

# Training for Public Sector Reform in PNG

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## INTRODUCTION

### Background

Public Sector reform is high on the agenda in Papua New Guinea (PNG). Indeed, strengthening Public Service Systems and Institutions features as one of five core focus areas within the PNG National Strategic Plan (NSP) 2010-2050. The NSP is consistent with previous Government of PNG (GoPNG) Strategy in identifying the importance of strengthening the public sector in order to improve service delivery and accountability.

One of the constraints to growth in PNG identified by nearly every study is inadequate human capital. The education levels, skills and worker productivity are very low by any standards. According to the Millennium Development Goals PNG's human development indicators are poor relative to its per capita income.

While proper training of public servants has long been identified as being fundamental to public sector reform, the PNG Institute of Public Administration (PNGIPA) has been slow to respond. A weak PNGIPA has over the years constituted an impediment to robust public sector training.

PNGIPA was originally founded as the PNG Administrative College (ADCOL) by the Australian Administration in 1963 to train PNG public servants with an emphasis on general education to assist the PNG localisation of the public service process. This training approach evolved during the 1970s with a shift toward higher level and more specialised forms of training with ADCOL offering applied courses at tertiary and sub-tertiary level to meet the emerging needs of PNG government departments. The 1989 *National Training Policy White Paper*<sup>1</sup> proposed the upgrading of the Administrative College so that it could meet the needs of both public and private sectors for short-term, intensive training in 'core' subjects. Embracing the intent of the White Paper, the PNGIPA was officially established in 1993 by an Act of Parliament<sup>2</sup>. The PNGIPA Act was subsequently amended in 2000 with the principal aim of strengthening governance arrangements. According to the Act<sup>3</sup>, the mandated functions of the Institute are:

- (a) to plan, organize, conduct and assess a wide range of practical and relevant training programmes to meet the needs of the public and private sectors in the country and, if applicable, in the South Pacific Region;

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<sup>1</sup> A major theme of the 1989 *National Training Policy White Paper* was the proposal to establish the National Training Council.

<sup>2</sup> *Papua New Guinea Institute of Public Administration Act 1993*

<sup>3</sup> *Papua New Guinea Institute of Public Administration (Amendment) Act 2000*

- (b) to undertake relevant research and consultancies on issues and problems of management and administration and to act as a centre for collection, storage, retrieval and dissemination of information;
- (c) to attract, develop and retain high quality staff to act as professional trainers and advisers to the National Government and other sectors of Papua New Guinea;
- (d) to maintain a close working relationship with the public and private sector agencies and allied educational and training institutions, including various professional bodies, within the country and abroad;
- (e) to create, develop and maintain an effective administrative structure to ensure efficient and effective management of the Institute's resources, including manpower, finance and physical facilities;
- (f) to be involved in any other activities that will contribute towards better development of human resources and increased productivity in the economy as directed from time to time by the National Executive Council;
- (g) to establish and provide an effective management for the business and commercial activities and resources of the Institute; and,
- (h) to do anything that is necessary or convenient for or incidental to the purpose of its functions.

PNGIPA has its main campus in Port Moresby with two Regional Training Centres in Rabaul and Madang. It has a total complement of about 114 staff, 28 of them being trainers. Courses offered are in the areas of Human Resource Management, Public Administration, Financial Management, Management, Training of Trainer, and District and LLG Planning. These certificate and diploma courses range from one week to forty weeks duration and are all on campus.

The GoPNG's strategic direction unequivocally points to developing PNGIPA into a 'School of Government'<sup>4</sup> (SOG) an idea that fits very comfortably with the vision that PNGIPA has developed as part of its strategic analysis and corporate planning process. The PNGIPA Corporate Plan 2010-14, set within the context of the national planning framework, has been developed to align PNGIPA with the Government's strategic requirements. The SOG concept has also been discussed between PNG and Australia as part of the "Papua New Guinea – Australia Partnership for Development"<sup>5</sup>. The SOG concept, as it is being developed, provides stimulus and opportunity for PNGIPA to actively participate in promoting public sector reform and being able to proactively position itself for the future.

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<sup>4</sup> GoPNG strategic documents and activities that inform the "PNGIPA Corporate Plan 2009-2014" include: *PNG National Strategic Plan Framework 2010-2050*, *PNG Medium Term Development Strategy 2005-2010*, *PNG Public Sector Reform Strategic Plan 2008-2012*, PNG Public Service Workforce Development Program, *Department of Personnel Management Corporate Plan 2001-2005*, *PNG Institute of Public Administration (Amendment) Act 2000*.

<sup>5</sup> The School of Government concept has been the topic of dialogue at Ministerial level between Australia and PNG. The development of PNGIPA into a School of Government qualifies as an activity under the *Partnership for Development between the Government of Australia and the Government of Papua New Guinea, Priority Outcome 4: An Efficient and Effective Public Service*. This agreement was signed by the Prime Ministers of both countries and dated 20 August 2008.

# UNDERSTANDING PNG'S PUBLIC SECTOR TRAINING NEEDS

## PNG's Long and Medium Term Strategic Direction

The overarching strategic direction for PNG is provided by the Long Term National Strategic Plan 2010-2050 (LTNSP). The LTNSP is to be supported by eight consecutive five-year Medium Term Development Strategies (MTDS) that all public sector planning and development is to align with. The LTNSP has five key focus areas that are to be further developed and expanded on in subsequent MTDSs. Accordingly, all subordinate public sector corporate plans must also derive strategic direction from, directly support and have positive linkages to, the high level national objectives. The MTDS 2005-2010 is consistent with LTNSP strategic direction and provides the authoritative strategic guidance that underpins the importance of good governance and public sector reform:

*“Good governance, credible and stable policies, are fundamental conditions for private sector growth. The public sector reform program will impart a clear sense of direction on our public service, reduce the cost of government, improve accountability and enhance the efficiency of service delivery.”<sup>6</sup>*

## Public Service Reform

The Strategic Plan for supporting Public Sector Reform in PNG 2003-2007 identified the actions required to achieve the objectives of good governance, one of the three key objectives that supported the Government's strategy for recovery and development. The key objectives for the 2003-2007 plan were:

- (a) A public service with a clear sense of direction;
- (b) Affordable government;
- (c) Improving performance, accountability and compliance; and
- (d) Improving service delivery.

Public sector reform is already taking place in PNG although there are still considerable challenges to overcome.

Service wide reforms such as the Financial Management Improvement Program (FMIP) and the Public Sector Workforce Development Program (PSWDP) resulted from Public Sector Reform initiatives. Many other initiatives such as the District Service Improvement Program (DSIP), Provincial Performance Improvement Initiative (PPII) are also being implemented.

## Public Sector Workforce Development Program (PSWDP)

The PSWDP is a part of the overall effort by the Government to improve the performance of the public service and is an important vehicle for achieving the long term goals of the Government in the Public Sector Reform and MTDS<sup>7</sup>. PSWDP aims to improve the performance of public administration and its

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<sup>6</sup> Hon. Sir Moi Avei, KBE, MP, Acting Minister for National Planning and Monitoring, Medium Term Development Strategy 2005 -1010, dated November 2004

<sup>7</sup> Rt. Hon. Sir Michael. Somare, GCL, GCMG, CH, CF, KStJ. Prime Minister of PNG, PSWDP Framework 2008-2012.

ability to deliver basic services effectively to the citizens of Papua New Guinea by strengthening the capabilities of Public Service organisations and individuals and thus re-establish an efficient, effective and ethical public administration. The PSWDP complements existing GoPNG interventions in improving the capacity and performance of the PNG public service and supports existing capacity building initiatives at the sector level. The program's purpose is to fully develop the public service workforce capability thereby strengthening the overall capacity and improving the productivity of the PNG public service. It intends to do this by providing advice, coordination and support, developing new and innovative workplace training methods, disseminating critical workplace training on essential skills and knowledge based on identified needs and gaps, assist improve systems and processes at the workplace, and ensuring the programme sustainability through networking and working with the GoPNG agencies and donor partners.

The principal elements of the PSWDP relevant and central to developing an understanding of PNG's Public Sector training needs as they relate to the School Of Government concept are:

- (a) the competence of individual public servants are to be systematically develop at all levels to agreed standards<sup>8</sup>
- (b) the capacity of PNGIPA to plan and deliver or, where required, coordinate delivery of flexible, job-relevant, vocational training which enhances the performance of the PNG public sector is to be strengthened.
- (c) the capacity of the National Training Council (NTC) to identify national training priorities and establish a national qualification framework is to be strengthened

The PSWDP aims to strengthen the performance of the Public Service by moving toward competency based training that is directly aligned with workplace and vocational requirements for non-professional public sector positions. It also aims to establish relationships with international competency based training authorities such as Government Skills Australia<sup>9</sup>. PSWDP also seeks to improve the performance and accountability of Departmental Heads and Senior Public Service Executives by sponsoring some to courses such as the Pacific Executive Program (PACE) offered by ANZOG.

## **National Qualifications Framework**

Technical and vocational education and training (TVET) consists of training for all occupations that are below professional levels in all sectors of the economy<sup>10</sup>. The Papua and New Guinea National Qualifications Framework (NQF) is a means to improve the quality of TVET training and enhance employer and community confidence in qualifications gained by people. The framework achieves this by requiring training providers to address and report on the workplace performance attained by the learners.

The NQF is a competency based classification system for qualifications in the TVET sector. The framework covers all possible occupations that do not require a first degree or other higher education

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<sup>8</sup> PSWDP Framework 2008 – 2012, page 9

<sup>9</sup> PSWDP Implementation Plan 2008-2012, Objective 1.11: *To strengthen the capacity of PSWDP Secretariat through partnership with Australian Institutions. Possibly through Government Skills Australia and Public Service Commission.*

<sup>10</sup> Technical and vocational education and training (TVET) is training for all sectors of the economy that are carried out for occupations that are below professional levels. Hence TVET is focused on a wide range of occupations including those in the public sector, the retail and services sector, finance, garment production, hospitality, primary industry and manufacturing. TVET programs are distinguished by having clearly defined training outcomes that address the competencies required for an occupation below professional level.

qualification. The framework defines the nature of the outcomes for each qualification thus providing consistency in training provider use for each qualification title. There are six qualification titles (Certificate 1 to 4, Diploma, and Advanced Diploma) which correspond to the overall capability expected for an occupational level. With a focus on occupational levels, this framework defines qualifications in workplace performance terms rather than on the nature of the training program. A qualification under the NQF will mean the ability to perform at that occupational level. Moreover, each qualification will be comprised of units of competency thus demanding the learner achieve workplace performance before receiving the qualification. Employers will therefore have a much clearer picture of what an NQF qualification means. The NQF will also ensure that regardless of the industry, there is consistency in the use of qualification titles. A qualification under the NQF will mean ability to perform at that occupational level.

The major benefits of the NQF will be: increased quality in training; greater transportability of qualifications; greater opportunity for skills recognition; articulation; and, increased training activity. National qualifications which will be a key outcome of the NQF will result in training providers having to achieve the performance required by employers thus resulting in many having to improve significantly what they currently accomplish. National qualifications will also be more recognisable nationally and internationally thus enhancing their transportability. Because national qualifications are achievable solely on performance attained, they provide for much greater flexibility in how they are attained.<sup>11</sup>

## **Competency Based Training**

Competency based training is an avenue to achieve a highly knowledgeable and skilled workforce. Clear and detailed outcomes or competency statements are used to develop the training curriculum and measure learners' competence. Competency statements are derived from a thorough job analysis of the learner's duties, which contributes to the training goal of meeting individual learner needs as they master various skill levels.<sup>12</sup> Competencies cover all aspects of workplace performance and involve performing individual tasks; managing a range of different tasks; responding to contingencies or breakdowns; and, dealing with the responsibilities of the workplace, including working with others. Workplace competency requires the ability to apply relevant skills, knowledge and attitudes consistently over time and in the required workplace situations and environments. The benefits of competency based training are summarised in the following statement.

*"In Australia, competency based training programs have replaced a curriculum emphasis and the formal educational and training system is no longer the major provider. Industry is increasingly the major provider of vocational skills and competency training as well as basic language and mathematics. These are radical changes in vocational education and training. Competency training and its assessment procedures have become a central focus of the Australian industry and economic reform of the 1990s. It has been introduced amid enthusiastic efforts to achieve restructuring of Australian industry and economic competitiveness. Successive inquiries and reforms persuaded the Australian Government to undertake a comprehensive restructure of vocational qualifications, using competency based training as its central focus. Australia followed the example of the UK's NVQ and placed competency assessment at the forefront of training and credentialing. Economic productivity and growth have been linked to improved skills and competencies of the workforce."*

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<sup>11</sup> National Training Council, NQF for TVET Version 1.7

<sup>12</sup> Taylor, M., Bradley, V. & Warren, R. (1996). *The community support skill standards: Tools for managing change and achieving outcomes*. Cambridge, MA: Human Services Research Institute.

Competency standards in Training Packages are determined by industry to meet identified industry skill needs. Competency standards are made up of a number of units of competency each of which describes a key function or role in a particular job function or occupation.<sup>14</sup> Each unit of competency within a Training Package may be linked to one or more NQF qualifications. Competency based training learning and assessment pathways may include structured programs in a variety of contexts using a range of strategies to meet different learner needs. Structured learning and assessment programs could be: group-based, work-based, project-based, self-paced, action learning-based; conducted by distance or e-learning; and/or involve practice and experience in the workplace.

## SCHOOLS OF GOVERNMENT

### General

The current strategic direction from Government points to developing PNGIPA into a “School of Government”. This concept is also part of discussions between PNG and Australia as part of the “Papua New Guinea – Australia Partnership for Development”.<sup>15</sup> In addition, in his opening address at the CACC Consultation Meeting, the Minister made reference to developing PNGIPA into the “Somare School of Government”.<sup>16</sup> Three NEC policy submissions have also been drafted proposing to transform PNGIPA into a SOG. Included amongst the proposals was a report into PNGIPA’s legislative framework that, while recognising the need for competency based training, specified a “university-based” SOG transformation solution. While these papers have informed the SOG debate to varying degrees, none have fully explored the SOG concept in the context of PNG’s unique requirements.

There are three different international School of Government models that could be used to shape the development of a School of Government for PNG.

**The first** of these is a school that is imbedded within a university or higher education institution that delivers postgraduate education programs as an adjunct or follow-on to its degree program. These schools also run research programs and “think-tank” activities as add-ons to its education programs. All these programs are typically aimed at the public service executive leadership level. The *John F. Kennedy School of Government*; a social science research institution offering more than thirty executive education and degree programs is an example of this.

**The second model** has the school in partnership with one or more universities or higher education institutes. They typically deliver a Master’s program, again aimed at the senior executive leadership within the public sector. An example of this would be the Australia and New Zealand School of Government (ANZSOG) formed by a consortium of governments, universities and business schools from Australia and New Zealand was established as a not-for-profit company in 2002 with the vision of creating a world-leading educational institution that teaches strategic management and high-level policy to public sector leaders. ,

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<sup>13</sup> Professor Patrick Griffin is the Director of ARC, Associate Dean Strategic Projects Assessment Research Centre (ARC), University of Melbourne. This quote came from a paper on competency based training published in *Directions 2000*.

<sup>14</sup> PSP04 Public Sector Training Package, at [http://www.ntis.gov.au/?/trainingpackage/PSP04/volume/PSP04\\_1/chapter/CompStandardsESMandText](http://www.ntis.gov.au/?/trainingpackage/PSP04/volume/PSP04_1/chapter/CompStandardsESMandText)

<sup>15</sup> It is understood that the School of Government concept has been the topic of dialogue at Ministerial level between Australia and PNG. The development of PNGIPA into a School of Government may well qualify as an activity under the *Partnership for Development between the Government of Australia and the Government of Papua New Guinea, Priority Outcome 4: An Efficient and Effective Public Service* . This agreement was signed by the Prime Ministers of both countries and dated 20 August 2008.

<sup>16</sup> Peter O’Neill, Minister for Public Service, Crown Plaza, Port Moresby, 27 March 2009

Both of these models also sponsor research programs and seminars in support of their activities.

**The third model** is one that delivers broad spectrum education and training courses which are primarily aimed at equipping public servants at all levels with skills appropriate to their working environment. This type of school is typically affiliated with other education and training organisations including universities but principally works within a competency based training framework. An example of this type of entity is the UK National School of Government.

The UK National School of Government<sup>17</sup> (NSOG) has been established as a separate non-ministerial department within the UK Public Sector to “ensure that civil servants have the best knowledge and skills to continue the improvement in public service delivery”<sup>18</sup>. It has been given this level of autonomy in order to develop its role as a centre of excellence for learning and development across the public sector. As a government department, NSOG argues that it understands the context in which public service organisations work and the challenges that public servants face. The curriculum covers the range of disciplines and skills required by public servants, with many leading to professional and academic qualifications and all are quality-assured and evaluated.

Its training philosophy is to provide “professional service that blends proven theory with best practice, cutting edge ideas with practical techniques, and engaging presentations with plenty of participation and practice.”<sup>19</sup> The majority of NSOG training programs are directly applicable to the candidate’s workplace and professional experience that are geared towards finding ‘real world’ solutions and improvements. Outside of the public sector, NSOG has relationships with universities, business schools and professional and awarding bodies to ensure that NSOG programs are academically endorsed and accredited. While the majority of its training relates directly to workplace competencies that are accredited through Chartered Institutes, NSOG also offers a master’s program in public administration in partnership with Warwick University.

## **PROPOSED PNG SCHOOL OF GOVERNMENT**

PNG’s strategic direction, supporting plans and predominant thought point at developing PNG’s Public Sector workforce with a commitment to competency based training within a National Qualifications Framework. While the details of the PNG NQF have not been finalized, it is sufficiently developed and robust enough to recognise that the predominance of training within the PNG Public Service is vocational in nature and should be delivered within a competency based training program. While there are some higher education needs at the professional end of the public sector workforce spectrum, these two requirements should be addressed separately.

### **Competency Based Training**

PSWDP is already well advanced in developing the core competencies required across the public sector for delivery in the *New Basics* and *Graduate Development* competency based training programs. While some government departments are developing their own competency based specialist training modules<sup>20</sup>, the bulk of public sector training is delivered by PNGIPA in the traditional classroom

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<sup>17</sup> The National School of Government can be found at: <http://www.nationalschool.gov.uk/>

<sup>18</sup> Cabinet Office Minister Jim Murphy, UK House of Parliament; CAB 016/06 30 March 2006 (<http://www.cabinetoffice.gov.uk>)

<sup>19</sup> [http://www.nationalschool.gov.uk/about\\_us/index.asp?tab=2](http://www.nationalschool.gov.uk/about_us/index.asp?tab=2), 07 April 2009

<sup>20</sup> For example, the Department of Finance’s Financial Training Branch are developing a suite of competencies to support financial management training.

environment. Supported by PSWDP, PNGIPA has already recognised that a transition to competency based training, amongst other initiatives, is fundamental to PNGIPA remaining relevant as a training institution. Given that a transformation of PNGIPA into a SOG is accepted as part of that transition, identification of the most appropriate SOG model is pivotal.

The UK National School of Government has evolved from its predecessor, the Civil Service College. Like PNGIPA, the Civil Service College, and now the UK School of Government, have both enjoyed the heritage of being a large and long-established public sector academy with almost 40 years experience of providing high quality development within the civil service.

*“New challenges require fresh solutions, however, and in recent years the School has aligned itself much more closely with the public service reform agenda, whilst strengthening its own capacity and drawing upon the best thinking and practice that the world of public administration has to offer... This broader and more flexible proposition coupled with a highly client-centric offer characterises the new look and shape of the National School of Government.”<sup>21</sup>*

For the majority of its training outcomes, the UK NSOG operates within a competency based training framework and is transitioning from advertised generic programs to programs contextualised and aligned to the priorities of government. The UK NSOG argues that being an autonomous Government agency allows it reflect wider ownership and accountability across the Civil Service and beyond and to strengthen its strategic role across Government while having the credibility of knowing Government business from within.<sup>22</sup> NSOG is also structurally and organizationally similar to PNGIPA in that it is an independent government department that is governed by a Board. Furthermore, as NSOG has evolved from a traditional public sector training institute into a SOG, it presents an opportunity for PNGIPA to learn and benefit from their transition experiences both to avoid pitfalls and to potentially streamline the transformation. The UK NSOG presents as the most appropriate model for PNGIPA to aspire to in the context of its purpose, similarity, heritage and vocational training programs.

## **REJUVENATING PNGIPA AS A SCHOOL OF GOVERNMENT**

The rejuvenation of PNGIPA into a School of Government will affect every facet of the current organization and the way it operates. To guide this development, a robust PNG Public Sector Training model has been developed from an analysis based on GoPNG's current initiatives and strategic direction. This analysis determined that Public Sector training needed to transition from traditional teaching methods to competency based vocational training that is aligned with the National Qualifications Framework. To be effective, PNGIPA will need to work closely with other Government agencies and training partners with particular emphasis on improving the Public Sector performance at the Sub-National level. PNGIPA must be redesigned and restructured to meet its new responsibilities as a “School of Government”.

The transformation of PNGIPA into the School of Government will make a major contribution towards the Government achieving its strategic priorities under both the long term National Strategic Plan and the Medium Term Development Strategy. The *PNGIPA Corporate Plan 2010-14* represents a significant

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<sup>21</sup> Robin Ryde, Principal and Chief Executive, National School of Government, Annual Report and Resource Accounts 2007-08

<sup>22</sup> Cabinet Secretary Sir Gus O'Donnell, in a press release issued by Cabinet Office, 70 Whitehall LONDON SW1A 2AS

undertaking to play a pivotal role as the Government's lead agency in developing a competent Public Sector workforce. The plan identifies five broad objectives:

- (a) **PNGIPA produces, manages and delivers quality training programs**
- (b) **PNGIPA is rejuvenated as a School of Government**
- (c) **PNGIPA's governance and reporting frameworks will enable effective leadership and efficient management**
- (d) **PNGIPA attracts, develops, retains and effectively manages the right people**
- (e) **PNGIPA's supporting infrastructure and facilities are developed**

PNGIPA has built reform into its Corporate Plan as a means of implementing the government's public sector reform agenda and creating a means of being accountable for contributing to the objective of improving public sector performance.

### **Quality Training Programs**

PNGIPA aspires to develop and manage high quality competency based training (CBT) programs for the public sector. It will achieve this through collaboration with relevant agencies and stakeholders in identifying workplace competency areas required for efficient and effective service delivery. It will develop courses and qualifications as part of the PNG Public Service Training Package that are consistent with, and recognized under, the National Qualifications Framework (NQF).

The Institute will review its current offerings in accordance with CBT and workplace assessment principles retrain its staff in the "shift" and establish appropriate understanding of the training and workplace requirements within the public sector. This will have great impact upon the Public Sector training as it will introduce new modes of delivery that will make training more accessible to all levels of the public sector. Likewise, the Institute will consolidate its link to agencies through a research feedback mechanism they will inform the Institute of the impact of training at the workplace and the service delivery standards. PNGIPA will work closely with stakeholders, such as the Public Sector Workforce Development Program (PSWDP) and other relevant Government agencies, to become a Registered Training Organization within the NQF.

The transition from the existing instructional programs to competency based training will take place progressively over the next three years. Initially the traditional diploma and certificate courses will be broken down into core subject areas and offered as short courses. They will then be redeveloped as competency training modules in line with CBT principles and offered as recognized qualifications under NQF.

### **PNGIPA's Transformation**

The rejuvenation of PNGIPA into a School of Government (SOG) is a major undertaking in the next five years. The SOG will have the lead role in partnership with other Public Sector institutions each bringing in its own strengths thereby enriching and expanding the training services delivered to the public servants.

The current PNGIPA Act will be reviewed to ensure that it provides the legal framework in which to operate to be a successful SOG. PNGIPA information systems will be upgraded to state of the art level.

The organization structure will be redesigned together with the governance frameworks, systems and processes to provide for an efficient organization.

The curriculum of the Institute will be overhauled to shift from the current academic type residential courses not directly linked to competencies at the work place to courses meeting the National Qualification Framework. Eventually all PNGIPA courses will be competency based. This will require the establishment of close working relationships with client organizations. Also the modes of course delivery will be diversified to enable PNGIPA reach a large audience in an economical way. The use of technology will be a key consideration in the design of courses, as more and more public servants have access to technology.

Given the volume of training required, estimated at more than 50,000 public servants, PNGIPA will need to subcontract some of the training and will therefore have to acquire capacity to develop and manage contractual training arrangements with other training providers in the country. Quality assurance, project management, and monitoring and evaluation skills will be developed for PNGIPA staff. PNGIPA will establish partnerships with Provincial and District administrations and other institutions to have access to their facilities for training purposes in provinces and districts.

## **Governance and Reporting Frameworks**

PNGIPA's governance and reporting frameworks will be underpinned by the processes through which the organization is directed, controlled and held to account. It encompasses authority, accountability, stewardship, leadership, direction and control exercised in the organization. Amongst other attributes, evidence of good governance is the existence of a robust policy framework that clearly articulates organizational doctrine, outcomes and expectations. To maintain direction and to effectively deliver superior public sector training outcomes, PNGIPA's initiatives and improvements will be backed by appropriate strategic management.

Sound governance frameworks will underpin and sustain achievement and the positive reputation that PNGIPA needs to develop with government and the public sector. Sound planning is essential for success. Robust governance and reporting frameworks, based on key performance indicators, allow managers to track progress, revise plans and strategies when required and to optimize efficiency and effectiveness. PNGIPA will develop and articulate its planning and policy framework to define functions, allocate accountabilities, prescribe the required performance levels and define the associated reporting and compliance requirements. In a constrained resource environment, this improved efficiency can make resources available for other business imperatives. PNGIPA wishes to become the highest performing Government Agency in PNG.

## **Human Resources**

People are PNGIPA's most important asset and will be recognized as such as PNGIPA develops its human resource policies to meet its organisational and legislative requirements.. This important resource will be managed through effective leadership that is guided by a long-term view in the form of HR strategic plan. PNGIPA will provide challenging and rewarding work, with realistic expectations that allow people to sustain a sound work-life balance. As PNGIPA restructures as School of Government, all positions will be reviewed and assessed for their appropriateness to the new organisational structure in terms of required competencies and grading. Accurate position descriptions, coupled with detailed work plan requirements, effective performance management systems and appropriate training, will result in a well led, cohesive and efficient workforce.

## **Infrastructure and Facilities**

PNGIPA aspires to become a world-class public sector training organisation. To meet the requirements of a world-class public sector School of Government, PNGIPA's supporting infrastructure and facilities need to be developed commensurately.

The plan seeks to improve on the physical infrastructure both at the Main Campus and in Regional Training Centres. Therefore PNGIPA's facilities, both in the main campus and in existing Regional Training Centres, will be managed and developed to meet the long-term requirements of the Institute as a School of Government. In the meantime, PNGIPA's library will be rejuvenated, both in terms of the building and the rehabilitation of core lending and reference collections. In the longer term, plans for a new building to house executive management and corporate support functions will be developed and implemented.

## **CONCLUSION**

The Government of PNG is concerned that the full range of public services are not reaching all the people of PNG and is committed to rectify this issue by achieving an efficient and effective Public Service by 2015. As the Public Sector strives to become more accountable and more service delivery oriented, PNGIPA finds itself spearheading these changes from the training perspective. Proper and appropriately trained public servants will be a key factor in PNG achieving its Public Sector reform aspirations. Accordingly, the Institute will be expected to deliver Public Sector training outcomes that support the development pillars of good governance and efficient and effective delivery of services. Within this framework, PNGIPA has the primary responsibility to plan, organize, conduct and assess a wide range of practical and relevant training programs that will meet the needs of the public sector in PNG and, potentially, throughout the South Pacific.

The *PNGIPA Corporate Plan 2010-14* has been developed and approved to provide clear strategic direction for developing PNGIPA into the School of Government over the next five years. This period represents a time of challenge and opportunity for PNGIPA. The plan clearly defines and schedules all the tasks required to meet Government expectations and establishes the necessary strategic frameworks for governing PNGIPA activity to ensure the effective delivery of training outcomes and to improve 'business' performance.

## **Thank You**