



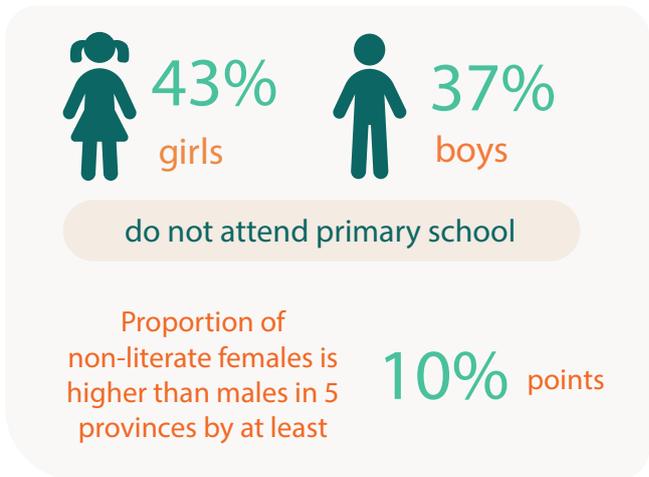
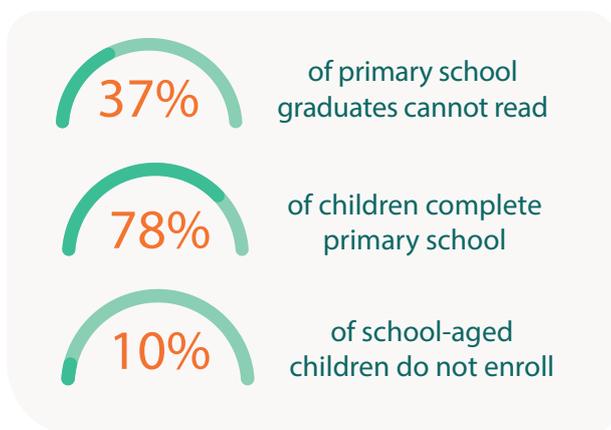
# Education

## Overview



Access to quality formal education remains a persistent challenge in PNG, as public funding to deliver core education services is insufficient and the government struggles to provide adequate facilities, sufficient learning materials, competent teachers, and effective management and supervision. This results in high illiteracy rates, an under-educated workforce, and poverty. While sound plans, policies and curriculum materials are in place at national level for elementary education they are often not understood, applied or distributed at sub-national and local levels.

## Quick Facts & Figures



Many early grade teachers are underqualified or unqualified, having received only rudimentary training in using the new Elementary Schools Based Curriculum (SBC), with limited or no access to learning and development opportunities (such as teacher networks, peer learning, TLCs, and other school-based professional development).

There exist too very high rates of absenteeism and repetition, low retention rates, and many over-aged children throughout the schooling system in PNG.

## Facts & Statistics



WV PNG is an active member of the **Local Education Group** chaired by **NDoE Secretary** and the **Education Cluster** in the country. WV has overtime cultivated strong working partnerships with the local education officials and has a robust network of key partners in the sector from its >30 years presence in the country.



WV has also proven capacity to manage and lead a large education consortiums and its current the lead Grantee for a **>USD16.5 million projects (DFAT T4E)** with 3 partners, achieving all its targets as early as December 2019 and even exceeding many of its targets. WV's T4E project implementation also maintained zero-audit findings for two straight years (2018 and 2019 external audits by the donor). WV's M & E systems and processes also have been acknowledged by **PFF/Abt** and **AHC** as well established and very solid.



## Objectives



Increased parental/caregiver support and demand for basic education

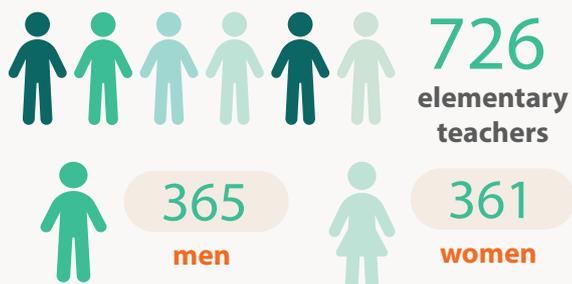
Increased practice of inclusive and age-appropriate teaching practices and positive discipline in schools

Increased Literacy and Numeracy Skills among boys and girls in the early grades

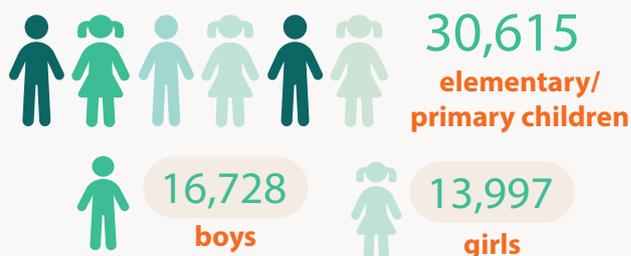
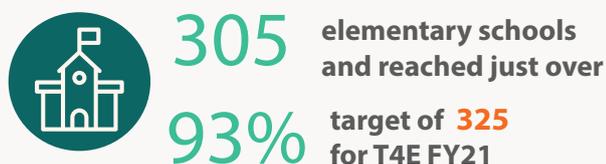
School learning environments are inclusive, safe and enable student learning



## FY21 Statistic Achievements



received literacy and numeracy boost training and teaching materials **exceeding** the target of 750 for T4E FY21.



reached **exceeding** the target of 15,400 for T4E FY21.



accomplished and established through School and Community Accountability Agreement and School Learning Improvement Plan **fully accomplishing** a target of 30 for T4E 2021.

## Programming Approach



### Family and Community Engagement

Contributing to National Education Plan (NEP 2020 -2029) focus areas of Access, Equity and Local Management through School Learning Improvement Plan. Engaging families and communities in support of their children's education.

### Inclusive School / Local Governance

Contributing to NEP Focus Area of Local Management. School leadership has knowledge, skills and attitudes in inclusive practice.



## Teacher Professional Development (TPD) and Support

Contributing to NEP 2020 - 2029 focus areas of Teaching and Learning through In-service/Literacy & Numeracy Training, Teaching Learning Circles (TLC) and Coaching & Mentoring. Providing teachers quality access and opportunities for professional development.

## Inclusive and age-appropriate teaching and learning environments and support

Contributing to NEP 2020 - 2019 focus areas of Learning and Access to Equity. Teachers and children having access to age and culturally appropriate teaching and learning materials.

## WASH in School

Water, Sanitation & Hygiene in schools focuses on the standards for access to clean water and promotion of a clean and safe school environment & correct hygiene and sanitation practices for students.



## Cross-Cutting Themes



### Disability Inclusion



WV builds capacity of teachers and encourages consideration of inclusion during development of School Learning and Implementation Plans to ensure children having access to inclusive schools which are managed and administered in ways which are participatory, transparent and accountable. WV partners with local disability organization for Education projects whenever possible.

### Gender Social Equality



WV makes all possible efforts to encourage female participation in activities to try to overcome the gender challenge embedded in local culture. WV also incorporated Child Protection as part of children's right by building awareness and capacity of teachers, NDoE school inspectors & Ward Councillors.

### Local Governance



WV promotes local government and empower local actors through targeted training and coaching of school leaders in leadership, school management and on enactment of government policies on inclusive, gender positive behaviour management so that children feel safe and included in the school environment.

### Advocacy and Social Accountability



WV works to empowers community and stakeholders to advocate for policy change and hold government accountable for provision of quality WASH services via proven models such as 'Citizen Voice and Action' and 'Child Health Now Campaign'.

### Institutional learning & exchange



WV develops and distributes critical learning products to be shared across the education sector (with ministry, schools, and other relevant networks). WV also facilitates knowledge sharing events - quarterly Education Forum (national level), quarterly partners forum (sub-national level) and the National Elementary Education Forum (Nov'19) in collaboration with partners.

### Adaptable Programming



WV contributes to Education Emergency Response and Recovery Plan (EERRP) of NDOE as schools are not prepared to face emergencies and may require specific resources and professional development. In covid19, WV works to ensures "all students & teachers can return safely to school", "all students are safe & learning" and "education system is more resilient to future disruptions" by promoting safe sanitation & hygiene practices to limit virus spread and equipping teachers to manage and support remote learning of students.

## Project Highlights



2017

### Together for Education (T4E)

 Donor: DFAT   
  Project Duration: July 2017 - January 2022  
 Budget: USD15,366,000   
  Location: Morobe, Madang, Central

- **Improved learning environment for students**

- 612 elementary schools and reached 325 target schools in 9 Districts in 3 T4E provinces
- 93,810 culturally relevant and language appropriate printed reading books distributed to schools exceeding a target of 68,000 for T4E Phase 1 & 2
- 30 schools supported with the School Community Accountability Agreements development focused on schools support to inclusive children's learning and attendance
- 30,615 (16,728M/13,997F) (198.8%) elementary children reached, above the target of 15,400

- **Greater Community Parents/Caregivers Engagement**

- 4,436 (2,099M/2337F) parents reached by IEC content including ways to support children's education. Exceeding a target of 3,000 by December 2021
- 354 (251M/103F) TIC/BOM members trained on effective school management to support student learning exceeding target of 240
- 128 schools with approved SLIPs that completed 50 % of planned annual activities addressing inclusive practices

- **Increased teacher education & support**

- 1,396 elementary teachers received literacy and numeracy boost training and teaching materials exceeding the target of 1,250
- 84 teacher trainers received Training of Trainers on literacy and numeracy boost training exceeding a target of 66 for T4E phase 1&2.

### For Access to Literacy and Learning

 Donor: DFAT   
  Project Duration: July 2017 - June 2021   
  Budget: USD1,766,000  
 Location: Madang, Morobe

- **Increased demand for and support of basic education**

- 7,871 parents/caregivers were educated on importance of education, caregiver's role and ways to support their children's education, Pronounced Education Structure and Curriculum Changes, etc.
- 212 people participated in Writers Workshops and produced 82 local book titles using the 'mirror approach'. Community volunteers, and teachers were then trained to lead a Reading Club, while 3,250 reading materials were supplied to 18 reading clubs

- **Increased practice of age-appropriate education & discipline in schools**

- 110 primary school teachers in 19 schools across trained and support to improve of teaching skills, targeting five core skills of reading acquisition mandated by the Standard Based Curriculum of the National Department of Education and the Unlock Literacy Model, including: letter knowledge, sounding out words, reading fluency, vocabulary, and comprehension
- 158 teachers (target 100) trained in Unlock Literacy and disability inclusion, who then trained additional 21 teachers, passing on the training in-service for other staff members, whereas 15 teachers were trained on gender -sensitive classroom management & 17 teachers on disability inclusion
- Engaged with 2 outreach clinics to provide hearing screening tests for students, and led awareness sessions on people living with disabilities and their right to basic education

- **Increased support for schools from public and civil society institutions**

- 22 community representatives trained on Community-Based Rehabilitation (CBR), in collaboration with local disability partner Creative Self Help Centre and Fred Hollows Foundation
- Successful organisation of joint leadership training workshops with the NDoE for the development of School Learning and Implementation Plans (SLIP) for School Board Management Committee (SBoM) members from 20 schools, who were provided with on-site coaching on development of the SLIPs and additional training sessions for increased management effectiveness of the target schools
- 17 SLIPs were developed and approved; with cross cutting issues such as child protection, gender and disability were incorporated into their SLIP plans as innovative approach.



Grant Acquisition  
Christabel Chan

“Our community has completely changed its mindset and is helping us to bring about necessary change to the community and the school.”

**Michael Kupik – School Board Chairman,  
Ngariawang Elementary School, Morobe  
Province**

## Strategic Partners

### Government (National and Sub-national)

- Central Provincial Education Board
- National Department of Education
- Madang Provincial Education Board
- Morobe Provincial Education Board

### Other Partners





### Strategic Local Partners (CSOs)

- Creative Self-Help Centre
- Bilum Books

### Donors





## Connect with us

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