Papua New Guinea Country Report

On

Education for All

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Department of Education

Papua New Guinea

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1.0 INTRODUCTION

This is a brief country report about progress being made by Papua New Guinea (PNG) in addressing the six (6) Education for All (EFA) goals. This country report intends to give a general understanding about PNG and its education status and development within the context of the EFA agenda.

2.0 PAPUA NEW GUINEA

General information

PNG occupies the eastern part of the island of New Guinea (Figure 1 and 2). The island is situated south of the equator. It is approximately 150 kilometers north of the tip of Australia.

PNG has a land area of 463,840 square kilometers and is on the mainland of the New Guinea Island. This figure makes up 85% of the total land area. It has over 600 islands, which makes up 15% of the total land area. The land is mostly covered by tropical rainforests and is divided by massive mountain ranges, gorges and valleys.

Over the years, the sustainable use of its natural resources has attracted worldwide interest. This is because it has large gold and copper deposits, oil and natural gas reserves, large land for potential agriculture production, abundant supply of fresh water, large tropical rainforests and extensive maritime resources.

Figure 1: Where is Papua New Guinea?
People and Population

There is diversity of physical features and characteristics of people depending on the province of origin. The majority of people possess Melanesian physical characteristics; few possess Polynesian and Micronesian physical features.

PNG has a population of about 6.5 million. Of this figure, 85% (5,525,000) of the people live in rural areas and in village communities. About 15% (975,000) live in towns and cities. The population is growing at a rate of 2.7% per annum. It is predicted that the population will increase to 7.5 million by 2020.

According to the PNG 2000 National Population Census, 45% (2,925,000) of the population is estimated to be below the age of 15 years. It is estimated that by 2010 the school age population will increase by 47% and by 2020 it will increase by 67% respectively.

Culture and Language

PNG is a truly multicultural society. It has over 875 languages spoken throughout 20 provinces and 89 districts. The dances, paintings, carvings and artifacts are identified into clan, tribal, district and provincial groupings. In addition, English is the official language.
of government and commerce. However, the language most understood by the majority of Papua New Guineans are Tok Pidgin and Hiri Motu.

**PNG Political System**

In 1975, PNG attained independence from Australia. It adopted a constitution that established a parliamentary democracy based on the Westminster model.

The National Parliament comprises of 109 elected members. The constitution vests executive power in the National Executive Council (NEC). The NEC is headed by the Prime Minister.

In 1978, there was a major reform in the devolution of power to the provinces and districts. The reform created two tiers of government: provincial and local level governments. Some of the powers were transferred to the provinces, for example, the administrative powers transfer of education, agriculture, fisheries, finance and commerce and many more.

### 3.0 PNG NATIONAL EDUCATION SYSTEM

**PNG Education Vision**

The PNG national education system 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 growth and development of each individuals personal viability and character formation, while ensuring all can contribute to the peace and prosperity of the nation” (National Education Plan 2005.p.17)

The vision is consistent with major United Nations Agenda including the Medium Development Goals and EFA, and the PNG Medium Term Development Strategy (2005 – 2010) which emphasizes Universal Basic Education (UBE) and cross-cutting issues including gender and equity.
In 2009, the Government of PNG (GoPNG) for the first time ever, developed and accepted a National Strategic Plan (NSP) 2010-2050 that is now called “Papua New Guinea Vision 2050” (PNGV50). It was initiated in 2008 and it seeks to address PNG’s low social and economic indicators despite the fact that PNG is being blessed with abundance wealth in natural resources. The PNGV50 has seven (7) pillars with various strategies under each pillar. The 7 pillars are:

- Strategic Planning, Integration and Control
- Institutional Development and Service Delivery
- Human and Social Capital Development
- Wealth Creation
- Security and International Relation
- Climate Change and Environmental Sustainability, and
- Churches and Development.

The seven pillars become the foundation of which development plans from 2010 to 2050 will be anchored, not only in education but also in other government agencies. The first pillar on strategic planning and integration becomes the central and coordinating body and is envisaged to be developed into a secretariat. The Department of Education (DoE), with other government social sector agencies, is directly responsible for the ‘human and social capital development’ pillar.

Within the seven pillars, the PNGV50 focuses on three core areas to be at the heart of the whole program. These core areas are Service Delivery, Wealthy Creation and Human Capital Development. All other NSP pillars critically support these three core development areas. Under service delivery, the focus is on developing better platforms to ensure services are directly delivered to the people. Wealthy creation will ensure that 70% of the country’s incomes derived from renewable resource areas in Agriculture, Fisheries, Forestry and Tourism as opposed to reliance on the non-renewable resource sector. Human Capital and Entrepreneurial Skills Development will also be focused and when developed will boost knowledge and productive human resource.
PNGV50 is a highly prioritized reform and development program of the Government. Given the broad and long term nature of the program, it will require effective coordination in planning and implementation. Thus the sustainability of PNGV50 program vision and activities is crucial.

All on-going and new projects that relate to institutional development and service delivery, human resources development and wealth creation would be aligned and implemented under the auspices of PNGV50 over the medium to long term, the reforms to the three-tier government system, piloting and development of an appropriate Service Delivery Mechanism Model (SDMM) focusing at the ward and district levels are first initiatives to be implemented under PNGV50 framework starting 2010.

4.0 NATIONAL EDUCATION REFORM

Education Reform
PNG introduced large-scale education reform in all sectors of education as a result of a review of education programs by GoPNG in 1991. The reforms were based on a number of issues that were identified as problematic in schools including access, retention, curriculum relevance, quality, and standard of education. To address these issues, changes have been made to the structure of schools, the curriculum, teacher education and the allocation of responsibilities for the building of classrooms and teachers’ houses.

Further, responsibilities for implementing school reforms were divided between the National and the Provincial Governments and the Local communities in order to share the costs of reform. In addition, changes were made to teacher education. The aim is to ensure an adequate supply of trained teachers is maintained through pre-service programs as well as in-service training to improve teacher pedagogical skills through upgrading of their qualifications. At the same time the curriculum was reviewed and reformed to suit the needs of PNG.
Structural Reform

Structural reform involved the establishment of elementary schools and a reorganization of grades in primary schools and secondary schools. This opened up more spaces for students to be enrolled in elementary, primary and secondary schools.

Basic education covers elementary and primary schools. Elementary education covers Preparatory, Elementary 1 and Elementary 2. Primary education covers Grade 3 – 8. A child spends 9 years completing basic numeracy and literacy programs. Secondary school covers Grade 9 – 12. Students who complete secondary education successfully can enter tertiary institutions directly. They also have the options to continue their education in vocational, technical and distance education programs. Upon the successfully completion of those programs students can directly seek employment or continue on to do further studies in tertiary institutions. The National Education Structure is shown below in Diagram 1.

Diagram 1: Structural Reform
Curriculum Reform

Curriculum reform involved the broadening of subject choices to include local culture, vocational training, and Christian values in order to fit the needs of PNG Society and at the same time meet the man-power needs of PNG. PNG needed a curriculum that is vibrant and reflects values, ensures national unity, nation building, and healthy nation as well as promotes and encourages the sustainable use of our vast natural resources. Our national curriculum goal is to ensure all students value education as a continuing and lifelong process. One of the radical changes in the curriculum is the introduction of the elementary education curriculum as community based. Elementary education involves the introduction of over 875 languages as languages of instruction. English will soon be taught as a subject in the elementary sector.

5.0 SUMMARY OF THE PROGRESS IN ACHIEVING THE SIX EFA GOALS

<table>
<thead>
<tr>
<th>Goal 1: Expanding and improving comprehensive early childhood care and education (ECCE), especially for the most vulnerable and disadvantage children.</th>
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</thead>
</table>

The EFA Goal one (1) is not applicable to PNG. There are no GoPNG early childhood institutions. However, there exist ECCE institutions that are owned by individuals and organizations. The DoE recently has encouraged ECCE teacher education qualifications which could be the beginning of formalizing ECCE.

<table>
<thead>
<tr>
<th>Goal 2: Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory education of good quality.</th>
</tr>
</thead>
</table>

Providing access to education for all is one of the DoE core functions. In line with the need to provide education for all, one of the DoE principle objectives is to provide all children the opportunity to enter elementary and complete grade 12. The GoPNG in 2010 introduced a ‘free’ education policy in elementary schools and intends to extend this policy to lower primary schools in 2011. Brief details of anticipated access programs by the education sector are provided below.
**Elementary Education**

Elementary education is the first stage of formal education in PNG. Students spend 3 years studying in elementary curriculum. The government anticipates it will provide spaces for all (100%) six years old to enter elementary education sector by 2014.

The first elementary schools were established in 1994. DoE has now 6 094 elementary schools. Enrolment since 2003 has risen to 300 000. In 2009, the enrolment has increased to 509 010 students. Female participation is 46% of the total enrolment. The government plans to achieve 98% enrollment rate by 2014. The current enrolment rate is 99.8%.

**Table 1: 2009 Enrolments in Elementary Education**

<table>
<thead>
<tr>
<th>Actual Enrolment</th>
<th>Projected enrolment by 2014</th>
<th>Projected enrolment rate by 2014</th>
<th>Current Enrolment rate</th>
<th>Current pupil teacher ratio</th>
<th>Projected teacher pupil ratio by 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male 268 883</td>
<td>Female 240 127</td>
<td>Total 509 010</td>
<td>604 204</td>
<td>98.0</td>
<td>99.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1:35</td>
<td>1:32</td>
</tr>
</tbody>
</table>

Source: DoE Corporate Data - 2009

**Primary Education**

Primary education begins at grade 3 and finishes in Grade 8. It caters for 9 to 14 years old. Lower primary comprises grade 3 to 5 and upper primary constitutes grades 6 to 8. The major outcome is to have all children the opportunity to complete a full, quality primary education of six years.

In 2008, the enrolment of students was 666 658. Because of the expansions in primary education and free education policies in some provinces, the enrolment in 2009 has slightly increased to 763 916. These students are now in 3 530 primary schools. There are 21 331 teachers teaching in the primary education sector.
Table 2: 2009 Enrolments in Primary Education

<table>
<thead>
<tr>
<th>Actual Enrolment</th>
<th>Projected enrolment by 2014</th>
<th>Projected enrolment rate by 2014</th>
<th>Current Enrolment rate</th>
<th>Current pupil teacher ratio</th>
<th>Projected teacher pupil ratio by 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male 430 188</td>
<td>Female 333 728</td>
<td>Total 763 916</td>
<td>765 657</td>
<td>90.2</td>
<td>78.0</td>
</tr>
</tbody>
</table>

Source: DoE Corporate Data – 2009

Secondary Education

Secondary education covers Grades 9 to 12, with lower grade being grade 9 & 10 and upper secondary comprises Grades 11 and 12. In 2007, the enrolment figure was 86 950. In 2009 the enrolment slowly increased to 108 354. These students are in 214 secondary schools in the country.

Enrolment in secondary education over the last five years (2005 – 2009) has dropped because secondary school available schooling spaces did not match the large number of students coming from primary schools.

Girls’ participation in secondary education is improving. In 2001, the figure was 31% and in 2009 girls enrolment has improved to 41%. This figure shows progress since 2001. The DoE projected that the enrolment rate of 78.8% would be achieved by 2014.

Table 3: 2009 Enrolments in Secondary Education

<table>
<thead>
<tr>
<th>Actual Enrolment</th>
<th>Projected enrolment by 2014</th>
<th>Projected enrolment rate by 2014</th>
<th>Current Enrolment rate</th>
<th>Current pupil teacher ratio</th>
<th>Projected teacher pupil ratio by 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male 66 153</td>
<td>Female 42 201</td>
<td>Total 108 354</td>
<td>165 185</td>
<td>78.8</td>
<td>22.3</td>
</tr>
</tbody>
</table>

Source: DoE Corporate Data – 2009

Vocational Education

Vocational education is a skill oriented education offered primarily to students completing Grades 8-10, and the community at large, in a variety of institutions. In 2005, there was a total student enrolment of 18 897. Over the last two years the enrolment has significantly increased. Currently, 29 396 students are enrolled in 140 vocational schools.
with 1054 vocational school teachers. Reform in the vocational education has resulted in growing number of students and teachers.

The DoE anticipates that by 2014 it would achieve 49.4%. Currently, the enrolment rate is 36%. There is a current vocational centre expansion program and the enrolment is expected to increase.

However, there is little significant increase in female enrolment, which was 26% in 2003. The current female enrolment rate is 29.6%.

**Table 4: 2009 Enrolments in Vocational Education**

<table>
<thead>
<tr>
<th>Actual Enrolment</th>
<th>Projected enrolment by 2014</th>
<th>Projected enrolment rate by 2014</th>
<th>Current Enrolment rate</th>
<th>Current pupil teacher ratio</th>
<th>Projected teacher pupil ratio by 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male 66</td>
<td>Female 153</td>
<td>Total 219</td>
<td>108</td>
<td>354</td>
<td>165</td>
</tr>
</tbody>
</table>

Source: DoE Corporate Data – 2009

**Flexible, Open and Distance Education**

Flexible, Open and Distance Education (FODE) is the largest school in the country. Student enrolment in this sector of education has increased significantly. In 2009, it has a student population of 25 000 as compared to 10 300 students in 2003. This is because FODE has introduced Grade 11&12 courses equivalent to secondary and national high schools attracting increased number of Grade 10 and 11 school leavers to enroll.

FODE is established in 20 provinces for two types of students: those who wish to upgrade their levels of attainment and those who successfully completed all subjects for a grade and receive a certificate. There is increasing number of study centres established throughout the country run by churches and Non Government Organizations.

The number of girls’ enrolment has risen in 2001 but still below 40% of the total enrolment.
The public perception of FODE is that of being an institution for school leavers, rather than as a comparable pathway leading to Grades 10 and 12. However, the absence of policy to allow FODE students to have direct to conventional school is lacking.

**Table 5: 2009 Enrolments in Flexible, Open and Distance Education**

<table>
<thead>
<tr>
<th>Actual Enrolment</th>
<th>Projected enrolment by 2014</th>
<th>Projected enrolment rate by 2014</th>
<th>Projected teacher pupil ratio by 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>20 300</td>
<td>15 605</td>
<td>35 905</td>
<td>60 315</td>
</tr>
</tbody>
</table>

Source: DoE Corporate Data – 2009

**Retention**

Student retention is a major issue. Parental inability to pay required school fees is a major contributing factor to students’ absenteeism and school withdrawal. DoE Retention study conducted in 2009 found that 43% of primary school students and 52% of Secondary school students stated that parents had difficulty paying their school fees. Some of the issues identified as reasons for students to withdraw from schooling are provided here.

- Parental inability to pay school fees
- Teachers abuse
- Learning difficulty
- Alcohol and drug
- Family problems
- Poor parental support
- Peer pressure

The government’s long term plan is to improve students’ retention by abolishing school fees, at least in basic education. This year the government has abolished all elementary education school fees. This will be followed by the abolition of school fees in the lower primary schools (Grades 3-5) starting 2011. DoE has been carrying out advocacy and awareness as well as provided water and sanitation programs at school levels to encourage students to stay on to complete required graduation grades.
Goal 3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs.

This EFA goal is integrated into EFA Goal six (6) where quality and relevant education are concerns. In elementary the curriculum is community oriented through the use of vernacular languages as languages of instruction while in primary, community life, literacy and numeracy, and ‘progressive’ learning for secondary are emphasized. A bridging component from vernacular to English is emphasized in primary education level. In secondary many subjects are introduced that address three career pathways; sciences, humanities and technical/business.

In vocational, the following courses are offered; carpentry, motor mechanic, electrical, tourism, computing, agriculture, fisheries, book keeping, welding, plumbing, upholstery, poultry, and animal husbandry and many more. The Government of PNG is considering vocational (and technical) education has priority for the next decades.

Appropriate learning and life skills are strongly emphasized in the curriculum at all levels.

Goal 4: Achieving a 50% improvement levels at adultery literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

Goal 4 relates directly to adult literacy and is being addressed by the National Literacy Secretariat and other non-government organizations. Lack of accurate data and government commitment has affected progress with this goal.

Goal 5: Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with focus on ensuring girls’ full and equal access to and achievement in basic education of good quality.
One of the education goals of PNG is to make education accessible as widely as possible to all regardless of gender, geographical isolation, culture, race and color, social and economic factors. It is envisioned that all will benefit from education.

However, despite the government commitment to provide equitable education to all, female participation in all levels of education is lacking. Access to education is more difficult for women who are illiterate and illiteracy rate among women in PNG is 60%. The government anticipates achieving 70% enrolment for girls by 2014. Over the years, girls gross enrolment rate has improved and now it is set at 47%. The Gender Equity Policy is providing a framework of principles and practices to improve the gender equity gap between boys and girls.

Furthermore, the equitable education for the students in the rural and remote areas is a major challenge. The provision of education in those areas is hampered by the law and order issues, lack of roads, bridges, airstrips and wharves, which is lacking or non existence. Hence, the provision of education in those locations has been slow moving with little or no resources being allocated to it. Recently, the government has made progress in opening up new roads, wharves and airstrips which has allowed DoE to reopen closed schools and establish new ones in those localities.

**Goal 6:** Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

The need to provide quality education to all students is one of DoE major challenges. Quality education is achieved through the curriculum, and teacher education and training programs as well as other quality education related activities.

A number of programs have been undertaken since 2005 to improve the quality of education.

- The reforming of elementary, primary and secondary school curriculum has been completed. The aim is to enable students to master the skills, knowledge, values and attitudes required through the curriculum. The reformed curriculum is
now been taught in all the schools. The impact of the curriculum is yet to be ascertained.

- **Pre-service and in-service teacher training** is critical to equipping teachers with knowledge, attitudes, skills and experiences that will enable them to program and teach effectively. Teacher education review is completed. This has ensured teachers are trained well to teach the reform curriculum. A National Standard Framework for Teacher Training is being established to provide quality and consistent teacher training of teachers across the teachers colleges in the country.

- The provision of **education materials** has been a major hindrance to providing quality education. The government with the support of donor partners is re-supplying text books and curriculum materials to all schools. Funding from the national government and direct grants to schools has been provided to schools to purchase text books and resource materials.

- **School library facilities** is long been neglected, particularly in the elementary and primary schools. In those schools that have library facilities the stock of book is often small and outdated, and not always relevant to the teachers’ and students’ needs. To address this DoE has developed a School Library Policy. It has made library as mandatory in all schools. The government is continuing supporting schools that do not have the library to build one and restock libraries with books. Currently, Australian, New Zealand and European Union government are supporting DoE initiatives to restock the libraries with books.

- The poor physical state of many **school infrastructures** has contributed to a poor teaching and learning environment, thus affecting the quality of education. The government over the years has been supporting the schools with maintenance grants but this is not enough to maintain all school infrastructures in the schools. DoE has scoped the maintenance programs and will cost the government K2 billion to maintain all schools facilities.
6.0 PNG KEY PRIORITIES

Universal Basic Education

The DoE has key priority areas for developing education in the country that embraces the EFA six goals through the UBE plan which is now the vehicle for the development of education in PNG. The key priority areas are explicitly emphasized in the UBE Plan and include access (Goals 2 & 5), retention (Goals 2, 3, 4 & 5), equity (2, 3, 4 & 5), quality (Goal 3 & 6) and management. While access, retention, equity and quality formalize and embrace EFA goals, management is considered a crucial factor to achieving the EFA goals.

Management

The administration and management of education in the country at the national, provincial, district and school levels is disjointed. DoE recognized that strong capacities at all levels in administrative and financial management are the backbone of developing and delivering education services in the country. This has ensured that resources are effectively and efficiently utilized within the DoE prioritized areas and established management structures.

DoE is focused on providing effective education management environment that encourages national officers, provincial officers, district officers, head teachers, teachers and school government bodies to deliver quality to all education to all PNG citizens. The focus is now on the district and schools management.

There are a number of inter –linked management programs DoE has embarked for the smooth administration and financial operations at all levels, and these are:

- Training of national, provincial and district staff on management, finances and general administration,
- Technical and planning support for District Education Administrators and principals,
- Support standard officers to visit schools,
- Introduction of School Learning Improvement Plans (SLIP) un schools,
Provide provincial and national education authorities capacity building programs, and

Conduct series of research on the management and administration of schools and address issues accordingly.

Cross Cutting Issues

The DoE also has an important role to play in all cross cutting issues. The following are some of the cross cutting issues affecting the welfare and development of PNG that DoE is paying a close attention to through the development of policies and strategies.

HIV/AIDS: Currently HIV/AIDS is the greatest challenges to the health of PNG HIV/AIDS is rapidly spreading and is now a major cause of deaths. DoE is very concerned about its teachers and students in the national education system.

- An HIV/AIDS Policy for education has been developed and implemented in the national education system. This policy is used to educate DoE employees and young people about the disease HIV/AIDS positions have been established to oversee the implantation of the policy at the national, provincial and school levels.

- HIV/AIDS is included in primary, secondary and vocational curriculum as a topic.

- HIV/AIDS advocacy and awareness in the national education system is on going.

Illicit Drug and Alcohol: Another challenge that is emerging and has become a problem for school administration is drug and consumption by students. Among these problems are student behavioral problems such as bullying and cult activities.

To address these student behavioral issues, DoE has developed and is implementing a Student Behavioral Management Policy. This policy is implemented at the school levels to discipline and provide guidance and counseling services to the students. In each school, there is a school councilor established to support and overcome behavioral issues.
7.0 DECENTRALIZATION

PNG national education system is highly decentralized following the establishment of provincial government systems in 1978. The decentralized power laws have given the provinces responsibilities including planning, financing, staffing and maintaining general education institutions up to Grade 12. This includes pre-school, elementary, primary and vocational schools.

8.0 PARTNERSHIP

The establishment and financing the development of education comes from governments, parents, communities, churches, donors and in some cases Non Government Organizations.

The major players in the establishment of schools and financing of school operations are parents. Parents pay fees as well as carrying out major infrastructure development in schools. The government supports where appropriate through government school subsidy programs.

Churches in PNG are major education partners. They own and operate 56% of schools in the country. For example, 98% of teachers colleges are owned and run by churches. Hence, government finances church education administration and management operation programs.

The next major player in the development of education is the provincial governments. They own approximately 40% of the schools in the country. The national government owns 4% of schools located in the National Capital District, Port Moresby.

Donors are major financiers in the development of education in the country. They support teacher education and training, curriculum development, support in curriculum supplies, ICT and media education, data management and administration, and school infrastructure development.

In 2009, the donors spent K756 million on the development of education in the country
9.0 FINANCING

The Financing of education development in the country comes directly from the national government. Teacher salaries are the largest component of education budget. Provinces also budgets for provincial education programs. National government provides direct provincial grants for provincial and school operations. Donor is a major contributor in the government recurrent budget. Their contribution supports recurrent budget.

10.0 ISSUES AND CHALLENGES

While PNG had made progress and succeeded in the development of education in the country, there still remain challenges and issues. Some of our major challenges are presented here.

Increase in population

The national population growth rate is set at 2.7%. The rapid growth in PNG population is putting more pressure on the limited education finances and services which are difficult to satisfy.

Access

Many school aged children are still out of school. Many are unable to attend school because of limited spaces. Some remote schools do not have teachers because of lack of infrastructure, health and other basic services. Water is a critical issue for many schools. The recent outbreak of cholera means that children can be vulnerable, given the fact that many rural schools do not have adequate supply of water to keep them operating all year round.

Retention Issues

Students’ retention is a major issue. Many students annually leave school for various reasons. One main reason is that parents are unable to pay school fees charged by schools. Children who are affected are unable to complete the full 9 years of basic education.

Mathematics, Science and English Teachers

Sustaining specialist teachers in secondary schools is DoE major challenge. Relevant DoE report has revealed that PNG lacked qualified teachers for Mathematics, Science and
English courses at secondary schools. Many teachers are leaving for the private sector including the international schools. The current development of the country’s Liquefied Natural Gas (LNG) is and will be a drain in teachers from technical and vocational schools.

**Management**

The efficient and effective delivery of good quality basic education is dependent on good management at all levels. There is a need to continue strengthening capacity in this area at schools, community, district, province and national level.

**Environment**

Climate change continues to be a growing concern with many teachers and children likely to be affected. Some Islands are on the verge of being submerged. The result will be huge communities relocated to safer ground and in the process many of our students will be affected.

**Cultural**

Development and growth impact on culture. Although 85% of children of PNG live in rural communities, the influence associated with change will be an issue. There are over 875 languages in a country of 6.5 million people. Schools are encouraged to respect and promote PNG cultures. The use of local vernacular in elementary schools as medium of instruction gives recognition and appreciation to culture. School institutions are encouraged to promote PNG culture. The challenge is to maintain unity in the midst of such diversity.

**Effect of Development**

Many people from rural PNG are moving to main towns, especially Port Moresby and Lae in search of better life. The unemployment problem is high especially in major towns. Many children from these families are affected.

**Access to Tertiary Institution**

The increase in enrolments at basic education is already having a spill over effects on secondary and tertiary education. The department recognizes the need to address this area
through dialogue within government agencies and development partners on what can be done.

11.0 CONCLUSION

PNG is young in its development and progress in the education system. While the population is increasing the capacity to provide education services and the quality of education to the majority of Papua New Guineans is becoming a greater challenge for the country. The reliance on donor agencies and an anticipated new direction in the provision of resources by the Government of PNG will assist PNG to achieve its intended educational and EFA goals.