country. However, in the National Capital District the 'motto of improvisation' will be utilised to provide skills training for our students.

National Capital District has proposed changing the current status of Morata Vocation Centre for Technical Vocational High School. There is significant drop in enrolment due to lack of community support based on the perception that Vocational institutions are for drop outs. Hence, with the introduction of the Technical, Vocation High School and with more emphasis on awareness to inform parents and community about the significant of the institution, it is hoped that the enrolments of students in this sector of school will eventually rise.

Target. V1.1

By 2010, Morata Vocational Technical High school will be established.

The NCD District Education will make a concrete and sustainable decision for inclusion of converting Morata Vocational Centre into Vocational High school to cater for grade 9 and 10 enrolments. The programmes to be offered will be a combination of academic and trade subject courses. It is anticipated that there will be a high enrolment rate in this sector, hence will give rise to the establishment of linkages between existing institutions such as DON BOSCO Institute and the department's Business and Technical institutions with the intention to provide access opportunity for the best 5% of academic bright students to enrol at these institutions to complete trade secondary school certificates. Graduate of this school will be well equipped with both **academic and technical oriented skills** to be accommodated in the fast emerging industrial development occurring in our cities and towns of the country.

Target V1.2

By 2007, a committee will be established to liaise with existing institutions to link graduates of Vocational Centres to pursue advance technical courses.

The initiative to convert Morata Vocational High school to take on Secondary High school status will be considered at later stage of development based on enrolment statistics, Government, Community and stake holder support.

The District Education authorities will have to decide on amalgamating Kavari, YWCA and Makana into a Vocational Centre utilizing the existing facilities, resources and land on either one of the centre at the central and convenient location.

Target. V1.2
By 2007, a new amalgamated Vocational Centre will be established

National Capital District Vocational Institutions have been rationalized and will continue to be rationalised to become more effective and productive. Unregistered vocational institutions will be offered to private training providers to provide similar skills training whilst competition is anticipated and perhaps, it is a process that will ultimately be attained if our vocational institutions are not able to sustain it.

Provincial Education Board will develop policy guidelines to review the roles and status of National Capital District Vocational Institution with support from the National Capital District Commission. Financial grant will be increased for greater sustainability of school operation. Provincial TVET plan will be strengthen with the involvement of local community, industry, NGO's, youth groups and line divisions.

Statistics reveal that 20% fulltime places are taken up by grade 8s who wish to pursue skills training courses, while 80% will attend conventional and short-term courses at vocational institution. Short courses will be normally conducted in the community where the skill is mostly needed or upon request by the community.

It is envisage that Morata vocational high school when established will enable students to study four core academic subject and a trade subject. Establishment of this school with its enrolments will alleviate shortage of places at lower secondary schools currently being experienced.

School fees have become a dilemma to most parents resulting in students being turn away from school. National Capital District, the department of Education and other major stake holders such as the elected representative in the National Parliament will work together to lessen the burden of parents through the continued provision of school fee subsidy.

Table 44: projected full time TVET enrolments, 2005 to 2014, selected years

	2006	2008	2010	2012	2014
Year 1	1060	1528	1717	1929	2168
Year 2	318	20	23	26	29
Total	1378	1548	1740	1955	2196

Table 45: Vocational centre transition and enrolment rates, 2005 to 2014, selected years

	2006	2008	2010	2012	2014
G8 to voc trans	9.5%	13.0%	15.0%	15.6%	16.8%
G10 to voc trans	16.4%	21.6%	24.3%	27.3%	29.7%
Enr rate	6.4%	8.6%	9.0%	9.4%	9.8%

The introduction of the grade eight (8) graduate incentive scheme replacing the existing school subsidy will encourage a rise in enrolment. National Capital District will have to develop policy guidelines for selection and award of this subsidy to students to enter its Vocational centres. This is done to maintain standard, and to ensure that quality vocational education and training is provided to the bulk of population who wish to pursue studies in this area of schooling.

Minor outcome V2:

Quality Curriculum and Monitoring

A quality skill based vocational education and training program provides client with skills that are relevant and required by the community.

Rationalization of vocational institutions and its curriculum reflect re-classification and re-designation of these institutions. Curriculums being developed are consistent to the approved policy guideline which reflects the economic need of the industries and the local community.

Implementation of the curriculum and monitoring of it will be the major task to be facilitated. This is to ensure that the appropriate demand driven skills programs being offered in our institutions are able enough to prepare students to continue developing their skills in work and life, and further prepare them for vocational education and training at the next level.

The competency based curriculum development, re- classification and re - designation process will take effect from 2006 onwards in the National Capital District. This is in response to the economic demand and the employment opportunities that are available in the district. Authorities will work with Department of Education to develop an appropriate academic component to the trade skills curriculum of the Technical Vocational institutions.

Target V2.1

By 2011, an appropriate curriculum will have been developed to be taught at Morata Vocational High school.

The proposed vocational high school will take in its first intake in 2011. Trade skills subject will be taught whilst the current one year conventional training programs will be review and revised in 2012 to meet the industrial demands and development priorities of the National Capital District.

However, the one-year PETT program currently taught in Technical Colleges will be offered in one of the vocational training centres of the district, a move to strengthened linkages of our centres to the higher technical learning institutions

Target V2.2

By 2007, a one year PETT program will be introduced in a Vocational school

There will be a major shift to encourage short term community based programs to be offered in our Vocational Centres. Hence, it is an opportunity for adults and youths to take on short courses ranging from 1 week to 3 months depending upon the need of the community. Hence, this program will be offered based upon the request of the community and the various demands that are available.

The vocational centres in the National Capital District will also adopt the outreach program approach. This approach is necessary as it will enable facilitators to deliver courses to places and to people with need. Gender equity in enrolment of this short term program will be encouraged to give female an equal opportunity to enrol and learn these important life skills.

**Minor outcome V3:
Quality Teacher Education and Training**

Provision of sufficient number of appropriately trained;and qualified vocational schools teachers and managers.

The successful implementation of the wide range of the reform curriculum will entirely depends on the availability of the appropriately trained and qualified teachers.

Vocational school instructors will be given the opportunity to take up the residential component of the Diploma of Vocational Education and Training program currently being offered by the Papua New Guinea Education Institute. This is a distance mode program similar to the elementary teacher education training model. This will allow greater numbers of instructors to enrol for the program while at the same time continue working and doing home studies until graduation. However, only few senior teachers and managers will be selected to study the TVET diploma program offered at the University of Goroka purposely to enhance their management and trade skill abilities. Selected teachers from our established vocational schools will be selected to undergo TVET diploma program at the University of Goroka in preparation to take positions at the proposed Morata Vocational high school.

Target V3.1

By, 2008, the 1st batch of teachers are send to take up TVET Diploma study Program

Further opportunities for vocational teachers will become available through the Don Bosco Institute of Technology in Port Moresby and at the Institute of Public Administration for leadership and management studies while other opportunities may become available through bilateral arrangements.

Table 46: Vocational centre staffing and ratios – selected years, 2006 to 2014.

	2006	2008	2010	2012	2014
Voc Instructors	77	86	97	109	122
Staff/Student ratio	18	18	18	18	18

**Minor outcome V4:
Management**

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

The management of finances and assets is important to support efficiency in the management of the Vocational Canters. Therefore, the principles of good governance will be critical for Board of Management to follow in order to manage the finance and assets of the centres. Hence, guidelines will be reviewed to support and enhance good management practices.

A greater autonomy will be granted to major stake holders such as church agencies and other capable non government organizations. This arrangement to grant greater autonomy could include the appointments of teachers to their centres management and discipline of vocational education instructors. It is expected that this will provide a further catalyst for the shift towards a more community-orientated role for the vocational institutions. The role of the vocational centre coordinator will be reviewed in order that this office can play a greater role in the promotion of technical vocational education.

The system of subsidies for the vocational institutions will be reviewed and the feasibility of introducing the Grade 8 Graduate Incentive Scheme will be investigated. This scheme is designed to encourage competition and a shift towards a needs driven system. This support will be available for Grade 8 graduates with an incentive for them to enrol at institutions of their choice and is seen as a major catalyst to encourage vocational centres to make the shift towards offering one year modularised courses and to offer relevant courses for the local communities.

Target V4.2

By 2009, One year modularised courses will be offered

The table below shows the subsidies that are expected to go to the vocational centres either from subsidies or from the Grade 8 Graduate Incentive Scheme that will be introduced from 2009 and onwards.

Table 47: Vocational centres subsidies (K'000s) 2006 – 2015, selected years

	2006	2008	2010	2012	2014
Voc subsidies	273.0	301.0	331.8	365.8	403.3

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

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

Table 48: Vocational centre instructor's salaries and emoluments (K'000s, 2006 – 2015)

	2006	2008	2010	2012	2014
Salaries	882.9	973.4	1073.2	1183.2	1183.2
Allowances	44.1	48.7	53.7	59.2	65.2
Leave fares	35.3	38.9	42.9	47.3	52.2
Total	962.4	1061.0	1169.8	1289.7	1421.9

Provision will be made for the employment of seasonal staff, where appropriate, to allow centres the flexibility to be able to offer a wide range of courses. Provincial governments will be expected to support the infrastructure development and maintenance of the centres. Centres will be required to play a major role in this by undertaking self-reliance activities, the nature of which will be determined during the rationalisation process. Some further incentive packages are being negotiated with National Capital Commission, Teaching Service Commission and the department of education for Christmas bonanza and increase rental allowances to be paid across the board for all eligible teachers.

Strategies and Activities

- Review the status of vocational institutions in NCD
 - Determine the registration criteria of vocational centres
 - Vocational education plans are completed
 - Liaise with Government and non government organisations for support

- Facilitate and monitor the implementation NCD vocational education reform system
 - Rationalise NCD vocational centres

Provide infrastructure to meet training program needs

- Upgrade and renovate existing infrastructure based on training program specifications
- Provide new infrastructure as required by vocational program specifications

Provide opportunities for private providers to become registered

- Establish and strengthen linkages with other training providers and establishments

Responsibilities

- Parents and the community will be responsible for:
 - The payment of parental contributions
 - Participating in parents and citizens activities
- Board of management will be responsible for:
 - The recommendation of instructors for appointment
 - Planning for infrastructure requirements
 - Administration of short courses
- NCDC will be responsible for:
 - Budgeting for maintenance and new infrastructure as per endorsed plan
 - Provision of school fee subsidy
 - Completion and endorsement of NCD education plan
 - Provision of school materials
 - To budget and pay Christmas Bonus of K1000,00 for all eligible teachers
- NCD Division of Education will be responsible for:
 - The creation of necessary teaching positions
 - The appointment of teaching instructors
 - Liaising with NCDC to ensure budget provision is made for maintenance and infrastructure

- The National Government will be responsible for:
 - The payment of instructors salaries in an efficient and timely fashion
 - Pre- service and in – 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 development of policy relating to school fee subsidies
 - Increase rental allowances of K350,00 for all eligible teachers

Implementation schedule

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

NCD TVET EDUCATIONAL SCHEDULE (2006-2015)

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
VOCATIONAL EDUCATION										
Minor outcome V1: ACCESS										
There will be a significant growth in the Vocational Sector to cater for the growing number of post Grade 8 and 10 school leavers.										
Awareness of TVET Program										
Conduct District/Provincial administration awareness program.										
Conduct TNA (Job training Analysis).										
Media Advertisement										
Community Engagement.										
Review the physical status of Vocational Institutions										
Five year institutional plan developed										
Classrooms and workshop facilities constructed										
Classrooms and workshop facilities maintained										
Monitoring and assessment conducted										
Provision to increase enrollment – 2006-2014										
Relevant long and short courses offered										

Flexible Open and Distance Education

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Enrolment based on entry qualification										
Outreach centres established										
Quality skills training maintained										
On the job placement in place										
Provision to provide partnership with private training providers 2007-2014										
All partners in training will have access to facilities.										
Eligible training providers in the community will be registered to authority										
OJT provided										
MOU established with all related parties										
Establish a new vocational Institution in NCD 2008-2010										
New vocational institution constructed										
Morata Technical Vocational High constructed										
Outreach training centres constructed										
QUALITY CURRICULUM AND MONITORING										
Minor Outcome V2: A quality Vocational skills education and training programs that provides client with skills relevant based on community needs										
Review and develop curriculum for all Vocational Institutions 2006-2014										
Full time one year conventional and PETT programs conducted										
Short course training conducted										
CBT & A mode of delivery and assessment practiced										
Modularized courses developed										
Provide adequate tools and equipment to service training programs - 2007 - 2014										
Tools, equipments and training material purchased										
Text, reference and library books purchased/obtained										
CBT & A mode delivery and assessment ⁴ practiced										
Modularized courses developed										
Provide advisory and appraisal in all Institutions										

Flexible Open and Distance Education

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
2006 – 2014										
Vocational curriculum reviewed and implemented										
Effective monitoring carried out										
Develop and strengthen curriculum on short course program 2006-2014										
Short course will be developed										
Monitoring mechanism for short course implemented										
Database for graduates in place										
Develop community-based curriculum – 2006-2014										
Training needs for community completed										
Community-based curriculum in CBT&A completed										
Training resource materials produced and delivered										
Community-based curriculum approved by PEB										
QUALITY TEACHER EDUCATION AND TRAINING										
Minor OutcomeV3: The provisions of a sufficient number of efficiently trained and qualified Vocational Instructors and Managers										
Provide efficiently trained teachers in Vocational Institutions – 2006 - 2014										
Qualified teachers recruited										
Qualified teachers appointed										
Local skills personnel engaged										
Facilitate professional development for Vocational Institutions 2006-2014										
Skills audit will be in place										
Teacher training plan be in place										
Teachers will be selected for training										
Funding will be made available										
Provide multi-skills training to all Vocational teachers 2006 - 2014										
Multi-skills training to all vocational teachers 2006										
Teachers selection criteria done										
Teachers have multi-skill job-attachment										
Funding made available										
Provide effective teacher management training – 2006-										

Flexible Open and Distance Education

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
2014										
Training plan compiled										
Selected teacher attends appropriate training										
Teachers attend industrial attachment										
Funding made available										
MANAGEMENT AND ADMINISTRATION										
Minor Outcome V4: A Vocational Education System that is both Cost-effective for government and affordable for Vocational Education in Central Province.										
Greater responsibility to agencies and community in managing Institutions and staff – 2006-2014										
Provincial TVET policy developed										
Annual TVET plan developed										
TVET budget compiled										
Annual TVET plan action and reported										
Annual plans monitored and evaluated										
Implement affordable, sustainable and appropriate school fee policy – 2006-2014										
School fee policy developed										
Policy endorsed by PEB										
Policy implemented										
Policy monitored and evaluated										
Make efficient and rational use of Vocational Institutions at all levels – 2006-2014										
Institutional operational plan implemented										
Board of Management reviewed established and endorsed										
SRC handbook approved and implemented										
Inventory Management policy approved and implemented										
Finance management practices adapted and adhered to										
Project managed efficiently										
Staff managed efficiently										

Monitoring Vocational (TVET Education

Performance Area: Access		
Minor Outcome	Target	Measure(s)
There will be a significant growth in the vocational sector to cater for the growing number of post grade – 8 and 10 school leavers.	<ul style="list-style-type: none"> • Awareness of TVET program – 2006 - 2014 	<ul style="list-style-type: none"> ▪ Awareness conducted ▪ TNA conducted ▪ Advertisements done ▪ Community engaged
	<ul style="list-style-type: none"> • Review physical status of Vocational Institutions 2006 - 2014 	<ul style="list-style-type: none"> ▪ Five year institutional plan developed ▪ Classrooms and workshop facilities constructed ▪ Classrooms and workshop facilities maintained ▪ Monitoring and assessment conducted
	<ul style="list-style-type: none"> • Provision to increase enrollment – 2006 -2014 	<ul style="list-style-type: none"> ▪ Relevant long and short courses offered ▪ Enrollment based on entry qualification ▪ Outreach centers established ▪ Quality skills training maintained ▪ On the job placement in place
	<ul style="list-style-type: none"> • Provision to provide partnership with private training providers. 2007 - 2014 	<ul style="list-style-type: none"> ▪ All partners in training will have access to facilities ▪ Eligible training providers in the community will be registered to authority ▪ OJT provided MOU established with all related parties
There will be a significant growth in the vocational sector to cater for the growing number of post grade – 8 and 10 school leavers.	<ul style="list-style-type: none"> • Establish a new Vocational Institution in N.C.D – 2008 - 2010 	<ul style="list-style-type: none"> ▪ New vocational institution constructed ▪ Morata Technical Vocational High constructed ▪ Outreach training centers constructed

Performance Area: Quality Curriculum and Monitoring		
Minor Outcome	Target	Measure(s)
A quality vocational skills education and	<ul style="list-style-type: none"> • Review and develop 	<ul style="list-style-type: none"> ▪ Full time one year conventional and PETT

Flexible Open and Distance Education

training programs that provides client with skills relevant based on community needs	curriculum for all Vocational Institutions. 2006 - 2014	<ul style="list-style-type: none"> ▪ programs conducted ▪ Short course training conducted ▪ CBT&A mode of delivery and assessment practiced Modularized courses Developed
	<ul style="list-style-type: none"> • Provide adequate tools and equipment to service training programs – 2007 - 2014 	<ul style="list-style-type: none"> ▪ Tools, equipments and training material purchased ▪ Text, reference and library books purchased/obtained ▪ CBT&A mode of delivery and assessment practiced Modularized courses Developed
	<ul style="list-style-type: none"> • Provide advisory and appraisal in all Institutions 2006 - 2014 	<ul style="list-style-type: none"> ▪ Vocational curriculum reviewed and implemented Effective monitoring carried out
	<ul style="list-style-type: none"> • Develop and strengthen curriculum on short course program 2006 - 2014 	<ul style="list-style-type: none"> ▪ Short course will be developed ▪ Monitoring mechanism for short course implemented Database for graduates in Place
A quality vocational skills education and training programs that provides client with skills relevant based on community needs	<ul style="list-style-type: none"> • Develop community-based curriculum – 2006 - 2014 	<ul style="list-style-type: none"> ▪ Training needs for community completed ▪ Community-based curriculum in CBT&A completed ▪ Training resource materials produced and delivered Community-based curriculum approved by PEB

Performance Area: Quality Teacher Education and Training		
Minor Outcome	Target	Measure(s)
The provision of a sufficient number of efficiently trained and qualified vocational instructors and managers	<ul style="list-style-type: none"> • Provide efficiently trained teachers in Vocational Institutions – 2006 -2014 	<ul style="list-style-type: none"> ▪ Qualified teachers recruited ▪ Qualified teachers appointed ▪ Local skills personnel Engaged
	<ul style="list-style-type: none"> • Facilitate professional development for Vocational Institutions – 2006 - 2014 	<ul style="list-style-type: none"> ▪ Skills audit will be in place ▪ Teacher training place will be in place ▪ Teachers will be selected

Flexible Open and Distance Education

		for training Funding will be made Available
	<ul style="list-style-type: none"> • Provide multi-skills training to all Vocational teachers 2006 - 2014 	<ul style="list-style-type: none"> ▪ Multi-skills plan for teachers established ▪ Teachers selection criteria done ▪ Teachers have multi-skill job-attachment. Funding made available
	<ul style="list-style-type: none"> • Provide effective teacher management training 2006 - 2014 	<ul style="list-style-type: none"> ▪ Training plan compiled ▪ Selected teacher attends appropriate training ▪ Teachers attend industrial attachment Funding made available

Performance Area: Quality Management		
Minor Outcome	Target	Measure(s)
A vocational education system that is both cost-effective for government and affordable for vocational education in NCD	<ul style="list-style-type: none"> • Greater responsibility to agencies and community in managing institutions and staff 2006 - 2014 	<ul style="list-style-type: none"> ▪ Provincial TVET policy developed ▪ Annual TVET plan developed ▪ TVET budget compiled ▪ Annual TVET plan action and reported ▪ Annual plans monitored and evaluated
	<ul style="list-style-type: none"> • Implement affordable, sustainable and appropriate school fee policy 2006 - 2014 	<ul style="list-style-type: none"> ▪ School fee policy developed ▪ Policy endorsed by PEB ▪ Policy implemented Policy monitored and Evaluated
	<ul style="list-style-type: none"> • Make efficient and rational use of Vocational Institutions at all levels 2006 - 2014 	<ul style="list-style-type: none"> ▪ Institutional operational plan implemented ▪ Board of Management reviewed established and endorsed ▪ SRC handbook approved and implemented ▪ Inventory management policy approved and implemented ▪ Finance management practices adapted and adhered to ▪ Project managed well

Section 7

FLEXIBLE, OPEN AND DISTANCE EDUCATION

Major Outcome

The provision of a flexible, open and distance education that gives alternate opportunities to students to pursue other pathways of formal education leading to Grade 12, tertiary education and training.

Minor Outcome F.1**Access**

A significant growth in enrolment achieved by offering a number of demand driven programs

National Capital District Division of Education in partnership with FODE, DODL, and Open Distance Campus Learning review and conduct need analysis on Distance Education Sector in 2007 on how best Distance Learning will be provided to grade 8, 10, and 12 leavers in the National Capital District.

This will ensure that every school leavers that exit between terminal points will be given the opportunity to enrol and completes various course programs at the Flexible and Open Distance Education Centres of the district.

Target F 1.1
By 2007 a committee will be formed to carry out a review and make a need analysis of distance education sector

School age population at Grades 8, 10 and 12 terminal points are increasing. National Capital District Education Division will play a major part in ensuring that its FODE Centre is able to accommodate the school leavers as well as those who wish to upgrade examination results. NCD Education Division in consultations with Universities will develop a plan to make FODE, UPNG NCD Open Campus and Certificate in Tertiary and Community Studies and University of Technology's Matriculation program as an alternate opportunity to accommodate the high demand of students exiting the Grade 12 exit point. Programs for grades 9 & 11 will have to be encouraged in order for student completion of the courses.

National Capital District Commission, the department of Education and their major stake holders such as the elected representatives in the National Parliament will work together to lessen the burden on parents through the continued provision of school fee subsidy. However, the provision of school fee subsidy will be paid to the school but alternate arrangements will be made for students to secure these assistance.

Table 49: Projected FODE enrolments, 2006 - 2014, selected year

	2006	2008	2010	2012	2014
Grade 9	156	177	166	195	206
Grade 11	387	425	425	425	438

Awareness to target groups of students, parents and community about this informal education sector will be carried out whilst encouraging annual enrolment. NCD Division of Education in consultations with NCDC and NDOE will consider establishment of a FODE Centre in NCD by 2010. The centre will provide popular programs for students as an alternate formal sector of Distance Education in the National Capital District.

Target F 1.2
By 2010 a FODE Centre to be established

Flexible Open and Distance Education

Further to support the enrolments of the centre, one study centre will be established in each electorate by 2014.

Further to support the enrolments of the centre, existing Register study centers in the five vocational centres operation will be reviewed, upgraded and incorporated in the four electorates Register study centres establishment programs. The NCD FODE Centre will have a register study centre on a bigger scale to cater for enrolments that the other five registered study centres cannot accommodate while running correspondence courses.

Table 50: NCD FODE Centre and Study Centres in Vocational to be established – 2006-20014 Selected Years

Year	2010	2011	2012	2014
Electorate	FODE PC Centres	North East	North West	South

The division of education will ensure that the full school fee is paid upon enrolment as per the established school fee policy guidelines. National Capital District Education Division in partnership with National Capital District Commission and the National Department of Education will ensure the funding of these centres is concurrently occurring to support the operations of the centres.

National Capital District Education Division will liaise with Teaching Service Commission to create teaching positions for its registered study centres as well as its main FODE Centre. These Positions will be included in the recurrent budget and will ensure that the teachers will be full time teachers of these centres. Teachers who are recruited for these centres will be high school or secondary school teachers who have had numbers of committed years of teaching experiences. Trained subject specialised teachers especially at secondary level will be recruited. With such experiences it will assist them to organise and coordinate the operations of the centres.

The National Capital District FODE Centre will coordinate the operation of all FODE activities in the Capital and will operate under FODE Headquarters and National Capital District Education Division. The National Capital District Education Division in partnership with National Capital District Commission will fund the establishment of the centre that will include administration, storage, a library and classrooms for lessons and examinations.

There are already five (5) study centres in the five existing Vocational Centres in NCD. The National Capital District will liaise with TSC to establish teaching positions in these vocational centres to only teach full time FODE secondary Courses. Students can either be technical students or students from the nearby communities to further their education through FODE. They would no longer be term study centres because FODE subjects will be fully part of the curriculum of each centre. NCD FODE Centre will then be term as a registered study centre. NCD Education Division will liaise with FODE headquarters to established full time teachers to conduct tutoring at the centre and provide Guidance and Counselling to students.

Teachers who will be recruited will have secondary teaching qualifications with teaching experience. The teachers will assist with organizing and coordinating FODE courses and their examinations.

The Division of Education in consultation with the FODE will ensure that full fees are paid upon enrolment as per established school fees policy guidelines. National Capital District Education Division in partnership with NCDC and NDOE will ensure

the funding of the vocational centres and NCD FODE Centre is concurrently occurring to support the operation of FODE reaching out to the youth to continue their education.

Target F1.3
By 2008 a high level committee will be establish to address teacher issues with TSC

Strategies and Activities

- Construct and establish a NCD FODE and Register Study Centers
 - Review operation of the existing study centers in the five Vocational Centers and upgrade their operation
 - Review operation of existing study centers in Vocational Schools
 - NCD Division of Education will budget for infrastructure and maintenance grants
 - Identify a location and establish NCD FODE Center including administration, storage, library and classrooms.
 - Establish teaching positions in the five vocational centers for full time teaching FODE Courses and coordinate FODE related activities in the centers.
- Improve retention
 - Carry out awareness to target groups, parents and the community on this informal sector of education and the providers including FODE, DODL, and Open Distance Campus Learning.
 - Develop guidelines in consultations with NDOE with specific strategy to improve retention of female enrolments and completions of courses studied.

Minor Outcome F2.

Quality Curriculum and Monitoring

The outcome based curriculum and assessment programs offered will be based on and articulate with the mainstream education system including recognised and reputable distance open learning providers.

The curriculum and assessment programs offered by the institution will be based on the national curriculum, while the institution will be free to include value – added programs. This system will be the same and students who choose to do any part of their secondary education through distance education will be able to transfer to and from education system schools.

The National Capital District Division of Education in consultation with FODE and other reputable distance open learning producers will review internal assessment policy consistent with the formal secondary external examination requirements where by they are certified in grade 8 – 12 with the same certification and recognition.

Enrolments of students will be encouraged to commence at the beginning of each calendar year to facilitate the concept of transferring to and from between the education system schools. Whilst this concept will be the main philosophy of the system’s operations, the concept of enrolment at any time of the year, study at their own phase, study at a time convenient to them and completing assignments and sit for examination as and when they are ready will also be encouraged.

The institution will also develop further adult education, adult literacy and short technical and vocational oriented courses. These will take advantage of advances currently being made in the field of information communication technology.

Target F2.1

By 2008, a curriculum committee will be formed to develop an accreditation policy

Production of curriculum materials be done to ensure that the students when enrolled at grades 8 -12 and those students wanting to upgrade examination results must have all the materials available and at hand. Curriculum package should have study guides and directions on where to get assistance and should also be available. Flexible, Open and Distance Education will also ensure that its curriculum will include HIV / AIDS and Personnel Development courses. Implementation of this curriculum is concluded in consultations with the relevant agencies.

National Capital District Education Division will liaise with the National Centre for FODE to have the printing and the production of the curriculum and its support materials produced and disseminated on time for the program.

Target F2.2

By 2009, a committee will be formed to liaise with the Universities to have their courses offered by the centre.

Likewise, the University's Open Campus matriculation and community enrichment courses must have the materials available and at hand when students are enrolled for the program.

National Capital District Division of Education will encourage secondary schools to reach out and assist Flexible, Open and Distance Education students with library facilities. National Library Services will be consulted to provide assistance and support to have library facilities established in the Study and the FODE Centre of the National Capital District.

Supervisory and inspectorial services will be provided by the Department, with some logistical support from the division of education, to monitor and evaluate all teaching and learning programs. This is a national function and will be compulsory to maintain standard across the informal sectors to be consistent with the formal sector of the education system.

Strategies and Activities

- Adapt the redesigned curriculum (curriculum Reform) and improve coordination of services to students
 - Facilitate consultation with all distance learning providers on how they will adapt the national curriculum
 - Identify points of articulation between the universities, colleges and the school system and develop an appropriate policy
 - Adapt a reform curriculum in the upper primary, lower secondary and upper secondary grades for use in the distance education mode
 - The providers of distance learning develop and deliver other programs such as adult literacy and short modules courses that are demand driven
 - Encourage information technology to be a part of distance learning courses
- Implement and make commitment to ensure monitoring and supervision of assessments, examination meet the certification system for the reform curriculum
 - Examination centers are fully equipped to meet testing and examination requirements

- Improve assessment recording and coordination between FODE HQ, and FODE Center
- Develop an appropriate assessment, examination and certification system
 - Review the current assessment and examination policies in light of the reform curriculum in the secondary education
 - Monitor the assessment processes to be consistent with the national requirements
 - Establish a central record systems to be hooked to the study centers

Minor Outcome F3.

Quality Teacher Education and Training

Provision of well – trained and qualified staff and support personnel.

Flexible, Open and Distance Education teachers will be recruited from high schools and secondary schools. These teachers who are to be recruited must have numbers of committed years of teaching experiences and are trained subject specialised teachers who can coordinate, organise and administer the total operations of the centres.

National Capital District Education Division will have to liaise with the department of education to establish an administrative structure of the vocational centres to assist its operations.

Target F3.1
By 2007 an administrative structure of the FODE centre will be establish

Sufficient incentives will be needed to attract the best experienced and qualified teachers through the established FODE policy whilst the Memorandum of Understanding will be developed between NCDC, Education Department and other service providers to support teachers and personnel through on – going professional development. Work attachment training is strategy to explore to assist teachers to improve their capacity to review curriculum and assessment materials for the distance mode of education. Some further incentive packages are being negotiated with National Capital Commission, Teaching Service Commission and the department of education for Christmas bonanza and increase rental allowances to be paid across the board for all eligible teachers.

Support staff will be assisted through on- going training to improve their capacity to produce administrative and clerical duties with efficiency.

Target F3.2
By 2008 a MOU to be established for incentive and training to improve teacher capacity

The development and production of the distance education curriculum is major problematic area. Therefore, the NCD Education Division will liaise with UPNG NCD Open Campus and DODL to provide training in the development and production of the distance education curriculum materials for a range of delivery mechanisms.

Activities

- Strengthen professional capacity

- Establish a MOU to upgrade the technical capacity of staff through training program
- Develop work attachment program
- Improve the capacity of storage and disseminations of curriculum and assessment materials for distance education
 - Upgrade the skills of study center staff in curriculum and assessment

Minor Outcome F4.

Management

An institution offering flexible, open and distance education

The demand for access in our school system is placing a greater emphasis on parents, community and the Government. School expansion in National Capital District is difficult as there are limited lands available for expansion.

National Capital District will negotiate with NCDC, NDOE, TSC, FODE and other stake holders to establish a NCD FODE Centre, and upgrade facilities in the five Vocational institutions. FODE study centres which are already located in the three electorates to cater for full time FODE coordination and tutoring.

Target F4.1

By 2009, a committee to be established to source funding from Donor Agencies, NCDC and others for the development of facilities and its operations

In order to have these centres established, the National Capital District Education Board in close consultations with the Lands Department must identify and acquire vacant state land to build the NCD FODE centre in strategic and convenient location to assist student tutoring, guidance / counselling and study purposes.

National Capital District Education Division will carry out an awareness program to other NCD Education institutions, Board of Governors, Parents and Citizens and Stake holders regarding the operations and its importance. Establishment of this centre will alleviate the current problem of access for students graduating from our school system.

Target F4.2

By 2010 an appropriate school fee policy and a standard work plan will be developed to guide the operation, improve existing facilities and other programs of the centre

Memorandum of understanding will have to be established between NCDC, NDOE and FODE to be in place for funding and development aspect of NCD Open Campus. The District Education Board has to work in close partnership with major stake holders for the improvement of current school facilities as well as its new development.

Strategies and Activities

- Establish a central Flexible, Open and Distance Education Centre and improve vocational study centers
 - Formulate a plan on how best to assist FODE to enhance the capacity to meet projected enrolment targets
 - Establish appropriate policy to guide its operations
 - Identify suitable vacant state land for the establishment of the centres

- Monitor improvements consistent with national education system 's prerequisites
 - Establish a standard work plan to improve existing facilities and other programs
 - Strengthen the capacity of the Board of Studies for Flexible, Open and Distance Education

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
- NCDC will be responsible for
 - Completion and endorsement of NCD education plans
 - Maintenance of study centre
 - Professional development programs for teachers
 - Budget to pay christmas bonus of K1000,00 for all eligible 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
 - Increase rental allowances of K350,00 for all eligible teachers

Implementation schedule

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

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Flexible, Open and Distance Education										
Minor Outcome F1										
Construct and establish a FODE and Study Centres										
Establish a committee to plan and liaise with Lands Department to establish FODE and Study Centres										
Develop guide lines for the establishment of the centres										
Identify locations to establish the										

Flexible Open and Distance Education

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
FODE and Study Centres										
NCD Division of Education will budget for infrastructure and maintenance grants										
Establish the structure of the Centres										
Review operation of existing study centers in the vocational institutions										
Conduct awareness to encourage female participation										
Conduct awareness on the importance of this sector of education to target groups, parents and community										
Develop guidelines to improve female retention										
Establish source for funding to develop and improve facilities and other program										
Encourage all stake holders to play an active role in improving centers facilities										
Establish MOU with NCD and other stake holders concerning establishment of the centres										
Minor Outcome F 2										
Adapt the redesign current curriculum and college practices										
Inclusive curriculum and assessment materials										
Student resource books and study guides for all subjects including HIV /AIDS materials										
Identify points of articulation between the universities, colleges and the school system and develop an appropriate policy										
Develop and deliver other programs such as adult literacy and short module courses										
Utilise information technology when it becomes available										
Develop an appropriate assessment, examination and certification system										
Review the current assessment and examination policies in light of the reform curriculum in the secondary education										
Review the assessment processes to be consistent with the national requirement										

Flexible Open and Distance Education

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Establish a central record systems to be hooked to the study centres										
Assessment and Examination										
Annual administering of Grades 8, 10 & 12 examinations										
Current administering of assessment to continue										
Inspectorial services										
Inspectors to visit schools on a regular basis										
Train principal on teacher appraisal techniques										
Counseling and Guidance Services										
Establish a Guidance officer position for the centre										
Minor Outcome F 3										
Strengthen Professional capacity										
Establish a MOU to upgrade the technical capacity of staff through training program										
Develop work attachment program										
Improve the capacity of staff to produce curriculum and assessment materials										
Upgrade the skills of college staff in curriculum design and assessment										
Train staff on specialist areas such as the design, preparation and printing of non - print distance education materials										
Minor Outcome F 4										
Establish a Flexible, Open and Distance Education Centre and study centres										
Review FODE to meet projected enrolment targets Establish appropriate policy to guide its operations										
Identify suitable vacant state land for the establishment of the centres										
Monitor improvements consistent with national system's prerequisites										
Establish a standard work plan to improve existing facilities and other programs										
Strengthen the capacity of the Board of Studies for Flexible, Open and Distance Education										

Monitoring of the plan

Performance Area: Access		
Minor Outcome	Target	Measure(s)
A significant growth in enrolment achieved by offering a number of demand driven programs	By 2007 a committee will be formed to carry out a review and make a need analysis of distance education sector	<ul style="list-style-type: none"> • Need analysis study will be carried out • Committee is formed
	By 2010 a FODE Centre to be established	<ul style="list-style-type: none"> • FODE centre is established • Study centres established
	By 2008 a high level committee will be establish to address teacher issues with TSC	<ul style="list-style-type: none"> • Committee is formed • Teachers issues are addressed with TSC

Performance Area: Quality Curriculum and Monitoring		
Minor Outcome	Target	Measure(s)
The curriculum and assessment programs offered will be based on and articulate with the mainstream education system including recognised and reputable distance open learning providers	By 2008 a curriculum committee will be formed to develop and accreditation policy.	<ul style="list-style-type: none"> ▪ Curriculum committee is formed ▪ Accreditation policy is developed
	By 2009 a committee will be formed to liaise with the Universities to have their courses offered by the centre	<ul style="list-style-type: none"> ▪ Liaising committee is Formed • University courses offered

Performance Area: Quality Teacher Education and Training		
Minor Outcome	Target	Measure(s)
The provision of well trained and qualified staff and support personnel	By 2007 an administrative structure of the centre will be establish	<ul style="list-style-type: none"> • Administrative structure established • No of study centres
	By 2008 a MOU to be established for incentive and training to improve teacher capacity	<ul style="list-style-type: none"> • MOU established • Teacher training program is implemented

Performance Area: Quality Management		
Minor Outcome	Target	Measure(s)
An institution offering flexible, open and distance education	By 2009, a committee to be establish to source funding from Donor Agencies, NCDC and others for the development of facilities and its operations	<ul style="list-style-type: none"> • Committee established • No of facilities been developed

Section 8

ADMINISTRATION

Major Outcome***The organisation at the national, provincial, district and school levels and its organisational systems and human resources provide an efficient and effective education system***

Changes and improvements to the administration of education by the National Capital District Education Division are required to achieve the outcome of the Plan.

National Capital District Education Division will work in collaboration with the department's review team to address areas that include reviewing the Organisational Structure, staff problems, human resource management and other organisational systems, and adjust them in accordance with the guidelines of the Government's Medium Term Development Strategy. This process will improve the effectiveness and enhance the operations of the division. Specific attention will be focused on enhancing human resource capacity through on-going training opportunities for staff and career planning, including improved opportunities for women

Further provision will be made to strengthen the relationship between the National Capital District Commission, the Department of Education and the National Capital District Education Services Division in terms of providing support to schools. The District Education Board will be strengthened to oversee the implementation of this plan.

The issue on the decentralization of power has to be addressed so that the implementation of the plan can be realised. Schools Board of Governor's and the School Board of Management's roles and responsibilities will be strengthened in accordance with the Education and Teaching Services Commission Acts. This process will guide the operations and will enhance their abilities to oversee the implementation of this plan.

Minor outcome A1:***Organisational improvement***

The National Capital District Division of Education will have the capacity to strategically respond to changing conditions and the division's priorities in implementing the 2006 – 2015 Education Plan.

The Division of Education Services in the National Capital District will review the Organisational Structure in consultations with the Implementation, Monitoring, Restructuring and Organisational Committee and adjust it in accordance with the Review Guidelines established by the Government.

The Division's structure will be flexible enough to respond to changes and will be reviewed as and when appropriate. The National Capital District Education Services, being a Division within the Department of Education, will continue to produce an annual divisional plan. This plan will guide the implementation of this education plan and will be consistent with the School Learning Improvement Plans.

Target A1.1
The division's structure and functions reviewed by 2006

Education services are identified as a core function of Government and require improvement in service delivery. Links with Government, the Department of

Education and the other Institutions in the National Capital District will be strengthened to provide support to staff in training and provision of resources to reflect changes in the organizational functions and the structure with a view to making the delivery of education services more efficient.

Target A1.2
By 2007 NCD Division of Education to establish a MOU with the National Capital District Commission

The NCD Division of Education through NDOE will further establish and strengthen links with NCDC to establishing a Memorandum of Understanding to clearly outline specific areas of responsibilities of NDOE and NCDC with the view to implement the plan effectively.

Target A1.3
By 2008 HIV/AIDS Policy for the Department of Education to be fully implemented in all schools in NCD

The Division of Education will take a pro active role in ensuring that the HIV/Aids Policy for the Department of Education is implemented in all schools. This will be achieved through liaison with the AIDS Council and other appropriate bodies and awareness within the schools.

The National Capital District Education Division will facilitate annual meetings and forums with parents, communities, church agencies other government and non government organisations involved with the administration of education.

Strategies and activities

- Restructure the division in consultation with Department of Education to make more efficient in the delivery of its core function
 - Conduct a review of the division's organizational capacity including its structure
 - Build the capacity of the division in consultations with the Department of Education by improving its organizational systems and practices
 - National Capital District Education Division in consultations with Education Department and NCDC to amend the Acts
 - Review the Education Act
 - Review the National Capital District Commission Act
 - Develop Annual Divisional Plan
 - Develop Quarterly Work Plans
 - Develop School Plans/Annual Reports
 - Provide efficient system for registration of schools
 - Review existing process and practices
 - Inspect all Permitted schools
 - Monitor all private schools
 - Implement the HIV/AIDS policy in schools
 - Liaise with other appropriate government bodies and non governing bodies to implementing the policy
 - Provide awareness to all schools on the policy
 - Monitor the implementation of the policy
 - Strengthens relationships with major stake holders
 - Facilitate regular forums with relevant government bodies, church agencies and non government organizations
-

**Minor outcome A2:
Human Resources Management**

Human resource systems and programs established for all levels of staff in the National Capital District Education system.

The National Capital District Education Division welcomes the Human Resource Development Policy and the Human Resource Development Plan developed by the Department of Education. National Capital District Education Division in consultations with the Department of Education will implement the policy and the plan. Its focus on implementation will be on strategies for succession planning and targeted career development. Talented males and females will be identified and then supported and encouraged to upgrade their qualifications and professional development through career courses offered by the Papua New Guinea Education Institute, the University of Papua New Guinea and the University of Goroka in order to progress in their profession. Equal opportunities will be given to female officers at all times.

**Target A2:1
Implementations of the policy and the plan by
2007**

Training opportunities and courses will be tailored to provide divisional staff with the specific skills that are required to undertake their day to day core responsibilities. The focus will be placed on short development programs based on the immediate challenge of workplace. Officers will be selected to under go these courses in order to improve their organizational capacity through building key-related capabilities.

**Target A2:2
By 2008 an integrated, workplace development
program will be developed**

Priority will be given to the development of an, integrated, workplace development program for officers in the Division. This program will strengthen the Division's ability to direct the implementation of the plan.

The appointments system for teachers in the National Capital District schools will be enhanced with the introduction of an efficient data management system.

A high turn over of staff and poor attendance at work are problem areas that the division has experienced in recent years. This will be improved through improved monitoring of attendance of teachers. Incentive packages are being negotiated with National Capital Commission, Teaching Service Commission and the department of education for Christmas bonanza and increase rental allowances to be paid across the board for all eligible National Capital District teachers.

Strategies and activities

- Implement Human Resource Development Policy and the Plan
 - Provide work-base Training for all public servants in Division
 - Provide support through succession planning for talented males and females to progress in their profession.
 - Provide specific skill training course to staff in the Division to undertake day to Day core responsibilities
 - Short Development programs for Divisional Staff/teachers on immediate challenges of the workplaces.
- Improve Current Appointment System

- Improve the data management system.
- Improve procedures for Monitoring Student and Teacher Attendance
 - Review Current processes and procedure

**Minor outcome A3:
Financial Management**

Budgeting and financial systems and processes are managed and sustainable

Planning and budgeting processes including the current financial systems practised will be integrated into the planning and budgeting processes. The National Capital District Division of Education will ensure that the best planning and budgeting practices are followed to strengthen the effective monitoring of the receipt and disbursement of public funds. Specialised training will be provided as and when necessary in consultation with the Department of Education.

**Target A3.1
By 2007 integrated planning and budgeting processes will be implemented**

System of procurement and asset management has been a grey area for the division for sometime. Institutional houses, vehicles and other valuable assets have been mismanaged, destroyed and stolen resulting in the loss of substantial amounts of money.

**Target A3.2
By 2008 implementation of Master Procurement and Asset Register**

New systems will be put in place in order to minimise future losses. As such the division of education in consultation with the department of education will implement the coordinated centralized system of procurement and asset management register developed by the Department of Education. This strategy will improve the process of maintaining the assets of the division.

National Capital District Education Division will also implement cost recovery and income generating activities. Best practices and systems will be put in place to ensure that all monies collected are suitably accounted.

Strategies and activities

- Consult the Department of Education to integrate planning and budgeting processes
 - Provide relevant training on planning and budgeting process
 - Complete a divisional budget estimates annually
 - Complete quarterly budget reviews and cash flow projections
- Strengthen control systems to ensure disbursement and receipts of funds are used as per Public Finance Management Act
 - Improve management of the division's trust account
 - Monitor and control the division's funds as appropriated from the division's Recurrent Budget Activity
 - Strengthened capacity of the Budget/ Payroll of the division.
- Generate revenue from Cost Recovery Activity
 - Implement process for income and cost recovery approach consistent with Financial regulatory and service delivery obligations
 - Implement effective procurement, printing and distribution system establish by the department of education

- Improve master asset management in the division.

Minor outcome A4:

Information Communication Technology

Information communication technology systems and processes developed to support the management of education programs.

Information and communication systems and its processes are vital for effective communication. The current information and communication system in the National Capital District will be reviewed and strengthened under the agreement between Datec and the Department of Education to allow for ready retrieval, transmission and the efficient use of data.

The National Capital District Education Division will take a proactive role in making sure that the information communication technology is reviewed and strengthened to allow for full utilisation for the delivery of information and education services.

The Department of Education's information policy and plan that is consistent with best practices will be utilised. The division will ensure that procedures for the maintenance and replacement of computer hardware and software and the settings of minimum standards and practices are adhered to so that the sustainability of the information communication system is maintained.

Target A4.1
By 2007 the division to liaise with Teaching Service Commission to establish and fund model teaching positions

National Capital District Education Division will continue to support the current television teaching program by providing model teachers. Currently, these teachers are paid under the division's recurrent budget. The Teaching Service Commission needs to create full time model teaching positions to cater for this initiative.

Target A4.2
By 2007 a basis data base system is develop to keep basic teacher and student information

The National Capital District Education Division, with the assistance of the Department of Education, will develop a small database system to keep basic student and teacher information. This will be done as a way to keep information that will be transmitted to the centralised data base system of the department.

Strategies and activities

- Implement an information technology plan and policy of the department
 - Ensure officers apply minimum standards and the best practices in the use of the system
- Strengthen all forms of electronic communication
 - Liaise with Datec to train officers on the use of Email and web access for schools
 - Train also teachers on the use of web access
 - Support the use of television teaching program
 - Liaise with Teaching Service Commission create and fund the model teacher positions
- Review and enhance current practices and procedures for record management and archiving of information
 - Liaise with the department to train officers on its best practices

- Implement the best practices
- Establish a basic student and teacher data base system
 - Liaise with the department and Datec to establish it
 - Establish a centralized data storage and access with the department
 - Train officers on the use of communication and accessing of information

Minor outcome A5

Communication Systems

Communication systems and processes are effective for producing and disseminating information and raising awareness..

The National Capital District Education Division will use its available communication networks to consult major stake holders, communities and parents in the National Capital District with regard to their obligations and responsibilities in the process of implementing the plan.

Target A5.1
By 2007 strategies will be developed to carry out awareness on the roles and responsibilities of all stake holders

The awareness program is designed to reach all the electorates of the National Capital District. A variety of media strategies will be used to bring forth the message. PowerPoint presentations will be a common form of communication to stake holders while flip chart and drama groups will be utilised in the semi –urban settlement areas. Principals, head teachers and deputies, and senior teacher of schools will be consulted and will play a major part in ensuring that appropriate strategies are followed to achieve the targets of this plan.

Target A5: 2
By 2007 a format be developed to produce, disseminate newsletters and information

National Capital District Education Division will develop a format to write, produce and disseminate newsletter and information on a regular basis to its stakeholders. The division in consultation with the National Department of Education will review its publication, printing and distribution functions with the view to rationalising the entire process and increasing capacity to realistic and sustainable levels.

Strategies and activities

- Develop and implement an awareness program to support implementation of District Education Plan
 - Identify target groups and develop strategies to cater for them
 - Expand awareness to all stake holders
- Disseminate information and newsletters on regular basis
 - Write, produce and distribute information to schools on targets of the plan and other essential information
- Develop communication network in consultations with the Department of Education and Datec company
 - Train officers of the division on the use of website, email and others
 - Train officers on how to manage it
 - Monitor its usages through best practices
- Rationalize the divisions' publications and printing facilities and distribution networks.
 - Conduct review in consultation with the department to identify cost effective measures

Implementation schedule

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

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Administration										
Minor outcome A1										
Restructure the division in consultation with Department of Education to make more efficient in the delivery of its core function										
Conduct a review of the division's organisational capacity including its structure										
Build the capacity of the division in consultations with the Department of Education by improving its organisational systems and practices										
NCD Division of Education in consultations with Education Department and NCDC to establish an MOU										
Review the current system with NCDC and develop an MOU										
Monitoring and the implementation of the MOU										
Develop Annual Divisional Plan										
Develop Quarterly Work Plans										
Develop School Plans/Annual Reports										
Provide efficient system for registration of schools										
Review existing process and practices										
Inspect all Permitted schools										
Monitor all private schools										
Implement the HIV/AIDS policy in schools										
Liaise with other appropriate government bodies and non governing bodies to implementing the policy										
Provide awareness to all schools on the policy										
Monitor the implementation of the policy										
Strengthen relationships with major stake holders										

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Facilitate regular forums with relevant government bodies, church agencies and non government organisations										
Minor outcome A2										
Implement Human Resource Development Policy and the Plan										
Provide work-base Training for all public servants in Division										
Provide support through succession planning for talented males and females to progress in their profession.										
Provide specific skill training course to staff in the Division to undertake day to Day core responsibilities										
Short Development programs for Divisional Staff/teachers on immediate challenges of the workplaces.										
Improve Current Appointment System										
Improve the data management system.										
Improve procedures for Monitoring Student and Teacher Attendance										
Review Current processes and procedure										
Minor outcome A3										
Consult the Department of Education to integrate planning and budgeting processes										
Provide relevant training on planning and budgeting process										
Complete a divisional budget estimates annually										
Complete quarterly budget reviews and cash flow projections										
Strengthen control systems to ensure disbursement and receipts of funds are used as per Public Finance Management Act										
Improve management of the division's trust account										
Monitor and control the division's funds as appropriated from the division's Recurrent Budget Activity										
Strengthened capacity of the Budget/ Payroll of the division.										

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Generate revenue from Cost Recovery Activity										
Implement process for income and cost recovery approach consistent with Financial regulatory and service delivery obligations										
Implement effective procurement, printing and distribution system establish by the department of education										
Improve master asset management in the division.										
Minor outcome A4										
Implement an information technology plan and policy of the department										
Ensure officers apply minimum standards and the best practices in the use of the system										
Strengthened all forms of electronic communication										
Liaise with training providers to train officers on the use of Email and web access for schools										
Train teachers also on the use of web access										
Support the use of television teaching program										
Liaise with Teaching Service Commission create and fund the model teacher positions										
Review and enhance current practices and procedures for record management and archiving of information										
Liaise with the department to train officers on its best practices										
Implement the best practices										
Establish a basic student and teacher data base system										
Liaise with the department and Datec to establish it										
Establish a centralised data storage and access with the department										
Train officers on the use of communication and accessing of information										
Minor outcome A5										
Develop and implement an awareness program to support implementation of District Education Plan										
Identify target groups and										

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
develop strategies to cater for them										
Expand awareness to all stake holders										
Disseminate information and newsletters on regular basis										
Write, produce and distribute information to schools on targets of the plan and other essential information										
Develop communication network in consultations with the Department of Education and Datec company										
Train officers of the division on the use of website, email and others										
Train officers on how to manage it										
Monitor its usages through best practices										
Rationalize the divisions publications and printing facilities and distribution networks.										
Conduct review in consultation with the department to identify cost effective measures										

Monitoring of the plan

Performance Area: Organisational Improvement		
Minor Outcome	Target	Measure(s)
A1 The National Capital District Division of Education will have the capacity to strategically respond to changing conditions and the division's priorities in implementing the 2006 - 2015 Education Plan	The division's structure and functions reviewed by 2006	<ul style="list-style-type: none"> ▪ No. of Executive positions created.
	By 2007 National Capital District Division should establish a functional structure	<ul style="list-style-type: none"> ▪ Structure endorsed and implemented
	By 2008 all private institutions will be monitored and inspected	<ul style="list-style-type: none"> • No of private institutions inspected. • Monitoring of the institutions accomplished.

Performance Area: Human Resources Management		
Minor Outcome	Target	Measure(s)
A2 Human resource systems and programs established for all levels of staff in the National Capital District Education system	Implementations of the policy and the plan by 2007	<ul style="list-style-type: none"> ▪ Human resource Plan is Implemented
	By 2008 an integrated, workplace development program will be developed	<ul style="list-style-type: none"> ▪ Integrated work place programs developed and implemented.

Performance Area: Financial Management		
Minor Outcome	Target	Measure(s)
A3 Budgeting and financial systems and processes are managed and sustainable	By 2007 integrated planning and budgeting processes will be implemented	<ul style="list-style-type: none"> • Integrated planning and budgeting process implemented
	By 2008 implementation of Master Procurement and Asset Register	<ul style="list-style-type: none"> • Master procurement and Asset register implemented in all schools.

Performance Area: Information Communication Technology		
Minor Outcome	Target	Measure(s)
A4 Information communication technology systems and processes developed to support the management of education programs	By 2007 the division to liaise with Teaching Service Commission to establish and fund model teaching positions	<ul style="list-style-type: none"> ▪ No. of positions established ▪ Model teachers appointed
	By 2007 a data base system is developed to keep basic teacher and student information	<ul style="list-style-type: none"> ▪ Data base system established.

Performance Area: Communication Systems		
Minor Outcome	Target	Measure(s)
A5: Communication systems and processes are effective for producing and disseminating information and raising awareness	By 2007 strategies will be developed to carry out awareness on the roles and responsibilities of all stake holders	<ul style="list-style-type: none"> ▪ Awareness Strategy established. ▪ Responsibilities of stake holders outlined
	By 2007 a format be developed to produce, disseminate newsletters and information	<ul style="list-style-type: none"> ▪ Format developed and News letters disseminated

Section 9

FINANCING THE PLAN

NCD Education Services is part of the Unified Education System that was amalgamated in 1974. There has been a Remarkable achievement in the Reform of Education Structure in NCD since 1994, despite only minimal increases in funding through introduction of the elementary schools. This sector of the system is the most cost effective due to

- Community becoming responsible for Infrastructure development in Elementary Schools in NCD.
- TDT Training of elementary teachers using User Pay Policy
- The lower salary costs of elementary school teachers

Despite, the reductions in the Unit Costs identified in this sector of education, the recurrent budget for Elementary Schools Operations has been placed under considerable pressure by rapid rise in the teaching positions necessary to accommodate expansion of existing schools and new elementary schools due to increases in students' enrolments in NCD.

The recurrent Budget for NCD has remained much the same in real terms for the last ten (10) years, Salaries and Personal Emoluments now has taken up approximately 40 per cent of the appropriation. As a result, the Division of Education has not been able to support activities such as Inspector's visits to schools, National Development Plans and Teacher In-service Training. Furthermore, there is significant decrease in Financial/Infrastructure support by NCDC. It is anticipated through plan period to establish an understanding with NCDC to support the schools in NCD. There is a need to rebalance the Administration of the Division by ensuring essential core positions are maintained in the NCD Division's functional structure to maintain efficiency.

COST OF THE PLAN.

The financing of the plan will come from various sources.

- National Government
- NCDC
- Local Level Governments
- Motu-Koitabu Council
- Church Agencies
- Communities
- Parents
- Elected representative

Donor funding will be needed to complement the funding provided by these sources.

National Government.

The National Government will play its parts in funding the following areas – salaries and incentives for teachers, provisions of school subsidies, Teacher Education, Curriculum Development and costs of administrating the Division of Education.

NCDC:

NCDC, based on the MOU will continue to play its role in funding or sourcing of funding for;

- Infrastructure development to all school facilities including classrooms and teachers houses.
- Budet for incentive schemes to promote teaching and learning
- Supporting the operations of the District Education Board, the Inspectors and the Elementary Teacher Trainers/Supervisors
- School Subsidies based on enrolments to cover Basic School Materials and utilities

Parents/Communities:

- Supporting self-reliance projects in schools
- Support in kind or finance towards the general education of their children.

Cost Effective Measures:

The significant Cost – effective measures will be implemented in this Plan Period to off-set these costs.

- Generalist Teaching, Allocating one teacher per class in the Upper Primary
- The reduction of class teachers ratios in upper Secondary
- Raising Localization rate in the Secondary and Vocational Sectors.

The Overall effect of these costs saving measures on allocation of teachers per class, and localization rates at Secondary and Vocational Sectors will be a reduction in Unit Salary Costs over the plan period.

Teacher Salaries:

The largest part of NCD Education Division budget is devoted to the payment of salaries and emoluments for teachers.

Table 51: Total Projected teacher emoluments by levels (K0005) 2006 – 2015

	2006	2008	2010	2012	2014
Elementary	3950.9	4444.5	4956.0	5311.1	5536.4
Primary	11799.7	11417.0	11871.0	12535.2	13960.6
Secondary	3956.4	4086.8	4086.8	4182.8	4258.4
Vocational	927.1	1022.1	1126.9	1242.4	1369.7
Total	20634.1	20970.3	22040.6	23271.5	25125.1

Table 52: Projected teacher emolument cost per student by level, 2006 to 2015, selected years.

	2006	2008	2010	2012	2014
Elementary	218.9	209.7	203.3	197.3	191.6
Primary	378.4	361.4	347.0	328.5	318.6
Secondary	567.1	570.3	570.3	569.6	569.9
Vocational	679.2	679.2	679.2	679.2	679.2

Table 53: Percentage teacher emoluments by sector

	2006	2008	2010	2012	2014
Basic education	76.3%	75.6%	76.3%	76.7%	77.6%
Post Primary education	23.7%	24.4%	23.7%	23.3%	22.4%

School Subsidies:

The government's priority for basic education will be reflected in the allocation of School subsidies. All schools subsidies allocations will be included in the Department of Education Budget and the total provided will rise based on increases on students enrolments.

There will be much greater support for children in the elementary schools. Parents will be required to make greater contributions for education of their children at Secondary Schools. The following summarizes the shift that will take place in the Plan period.

- an incremental increases in the allocation to children attending Prep to Grade 2 classes as prerequisite to the availability of education for all 6 year olds from 2012.
- Constant Subsidy levels for those in Grade 3 to 5
- Reduction in allocations to Grade 6 to 8 students in recognition of the fact those are Primary School Classes.
- Constant Subsidies for secondary school students with no added subsidies for boarding students.
- The introduction of a Grade 8 Incentive Scheme for all Grade 8 graduates. The funding made available under this scheme will be redeemable at any approved post Primary Education or training Institutions.
- It will replace subsidies previously allocated to Grade 9 Secondary School students, Vocational Centres and FODE.
- The introduction of Scholarships to 10% of Student in Lower Secondary Education.

Table 54: Projected Subsidy requirements by type (K0005) 2006 to 2015, Selected years.

	2006	2008	2010	2012	2014
Elementary	361.0	424.0	487.6	538.3	577.8
Primary	2042.6	2053.4	2217.1	2410.2	2784.1
Secondary	1395.2	1433.2	1433.2	1468.7	1494.5
Vocational	273.0	301.0	331.8	365.8	403.3
Total	4071.8	4211.6	4469.7	4783.0	5259.8

Table 55: Percentage Subsidy allocations by Sector 2006 to 2015.

	2006	2008	2010	2012	2014
Basic Education	59.0%	58.8%	60.5%	61.6%	63.9%
Post Primary Education	41.0%	41.2%	39.5%	38.4%	36.1%

Administration of Division of Education – NCD

Table 56: NCD Divisional Costs by expenditure category (K0005) 2006 – 2015, selected years.

	2006	2008	2010	2012	2014
Salaries	509.3	476.3	476.3	476.3	476.3
Goods and Services	721.5	770.3	844.9	930.5	1030.1
Total	1230.9	1246.5	1321.2	1406.7	1506.3

Significant cost effective measures will be investigated in the areas of teacher salaries and economics in the administration.

These include:-

- Localization rate in secondary schools, in terms of reduction in Salaries/rentals etc
- The charging school fees to be deducted from the school fee subsidies, for the school certificates and high school certificates examinations.

The recurrent Budget appropriation in recent years has been significantly short to enable the division to carry-out its core activities. These include National In-service Training Week, Marking of Examinations (Grade 8 /10), and production, distributions of Curriculum Materials, BOM Workshops and implementations of School Development Plans. These Shortfalls have been supported by use of

Quality Initiatives in Education Project and, in 2006, by the Education Quality Program. In addition, further help has come from donor aided programs such as the Basic Education Development Program.

Total National Government costs.

The table below shows the National Government costs of education in the National Capital District. This rise in costs over the plan period equates to an increase of approximately 2.3 percent per year at constant prices. This represents substantial comments.

Table 57: National Government Costs – 2006 – 2015, Selected years.

	2006	2008	2010	2012	2014
Salaries	20634.1	20970.3	22040.6	23271.5	25125.1
Subsidies	4071.8	4211.6	4469.7	4783.0	5259.8
	24705.9	25181.9	26510.3	28054.5	30384.9

The National Government will regularly review the costs of the plan and the resources available to fund it, to ensure affordability over ten years period.

Table 58: NCDC costs School Grants by Sector (K0005)

	2006	2008	2010	2012	2014
Elem	72.2	84.8	97.5	107.7	115.6
G3 to 6 primary	139.8	143.7	156.5	182.7	207.6
G7/8 primary	145.0	142.2	151.9	150.7	178.0
Secondary	174.4	179.2	179.2	183.6	186.8
Vocational	41.0	45.1	49.8	54.9	60.5
Total	572.4	595.0	634.9	679.5	748.5

Table 59: NCDC Costs School Grants by Sector (K0005) 2006 – 2015.

	2006	2008	2010	2012	2014
Basic Education	357.1	370.7	406.0	441.1	501.2
Post Primary Education	215.4	224.3	228.9	238.5	247.3
	572.4	595.0	634.9	679.5	748.5

NCDC Costs

The National Capital District Commission supports the Division of Education in a number of ways. Schools are supported through direct subsidy/grants based upon enrolments and through infrastructure support. Direct support for the Division covers operational costs and the administrative costs for the District Education Board. This is shown below:

Table 60: NCDC financial support by category.

	2006	2008	2010	2012	2014
Infrastructure	1709.5	1130.8	1163.2	1335.6	1922.0
School support	572.4	595.0	634.9	679.5	748.5
Divisional support	101.7	103.0	111.6	124.4	142.9
Total	2383.6	1828.8	1909.7	2139.5	2813.4

NCDC is responsible for all aspects of basic and Post Primary Education. These include

- The maintenance of elementary/primary, secondary and vocational Schools in NCD
- New Infrastructure requirements for elementary, Primary, Secondary, and Vocational Centres
- School subsidies based on enrolments

Table 61: NCDC infrastructure support by Sector (K0005) 2006 – 2015, selected years.

	2006	2008	2010	2012	2014
Elem mtce	268.8	302.3	337.1	361.3	376.6
Elem est	300.0	300.0	280.0	180.0	180.0
UP estr	0.0	0.0	0.0	220.4	234.7
Prim mtce	458.3	443.4	461.0	486.8	542.2
Gr 9 class	0.0	0.0	0.0	0.0	500.0
Gr 11 class	600.0	0.0	0.0	0.0	0.0
SS Mtce	82.5	85.0	85.0	87.0	88.5
	1709.5	1130.8	1163.2	1335.6	1922.0

Table 62: NCDC direct school support by sector (K000's), selected years

	2006	2008	2010	2012	2014
Elem	72.2	84.8	97.5	107.7	115.6
G3 to 6 primary	139.8	143.7	156.5	182.7	207.6
G7/8 primary	145.0	142.2	151.9	150.7	178.0
Secondary	174.4	179.2	179.2	183.6	186.8
Vocational	41.0	45.1	49.8	54.9	60.5
Total	572.4	595.0	634.9	679.5	748.5

Table 63: NCDC operational support (K000's) 2006 – 2015, selected year.

	2006	2008	2010	2012	2014
District Education Board	50.8	51.5	55.8	62.2	50.8
Gen operations	50.8	51.5	55.8	62.2	50.8
Total	101.7	103.0	111.6	124.4	101.7

It is important that per Capita funding as legislated for under section 93 (25 of the Organic Law on Provincial Government and Local Level Government be provided directed to NCDC. The NCDC will be assisted by both Local Members of the parliament and the Churches. Members of Parliament will also expected to support the establishment and Maintenance of basic facilities through the use of support grants administered through the joint district Budget and Planning Priorities committee.

Summary Costs to Government:

Table 64: Total costs to Government (K0005) selected year, 2006 to 2015.

	2006	2008	2010	2012	2014
National Government	25936.8	26428.4	27831.5	29461.2	31891.2
NCDC	2385.0	1835.7	1918.7	2148.0	2817.6
Total	28321.8	28264.1	29750.2	31609.2	34708.8

Table 65: Total costs by basic and post primary education.

	2006	2008	2010	2012	2014
Basic education	20678.9	20920.4	22268.9	23833.8	26156.1
Post primary education	7642.8	7343.7	7481.4	7775.4	8552.7
Total	28321.8	28264.1	29750.2	31609.2	34708.8

Agency contributions:

The plan recognizes significant contributions by church agencies in NCD in delivering education services to the people in the NCD. It is expected that they

will continue to provide support both pastoral and otherwise, to the community within which they work.

Community contributions

The Communities contributions will largely be in form of the construction and maintenance of infrastructure in elementary and primary schools. This will be in kind rather than cash.

Parents Contributions.

Parents will continue to take an important role through. Significant cash contribution towards the education of their children

The table below shows indicative figures for the total cash parental contributions required. They are based on projected enrolments and findings from PNG Education Sector affordability studies (Aus Aid 2003) for fees actually paid in the different sectors of education. The studies found that proportion of fees remain unpaid therefore figures will not accurately reflect the needs of the schools.

Elected Representative

The major difficulty that parents face in the paying of school fees is acknowledged by the National Capital District Commission, the Department of Education and their major stake holders such as the elected representative in the National Parliament will work together to lessen the burden on parents through the continued provision of school fee subsidies.

Table 66: Projected parental contributions by sector – 2006 to 2015, selected years

	2006	2008	2010	2012	2014
Elementary	1798.9	2083.4	2365.0	2646.6	2888.9
G3 to 6 primary	3227.0	8946.7	9143.1	9537.9	10420.0
G7/8 primary	2417.2	32466.7	33936.4	36788.4	39738.4
Secondary	6976.2	7166.1	7166.1	7343.5	7472.6
Vocational	1102.4	1238.7	1391.8	1563.8	1757.1
Total	15521.7	16174.5	17040.6	18193.4	19712.0

Donor Agencies and Contribution.

These estimate costs only cover the elements described in this sector i.e teacher’s salaries, school subsidies, recurrent administration expenses of the NCD Division of education, NCDC, the parents and community contributions.

Despite serious costs saving measures in the plan, It can not be implemented in full without support of the donor agencies. Some of the activities in the plan for which the National budget allocation can not cover, will need to be supported by donor agencies.

This funding can not be seen as a replacement for the Governments recurrent and development budget, but should provide additional funds, and be catalyst for future developments. If this is not the case then the sustainability becomes a major issue. The NCD Division of Education through the NDOE will work over the plan period to strengthen its co-ordination of donor contribution to ensure better links to the priorities of the plan.

