Beside other priority areas, let us look at education in general. Improving education in Papua New Guinea has been one of the most important areas for our Government. Over this term of Government, we have invested more than 3.5 billion kina in our free education program, which is in addition to the 3 billion kina in ongoing education expenditure.

We want to reduce the burden on families around the country—many of them large families, that could not afford to send all children to school. This was particularly harder for young girls in some families who often missed out on schooling.

As this Government comes near to the end of the Parliamentary term, it is timely that we look back on the achievements and challenges during the past five years.

It is good to look back and review what we promised the nation in all our core policy areas when the government came into office in 2012.

- First and foremost, we promised that we would get children into schools so that we can create an educated nation.
- We promised to expand universal healthcare around the nation.
- We promised to repair rundown national infrastructure that had been so badly lacking.
- And we said we would devolve power and decisions, and services, from Waigani to the districts and provinces of our country.

Looking back on the past five years—how have we done?
Secretary awards top performing schools

TOP government schools that sat for the 2016 Grade 10 and 12 National Examinations in Papua New Guinea received the Education Secretary’s Academic Awards for the year.

The awards were based on their overall performance in the Grade 10 and 12 national examinations results.

A total of 23 schools received awards. The awards were categorized into 2 categories. One category was for the Best Academic Performing Schools for both Grade 10 and 12 while the Most Improved Schools in Academic Performance was the other grouping.

Four secondary schools received both top awards in the two national examinations.

A total of about 65,000 students sat for the Grade 10 examination in 256 schools while in Grade 12 examination close to 25,000 students from 154 schools ranging from national high, secondary and permitted schools competed for spaces in the tertiary institutions.

In the Grade 10 category the top 10 academic performing schools were: Cameron and James Chalmers Memorial In Milne Bay Province, St. Ignatius and Okaspm in West Sepik Province, Marianville, Gordon, St Charles Lwanga and Jubilee in the National Capital District, Mercy (Yarapos) and Bishop Leo in East Sepik Province.

All the six national high schools — Sogeri in Central, Kerevat in East New Britain, Aiyura in Eastern Highlands, Passam in East Sepik, Wawim in Morobe and Port Moresby National High collected the Grade 12 Education Secretary’s Academic Excellence Awards together with four (4) Secondary Schools comprising of Marianville, Saint Ignatius, Gordon and Cameron topping off the year as the 10 best performing schools.

For the Grade 10 Most Improved Academic Award category, Lae Secondary in Morobe and Muai Secondary in Simbu took out the top honours, while St Paul’s Lutheran Secondary in Enga received the Grade 12 award.

“For the first time this year we had to recognize the schools that were performing very well in our country,” Education Secretary Dr Uke Kombra said.

He added that the department have given those schools certificates of recognition as the schools that performed extremely well to come on top in the Grade 10 and 12 national examinations for 2016.

“The presentation of awards will be an annual event. Every year we will continue to award the top performing and improved schools throughout the country,” Dr Kombra said.

The concept is seen as a incentive or motivation for schools to reach for higher excellence in learning and raise the education standard in the country.

King of Talkback Radio passes away

PROMINENT radio personality ROGER HAU’OFA, a voice behind the popular talkback shows peacefully passed away on Saturday 4th March after a long illness.

Hau’ofa, 73, the famous radio voice for almost 50 years suffered from kidney failure since 2015 and had been on a dialysis machine since.

He was born of Tongan missionary parents on Misima Island in Milne Bay on December 28, 1943.

Mr Hau’ofa’s contribution to nation building to enormous especially on education issues through his shows.
MINISTRY of Education staff were told to be dedicated to their work during the 2nd Dedication Service in Port Moresby on 20th January, 2017.

The service was held at Papua New Guinea Education Institute (PNGEI) hall attended by staff of the Education Department, Teaching Service Commission and Library and Archives Services. The annually event was graced with the presence of the Minister for Education Hon. Nick Kuman who missed last year due to parliament session. Also present were the Teaching Service Commission Chairman Mr. Baran Sori and Education Secretary Dr. Uke Kombra.

The Praise & Worship segment were led by Pastor Idowu Onamusi and his Worship Team from the Redeemed Christian Church of God.

The focal theme of the program was “God’s Workmanship’. God has created us for a life of good deeds, Ephesians 2:10.

In his address Mr. Sori highlighted to need to relook at the terminologies like ‘dedication’ and ‘commitment.’

“Sometimes we often use these terms loosely that we forget what these words really mean and how we can apply them to our work for God,” he stressed.

He called on the public servants and the 60,000 teachers to re-dedicate themselves to their work.

“Dedication means to surrender, to commit, give resources towards implementing what you are assigned to do in your job,” he said.

“So basically we revisit our promises because when you make a commitment, you made a promise to someone.”

Secretary for Education Dr. Uke Kombra called on everyone including teachers to be committed, accountable and transparent in everything they did.

“Today gives another opportunity to reflect, recommit and dedicate ourselves to God as we are servants of God and tasked to serve the two million school children in the country,” Dr Komba said.

He said God have given us the responsibility to take care of and provide to them the services that they need.

“As we look into the year 2017, you have two million eyes that will be looking up the 60,000 teachers for assistance and that is the purpose we exist.”

“You have an important role to give and mold the children’s mind and heart. Every child that comes into the classroom is innocent, not knowing what to receive,” he said.

Dr. Kombra said every child has a dream and teachers are there to help, support and nurture them physically and help them so that they have a better hope and future to achieve their respective dreams.

“Statistics had proven that number of schools, teachers and students is growing and this trend is expect to continue. We have a challenge to ensure that we implement government policies and providing access to quality education to every child.”

“This requires us to strategies and plan properly to ensure this quality education that he or she deserves,” he said.

Minister Kuman in his concluding remarks proclaimed that “God is Good” and added that for a country to prosper it is only through education.

He said education is a power tool and the key driver to every success in life in this world.

“In just under 40 years we have journeyed from hunter gathers and subsistence farmers to be where we are now in this technological age,” he expounded.

Mr. Kuman said all these changes would not have been possible without the investment in education. It is a decision we as parents, government and collectively as a country will have to make.

“In my term as the Education Minister for the past 4 years I believe that with the will of God we have now step on the right cornerstone and set the foundation for change in education for the country to move forward.”

“We are vessels of God, through Jesus Christ we must delivery what we mandated to do and that is to provide relevant quality education for all children in Papua New Guinea.”

“Before everything else we must not forget God’s place in our lives, glorify and praise Him. Seek guidance and protection from the Almighty to live a fruitful and blessed lives.”
THE Secretary for Education Dr. Uke Kombra has released 61 priority tasks to be implemented during the first and second quarter of this year. The tasks will start immediately and be completed by June.

In the Secretary’s Circular No. 3 of 2017 released to the officers of the Department Dr Komba said, “Our vision to provide “Quality Education For All” remains for 2017. This is our core goal to lift the standard of learning in the country.”

He said in order for every child and youth in PNG to be educated properly, we must efficiently execute the numerous education policies and ensure that certain critical functions are performed on time effectively.

“In 2017 we will have six monthly Priority Targets to implement and assess our performance, coinciding with the Staff Performance Appraisals process,” said Dr Komba.

He asserted that the tasks are not conclusive and Directorates may add more, especially in reference to the Corporate Plan Key Priorities.

In addition, the Deputy Secretaries will be accountable to the Secretary to ensure their respective Wings and Division achieve the stated tasks.

He urged every staff of the Department to take the lead, support and report in the implementation of these priorities.

A. SCHOOLS & EDUCATION STANDARDS DIRECTORATE
1. Independent Panel to monitor implement of SBC established per the Czuba Task Force Report. (CDD)
2. Elementary SBC implemented. (CDD)
3. All Primary School teachers undergone SBC In-service Training. (TED)
4. Syllabuses, Teachers Guides and Textbooks for Grades 3 to 5 printed and distributed. (CDD)
5. Clear Policy on use of Phonics and standards. (CDD)
6. EMIR Recommendations implemented to eliminate cheating in examinations in 2017. (MSD)
7. The transfer of NCDES function to NCDC. A NEC submission for cabinet endorsement and approval. (GESD)
8. Policy on mobile phones use in Schools. (GCD)
9. All provinces have a functioning PEB. (GESD)
10. Teacher Registration Board established. (GESD)
11. Vacancy Gazette is distributed to provinces based on new streamlined strategy. (GESD)
12. School of Excellence Policy is approved. (GESD)
15. PMs Teachers Excellence Award awarded in Term 1. (ID)
16. Selected Priorities in Corporate Plan determined by Directorate (ALL)

B. TVET & UNESCO DIRECTORATE
17. The three new polytechnics are registered, governing councils established, initial infrastructure commences in Simbu Polytechnic for first enrolment in 2018. (TSOD)
18. All activities in relation to Competency Based Training, e.g. training packages are completed and endorsed this year. (TCD)
19. Established of PNG Skills Development Authority. (TSOD)
20. Rollout of EQUITV continues — minimum of 50 rural schools. (ELD)
21. Schools IT Policy (ELD)
22. UNESCO council has two meetings and implementation commences. (UNESCO)
23. TVET Policy is finalized and approved by NEB in Term 1. (TSOD)
24. Every district has a vocational training centre. (TSOD)
25. Technical High Schools Policy implemented with the establishment of in every province. (TSOD)
26. Community College Project audited and phase 2 completed. (TSOD)
27. Selected Priorities in Corporate Plan determined by Directorate (ALL)

C. POLICY & CORPORATE SERVICES DIRECTORATE
28. SEOC 2017 takes place in Term 1. (PPD)
29. Two (2) NEB Meetings conducted. (PPD)
30. The new National Education Plan and Corporate Plans launched. (PPD)
31. Standard Fully Kited Science Laboratory constructed and opened. (PACU)
32. All provinces have a Provincial Education Plan. (PPD)
33. Staff have corporate uniforms. (HRD)
34. The Education Act Review is completed and submitted to NEC for endorsement in Term 1. (PPD)
35. Formulation of the 2018 budget is started. (FD)
36. The tender for the new education office complex is submitted to NEC by March 2017. (PACU)
37. Minor organizational Restructure (HRD)
38. Advertisement/Appointment of vacant positions. (HRD)
39. TAMS is implemented. (HRD)
40. Compulsory Staff Weekly Performance and Monitoring System in place. Compulsory weekly meeting. Every Monday 8 to 9 am including Prayer Time. (PPD)
41. AMR and AOFP completed and implemented. (FD)
42. Staff Home ownership scheme. (PACU)
43. A restaurant on the ground floor of Fincorp building. (AD)
44. All new graduates are paid by end of Term 1. (PaD)
45. One media release by minister and the secretary—a minimum of 30 positive
HE National Executive Council’s Decision 25/2016 directed that no school in the NES currently receiving grants from the national government’s Tuition Fee Free Education Policy is to collect fees.

In line with this directive the Secretary’s Circular Instructions 6/2016 and 2/2017 advised parents and guardians to refrain from paying any form of fees. The ruling also applies to agency schools.

There are reports that schools are collecting fees for projects, uniforms, bond fees, ID card etc. This is unlawful and schools are directed to immediately cease collection of any form of fees from parents upon receipt of this direction.

Further, no student certificates are to be withheld for failure to pay any form of school fees.

This instruction is lawful and current and as such all principals and schools governing boards must comply accordingly.

Any defiance to comply will result in the principal’s immediate suspension. School boards will also be suspended if they do not comply accordingly.

Schools Inspectors are to monitor and take appropriate actions.

The Secretary for Education Dr Uke Kombra ask for the full support of Provincial Education Boards and Provincial Education Advisors to ensure the Government’s policy on Tuition Fee Free Education is fully implemented. ***

EDUCATION Minister Hon. Nick Kuman clarifying a point raised by a caller on non-collection of fees by schools on Tuesday the 14th February, 2017 during FM 100 radio talkback show while Secretary Dr. Kombra listens in.
1. **POLICY STATEMENT**

The Government of PNG will provide funding to schools registered under the National Education System to enable Tuition Fee Free assistance for all students to access universal education.

2. **POLICY INTENT**

The TFF Policy means that:
1. All people in PNG will be able to contribute to the country’s future growth and development.
2. All school aged children will have access to free tuition for 13 years of complete education.
3. Students will not be discriminated against on the grounds of economic circumstances.
4. Parents, guardians and stakeholders are engaged and take shared responsibility in education in PNG.

3. **POLICY INTENDED OUTCOMES**

1. All children and youth have access to 13 years of education.
2. All children and youth completed 13 years of education.
3. Irrespective of gender, economic or geographic circumstance education is available to all children in all communities across PNG.

4. **POLICY RULES**

1. GoPNG will provide 100% of Tuition Fees for school aged students enrolled in the schools registered with the National Education System.
2. Schools have the discretion of charge project fees to cover additional costs that relate directly to provision of planned quality education programs.
3. The NEB will set annual maximum limits for these project fees, with PEBs authorizing local limits within the nationally established maximums.
4. PEBs will only approve project fees where they are demonstrated to be educationally sound and viable projects.
5. No child can be refused enrolment or restricted in his/her place in a school or learning program if unable to contribute project fees.
6. Parents, guardian and other stakeholders will have the responsibility to provide additional basic requirements such as, but not exclusively; school uniforms, sports equipment, lunch, transportation, toiletries, and/or additional stationery.
7. TFF funds must be spent according to approved procedures for planning, expenditure and acquittal attached to this policy.
8. School management must maintain and submit transparent financial records for acquittal and audit purposes.
9. TFF will be paid to qualifying schools on a quarterly basis, according to the procedure (and schedules) attached to this policy.
10. It is school responsibility to submit accurate and required information to be eligible for TFF payments.
11. Provincial Education Offices will submit verified data according to procedures, attached.
12. Any update and variations to the TFF procedures will be communicated to all schools and stakeholders in a timely manner.
The Out-of-School Children Initiative (OOSCI) National Consultative Workshop on Strategic Planning for Identifying and Enrolling Out-of-School Children was held at Don Bosco Technical Institute (DBTI), Port Moresby on 5th to 8th December, 2016.

The Out-Of-School Children Initiative (OOSCI) is a global agenda which Papua New Guinea and other ten countries in East Asia and Pacific are included due to the alarming statistics of the out-of-school-age children in our respective countries.

In the world today there about 57 million out-of-school children and the OOSCI Project aims to help these children who are marginalized by different situations they go through in life.

Forty participants came from the Department of Education, other line departments, churches, NGOs and concern stakeholders. Mr. Akihiro Fushima from UNICEF East Asia & Pacific Regional Office arrived from Thailand to help facilitate the workshop.

The purpose of the workshop was to:
- Review the matrix for relating critical barriers, profiles, existing policies, policy effectiveness and recommendations and how this information can be used to analyse PNG profiles and barriers.
- Examine international examples of out-of-school children studies (Cambodia/Thailand).
- Review and revise the analysis of barriers that lead to exclusion of children from attending schools.
- Preliminary work to identify laws and policies which influence out-of-school children and what these may do to help address the barriers.
- **Bottlenecks**: Moment or point in school trajectory where exclusion concentrates. Where do we lose these children? Examples can be high dropout in last grade of primary and low transition rate to lower secondary.
- **Barriers**: The causes of exclusion from education. Why are these children excluded? Examples are indirect school costs and lack of schools in remote areas.

**OOSCI: A BRIEF OVERVIEW**
In the lead up to 2015, Asia-Pacific countries have endeavored to increase access to general primary and secondary education and over the course of the last decade, much has been achieved.

However, getting all children to school – keeping them in school – remains a challenge globally which, indicators that approximately 38 per cent of children (250 million) are not in school and learning the basics and PNG is no different to this issue.

Once we know the number of children out of school, we will put in appropriate policies to bring back those children back to school.

**PNG WORKSHOP SUMMARY**
PNG appreciates the contribution UNICEF and UNESCO Institute for Statistics are doing to ensure all children realize their full potential and will contribute meaningfully to their own development and the country.

The Agenda for discussion throughout the workshop served as a reference guide to finalize the PNG OOSCI data profiling and move into the next phase of implementing OOSCI.

Education is a right and a common dominator that unites people from all walks of life. It underpins a person’s social status in the communities and liberates him or her from all forms of oppression in life whether it be status, abilities, or backgrounds. It is therefore important for every child to go to school to learn so that they can be able to make informed decisions to improve their lives and contribute to the development of the nation.

**SECRETARY’S SPEECH AT THE OPENING OF THE OUT-OF-SCHOOL CHILDREN INITIATIVE (OOSCI) WORKSHOP**

**GREETINGS**
Good morning to you all. I thank all of you making time available to attend this very important meeting as it is a step forward in navigating innovative statistical methods to promote and implement sound policies on the subject.

The Department of Education acknowledges the fact that we have out-of-school children in our country and your involvement as officers and partners in the OOSCI Project will help bring these children into the classrooms.

I also acknowledge and extend my appreciation to UNICEF for supporting this very important project. Your support and contribution in the work of education in Papua New Gu...
Guinea is very appreciative and we look forward to continuing the partnership with you in many years to come.

INTRODUCTION

The Out-Of-School Children Initiative PNG aims to support the global agenda in making a breakthrough in reducing the number of out-of-school children so they can be enrolled in schools to get basic quality education.

This workshop is therefore critical because it will help the department to develop the comprehensive profiles of the target children by using innovative statistical methods in order to identify the barriers that are hindering our children from going to schools.

As a concerned department together with our partners, we must identify, promote and implement sound policies to address the exclusion of these children and its many causes.

The Department of Education is now focused on bringing quality education for All Children, and with the Government’s TFF Policy. We are seeing increased enrolments in all our schools throughout the country.

Our aim now is to see many Papua New Guinean children including Out-Of-School children access basic education by successfully completing Grade 12 so they can be better citizens of our country.

EXPECTED OUTCOMES

This workshop should provide an opportunity for us to share common understanding of the purpose and methodology of OOSCI and its utility as an analytical approach and application for policy making.

Profiles of out-of-school children in PNG that have been determined through analysis of available data are to be reviewed and finalized together with the barriers that lead to educational exclusion with specific reference to the OOSCI profiles.

The key policies and initiatives identified and how they can be used to provide positive influences must be evaluated in a comprehensive manner for completing the final OOSCI PNG report.

At the end, we expect to discuss the National Action Plan which includes a review of the communication strategy and capacity development needs of the key stakeholders in translating the policies into actions.

NATIONAL GOALS AND DIRECTIVE PRINCIPLES

To deliver on our global commitments and to ensure all children receive their fundamental right to education, targeted actions on the issue of Out-Of-School population is critical.

Papua New Guinea’s National Goals and Directive Principles emphasise more on the Integral Human Development where every person is given the opportunity to free him or her from every form of dominion or oppression so he or she will have the opportunity to develop as a whole person in relation to others.

Our efforts in OOSCI will help make every citizen of this country be on par with others so that the objectives of the national goals can be achieved.

In addition, the constitution of Papua New Guinea guarantees all citizens regardless of gender, colour, creed, political opinion and origin must have equal access and participation in the country’s development and services. Consequently, under its education philosophy, the Government through the Education Department promises to educate all citizens.

The National Education Plan calls for Basic Education as a right in line with international obligations such as Conventions on the Rights of Child, Education for All and Millennium Development Goals.

INTERVENTIONS IN HAVING EDUCATED POPULATIONS

Based on the challenges of Universal Basic Education guidelines, the department wants to see all school age children enrol in schools and complete basic education to Grade 12.

In achieving access to basic education objectives, the Tuition Fee Free Policy has contributed a lot since 2012 and as a result, we have seen many children enrolled in our schools.

The challenge we have now is to have more new schools with better infrastructure to meet the demand of the growing enrolments.

Our children deserve to receive quality education from conducive environments so teaching and learning can take place more effectively.

Education is everyone’s business.

A collective effort is needed from parents, teachers, BOMs and BOGs, education officers and our partners to ensure that the implementation of new policies and interventions results in Papua New Guinea being an educated society.

STRATEGY NEEDED TO COUNTERACT THE OSSI

To solve the out-of-school children issue in Papua New Guinea, the department and its partners need to work together because it is a problem that still exists even though education is currently free.

Good practical strategies need to be drawn up to counteract the issue in cross-section of the communities across the country.

The workshop should lean towards coming up with practical and workable strategies for the department to use in addressing this issue.

It is our undivided effort from the department, partners, churches and other stakeholders that will help minimise the out-of-school issue.

I therefore call on our partner and stakeholders for their continued support to these interventions and also the OSSCI Project.

CONCLUSION

To conclude, I would like to thank everyone for your attendance and I look forward to some good results at the end of the week.

The Department will play its role to support and drive the OSSCI agenda forward so that our target audiences can be reached. Your forward planning during this workshop will help in meeting the objectives that we are intending to achieve.

Finally to all our partners, we thank you for your contribution and look forward to your continued support in 2017 and onwards.

With these remarks, I wish you all a Very Merry Christmas and a prosperous 2017.

Thank you and God bless you all.

DR. UKE KOMBRA, PhD
Secretary for Education
The National Department of Education officers attended a meeting on Early Childhood Education to share the findings of the Early Childhood Studies that were carried by the Department in Partnership with Hong Kong University and UNICEF in 2013 and 2014.

Professor Nirmala Rao, an expert on Early Childhood from Hong Kong University did a presentation on the studies and its policy implications.

The two studies were:

a. Early Learning Development Scales – (to guide the curriculum and policy)

b. Facility Survey – Operating Standards (for early learning schools)

PNG was one of six countries that participated in the East Asia-Pacific Early Child Development Scales (EAP-ECDS) project, supported by UNICEF-East Asia and Pacific Regional Office (EAPRO), the Open Society Foundations, and the Asia-Pacific Regional Network for Early Childhood (ARNEC).

The main objective of this project was to equip stakeholders across East Asia and the Pacific with a common measurement tool to assess the holistic developmental progress of children ranging in age from 3 to 5 years old.

It was felt that stakeholders in PNG including governments, universities, research institutions and donor partners, would be able to utilise the data garnered from this project to promote early development and learning, and prevent the loss of human potential by investing in the early years.

As part of this project, direct assessments of the holistic development and learning of 3 to 5 year-old children residing in urban and rural settings were carried out in 2013-2014. Children were administered the EAP-ECDS.

The items on these Scales were developed based on the Early Learning and Development Standards (ELDS) from countries in the East Asia and Pacific Region and through an iterative process. The EAP-ECDS includes seven domains and 85 items. Caregivers were also interviewed in individual sessions to obtain: (i) standard demographic data; (ii) reports on the child’s early learning and development; and (iii) information about the child’s health and habits.

A total of 1,800 children and their parents/caregivers from 15 provinces in Papua New Guinea participated in the study. The sampling strategy was determined in conjunction with the Statistical Department and the sample was stratified by region, urban city, and child’s age and gender.

Tests confirmed that the EAP-ECDS were valid and reliable measures of the early development and learning of children from Papua New Guinea.

Facility Survey – to establish the minimum operating standards

Minimum Operating Standards for early childhood education centres in PNG including ARoB. We focus on recommendations for centres serving children ranging in age from 3 to 6 years in PNG.

These standards pertain to the location and premises of the centre; health and safety issues; water, sanitation and hygiene; outdoor play facilities; classroom facilities; learning materials; curriculum, assessment of student learning and programme evaluation; pre-service and in-service training of teachers; staff-child ratios; parental involvement and the responsibilities of the centre operators.

The authors provided some suggestions to enhance the latest draft of the National Early Childhood Education (ECE) Policy which has been developed to provide direction and guidance for establishing sustainable, effective and efficient delivery of ECE in PNG. **
In the middle of 2016, the Department of Education formed the Advisory Committee to guide the implementation of Water, Sanitation & Hygiene (WaSH) in schools throughout the country.

The committee was formed as proposed during the workshop, held in February 18th, 2016 where key stakeholders and development partners attended to lead the implementation of WaSH in schools, in order to achieve the outcomes set in the National WaSH Policy 2015—2030. These outcomes will lead to:

- Reducing morbidity and mortality caused by water-related diseases;
- Improving livelihood opportunities and economic growth through improved health and reduce economic and financial losses; and
- Increase equity of services between rural, peri-urban and urban areas, and to disadvantaged groups.

In early July 2016, the Advisory Committee was established comprising representatives from Health, National Planning & Monitoring, Provincial & Local Level Government Affairs Departments and the churches. The committee will be co-chaired by the Departments of Education and Health. It had its first meeting on the 26th of July, 2016.

The Advisory Committee has five key tasks to achieve, and they include:

1. Strengthening the co-ordination of WaSH in schools;
2. Establishing the minimum standards on WaSH in schools;
3. Approve the National WaSH in Schools Master Plan;
4. Review and follow up on the progress made on the targets of WaSH in schools; and,
5. Advocate and raise the profile of WaSH in schools program.

In October 31st to November 4th, 2016 the Department of Education with the support of UNICEF conducted the workshop in Port Moresby to develop the standard guidelines for WaSH in Schools, which are aligned with the National Water, Sanitation & Hygiene Policy 2015-2030 to support the PNG Vision 2050, and the Sustainable Development Goals (SDG). Such guidelines will sustain the management of water and sanitation in all the schools in the National Education System once approved by the Department of Education.

The participants of the workshop were from the key Departments of Health, Education, Planning and Monitoring, Provincial and District staff, and Non-Government Organizations who have immense experience in implementing WaSH in schools.

The workshop realized that the minimum standards would need the framework, including co-ordination and monitoring structure with adequate funding to operationalize the National WaSH policy.

The workshop was able to define the minimum WaSH in schools monitoring indicators in consistent with the National Quality School Standards Framework (NQSSF) and the global three star approach of making incremental improvement of WaSH in schools. These standards and indicators will guide the schools to make gradual improvements in phases on WaSH using the School Learning Improvement Plan (SLIP).

This will mean that Water, Sanitation & Hygiene will be monitored appropriately on a regular basis in all the schools and will help ensure that children especially girls get to attend classes regularly.

The task of monitoring WaSH in schools will be integrated into the schools’ operational system so that it is sustainable and good practices are displayed for positive hygiene behavior.

The Department of Education, through the Secretary thanked the participants for accepting the invitation, and their organizations for their release to attend the workshop. They were very committed and as a result, the standard guidelines were developed for WaSH in schools. ***
PROVINCIAL Education Boards (PEB) are warranted to submit the vacant teaching positions for teachers to the Teaching Service Commission (TSC) by April of each year.

The Education Minister Nick Kuman explained during Question Time in Parliament that the appointment of teachers to secondary and primary schools were done by PEBs. He also confirmed that they were non-gazettal in the past two years when responding to Pomio MP Elias Kapavore who said the practice of non-gazettal would defeat Government’s purpose in investing in the country’s education system.

The Pomio MP said the non-gazettal prohibited and limited the promotion and posting of teachers around the country. “This means unproductive, some undisciplined teachers cannot be replaced in some of the schools while the productive teachers were not recognized for their performance.”

“This result in poor performance in some of our schools,” he stated.

Minister Kuman agreed with the member and said he would do his best to ensure the gazettal is done for all the vacant positions. He cited two reasons as being the cause for not advertising the positions. These include the no availability of funding and the teaching positions throughout the country not been updated.

“Two years we have no gazettal to allow qualified teachers to apply for those positions. Some of these were attributed to decisions by the PEBs in each province and the non-updating of vacant positions,” he said.

Minister Kuman said that the deferral of the vacant positions will now be advertised in this year 2017.

“Vacant teachers’ spaces were not advertised in 2015-2016, the normal procedure is that all teachers’ vacancies are updated and vacancies get updated in June and July each year.

“The Department of Education and the Teaching Service Commission will ensure that the teaching vacancies are updated and I urge all 22 provincial governments to ensure all vacant positions made available this year,” Minister Kuman instructed.

Appointments of teacher to all schools are done by the PEBs through its organizations and the Department of Education only endorse and put them on the payroll. All education boards, before each year must make available all vacant positions to the Teaching Service Commission. The Commission then advertise the positions through the gazettal. ***
THE number of teachers has increased from 57,000 last year to 60,000 this year according to Teaching Service Commission Chairman Baron Sori.

“The increased number of teachers makes teaching service the single largest public sector workforce in the country,” he said.

“The number of teachers will continue to grow annually to cater for the increasing number of students as a result of the three percent population growth rate for PNG.”

He welcome the teachers back to the new academic year and urged them to cooperate with the commission and take up their teaching posts without hesitation.

“This is the spirit that we must uphold to deliver education to all school-aged children and meet the Government’s goal to deliver quality education,” he said.

He said the Teaching Service Commission would work closely with the education authorities to ensure effective management of teacher to minimize any major issues of concern despite a lack of funding support the Government.

Mr Sori also reminded teachers that the economic downtown in 2016 could continue. It would hinder service delivery to most teachers in the country but he encouraged them to be fully committed to their duties.

He urged the teachers to resume duties by January 23rd and fill in the resumption of duty summary sheet to avoid auto suspension from the Alesco payroll system. ***

SECRETARY’S Circular No. 06 of 2017 released on 7th February 2017 informed all officers serving under the Ministry of Education of the actual implementation of the Time In Attendance Management System (TAMS) - Biometric Hand Punch.

The TAMS is an approved priority task of the Department. It was officially launched by Hon. Sir Puka Temu (Public Service Minister) on behalf of the Prime Minister at the National Parliament on Thursday, June 2nd, 2016.

This system is proven to be more reliable and effective in measuring attendance and punctually at work place. The process in TAMS will mitigate abscondment.

Where an officer absconds duty without good reason for a period of 10 working days will be charged with serious disciplinary offence under the General Order 15.19 (a) including suspension from the payroll.

The Human Resource & Organization Development Division of Corporate Services is tasked to oversee the implementation as one of its major priorities. ***

THE Morobe Education Board will now take a tough stand on students who are involved in school fights or other illegal activities this year.

In past years there have a numerous school fights and students disciplinary had deteriorated in schools in the province.

Senior professional assistant for education Alfred Tobem strongly warned students transiting into high schools and secondary schools to be disciplined and aim for excellence in their learning and not get into illegal practices like cult activities.

“Provincial education division will be smarter than students who think they are smart. Students, you must practice good values and behave. Do not get involved in illegal activities. Fighting, bullying and cults practices will not do you any good,” Tobem said.

He said he would be tough this year and had instructed school administrations to remove undisciplined students from their schools.

“The National Government and the Department of Education are very concerned with these ongoing issues.”

“Students that continue to deter directives will have only themselves to blame and will have no place in the school system,” he said.

“Tertiary institutions would not tolerate this type of behaviour and this attitude would greatly affect the majority of innocent students from the province vying for the limited spacing.”

“Students discipline is our priority this year. We will therefore not hesitate to terminate undisciplined students. Secondary schools will come down on hard on students getting involved in schools fights.” he said.

He urged the new Grade Nine and Eleven students to focus on their education and not spoil their parents’ names and ruin their own future. ***

EDUCATION Secretary Dr. Kombra speaking to Bugandi Secondary School students and teachers on school fights in Lae, Morobe Province.
HE delivery of standard-based curriculum (SBC) kits to elementary school in the country started after the launching in Port Moresby on 25th January, 2017.

Schools in the National Capital District, Central and Gulf picked up their kits while rest of the schools in the country will received their soon.

“Highland and Mamose kits will be shipped to Lae and distributed to the respective provinces and schools,” said Curriculum Development Division Acting Assistant Secretary Steven Tandale.

Speaking during the launching Education Minister Nick Kuman said, “Today marks a day when the elementary SBC teaching and learning materials will be delivered to all the schools throughout the country. We have set the target to fully implement the standard-based curriculum to our schools.”

Mr Kuman said all elementary teacher were trained last year and would implement it once the kits reached the schools.

He said all the subjects which include, language, mathematics, and culture and community would be taught in English.

He said the kit contained three teacher guides (elementary prep, elementary 1 and elementary 2) with lessons for each day; micro SD card with songs and videos to play in mobile phones or other accessories; flashcards and words and pictures to be used in the lessons, scripted English lessons; guides to use the books; songs and stories; teaching sounds; reading and writing cards; and tests and assessments.

Minister Kuman said the teachers will find it easier to plan and prepare lessons through the new standard-based education system.

“When teachers use these materials, they will have no difficulties in planning and preparing their lessons because they are in the syllabus and teachers’ guide. This will make the work load easier for them,” he said.

“They will also have enough time to get all the teaching aids ready prior to the lesson.”

He commended the Education Department Curriculum Development Division for producing the teaching and learning materials and training more that 23,000 elementary school teachers.

“The results of your efforts are evident as we can see these container packed with materials and ready for distribution to schools throughout the country,” he said.

Mr Kuman urged everyone to see that the standard based education was successful.

The success of standard-based Education depends on the ability of the teacher to teach standard base at the school,” he said.

“We expect to the advancement of standards starting the elementary level.”

He said early childhood education was crucial in a student’s learning and therefore, teachers must facilitate the learning effectively.

As we have come to fully implement the SBC, all divisions of the Department, including stakeholders should change to support the set standards to allow SBC to move forward. The change must start from the Department, then to the regions, provinces, districts and schools.

SBC is not the business of Curriculum and Teacher Education Divisions only, but it is for everyone, both at the national and provincial levels.

Our collective efforts in seeing the implementation is required so that we can see good results in the future.

The success of implementing SBC depends on the teachers’ ability to teach it at the school level. Since the teachers are trained to teach SBC, we expect to see advancement of standards starting at the elementary level.

There will also be an increase in time allocation for teaching of English, language and mathematics. The new time allocation for English and Language is 300 minutes per week, while Mathematics has increased from 210 minutes per week to 240 minutes per week, an increase of 30 minutes at the elementary level. ***
1. What is a Standards Based Education, (SBE)?
- A standard is a level of quality or achievement. It is used to measure or estimate the quality or degree of something, for example, how good a piece of work is.
- The introduction of a Standards Based Education in PNG is an important Government directive and was recommended by the OBE Task Force or the Czuba Report (2013).
- The rationale of having a Standards Based Education in PNG is to raise PNG’s performance in all aspects of education; curriculum development, teacher training, student and teacher performance and leadership.
- Standards in Education provide a description of what a child will know, understand and be able to do at each grade.

2. What is a Standards Based Curriculum, (SBC)?
- A Standards Based curriculum is a body of knowledge and set of competencies that form the basis for a quality education.
- It defines what students should know, understand and be able to do at each grade.
- It includes essential content in a relevant context.
- It sets national and grade-specific standards.
- It allows a wide range of participation including special needs students.
- Reflects a high level of achievement.
- SBC includes goals, objectives, and standards. It includes teaching methodologies and encourages teachers to reflect and revise their lesson planning to ensure students’ continued growth.

3. What is the focus of a Standards Based Curriculum?
- It includes essential content in a relevant context.
- It sets national and grade-specific standards.
- It allows a wide range of participation including special needs students.
- Reflects a high level of achievement.
- SBC includes goals, objectives, and standards. It includes teaching methodologies and encourages teachers to reflect and revise their lesson planning to ensure students’ continued growth.

4. What is the purpose of adapting a Standards Based Curriculum in PNG?
"The idea behind standards-based curriculum is to set clear standards for what we want students to learn and to use those academic standards to drive other changes in the system and for life-long learning and living."
PNG chose a Standards Based Curriculum because we want to improve the standards of teaching and learning. The teachers will have a clear purpose and focus on what will be taught and assessed. Students will be informed of what they have to know and be able to do. Both the teacher and the students understand the purpose and focus of the curriculum.

5. What role do standards play in relation to the teaching - learning - assessment process in a Standards Based Curriculum?
Standards require a change in both teaching and assessment. Standards and assessment are linked and need to be integral parts of the curriculum and the program of instruction.

6. What are National Standards?
Standards show what students should know at different levels of their school life. Examinations measure student progress towards attaining the standards.
Setting National Standards enables:
- Equal opportunity for the students. All the students are compared to the same standards.
- Clarity, it is clear what pupils should know at different levels of their education.
- Expectations of what all pupils should know and be able to do are clear.
- A higher level of achievement, while being realistic and relevant to the context in which they are being taught.

7. What is Bench marking in Education?
Bench marking is a standard against which something can be measured or assessed. A bench marking test brings accountability to schools by measuring student learning against quantifiable standards. Teachers use the results of bench mark tests to modify their instructions as needed and to prepare students for end of year standardized achievement tests.

8. How do we assess standards?
When working with standards, the assessment system needs to be consistent with what is being tested. Comparing a pupil’s performance with other pupils is known as norm-reference
assessment and pupils can be assessed against a standard (criterion-referenced assessment).

Assessment is viewed not only as a final product (summative), but also as a continual process (formative) and provides pupil performance data to teachers and students regarding their progress towards achieving the standards. This shift to standards-based assessment helps create ‘a culture of success,’ where all pupils can achieve an acceptable level.

The curriculum sets benchmark levels of pupils’ achievement and progress towards meeting the standards by describing what the pupils can do with particular areas of learning such as language. So, it is necessary to move beyond testing methods which concentrate on memory, and develop those which measure understanding and application (Genesee, et.al., 1998; Winters, 1995).

In order to assess if pupils have achieved the different benchmarks, they are expected to demonstrate what they can do, by applying what they know to real-life situations.

9. How do we report standards?
When working with a standards-based curriculum, schools will be able to report pupils’ progress towards achieving the standards by indicating the benchmarks they have achieved.

10. What are the principles of the PNG standards based curriculum?
The implications of a standards-based curriculum for the learning-teaching-assessment process include:

- both formative and summative assessment
- a variety of assessment methods
- assessment tasks which allow the pupils to demonstrate their knowledge, including the criteria for assessment
- developmental assessment showing progress towards attaining the standards
- assessment tasks which are integrated within the learning - teaching - assessment process and do not consist of only the final product.

11. What are the principles of the PNG standards based curriculum?
i. Clarity of focus through learning statements (content standard and benchmark)
Everything teachers plan for teaching and assessing should be clearly focused on what students should be able to know and do. These expectations are expressed in the content standards, students’ performance standards and benchmark.

ii. High expectations of all students
The principle of high expectation is about insisting that work be at a very high standard before it is accepted as completed and achieved. Opportunities should be provided for students to work towards reaching the set standards.

iii. Equal opportunities for all students
In a standards based curriculum, the national content standards are designed for all students throughout the country regardless of the context. These standards are clearly outlined in the syllabus. It is up to individual schools, classes and teachers to plan how these standards can be achieved. A national assessment and monitoring tool will be used to assess, monitor and evaluate the success of the students’ attainment or achievements for the set national and content standards.

iv. Expanded opportunities to learn
The SBC will target the empowerment of rural, urban, average and intellectual population. It allows flexibility to accommodate both able and disadvantaged to discover their potential in order to pursue their interest through the learning standards set in the curriculum. It establishes clarity about the standards we expect our young people to achieve so that they can compete confidently with the best of their peers globally. Learning is progressive. ***
### APRIL

<table>
<thead>
<tr>
<th>DATE</th>
<th>TASKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Heads of institutions to complete and forward Monthly Staffing Returns for March to PDoE and NDoE, GESD.</td>
</tr>
<tr>
<td>3-7</td>
<td>1st Quarter Meeting for Principals for TTCs &amp; IERC Coordinators/Principals.</td>
</tr>
<tr>
<td>3-7</td>
<td>Preparation begins on Advertised Vacancy Gazette and printing and distribution to schools before May 16.</td>
</tr>
<tr>
<td>3-28</td>
<td>Board of Studies Meeting No. 1 for Basic Education and Secondary.</td>
</tr>
<tr>
<td>13</td>
<td>Term 1 ends for all schools, vocational centres, PNGEI, PTCs, TCs and Business Colleges. (Consult divisional circulars)</td>
</tr>
<tr>
<td>14</td>
<td>EASTER GOOD FRIDAY</td>
</tr>
<tr>
<td>17</td>
<td>EASTER MONDAY</td>
</tr>
<tr>
<td>18</td>
<td>Teachers due for furlough leave in July 2017 to apply to PEO or respective DoE AS before May 4.</td>
</tr>
<tr>
<td>24-28</td>
<td>Joint National Rating Conference</td>
</tr>
<tr>
<td>24</td>
<td>Term 2 commences for all schools, vocational centres, PNGEI, PTCs, TCs and Business Colleges. (Consult circulars)</td>
</tr>
<tr>
<td>24</td>
<td>Appointment officers’ conduct quality check on RoDSS/Appointment variations and forward changes to NDoE.</td>
</tr>
<tr>
<td>24</td>
<td>School Registration Committee (SRC) meeting to process EDA 2017 application forms for schools for 2018.</td>
</tr>
<tr>
<td>28</td>
<td>Teachers complete RoDSS/Form EDB012 for any appointment variations. Heads of institutions check, sign and forward to appropriate PEO or NDoE AS (NI) at earliest opportunity.</td>
</tr>
<tr>
<td>28</td>
<td>Closing date for applications for personal reports from all sectors.</td>
</tr>
<tr>
<td>28</td>
<td>Non-citizen teachers due for 2017 contract renewals.</td>
</tr>
<tr>
<td>28</td>
<td>Month ending reports due for Elementary, Primary, High, Secondary, NHS, FODE and TVET Schools.</td>
</tr>
<tr>
<td>28</td>
<td>TED Application for Personal Inspections due for Elementary, Primary, High, Secondary, NHS and TVET Schools.</td>
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### MAY

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<thead>
<tr>
<th>DATE</th>
<th>TASKS</th>
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<tbody>
<tr>
<td>1</td>
<td>Heads of institutions to complete and forward Monthly Staffing Returns for April to PDoE and NDoE, GESD.</td>
</tr>
<tr>
<td>8-9</td>
<td>Issue and release of teacher’s eligibility to GESD and registration certificate to TED.</td>
</tr>
<tr>
<td>8-12</td>
<td>TVET Curriculum Inspections Consultative Forum with TVET Principals.</td>
</tr>
<tr>
<td>12</td>
<td>Screening of personal reports, SLIPs sent to successful applicants.</td>
</tr>
<tr>
<td>12</td>
<td>Closing dates for teachers’ applications for furlough leave on July 2017 to be with PEO or respective AS (NI).</td>
</tr>
<tr>
<td>11-12</td>
<td>MPR back at Superintendent, Primary in GESD showing changes in schools/colleges positions for 2018.</td>
</tr>
<tr>
<td>15-19</td>
<td>Basic Education Board of Studies Meeting</td>
</tr>
<tr>
<td>22-26</td>
<td>Secondary Board of Studies Meeting</td>
</tr>
<tr>
<td>26</td>
<td>All NIST/PIST funding application due from the provinces to TED.</td>
</tr>
<tr>
<td>26</td>
<td>Issue of notification of personal inspection for applicants.</td>
</tr>
<tr>
<td>26</td>
<td>Deadline for all PEA and NDoE AS to advise TSC/AS HROD of full details of 2017 overseas recruiting requirements.</td>
</tr>
<tr>
<td>26</td>
<td>Month end reports due for Elementary, Primary, High, Secondary, NHS, FODE and TVET Schools.</td>
</tr>
<tr>
<td>29</td>
<td>All PEAs prepare list of activities for National Education Week Agenda items for PEB.</td>
</tr>
<tr>
<td>29 – 31</td>
<td>Processing of EDA 212 and approvals for TSC for creation, abolishing or reclassification of positions for 2018 schools.</td>
</tr>
</tbody>
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### JUNE

<table>
<thead>
<tr>
<th>DATE</th>
<th>TASKS</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Heads of institutions to complete and forward Monthly Staffing Returns for May to PDoE and NDoE, GESD.</td>
</tr>
<tr>
<td>5</td>
<td>TTCs &amp; IERCs inspection commences.</td>
</tr>
<tr>
<td>5-9</td>
<td>Vocational Coordinators Conference</td>
</tr>
<tr>
<td>8</td>
<td>SCHOOL CERTIFICATE WRITTEN EXPRESSION EXAMINATION (GRADE 8)</td>
</tr>
<tr>
<td>9</td>
<td>Close of Applications for Kina for Kina subsidy from Nat. Secretaries of Churches, Education Agencies. Lodge applications with Senior Trust Officer, F&amp;A DoE.</td>
</tr>
<tr>
<td>9</td>
<td>All request for teachers due for leave to be submitted to the PEO by July 24.</td>
</tr>
<tr>
<td>12</td>
<td>QUEEN'S BIRTHDAY</td>
</tr>
<tr>
<td>13</td>
<td>Dispatch Grade 10 SLF to all Secondary/High Schools.</td>
</tr>
<tr>
<td>13</td>
<td>All NDoE divisions—completed Public Service Staff Appraisals for 01/01/17 to 30/06/17 to be submitted to AS, HROD.</td>
</tr>
<tr>
<td>16</td>
<td>All PEA, NDoE AS (teaching divisions) &amp; Permitted School Agencies submit annual National Staffing and Enrolment Returns to Manager, EMS &amp; Statistics, NDoE by July 24.</td>
</tr>
<tr>
<td>20</td>
<td>Deadline for teachers wishing to appeal against the Joint National Rating Conference in 2016.</td>
</tr>
<tr>
<td>23</td>
<td>Term 2 ends for all schools, vocational centres, PNGEI, PTCs, TCs and Business Colleges. (See TED &amp; TVETD circulars)</td>
</tr>
<tr>
<td>23</td>
<td>1st Asset Management Reports due for NDoE Institutions.</td>
</tr>
<tr>
<td>26-30</td>
<td>Regional Standard Directors 2nd Quarter Meeting</td>
</tr>
<tr>
<td>30</td>
<td>Deadline for non-citizen contact renewal to be submitted to NDoE.</td>
</tr>
<tr>
<td>30</td>
<td>Close of SPEG Application from Provinces. Close of TTCs &amp; IERCs Leave Application Forms.</td>
</tr>
<tr>
<td>30</td>
<td>2nd Quarter TVET Inspectors’ Report due</td>
</tr>
<tr>
<td>30</td>
<td>Month end reports due for Elementary, Primary, High, Secondary, NHS, FODE and TVET to forward Students Quarterly Returns to NDoE, GESD.</td>
</tr>
</tbody>
</table>
A brand new year has started. I would like to take this opportunity to welcome back our 2.2 million students and 60,000 teachers to the 2017 academic year.

I also on behalf of the Ministry extend my warm welcome to our partners and stakeholders including parents and guardians, school boards, Provincial Divisions of Education, Church Education Agencies, staff of the Department of Education, the Teaching Service Commission (TSC) and the Office of the Libraries and Archives (OLA) and everyone who has helped to make the work of education successful in 2016.

I trust the same cooperation, commitment and effort will also be applied this year.

RESUMPTION OF 2017 ACADEMIC YEAR

By now both the teachers and students should be in their respective schools. I appeal to our teachers to maintain the commitment by turning up each day to teach our children.

I also ask the parents to continue supporting your children in their education. The Government is providing Tuition Fee Free from prep to grade 12 therefore, parents must make sure that their children are enrolled in school and complete their education.

To the students, my appeal to you is to totally commit yourself to your school work and work hard to achieve good results. Success comes from commitment and hard work.

GOVERNMENT PRIORITIES

Education is the tool for success therefore; it remains the Government’s number one priority. Education influences all forms of development by increasing the productivity of the labor force and growth in the economy which is envisioned in the Development Strategic Plan and the country’s Vision 2050.

The Government’s focus is on delivering quality education to the rural areas, through use of the District Services Improvement Program funds.

There are seven (7) key priorities being implemented by the Ministry:

1. Tuition Fee Free
2. Standards Based Education
3. E-Learning
4. Teacher Education and Training
5. TVET Expansion
6. Education Infrastructure
7. New School Structure

There are other quality and management interventions that the Ministry has undertaken deliberately to improve the quality and standard of teaching and learning:

1. Three (3) years of primary teacher training;
2. Supply of science kits and recruitment of science and mathematics teachers;
3. Minimum entry to teachers college is Grade 12;
4. Institutionalizing all elementary teacher training;
5. Meeting standards in the establishment of schools;
6. Regional benchmarking in Assessment;
7. Recruitment of specialist teachers especially maths and science;
8. A single integrated TFF policy to improve transparency and bring out accountability at the school level;
9. Monitoring of teachers’ attendance and class contact with students in collaboration with the Public Service Minister and his department, the TSC, DoE and PNG-TA; and,
10. EQUITV Roll Out to the provinces and districts.

OUR ACHIEVEMENTS IN THE LAST FOUR (4) YEARS

The Ministry of Education has achieved a lot in the last four years and these achievements need mentioning. I will talk about three which we have made a lot of progress in implementing them. They are as follows:

Tuition Fee Free

This is the biggest and boldest decision ever made by any other Government, let alone the current O’Neill/Dion Government which is very commendable because of the huge benefit to both the students and parents.

The full implementation of the TFF began in 2012. Since then a total of K2.742 billion has been allocated to fund the policy.

As a result of this policy the enrolment of students had markedly increased at 7% per annum. In 2010 before the policy was introduced, the total number of students in the National Education System was 1,565,406. By 2015, the total enrolment stood at 2,054,318 students in all sectors of education.

The number of girls enrolled in all sectors of education is also gradually increasing. The total number of girls enrolled in all sectors of education in 2010 was 703,253 but with the introduction of TFF and other initiatives targeted at girls, the number
increased to 925,663 in 2015.

**Standards Based Education (SBE) System Including Curriculum**

The implementation of the SBE has started with 15,000 elementary teachers undergoing the conversion – in-service training as of the end of August 2016. To date, the total number of elementary teachers trained since 2015 stands at 23,736 in 22 provinces.

New syllabuses, Teachers Guides and English Kits are expected to be in the schools for full SBC at the elementary level in 2017.

It will take four years (2016—2019) to see the complete implementation of the curriculum from elementary to Grade 12.

The development of lower primary (Grade 3 to 5) syllabuses, teacher’s guide and student resource books are in advance stages for us to commence teacher training and thereafter implementation.

This Government’s priority is also to make sure that the huge number of students receives quality education through a school curriculum that is relevant and comparable to global standards. Therefore it has ensured that the Outcome Based Education curriculum model be phased out and replaced with a standards based education system and a school curriculum that articulated content and performance standards in all subjects and grades by 2019.

**Achievements in TVET**

Providing skilled human resources in line with the needs of our country’s economy is an important priority for the O’Neill/Dion Government in light of the various developments of our mining and agriculture resources.

The National Government Policy states that by 2020 we should have established one vocational centre per district. We currently have 120 vocational centres spread around the country. Also by 2030, we should have established a technical/business college in each province and a polytechnic in each region. Since we came into power we have established four technical colleges namely, in Bougainville, West New Britain, Southern Highlands and Simbu provinces.

We have yet to establish a technical institution in 8 more provinces, but we have progressed in building the capacity of our manpower.

For a higher technical and competent workforce the current government has approved the establishment of 2 polytechnic institutions in Momase (the current National Polytechnic Institute in Lae and a new one in Madang), 1 in Kokopo for the NGI region, 2 for the Highlands region (Enga & Simbu) and 2 for Southern region (Port Moresby Technical College and Western). We are committed to seeing these institutions established because TVET is the key driver of our economy.

Our reforms in the TVET curriculum and standards are progressing utilizing the Competency based Training and assessment approach in consistent with the national qualification framework.

**Quality services to teachers**

Teachers are the key people to achieving our education goals in access and quality. Our teacher numbers have increased from more than 45,000 in 2012 to 56,000 in 2016 on the payroll to keep up with the high population and enrolment growth. By end of 2017 we should have 60,000 teachers.

We need to continue to work on the student: teacher ratio to ensure that our teachers are not overworked and the classrooms are not over-crowded.

In 2013, my Ministry has been able to gain 13% salary increase for all teachers, well above public servants pay rises. Comparatively, teachers have attractive allowances and entitlements.

I am personally interested to see teachers fairly rewarded, especially those in rural and remote locations.

We have decentralized full teacher salary functions to provinces as of 2015 except for Hela Province.

Provincial TSC Advisors were to be appointed in three provinces in 2016, but due to funding constraints, they will have to wait until funds are available. This will be extended to other provinces when funds are available.

We have increased inspectors to two per district to provide professional and academic support to teachers and schools. Concurrently, we have closed the teacher client service at Fincorp Haus in Waigani so that teachers remain in the classroom. I am happy that the Ministry is seriously implementing the Ganim Report to improve teachers’ salaries and other services.
OUR PRIORITIES FOR THE NEXT FOUR (4) YEARS

While we have achieved some milestones over the last 4-5 years, I would like to remind officers to be focused and committed on the priorities that lie ahead.

We must continue to implement and enhance the TFF system so that it benefits every child that is enrolled in school. I call on the Government to extend the TFF to include the tertiary institutions.

The restructuring of school system to 7-4-2 will commence in the National Capital District (NCD) this year. Phase 1 will have elementary schools incorporated into the existing onsite primary schools from 2017-2018.

Under Phase 2, Grade 7 and 8 classes to join Grade 9 & 10 and become Junior High Schools and Grades 11 & 12 form Senior High Schools from 2018-2019.

A separate restructure plan will be created to implement the restructure.

We must also continue to develop and implement the new curriculum but the focus must be on strengthening Science, Technology, Engineering and Mathematics Curriculum and incorporating gender sensitivity and learning capacity for all school levels.

We must make sure that we come up with a curriculum that is inclusive of values education and problem solving. I also echo the call made by the Chief Secretary Isaac Lupari during the Public Service Dedication for more emphasis to be given to religious education by making it a subject to be studied from elementary up to secondary level.

We have contained much of the examination cheating in 2016 except for one or two minor cases that were detected and those found responsible were dealt with by responsible authorities. I urge the Department to continue the work being done to implement the 62 recommendations from the Task Force that was commissioned last year.

CONCLUSION

To conclude, I would like to thank the O’Neill – Dion Government for the first time in our history in setting benchmarks for our education system to be attuned to the development needs of our country and to be competitive in meeting international standards.

On behalf of this Government and the Ministry of Education, I wish you all a very successful year 2017.

God bless you all.

HONORABLE NICK KUMAN, MBE, MP
Minister for Education
2017 Back to School Message to Teachers

TSC CHAIRMAN BARAN SORI

INTRODUCTION
Teaching Service Commission (TSC) welcomes teachers throughout the country back to teaching in 2017 school year and extends its welcome to the new graduates joining the Teaching Service workforce this year. It is expected that the number of teachers will reach 60,000 members. This makes Teaching Service the single largest public sector workforce in the country. The number of teachers will continue to grow annually to cater for the increase number of students as a result of about 3% PNG’s population growth rate per annum. Despite the increase in teacher numbers, the country will continue to face teacher shortage as approved teacher training institutions are not graduating enough teachers to be allocated to all the schools in the country. Similarly, some teachers retire while others resigned and abscond from teaching. The Commission also noted that there are teachers who choose to make themselves become unemployed because they do not want to take up teaching in rural/remote schools, while others just do not want to leave their home provinces to go and teach in other provinces that need teachers most.

TRAINED TEACHER
A trained teacher is expected to teach anywhere in the country. This is the spirit we must uphold in order to deliver education to all school age children in order to meet the Government’s goal of “Education for All and Quality Education”. This goal calls for total cooperation and support from all stakeholders in ensuring that teachers are appointed to positions and deployed on time and placed on the payroll within the time frame of less than one month of commencement.

ACADEMIC YEAR 2017
2017 is going to be a challenging year for all. TSC will focus on addressing a number of major issues affecting teachers such as: advertisement of teaching positions and appointments of teachers which were never effectively conducted over the past five years. As a result, thousands of teachers are placed on acting appointments. The Commission is determined to ensure an effective advertisement of teaching positions will be conducted, and at least 80% of appointment will be made.

DEPLOYMENT OF TEACHERS AND PLACEMENT OF TEACHERS ON PAYROLL
Deployment and placement of teachers on the payroll is taking far too long to process thus, suffering teachers have to leave their teaching duties to come to Waigani to attend to such matters. Administration of leave fares by some Provincial authorities is another issue since leave fare monies are remitted directly to the Provincial Treasury money basket. Sometime, funds are not put aside to process leave fares on time for teachers to travel home.

WORKING COLLABORATIVELY WITH THE PROVINCIAL EDUCATION AND DEPARTMENT OF EDUCATION AUTHORITIES
The Commission will work closely with the Provincial Education Authorities and the Department of Education Teaching Divisions to ensure that current major issues and concerns faced by teachers are eradicated effectively and efficiently. This will require money. The Commission does not have money in the 2017 Budget Appropriation to address these issues, but lack of budget support will not prevent the Commission from carrying its legislative roles and responsibilities to ensure members of the Teaching Service continue to provide education to the children of PNG.

Teachers are also reminded that the economic situation affecting the country in 2016 will continue to be faced in 2017. This will affect service delivery to the teachers and teaching affecting education for children. Regarding your salaries and allowances, I can assure you that you will continue to receive your salaries and service allowance with 3% pay-rise for 2017 to 2019 Agreement approved by the Government. This is a very generous increase the O’Neil/Dion government has approved given the financial difficulties the country is facing.

FULL COMMITMENT REQUIRED FROM THE TEACHERS
Increased salaries and allowances - large or small come with commitment and responsibilities. I therefore, urge all teachers to be fully committed to your teaching duties in 2017. Teachers are required to commence work at 7:45 a.m. and finish at 4:06 p.m. each working day of the week. I want to stress the difference between instructional hours and official working hours with which, you are paid salaries and allowances. Instructional hours are the times you are teaching students until certain time in the afternoon when students are dismissed from classes. Dismissal of classes does not mean teachers finish work for the day. Teachers must remain in school and work until 4:06 pm.

MONITORING OF TEACHERS’ ATTENDANCE AND PERFORMANCE
I warn teachers that the Commission will strictly manage teachers’ performance this year through Resumption of Duty Summary Sheet and teachers who do not resume duties on time will face reduction in their leave fares and Performance Based Salary Scale (PBSS) consistent with the relevant sections of the Teaching Service Act and Salaries and Allowances Agreement policy on administration of PBSS. This will also apply to teachers who abscond from work place during the school year.

The Commission will commence monitoring attendance and performance of teachers in the NCD schools to ensure that they commence and leave work on official time each day. It will be made mandatory for all head teachers to produce Monthly Returns to the Commission on teacher attendance and performance. This program will be rolled out to all other provinces when funds become available to place TSC officers in Provinces in the near future. This
decision will be painful for some teachers but it must be done because people cannot be paid for not performing duties. The onus is on every teacher to fully comply with the Resumption of Duty Policy in order to avoid deductions and penalties where applicable.

TEACHER RESUMPTION OF DUTIES

Resumption of duties has always been a problem for some years with over 15,000 teachers not resuming duties on time during the resumption week. This trend must change and all teachers MUST resume duties on the first week of resumption on Monday 23rd January, 2017.

At this juncture, the Commission wishes to acknowledge cooperation and support from the Provincial Education Authorities, District Development Authorities, Church Education Agencies, Local Level Governments and Members of Parliament who have been supporting teachers in one way or the other to ensure teachers get to schools on time. The Commission encourages this level of support to continue in 2017 school year.

The Commission is also concerned about the emergence of unethical behaviours of certain teachers breaching the Professional and Personnel Code of Conduct that brings distrust, shame, disrespect and ridicule to the Teaching Profession. Such behaviours will not be tolerated and teachers caught in such actions shall be suspended without pay and terminated from the Teaching Service. I remind teachers that parents have very high trust on you to take responsibility to care, protect and teach their children in your charge and any action contrary to this trust is bad for the teaching profession. Teachers, you are role models to students and are expected to display high level of behaviour and dressing so that your good conduct will influence students whom you teach to emulate and become good citizens. This is the virtue of your teaching profession.

RESIGNED AND ABDSCONDED TEACHERS

Teachers resigning from the Teaching Service and apply for re-admission after a year or two is becoming a concern for the Commission. This year, the Commission will not re-admit resigned teachers and those who have absconded for more than twelve months from teaching because they have made their decision to leave teaching. Such trend only destabilizes continuity of teaching and affects students’ learning.

Teachers are encouraged to treat teaching job as a career because there is benefit to reap at retirement age. You need to articulate the culture of saving mentality. For young teachers, minimize unnecessary spending on alcohol, cigarette, buai and mini loans as these will drain your hard earned salaries.

Save money and invest with Nambawan Supa Voluntary Savings and serve as a teacher until retirement if you want to reap one million kina or more upon retirement. Yes, you can do it!

CONCLUSION

Let us look forward to 2017 school year with renewed energy and be eager to take on responsibilities that you are entrusted to and make a difference at your work places to deliver quality education. You have a mammoth task to teach Standards Based Curriculum and manage, and teach it to overcrowded classes. The Commission has faith and trust in you because you are appropriately trained and qualified, as well as resilient to adjust and cope to changes in your work. I am confident that you will make a difference and deliver education to our children.

Have a successful resumption week and the Commission wishes you a productive and rewarding 2017.

BARAN SORI
Chairman – Teaching Service Commission

“Quality Learning for All”
Welcome you all to the 2017 school academic year and thank everyone for your support and your valuable contributions to the National Education System last year.

As we settle down to begin our work in the different positions we hold whether it be as a teacher or public servant, I encourage you be proactive and diligent in discharging your duties.

If you have not being fully committed last year I call on you to refocus and take a rejuvenate task in your approach to your work this year.

Due to the coming General Election and the current cash flow difficulties the country is facing I again called on your cooperation as it will be a challenging year.

Although some of our activities may be affected, we should not let this hinder our progress or performance in achieving our 62 priorities tasks set out for the department to undertake for the first and second quarter of this year.

By end of 2nd Quarter we should see whether we stand so we can re-strategize the activities lagging behind due to manpower and funding.

Our core goal is to lift the standard of learning in the country so our vision to provide “Quality Education For All” still remains for this year.

We are mandated to execute the policies and plans of the Government and the Ministry and to ensure that certain critical functions are done effectively on time for our children in the country to be educated properly.

I urged every staff of the Department to take the lead, support and report in the implementation of these priorities.

Education is everyone’s responsibility and therefore collective efforts are required from all individuals, groups and organizations. Together, we can make a difference in educating the children of Papua New Guinea.

Let the past years’ experiences be the stepping stone to improve on to move forward.

Providing Quality Education for All

Education theme for 2017 is: Quality teachers for Improved Education Standards. It depicts the vision of Education Department because it focuses on creating quality standards and results in educating our children.

To achieve quality standards and improved education results will require total commitment, hard work and collective efforts of teachers, parents, BOM & BOG, school inspectors, provincial education officials, DoE officers and other concern stakeholders.

Quality standards and results in education, includes having students who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities;

i) Creating learning environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities;

ii) Providing learning content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy, skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace;

iii) Usage of proper process through which trained teachers use student-centered teaching approaches in well-managed classrooms and appropriate assessment to facilitate learning and reduce disparities; and

iv) Achieving outcomes that encompass knowledge, skills and attitudes, and also are linked to the national goals for education and positive participation in the society.

As officers and concerned citizens, we must know that the definition of “Quality Education” allows for an understanding of education as a complex system embedded in a political, cultural and economic context. Hence, collective efforts are required everybody to reach the goal.

Leave Fares for Node Officers

In my circular No: 8/2017 I informed and directed all Divisions, public servants and NCDES teachers that divisions must submit the names of officers that are to go on leave this year.

Moreover, the division must nominate an experience subordinate to oversee the office to maintain consistency in his or her absence.

To uphold the office, the division must have a schedule to ensure officers go for leave at different times in a year. Only School Inspectors can take leave after school year ends.

All leave application have to be approved by the Office of the Secretary through hierarchy before 29th of April, 2017.

Actual Implementation of Time-In-Attendance Management System

The Time-In-Attendance Management System (TAMS) has commenced as of 7th February 2017.

The Top Management Team (TMT) is its decision No: 08/04/2016 fully approved for the actual implementation of the system in October 2016, however, it was forwarded to this year to enable officers to acquaint themselves with the system.

The processes to follow are as follows:

1. Time keeper of each division/unit/organization will edit and produce report/s and submit to their respective heads. The heads are to issue sick leave forms to those concerns from the reports.

2. Both the reports and the filled sick leave forms must be forwarded to HRD Division for confirmation and data management.

3. Payroll Division will ensure that the final data input for possible pay deduction is done upon receiving confirmed and correct data reports/sick leave forms from HRD Division.

Therefore I urge all officers serving under the Ministry of Education to fully comply with the usage of the Time-In-Attendance Management—Biometric Hand Punch. In addition,
the Daily Attendance Book will also be used in conjunction with the system.

**NON SCHOOL LEAVERS SELECTION PROCESS FOR TEACHER TRAINING PROGRAMS**

The Education Department now have in place a new non-school leaver selection processes that all principals and Selection Committees of National Teaching Institutions must adhere to. This is in line with the Circular Instruction issued under section 28 of the National Education Act 1983 (consolidated to no: 13 of 1995).

The Department has been concerned with the selections of non-school leavers at the teacher training colleges.

With no standard regulatory mechanisms, colleges have been enrolling non-school leavers without due consideration given on college enrolment quotas, student-lecturer ratios, key infrastructure capacity such as lecture rooms, messing and dormitory spacing, staffing strength and the minimum entry requirement.

Both school leavers and non-school leavers’ minimum requirements for selection into any teacher training college are Grade 12 with C grade and grade point average (GPA) of 2.5.

a) For non-school leavers, all application open on 1st July and closes on 30th September for teacher training colleges to send out and receive applications.

b) **Screening of Applications**: A list of qualified applicants are compiled by the College Selection Committee after screening.

c) Qualified application are verified through liaison with the Measurement Services Division for Teacher Education Division (TED) screening and quality checks.

d) TED organize the second vetting of all applications at NDoE headquarter with the assistance of the Principals.

e) **Endorsement of the Secretary**: The final non-school leavers selected for teacher training colleges will be submitted to the Secretary’s approval and endorsement for the 2nd week of December. This selection list will be approved for teacher registration after graduation.

f) Advertisement: TED will advertise the non-school leavers selected for teacher training colleges in the two printed outlets before the 3rd of December.

All principals and selection committees of Teacher Training Colleges, PNGEI, National Education Agencies for National Institutions are directed to comply with this Circular Instruction.

**USE OF SCHOOL FACILITIES FOR POLITICAL PURPOSES**

As the 2017 National Election approaches, it is paramount importance that schools and all other educational institutions take all precautionary measures to ensure all schools assets and facilities are safeguarded.

Last year I sent a circular no: 33/2016 informing all heads of schools and institutions of the use of school facilities for political purposes before, during and after the elections.

Political enthusiasts have always shown frustration on government or state properties to express or show their dissatisfaction.

It is therefore important that schools and institutions take proactive measures to avoid possible destruction to state assets and disharmony in the school community.

Some measures that all institutions must adhere to are;

1. No political rallies are be conducted in any national education institution.
2. School assets should not be hired out to any political activities.
3. Do not allow political speeches at school graduations or gatherings.
4. No political related meetings in schools.
5. Members of the school community should not use the school for any political reasons.
6. Teachers, especially heads of institutions, should not in anyway, publicly, show allegiance to or support any candidate or political parties.

CONCLUSION

To conclude, I encourage everyone to be the agent of change and be proactive in your respective roles and responsibilities so to provide a new direction to move forward in education.

In our schools and institutions, we expect the teachers to teach to impart the best to our children.

As our National Goal No. 1 in the Constitution calls for personal liberation and fulfillment of all citizens, we in the education system must make that happen by grooming the children in the early age.

The O’Neill-Dion Government is giving its support to make education accessible but it is us to make constant effort for real change to be achieved. We cannot build a democratic and just society unless individuals, concern parties and all educational institutions are geared to achieving these objectives.

Thank you, and may God be with us all in 2017.

**DR. UKE KOMBRA, PhD**

Secretary for Education