

ORO PROVINCIAL ADMINISTRATION



PROVINCIAL EDUCATION PLAN

2006 - 2015



Acknowledgement

The Oro Provincial Education Plan for 2006 to 2015 was established with the contribution of ideas from many individuals. We recognise that our vision, policies, strategies and outcomes for education development, based on the legacies of our forefathers are reflected in this plan.

The Oro Provincial Government, under the leadership of Governor, Banny Hoivo, the Chairman of Education Permanent Committee, Honourable Jackson Iriro and the former Oro Provincial Administrator, Mr Sarea Meakoro, have also provided ideas, directions, morale and material support towards the development of this Plan. Amongst the many is the Oro Provincial Steering Committee, under the chairmanship of Mr. Leonard Bundu, who has worked tirelessly in discussing the strategies, activities and the outcomes required in achieving educational objectives in the province. The Committee comprised of the private sector, line departments, church agencies and the broader community representatives. This committee played a fundamental role in discussing the outcomes, strategies and activities that are to be achieved through education objectives in the province.

In addition, we acknowledge the vision and wisdom of past leaders, namely the late Mr Zacchaeus Watlangas - former Division of Education Superintendent Planning/Operations and Mr Paul Namono - former Division of Education Advisor. The Acting Chairman of the Oro Provincial Education Board, Mr Windsor Atarapa, is also recognized for his consistent leadership in the preparation of this Plan. We also commend Mr. Wari W. Taputu our Senior Primary School Inspector for type setting the information.

The Committee acknowledges with appreciation Mr Geoffrey Thompson and Mr Peter Wambena from the National Department of Education for rendering vital statistical information as well as formatting the plan.

Much credit goes to the Oro Provincial Education Board for its foresight and vision in shaping the policy framework for educational development in Oro. That is, taking into account our experiences in the past, the present and what we perceive to be our new pathway for the future.

Finally, we appreciate the efforts and support of everyone involved in the formulation of this Plan. We also thank the Education Capacity Building Project (ECBP) for funding and printing.

The Oro provincial Education Planning committee and the People of Oro extend our sincere gratitude to those who have contributed in one way or another but have not been acknowledged, and we say *Aiakoe, Ategetera, Ategerera, Basit, Ne'e, Ne'e Ese, Pekiera, Pekitora, Oro*.



Table of Contents

Acknowledgement	i
Content	ii
List of Tables	iii
Chairman's Message	iv - v
Foreword	vi - vii
Section 1: Introduction	1
Oro Province – Profile	2 - 18
Overview of the Plan	18 - 20
Organization of the Plan	21 - 22
Section 2: Our vision 2006 – 2015	23 - 27
Section 3: Situational analysis	29
Summary	30
Basic Education	
Elementary education	31
Primary education	32
Post-Primary Education	
Secondary education	33
Vocational education	34
Flexible, open and distance education	35
Administration of Education	
Administration of education	37 - 40
Section 4: The plan for education 2006 – 2015	41
Basic Education	42
Elementary education	42 - 49
Primary education	49 - 56
Post-Primary Education	56
Secondary education	56 - 62
Vocational education	62 - 67
Flexible, open and distance education	68 - 70
Administration of education	70 - 75
Section 5: Implementing the plan	77 - 84
Section 6: Financing the plan	85 - 90
Section 7: Monitoring and evaluating the plan	91
Summary, monitoring and evaluating framework	92
Elementary education	93
Primary education	94
Secondary education	95
Vocational education	97
Flexible, open & distance education	97
Administration of education	98
References and Provincial Consultative Team	100



List of Tables

Table 1:	Oro population by Districts, Gender and LLG	3
Table 2:	Schools by Agencies	7
Table 3:	Oro Population by Age, 2006 - 2015	18
Table 4:	Lower and Upper Primary Teaching Subjects	32
Table 5:	Students Enrolment by Gender and Age, 2006 - 2015	35
Table 6:	Subject Enrolment	35
Table 7:	Projected elementary school enrolments, 2006 - 2015	43
Table 8:	Projected new elementary prep classes by year, 2006 - 2015	43
Table 9:	Preparatory enrolment and 6 year old population, 2006 - 2015	44
Table 10:	Preparatory enrolment and 6 year old population, 2006 - 2015 (graph)	44
Table 11:	Elementary school staffing by grade and year, 2006 - 2015	44
Table 12:	Orthographies to be developed by Local-level Government	45
Table 13:	Elementary school teacher training requirements, 2006 - 2015	46
Table 14:	Elementary school subsidies, 2006 - 2015	48
Table 15:	Elementary school teacher salaries and emoluments, 2006 - 2015	48
Table 16:	Community schools and their feeder primary schools	50
Table 17:	No. of Grade 7 classes starting by year, 2006 to 2015	50
Table 18:	Projected primary school enrolment, 2006 to 2015	51
Table 19:	Primary school teacher requirements and pupil teacher ratio, 2006 to 2015	52
Table 20:	Primary school subsidies by Grade, 2006 to 2015	55
Table 21:	Primary school teacher salaries and emoluments, 2006 to 2015	55
Table 22:	Projected secondary school enrolments, 2006 to 2015	57
Table 23:	Secondary school class structures, 2006 to 2015	57
Table 24:	Secondary schools classes by school, 2006 to 2015	58
Table 25:	Secondary school teacher salary and emolument costs, 2006 to 2015	61
Table 26:	Projected vocational centre enrolment and transition rates, 2006 to 2015	63
Table 27:	Vocational centre staffing requirements, 2006 to 2015, selected years	65
Table 28:	Vocational centre instructor salaries and emoluments, 2006 to 2015	66
Table 29:	Projected distance education centre enrolment, selected years, 2006 – 2015	68
Table 30:	Total salaries and allowances by sector, 2006 to 2015	87
Table 31:	Total leave fares by sector, 2006 to 2015	87
Table 32:	Total provincial subsidies by sector, 2006 to 2015	87
Table 33:	Local-level Government costs by year, 2006 to 2015	88
Table 34:	Division of Education costs by year, 2006 to 2015	89



Chairman's Message

As the Provincial Chairperson for Social Services, I am honoured to present this Plan to you. This Education Plan encompasses the thoughts of our people's future intentions for the next ten years. The over-arching theme of this Plan is Prosperity through Sustainability and Self Reliance. It revolves around our Oro Provincial Government's visions, goals and development policies towards the development and delivery of education services in the province within the time frame of this plan.

Oro Province in the past decades had made significant contribution towards the processes of nation building. Education therefore has been the main mechanism in the growth of our human resources, and this will remain so for a long time. Education plays an elemental role in the socio-economic development of our people. It is one of the key means through which deeper, meaningful and peaceful co-existence can be nurtured towards reducing literacy, poverty, exclusion, ignorance, oppression, dependency and the war itself.

People of Oro have always been always conscious about the low standards of education and its relevance to community living. They've argued that the current education system alienates our younger generations from the realities of lives in the villages. Many feel education is for job creation; therefore as one comes off the education system he or she should be employed almost immediately. This is not so true and will never be true.

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

Our projected enrolment, based on the 2000 census figures indicates that well over 100% of all available school age children can be absorbed into the formal school system. Oro has been one of the provinces in Papua New Guinea lagging behind to achieve 100% progression rate from Grade 6 to Grade 7 and Grade 7 to Grade 8, in terms of access and opportunities.

However, in spite of this, we are slowly progressing in the right direction behind other provinces in terms of higher academic results. The external examination results each year since the 1990s have reflected gradual but sure declines. Reliable statistics show that a steady growing number of Oro students miss out on opportunities to continue their education and training at higher levels. An increasing number of our students also find themselves ill-prepared and are totally alienated from the realities of life in their respective communities.

Our government has an obligation to remedy the situation. We have to utilize the education being provided for the betterment of our young generation. We should be more focused on achieving quality education and ensuring that it is relevant to practical and meaningful lives in the villages. This calls for changes to the entire curriculum – a curriculum that is conducive to our Oro Life styles.

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



This Plan is achievable; however, it is very much determined by the level of funds made available by our Provincial Government, the National Government and donor agencies. However, unfortunately our minds must set to doing more with less.

Ultimately, I want to thank Mr. Leonard Bundu for the leadership that he has shown as the Chairman of the Oro Education Plan Steering Committee and the members of the planning team, ably led by Mr Windsor Atarapa for the overall direction in the development of this Plan.

HONOURABLE JACKSON IRIRO, OPA
Chairman
Social Services



Foreword

This plan builds on the progress made in the Provincial Education Development Plan 1998 – 2004, which was also consistent with the National Education Plan, 1995 – 2004. The Oro Provincial Education Plan presents the outcomes for education in Oro and the strategies used in achieving them from 2006 - 2015. Oro achieved Universal Primary Education up to Grade 8 level in 1999. We will sustain this but improve on our retention rates at all levels of schools in the province. We remain committed to teaching the first three years in the language of the community.

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

The work of technical institutions will be strengthened through stronger linkages with other line agencies, such as the Department of Community Development. In addition, the private sector will be encouraged to take a more active role in the provision of technical skills development, education and training. The name Popondetta Vocational Centre will change to Popondetta Skills Training Institution. The location of this centre will remain at its present PVC site.

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

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

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

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



Finally, I wish to express my gratitude to the Steering Committee, under the leadership of Mr. Leonard Bundu for its foresights in the development of this Plan. The implementation of this Plan will be successful if all stakeholders [elected leaders, public servants, the churches, all local communities, teachers, parents and the students] play their parts.

In order to implement this plan in the province up to year 2015, we will guide the course of education through the policy of sustainability and self reliance for prosperity.

WINDSOR ATARAPA.
Provincial Education Advisor



Section I

INTRODUCTION



Introduction

A number of documents were used as reference prior to the development of this Plan. These include the National Plan for Education 2005 - 2014, the Oro Education Plan 1998 - 2004 and the Oro Provincial Development Plan 2004 - 2010. The Steering Committee critically reviewed the policies, goals and objectives of education in the province. From the review new targets were established. However the committee was mindful of the scarce financial resources that may affect the implementation process.

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

Oro Profile

The Oro Profile covers the outlook of the environment that surrounds us, particularly the land, geographical features, the population, the sea, the resources that lie on the surface of the land which assist producing regulating the economy.

Similarly, it also covers the languages, economy, cultures and the government. Nevertheless, all the above elements contribute to translating development framework. Thus, outcomes strategies and activities are formed giving values in improving the lifestyles of the legitimate people of Oro. The information is highlighted under respective titles.

Geography

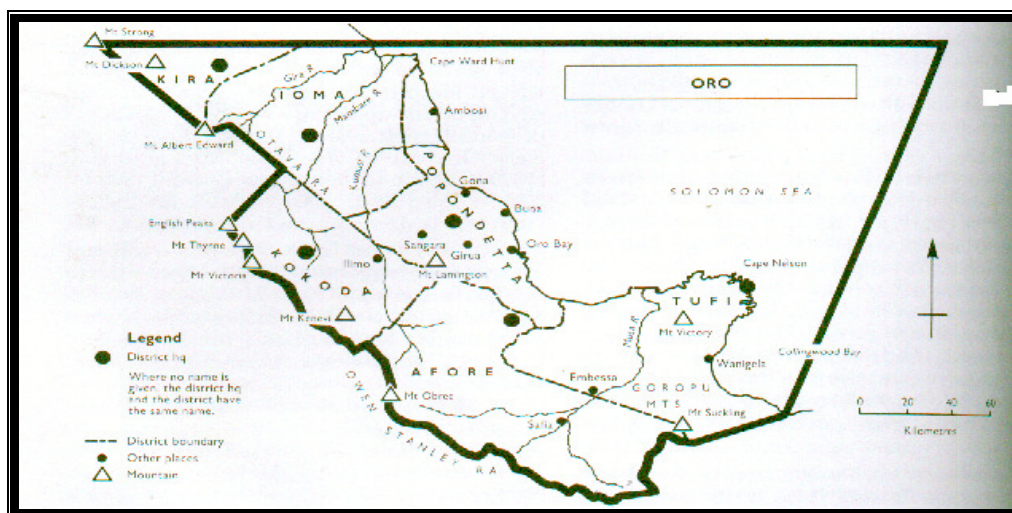
Oro shares its border to the north with Morobe, southwest with Central and southern boundaries with Milne Bay. The eastern boundary is demarcated by coastline facing the Solomon Sea. The province is rugged and lays nine and the half degrees south of the equator and covers an area of 22,510 square kilometres. The landform is predominantly flat and rises up to 3,000 metres above sea level. In some areas the land is swampy, particularly in the Musa and Binandere plains. The highest peaks that run along the Owen Stanley Ranges are Mt. Suckling, Mt. Victoria Mt. Trafalgar and Mt. Britannia. Mt. Lamington which erupted in 1951 remains an active volcano.

The Owen Stanley Range acts as ideal water catchments. The water passes through active volcanic zones, deep steep galleys forming into different small tributaries which run through the flat land and form into major rivers before entering the sea. The province is divided by four major rivers namely Gira, Mamba, Kumusi and Musa. These rivers and several others periodically poise greater threat to development during wet seasons.

The humidity is always high and the annual average rainfall is 2665 mm. The wet season begins in October and ends in May, while the dry season starts in June and ends in September. The lowlands are naturally fertile and coastlines and seas are blessed with marine life. Tropical rain forest covers three quarters of the province. It also has large areas of undeveloped agricultural land.



Map 1: Oro Provincial Map



(Source: A fact on Modern Papua New Guinea, Sec: Edition .Jackson Rannells)

Population

The population of Oro has increased by 27% between 1990 and 2000 according t2000 National Census. It has a population of 133,065 with an annual growth rate of 2.7%. Of this, 69,857 are males and 63,208 are females. The majority of the people (85.5%) live in the rural areas whilst (14.5%) in the urban.

Table 1: Population distribution by Districts Gender and Local level Governments

Population	Male	Female	2000 Total	Percentage of Total Population
Oro Province	69857	63208	133065	100%
Ijivitari District	35660	32315	67975	50.0%
Afore LLG	5936	5476	11412	8.6%
Tufi LLG	6067	5810	11877	8.9%
Oro Bay LLG	10539	9405	19944	15.0%
Popondetta Urban	10594	9272	19866	15.0%
Safia LLG	2524	2352	4876	31%
Sohe District	34197	30893	65090	49.0%
Kokoda LLG	8205	7525	15730	11.8%
Higaturu LLG	18718	16482	35200	26.45%
Tamata LLG	6033	5709	11742	8.8%
Kira LLG	1241	1177	2418	1.8%

(Source: 2000 census figures)

With a land area of 22,510 square kilometres and a population of 133,065, the crude population density is 6 persons per square kilometres while the average household size is 5.9 per persons. The crude density figure has increased from four in 1990 to six in 2000. However, this is very low compared to most other provinces in Papua New Guinea.

Language

There are 24 main language groups in the Oro Province. These are the Orokaiva, the Binandere, Korafe, Ubiri, Notu etc. Approximately quarter of these languages is in written form. Many of these languages,



however, are dialects that could further reduce the number of main languages being used or spoken. It is expected that well over 74% -93% of the people in Oro will have acquired functional literacy and numeric skills in a language that they speak by the mid century of this millennium.

Economy

The economic development of Oro before colonisation consists of integrated economic system based on local specialisation. The provision of goods and services produced in the traditional subsistence economy were mainly for survival and surplus for trade within the neighbouring villages. Leading village cash sources are vegetables, betel nut, bananas, coconut, coffee, cocoa, pigs and fish. People not in the cash economy include 30.6 per cent who house keep and/or produce food; 15.3 per cent students; and 2.9 percent old, or disabled persons. Oro today, like many other parts of PNG; places increasing emphasis on economic development that generates income; provide employment with the intent to improving the livelihood of the people. This knowledge paved the way for the development and promotion of economic resources like cash crops, marine resources, forestry and small-scale entrepreneurs. During the last 10 years, palm oil, cocoa, timber, fishing and other cash crops experienced production growth. Commercialisation and major expansion of village based oil palm production project is a lucrative venture attracting considerable interests among the local people. Oro Province export trade is dominated by primary products in the renewable resources sector, mainly export of logs, and palm oil, coffee and cocoa. The scope and prospects for business investments in Oro will be in the renewable resources in particular palm oil industry business and other forestry and agriculture sectors, retailing and merchandising, transport, and hospitality industry.

Culture

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

Government



Oro Provincial Flag

The structure of leadership in contemporary Oro society is based on the hereditary or chieftain, which performs political functions with the community at the village level. As the old political system loses its significance, new system of political development has appeared as a result of modern education. Leaders are elected through democratic processes. Political system which is a modern version of the West Minister system of Government is structured with in-built bureaucratic machinery that ensures checks and balances in the governance of the province. The Oro Provincial constitution was adopted in August 1977 and the Province was divided into two electorates with three (3) elected members representing each electorate. The Premier of Oro then was elected by the Oro Assembly until 1992 when the constitution was amended to allow the people to elect the Premier, similar to presidential system of government. With the introduction of the Provincial and Local Level Government Reform in 1996, Oro today is governed by Local



Level Governments with an elected heads as the Presidents. The Regional Member in the National Parliament is the Governor for Oro, as well as the Chairman of the Oro Assembly.

Oro Provincial Government

Like other provinces Oro has a Government of its own headed by the Governor. This Government has fifteen (15) elected members who comprise the provincial assembly. One third of the members form the executive arm of the government referred to as Oro Cabinet. Each Member of the Cabinet is politically responsible for selected functions of the Public Service in Oro. (Each member of the Oro Provincial executive council is given different delegated functions of the sectors).

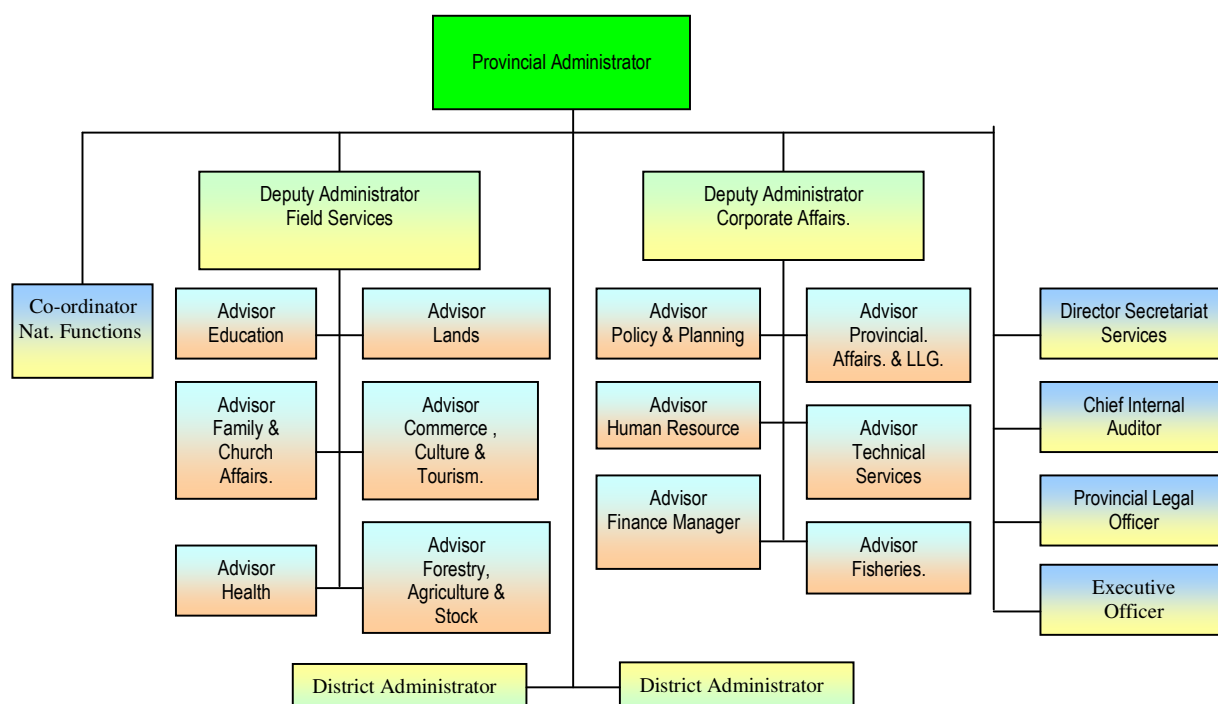
Oro province has two districts, Ijivitari and Sohe. Under these two districts there are a further nine (9) local level governments namely Tufi, Afore, Oro Bay, Popondetta, Safia, Ioma, Kira, Kokoda and Higaturu headed by nine presidents. Each local level government is further divided into wards; altogether there are 162 wards manned by ward councillors.

Oro Provincial Administration

Oro Provincial Administration (OPA) is the implementing arm of the Government. It has a total of 480 officers in the establishment. The Provincial Administrator is the administrative head of the province. Just like other provinces it has five administrators, two District Administrators, two Deputy Administrators and the Provincial Administrator.

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

Administrative Structure - Oro Provincial Administration



Sources: Oro Provincial Government Public Service staff structure, 2000.



Education in Oro

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

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

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

The content of what is taught in schools, the structural organisation of the education system, the criteria by which pupils are assessed and the fact that young people seem to cope successfully with the effects of modernisation compared to their traditional past, have been very influential. It has contributed much to the development of Oro from traditional to a modern complex society.

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

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

In 2000, Oro Province experienced 80% progression rate from Grade 6 to Grade 7 and Grade 8 to Grade 9. Oro was lagging behind other provinces in terms of higher academic results. Reliable statistics show that a steady growing number of Oro students miss out on opportunities to continue their education and training at higher level.

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

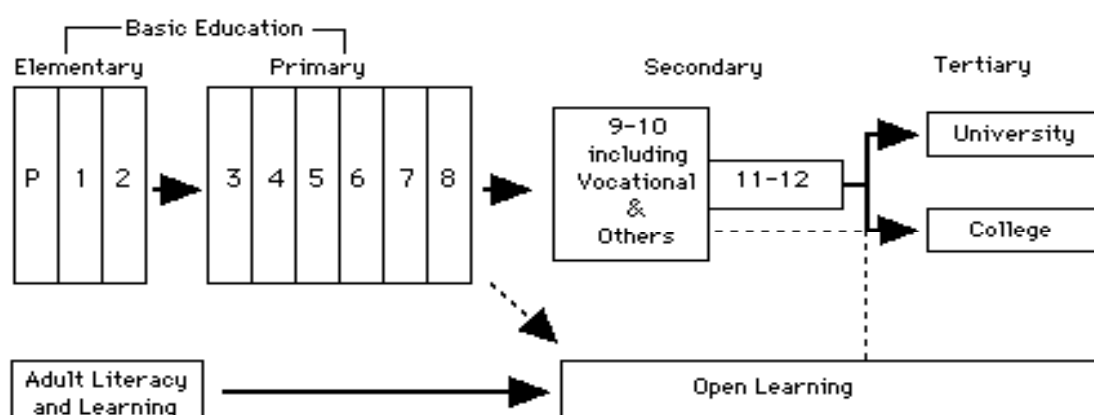
It is therefore imperative that the Oro Provincial Government and the Division of Education should respond positively to meeting the basic minimum needs of the Oro people. An education system which will provide opportunities for children returning back home, where creation of employment opportunities in the formal and informal sector of the rural economy is possible, and where practical application of their education and

training in real work situation can be made meaningful. Importantly, the people of Oro have the right to the kind of education where useful, life-long skills can be acquired and utilize for the benefit of themselves, the province, and the country as a whole. This must be the main provincial thrust in education.

Table 2: Schools by Agencies

Sub District	Agency	Popondetta	Kira	Oro Bay	Tufi	Afore	Ioma	Kokoda	Safia	Higaturu	Total
Elementary Schools	Govt	21	9	42	38	35	40	35	22	48	291
	Anglican	0	0	0	0	0	0	0	0	0	0
	Catholic	1	0	0	0	0	0	0	0	0	1
	United Church	1	0	0	0	0	0	0	0	0	1
	Others	0	0	0	0	0	0	0	0	0	0
Primary Schools	Govt	12	2	12	9	8	8	13			64
	Anglican	8	0	9	11	6	7	7	0		48
	Catholic	0									0
	United Church	1									1
	SDA	1									1
Lower/ Upper Secondary	Govt	1		1		1					3
	Anglican									1	1
	Catholic										
	United Church										
	Others										
Skills Training Centres	Govt	1						1		1	3
	Anglican										
	Catholic									1	1
	United Church										
	Others										
FODE	Govt	1									1
	Anglican										
	Catholic										
	United Church										
	Others										
Totals		47	10	64	58	50	55	56	22	51	423

Figure 1: Structure of Education





The structure provides for nine (9) years of basic education (3 years elementary and six years primary) and four (4) years of secondary education. Grades 9 and 10, lower secondary have parallel provision for vocational education and college of distance education. Access to basic education is almost 100% although attrition is a worrying factor. Bottleneck is experienced in Grade 11 at around 32%.

Foundations for the Plan

The Oro Education Plan, Prosperity through Sustainability and Self Reliance, 2006-2015 presents the outcomes for education in Oro and the strategies used for achieving them from 2006 - 2015. It builds on the progress made in the first Oro Education Development Plan 1998 - 2004.

The Plan will be implemented over a ten (10) year period, during which a major public sector reform and expenditure control will be exercised across the whole of Government. The Plan will be updated every five (5) years during its lifetime. The overall objectives of this Plan are consistent with the following ;

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

National Goals and Directive Principles

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

- 1 **Integral human development**
We declare our first goal to be for every person to be dynamically involved in the process of freeing himself or herself from every form of domination or oppression so that each man or woman will have the opportunity to develop as a whole person in relationship with others.
2. **Equality and participation**
We declare our second goal to be for all citizens to have an equal opportunity to participate in, and benefit from, the development of our country.
3. **National sovereignty and self-reliance**
We declare our third goal to be for Papua New Guinea to be politically and economically independent and our economy basically self-reliant.
4. **Natural resources and environment**
We declare our fourth goal to be for Papua New Guinea's natural resources and environment to be conserved and used for the collective benefit of us all, and be replenished for the benefit of future generations.
5. **Papua New Guinea ways**
We declare our fifth goal to be to achieve development primarily through the use of Papua New Guineans forms of social, political and economic organizations.



Millennium Term Development Goals

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

Goal 1 Eradicate extreme poverty and hunger

Goal 2 Achieve universal primary education

Goal 3 Promote gender equality and empower women

Goal 4 Reduce child mortality

Goal 5 Improve maternal health

Goal 6 Combat HIV/AIDS and other diseases

Goal 7 Ensure environmental sustainability

Goal 8 Develop a global partnership for development

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

Education for all goals

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

- expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children
- ensuring that by 2015 all children have access to free and compulsory primary education of good quality
- the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs
- achieving a 50 per cent improvement in levels of adult literacy by 2015
- eliminating gender disparities in education by 2005
- improving all aspects of the quality and excellence of education with measurable learning outcomes

In the current economic climate it is difficult to see how the accessibility to free and compulsory primary education of good quality can be realised within the time frame. However, every effort is being made to give children the opportunity to achieve a primary education. The Plan aims to eliminate gender disparities in education by 2005 within the timeframe of the Plan as opposed to that stipulated.

Medium Term Development Strategy

This Plan is in accord with the core development strategy of the Medium Term Development Strategy, 2005 to 2010 (Department of National Planning and Rural Development, 2004) and consistent with the



requirement to empower Papua New Guineans to mobilise their own resources for higher living standards. The Medium Term Development Strategy 2005-2010 government policy document for development is a critical policy reference point.

The education sector is part of the mutually supporting sectoral expenditure priorities of the Medium Term Development Strategy. In the education sector, basic education is the first priority; vocational and technical training is the second priority, with secondary and tertiary education as third and fourth priorities, respectively. The Strategy states that in Education the focus of the Medium Term Development Strategy will be to support the implementation of reform aimed at achieving Universal Primary Education. Under the goal of Universal Primary Education all children will be able to complete nine years of basic education.

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

Oro Provincial Development Plan

Oro Provincial Government's vision for development is to realize integral human development through the liberalization of family units to ensure that they become more productive, entrepreneurial and are globally competitive so that they assume greater possession, responsibility and accountability for improving and sustaining their quality of life and that of their communities. These must be supplemented with a magnitude to competence in order to ensure the development of Oro citizens who;

1. are devoted to their own personal development and view education as a continuing life-long process;
2. possess a productive work ethic and value both rural and urban community development activities in the context of national development
3. are prepared for the realities of life in most communities; and
4. have the capacity in further training for manpower needs.

The aim of this plan will be to provide an education system that will adequately prepare:

1. school leavers to return to their communities where there is, and always has been, traditional work and opportunities for community-based employment. This covers approximately eighty-five percent of the population. The major source of employment for these citizens will be their own subsistence and small scale, community-based commercial enterprises. Their education will have prepared them and/ or their parents for this reality
2. the approximately fifteen percent of the population who will find paid employment in the slowly increasing government, business and service industries. Their education will have provided them with the academic and technical skills to allow them to partake in tertiary education
3. the small number of children, like those of any other nation will perform at top international standards; and
4. the small, but growing, number of marginalized urban youth for realities of life in an urban situation.



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

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

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

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

Oro Provincial Government Policy Priorities

Oro Provincial Government has seven Policy Priorities that will guide its development effort. The policy priorities constitute part of the government's policy framework which makes up three core functions. These are Policy, Coordination and Administration, Corporate Services and Field Services. These policy priorities are elaborated in the following sections.

1. Good Governance and Administration

Recognition that governments are founded on the will of the people must be politically participatory, transparent and operating within the Organic Law on Provincial Government and Local-level Governments and the Constitution.

2. Health and Productivity

Improving the health status of the people through provision of quality health care, improving primary health care, strengthening health delivery mechanisms, purchasing vital drug stocks and improving financial and human resources management in health services.

3. Education and Literacy

The Government will upgrade the skill level and literacy rate of the population through greatly increased access to all levels of education

4. Economic Development

Promoting self-employment and expanding income – earning opportunities for its urban and rural population.



5 Sustainable Infrastructure Development

Sustain maintenance of basic infrastructure to enable efficient flow of goods and services to the people. The population will be able to produce and distribute market commodities

6. People and Community development

Building and sustaining the capacity of individuals, families, and communities to participate in the process of their own development. Furthermore, strengthen the capacity of the provincial and local level government agencies to promote integrated social development.

7. Maintenance and Law and Order

Reactivate the village Courts system and properly equip our Police Force and Correctional Services with adequate resources to control the lawlessness in the province. Public awareness and promotion on the respect for the rule of law and prevention of breaches of law will also be initiated.

Guiding Policy Principles

The MPDP(what does it mean?) revolves around three development and policy principles: the Integral Human Development (IHD) policy, Sustainability policy and Self Reliance.

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

The Vision and Mission for Education

Vision

The Provincial vision of education as developed from the Constitutional national goals and international agreements that Papua New Guinea has signed at Jomtien in 1991 which places the priority on universal primary education. The main vision in the national Educational Plan is that by the year 2004;

1. all children would have three years of elementary education followed by six years of primary education
2. 50% of Grade 8 leavers would undertake a further two years of secondary or vocational education
3. 25% of Grade 10 leavers would undertake Grade 11/12 studies
4. provide access to two years of quality secondary level vocational education to Grade 8 graduates.



Mission

The Oro Provincial Education is to initiate, plan, facilitate and implement the Education Sector Reform policies to sustain qualitative transformation of Education in terms of its contents, methods and outcomes, which is learner-driven and stresses creativity and values. These values will form the learning centre which will hold the individual and the society together through the flux of change. The Education in Oro Province will emphasize future oriented development which promotes innovation.

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

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

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

Consultative Process

Consistent with the National Education Plan (NEP), 2005 - 2014, all provinces, including Oro were tasked to develop their own plans. The Oro Education Plan (2006 - 2015) builds on the progress made from 1998 to 2004 Plan but focuses more on emerging issues, strategies and outcomes, bearing in mind that Oro is part of Papua New Guinea. Consultations were done through the Oro Provincial Steering Team with the support of two consultation committees that were formed for Sohe and Ijivitari districts accordingly. They comprised of representatives from government, the private sector and the broader community. Series of meetings were conducted to consider issues affecting education in Oro province.

Major Social Issues

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

Health

In Oro, we dream of every man, woman and child to have access to basic health care. People must have the right to healthy life, which includes the provision of clean water, nutritious diet, immunization programmes, family planning, sanitation, shelter and local health services. This means the Oro Provincial Government is to sustain, improve on and promote the quality and delivery of both the primary and secondary health care in the province.

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



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

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

HIV/AIDS

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

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

Alcohol and Drug Abuse

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

Law and Order

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

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



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

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

It has not been possible to compare the mix and incidents of crimes in Oro with other provinces in the country; however, it is generally acknowledged that Oro is a relatively safe and secure province. Critically, one of the main reasons for this is its relatively small population with closed communities. It is a challenge to every Oro person to maintain this perception for the benefit of the entire population, now and in the future.

Gender Equity in Education

At every level of education more males are represented than females. In major studies, cultural factors have been found to be the major obstruction to increasing participation of females at all levels of education (Gender Analysis in Papua New Guinea, World Bank, 1998). Access to informal education and training programs is more difficult for women who are illiterate and the illiteracy rate among women in Oro is 60%. The Gender Equity in Education Policy (Department of Education, 2003) provides a framework of principles and practices to improve the lives of all children and promotes gender equity between girls and boys. Implementation of this policy has been slow-moving with little or no resources allocated to support it.

Population

Oro Province has been experiencing population growth and change over the census periods. The average annual growth rate from 1990 - 2000 was 2.7%. Between 1980 and 1990 census, the average annual growth rate was 2.4% and for the 20 year period, 1980 - 2000, it was 2.6%, thus between these census, the population of Oro increased by 2.7%.

Oro Province has a land area of 22,510 square kilometres and a population of 133,065. The crude population density is 10 persons per square kilometre. The arable land (useful for agriculture) is 15,000 square miles. With a population of 133,065 in year 2000, the physiological population density was about 267, an increase of 59 from the 1990 census. The 1980 census population density based on arable land was 6 persons per square mile, an increase of 80 persons in the last 20 years. This population density is scary in Papua New Guinea and strongly indicates that tremendous population pressure is being exerted on the usage of arable land.

The Census 2000 in Oro shows that males and females are separated by .5%. About 51% of the population are males, representing one male to every female. It is interesting to note that over 40% of the population is under the age of 15 years, 55% aged between 15 and 64 and 3% aged 65 and over. This also suggests that Oro has a high fertility rate.



Table 3: Oro population by age, 2006 to 2015

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
6 yr	4851	4982	5116	5254	5396	5542	5691	5845	6003	6165
7 yr	3960	4199	4438	4678	4917	5156	5395	5634	5787	5943
8 yr	3533	3881	4115	4350	4584	4818	5053	5287	5522	5671
9 yr	3868	4228	4460	4579	4697	4816	4934	5053	5287	5522
10 yr	3062	3597	3932	4148	4258	4369	4479	4589	4699	4917
11 yr	2887	2848	3346	3657	3858	3960	4063	4165	4268	4370
12 yr	2342	2685	2649	3111	3401	3588	3683	3778	3874	3969
13 yr	1899	2152	2404	2657	2910	3163	3337	3425	3514	3603
14 yr	1531	1766	2001	2236	2471	2706	2942	3103	3185	3268
15 yr	848	842	971	1101	1230	1359	1489	1618	1707	1752
16 yr	840	840	834	962	1090	1218	1346	1474	1602	1690
17 yr	139	210	210	210	240	272	304	336	368	400
18 yr	139	139	210	210	210	240	272	304	336	368

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

Hence in every population, some depend on others for daily living, and Oro is no exception. Oro has 75% people in the dependent ages of working cohort. From Census 2000 it shows that 70% of the population are married. The same indicates that more women are married than men being 51% and 49 % respectively. It is also interesting to note that the average age at first marriage for the population in Oro is 20 years. Men marry at older ages than women, at 20 and 18 years respectively.

Overview of the Plan

This Plan sets out in general the vision and the goals of the Oro Provincial Government towards the development and delivery of education services in the province for the next ten years. The Plan also provides statistical information on student enrolment, the staffing needs and where required, the cost involved. It also includes the actual implementation schedules for a ten year period.

Access

The province still lags behind in terms of access in achieving 100% Universal Primary Education (UPE). It is one of the few provinces that is classified as underdeveloped. In line with the need to provide education for all, the principal objective in the elementary education sector will be to sustain and improve the existing schools in terms of infrastructure, integrated curriculum, based on the child's own culture and community values, literacy, numeracy, ethics and morality. Elementary teachers will be trained through a programme consisting of three phases and internships. A system of supervision will be developed and trainers will be encouraged to visit schools on regular basis. There are 108 elementary schools that have already been established with a total of 726 teaching positions. A total of 12456 students are enrolled at present.

In the primary sector, all children will be encouraged to complete six years of basic primary education. As this may be the only formal education for many students, it must provide them skills needed to become productive members of their respective communities. By the end of the Plan period enrolment will have increased to 25,649 students. Gender equity in all Grades in primary schools will improve to at least 50/50 or better, in favour of girls. It is also envisaged that retention at all grades will also be improved to 90-100%.



There are 44 Community/Primary schools in the province with 742 teaching positions, which includes Inonda SDA Primary.

In secondary education there will be moderate expansion in order to maintain or improve government objectives regarding transition between Grades 8 and 9, and Grades 10 and 11. Oro has performed quite well in that 60% and 30% proceed into Grades 9 and 11 respectively each year.

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

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

Course content will be reviewed to include simple village technology skills that are conducive to generating growth in the rural economy. Entries to vocational centre will be levelled at Grade 8 and above and that every effort should be made to bring some status back to vocational centres to uplift its prominence.

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

Quality

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

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

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



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

Finance and Management

Oro has just two Districts and 9 established Local Level Governments. Policy and the general direction of education in the province will be determined and formulated by the Provincial Education Board in full consultation with the Provincial Administrator and the Provincial Executive Council. Where and when necessary Local Level Governments will be responsible for the initial planning and development of basic education services in their respective areas.

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

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

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

The financing of the Plan will come from the different levels of government, parents and the communities. The difficult government financial situation dictates that parents and the schools themselves, through increased self-reliance activities, will have to take a greater responsibility for education. This will be the case, most particularly, in post-primary education. Oro Provincial Government, will be required to provide budgetary support for maintenance in all secondary schools. The implementation of the Plan will be supported by contributions from donor agencies.

The payment of teacher salaries is the largest component of the education budget. The plan includes major cost-effectiveness measures to ensure the most efficient use of staffing resources. Criteria will be determined for the equitable allocation of teachers to districts.

Teachers will be allocated at a rate of one per class in the upper primary grades, with a corresponding increase in teacher:student ratios, and the teacher –to-class allocation will be revised at the upper secondary level. Vocational institution staffing will be based on a student:instructor ratio of 1:18.

Government will support parents in the provision of education largely through the payment of all teacher salaries, the provision of subsidies, teacher education and curriculum development. There is also a widespread view that parents should make a contribution, either financially or in kind, towards the education of their children. At the elementary level, the government will provide basic school supplies for all schools. In the primary sector parents will play an increasingly greater role in the support of their children particularly financing the upper primary grades.

There will be significant changes in the system of subsidies in post-primary education. This is to ensure that every child who completes grade 8 is provided with support by the provincial government. This will be called



the Grade 8 Graduate Incentive Scheme. All Grade 8 graduates will be entitled to support and furthering their education and training at any approved institution.

ORGANISATION OF THE PLAN

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

Section 1: Introduction

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

Section 2: Our vision and mission 2006-2015

This section outlines the visions and for education by sector.

Section 3: Situational analysis

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

Section 4: The Plan for education 2006-2015

This is the main section of the Plan. The sectors – elementary education, primary education, secondary education, vocational education and training, flexible, open and distance education are described using the same four components. These components are access, quality curriculum and monitoring, quality teacher education and training, and management.

Each sector has its own vision and its own major outcome. Each of the components has its own minor outcome, and the key strategies and activities for achieving these outcomes. In the text, the minor outcomes are referred to using the first letter of the sector (E for Elementary, P for Primary and so on) and the minor outcomes are numbered in sequence. E3, then, refers to Elementary Quality Teacher Education and Training, minor outcome number 3.

- An outcome identifies in broad terms the planned destination or end points that the system aims to achieve.
- A major outcome is the end point to be achieved at the end of this ten year Plan.
- A minor outcome is a point that has to be achieved on the way to accomplishing the major outcome.
- The strategies describe the broad means of how the minor outcome will be achieved.
- The activities will collectively contribute to the successful implementation of the strategy.

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

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

**Section 5: Implementing the Plan**

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

Section 6: Financing the Plan

This section considers the financial implications of the Plan.

Section 7: Monitoring and Evaluating the Plan

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



Section 2

OUR VISION

2006 - 2015



Our Vision

National

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

Provincial

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

- provide basic schooling for all children in the province
- facilitate and promote integral development of every individual in Oro
- develop and encourage an education system that satisfies the needs and aspirations of the Oro people
- make education accessible to the less privileged, the minority groups, and to those who are physically, mentally and socially handicapped, or are marginally disadvantaged

National

- provide opportunities for children returning back home to be gainfully employed, or pursue other available means to access themselves to further training and education at advance level
- identify manpower development needs in the province, and provide the level of education and training appropriate to meeting those needs

Basic Education

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

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

Provincial

Elementary

- all six (6) year old children will have access to formal education
- children must be fluent in their local vernacular
- children will develop competency in basic literacy and numeracy



Primary

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

Post-Primary Education

Secondary education

National

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

Provincial

Our enabling objectives are -

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

Vocational education

National

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

Provincial

Our enabling objectives are ;

- enrol students from post-primary level
- develop courses to meet community needs
- review courses to reflect simple village technology skills
- courses will be of one year duration



- prepare students for skilled and semi-skilled workforce
- improve gender equity to at least 50-50
- improve infrastructure and facilities
- relocate the centre to a new location

Flexible, open and distance education

National

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

Provincial

Our enabling objectives are -

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

Our Mission

The Oro Provincial Education is to initiate, plan, facilitate and implement the Education Sector Reform policies to sustain qualitative transformation of Education in terms of its contents, methods and outcomes, which is learner-driven and stresses creativity and values. These values will form the learning centre which will hold the individual and the society together through the flux of change. The Education in Oro Province will emphasize future oriented development which promotes innovation. The mission for Oro Province is to ensure that ;

- All children would have three years of elementary education followed by 6 years of primary education;
- 50% of Grade 8 leavers would undertake a further 2 years of secondary or vocational education;
- 25% of Grade 10 leavers would undertake Grade 11/12 studies
- Provide access to two years of quality secondary level vocational education to Grade 8 graduates.

This mission is based on the Department of Education's fivefold mission, as defined by the National Executive Council to ;

- facilitate and promote the integral development of every individual
- develop and encourage an education system which satisfies the requirements of Papua New Guinea and its people



- establish, preserve and improve standards of education throughout Papua New Guinea
- make the benefits of such education available as widely as possible to all of the people
- make education accessible to the poor and physically, mentally and socially handicapped as well as to those who are educationally disadvantaged.

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





Section 3

SITUATIONAL ANALYSIS



Situational Analysis

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

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

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

- established 292 elementary schools in all nine Local-level Government areas
- converted 52 community schools to primary school status
- converted 2 high schools to secondary schools in the province
- phased out Grades 7 and 8 from high schools
- trained 593 elementary teachers throughout the province
- provided education opportunities to all children in the province
- solicited community support for and ownership of schools
- phased out Grades 1 and 2 from the old structure
- provided financial support to all schools by way of subsidizing fees
- increased enrolments at all levels of schooling
- introduced the new reform curriculum at all levels of basic education
- improved gender balance in all grades
- strengthened capacity building in all schools
- encouraged the concept of self-reliance
- increased transition in Grades 9 and 11 to 60% and 25% respectively
- up-graded teachers' qualifications through DEP(I) programmes
- implemented all approved teacher training programmes

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

- improve the quality and standards of education in the province
- up-grade teachers qualifications, particularly for teachers at Grades 7 and 8 and Grades 11 and 12 levels
- develop and produce local curriculum and materials
- improve the retention rates at all levels
- improve school facilities and infrastructure
- increase enrolments in vocational centres
- provide relevant and appropriate skills training in vocational centres
- increase female participation in vocational centres
- improve status of vocational centres to be fully recognised skills training institutions
- strengthen the work of flexible, open and distance education (FODE)



Elementary education

Definition

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

Access

In 1998, eighty nine (89) elementary schools were established. Since then all Local Level Government areas have established elementary schools, totalling 292 to date. It is envisaged that five more elementary schools will be established by 2015, bringing the number to 297. Enrolment has increased tremendously. Female participation is 38 % of the total enrolment. This is close to being consistent with the percentage of girls in the population at large. A total of 593 teachers are employed in these schools.

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

Quality

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

A total of ten elementary trainers have been trained and awarded Certificate of Education. A total of 593 teachers have been trained or are in training, 235 of these have graduated Elementary Teacher Training from Papua New Guinea Education Institute. They deliver training programmes at the provincial level.

Communities select their own teachers using guidelines established by the Department. Selection entry for elementary teachers is Grade 10 level or above. The ratio of males to females is 62:38.

A vernacular language chosen by the community is the language of instruction. Tok Pisin is used in urban schools. Orthographies have been developed in seventeen major language groups, out of about twenty-four in the province. Elementary curriculum is inclusive featuring culture and community, cultural mathematics and language. Elementary teachers use self-paced, in-service units that give them background knowledge and strategies to support their teaching. An inspection system has been established with one Provincial Elementary Inspection Coordinator and four other Trainer Inspectors to carry out inspectorial tasks in the

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



Management

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

Primary education

Definition

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

Access

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

Overall enrolments in the primary sector have increased by some 25% between 1997 and 2003. To date 52 community schools out of 121 have been converted to primary schools. The remaining 69 schools will not enrol upper primary school classes due to low enrolments and irregular enrolment pattern. They will remain as feeder schools to designated primary schools in Local Level Government (LLG) areas. Grades 7 and 8 classes have been phased out completely from the high schools. As a consequence of the reform, the percentage of children passing from Grade 6 to Grade 7, and Grade 7 to Grade 8 has risen to almost 100%. The ratio of boys to girls has also improved to 50:50. However, the retention rate from Grade 3 to 8 remains a problem with school fees being a key contributory factor to children dropping out of school.

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

Quality

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

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



Table 4: Lower and upper primary teaching subjects

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

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

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

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

Management

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

Secondary education

Definition

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

Access

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

The selection was based on academic merits and allowed only 65% access to Grade 9 in secondary schools. There are four secondary schools in the province with around 680 students in Grade 9 each year. Popondetta and Martyrs are classified as upper secondary schools while Embogo and Bareji remain as lower secondary schools status in the province.



The transition rate from Grade 10 to 11 is around 25%, which is about the national average, and the male to female ratio is at 60:40. Attrition remains a problem with 10% dropping out between Grades 9 and 10 and 3% between Grades 11 and 12. This is often due to increasing school fees. Some school leavers are enrolling at the FODE Centres (formerly CODE) for subject upgrades.

Quality

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

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

Management

The management of secondary schools is the responsibility of the Boards of Governors. This includes the care and maintenance of facilities and assets. Apart from Martyrs Secondary School, all schools are in dire need of urgent repair work and rehabilitation. In 2003, Popondetta Secondary schools benefited from European Union assistance under the PNG Development Incentive Fund Scheme. This project entails the construction and refurbishment of school administration block to the tune of K2 million.

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

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

Vocational education

Definition

Vocational education is a skills-oriented education offered primarily to students completing Grade 8, 10 and others dropping out from post primary institutions and the wider community. The vocational education and training centre programmes are designed to provide skills that are relevant for community development and for preparing individuals for meaningful and peaceful co-existence with others.



Access

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

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

Quality

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

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

Management

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

Flexible, open and distance education (FODE)

The FODE Provincial Centre in Oro offers distance education at secondary and matriculation levels. Over the last 15 years the centre had experienced large drop in enrolment due to relatively poor management.

Definition

Distance education is a means of delivering education to people who cannot attend an education institution. Currently it is offered primarily through the College of Distance Education to students wishing to complete their Grades 7 to 10 education.



Access

Over the last 10 years or so the Oro Provincial Centre has experienced a large drop in enrolment due to poor management and administration. Enrolment has improved recently with a change in management practices.

Table 5: Student's enrolments by Gender and Grades;

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

* Matriculation courses are being offered for the first time in 2005.

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

Table 6: Subject Enrolment

Subject	Gr.7	Gr.8	Gr.9	Gr.10	Gr.11&12	Total
English	42	68	42	21	64	237
Maths	34	109	32	21	64	260
Pr. Maths						
Formal Maths						
Science		42		31		73
Environmental Studies						
Social Science			30	21	19	70
Commerce				32		32
Basic English					34	34
Basic Maths						
English 1					41	41
Maths 1					41	41
English 2					22	22
Maths 2						
History					12	12
Biology					8	8
Chemistry						
Physics						
Geography					12	12
Economics					8	8
Total						850

Quality

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



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

Management

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

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

Administration of education

Definition

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

Organisation improvement

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

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

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

- sustaining the access objectives in all levels of schools in the province
- improving the standard of education through the provision of relevant quality education
- improving the retention rate to 90-100% at primary schools
- sustaining the transition rate at 60-70% from Grade 8 to 9
- sustaining the transition rate at 30-40% from Grade 10 to 11
- helping all students achieve their personal individual goals



- assisting school leavers with appropriate and relevant skills, knowledge and attitudes for their return to the community
- upgrading and improving academic performance to equal national average or better
- achieving gender equity
- upgrading teachers qualifications through the provision of in-service training
- increasing opportunities for school leavers to further their education through flexible, open and distance education

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

Department of Education

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

Teaching Service Commission

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

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

Provincial Government

- To develop and implementation provincial policies and plans consistent with national policies and plans.
- To budget for and fund salaries of registered members of the Teaching Service and Public Servants within the provincial education establishment.
- To develop an annual roll over maintenance plan for educational institutions in the province.
- To fund, or sourcing funding, for the building and maintenance of educational facilities in all member institutions within the national education system in the province.
- To replace and re-issue of textbooks to schools in the province.



- To select and distribute pupils at upper primary level.
- To select students for places at upper secondary education institutions.
- To recruit and deploy teachers to member schools.

Local Level Government

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

Church Education Agencies

The main partners in Education in Oro Province are the Anglican, United Church, Lutheran and the Catholic Agencies, which run community/primary schools, provincial high schools and vocational centres as well as elementary schools. The SDA Church has just reopened one of their suspended schools. Church agencies are represented in the Provincial Education Board and participate in the decision making process at all levels. The churches will always have a role to play in the development of education in Oro. Church education agencies have a responsibility to participate with the provincial and local level governments in funding the construction and maintenance of schools they operate.

Human Resource Development

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

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

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

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

Curriculum relevance

Curriculum is a national function, especially in the determination of curriculum content for nationally prescribed subjects, namely English, Mathematics, Science and Social Sciences. During this Plan period there will be considerable input at provincial and local level government level in the development of elementary curriculum as well as the non-core subjects in secondary schools and community-based



courses in vocational centres. The Curriculum Committee will be tasked to design a curriculum for the province, based on national guidelines, that adequately reflects the cultural diverseness of the Oro people.

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

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

Financial management

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

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

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



Section 4

THE PLAN FOR EDUCATION 2006 - 2015



Basic Education

Elementary Education

Major outcome

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

Access

Minor outcome E1:

Elementary schools will be established in the twelve (12) local level governments (LLG) so that all children in Oro will enrol at the age of six (6) years. All children attending elementary schools will be fluent in the local vernacular or any other language used. They will be competent in basic literacy, numeracy and writing skills.

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

The Local-level Governments will support the communities through the provision of annual maintenance support and funding for establishment. It is anticipated that 317 elementary schools will have been established throughout the province during the Plan period.

By 2015 a total of 317 elementary schools will have been established.
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Yearly enrolment will be encouraged in all schools and multi Grade teaching will be used in schools where there is low enrolment rate. Repetition will only be permissible on special circumstances.

Table 5 shows projected enrolment figures. These figures assume that by 2008 all children in Oro will enter elementary preparatory grade at the age of six (6). A policy will be developed to impose compulsory education for all six-year-old children.



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

Table 7: Projected elementary school enrolments, 2006 to 2015

Year	Prep	Elem1	Elem2	Total
2006	4242	3960	3533	11735
2007	4483	4199	3881	12563
2008	4725	4438	4115	13279
2009	4966	4678	4350	13994
2010	5208	4917	4584	14709
2011	5450	5156	4818	15424
2012	5691	5395	5053	16140
2013	5845	5634	5287	16767
2014	6003	5787	5522	17311
2015	6165	5943	5671	17779

Sixty nine (69) new elementary prep classes will be established between 2006 to 2015 as shown in the table below. Communities will be responsible for the establishment of these new classes with the support of the Local-level Governments, which will provide small establishment grants. All new buildings will be constructed with approved guidelines.

By 2007 guidelines for the building of elementary school classrooms will be developed.

Table 8: Projected new elementary prep classes by year, 2006 to 2015

Year	Classes
2006	8
2007	8
2008	8
2009	8
2010	8
2011	8
2012	8
2013	5
2014	5
2015	5

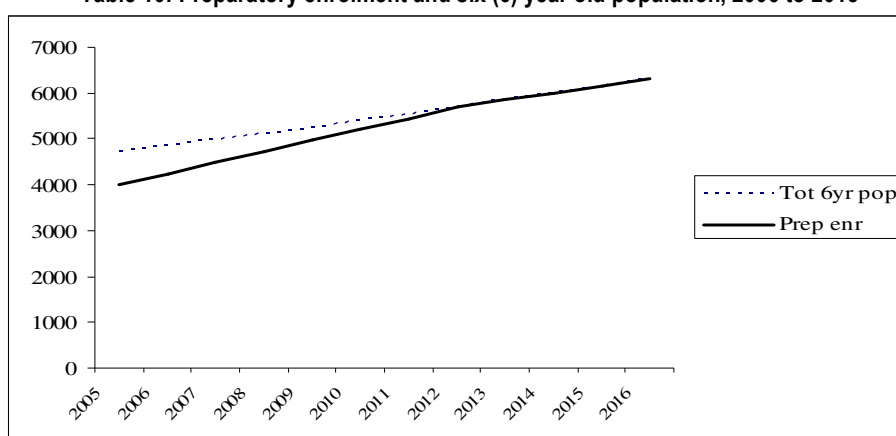
The following table shows the number of classes for six (6) year old children and projected number of children enrolled in the preparatory grade.



Table 9: Preparatory enrolment and six (6) year old population, 2006 to 2015

Year	Preparatory enrolment	Six (6) Year old population	6 yr enrolment rate
2006	4242	4851	81%
2007	4483	4982	86%
2008	4725	5116	89%
2009	4966	5254	91%
2010	5208	5396	93%
2011	5450	5542	95%
2012	5691	5691	97%
2013	5845	5845	98%
2014	6003	6003	99%
2015	6165	6165	99%

Table 10: Preparatory enrolment and six (6) year old population, 2006 to 2015



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

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

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

Table 11: Elementary school staffing by grade and year, 2006 to 2015

Year	Preparatory	Elem1	Elem2	Total	P/T Nat
2006	156	148	132	436	26.9
2007	163	156	148	466	26.9
2008	170	163	156	488	27.2
2009	177	170	163	509	27.5
2010	184	177	170	530	27.7
2011	190	184	177	551	28.0
2012	197	190	184	571	28.3
2013	200	197	190	587	28.5
2014	204	200	197	601	28.8
2015	207	204	200	611	29.1



By 2015 a teacher pupil ratio of 29:1 will be achieved in the elementary schools.

Strategies and activities

1. Establish and maintain a sufficient number of schools.

- Close elementary schools where population and enrolment is not sustainable.
- New elementary schools should only be established where there is a feeder community or primary school nearby.
- Develop proper guidelines and building dimensions for elementary classrooms and other buildings.
- Provide regular maintenance of classrooms and facilities.
- Provide establishment Grant for Elementary Schools

2. Improve retention

- Develop a policy to make education compulsory from preparatory to elementary 2

Quality Curriculum and Monitoring

Minor Outcome E2

A relevant elementary curriculum is developed, implemented and monitored.

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

The language of instruction will remain as the official language of the community and will be selected by the community. Seventeen (17) orthographies have been completed and seven (7) more orthographies had to be developed by 2008 to meet the requirement of the number of languages in the province that need orthography development.

Table 12: Orthographies to be developed by Local-level Government

Language	Local-level Government
Aeka	Tamata
Baruga/Bareji	Safia
Dogoro	Safia
Maisin	Tufi
Mulaha	Safia
Onjab	Tufi
Yega	Oro Bay

By 2008 seven more orthographies will be developed.

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



Strategies and activities

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

Quality teacher education and training

Minor Outcome E3

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

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

With low enrolment in many elementary schools in the province, multi-grade teaching strategies will be a key component of teacher training programmes for elementary teachers in Oro Province.

Table 13: Elementary school teacher training requirements, 2006 to 2015.

Year	Year 1	Year 2	Year 3	Total
2006	29			29
2007	31	29	0	59
2008	22	31	29	81
2009	21	22	31	74
2010	21	21	22	64
2011	20	21	21	62
2012	20	20	21	61
2013	17	20	20	57
2014	13	17	20	50
2015	11	13	17	41



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

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

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

Opportunities will be given for elementary school teachers to further develop their professional skills. In particular, support will be given to teachers in charge and women teachers.

Strategies and activities

1. Provide the required number of appropriately trained teachers.

- Develop guidelines for communities to use for the selection of teachers.
- Review the system for the funding of elementary teacher training fees.

2. Provide professional development opportunities for elementary school teachers.

- Enhance teachers' knowledge of the reform curriculum and multi-grade teaching and improve their ability to monitor and assess pupils learning.
- Provide leadership, management and financial training for teachers-in-charge.
- Provide leadership training for women teachers.

Management

Minor outcome E4

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

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

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

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



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

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

Table 14: Elementary school subsidies (K'000s), 2006 to 2015

Year	Elementary Subsidies
2006	82.1
2007	87.9
2008	92.9
2009	98.0
2010	103.0
2011	108.0
2012	113.0
2013	117.4
2014	121.2
2015	124.4

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

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

Table 15: Elementary school teacher salaries and emoluments (K'000's), 2006 to 2015

Year	Salaries	Allowances	Leave fares	Total
2006	3049.7	152.5	O	3202.5
2007	3265.0	163.3	O	3428.3
2008	3416.9	170.8	O	3587.8
2009	3565.8	178.3	O	3744.1
2010	3711.9	185.6	O	3897.5
2011	3855.1	192.8	O	4047.9
2012	3995.6	199.8	O	4195.4
2013	4112.3	205.6	O	4317.9
2014	4206.8	210.3	O	4417.1
2015	4280.4	214.0	O	4494.4

Strategies and activities

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



Responsibilities

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

Primary Education

Major outcome

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

Access

Minor outcome P1

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

Grade 1 and 2 classes will have been phased out of primary schools by 2008. Facilities that were available will be used to accommodate the newly established Grade 7 and 8 classes. All children completing Grade 6 will be given the opportunity to enter Grade 7 from 2014.

No new community school will be converted to primary school. Thirteen (13) community schools will not be converted into primary schools between the years 2006 to 2015 unless population growth allows conversion



to take place during the Plan period. The table below shows the schools that will remain as lower primary schools and the primary schools that they will feed into for upper primary schooling.

By 2014 all children will be given the opportunity to continue to Grade 7.

Table 16: Community schools and their feeder primary schools

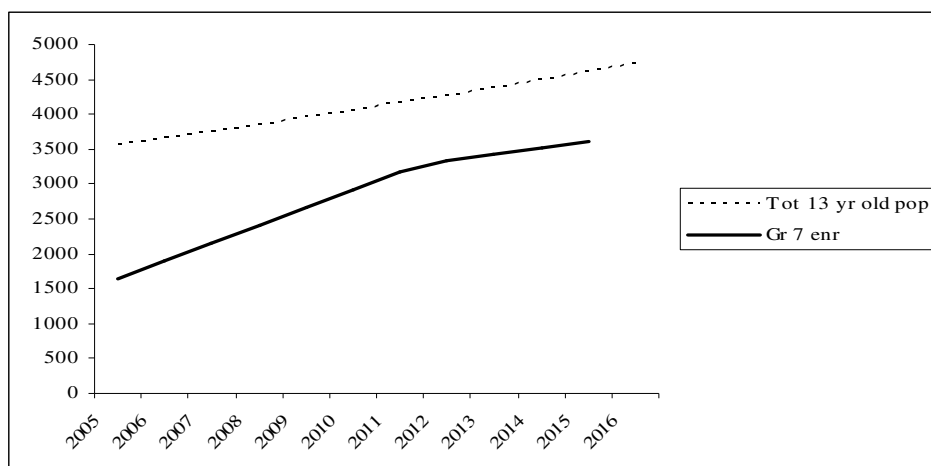
Community School	Feeder Primary School
Barewoturu	Kiorota
Sewa	Ijika
Ijina	Ambasi
Mawai	Kira
Ajoa	Tufi
Harange	Waseta
Kikinonda	Korisata
Aquido	Afore
Hamara	Ilimo
Pongani	Emo
Kewansasap	Airara
Crusade	Popondetta
Bethel	Popondetta

A small number of extra Grade 7 classes required will be absorbed into the existing primary schools. The very large number of children in Grades 7 and 8 in 2007 and 2009 will be absorbed in the schools. They will be taught in slightly larger classes than is the norm for Oro. However, it is anticipated that these class sizes will still be small compared with the rest of Papua New Guinea. Table 17 shows the number of new Grade 7 classes to be opened each year.

Table 17: No. of Grade 7 classes starting by year, 2006 to 2015

Year	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
New Class	0	7	7	7	7	7	7	5	3	3	3

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





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

The table below presents projected primary school enrolments. It has been assumed that there will continue to be a 7% annual drop out rate. This equates to an 83% retention rate between Grades 3 and 8.

Table 18: Projected primary school enrolment, 2006 to 2015

Year	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr.7	Gr 8	Total
2005	804	455	3293	3104	2518	2353	1646	1498	15671
2006	670	748	3868	3062	2887	2342	1899	1531	17006
2007	536	623	4228	3597	2848	2685	2152	1766	18435
2008	402	498	4460	3932	3346	2649	2404	2001	19693
2009	268	374	4579	4148	3657	3111	2657	2236	21031
2010	134	249	4697	4258	3858	3401	2910	2471	21979
2011	0	125	4816	4369	3960	3588	3163	2706	22726
2012	0	0	4934	4479	4063	3683	3337	2942	23437
2013	0	0	5053	4589	4165	3778	3425	3103	24114
2014	0	0	5287	4699	4268	3874	3514	3185	24827
2015	0	0	5522	4917	4370	3969	3603	3268	25649

Achieving the projected enrolment will not require the establishment of new primary school Grade 7 classes during the period of the Plan (2006-2015). The growth in population will be accommodated in the existing primary schools. It is anticipated that schools located in the urban areas will increase their class sizes by 2010. The problems of remote schools will be addressed and measures such as improved teacher housing and transport allowances will be considered to encourage teachers to take up postings in these schools.

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

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

Teacher to class ratios in Grades 7 and 8 in remote primary schools will remain at 1:5 and be gradually reduced from 1.5 to 1 in urban schools commencing 2008 due to the implementation of the reform primary curriculum. By 2015 about 60 primary schools will be implementing the teacher to class ratio of 1:1.



Table 19: Primary school teacher requirements and pupil teacher ratio, 2006 to 2015

Year	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7/8	Overall
2005	36.4	36.4	36.4	36.4	36.4	36.4	36.6	36.4
2006	14.0	33.8	36.9	33.8	33.8	33.8	37.1	33.2
2007	14.1	13.0	37.3	34.3	31.4	31.4	37.6	31.5
2008	13.9	13.1	37.9	34.7	31.9	29.2	38.1	32.3
2009	14.1	12.9	38.4	35.2	32.3	29.6	38.6	33.4
2010	13.4	13.1	38.9	35.7	32.7	30.0	39.1	34.5
2011	0	12.5	39.4	36.2	33.2	30.4	39.6	35.6
2012	0	0	39.9	36.6	33.6	30.9	40.2	36.5
2013	0	0	40.5	37.1	34.1	31.3	40.7	37.0
2014	0	0	41.0	37.6	34.5	31.7	41.2	37.5
2015	0	0	41.6	38.2	35.0	32.1	41.8	38.0

The teacher pupil ratio will be at 1:38 by the year 2015. Multi-grade teaching will apply in many schools with low enrolment commencing 2008; however multi-grade allowances for teachers have to be made available before implementing the multi-grade teaching programme.

Strategies and activities

1. Provide and maintain a sufficient number of schools.

- School boards and communities should be responsible for the infrastructure development at their respective schools.
- Local Level Governments to budget grants for infrastructure and maintenance.
- Provide guidelines for building dimensions for primary schools classrooms and other facilities.

2. Provide support to remote schools.

- Provide disadvantage allowances and better housing for teachers appointed to teach in disadvantage schools.
- Provide transport allowances for teachers appointed to disadvantage schools.

3. Improved retention rates.

- Conduct awareness on the value of schooling.
- Conduct review on other initiatives such as a school lunch program
- Conduct review on the costs of compulsory primary education.

Quality curriculum and monitoring

Minor outcome P2

A relevant primary curriculum is developed, implemented and monitored.

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

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



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

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

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

Inspectors will continue to monitor implementation of the curriculum through advisory visits to measure teaching standards and student performance. The communities and head teachers will be involved in the appraisal of teachers by 2008. The province will provide logistical support for inspectors.

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

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

Strategies and activities

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

Quality teacher education and training

Minor outcome P3

Sufficient appropriately trained and qualified teachers for primary schools.



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

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

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

By 2010 all primary school teachers will have a diploma qualification and be equipped to teach the reform curriculum.

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

By 2008 all schools will have access to trained teacher counsellors.

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

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

Strategies and activities

1. Provide the required number of appropriate trained teachers.

- Identify certificate teachers and provide training opportunities in consultation with PNGET to upgrade qualification to diploma level.

2. Provide professional development opportunities for primary school teachers.

- Provide leadership training programme for senior teachers, deputy head teachers and head teachers.
- Develop and conduct teacher counselling programmes.
- Provide leadership training opportunities for women head teachers.

3. Provide professional development opportunities for primary school managers.

- Provide supervisory and financial management for senior and head teachers.
- Provide training programme on asset management for teachers and head teachers on how to store and care for textbooks and basic school materials.

Management

Minor outcome P4

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

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



Table 20: Primary school subsidies by Grade (K'000's), 2006 to 2015

Year	Gr 1 / 2	Gr 3 to 6	Gr 7/8	Total
2006	7.1	182.4	171.5	361.0
2007	5.8	200.4	195.9	402.1
2008	4.5	215.8	220.3	440.6
2009	3.2	232.4	244.7	480.3
2010	1.9	243.2	269.1	514.2
2011	0.6	251.0	293.5	545.1
2012	0.0	257.4	313.9	571.3
2013	0.0	263.8	326.4	590.2
2014	0.0	271.9	335.0	606.9
2015	0.0	281.7	343.5	625.2

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

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

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

Table 21: Primary school teacher salaries and emoluments (K'000's), 2006 to 2015

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

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

Strategies and activities

1. Develop and implement a sustainable and affordable school fee subsidy policy.

- Schools fees should be set based on parent's capability rather than school needs.
- Allow parents to pay other forms of schools fees rather than cash payment.
- Encourage schools to provide self-reliance projects to make extra income for the schools so that school fees can be reduced to minimum that parents can afford to pay.

2. Make efficient and rational use of teachers

- Positions created be based on enrolments
- Identify qualified teachers to multi-grade classes to reduce number of teachers as costs saving measures.



Responsibilities

- 1. Parents and the community will be responsible for -**
 - the payment of school fees in cash or kind
 - infrastructure and maintenance
 - participating in parents and citizens meetings and other activities
- 2. School Boards of Managements will be responsible for -**
 - planning for infrastructure development
 - set school rules
 - appraisal of teachers
- 3. Local level government will be responsible for -**
 - budget for new infrastructure and maintenance of existing facilities
 - liaise with the Provincial Education Board to convert community schools to primary schools
- 4. Provincial government will be responsible for -**
 - completing and approval of Oro Ten Year Education Plan (2006 - 2015)
 - creation of teaching positions
 - appointment of teachers
- 5. The National Governments will be responsible for -**
 - the payment of teachers salaries
 - pre-service and in-service training of primary school teachers
 - curriculum development
 - provision of inspectorial services, the provision of opportunities for teachers development
 - the allocation of teachers and new classes to provinces
 - the development of policy relating to school subsidies
 - providing technical assistance in areas of planning and management

Post-Primary Education

Secondary Education

Major outcome

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

Access

Minor outcome S1

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

Throughout the Plan period, the transition rates between Grade 8 and 9 will be sustained at 65% whilst that between Grades 10 and 11 are at 25%. To improve access to secondary education the existing schools will



be expanded rather than establishing new ones. Equal emphasis will be placed on skills training just as the core academic subjects. Gender participation will improve to 50%.

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

Upper secondary schools offering Grades 11 and 12 classes will be provided with specialist buildings, equipment and teaching materials. As these are provincial institutions, the Oro Provincial Government, the provincial education authorities and the school board of governors will give these top priorities. They will also be responsible for the maintenance of school buildings and grounds. Upgrading of our secondary schools.

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

Table 22 below shows the projected student enrolments in the four secondary schools over the Plan period. Grades 7 and 8 classes have been completely phased out.

Table 22: Projected secondary school enrolments, 2006 to 2015

Year	Gr 9	Gr 10	Gr 11	Gr 12	Total
2006	848	840	139	139	1966
2007	842	840	210	139	2030
2008	971	834	210	210	2225
2009	1101	962	210	210	2482
2010	1230	1090	240	210	2770
2011	1359	1218	272	240	3090
2012	1489	1346	304	272	3411
2013	1618	1474	336	304	3732
2014	1707	1602	368	336	4013
2015	1752	1690	400	368	4210

Table 23: Secondary school class structures, 2006 to 2015

Year	Gr 9	Gr 10	Gr 11	Gr 12	Total
2006	21	21	4	4	50
2007	21	21	6	4	52
2008	24	21	6	6	57
2009	28	24	6	6	64
2010	31	28	7	6	71
2011	34	31	8	7	79
2012	37	34	9	8	88
2013	40	37	10	9	96
2014	43	40	11	10	103
2015	44	43	11	11	108

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



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

Table 24: Secondary schools classes by school, 2006 to 2015.

Year	Popondetta (S/S)	Martyrs (S/S)	Bareji (L/S)	Embogo (L/S)	Total
2005	6	6	14	14	40
2006	6	6	14	14	40
2007	6	6	15	15	42
2008	6	6	16	16	44
2009	6	7	16	17	46
2010	6	8	16	18	48
2011	6	8	16	18	48
2012	6	8	16	18	48
2013	6	8	16	18	48
2014	6	8	17	19	50
2015	6	8	18	20	52

Strategies and activities

1. Maintain and rehabilitate infrastructure and materials in the existing secondary schools in the province.

- Provide specialist classrooms in the upper secondary schools.
- Supply secondary schools with appropriate equipment and curriculum materials.

2. Staff secondary schools in a cost effective manner

- Restructure secondary schools on the basis of 1.5 teachers per class.

Quality curriculum and monitoring

Minor outcome S2

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

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

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

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



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

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

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

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

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

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

By 2007 all secondary schools will have trained teacher councillor.

Strategies and activities

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

Quality teacher education

Minor outcome S3

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



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

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

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

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

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

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

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

Strategies and activities

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

Management

Minor outcome S4

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

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



activities to reduce the burden on parents. These activities should be integrated into the school curriculum wherever possible.

By 2007 all secondary schools will carry out self-reliance projects.

A scholarship scheme will be developed by the Department of Education to ensure that no talented, disadvantaged students miss out on further education. This will be administered by provinces following guidelines established by the Department of Education. These guidelines should ensure that there is positive discrimination in favour of those students from the remote areas. Students in Grade 9 will not attract a subsidy from 2009. They will, instead, benefit from the Grade 8 Incentive Scheme.

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

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

Table 25: Secondary school teacher salary and emolument costs (K'000's), 2006 to 2015

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

Strategies and activities

1. To provide an affordable secondary education.

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

Responsibilities

1. Parents and the community will be responsible for -

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



2. **School Boards of Governors will be responsible for -**
 - the recommendation of teachers for appointment
 - planning for infrastructure requirements
3. **Provincial governments will be responsible for the**
 - completion and endorsement of Provincial Education Plans
 - maintenance of schools
 - creation of necessary teaching positions
 - appointment of teachers
 - selection of students for Grade 9
 - administration of the scholarship scheme
4. **The National Government will be responsible for -**
 - the payment of teacher salaries in an efficient and timely fashion
 - the selection of students for Grade 11
 - the determination of criteria for entry to Grade 11
 - the preparation and administration of the School Certificate and the Higher School Certificate Examinations
 - pre-service and in-service training of secondary school teachers
 - curriculum development
 - the administration of the national high schools
 - provision of inspectorial services
 - provision of opportunities for teacher development
 - the allocation of teachers to provinces
 - the allocation of new Grade 11 and 12 classes to each province
 - the development of policy relating to school subsidies and the scholarship program

Vocational Education

Major outcome

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

Access

Minor outcome V1

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

There are four (4) vocational centres in the province. They are suffering from lack of proper infrastructure, tools, equipment, machines and other necessities. Student enrolment had dropped significantly over the years, in part; this is due to them being held in low status by the community and the poor state of facilities. During the Plan period it is envisaged that enrolment will increase as more and more students leave schools, between Grades 8 and 10.



The status of the two vocational centres will be reviewed, a process that will be overseen by the Department of Education, with a view to Popondetta Vocational Centre and amalgamating with the Village Development Centre. In the process of this amalgamation, the new centre will need to be re-registered and facilities upgraded.

This centre will offer a one year programme based on community needs and demands. Short courses for adults and youths in the community will also be offered. Extension courses will provide community-based training, trades/skills desired by the community. The Provincial

Government, in consultation with the Department of Education will solicit external funding for the establishment of this centre during the Plan period.

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

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

The Oro Vocational Centres will be registered by 2007

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

Table 26: Projected vocational centre enrolment and transition rates, 2006 to 2015

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

Strategies and activities

1. Improve facilities and courses for the Vocational Training Centres.

- Review the status of vocational centres in the province.
- Review the course content based on community needs and demands.
- Amalgamate centres

2. Liaise with other providers and the Department of Community Development.

- Establish and strengthen linkages with other training providers.



Quality curriculum and monitoring

Minor outcome V2

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

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

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

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

The type of programs offered will be determined during the rationalisation process. The full-time programs offered in vocational centres will be for a maximum one-year duration. These courses will be modularised to allow students to attend and complete modules at a time of their choosing.

New courses that are developed will be in response to needs identified in particular communities. Recognition of prior learning will be available once the appropriate policy is developed.

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

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

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

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

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

The main catalysts for change will be the initiation of the Grade 8 Graduate Incentive Scheme to replace the existing school subsidy arrangement. There will be increased cooperation between the Department of



Education and the Department of Community Development at all levels. An awareness campaign will be put in place by 2006 in order to change the public perception of vocational education.

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

Strategies and activities

1. Review curriculum in vocational centres.

- Review the curriculum to reflect both the formal and informal sector development needs.
- Support the production of locally-based curriculum.

2. Provide adequate tools and equipment to service training programs.

- Procure appropriate tools and equipment based on course specifications.

Quality teacher education and training

Minor outcome V3

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

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

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

By 2008 all instructors will have a teaching qualification.

Table 27: Vocational centre staffing requirements, 2006 to 2015, selected years.

Years	Staff Ceiling
2006	40
2007	42
2008	44
2009	46
2010	48
2011	50
2012	52
2013	54
2014	56
2015	58



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

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

Strategies and activities

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

Management

Minor outcome V4

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

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

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

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

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

Table 28: Vocational centre instructor salaries and emoluments (K'000's), 2006 to 2015

Year	Salaries	Allowances	Leave fares	Total
2006	152.9	7.6	6.1	166.7
2007	157.5	7.9	6.3	171.7
2008	162.2	8.1	6.5	176.8
2009	167.1	8.4	6.7	182.1
2010	172.1	8.6	6.9	187.6
2011	177.3	8.9	7.1	193.2
2012	182.6	9.1	7.3	199.0
2013	188.0	9.4	7.5	205.0
2014	193.7	9.7	7.7	211.1
2015	199.5	10.0	8.0	217.5



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.

Strategies and activities

- 1. Develop and implement a sustainable, affordable and appropriate school fee policy.**
 - Determine, on an annual basis, the costs of delivering vocational education programs.
- 2. Develop a culture of self-reliance in vocational centres.**
 - Include entrepreneurial skills in all training programs.
 - Ensure vocational programs in all vocational institutions are enterprise-driven.
- 3. Promote the principles of good governance in the administration of vocational institutions.**
 - Develop appropriate systems for financial, inventory and asset management.
 - Review guidelines for vocational centre Boards of Management.

Responsibilities

- 1. Parents and the community will be responsible for**
 - the payment of parental contributions
 - participating in Parents and Citizens activities
- 2. Centre Boards of Management will be responsible for -**
 - the recommendation of instructors for appointment
 - planning for infrastructure requirements
 - the administration of short courses
- 3. Provincial governments will be responsible for -**
 - the completion and endorsement of Provincial Education Plans
 - the maintenance of vocational centres
 - the enrolment of students
 - the creation of necessary teaching positions
 - the appointment of instructors
 - identifying the types of courses to be offered in the centres
 - the development of local curricula
- 4. The National Government will be responsible for -**
 - the payment of instructor salaries in an efficient and timely fashion
 - pre-service and in-service training of vocational centre instructors
 - curriculum development and accreditation
 - provision of inspectorial services
 - the development of criteria for the registration of centres
 - provision of opportunities for teacher development



- the allocation of instructors to provinces
- the development of policy relating to school subsidies

Flexible, open and distance education

Major outcome

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

Access

Minor outcome F1

A significant growth in enrolment achieved by offering a number of demand driven programmes
The Department of Education will conduct a review of the existing college, the provincial centres and the accredited study centres. This is so that distance education will reach a broader audience at lower cost to the client than is the case at present.

Four accredited study centres will be established by 2008

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

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

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

By 2010, the Provincial Centre will cater for 10% of Grade 10 graduates who are not offered Graded 11 placing in the upper secondary schools.

Table 29: Projected distance education centre enrolment, selected years, 2006 – 2015

	2006	2009	2012	2015
New Grade 9	156	195	245	274
New Grade 11	65	72	79	87
Degree Program	0	0	0	0

Strategies and activities

1. **Provide the facilities to enrol 25% of Grade 8 graduates and 10% of Grade 10 graduates into distance education.**
 - Upgrade and expand the current centre facilities
 - Equip the centre with appropriate machines and equipment.



- Establish study centres in strategic locations in the province.
- Encourage other providers

Quality curriculum and monitoring

Minor outcome F2

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

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

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

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

Strategies and activities

1. Review the current curriculum.

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

Quality teacher education and training

Minor outcome F3

The provision of well trained and qualified staff and support personals.

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

Appropriate training will be provided for the Coordinator and staff.

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

Strategies and activities

1. Upgrade staff, knowledge, skills and competencies.

- Improve the capacity of staff to produce curriculum and assessment materials.



Management

Minor outcome F4

A provincial centre to offer flexible, open and distance education

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

By 2007, more students will access nationally recognized qualifications.

Students will therefore be able to access nationally recognized qualifications. The quality of the programmes will be achieved through continuous monitoring and management processes consistent with the national education system.

Strategies and activities

1. Support distance education in the province.

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

Administration of Education

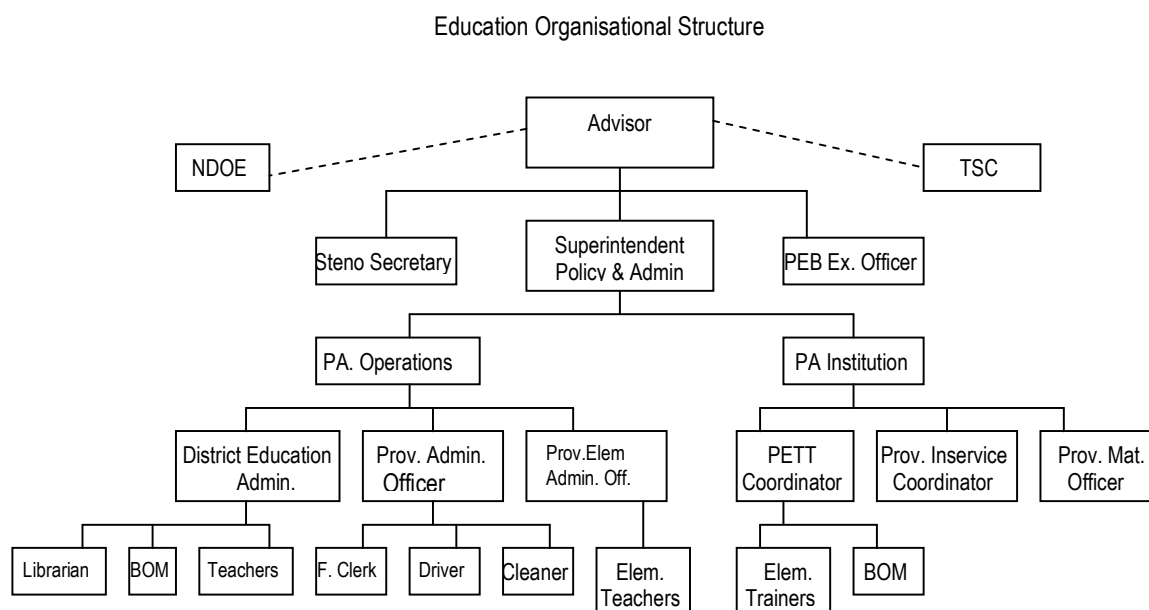
Major outcome

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

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



The current structure of education is as follows.



Organisational improvement

Minor outcome A1

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

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

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

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

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

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



HIV/AIDS policy and plan completed and implemented by 2007

Strategies and activities

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

Human Resource Management

Minor outcome A2

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

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

A staff development programmes will be developed by 2008

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

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

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

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



Strategies and activities

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

Financial management

Minor outcome A3

Budgeting and financial systems will be managed and sustained.

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

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

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

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

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

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



Strategies and activities

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

Information communications technology

Minor outcome A4:

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

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

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

By 2008, a system for collection and storage data centre should be established.
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The data collection will be supported by proper data storage centre for dissemination to all authorities responsible for the system.

Strategies and activities

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

Communication system

Minor outcome A5:

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

The Oro ten (10) year education plan will be supported by a major awareness campaign designed to reach all communities in the province. The awareness will involve all levels of people from senior executives to



school and local communities. The main focus will emphasise the importance of schooling and parents obligations to enrol, and then keep, their children in schools and the development and management of the schools.

Develop communication policy and implement this policy by 2008.
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Various form of media information will be utilized but face-to-face contact would be most appropriate where officers from the division should travel to all communities to provide information awareness to the communities.

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

Strategies and activities

1. Develop and implement an awareness strategy to support the implementation of the Oro ten (10) years education plan.

- Identify target groups and provide awareness campaign.
- Disseminate news information on a regular basis to promote education policy.
- Write, produce and distribute news and information to schools and communities.





Section 5

IMPLEMENTING THE PLAN



Implementing the Plan

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

Key

Indicate preparatory activities and reviews

Indicate full implementation


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

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


	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Replace damage or stolen curriculum materials.										
Support the implementation of primary reform curriculum.										
Train teachers to use the materials.										
Assist with the development, production and distribution of locally based curriculum support materials in the vernacular.										
Support the implementation of the HIV/AIDS policy.										
Provide appropriate teacher and students materials										
Carry out awareness to schools and educate teachers and students on the danger of the disease.										
Provide advisory and appraisal services to all primary schools.										
Provide logistical support to inspectors for effective monitoring of the standards.										
Train head teachers in teacher appraisal.										
Greater community involvement in the management of schools.										
Train board members in teacher appraisal techniques.										
Ensure gender equity on boards of management.										
Minor outcome P3										
Sufficient appropriately trained and qualified teachers for primary schools										
Identify certificate teachers and provide training opportunities in consultation with PNGEI to upgrade qualification to diploma level.										
Provide professional development opportunities for primary school teachers.										
Provide leadership, training programme for senior teachers, deputy head teachers, and head teachers.										
Develop and conduct teacher-counselling programme.										
Provide leadership-training opportunities for women head teachers.										
Provide professional development opportunities for primary school managers.										
Provide supervisory and financial management workshop for senior and head teachers.										
Provide training programme on asset management for teachers and head teachers on how to store and care for textbooks and basic school materials.										
Minor outcome P4										
Develop and implement a sustainable and affordable school fee subsidy policy.										
Set school fees should be based on parent's capabilities rather than school fees.										
Allow parents to pay other forms of school fees										




	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
rather than cash payments.										
Encourage schools to provide self-reliance projects to make extra income for the schools so that school fees can be reduced to minimum that parents can afford to pay.										
Make efficient and rational use of teachers										
Positions created be based on enrolments										
Identify qualified teachers to teach multi-grade classes to reduce number of teachers in order to save huge salary costs.										
Secondary education										
Minor outcome S1										
Maintain and rehabilitate infrastructure and materials in the existing secondary schools in the province.										
Provide specialist classrooms in the upper secondary schools.										
Supply secondary schools with appropriate equipment and curriculum materials.										
Staff secondary schools in a cost effective manner										
Restructure secondary schools on the basis of 1.5 teachers per class.										
Minor outcome S2										
Implement the approved secondary curriculum and assessment support materials for all subjects in all secondary schools in the province.										
Establish a Provincial Curriculum Committee to develop curriculum that reflects local needs and demands.										
Schools will be regularly monitored										
Regular visits will be made by secondary inspectors and guidance officers										
School-based teacher appraisal will be introduced										
Teacher counsellors will be provided in all secondary schools.										
Awareness will be conducted so that parents will become more involved in the education of their children.										
Minor outcome S3										
Provide the required number of appropriately trained teachers.										
Develop a programme of professional development for teachers.										
Conduct in-service training courses.										
Implement courses using mixed modes of delivery.										
Provide school management training.										
Conduct courses on key issues such as planning, financial and asset management.										
Minor outcome S4										
To provide an affordable secondary education.										
Develop an appropriate school fee subsidy policy.										
To implement the School Fee Agreement Form										



	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Schools to undertake self-reliance activities										
Vocational education										
Minor outcome V1										
Relocate the Popondetta Skills Training Centre to a new location										
Review the status of vocational centres in the province.										
Review the course content based on community needs and demands.										
Amalgamate the two centres.										
Liase with other providers and the Department of Community Development.										
Establish and strengthen linkages with other training providers.										
Minor outcome V2										
Review curriculum in vocational centres.										
Review the curriculum to reflect both the formal and informal sector development needs.										
Support the production of locally-based curriculum.										
Provide adequate tools and equipment to service training programs.										
Procure appropriate tools and equipment based on course specifications.										
Minor outcome V3										
Provide the required number of appropriately trained instructors.										
Review delivery mode and accreditation of the Diploma in Vocational Education and Training.										
Provide professional development opportunities for vocational centre instructors.										
Conduct skills audit of instructors.										
Identify, develop and deliver courses to include entrepreneurial and adult education skills.										
Provide professional development opportunities for vocational centre managers.										
Conduct courses for managers to include planning, financial and asset management and entrepreneurial skills.										
Minor outcome V4										
Develop and implement a sustainable, affordable and appropriate school fee policy.										
Determine, on an annual basis, the costs of delivering vocational education programs.										
Develop a culture of self-reliance in vocational centres.										
Include entrepreneurial skills in all training programs.										
Ensure vocational programs in all vocational institutions are enterprise-driven.										
Promote the principles of good governance in the administration of vocational institutions.										
Develop appropriate systems for financial, inventory and asset management.										
Review guidelines for vocational centre Boards of Management.										



	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Flexible, open and distance education										
Minor outcome F1										
Provide the facilities to enrol 25% of Grade 8 graduates and 10% of Grade 10 graduates into distance education.										
Upgrade and expand the current centre facilities										
Equip the centre with appropriate machines and equipment.										
Establish study centres in strategic locations in the province.										
Encourage other providers										
Minor outcome F2										
Review the current curriculum.										
Develop appropriate policies to identify points of articulation between FODE and the formal school system.										
Develop and deliver other programmes such as adult literacy and other short modular courses.										
Minor outcome F3										
Upgrade staff knowledge skills and competence.										
Improve the capacity of staff to produce curriculum and assessment materials.										
Minor outcome F4										
Support distance education in the province.										
Monitor improvements consistent with the national education system prerequisites.										
Support the work of FODE in the province.										
Establish the governing council for the provincial centre.										
Administration										
Minor Outcome A1										
Restructure the Manus Education Division and improve its system to make it more efficient and effective in the delivery of its core functions.										
Conduct a review of the Divisional capacity.										
Improve key organisational systems and practices										
Develop Divisional annual plan.										
Provide advice on policy matters.										
Provide support to Provincial and Local Level Government authorities in the development of project proposal.										
Develop an effective system for monitoring and evaluation of donor-funded project.										
Monitor and evaluate the implementation of delivery of education services at Local Level Government areas.										
Communicate and implement HIV/AIDS policy.										
Develop HIV AIDS policy and plan										
Minor Outcome A2										
Develop and implement an appropriate human resource policy and plan for the Division of Education.										
Carryout regular assessments of staff training needs.										



	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Provide work based training for divisional staff.										
Provide senior officers of the division with targeted training in order to improve their capacity to lead the organisation.										
Identify and support officers and teachers for rapid promotion.										
Develop a human resource management system.										
Improve the payroll system.										
Minor Outcome A3										
Integrate planning and budgeting processes at all levels.										
Review budgeting and reporting systems.										
Provide relevant training programme for planning and budgeting staff as well as divisional clerks.										
Review financial procedures and processes.										
Generate revenue from cost recovery activities.										
Develop a master asset register.										
Minor Outcome A4										
Use appropriate information communications technology for flexible and effective dialogue between all level of schools and other stakeholders.										
Develop a data centre for collection and storage of information.										
Liaise with schools and other authorities to provide proper and correct statistical data										
Minor Outcome A5										
Develop and implement an awareness strategy to support the implementation of the Manus ten (10) years education plan.										
Identify target groups and provide awareness campaign.										
Disseminate news information on a regular basis to promote education policy.										
Write, produce and distribute news and information to schools and communities.										



Section 6

FINANCING THE PLAN



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

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

Over the last ten (10) years however, there are positive indications recording an increase in the number of elementary schools, primary schools and secondary schools. In spite of this growth, funding had been a major constraint, demanding extra pressure on resource allocation. Teacher salaries and emoluments will remain the largest part of the education budget, now and in the future.

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

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

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

Costs of the Plan

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

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

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

National Government contributions

These will be in the following areas –

- teacher salaries and emoluments
- teacher leave fares



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

Table 30: Total salaries and allowances by sector (K'000's), 2006 to 2015

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

Table 31: Total leave fares by sector (K'000's), 2006 to 2015

Year	Prim	Sec	Voc	Total
2006	251.5	46.1	6.1	2309.7
2007	286.6	47.8	6.3	2347.7
2008	298.8	52.4	6.5	2365.7
2009	309.1	58.4	6.7	2383.2
2010	312.8	65.1	6.9	2394.8
2011	313.1	72.6	7.1	2403.8
2012	315.0	80.2	7.3	2414.5
2013	319.7	87.8	7.5	2428.0
2014	324.6	94.5	7.7	2440.8
2015	330.8	99.2	8.0	2453.0

Table 32: Total provincial subsidies by sector (K'000's), 2006 to 2015

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

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

- allocating teachers at one per class in the upper primary Grades
- the reduction of class-teacher ratio to 1.5 teacher per class in the secondary schools



- staffing to be allocated to schools on the basis of the number of students rather than the number of classes
- upgrading of teachers using flexible delivery methods, including distance education.

Provincial Government contributions

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

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

Local Level Government contributions

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

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

Table 33: Local-level Government costs by year (K'000's), 2006 to 2015

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

It is important that per capita funding, as legislated for under Section 93(2) of the Organic Law on Provincial Government and Local Level Government, be provided direct to the local level governments. The local level governments will be assisted by both local members of Parliament and the Churches. Members of

parliament will be expected to support the establishment and maintenance of basic education facilities through the use of district support grants administered through the Joint District Budget and Planning Priorities Committee.



Divisional Expenditure

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

Table 34: Division of Education costs by year (K'000's), 2006 to 2015

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

Church Agencies contributions

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

Community contributions

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

Parental contributions

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

Donor agency contributions

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



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



Section 7

MONITORING AND EVALUATING THE PLAN



Monitoring and Evaluating the Plan

Definition

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

Situation analysis

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

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

Monitoring and Evaluation Framework

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

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

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

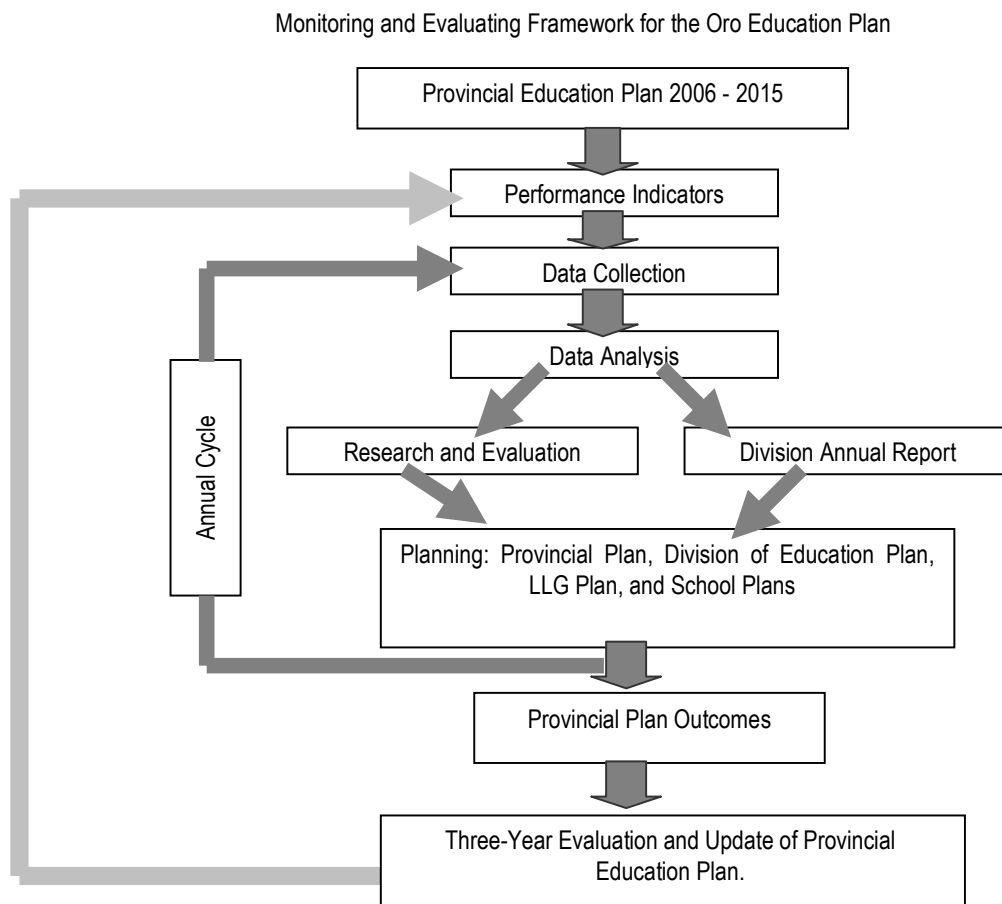
Research will concentrate on the on the implementation of the Plan, the output at each level of the system, and the cost effectiveness of the system. This of course will require expertise from National Department of Education and from other institutions and individuals outside of the education system,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

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

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



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



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

Elementary

Performance Area: Access		
Minor Outcome	Target	Measure(s)
E1 Elementary schools will be established in the twelve Local Level Government's so that all children in Oro will enrol at the age of six years.	By 2015 a total of 113 elementary schools will have been established.	<ul style="list-style-type: none"> Total number of elementary schools No. of established elementary schools
	By 2008 a policy will be developed to introduce compulsory education in the elementary sector.	<ul style="list-style-type: none"> Policy develop to introduce compulsory education
	By 2006, guidelines for the buildings of elementary school classrooms will be developed.	<ul style="list-style-type: none"> Total number of classrooms constructed according to the guidelines
	By 2008, all children will enter elementary preparatory Grade at the age of six years.	<ul style="list-style-type: none"> Total number of 6-year old children Number of 6-year old children in elementary
	By 2015, a teacher pupil ratio of 25:1 will be achieved in the elementary schools.	<ul style="list-style-type: none"> No. of elementary teachers No of elementary students Teacher pupil ratio
Performance Area: Quality Curriculum and Monitoring		
Minor Outcome	Target	Measure(s)
E2 A relevant elementary curriculum is develop, implemented and monitored.	By 2008, six more orthography will be developed.	<ul style="list-style-type: none"> No. of orthographies to be developed each year.
Performance Area: Quality Teacher Education and Training		
Minor Outcome	Target	Measure(s)
E3 A sufficient number of appropriately trained and qualified elementary teachers are available.	By 2012, all elementary school classes will be taught by qualified teachers.	<ul style="list-style-type: none"> No. of qualified registered teachers in elementary schools.
	By 2007, selection guidelines for elementary school teachers will be reviewed.	<ul style="list-style-type: none"> 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, Local Level Governments will provide maintenance grants to elementary schools.	<ul style="list-style-type: none"> Local Level Government's will provide maintenance grants to elementary schools
	By 2008, teachers will be allocated to schools on the basis of enrolment, rather than the number of classes.	<ul style="list-style-type: none"> Teachers appointed to school will be based on enrolments.

Primary

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

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

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

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

Secondary

Performance Area: Access		
Minor Outcome	Target	Measure(s)
S1 All four secondary school in the province will be upgraded, resourced and equipped within budget to provide quality education.	By 2006, the transition rate between Grades 8 and 9 will be maintained at 65%.and between Grades 10 and 11 at 20%	<ul style="list-style-type: none"> Number of students selected to do Grade 9 and Grade 11 Number of girls selected.
	By mid 2006, the infrastructure development for three secondary schools in the province will be completed.	<ul style="list-style-type: none"> Number of old facilities maintained. Number of new facilities erected.
	By 2008, teacher allocation in secondary schools will be at the rate of 1:5 teachers per class.	<ul style="list-style-type: none"> Number of teacher allocated at 1:5.
Performance Area: Quality Curriculum and Monitoring		
Minor Outcome	Target	Measure(s)
S2 To effectively teach and implement secondary curriculum and to ensure that these are monitored efficiently in all secondary schools in the province.	By 2007, all reform curriculum materials will have been distributed to schools in the province.	<ul style="list-style-type: none"> Number of secondary schools using reform curriculum.
	By 2008, the Provincial Curriculum Committee will be established to develop curriculum featuring local needs and demands.	<ul style="list-style-type: none"> Establishment of reform curriculum committee. Functions of reform curriculum committee.
	Throughout the plan period, secondary inspectors and guidance officers will visit and report on schools twice a year.	<ul style="list-style-type: none"> Number of visits to all secondary schools by inspectors and guidance officers. Number of inspector's reports.
	By 2007, all secondary schools will have trained teacher councillors.	<ul style="list-style-type: none"> Number of trained counsellor teachers in schools.
Performance Area: Quality Teacher Education and Training		
Minor Outcome	Target	Measure(s)
S3To provide sufficient number and appropriately trained and qualified teachers to teach in the four secondary schools in the province.	By 2010, all secondary schools teachers will be degree holders.	<ul style="list-style-type: none"> Number of teachers and their qualifications
	Throughout the plan period, all teachers will participate in an annual in-service training week.	<ul style="list-style-type: none"> Number of teachers trained
	By 2008, training will be provided on school and financial management, including school leadership for all school managers.	<ul style="list-style-type: none"> Number of training on financial management and leadership conducted. Number of teachers trained.
Performance Area: Quality Management		
Minor Outcome	Target	Measure(s)
S4 Secondary education will be cost effective and affordable for parents and governments.	By 2007 all secondary schools will carry out self-reliance projects.	<ul style="list-style-type: none"> Number of schools involved in the projects. Number of projects implemented.



Vocational

Performance Area: Access		
Minor Outcome	Target	Measure(s)
V1 There will be a significant growth in the vocational sector to cater for the growing number of Grade 8 and 10 school leavers.	By 2007, there will be a review on the role and status of Oro Vocational Training Centres.	▪ Roles and status of Oro Vocational Training Centres reviewed.
	The Oro Vocational Centres will be re-registered by 2007	▪ Oro vocational centre register

Performance Area: Quality Curriculum and Monitoring		
Minor Outcome	Target	Measure(s)
V2 A qualified vocational skills training program provides clients with skills that are relevant and required by the community.	By 2006, the curriculum will be reviewed and developed to reflect both formal and informal sector development needs in the province.	▪ Curriculum will be reviewed and developed to reflect formal and informal sector needs.
	By 2007, all full time training programmes will be for a maximum of one-year duration.	▪ Full time training will be for a one-year duration.
	By 2009, the centre will offer short-term community oriented programmes.	▪ No of short-term community oriented programme offered.

Performance Area: Quality Teacher Education and Training		
Minor Outcome	Target	Measure(s)
V3 The provision of a sufficient number of appropriately trained and qualified vocational centre instructors and managers.	By 2008 all instructors will have a teaching qualification	▪ No of trained and qualified instructors.

Performance Area: Quality Management		
Minor Outcome	Target	Measure(s)
V4 A vocational education system that is both cost-effective for government and affordable for all.	By 2009, Grade 8 Graduate Incentive Scheme will be introduced.	▪ Incentive scheme for Grade 8 introduced.



Flexible, open and distance education

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

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

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

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



Administration

Performance Area: Organisational improvement		
Minor Outcome	Target	Measure(s)
A1 The Division of Education will strengthen its capacity to strategically respond to changing conditions and government priorities.	The Division of Education staff will be appropriately trained by 2010.	▪ No of staff trained.
	HIV AIDS Policy and plan completed and implemented by 2007.	▪ Plan completed and implemented

Performance Area: Human resources management		
Minor Outcome	Target	Measure(s)
A2 Human resource systems and programmes will be developed for all teachers and educational administrative personals in the province.	A staff development programmes will be developed by 2008.	▪ No of programmes developed and conducted.

Performance Area: Financial management		
Minor Outcome	Target	Measure(s)
A3 Budgeting and financial system will be managed and sustained.	An effective and sustainable system of financing and resourcing of approved education programmes and projects will be established by 2008.	▪ Established sustainable system of financing and resourcing of programmes and projects.

Performance Area: Information communication technology		
Minor Outcome	Target	Measure(s)
A4 Information, communication technology system and process develop to support the management of educational programmes.	By 2008, a system for collecting and storage data centre should be established.	▪ Established a data centre.

Performance Area: Communication system		
Minor Outcome	Target	Measure(s)
A5 Communication system and process are effective for producing and disseminating information and raising standards	Develop communication policy and implement this policy by 2008.	▪ Policy implementing.



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