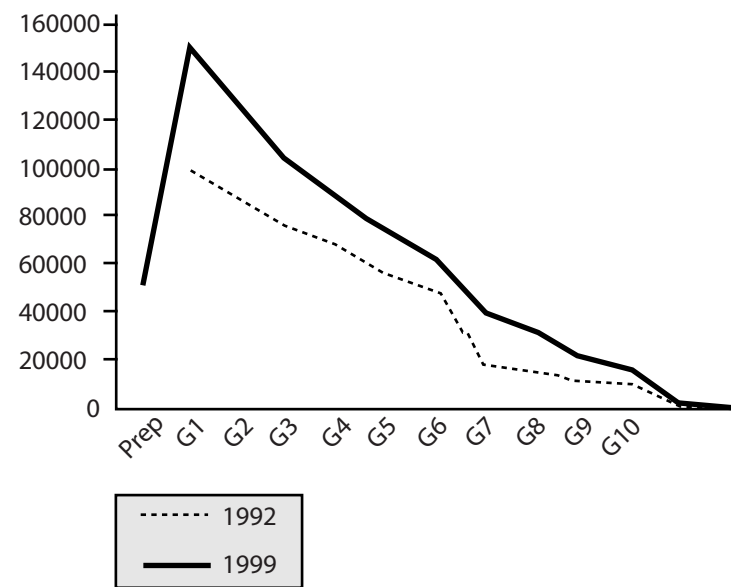


Section 2: Structural Reform



Within the Department of Education is a group that has been set up to monitor the reforms as they progress. Each year they produce a report called *The State of Education in Papua New Guinea*.

This chart from the 2002 report shows you how things are going.



(source – *The State of Education in Papua New Guinea* (2002)).

Elementary schools started as a pilot in 1994 in Milne Bay province with nine schools. This was followed in 1995 by New Ireland province and by 1998 all provinces had elementary schools operating.

The table below shows the enrolment by Grade and province for 2000. *Elementary school enrolment by Grade and Province, 2000.*

	Prep	E1	E2	Total
Western	1060	1603	1710	4373
Gulf	2320	1845	1405	5570
NCD	5746	5295	4507	15548
Central	5685	4258	3161	13104
Milne Bay	2176	2022	1675	5873
Oro	2732	2211	977	5920
Southern Highlands	2555	2323	1658	6536
Eastern Highlands	3619	3492	2723	9834
Simbu	4557	3182	2049	9788
Western Highlands	3699	2808	1761	8268
Enga	2922	2427	1868	7217
Morobe	3380	2986	1969	8335
Madang	3333	2859	2379	8571
Sandaun	2218	1235	751	4204
East Sepik	2331	1980	1576	5887
Manus	784	434	267	1485
New Ireland	1191	1001	858	3050
East New Britain	4683	3020	2129	9832
West New Britain	2288	1731	1321	5340
Bougainville	1986	1856	2380	6222
KLMD	1556	1562	733	3851
Papua New Guinea	60821	50130	37857	148808

The report mentions that the Government is surprised that there has been such a high take up rate by communities around the country. It expected that the elementary sector would only be introduced following considerable persuasion from education authorities. The challenge is now seen as holding back provinces to ensure an ordered implementation and steady rises in enrolment as anticipated in the *National Education Plan*.



Find your province in the table above. Look at the total number of enrolments for your province and compare it with another province in the same region.

Try to work out whether people in your province have been quicker or slower to enrol their children in Elementary schools. For example, Southern Highlands Province and Eastern Highlands Province are similar in many ways and have much the same population. Yet people in the Eastern Highlands Province have enrolled far more children in elementary schools.

Write your comments here.



Share your comments with a colleague.

Note down any important points. For example, what would have caused slower enrolment of children in Elementary schools?



Now think about the community in which you live and work. Try to work out what the reform has meant for children and schools in your community.

Discuss the following questions with a colleague and fill in the answers in this table. Use the COMMENT column to add something to your YES/NO answer or to give an answer that cannot be given by a YES/NO.

Questions	Yes	No
1. Do children in your community have access to an Elementary school, a Primary school and a Secondary school?	<input type="checkbox"/>	<input type="checkbox"/>
comments		
2. Can the students easily get to their Elementary school?	<input type="checkbox"/>	<input type="checkbox"/>
comments		
3. Has the community chosen a local vernacular language for the Elementary school?	<input type="checkbox"/>	<input type="checkbox"/>
comments		
4. Are Elementary teachers chosen because of their experience with the local culture and language?	<input type="checkbox"/>	<input type="checkbox"/>
comments		
5. Have enrolments in the Elementary school(s) risen over the last few years?	<input type="checkbox"/>	<input type="checkbox"/>
comments		
6. Are more children staying on at school until Grade 8 than before?	<input type="checkbox"/>	<input type="checkbox"/>
comments		

If your answers to these questions are YES, then the reform is having an effect in your community.

The changes that are being made in setting up Elementary schools are what are known as structural changes.

Before the reform schools were organised like this:

Community Schools	Grades 1 – 6	(6 years)	
Provincial High Schools	Grades 7 – 10	(4 years)	
National High Schools	Grades 11 – 12	(2 years)	12 years in all

When the reform is completed the structures will look like this:

Elementary Schools	Prep - E2	(3 years)	
Primary Schools	Grades 3 – 8	(6 years)	
Secondary Schools	Grades 9 – 12	(4 years)	13 years in all

At the moment, not all these structural changes have happened. In some provinces and districts, the changes are still happening.



Spend a few moments reflecting on your role in implementing the reform.

Complete each sentence.

- The issues and questions that arise for me are
- The roles I feel comfortable with are
- The impact this has on my role as an Elementary teacher is
- The areas of need I would like to explore further are
- My personal needs that might interfere with my role as an Elementary teacher are