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Country profile prepared for the

Education for All Global Monitoring Report 2007

Strong Foundations: Early Childhood Care and Education

Papua new guinea
Early Childhood Care and Education (ECCE) programmes

Compiled by:
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PAPUA NEW GUINEA

Early Childhood Education and Care (ECCE) programs

A. <u>GENERAL INFORMATION, STATISTICS AND INDICATORS</u>

Starting age of compulsory education (if applicable):

According to the UNESCO Institute for Statistics (UIS) the compulsory education age range is 6-14 years.

1. ISCED 0 PROGRAMS (USUALLY, PRE-PRIMARY EDUCATION)
(ISCED = International Standard Classification of Education)

1.1. National definition of ISCED 0 programs:

Preparatory year (part of the three-year elementary education programme)

1.2. Normative age group(s) covered by ISCED 0 programs:

6 years of age

1.3. ISCED 0 programs: statistics and indicators *(source: UIS)*

1.3.1. Enrolment:

	Percentage	**Year**
Gross enrolment ratio	58.8	2002/03
Net enrolment ratio	*Not available*	
Percentage of children entering primary education with previous preschool experience	*Not available*	

1.3.2. Enrolment ratio by age group (percentage, also including the first years of primary education when applicable): <u>Not available</u>

Less than 3 years of age	Age 3	Age 4	Age 5	Age 6	Age 7

1.3.3. Teachers, 2002/03:

Total number of teachers	Of whom female (%)	Percentage of trained teachers (all)	Percentage of trained teachers (males)	Percentage of trained teachers (females)
2,712	36.9	…	…	…

1.3.4. Funding: <u>Not available</u>

	Percentage
Public current expenditure per pupil as percentage of the Gross National Product per capita	…

1.3.5. Main source(s) of financing: <u>Not available</u>

2. OTHER ECCE PROGRAMS
(Generally preceding ISCED 0 programs)

2.1. National definition of other ECCE programs:

<u>Not available</u>

2.2. Normative age group(s) covered by other ECCE programs:

<u>Not available</u>

2.3. Estimate number of children covered by other ECCE programs:

<u>Not available</u>

B. BACKGROUND INFORMATION CONCERNING ECCE PROGRAMS (INCLUDING ISCED 0)

3.1. Legislation concerning ECCE:

Child Welfare Act (known as *Lukautim Pikinini* Act) in place. Amendments to the Act yet to be endorsed by the government.

3.2. Official body/bodies in charge of supervision or coordination:

Division of Child Welfare with the Department for Community Development under the Ministry for Community Development

3.3. Other entities involved in the provision (e.g. municipalities, local governments) and main types of providers (e.g. public, private, mixed, community-based, etc.):

Traditional Child Care Systems: Community-based customary child care practices that have been on going for generations.
Government and NGOs: Child care services provided by churches in the communities. Child Care provisions through the Child Welfare Act and administrative procedures and the community services within the provincial administrations.
Private child care service systems: These child care facilities are privately owned and operated.

The planning and organizational foundations of early childhood education focus strongly on the local community, which is actively involved in the selection process of teachers and in the development of the curriculum. Elementary schools are built by villagers using local materials. Communities informally monitor the activities of the school, the children and the teachers on a daily basis, while parents assist with field trips and voluntarily help out in the classroom. Instruction is given in the mother tongue of the child and is aimed at developing literacy and numeracy skills appropriate to the elementary level.

As a result, elementary schools differ from the established primary and secondary schools. The organization, management and matters relating to teachers require other kinds of solutions than simply applying existing practices, which have proven to have limited success. In addition, elementary schools are conceived as autonomous institutions, which are not a part of primary schools. They have their own headmaster, board and management. This is a further strength of the sector and an additional reason for resolving issues through means that are relevant to the community and educators.

3.4. Type of personnel involved:

Mothers, former nurses, former teachers (due to unavailability of trained ECCD teachers and caregivers). The ECCD Policy now emphasises this through the teacher education system.

3.5. Type of staff training (requirements):

Not available

3.6. Recent national policies and reforms:

The Department of Education introduced a three-year elementary school programme into the public school system in 1993, which became part of the national education system with the amendment of the Education Act in 1995.

The full-time programme involves one preparatory year—known as *Prep* or EP—followed by two years of elementary education, often referred to as Elementary 1 (E1) and Elementary 2 (E2) to distinguish them from Grades I and II in the community schools. In principle, children should be 6 years old to enroll in EP and 7 years old to enroll in E1. Elementary education is the first stage of the nine-year basic education programme.

The education reform planning model anticipates that past problems in terms of access, quality, retention and academic achievement of children in community schools will be addressed through the elementary education programme. Figures indicate that after a slow start of the reform, the total enrolment in elementary schools has exceeded the projected figures in 1998. A slight gender bias continues in favour of male enrolments. The Department of Education needs to reflect on its strategies to enhance opportunities for female students at the preparatory year level.

The ECCD Policy that is in the process of being endorsed by government provides for the gap between 0–6 years.

3.7. Efforts targeted at vulnerable or disadvantaged children:

A disability policy is being developed to cater for this group of children.

3.8. Special projects/programmes aiming at expanding or improving ECCE:

- Home Fit for Children community based scheme
- Private Child Care system
- Church Based system

All three work towards meeting expectations of ECCD.

3.9. Information concerning the curriculum (if applicable) or the contents of ECCE programs

3.9.1. Objectives and aims:

<u>Not available</u>

3.9.2. Learning areas and teaching-learning methods:

Specialized elementary teachers are heavily involved in the development of the elementary curriculum which is made up of three components: mathematics, culture and community. The culture and community components take up 60% of the elementary curriculum time allocation and require understanding of the culture and the ability to use vernacular languages fluently to participate in village ceremonials and everyday community life, work co-operatively with others and express the aesthetics and morals of community life through stories, arts and crafts.

3.9.3. Average number of hours per week and average amount of weeks per year:

Traditional Village Systems: 9–10 hours
Private Child Care: 4–8 hours

3.10. Any other relevant and pertinent information

In the past, the provision of early childhood education has been left to the private sector. Although relatively small in number, programmes have been run by the international school system since the 1970s—and by non-governmental organizations since the 1980s—in the form of a one-year *tok ples priskul* programme. *Tok ples* schools originally offered mainly initial literacy in the vernacular language, but the curriculum of most of them was broadened to include numeracy and health skills. *Tok ples* attracted large numbers of children. It was partly their success that led the Department of Education to introduce the three-year elementary school programme.

The effectiveness of the elementary programme is difficult to assess. Early work in the 1980s, in relation to the *tok ples* programmes in the North Solomons province, suggests that children who become literate in their vernacular language do better in the Primary Education Certificate Examination at the end of Grade VI than those who did not attend *priskul*. The present elementary programme is a recent event and children are only now beginning to move into bridging English classes. Elementary schools should have little difficulty taking over the good work of the *tok ples priskul* movement. There is no proper educational research update to determine the success of this system.

C. SUPPLEMENTARY INFORMATION REGARDING ECCE (TO BE COMPILED IN COLLABORATION WITH UNICEF OFFICES WHERE POSSIBLE)

4.1. Parenting programmes are usually addressed to parents and families of children less than 6 years of age. Please provide information about any parenting programmes in your country according to the table below:

Type of programme	Yes or No (note for each programme)	Please estimate the number of beneficiaries (if possible)
Parenting education through early learning centres and child care centres	Yes. Quarterly meetings with Parents	
As component of health and nutrition programmes, such as information about child development included in health and nutrition visits	Yes. A balance meal. The child benefits	
Parent groups that meet to discuss issues of their young children, including health, nutritional status, and development	No	
As component of adolescent, livelihood or literacy programmes	No.	
Media broadcast, such as *Sesame Street*, with media for and with children	No. The Australian version	
Other (please specify)		
ECCD – The interpretation of the policy will coordinate all components relating to the expected outcome of ECCD country programs		

Are any of these programmes targeted specifically toward the vulnerable, poor, disadvantaged or excluded? If so, which ones? (Please provide/attach any additional and relevant information if available).

Yes. Very minimal emphasis on the vulnerable, the poor and the disadvantaged. This is where the ECCD Policy when endorsed with its integrated sectoral approach will hope to improve these three areas:

1. the vulnerable
2. the poor
3. disadvantaged situations

4.2. Is there a national-level system for monitoring children's development or school readiness prior to entering primary school?

No, but the private sector has its own system to support the development of the child in readiness for school.

4.3. Is there a policy on early childhood (ECCE, ECD, etc.) that has been accepted? If not, is there one under development?

Yes, has been developed and is yet to be endorsed by government.

[*Information revised and additional data provided by UNICEF, January 2006.*]