



DEPARTMENT OF EDUCATION

CREATING EMPLOYMENT AND
BROAD-BASED ECONOMIC
OPPORTUNITIES AND GOVERNMENT
ACTIONS FOR IMPLEMENTATION

“Educating and Skilling the
Workforce”

PRESENTATION BY:
DR JOSEPH PAGELIO
ACTING SECRETARY FOR EDUCATION



INTRODUCTION

▶ The Department of Education has been making significant progress in the last 19 years under the education reform between 1993 and 2011. This presentation highlights some of the achievements of the Department of Education and outlines plans for further growth.



TYPES OF REFORM

- **Structural reform**

The aim of the structural reform is to create more spaces at all levels of education to provide more opportunities for more children to go to school.

The structure was changed from a 6-4-2 to a 3-6-4 structure. This change in the structure enabled the Department of Education to bring schools to the people, to where they live.

The change enabled the Department of Education to establish elementary schools in the villages, convert community schools into primary schools offering grades 3-8 and convert high schools into secondary schools offering grades 9-12 education.



TYPES OF REFORM cont...

- **Curriculum reform**

The aim of the curriculum is to improve the relevance and quality of education. The curriculum reform enabled the Department of Education to:

- Develop a curriculum that will enable the development and nurturing of the individual child holistically, that promotes integral human development and that focuses on the development of students so that they are intelligent, wise, healthy, skillful and are good citizens who can contribute meaningfully to the development of Papua New Guinea;
- Adopt and adapt the curriculum to Papua New Guinea context;



TYPES OF REFORM cont...

- Clearly define the learning outcomes;
- Make teaching and learning transparent;
- Make students the center of all school programmes and activities;
- Provide a variety of pathways so that students can pursue their interest and career paths;
- Develop students according to their talents and potential;
- Develop a curriculum that encourages creativity;
- Develop a curriculum that is flexible for provincial, district and school adaptation;
- Develop a curriculum that is internationally competitive;
- Developed a curriculum that is skills based;
- Develop a curriculum that promotes PNG culture and identity;
- Develop a curriculum that is linked to the community;
- Develop a curriculum that is linked to further studies and the work place, and
- Develop a curriculum that promotes student centered teaching and learning.

NATIONAL AND PROVINCIAL EDUCATION PLANS

- 1. Three National Education Plans have enabled the Department of Education to make significant progress in the delivery of education in Papua New Guinea. They are:
 - National Education Plan 1995 - 2004
 - National Education Plan 2005 - 2014
 - Universal Basic Education Plan 2010 - 2019
- 2. Provincial Education Plans have also been used to implement the reforms.



AIMS OF THE EDUCATION REFORMS

- The aim of the reform is to make significant measurable progress towards the achievement of the five pillars of the Education Plans which are:
 - Access – to improve opportunities for more children to be educated.
 - Quality – to improve the quality of education.
 - Retention- to improve the completion rate.
 - Equality- to improve the gender parity index.
 - Management- to improve the management of the education system.
- The Department of Education has made strong progress in achieving each of the five pillars of the National Education Plan 2005- 2014 and the Universal Basic Education Plan 2010-2019.

ACCESS

Achievements

- The number of schools has grown from 3,000 in 1992 to 10,000 in 2010. An increase by 7,000 schools. This represents a 7.3% school growth rate.
- The number of school students has increased from 500,000 in 1992 to 1.5 million in 2010. An increase by 1 million students. A growth rate of 6.5% annually.
- The number of teachers has grown from 18,000 in 1992 to 40,000 in 2010. An increase by 22,000. A growth rate of 4.5%.
- The number of elementary schools has increased from 0 in 1992 to 5,000 in 2010.
- The number of elementary teachers has grown from 0 in 1992 to 14,000 in 2010.

ACCESS cont...

Achievements cont...

- The transition rate from grade 10 to 11 has increased from 10% in 1992 to over 25% in 2010.
- The number of secondary schools has grown from 6 in 1992 to 90 in 2010.
- 322 classrooms completed by Basic Education Development Project (BEDP) in 2008/2009.
- 253 other buildings completed by BEDP in 2008/2009.
- The net enrolment for Basic Education has increased from 52.9 % in 2007 to 74.9% in 2010, representing an increase of 17.8%. As a result an additional 183,194 additional children were enrolled in 2010. This is promising.
- The transition rate for Basic Education has increased from 33% in 1992 to 60% in 2010.

FUTURE PLANS

- The Department of Education will continue to expand education at all levels. At Basic Education level the net enrolment rate will be increased from the current 53% to 100%.
- The number of elementary students will increase from 483,569 in 2010 to 705,850 in 2019.
- The number of primary school students (Grades 3-8) will increase from 666,155 in 2010 to 1,172,940 in 2019.
- The total number of students will increase from 1.5 million in 2010 to over 2 million in 2019.
- More elementary schools will be established and all primary schools will be expanded.
- With the support from the Development Partners 4,325 classrooms and 7,700 teachers houses will be constructed under the Department of Education's Infrastructure Programme.

QUALITY

Achievements

- The curriculum has been reformed from elementary to secondary. All syllabus and Teachers' Guides have been written and distributed to all schools in the country.
- The reform curriculum comprises of - 3 subjects for elementary, 7 subjects in primary, 12 subjects for lower secondary, and 33 subjects for upper secondary.
- In 2009 AusAID distributed 539,000 textbooks to over 3,000 primary schools at a cost of about K30 million.
- In 2010- July to August AusAID is distributing 331,100 books to 203 secondary schools, and science kits to 6 national high schools at a cost of K28 million.
- In 2010 EU distributed 2, 688,000 books to 3, 434 schools.

QUALITY

Achievements cont...

- Four new Teachers colleges were established in the last five years.
- About 14,000 elementary teachers have been trained.
- The Grade 8 Outcomes Based National Examinations was introduced in 2008
- The Grade 10 Outcomes Based Examinations was introduced in 2010
- A total of 3.5 million text books have been distributed in the last three years.
- The School Learning Improvement Plan (SLIP) is being implemented in 60% of the schools.

FUTURE PLANS

- AusAID will distribute another lot of about 700,000 textbooks to secondary schools at the end of August, 2011.
- AusAID has made a commitment to purchase and supply 4million text books in the next five years.
- A total of 6million textbooks at a cost of about K500million will be required to assist teachers and students, based on ratio of elementary 1:4, primary 1:2 and Secondary 1:1. AusAID has made a commitment to provide K300million.
- The number of elementary teachers will increase from 14,528 in 2010 to 20,574 in 2019. An increase by 6046.



FUTURE PLANS cont...

- The number of primary teachers (grades 3-8) will increase from 20,840 in 2010 to 32,982 in 2019. An increase by 12,142 teachers.
- Existing Teachers' Colleges will be expanded.
- New Teachers Colleges will be established.
- School Learning Improvement Plans will be extended to all the schools. SLIP has the potential to transform schools and thus improving quality.
- The total number of teachers will increase from about 45,000 in 2010 to 72,000 by 2019.

RETENTION / COMPLETION RATE

Achievements

- The completion rate for Grade 8 has increased from 44.1% in 2007 to 57.9% in 2010.
- Introduced the Child-friendly School concept into selected provinces and programmes.

Future Plans

- Continue to implement the free education policy
- Address retention issues at Provincial, District and School levels
- Include local solutions to retention issues into the School Learning Improvement Plan.

EQUALITY



Achievements

- The Department has a Gender Policy that was launched in 2005
- The gender parity Index for elementary has improved to 0.96. This is good . This means that the number of girls in elementary is nearly equal to the number of boys.
- The gender parity Index for primary is 0.88.
- The aim is to achieve gender parity index of 1- meaning the number of girls is equal the number of boys.
- The Department also has a Inclusive Education Policy formerly known as Special Education.
- The Department of Education pays the salaries for teachers who are teaching in the 21 Special Education Schools throughout the country.
- Students with disabilities are enrolled in the main stream schools.
- Introduced remote teacher training programmes.



EQUALITY cont...

Future Plans

- 
- Review the Gender Policy and develop an action Plan.
 - Conduct training for special education teachers
 - Continue with the remote teachers training programme
 - Continue to implement the free education policy
 - Address the equity issues at Provincial, District and School levels
 - Include local solutions to equity issues into the School Learning Improvement Plan.
- 

MANAGEMENT



Achievements

- Free education introduced for elementary sector in 2010. 2011 is the second year.
- National School Census held annually since 2007.
- Education Management Information System is improving
- Introduced the Annual Operation and Financial Plan (AOFP)
- Increased 2011 Department of Education Budget of K1.2billion. This represents 14% of the National Budget of K8.9billion.
- In 2007 the Department of Education budget was 3.9% of GDP whereas in 2010 it was 4.10%.



MANAGEMENT cont...

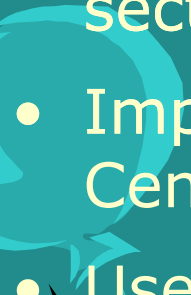

Achievements cont...

- A three year Medium Term Expenditure Framework has been developed by the Department of Education.
 - Regional Offices have been established in Mt.Hagen, Madang, Kokopo and Port Moresby to bring services closer to the people.
 - Regional Consultative Meetings are being held each quarter.
 - The Close User Group (CUG) Communication system is being implemented throughout the education system for effective and efficient communication among all members.
- 
- 



MANAGEMENT cont...

Future Plans

- 
- Continue to implement the free education to other sectors
 - Improve the administration of the National School Census
 - Use ICT to improve management
 - Provide training for all stakeholders
 - Improve Governance at all levels.
- 

PROGRAMMES

There are 17 impact projects that are being implemented in 2011 to support the education administrators and all the stakeholders in the implementation of the education reforms. These projects directly benefit the teachers and the students in their teaching and learning. They in a way provide the teachers and the students the logistic support to implement the rapid changes in the development of education in Papua New Guinea. The projects are as follows:

- Curriculum Development Materials – K30million
- Secondary School Equipment- K20million
- Curriculum Teacher/Student Resource Material Development-K3million
- Rehabilitating Education Print Shop_ K1million
- Quality Development of Standards Measurement_K5million
- Procure and Distribute Secondary School Books in PNG- K28million



PROGRAMMES cont...

- Reading Education Project- K50million
- Enhancing Quality in Teaching Through Television- K1million
- Education Training and Human Resource Development Program -K75million
- Inspectors Housing and Transportation- K5million
- Maintenance of Sogeri, Kerevat, Aiyura and Passam National High Schools-K40million
- School Development and Maintenance Grants (SDMG) – K70million
- Flexible Open and Distance Education (FODE) –K15million
- TVET Sector Projects-K10million
- Qualification Upgrading Skills Development- K10 million
- Establish Library in every Schools- K11million
- Education Subsidies (GoPNG K172million, AusAID K27.5million)



PARTNERSHIP

There is a very good and productive partnership among all stakeholders such as Churches, Donors, NGOs, National Government, Provincial Governments , Local Level Governments, parents, school, communities and private sector in the education sector. That is why good progress is being made in the education sector.

ECONOMIC AND EMPLOYMENT OPPORTUNITIES

- 22,000 additional teachers were employed since 1993. The Education reformed generated employment opportunities.
- 14,000 employment of teachers credits at elementary.
- An additional 12,142 teachers will be trained by 2019 for UBE.
- An additional 6,046 Elementary teachers will be trained and employed by 2019.
- K135 million kina spent for textbooks in the last 3 years- Generated revenue for local contactors involved in the distribution of books.
- Hotels make a lot of money through the Department's consultations and workshops.
- Air Niugini make a lot of money through travels of participants for workshops.
- Local stores make a lot of money through schools activities.
- Teachers colleges produce about 2,000 graduates in a year.
- 50,000 grade 10 school leavers.
- About 12,000 grade 12 school graduate each year.



CONCLUSION

- The implementation of the education reforms has resulted in good progress being made in the delivery of education services to the people of Papua New Guinea. Significant progress has been made in the area of access where more educational opportunities are now available than in the past.
- Good partnership among all development partners has resulted in the good progress in the education sector.
- The implementation of the National Education Plan 2005-2014 and the Universal Basic Education Plan 2010-2019 promise to deliver further progress.
- Implementation of the education reforms are being supported by 17 funded impact projects.
- The Department of Education will face the implementation challenges from a position of strength.



THE END

**THANKYOU FOR
LISTENING..**