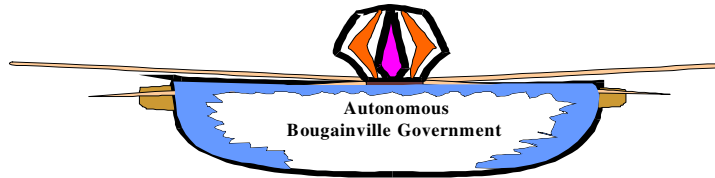
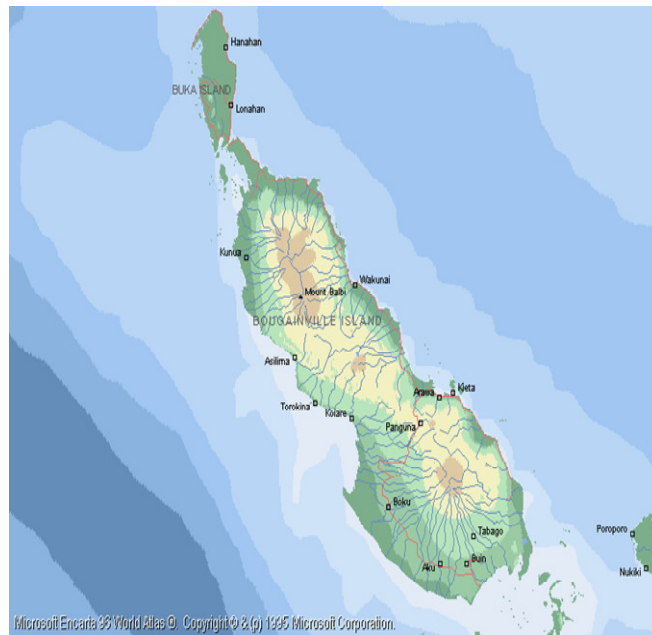


Achieving a Better Future

**BOUGAINVILLE PLAN FOR EDUCATION
2007 – 2016**



*Bougainville Autonomous Government
Division of Education*



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Acknowledgement

The Bougainville Education Plan 2007--2016 was put together with the support from many individuals. The Planning and Consultative committee established by the Bougainville Education Board (BEB) under the leadership of chairlady Ms Brenda Tohiana worked very hard to put this plan together.

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Thank you one and all,

Mr. Bruno Babato
Chief Executive Officer and Chairperson Bougainville Education Board

Autonomous Bougainville Education Plan, 2007 to 2016

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Minister's Message

I am happy to introduce this Plan to you. This Education Plan articulates the dreams of our people for the future our intentions and the needs for the next ten years. The arching theme of this Plan is sustainability and self reliance; this revolves around our major development policy in the region. The vision and the goals of the Autonomous Bougainville Government toward the development and delivery of education services in the region for the next ten years are set out in this Plan.

Bougainville has made significant contribution towards the progress of nation building. Education therefore has been the main catalyst in the development of our human resources, and this will remain so for a long time. Education plays a fundamental role in the socio-economic development of our people. It is one of the principal means through which deeper; meaningful and peaceful co-existence can be nurtured towards reducing poverty, exclusion, ignorance, oppression and the war itself.

Bougainville people have raised concern time and time again about the low standard of education and its relevance to the community living. They argued that the current education system alienates our young generations from the realities of life in the village. Many feel that education is for job creation and therefore as one comes off the education system should be employed almost immediately. This is not so true.

The Autonomous Government of Bougainville is confronted with increase demand for social services such as education and health. This is against our diminishing resources thus the question is "who should we educate and at what standard at whose expense"? Our projected enrolment based on the 2000 census figures indicate that well over 80.5% of all available school age children can be absorbed into the formal school system in the region.

Bougainville has done well in as far as implementation of the education reform is concern. Although Bougainville started at a later phase compared with other provinces due to the conflict on the island we have done well. The number of primary schools that have now enrolled grade 7 and 8 is 168 and the region now has three secondary schools. The issue of access into our schools has improved very much in the last 10 years with the introduction of grade 7 and 8 in the primary schools and 11 and 12 in the secondary schools.

However despite this we are lagging behind other provinces in terms of academic results. The external examination results each year since the restoration of education services after the crisis has stabilized. Reliable statistics show that a good number of Bougainville students miss out on opportunities to continue their education and training at higher level. This is a concern to my department.

My department is also worried about school age children who are not in school. Parents must be held responsible for not sending their children to school. This is entirely the responsibility of parents to enroll their children in the existing schools. The Bougainville Constitution calls for compulsory education up to Grade 12 and this will call for parents to play their role as parents and ensure that school age children must go to school.

We have made enormous progress in achieving our education objectives in the region. However, there is still much more to be done to reach our targets at least for the next ten year. It is my hope that this plan will help us achieve these targets. For this to happen all stakeholders in education must join force together in their commitment, support and endeavor.

Finally I must thank Mr Anthony J Tsora for his leadership he has shown as the chairman of the Bougainville Education Board

Hon. Michael Otoroa MHR
Minister for Education

Foreword

Bougainville and the surrounding islands were granted political autonomy by the PNG Government on August 2005 to form the Autonomous Region of Bougainville within the Independent State of Papua New Guinea. Preliminary talk commenced on the draw down of functions under a pre-declaration agreement with the National Government. One of these is education. The phased draw down has yet to be worked out however; it is likely to be determined by the capacity of the region to perform such an expanded portfolio as education, research, science and technology.

The Autonomous Region of Bougainville (ARB) Constitution is imbedded in peace as the foundation of its development endeavors. However, peace by itself is hollow and incomplete, unless there are fundamental reconstructions to the concept of peace and how these are put into motion to bring about the core drivers of change and development.

The Autonomous Region of Bougainville has since the declaration being deluged with request for major shake up and reform to the present national education and training systems. It is called to start on a clean plate. There is desire for programs to embrace all who have reached school age, those already in schools, the age group whose opportunity was abruptly interrupted by the conflict in 1990, and all matured and second chance learners. There is demand to strengthen the structural and management deficiencies, not withstanding the desire for a broad based education to provide for all, employing different approaches via; applied/technical and pure academic through 14 years of education.

The new pedagogy is required to deal with diverse expectations and needs dispositions. The demand for structural readjustment is a clear manifestation of the desires to start afresh in peaceful coexistence with other Papua New Guineans and the globe in its own design. Strategies have to be adjusted accordingly for the reconstruction of education and management away from the mainstream approach.

Mrs. Brenda Tohiana

Chairperson Consultative Committee

Section 1
INTRODUCTION

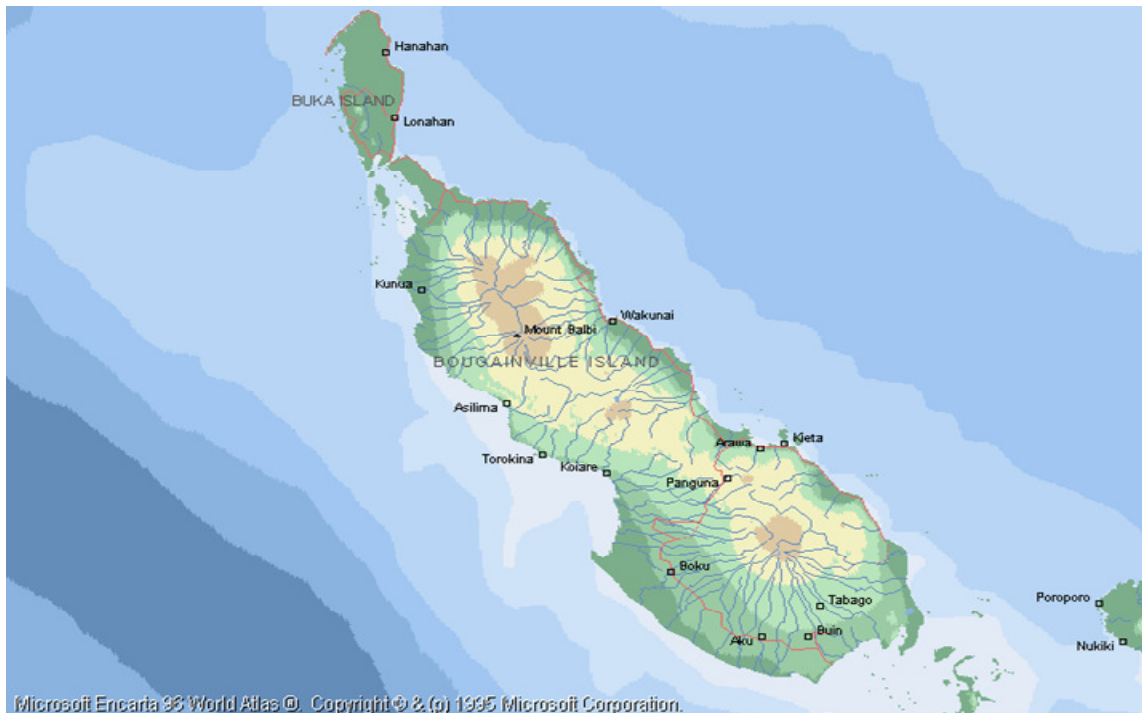
INTRODUCTION

The Content of the Plan

1.1 Bougainville Region - Its Characteristics

1.1.1 The Geography

The region is made up of two main islands of Bougainville and Buka. The inhabited smaller islands include the large Nissan atoll & Pinepel, Matsungan, Pororan, Saposa, Petats, Madehas, Taiof, Teop, Pokpok, the outlying atolls of Mortlock, Fead, Tasmans and Carteret/Kilinalau, and 165 smaller ones.



The region is mostly of volcanic origin, yielding fertile soils. It has a coastline of over 700 km, many natural harbours and 240 000 ha of shallow reefs. The region is beginning to assert its leadership as a competitor cocoa and copra in PNG after 17 years of armed unrest. It has large unexplored marine areas. Five of the habitable islands are mountainous and low lying or swampy along the coast.

The eastern side is well drained with large tracts of coconut and cocoa plantations.

1.1.2 The Population

The Autonomous Region of Bougainville (ARB) had a population of 175,160 according to the 2000 national census. Trends from the last three decades suggest an annual growth rate of 1.5% and a current population of 191,527 (2006). Population grouping indicates large youthful population among the 4 to 29 age group of 136 550 (71%) in 2006. The population projection to 2015 from the 2000 census suggests that the region would have reached 218,990 (male & female) by year 2015. The school age population is estimated to reach 131,734 by year 2015.

The region is made up of two main islands of Bougainville and Buka. The inhabited smaller islands include the large Nissan atoll & Pinepel, Matsungan, Pororan, Saposa, Petats, Madehas, Taiof, Teop, Pokpok, the outlying atolls of Mortlock, Fead, Tasmans and Carteret/Kilinalau, and 165 smaller ones.

Table 1: Population by District Area, Population Census 2000

District	Males	Females	Total	% M&F	% Female
North Bougainville	37415	35676	73091	41.75%	48.81%
Central Bougainville	21613	19872	41485	23.69%	27.19%
South Bougainville	30986	29598	60584	34.60%	40.49%
Total	90014	85146	175088	100.00%	48.60%

Preliminary estimates of the population shows the population has grown to 175,088 in 2000, with a mode rate of about 1.3 percent during the 1990-2005 period. Buka, Arawa and Buin level governments alone account for .56 percent of the population, the largest concentration being in the Buka District. Buka accounted for the largest population concentration of the three districts.

The 65 and over age group numbered persons in 2000 while the 1-14 year olds numbered 33148 persons. The dependency ratio of the population is 2 percent. At this stage this level of dependency population does not pose a serious problem in the Region's economic development, however, it will be a concern 50 years from now as the population moves close to a consumer community.

1.1.3 The Language

There are 23 languages on Bougainville, the major languages being Buin, Siwai, Nagovis, Banoni, Halia, Teop, Solos, Nehen, Nasioi Rotokas and Eiivo. Tok pisin is the main second language.

1.1.4 The Economy

The majority of the people live in rural communities. The urban population comprises about 3percent of the total and about 1percent live in Buka/Hutzena, Arawa and Buin.

Economic Profile

Table 2 Bougainville Cocoa production statistics 2005 by regions

DISTRICT	QUALITY (TONNES)	VALUE (KINA)
NORTHERN	10,332	K33,723,648.00
CENTRAL	3,900	K12,729,600.00
SOUTHERN	1,441	K4,703,424.00
TOTAL	15,673	K51,156,672.00

The economic performance of the Region since the cessation of the armed conflict has not been subject to serious study. Lack of any regional accounts created difficulties in estimating precisely the performance of the region since 1998. Nonetheless economic endeavours are spread throughout the islands. The eastern and north side with its high elevation account for much of the large cocoa and coconut plantations while the South and west coast floodplain is typified by numerous small family size cocoa and coconut holdings. There is great entrepreneurial spirit amongst the regional linguistic groups. The Southern region dominates the small but fast expanding wholesaling and retailing sector. Activities in the small tourism sector are widespread with the larger operations in the hands of the northerners. The mid region from Wakunai to Tinputz has substantial interest in coco production. In 2005 the economically productive population was estimated at ... (estimate age of trade store owners, cocoa producers and buyers). The economy is predominantly agriculture, with major cocoa and coconut production.

During the 2000-2005, the gross domestic product at current factor grew at a rate of .. Percent per year. Inflation which has prevailed for many years continuous to affect price increases, averaging to ... percent a year. In 2005, GDP at current factor cost declined at ... percent owing to adverse weather affecting cocoa production mainly in the Southern Region. Adjusted for the population growth, it means that the available regional product per head remained the same to the end of 2005.

The economic up turn in the medium term to ten years will depend on tough austerity measures, and strong growth regime. Government's policy and commitment to stay the course will pave the way for growth if it is to provide the level of service desired by the people. The contribution from the agriculture sector is not sufficient without high impact economic activities as mining, commerce, fishing and high personal income taxes.

Human Resource

The human capital capacity of the ARB is difficult to estimate in the education-occupational matrix and the occupational-economic sector mode because they are not available. The flight of the professional civil service and other highly qualified and experienced people during the armed conflict left a vacuum in the policy capability of the ARoB bureaucracy. The task force noted with concern anecdotes concerning the low productivity level of the ARoB bureaucracy.

The performance of the teacher corps and the re-engagement of retired and teachers dismissed prior to the crisis in particular drew much of the criticisms from the regional consultations, on their perceived lack of knowledge and understanding of the school syllabus, on teaching and inability to interface new pedagogy for varied learning needs.

1.1.5 The Culture

Culturally, Bougainville like many other parts of PNG have been marked by frequent cultural practices such as bride price payment, hereditary ranking ritual and many others.

Administrative Structure – Autonomous Bougainville Administration

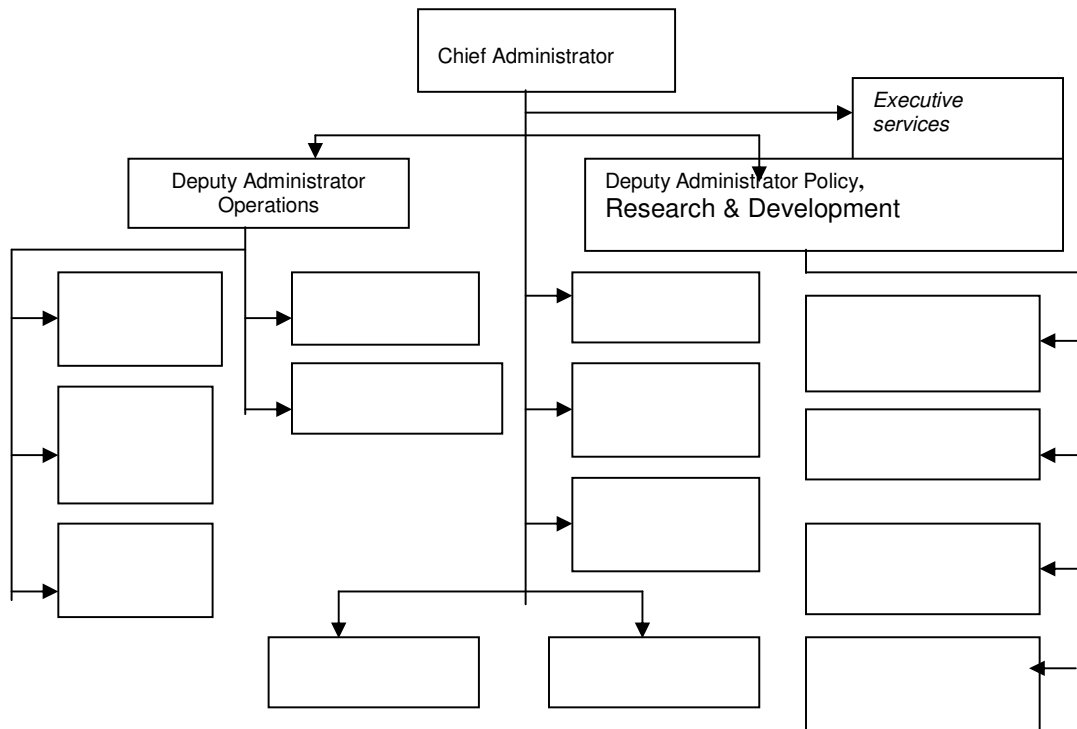
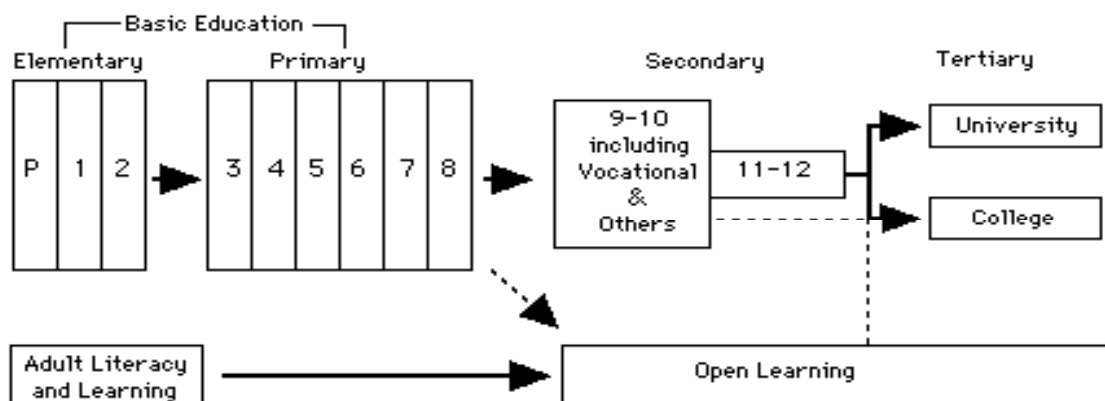


Figure 1: Structure of Education



1.3 Foundations for the Plan

The Bougainville Education Plan, Sustainability and Self Reliance, 2007-2016 presents the outcomes for education in Bougainville and the strategies used for achieving them from 2006 - 2015. It builds on the progress made in the first Bougainville Education Development Plan 1997 - 2004.

The Plan will be implemented over a ten 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 years during its lifetime.

The overall objectives of this Plan are consistent with:

- the PNG National Goals and Directive Principles
- the Medium Term Development Goals
- the Goals of Education For All
- the Medium Term Development Strategy, 2005 - 2010
- the Bougainville Provincial Development Plan, 2004 - 2013
- the Autonomous Bougainville Government Strategic Action Plan 2006-2010
- the demands by the Bougainville people as received during the consultative process

1.3.1 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.

1.3.2 Medium 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.

1.3.3 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 2008
- 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 second of these Education For All goals 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 achieve the fifth of these goals within the timeframe of the Plan as opposed to that stipulated.

1.3.4 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 mobilize their own resources for higher living standards. The Medium Term Development Strategy is the government's policy document for development and 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.

1.3.5 Autonomous Bougainville Development Plan

The Autonomous Bougainville Government's vision for development is to achieve integral human development through the empowerment of family units to ensure that they become more productive, entrepreneurial and are internationally competitive so that they assume greater ownership, responsibility and accountability for improving and sustaining their quality of life and that of their communities.

Autonomous Bougainville Government's development mission is to direct and monitor the quality of life of the Bougainville family units in their communities and to promote, encourage and sustain development conditions and services at an acceptable and affordable level through proactive and quality services delivery systems.

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

Autonomous Bougainville Government's development objective is to improve the human development index rating for Bougainville Region and Districts 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 Autonomous Bougainville Government's Seven Development Priority areas are: Economy, Infrastructure, Fisheries and Primary Industry, Human Resources and Social Services, Desirable Values, Environment and Governance. Bougainville 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, increase its investment in the economic sector to expand and generate its internal revenue base to meet the growing cost of social services.

1.3.6 Autonomous Bougainville Government Policy Priorities

The policy priorities are:

- *Revenue Generation* - meaning ways of raising more money and wise use of money.
- *Infrastructure (Transport, communication, energy, shelter and water)* - meaning improved land, sea and air transport facilities and services, improved radio, telephone and postal services, sustainable and affordable energy, improved housing, adequate and accessible supply of safe water.
- *Fisheries and Primary Industry* - meaning sustainable supply of quality food and proper land management and utilization.
- *Human Resources* - meaning accessibility and quality education; healthy person, family and community.
- *Desirable Values* - meaning self realization for the purpose of living; self respect and respect for others culture and people; responsible and happy family. WE dream of everyone living in peace and harmony with each other as a family united in one land and sea boundary.
- *Environment* – meaning ensuring that development initiatives and interventions are not only economically viable and socially desirable but also environmentally sustainable for the present as well as for the future generations of the people of Bougainville.
- *Governance* – meaning governments and institutions of government's 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.

1.3.7 Guiding Policy Principles

The MPDP 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 Bougainville Region. 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 regional levels.

1.4 The Mission of the Department of Education

The Department of Education's mission, as defined by the National Executive Council, is five fold:

- 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.

However, whilst this Plan has desirable policy objectives, the success of its implementations is very much determined by the level of funds made available by the Autonomous Government, National Government, donor agencies, local level governments as well as the wards.

1.5 Consultative Process

Consistent with the National Education Plan (NEP), 2005 - 2014, all provinces, including Bougainville were tasked to develop their own plans. The Bougainville Education Plan (2007 - 2016) builds on the progress made from 1997 to 2004 Plan but focuses more on emerging issues, strategies and outcomes, bearing in mind that Bougainville is part of Papua New Guinea but apart from it.

First we applaud and acknowledge the good work of the Bougainville Education Plan Consultative Committee, under the Chairmanship of Ms Brenda Tohiana. This committee played a pivotal role in discussing the outcomes, strategies and activities that are to be achieved through education objectives in the region.

Secondly the Consultative Committee had been instrumental in laying the foundations of talks and deliberations with other major stakeholders in education, including schools, parents, teachers, governments, women's groups and non government organizations. Support has been overwhelming as a matter of fact.

Two sub-committees were formed to support the work of the Consultative Committee. The Planning Team and the Writing Team were formed but later amalgamated into one; headed by Brenda Tohiana, as Chairperson. We also acknowledged the untiring efforts of Mr Michael Meten the Education Planner, who for the most part, collected and collated all statistical data, including the writing ups of the Elementary and Primary sections of the Plan.

Consultations were done by series of Consultative Committee meetings, which discussed and analyzed the findings. These were presented to the Bougainville Education Board, which further discussed the drafts and subsequently gave its approval.

However, we recognize the dilemmas in the writing up of the Plan; its implementation, monitoring, review and evaluation. Hence, the question of appropriate approaches must not be undermined. Should our approaches be global, or national, regional, or local level government, community, or ward, family, or individual, top down, or bottom up, centralized or decentralized or should it be a combinations of all these.

Further the Plan also recognizes the ownership and partnership issues, in the planning, implementation, monitoring, review and evaluation processes. And will these processes be cost effective, so to speak.

1.6 Social Issues

Major social issues of various forms and kinds affect the general well being of our people, thus education has an important role to play in addressing these. It is to be hoped therefore that this Plan will find ways, with the support of the line agencies, community and other stakeholders to reduce these, if not, eradicate these ills from the society so that our people live in peace and harmony.

Integral Human Development (IHD) shall remain our guiding principle of development. It is no doubt the most sustainable and forward-looking principal of development. It means that every person becomes 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.

1.6.1 Health

In Bougainville, 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

Autonomous Bougainville Government is to sustain, improve on and promote the quality and delivery of both the primary and secondary health care in the region.

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.

1.6.2 HIV/AIDS

It is sad, but true that one of the greatest challenges to the health of the Region 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.

The Region will adapt and implement the NDOE HIV/AIDS policy and practices. This will be an essential way of demonstrating the commitment education has to educating its employees and young people about this disease.

1.6.3 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 and other ports in the new Guinea Islands of Rabaul and Kimbe. Other reported drug use includes inhalants such as 'steam' and commercially made yeasts, which are readily available in shops.

1.6.4 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 even more difficult for women who are illiterate and the illiteracy rate among women is estimated at around 60 per cent.

Regional variations reflect differences in historical experience. Higher enrolments of girls exist in regions where single sex education was provided in the past by missions. The Gender Equity in Education Policy (Department of Education, 2003) provides a framework of principles and practices to improve the lives of all children and promotes gender equity between girls and boys. Implementation of this policy has been slow-moving with little or no resources being allocated to support it.

1.6.5 Law and Order

The issues that underlie Bougainville 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 behavior 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 behavior

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 Bougainville 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 status 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 Bougainville has become a more peaceful and harmonious place to live in. Offences, if any, the rate is probably higher in the urban areas than in the rural areas of the Region and the mix of offences are 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 Bougainville with other provinces in the country; however, it is generally acknowledged that Bougainville is relatively safe and a secure region. There are several reasons for this, critical amongst these, is its relatively small population with closed communities, and its isolation from other provinces in the country. It is a challenge to every Bougainvillean to maintain this perception for the benefit of the entire population, now and in the future.

1.6.6 Population

Table 3: Bougainville population by age, 2007 to 2016.

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
6 yr	6075	6233	6395	6562	6732	6907	7087	7271	7460	7654
7 yr	5858	5946	6233	6395	6562	6732	6907	7087	7271	7460
8 yr	5771	5858	5946	6233	6395	6562	6732	6907	7087	7271
9 yr	5686	5771	5858	5946	6233	6395	6562	6732	6907	7087
10 yr	5602	5686	5771	5858	5946	6233	6395	6562	6732	6907
11 yr	5519	5602	5686	5771	5858	5946	6233	6395	6562	6732
12 yr	5190	5519	5602	5686	5771	5858	5946	6233	6395	6562
13 yr	5113	5190	5519	5602	5686	5771	5858	5946	6233	6395
14 yr	2391	2426	5190	5519	5602	5686	5771	5858	5946	6233
15 yr	2355	2391	2426	5190	5519	5602	5686	5771	5858	5946
16 yr	2320	2355	2391	2426	5190	5519	5602	5686	5771	5858
17 yr	2337	2320	2355	2391	2426	5190	5519	5602	5686	5771
18 yr	2303	2337	2320	2355	2391	2426	5190	5519	5602	5686

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

Hence in every population, some depend on others for daily living, and Bougainville is no exception. Bougainville has 81 people in the dependent ages for every 100 people of working age. From Census 2000 it shows that 56% of the populations are married. The same indicates that more women are married than men being 56% and 44 % respectively. It is also interesting to note that the average age at first marriage for the population in Bougainville is 25 years. Men marry at older ages than women, at 27 and 23 years respectively.

1.7 Overview of the Plan

This Plan sets out in general the vision and the goals of the Autonomous Bougainville Government towards the development and delivery of education services in the Region 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.

1.7.1 Access

The Region has enjoyed a reasonable success rate in terms of access. 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 338 elementary schools that have already been established with a total of 1119 teaching positions established. A total 850 of these positions has been staffed. A total of 16000 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 55,000. 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% or better. There are 212 primary schools in the Region with 1680 teaching positions, but we are mindful of the inclusion of SDA schools into the unified education system. Twelve primary schools from SDA agency have joined the unified system as of 2006 school year.

In secondary education there will be moderate expansion in order to maintain or improve government objectives regarding transition between Grades 8 and 9, and then Grades 10 and 11. In this regard, Bougainville has performed extremely well in that 65% and 25% 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; however major shifts in policy will be made in the vocational sector with maximum length full time course being set at three 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 make maximum use of resources, there is a forecast of increase in enrollment of students during the plan period.

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 at Grade 8 and above level 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. Course materials will also be reviewed by NDOE and the entire FODE system will undergo a major rehabilitation and refurbishment programme.

1.7.2 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 Bougainville 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 region. Adequate materials and equipment of reasonable quality will be acquired to resource schools throughout the region.

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 carry out visits to schools, preferably three times a year to assess and appraise teachers, thus quality control. Inspector's role is crucial in determining the effectiveness of the teaching and learning processes in the school system to maintain quality and standard.

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.

1.7.3 Finance and Management

Bougainville has twelve Districts and 33 established constituencies. Policy and the general direction of education in the region will be determined and formulated by the Bougainville Education Board in full consultation with the Bougainville Administration and the Bougainville Executive Council. The districts and constituencies will be responsible for the initial planning and development of basic education services in their respective areas where and when necessary.

Development of programmes designed to facilitate delivery of education services at the Constituency level will be the responsibility of that COE.

The Bougainville Education Board will advise the Autonomous Bougainville Government on all matters pertaining to education. The Bougainville Education Board and the Division of Education, in all endeavours will secure sufficient funding for the implementation of the Bougainville Education Plan. They will also coordinate and decide on the allocation of resources across all Districts and COEs to ensure equity, in the distribution of education services throughout the region.

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

Organization 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 2006-2015

This section outlines the visions for education by sector.

Section 3: Situational analysis

This section outlines the progress made since the last Bougainville Education Plan, 1997 - 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 is first defined and then an analysis follows, using the following strategic problem areas as organizational headings, viz; access, quality and management.

Section 4: The Plan for education 2007-2016

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, for instance, 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
2007 - 2016

Overarching 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.

Regional

A Healthy Population and a Literate Society for Bougainville

The Vision is to create a healthy population and a literate society for Bougainville. 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 region
- we will facilitate and promote integral development of every individual in Bougainville
- we will develop and encourage an education system that satisfies the needs and aspirations of the Bougainville people
- we will make education accessible to the less privileged, the minority groups, and to those who are physically, mentally and socially handicapped, or are marginally disadvantaged
- we will 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
- we will identify manpower development needs in the region, and provide the level of education and training appropriate to meeting those needs

BASIC EDUCATION

National

Elementary 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.

Primary education

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.

Regional

Elementary education

Our enabling objectives are:

- 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 education

- 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.

Regional

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 leavers
- 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.

Regional

Our enabling objectives are -

- enroll students from post primary level
- develop courses to meet community needs
- review courses to reflect simple village technology skills
- courses will be of three year duration
- prepare students for skilled and semi-skilled workforce
- improve gender equity to at least 50-50
- improve infrastructure and facilities

Flexible, open and distance education

National

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

Regional

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

Section 3
SITUATION 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 Bougainville Education Plan 1997 - 2004 and the Bougainville Development Plan 2004 - 2013. Critical among these the Consultative Committee reviewed the policies, goals and objectives of education in the region. New benchmarks and targets were established but we are 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 mobilization, good use and management of our scarce human, economic and technical resources. It helps us to prioritize when these needs are to be realized, 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 Bougainville has performed well in the implementation of the reform agenda over the last five years. Amongst our successes we have:

- established 345 elementary schools in all twelve district or the 33 constituencies areas
- converted 170 community schools to primary school status
- established three secondary schools in the region
- phased out Grades 7 and 8 from high schools
- trained 860 elementary teachers throughout the region
- provided education opportunities to all children in the region
- 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
- improved gender balance in all grades
- strengthened capacity building in all schools
- encouraged the concept of self-reliance
- reduced bottlenecks in Grades 9 and 11 to 65% and 25% respectively
- upgraded teachers qualifications through DEP(I) and Bougainville Lahara 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 we need to:

- improve the quality and standards of education in the region
- upgrade 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
- give status to vocational education and training
- strengthen the work of FODE 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.

However, whilst this Plan has desirable policy objectives, the success of its implementations is very much determined by the level of funds made available by the Autonomous Government, National Government, donor agencies, local level governments as well as the wards.

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.

However, whilst this Plan has desirable policy objectives, the success of its implementations is very much determined by the level of funds made available by the Autonomous Government, National Government, donor agencies, local level governments as well as the wards.

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, elementary schools were established. Since then all district areas have established elementary schools, totaling 345 to date. Female participation is 60% of the total enrolment. This is close to being consistent with the percentage of girls in the population at large. A total of xxx teachers are appointed to these schools.

Table 4: Total enrolment by gender and grade, 2000-2004.

		2000	2001	2002	2003	2004
Prep	Male	992	1401	3323	3193	3541
	Female	994	1325	3223	3068	3411
	Total	1986	2726	6546	6261	6952
Elem 1	Male	964	1157	2622	3274	3638
	Female	892	1099	2537	3129	3484
	Total	1856	2256	5159	6403	7122
Elem 2	Male	1187	1123	2502	2469	2778
	Female	1193	1035	2507	2337	2629
	Total	2380	2158	5009	4806	5407
Total	Male	3143	3681	8447	8936	9956
	Female	3079	3459	8267	8534	9525
	Total	6222	7140	16714	17470	19481
%age Female		49.5%	48.4%	49.5%	48.8%	48.9%

Support for elementary education is evident throughout the region. Land has been made available and the communities at large provide free labour and are supportive throughout. These schools will remain feeder schools for primary schools, within designated clusters.

Table 5: Preparatory enrolment rates by gender, 2000-2004

	2000	2001	2002	2003	2004
Male	36.9%	51.4%	120.1%	113.7%	124.2%
Female	43.4%	57.0%	136.6%	128.1%	140.3%
Total	39.9%	54.0%	127.7%	120.3%	131.6%

Quality

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

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

	2000	2001	2002	2003	2004
Male	66	97	207	314	0
Female	184	192	289	403	0
Total	250	289	496	717	703
Ratio	24.9	24.7	33.7	24.4	27.7

A total of twelve elementary trainers have been trained, and awarded a Certificate of Elementary Teacher Training from Papua New Guinea Education Institute. They deliver training programmes at the regional level.

Communities select their own teachers, using guidelines established by the Department of Education. A total of xxx teachers have been trained or are in training, xxx of these have graduated. Selection entry for elementary teachers is Grade 10 level. The ratio of males to females is around 60:40, slightly in favour of females.

A vernacular language chosen by the community is the language of instruction. Tok pisin is used in urban schools. Orthographies have been developed in xxx major language groups, out of about 23 in the region. 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 inspector in the region.

Ratings of elementary teachers are carried out regionally.(NGI). All trainers in the region support the work of the inspector and until such time as 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 enroll their children into Grade 3. These are known as clusters of schools. The community through an 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 region. 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 1998, 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.

Table 7: Total enrolment by grade and year, 2000-2004.

		2000	2001	2002	2003	2004
Grade 1	Male	1148	834	1992	408	158
	Female	1016	692	1590	307	133
	Total	2164	1526	3582	715	291
Grade 2	Male	2286	1109	1690	825	365
	Female	1970	1007	1365	698	255
	Total	4256	2116	3055	1523	620
Grade 3	Male	3307	3445	1974	3209	3136
	Female	2930	3116	1679	2954	2838
	Total	6237	6561	3653	6163	5974
Grade 4	Male	2480	3173	1693	3127	2977
	Female	2047	2780	1388	2835	2849
	Total	4527	5953	3081	5962	5826
Grade 5	Male	2000	2282	1580	2995	2931
	Female	1858	1907	1299	2894	2701
	Total	3858	4189	2879	5889	5632
Grade 6	Male	1615	1895	1447	2632	2643
	Female	1548	1790	1146	2545	2593
	Total	3163	3685	2593	5177	5236
Grade 7	Male	645	784	1204	1479	2254
	Female	731	866	1003	1359	2094
	Total	1376	1650	2207	2838	4348
Grade 8	Male	471	619	1009	941	1502
	Female	505	693	702	963	1259
	Total	976	1312	1711	1904	2761
Total	Male	13952	14141	12589	15616	15966
	Female	12605	12851	10172	14555	14722
	Total	26557	26992	22761	30171	30688
% Female		47.5%	47.6%	44.7%	48.2%	48.0%

Overall enrolments in the primary sector have increased by some xxx% between 1998 and 2004. To date 168 xxx community schools out of 201 have been converted to primary schools. The remaining xxx schools will not enrol upper primary school classes due to low enrolments and irregular enrolment patterns. They will remain as feeder schools to designated primary schools in Local-level Government 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.

Table 8: Grade 6 to 7 transition by year and gender, 2000 to 2004

	2000 to 01	2001 to 02	2002 to 03	2003 to 04
Male	69.5%	77.4%	115.4%	88.4%
Female	72.4%	69.5%	132.5%	84.8%
Total	70.9%	73.5%	122.9%	86.6%

The ratio of boys to girls has also improved. 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.

Table 9: Grade 3 enrolment rates by gender, 2000 to 2004

	2000	2001	2002	2003	2004
Male	132.5%	136.0%	76.8%	123.0%	118.4%
Female	130.9%	137.1%	72.8%	126.2%	119.4%
Total	131.7%	136.5%	74.9%	124.5%	118.9%

The infrastructure needs of the schools did not keep pace within this period of rapid change. Infrastructure development in this sector has been characterised 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 COEs to allow them to adequately maintain and develop new infrastructure for their schools, and this will remain so for some time, given the region'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 10: 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.

Table 11: Total primary school staffing by gender and year, 2000-2004.

	2000	2001	2002	2003	2004
Male	426	410	284	508	533
Female	473	479	274	486	570
Total	899	889	558	994	1103
Ratio	29.5	30.4	40.8	30.4	27.8

In the lower primary sector, the lack of local language teachers, for the most part, have 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 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 2004. As a result, enrolments in Grades 9 and 10 had increased significantly. To control overcrowding however, Grade 8 selection system was introduced in 2001

Table 12 Secondary enrolments by year and gender, 2000 to 2004

	Year	2000	2001	2002	2003	2004
Grade 7	Male	401	338	262	191	72
	Female	385	254	241	159	63
	Total	786	592	503	350	135
Grade 8	Male	407	293	376	241	137
	Female	320	283	277	216	111
	Total	727	576	653	457	248
Grade 9	Male	600	625	603	676	713
	Female	529	462	553	565	652
	Total	1129	1087	1156	1241	1365
Grade 10	Male	463	478	386	597	475
	Female	395	402	346	554	441
	Total	858	880	732	1151	916
Grade 11	Male	90	66	110	124	139
	Female	68	48	78	91	94
	Total	158	114	188	215	233
Grade 12	Male	25	48	48	119	112
	Female	36	33	33	62	74
	Total	61	81	81	181	186
Total	Male	1986	1848	1785	1948	1648
	Female	1733	1482	1528	1647	1435
	Total	3719	3330	3313	3595	3083
% Female		46.6%	44.5%	46.1%	45.8%	46.5%

The selection was based on academic merits and allowed only 65% access to Grade 9 in secondary schools. There are three secondary schools in the region with around 500 students in Grade 9 each year. Hutjena and Tarlena and Buin are classified as upper secondary schools in the region.

Table 13: Grade 8 to 9 transition

	2000 to 01	2001 to 02	2002 to 03	2003 to 04
Male	71.2%	66.1%	48.8%	60.3%
Female	56.0%	56.7%	57.7%	55.3%
Total	63.8%	61.2%	52.5%	57.8%

The transition rate from Grade 10 to 11 is around 25%, which is about the national average, and the male/female ratio is at 50:50. Attrition remains a problem. This is often due to increasing school fees. Some school leavers are enrolling at the College of Distance Education for subject upgrades.

Table 14: Grade 9 enrolment rates by gender, 2000-2004

	2000	2001	2002	2003	2004
Male	27.5%	28.2%	26.8%	29.7%	30.8%
Female	25.2%	21.7%	25.6%	25.8%	29.3%
Total	26.4%	25.0%	26.2%	27.8%	30.1%

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 both secondary schools have performed well in both the Grade 10 and 12 examinations.

Table 15 Secondary staffing by gender and year, 2000-2004

Year	2000	2001	2002	2003	2004
Male	87	99	61	72	91
Female	53	62	38	41	51
Total	140	161	99	113	142
Ratio	26.6	20.7	33.5	31.8	21.71

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. In xxx, two (2) of the nine (9) secondary schools benefited from AusAID and EU funding assistance under the Bougainville Schools Upgrading Project. This project entails the rehabilitation and refurbishment of school buildings and facilities.

The selection of Grade 9 students is the responsibility of the region, while Grade 11 selection is carried out by the Department of Education.

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 Bougainville are given nine (9) 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, others dropping out from post primary institutions and the wider community. The Bougainville 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. The truth is that there are six existing vocational centres in Bougainville with three currently referred to as private providers to be registered soon.

Table 16: Vocational enrolments by year and gender, 2000 to 2004

		2000	2001	2002	2003	2004
Year 1	Male	120	121	66	154	162
	Female	64	81	41	42	50
	Total	184	202	107	196	212
Year 2	Male	57	109	36	83	102
	Female	0	88	20	37	37
	Total	57	197	56	120	139
Year 3	Male	47	0	12	32	32
	Female	0	0	0	0	0
	Total	47	0	12	32	32
Year 4	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Total	0	0	0	0	0
Total	Male	224	230	114	269	296
	Female	64	169	61	79	87
	Total	288	399	175	348	383
% age Female		22.2%	42.4%	34.9%	22.7%	22.7%

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, lack of community and government support and a low status. The current annual enrolment is increasing each year with a resultant of very low instructor-student ratio.

Quality

Three-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 region 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.

Table 17 Vocational centre staffing by gender and year, 2000-2004

Year	2000	2001	2002	2003	2004
Male	13	15	9	23	23
Female	5	5	3	5	5
Total	18	20	12	28	28
Ratio	16.0	20.0	14.6	12.4	13.7

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. Regional support, apart from the provision of subsidies has not been good enough at all.

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. The six centres have lacked proper management, accountability and their businesses are not being transparently administered. Staff management and supervision at the centres have remained loose and staff relationships have yet to improve despite numerous directives. All centres have lacked direction, guidance and proper management skills.

Flexible, open and distance education (FODE)

The FODE Centre in Bougainville offers distance education at secondary and matriculation levels. Over the last 15 years the centre had experienced large improvement in enrolment due to relatively good management of the centre.

Definition

Distance education provider offering courses at secondary and matriculation levels and will allow for articulation into formal education system.

Access

Over the last 10 years the Bougainville Centre has experienced a large increase in enrolment .The enrolment has been biased to female students.

Table 18: Student's enrolments and by grades;

Grade	Male	Female	Total
7	187	198	385
8	287	284	571
9	447	729	1176
10	552	829	1381
Total	1473	2040	3513

Matriculation courses were offered for the first time in 2005.

It is envisaged that enrolment will increase this year 2007 and beyond.

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 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 has changed to flexible, open and distance education. It was reviewed and restructured nationally in 2004/2005. 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 centres will offer educational programmes that will maximize 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, regional, districts and school levels.

Organization improvement

Bougainville 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 region 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.

The focus now and later will be directed towards developing a regional Education System that responds positively to the Basic Minimum Needs of the Bougainville 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 Bougainville 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 Region 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 region
- improving the standard of education through the provision of relevant quality education
- improving the retention rate to 100% at primary schools
- sustaining the transition rate at 55% from Grade 8 to 9
- sustaining the transition rate at 25% 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 An Act to govern the administration and delivery of education services in the region was passed by the regions legislature. 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 are -
- school leavers to further their education through flexible, open and distance education

The Department of Education - Roles and Functions

The National Department has the responsibility to:

- To formulate national policies and coordinate those policies in partnership with the region, churches, NGOs and the LLG's.
- To provide support to the regional administration in the provision of planning, professional serve 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 region.
- To supervise and appraise teachers' performances through the inspection system.

The Teaching Service Commission - Roles and Functions

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 formalizes the secondment of its members to the province and paid by the province.

Autonomous Bougainville Government - Roles and Functions

- To develop and implementation regional 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 Bougainville education establishment.
- To develop an annual roll over maintenance plan for educational institutions in the region.
- To fund, or sourcing funding, for the building and maintenance of educational facilities in all member institutions within the national education system in the region
- To replace and re-issue of textbooks to schools in the region
- 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 - Roles and Functions

- 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 - Roles and Functions

The main partners in Education in Bougainville Region are the United Church (UC), Catholic Agency and seventh day agency (SDA), which run community/primary schools, provincial high schools and vocational centres as well as elementary schools. Church agencies are represented in the Bougainville 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 Bougainville. Church education agencies have a responsibility to participate with the regional and districts 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 region will continue to provide support for teachers and senior education officers to improve themselves both academically and professionally. The region 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 region as well as other in-house training programmes as it sees fit.

Staff development programme in the region 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 region. 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 region 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 region.

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 regional 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 region, based on national guidelines, that adequately reflects the cultural diverseness of the Bougainville people.

Curriculum development consists of the design and development of syllabus, curriculum statements, textbooks and teachers' guides at the national level. At the regional 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 regional 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 Bougainville people, and one which equips children with the required knowledge, skills and attitudes for useful and productive life in their communities. Further the regional curriculum will reinforce the

national curriculum objectives in the providing social, ethical, morale and vocational development of the child.

Financial management

The region 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 Bougainville will be planned in close consultation with local and regional authorities, including Churches and recognised non-government organisations. There is also need for a Project Unit, to be comprised of technical staff of the Bougainville Administration to facilitate development and documentation of projects for prioritising and funding.

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

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.

Section 4

**THE PLAN FOR EDUCATION
2007 - 2016**

BASIC EDUCATION

Elementary Education

Major outcome

Every six year old child enters the Elementary Preparatory Grade by 2013 and completes three years of basic relevant education.

Access

Minor outcome E1:

Elementary schools will be established in the thirty-three constituencies so that all children in Bougainville will enroll at the age of six years.

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 33 Constituencies will support the communities through the provision of annual maintenance support and funding for establishment. It is anticipated that 346 elementary schools will have been established throughout the region in order to achieve plan targets.

Annual 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 permitted on special circumstances.

The table below shows projected enrolment figures. These figures assume that by 2013 all children in Bougainville 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.

Target E1.1

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

Table 19::Projected elementary school enrolments, 2007 to 2016, selected years

	2007	2010	2013	2016
Prep	6137	6612	7087	7654
Grade 1	5919	6389	6859	7386
Grade 2	5780	6170	6636	7127
Total	17836	19172	20582	22167

New elementary prep classes will be established between 2007 and 2016 as shown in the table below. Communities will be responsible for the establishment of these new classes with the support of the Constituencies, which will provide small establishment grants. All new buildings will be constructed with approved guidelines.

Table 20: Projected new elementary prep classes by year, 2007 to 2016

	2007	2010	2013	2016
New Classes	7	6	6	7

The following table shows the admission rate for six year old children and the enrolment rate for elementary school children.

Table 21 Elementary admission and enrolment rates, 2007 to 2016, selected years.

	2007	2010	2013	2016
Admission	101.0%	100.8%	100.0%	100.0%
Enrolment rate	100.1%	99.9%	99.3%	99.0%

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

Target E1.2
By 2013 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 26:1. It is expected that this will remain relatively steady for a few years but will rise to 30:1 by the year 2016. 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 22: Elementary school staffing by grade and year, 2007 to 2016, selected years

	2007	2010	2013	2016
Prep	260	259	258	261
Grade 1	260	259	258	260
Grade 2	246	259	259	259
Total	766	777	775	779
Ratio	23.3	24.7	26.6	28.4

Target E1.3
By 2016 a teacher pupil ratio of 30:1 will be achieved in the elementary schools.

Strategies and activities

- **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
- **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 region and the Constituencies. The 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. Seven more orthography need to be developed by 2012 to meet the requirement of the number of languages in the region that need orthography development.

Target E2.1
By 2012, 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

- **Develop locally relevant programmes in accordance with the national curriculum.**
 - Support the formation and define the role of Constituency Curriculum Committees.
 - Provide support for elementary schools in the development and use of locally based 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.

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 region. 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 region. Funding systems will be reviewed by the Department of Education.

With low enrolment in many elementary schools in the region, multi-grade teaching strategies will be a key component of teacher training programmes for elementary teachers in Bougainville Region. Table 10 shows the number of teacher trainees required.

Table 23: Elementary school teacher training requirements, 2007 to 2016, selected years

	2007	2010	2013	2016
Year 1	33	0	0	3
Year 2	0	0	0	1
Year 3	0	13	0	0
Total	33	13	0	4

Target E3.1
By 2008 all elementary school classes will be taught by qualified teachers.

The selection of elementary teachers will remain the responsibility of the community in consultation with the Board of Management although. Communities will be encouraged to select female trainees. Improve the entry requirement from Grade 10 to Grade 12. Retired primary school teachers will be used at E2 classes to teach English as a language of instruction.

Target E3.2
By 2009 a professional development program for elementary school teachers will have been implemented.

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 female teachers

Target E3.3
By 2009 a selection guidelines for elementary school teachers will reviewed

Strategies and activities

- **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.
- **Provide professional development opportunities for elementary school teachers.**
 - In-service and 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 Bougainville to achieve the major outcome of making elementary education available to all by 2012, parents should not pay fees for elementary education. This is because the National Government will provide appropriate basic school supplies including the subsidies. The ABG will continue to support with the school subsidies, through the education function grant at the present rate of K10 per head. The Constituencies will be responsible for supporting the community in maintenance and infrastructure development.

Target E4.1
By 2009 all Constituencies 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 Bougainville Education Board in consultation with the Department of Education and Teaching Service Commission.

Target E4.2
By 2009 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 24: Elementary school subsidies (K'000s), 2007 to 2016, selected years

	2007	2010	2013	2016
Cost	177.8	191.7	205.8	221.7

Parents will continue to support the school financially where there is a 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 25: Elementary school teacher salaries and emoluments (K'000's), 2007 to 2016, selected years.

	2007	2010	2013	2016
Salaries	5359.9	5441.7	5426.0	5454.6
Allowances	268.0	272.1	271.3	272.7
L fares	0.0	0.0	0.0	0.0
Total	5627.8	5713.8	5697.3	5727.4

Strategies and activities

- **Develop and implement a sustainable, affordable school fee policy.**
 - Allow free education for elementary children.
 - National, Regional District Governments should provide 100% school fee subsidy support.
- **Make efficient and rational use of teachers.**
 - Positions created to 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

- Parents and the community will be responsible for:
 - all 6 - year old children enroll and attend school
 - infrastructure and maintenance
 - participating in school activities
 - recommending teachers for training
 - appraising of teachers
- 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
- Constituencies will be responsible for:
 - the budget for 100% school fees, maintenance and establishment grants for new elementary schools
- Autonomous Bougainville Government will be responsible for:
 - the allocation of elementary establishments grants in each constituencies
 - appointment of teachers
 - in-service and training of teachers
 - Re-allocation of new classes to the constituencies.
- 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 the region
 - 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 2005. 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 2006. This will include all children with disabilities and the region will continue to support the Callan Service who already have a presence in the region.

No new community school will be converted to primary school. Seventeen (17) community schools will not be converted into primary schools between 2007 to 2016 unless population growth allows conversion to take place during the Plan period. The children in some lower primary schools will continue to feed into larger schools for the upper primary grades.

Target P1.1

By 2007 all children will be given the opportunity to continue to Grade 7

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 2008 will be absorbed in the schools. They will be taught in slightly larger classes than is the norm for Bougainville. However, it is anticipated that these class sizes will still be similar compared with the rest of Papua New Guinea. The following table shows the number of new Grade 7 classes to be opened each year.

Table 26: No. of Grade 7 classes starting by year, 2007 to 2016, selected years.

	2007	2010	2013	2016
New Gr.7 Classes	3	0	0	3

All primary school-age children in Bougainville 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 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.

The table below presents projected primary school enrolments. It has been assumed that there will continue to be a 5% annual drop out rate. This equates to an approximately 77% retention rate between Grades 3 and 8.

Table 27: Projected primary school enrolment, 2007 to 2016, selected years

Grs.	2007	2010	2013	2016
Grade 1	0	0	0	0
Grade 2	207	0	0	0
Grade 3	6101	6015	6481	6946
Grade 4	5302	5508	5946	6383
Grade 5	5514	5228	5452	5863
Grade 6	5075	5067	4996	5383
Grade 7	4686	4403	4575	4939
Grade 8	4303	4580	4342	4528
	31188	30802	31792	34042

Achieving the projected enrolment will not require the establishment of new primary school Grade 7 classes during the period of the Plan (2007-2016). The growth in population will not be accommodated in the existing primary schools; however, the establishment of Boarding Primary Schools will cater for grade 7 and grade 8 in the rural remote areas. It is anticipated that there will only be three or four such schools and that they will be in the Torokina and Atolls districts. The establishment of these schools will be the responsibility of the parents with support from the constituencies. These schools will be established a study to determine all the costs of such a strategy. The problems of remote schools will be addressed and measures such as improved teacher housing, increase disadvantaged allowances and transport allowances will be considered to encourage teachers to take up postings in these schools.

Target P1.2
Three Boarding Primary Schools will be established by 2011.

During the period of the Plan, the Autonomous Bougainville 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 ratio as in Grades 7 and 8 will be gradually reduced from 1.5 to 1.1 commencing already due to the implementation of the reform primary curriculum. By 2016 all primary schools will be implementing the teacher to class ratio of 1:1.

Table 28: Primary school teacher requirements, 2007 to 2016, selected years

	2007	2010	2013	2016
Grade 1	0	0	0	0
Grade 2	9	0	0	0
Grade 3	254	241	250	258
Grade 4	238	238	247	255
Grade 5	235	243	244	253
Grade 6	216	254	241	250
Grade 7/8	346	333	318	325
Totals	1298	1309	1300	1340
Ratio	24	24	24	25

The teacher pupil ratio will be at 1:28 by the year 2007. Multi-grade teaching will apply in many schools with low enrolment commencing already; however multi-grade allowances for teachers have to be made available before implementing the multi-grade teaching programme.

Strategies and activities

- **Provide and maintain a sufficient number of schools.**
 - School boards and communities should be responsible for the infrastructure development at their respective schools.
 - ABG 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.
 - Conduct a study to determine the costs of establishing Boarding Schools in remote areas for Grade 7 and Grade 8.
- **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 development of reform curriculum for lower and upper primary schools remains as the national functions. The region 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.

Target P2.1
By 2008 a regional curriculum development committee will be established to develop locally based curriculum.

Districts 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.

Target P2.2
Department of Education HIV and AIDS policy will be implemented by 2007.

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 2006. The region 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.

Target P2.3
In 2009 induction training courses will have been conducted for all BOM members and teachers.

Strategies and activities

- **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.
- **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 student 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 techniques.
- **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 Bougainville 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.

Target P3.1
From 2007 onwards, an average of five certificate teachers will be sent to PNGEI 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 2009 to equip teachers with the new concept of using 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.

Target P3.2
By 2010 all schools will have access to trained teacher counsellors

Gender equity in the region has greatly improved in recent past, with greater percentage of head teachers being women. The region 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.

Target P3.3
By 2009 the region will provide leadership training for female head teachers

Strategies and activities

- **Provide the required number of appropriately trained and qualified teachers.**
 - 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 programmes.
 - Provide leadership training opportunities for women head teachers.
- **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 autonomous government. Subsidy allocation to the schools will rise as enrolment increases.

Table 29: Primary school subsidies by Grade (K'000's), 2006 to 2016, selected years

	2007	2010	2013	2016
Subsidy costs	3118.0	3093.0	3167.6	3386.1

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

Target P4.1

A level of parental contribution will be determined annually by the Bougainville 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 region 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 30: Primary school teacher salaries and emoluments (K'000's), 2007 to 2016, selected years

	2007	2010	2013	2016
Salaries	17528.8	17675.4	17548.7	18086.5
Allowances	876.4	883.8	877.4	904.3
L fares	1051.7	1060.5	1052.9	1085.2
	19457.0	19619.7	19479.0	20076.0

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 which commenced in 2005 to reduce number of teachers needed in order to save huge salary payments.

Strategies and activities

- **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.
- **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 as costs saving measures.

Responsibilities

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

School Boards of Managements will be responsible for:

- planning for infrastructure development
- set school rules
- appraisal of teachers

Districts will be responsible for:

- budget for new infrastructure and maintenance of existing facilities
- liaise with the Bougainville Education Board to convert community schools to primary schools

The churches will be responsible for:

- Planning for capital funding for new establishments
- Develop religious education materials
- Recommend training for chaplains and teachers
- Appointment of religious Education Coordinators
- Provide counseling
- Run retreats for teachers.

Autonomous Bougainville Government will be responsible for:

- completing and approval of Bougainville Ten Year Education Plan (2007 - 2016)
- creation of teaching positions
- appointment of teachers

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 inspectoral 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 nine secondary schools in the region 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 55% whilst that between Grades 10 and 11 be 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%.

Target S1.1

The transition rate between Grades 8 and 9 will be maintained at 55%.and between Grades 10 and 11 at 25%

Hutjena, Buin and Tarlena are currently offering Grades 11 and 12. These upper secondary schools will be provided with specialist buildings, equipment and teaching materials. As these are regional institutions, the Bougainville Autonomous Government, the Bougainville education authorities and the school board of governors will give these top priority. They will also be responsible for the maintenance of school buildings and grounds.

Target S1.2

By 2009 the infrastructure development for the three Upper Secondary Schools in the Region will be completed.

Table 19 below shows the projected student enrolments in the nine secondary schools over the Plan period. Grades 7 and 8 classes have been completely phased out.

Table 31: Projected secondary school enrolments, 2007 to 2016, selected years

	2007	2010	2013	2016
Grade 9	2034	2466	2519	2519
Grade 10	1931	2362	2456	2456
Grade 11	423	577	614	614
Grade 12	423	496	601	614
Total	4811	5901	6190	6203

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.

Target S1.3

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

Strategies and activities

- **Maintain and rehabilitate infrastructure and materials in the existing secondary schools in the region.**
 - 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.

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 region.

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.

There will be considerable input at the region 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 Regional Curriculum Committee will be established, whose task will be to design a curriculum for the region, featuring skills in fishing, agriculture, animal husbandry, poultry, commerce and home science, tourism and hospitality etc.

Target S2.1

By 2007 the Regional 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 inspector will visit schools on a regular basis for advisory and inspection purposes. The Autonomous Bougainville Government will continue to support the work of the inspectors and guidance officers by providing financial assistance. 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 officer 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.

Target S2.2

Throughout the plan period Secondary Inspector and Guidance Officer 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 2009 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.

Target S2.3

By 2009 all secondary schools will have trained teacher counsellors.

Strategies and activities

- **Implement the approved secondary curriculum and assessment support materials for all subjects in all secondary schools in the region.**
 - Establish a Regional Curriculum Committee to develop curriculum that reflects local needs and demands.
- **Maintain standards in the schools**
 - Regular visits will be made by secondary inspector and guidance officer
 - 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 nine secondary schools in the region.

There is need to raise the quality and standards of education in the region 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.

Target S3.1
By 2010, all upper secondary teachers will be degree holders.

The provision of all forms of in-service training is a national responsibility. However, the region will continue to provide support for teachers wishing to improve themselves both academically and professionally. Staff development programme in the region 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.

Target S3.2
All teachers will participate in a professional development activity each year.

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.

Target S3.3
By 2009 training will be provided on school and financial management, including school leadership, for all school managers.

Strategies and activities

- **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.

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 school fess assistance. 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.

Target S4.1
By 2009 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 the region 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.

The cost of education is shared between the National Government, the Bougainville Autonomous 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 enroll upon payment of part of the fees. The rest of the fees should be collected in installments, 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 32: Secondary school teacher salary and emolument costs (K'000's), 2007 to 2016, selected years

	2007	2010	2013	2016
Salaries	3307.4	4061.8	4272.7	4282.9
Allowances	165.4	203.1	213.6	214.1
Leave fares	132.3	162.5	170.9	171.3
Total	3605.1	4427.3	4657.3	4668.4

Strategies and activities

- **To provide an affordable secondary education.**
 - Develop an appropriate school fee subsidy policy.
 - Implement the School Fee Agreement Policy.
 - Schools to undertake self-reliance activities

Responsibilities

Parents and the community will be responsible for:

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

School Boards of Governors will be responsible for:

- the recommendation of teachers for appointment
- planning for infrastructure requirements

Autonomous government will be responsible for:

- the completion and endorsement of Provincial Education Plans
- the maintenance of schools
- the creation of necessary teaching positions
- the appointment of teachers
- the selection of students for Grade 9
- the administration of the scholarship scheme

The National Government will be responsible for:

- the payment of teacher salaries in an efficient and timely fashion
- the selection of students for Grade 11
- the determination of criteria for entry to Grade 11
- the preparation and administration of the School Certificate and the Higher School Certificate Examinations
- pre-service and in-service training of secondary school teachers
- curriculum development

- the administration of the national high schools
- provision of inspectoral services
- provision of opportunities for teacher development
- the allocation of 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 two to three-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 seven vocational centres in the region. They are all suffering from lack of proper infrastructure, tools, equipment, machines and other necessities. Student enrolment had dropped significantly over the years, in past; 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 vocational centres will be reviewed, a process that will be overseen by the Department of Education, with a view to improving Vocational Centres. In the process of improving the centres the amalgamation of three centres under one registration and one management will be encouraged. There are two centres – Tarlena and Tinputz - offering trade testing at the moment

These centres will offer a two/three years 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 Autonomous Bougainville Government, in consultation with the Department of Education will solicit external funding for the establishment of one centre during the Plan period.

Target V1.1

By 2008 there will be a review of the role and status of Vocational Training Centres.

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.

Table 33: Projected vocational centre enrolment, 2007 to 2016, selected years

	2007	2010	2013	2016
Year 1	618	874	1100	1386
Year 2	163	110	139	175
Total	781	984	1239	1561

It is assumed that a very high proportion of full-time places will be taken up grade 8 graduates and the vocational centres will need to provide places for 35% of the Grade 8 graduates.

Table 34: Transition rates, 2007 to 2016, selected years

	2007	2010	2013	2016
G8 to voc transition	13.4%	15.6%	19.7%	25.1%
G10 to voc transition	4.7%	3.8%	4.5%	5.6%
Enr rate	16.0%	21.0%	24.5%	0.0%

Strategies and activities

- **Rationalize vocational centres in the region**
 - Review the status of vocational centres in the region.
 - Review the course content based on community needs and demands.
- **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 2008 and developed in such a way that both the formal and informal sector development needs of the region and districts 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.

Target V2.1
By 2009 the curriculum offered will reflect both formal and informal sector development needs in the region.

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 courses will lead to trade testing qualifications.

The type of programs offered will be determined during the rationalisation process. Full-time programs will continue to be offered in vocational centres and these 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.

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

In the vocational centres, there will be a shift towards short-term community development programs. These will be offered alongside the three 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.

Target V2.2
By 2008 the centres 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 2009 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

- **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.

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 centres 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.

Target V3.1

By 2009 all instructors will have a teaching qualification.

Table 35: Vocational centre staffing requirements, 2007 to 2016, selected years.

	2007	2010	2013	2016
No. Teachers	43	55	69	87

The capacity of short course centre managers and teachers will be enhanced through further entrepreneurial and management training. A professional development program will be developed for all centre instructors. The region will investigate ways in which centre instructors who have not got a teaching qualification can be supported in order to achieve such an award.

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

- **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.
 - Identify opportunities for staff to gain teaching qualifications.
- **Provide professional development opportunities for vocational centres 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 three years modularised courses and to offer relevant courses for the local communities.

Target V4.1

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 20 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 36: Vocational centre instructor salaries and emoluments (K'000's), 2007 to 2016, selected years

	2007	2010	2013	2016
Salaries	585.6	737.7	929.3	1170.7
Allowances	29.3	36.9	46.5	58.5
Leave fares	23.4	29.5	37.2	46.8
Total	638.3	804.1	1013.0	1276.0

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. Autonomous Bougainville Government 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

- **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.

Responsibilities

Parents and the community will be responsible for -

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

Centre Boards of Management will be responsible for -

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

Autonomous Bougainville Government will be responsible for -

- the completion and endorsement of Bougainville 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

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. The seven vocational institutions will become study centres in the early years of the plan and these will be complemented by two regional centres – one for South Bougainville and the other for Central Bougainville.

Target F1.1
Two regional accredited study centres will be established by 2009.

In Bougainville, the target groups will primarily be students who choose to complete Grades 9 and 10 education 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.

Target F1.2
Enrolment in grades 9 and 10 will cater for 35% of the students who are not offered secondary school places by 2008

Enrolment in Grades 9 and 10 will cater for 35% 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.

Target F1.3
By 2007, the Regional Centre will cater for 10% of grade 10 graduates who are not offered grade 11 placing in the upper secondary schools.

Table 37: Projected distance education centre enrolment, 2007 to 2016, selected years

Year	2007	2010	2013	2016
New Grade 9	583	706	685	663
New Grade 11	89	173	184	184

Strategies and activities

- **Provide the facilities to enroll 35% 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 region.
 - 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.

Target F2.1
Appropriate assessment, examination and certification system will be established by 2008.

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 by 2007. Adult education and short technical and vocational oriented courses will be developed.

Strategies and activities

- **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 personnel's.

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.

Target F3.1
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

- **Upgrade staff, knowledge, skills and competencies.**
 - Improve the capacity of staff to produce curriculum and assessment materials.

Management

Minor outcome F4

A regional 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 2006. This will reflect new trends and technology. The revised centre will offer educational programmes that maximise choice and flexibility in study pathways.

Target F4.1
By 2006, 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

▪ Support distance education in the region.

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

ADMINISTRATION OF EDUCATION

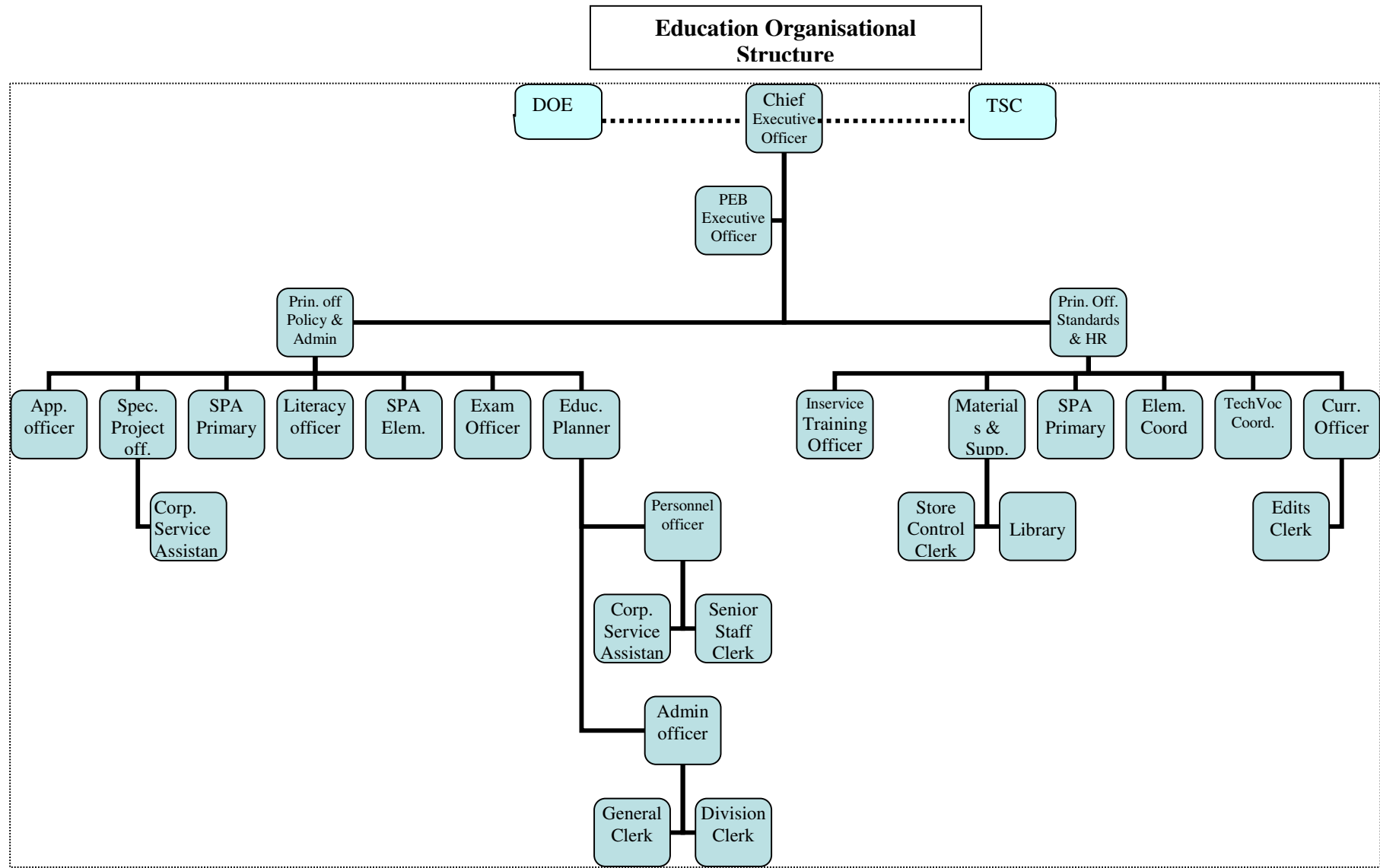
Administration of Education

Major outcome

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

The restructuring of the existing education administration and the organisational structure will be incorporated into the overall Bougainville Administration structural changes. The last structural change now provides for the position of the Provincial Elementary Coordinator, and the Provincial Elementary Training Material. 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 Bougainville Administration will be further restructured both to be in line with government objectives of rationalising the public service and to reflect priorities in education. 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.

Target A1.1
The Division of Education staff will be appropriately trained by 2010.

The Bougainville Education Board will also continue to play a more significant role in managing education at the regional level. Regional and district 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.

Target A1.2
HIV/AIDS policy and plan completed and implemented by 2007

Strategies and activities

- **Restructure the Bougainville 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 Regional annual operation plan.
- **Provide advice on policy matters.**
 - Provide support to Regional and district 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 District Level.
- **Communicate and implement HIV/AIDS policy.**
 - Adapt and implement DOE 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's in the region.

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 region. However, it is safe to suggest that the Department of Education will continue to fund staff development programmes in the region. These will aim at developing knowledge and skills to improve all aspects of staff performance.

Target A2.1

A staff development programme will be developed by 2009.

By 2009, a major training needs analysis will be undertaken in close consultation with the Human Resource Management and other affected Divisions of the Bougainville Administration. Staff development programmes in the region 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 region 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

- **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.
- **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 2009, the region will have developed an effective and sustainable of financing and resourcing all approved education programmes, projects and establishments. Development and financing education services in the region will be planned in close consultation with regional and district authorities, including Churches and other recognised Non-Government Organisations.

Target A3.1 An effective and sustainable system of financing and resourcing of approved education programmes and projects will be established by 2009.

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.

Further improvements will also be made in the areas of procurement and the registering of assets.

Regional and National Governments will continue to provide in their respective annual budgets, appropriation for development of education services in the region. It is also important that the

Autonomous Bougainville Government and the Administration 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

- **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.
- **Solicit funding from donor agencies**
 - Provide relevant training for the development of education projects.

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 schools throughout the region will be strengthened and reviewed so that data transmission from schools to the regional headquarters will be reliable and effectively managed. This will be done on a constituency basis and will support the initiatives taken by the Department of Education as outlined in the National Education Plan.

The data collection will be supported by proper data storage centre for dissemination to all authorities responsible for the system.

Target A4.1
By 2009, a system for the efficient collection of data will be established

Strategies and activities

- **Use appropriate information communications technology for flexible and effective dialogue between all level of schools and other stakeholders.**
 - Develop a data centre for the 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 Bougainville ten year education plan will be supported by a major awareness campaign designed to reach all communities in the region. This will be conducted in consultation with the Division of Information. This campaign will involve all sections of the community from senior executives to school and local communities. The main focus will be on the importance of schooling and the obligation of parents to enrol, and then keep, their children in schools and the development and management of the schools.

Target A5.1
Develop communication policy and implement this policy by 2008

Various form of media information will be utilised 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 Bougainville Education office, with support from the Division of Information, will write, produce and distribute news letters to schools and also use Radio Bougainville to provide information on policy change and other administrative matters.

Strategies and activities

- **Develop and implement an awareness strategy to support the implementation of the Bougainville 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.


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 districts.

Key

 Indicate preparatory activities and reviews

 Indicate full implementation

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
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 district 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 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										

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
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, regional and district 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.										
Districts 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.										
Conduct a study to determine the costs of establishing Boarding Schools in remote areas for Grade 7 and Grade 8.										
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.										
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.										

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Train board members in teacher appraisal techniques.										
Ensure gender equity on boards of management.										
Minor outcome P3										
Provide the required number of appropriately trained and qualified teachers.										
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 headteachers, and headteachers.										
Develop and conduct teacher-counselling programme.										
Provide leadership-training opportunities for women headteachers.										
Provide professional development opportunities for primary school managers.										
Provide supervisory and financial management workshop for senior and headteachers.										
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 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 region										
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 region.										
Establish a Regional Curriculum Committee to develop curriculum that reflects local needs and demands.										
Maintain standards in the schools										
Regular visits will be made by secondary inspector and guidance officer										
School-based teacher appraisal will be introduced										
Teacher counselors will be provided in all secondary schools.										
Awareness will be conducted so that parents will become more involved in the education of their										

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
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.										
Implement the School Fee Agreement Policy.										
Schools to undertake self-reliance activities										
Vocational education										
Minor outcome V1										
Rationalize vocational centres in the region										
Review the status of vocational centres in the region										
Review the course content based on community needs and demands.										
Amalgamate the three centres for registration.										
Liaise 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.										
Identify opportunities for staff to gain teaching qualifications.										
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.										

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Develop appropriate systems for financial, inventory and asset management.										
Review guidelines for vocational centre Boards of Management.										
Flexible, open and distance education										
Minor outcome F1										
Provide the facilities to enrol 35% 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 region.										
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 region.										
Monitor improvements consistent with the national education system prerequisites.										
Support the work of FODE in the region.										
Establish the governing council for the regional centre.										
Administration										
Minor Outcome A1										
Restructure the Bougainville 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 Regional annual operation plan										
Provide advice on policy matters.										
Provide support to the Regional and District authorities in the development of project proposal.										
Develop an effective system for monitoring and evaluation of donor-funded .										
Monitor and evaluate the implementation of delivery of education services at district Level.										
Communicate and implement HIV/AIDS policy.										
Adapt and implement DOE 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.										
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.										

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
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.										
Solicit funding from donor agencies										
Provide relevant training for the development of education projects.										
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 Bougainville 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

FINANCING THE PLAN

The financing of this Plan is a shared responsibility between the National Government, the Government of the Autonomous Region of Bougainville and the 33 constituencies along with parents, the communities and donor agencies. The National Government remains responsible for teachers salaries and emoluments which includes leave fares, and the payment of school fee subsidies through the function grants. The Government of the Autonomous Region of Bougainville is responsible for post primary infrastructure and the general operation of education services.

The table below shows the national government contribution. The rises over the plan period reflect the growing number of teachers and students required to achieve planned targets.

Table 38: National Government contribution (K'000s), 2007 to 2016, selected years

	2007	2010	2013	2016
Salaries	28120.8	29312.5	29585.5	30444.5
Leave fares	1207.5	1252.5	1261.0	1303.3
Subsidies	9076.4	10410.9	11038.4	10660.1
Totals	38404.7	40975.9	41884.9	42407.9

These areas of expenditure are shown in more detail in the following series of tables. The first shows total salaries by sector and the second the unit salary cost per student that clearly shows that the post primary education sector are much more expensive in terms of salary than basic education.

Table 39 Total salaries by sector (K'000s), 2007 to 2016, selected years

	2007	2010	2013	2016
Elementary	5627.8	5713.8	5697.3	5727.4
Primary	18405.3	18559.2	18426.1	18990.8
Secondary	3472.8	4264.9	4486.3	4497.0
Vocational	614.9	774.6	975.8	1229.2
Totals	28120.8	29312.5	29585.5	30444.5

Table 40: Unit salaries by sector (Kina), 2007 to 2016, selected years

	2007	2010	2013	2016
Elementary	315.5	298.0	276.8	258.4
Primary	590.1	602.5	579.6	557.9
Secondary	721.9	722.7	724.8	725.0
Vocational	787.5	787.5	787.5	3653.7

Leave fares are calculated as a percentage of salary. It is assumed that elementary school teachers will work in their own communities and so will not be eligible for a leave fare.

Table 41: Projected leave fares by sector (K'000s), 2007 to 2016, selected years

	2007	2010	2013	2016
Elementary	0.0	0.0	0.0	0.0
Primary	1051.7	1060.5	1052.9	1085.2
Secondary	132.3	162.5	170.9	171.3
Vocational	23.4	29.5	37.2	46.8
Total	1207.5	1252.5	1261.0	1303.3

The amount required for subsidies are based upon current figures of students we have in schools.

Table 42: Projected subsidies (K'000s), 2007 to 2016, selected years

	2007	2010	2013	2016
Elementary	177.8	191.7	205.8	221.7
Primary	3118.0	3093.0	3167.6	3386.1
Secondary	5234.0	6437.6	6797.6	6816.9
Vocational	546.6	688.5	867.4	235.5
Totals	9076.4	10410.9	11038.4	10660.1

Table 43: Percentage subsidy allocations by sector, 2007 to 2016, selected years

	2007	2010	2013	2016
Basic	36.3%	31.6%	30.6%	33.8%
Post prim	63.7%	68.4%	69.4%	66.2%

The Government of the Autonomous Region of Bougainville is responsible for post – primary Education sector that includes infrastructure and the maintenance of Secondary Schools and vocational institutions. The establishment of any new vocational institutions over the plan period will have to be budgeted for separately. The costs of maintenance for the existing centres alone will cost approximately **K50000** per year for each of the four centres.

The table below presents these costs for the plan period. The assumptions underlying these costs are as below:

- Grade 9 expansion: K400,000 for each new class
- Grade 11 expansion: K400,000 for each new class
- Secondary school maintenance: K10,000 per class per year
- Vocational centre maintenance – K15,000 per year

Table 44 Projected post primary infrastructure costs by year (K'000), 2007 to 2016, selected years

	2007	2010	2013	2016
Gr 9 class	400.0	400.0	0.0	0.0
Gr 11 class	0.0	800.0	0.0	0.0
SS Maintenance	1260.0	1550.0	1630.0	1630.0
Voc maintenance	0.0	0.0	0.0	0.0
Total	1660.0	2750.0	1630.0	1630.0

The number of new Grade 9 and Grade 11 classes are determined by the assumed transition rates between Grades 8 and 9, and Grades 10 and 11. These are 50% and 25% respectively. The latter of these figures is higher than that for the nation as a whole.

The Government of the Autonomous Region of Bougainville is also responsible for the administration of the education system. Costs are kept constant unless there is a need for a rise due to rising enrolments or rising staff numbers. As an example the amounts required for examinations, included as a part of administration, will rise as the numbers in Grades 8, 10 and 12 rises. The costs by broad category are shown in the table below. The costs of salaries for the Division of Education staff are not included in this table as they are budgeted for elsewhere in the budget for the Administration of Bougainville.

Table 48: Cost by levels of Government (K'000s), 2007 to 2016, selected years

	2007	2010	2013	2016
National	31182.9	32585.1	32983.4	34010.1
ABG	3005.0	3984.2	2843.7	2845.2
Districts	831.8	822.1	817.0	857.0
Total	35019.7	37391.4	36644.0	37712.2

The various governments will be supported by the parents and the community, the church agencies and also by the continued efforts of the donor community. The region is presently benefiting from various AusAID programs and projects and is expected during the plan period to also benefit from a major European Union project designed to support the implementation of the National Education Plan. There are in addition a number of projects specific to the region. They are:

- JICA who are supporting the Education Quality through teaching through television project, and
- The EU who are supporting the development of infrastructure in the vocational institutions

Parents will continue to pay school fees until such time as the government is able to fully subsidise education.

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 region 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 region 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 region.

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 Bougainville Education Board through its Planning sub-committee.

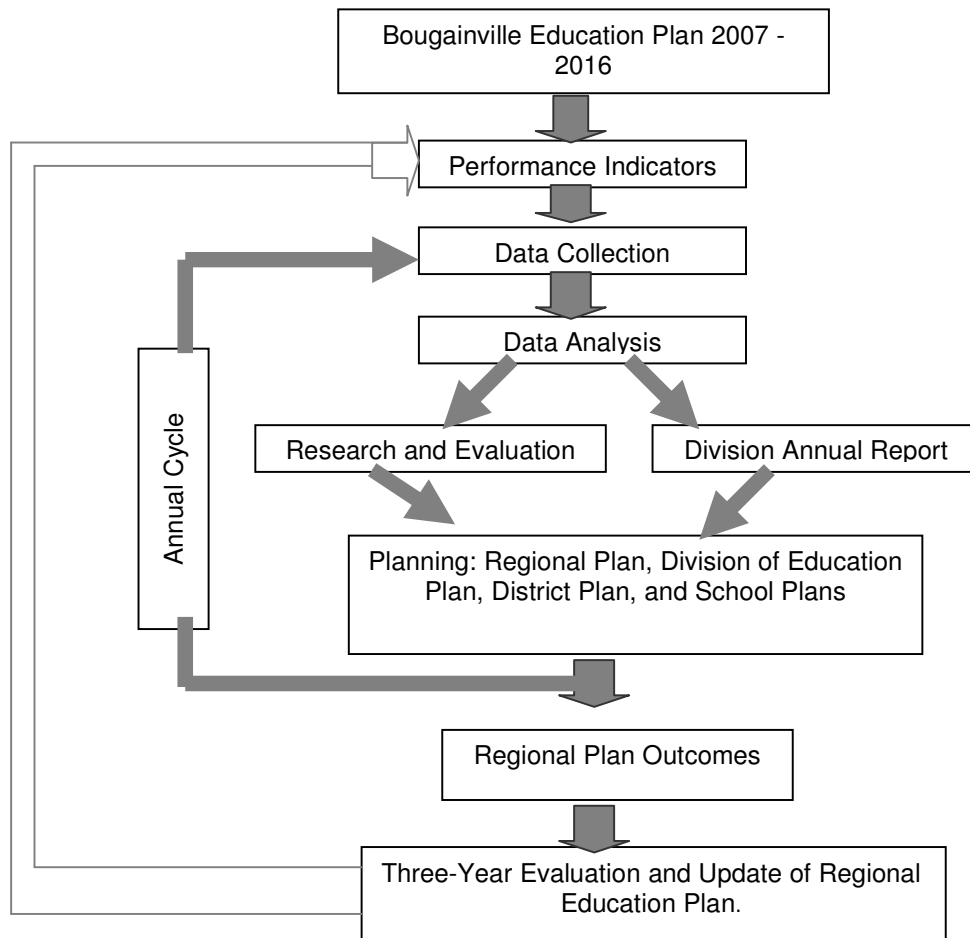
Research will concentrate on the on the implementation of the Plan, the output at each level of the system, and the cost effectiveness of the system. This of course will require expertise from National Department of Education and from other institutions and individuals outside of the education system,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

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

Monitoring and Evaluating Framework for the Bougainville Education 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 33 Constituencies so that all children in Bougainville will enrol at the age of six years.	By 2008 a policy will be developed to introduce compulsory education in the elementary sector	<ul style="list-style-type: none"> ▪ No. of established elementary schools ▪ Policy develop to introduce compulsory education ▪ School Reports
	By 2013 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 2016 a teacher pupil ratio of 30:1 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 2012, seven 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 2008, 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 2009 a professional development program for elementary school teachers will have been implemented	<ul style="list-style-type: none"> ▪ Program developed and implemented ▪ Number of teachers trained.
	By 2009 a selection guidelines for elementary school teachers will reviewed	<ul style="list-style-type: none"> ▪ Report of review

Performance Area: Quality Management		
Minor Outcome	Target	Measure(s)
E4 Elementary Education is cost-effective and affordable for parents and government.	By 2009, all constituencies will provide maintenance grants to elementary schools.	<ul style="list-style-type: none"> ▪ No. of schools receiving grants
	By 2009, 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 2007 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.
	Three Boarding Primary Schools will be established by 2011	<ul style="list-style-type: none"> ▪ Number of boarding primary school established.

Performance Area: Quality Curriculum and Monitoring		
Minor Outcome	Target	Measure(s)
P2 A relevant primary curriculum is developed implemented and monitored.	By 2008 a regional curriculum development committee will be established to develop locally-based curriculum.	<ul style="list-style-type: none"> ▪ Development of regional curriculum committee. ▪ Number of locally-based curriculum produce.
	Department of Education HIV and AIDS policy will be implemented by 2007.	<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 2009 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 2007 onwards an average of five certificate teachers will be sent to PNGEI 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 2010 all schools will have access to trained teacher counsellors.	<ul style="list-style-type: none"> ▪ Number of counsellors trained.
	By 2009 the region 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 Bougainville 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 nine secondary schools in the region will be upgraded, resourced and equipped within budget to provide quality education.	The transition rate between Grades 8 and 9 will be maintained at 55%.and between Grades 10 and 11 at 25%	<ul style="list-style-type: none"> ▪ Number of students selected to do Grade 9 and 11. ▪ Number of girls selected.
	By 2009 the infrastructure development for three upper secondary schools in the region 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 region.	By 2007 the Regional 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 2009 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 Nine secondary schools in the region.	By 2010 all upper secondary schools teachers will be degree holders.	<ul style="list-style-type: none"> ▪ Number of teachers with degree and diploma qualification. ▪ Number of teachers with postgraduate qualification.
	Throughout the plan period, all teachers will participate in an annual in-service training week.	<ul style="list-style-type: none"> ▪ Number of in-service training programme conducted. ▪ Number of teachers trained.
	By 2009, 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 conducted. ▪ Number of training on 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 2009 all secondary schools will carryout 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 2008, there will be a review on the role and status of -Vocational Training Centre.	<ul style="list-style-type: none"> ▪ Roles and status of Vocational Training Centre reviewed.

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 2009, the curriculum will be reviewed and developed to reflect both formal and informal sector development needs in the Region.	<ul style="list-style-type: none"> ▪ Curriculum will be reviewed and developed to reflect formal and informal sector needs.
	By 2009 the centre will offer short-term community oriented programmes.	<ul style="list-style-type: none"> ▪ 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 2009 all instructors will have a teaching qualification	<ul style="list-style-type: none"> ▪ 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.	<ul style="list-style-type: none"> ▪ 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.	Two regional accredited study centres will be established by 2009	<ul style="list-style-type: none"> ▪ No of accredited study centres established.
	Enrolment in grades 9 and 10 will cater for 35% of the students who are not offered secondary school places by 2008	<ul style="list-style-type: none"> ▪ No of students who were offered Grade 9 and 10 placing.
	By 2007 the regional 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 Regional centre to offer flexible, open and distance education.	By 2006 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.	<ul style="list-style-type: none"> ▪ No of staff trained.
	HIV AIDS Policy and plan completed and implemented by 2007.	<ul style="list-style-type: none"> ▪ 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 education administrative personnel's in the region	A staff development programmes will be developed by 2009.	<ul style="list-style-type: none"> ▪ 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 2009.	<ul style="list-style-type: none"> ▪ 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 2009, a system for collecting and storage data centre should be established.	<ul style="list-style-type: none"> ▪ 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 2009.	<ul style="list-style-type: none"> ▪ Policy implementing.

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