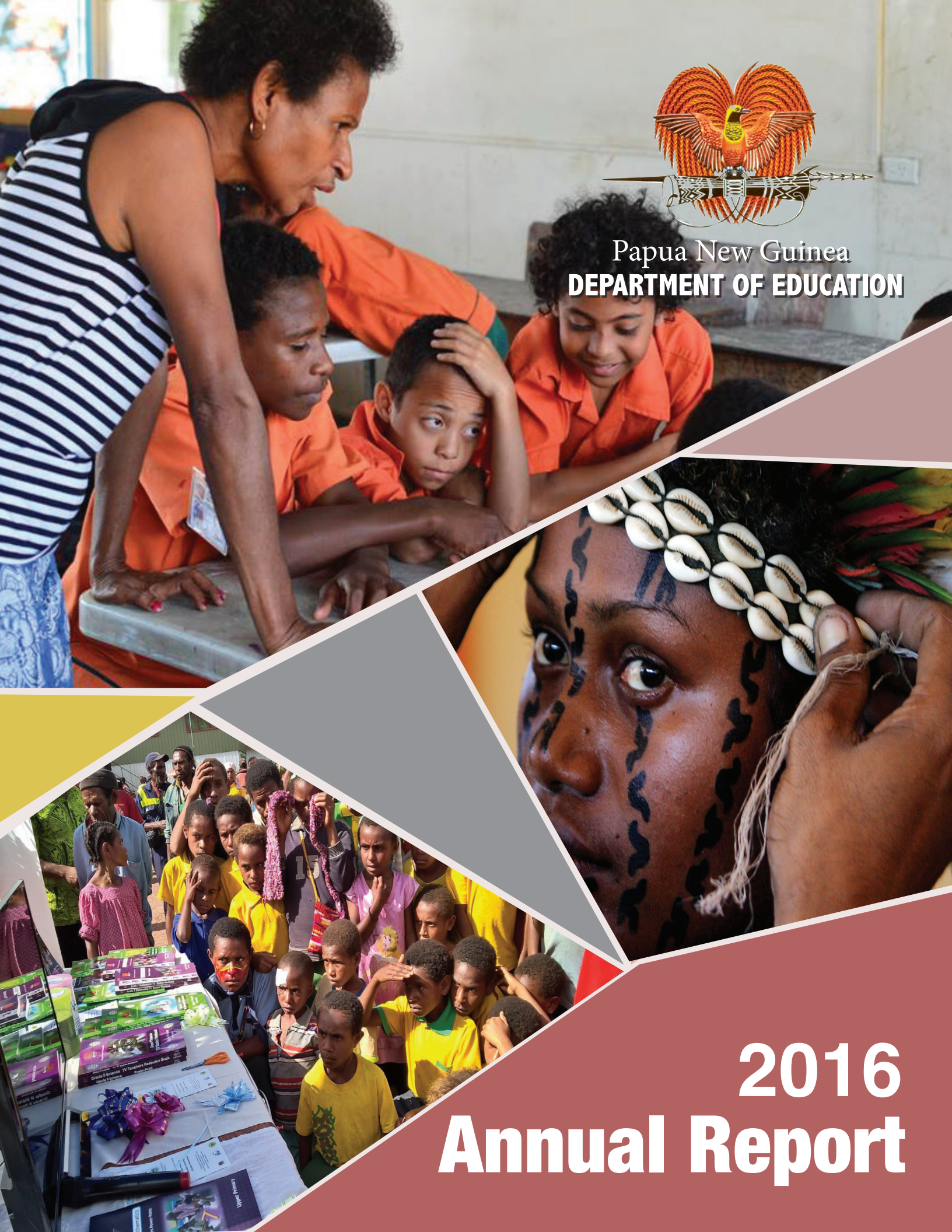




Papua New Guinea
DEPARTMENT OF EDUCATION



2016 Annual Report

National Education System Directory 2015

MINISTRY OF EDUCATION

Minister for Education
Vice Minister for Education

Hon Nick Kuman, MBE, MP
Hon. Gisuwat Siniwim, MP

DEPARTMENT OF EDUCATION

Secretary for Education
Acting Deputy Secretary – Policy & Corporate Services
Acting Deputy Secretary – Teaching & Education Standards
Acting Deputy Secretary – TVET & UNESCO
FAS – Policy & Planning
FAS – Corporate Services
FAS – TVET Operations and Standards
FAS – TVET Curriculum and e-Learning
Acting FAS – Teaching & Learning
FAS – Curriculum & Standards
FAS – UNESCO
FAS – Provincial Services
Acting AS – Policy and Planning
AS – Research, Evaluation and Statistics
AS – Information Communication Technology
Acting AS – Human Resources & Organizational Development
Acting AS – Payroll
Acting AS – Finance
Acting AS – Procurement
Acting AS – Administration
Acting AS – Teacher Education
Acting AS – TVET Operations and Management
Acting AS – TVET Curriculum
Acting AS – TVET Inspections
Acting AS – General Education Services
Acting AS – National Capital District Education Services
Acting AS – Curriculum Development
Acting AS – Measurement Services
Acting AS – e-Learning
Acting AS – Guidance and Counseling
Acting AS – Standards

Dr Uke Kombra, PhD
Mr Walipe Wingi
Dr Eliakim Apelis (PhD) MPS
Mr Godfrey Yerua
Mr Joseph Logha
Mr Peter Kants
Mrs Monica Maluan
Mr Wini Leka
Mrs Annemarie Kona
Mr Titus Hatagen
Mr Andrew Angobe
Mr Maxton Essy
Mr John Kawage
Mr James Agigo
Mr Thomas Podarua
Mr Hams Mipil
Ms Kures Riwa
Mr Camilus Kanau
Mr Joe Eka
Mr Wesley Lakain
Mr Allan Jim
Mrs Asseneth Tugiau
Mrs Rossa Apelis
Mrs Stellina Sergius
Mrs Joyce Tepu
Mr Sam Lora
Mr Steven Tandale
Mr Packiam Arulappan
Ms Hatsi Mirou
Mr Philip So'on
Mr Joseph Moide

TEACHING SERVICE COMMISSION

Chairman
Commissioner – Policy
Commissioner – Operations

Mr Baran Sori
Mr Samson Wangihomie
Mr Matthew Pobaya

OFFICE OF LIBRARIES AND ARCHIVES

Director-General Office of
Libraries and Archives

Mr Kakaito Kasi

HEADS OF PROVINCIAL EDUCATION DIVISIONS

Western	Mr Netsey Baerey
Gulf	Mr Joshua Aivei
Central	Mr Philip Alu
Milne Bay	Mr Roma Tuidam
Oro	Mr Maino Vegoli
Southern Highlands	Mr Joel Raitano
Simbu	Mr Walkaima Essy
Eastern Highlands	Mr Robert Kokao
Western Highlands	Mr Knox Kiap
Enga	Mr Was Rowatina
Sandaun	Mr Daniel Yaman
East Sepik	Mr Pius Munkaje
Madang	Mr Moses Sariki
Morobe	Mr Keith Jiram
West New Britain	Mr Paul Laore
East New Britain	Mr Pius Gawi
New Ireland	Mr Herman Poyasei
Autonomous Region of Bougainville	Mrs Mary Remi
Manus	Mr Leonard Jonli
Hela	Mrs Joan Puname
Jiwaka	Mr Erwin Us



2016 ANNUAL REPORT



**PAPUA NEW GUINEA
DEPARTMENT OF EDUCATION**

Compiled by Media and Communication Unit
Policy and Research Wing
FINCORP Haus, P O Box 446, Waigani, NCD, Papua New Guinea

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Abbreviations

AAC	Academic Advisory Council	IECC	Internal Expenditure Control Committee
ADB	Asian Development Bank	IMG	Implementation & Monitoring Group
AGE	Accelerated Girls Education	IMROC	Implementation of ROC
AIDS	Acquired Immune Deficiency Syndrome	ISP	Institutional Strengthening Project (AusAID)
ALESCO	PNG Government Payroll System	JICA	Japan International Cooperation Agency
APEC	Asia Pacific Economic Cooperation	LLG	Local-Level Government
AS	Assistant Secretary	MER	Multilingual Education Report
AusAID	Australian Agency for International Development	MOA	Memorandum of Agreement
		MP	Member of Parliament
CACC	Central Agencies Coordinating Committee	MPR	Master Position Register
CDAD	Curriculum Development and Assessment Division	MTDP	Medium Term Development Plan
		n/a	Not applicable
CET	Certificate of Elementary Teaching (PNGEI)	Na	Not available
CRC	UN Convention on the Rights of the Child	NBC	National Broadcasting Corporation
CSMT	Curriculum Standards Monitoring Test	NCD(C)	National Capital District (Commission)
DEP(I)	Diploma of Primary Education (In-service) (PNGEI)	NDoE	National Department of Education (DoE)
		NEB	National Education Board
DoE	(National) Department of Education	NEC	National Executive Council
DoT	Department of Treasury (formerly DoFT)	NEP	National Education Plan
E, El.	Elementary	NES	National Education System
E1, E2	Elementary grade 1, Elementary grade 2	NGO	Non-Government Organisation
EDF	European Development Fund	NHS	National High School
EdNet	DoE ICT network	NIP	New Ireland Province
EFA	Education For All	NLA	National Library & Archives (see OLA)
EGRA	Early Grade Reading Assessment	NZAID	New Zealand Agency for International Development replaces NZODA
EHP	Eastern Highlands Province		
EMIS	Education Management Information System	O&D	Organisation Development section, HROD
		OLA/NLAS	Office of Libraries, Archives & Literacy Awareness
ENB(P)	East New Britain (Province)	p., pp.	page, pages
EP	Elementary Prep (Preparatory) grade	PDoE	Provincial Division of Education
EQUITV	Enhancing Quality Through TV Program	PEA	Provincial Education Adviser
ESP	East Sepik Province	PEB	Provincial Education Board
ESIP	Education Sector Improvement Program	PhD	Doctorate of Philosophy
EU	European Union	PIP	Public Investment Program
F&A	Finance & Administration Division	PMSO	(PMO) Provincial Materials (Supply) Officer
FAS	First Assistant Secretary	PNG	Papua New Guinea
FODE	Flexible Open Distance Education	PNGEI	PNG Education Institute (formerly Port Moresby In-service College)
FOL	Flexible Open Learning		
G1, G2 etc	Grade 1, grade 2, etc.	PNGSDP	Papua New Guinea Sustainable Development Program
GoA	Government of Australia		
GoPNG	Government of Papua New Guinea	POM	Port Moresby
HECAS	Higher Education Contribution Assistance Scheme	PP	Policy and Planning Wing
		PS	Primary School
HRM	Human Resource Management	PSC	Public Service Commission
HROD	Human Resource and Organisational Development	PSRMU	Public Service Reform Monitoring Unit
		PTC	Primary Teachers College (formerly CTC – Community Teachers' College)
ICT	Information and Communication Technology		
IDMP	Integrated District Management Project	Q	Q1, Q2, Q3, Q4: Quarter 1, 2, 3, 4 of the year
IEA	International Education Agency	SBC	School Based Counsellor

Abbreviations

SDA	Seventh Day Adventist
SDC	Staff Development Committee
Sec	Secondary – post grade 8
SERC	Special Education Resource Centre
SEOC	Senior Education Officers' Conference
SGD	Standards & Guidance Division
SHP	Southern Highlands Province
SIU	Self-Instructional Unit (CET)
SLIP	School Learning Improvement Plan
SSM	Secretary's Staff Meeting (all DoE ASs, & above,
TSC	Chairman & Commissioners, Director Generals OLA & OHE)
TA	Technical Adviser, Technical Assistance or Travel Allowance (depending on context)
TC	Technical College
TDT	Trainer Directed Training (CET)
TED	Teacher Education Division
TFF	Tuition Fee Free
TMT	Top Management Team (DoE Secretary, D/Ss, FASs)
TSC	Teaching Service Commission
TTC	Technical Training Certificate
TV	Television TVET(D) Technical and Vocational Education and Training (Division)
SSO-Prim	Senior Standards Officer – Primary
SSO-Sec	Senior Standards Officer – Secondary
SWAp	Sector Wide Approach (to Aid programs)
UBE	Universal Basic Education
UNESCO	United Nations Educational, Scientific & Cultural Organisation
UNICEF	United Nations Children Fund
UOG	University of Goroka
UOT	University of Technology
UPNG	University of Papua New Guinea
VocC (Voc.)	Vocational Centre (see VTC)
VTC	Vocational Training Centre
WHP	Western Highlands Province
WNB(P)	West New Britain (Province)



Minister's Message



- Curriculum
3. Expansion of the TVET Sector
 4. Quality Teacher Education and Training
 5. Education Infrastructure

As I look back at the last four years, despite some shortcomings and development changes, I am proud that we have achieved a lot. There has been astronomical school infrastructure development in our districts. This speed of change and growth must be sustained.

As we develop as a country we will still have development challenges, especially when we try to beat the fast growing population and have a price taker environment. Such challenges can only be mitigated by a populated nation and a strong stable government that is people oriented. I am thankful to the Prime Minister, Ministers of cabinet, governors and all members of parliament for making education their priority.

I am indebted to our churches in leading and partnering in education service delivery to all corners of PNG. I am also grateful to our development partners, the private sector and NGOs for your contribution to education.

We now have a new plan for education which is the National Education Plan for 2015 to 2019. This is the road map to addressing some of the challenges that we have been facing in the delivery of quality services to the children and teachers throughout the country.

I encourage the staff to read this plan and continue to be committed in serving our teachers and children of Papua New Guinea.

A handwritten signature in black ink, appearing to read 'Nick Kuman'. The signature is fluid and cursive, with a large initial 'N'.

Honourable Nick Kuman, MBE, MP
Minister for Education

Education is the most important asset for all of us. Education plays a very important role in our life. Without education a person is incomplete, so education makes man a right thinker and a correct decision – maker.

Education is the solution to any problem, it is only education which promotes good habits, values and awareness towards anything like a person who gets a good education will become a good citizen, a more dependable worker and much more.

Hence, the current government has made a decisive position to make education its priority. I am proud to say for the first time this Government is responsive to the needs of our people, one directed towards ensuring that the benefits of our strong economic growth are shared more fairly in our democratic society too.

The Ministry of Education is a strong implementer of key policies and priorities under the Alotau Accord. Since the signing of the Alotau Accord and with the strong, stable and prudent administration of the current Government we have seen a lot of important developments that have taken place around the country.

I am privileged to have been part of a great working team from the Department of Education in the last four years in implementing the following key policies and priorities under the Alotau Accord:

1. The Tuition Fee Free Policy
2. Standards Based Education System including

Secretary's Message



The Annual Report for 2016 shows that overall very good progress was made in implementing government policies and priorities despite the economic situation facing the country.

Significant achievements have been made in the implementation of government policies and priorities as a result of the support from the government in terms of funding and other interventions and reforms.

Challenges have always confronted the education sector every year but we have never forgotten our core goal to provide quality education for all.

With the support of the National Government and donor agencies, we continued to move education forward. Our notable achievements in 2016 include:

- Full implementation of 2016 Tuition Fee Free Education;
- Execution of key recommendations of the Exam Cheating Investigative Task-force has seen the successful conclusion of 2016 National Examinations;
- Swearing in and appointment of new National Education Board members;
- SBC Elementary Syllabus and Teacher Guides as well as English KIT printed and to be delivered in early January 2017;
- All Elementary Teachers in 22 provinces have been trained to teach SBC in 2017;
- Lower Primary 7 x Syllabuses and Teacher Guides for English, Maths and Science were tendered for printing;
- Institutionalizing the Elementary training to Teacher Training Institutions and will begin in 2017;

- Launching of Time In Attendance Management System (TAMS);
- Selections of Non School Leavers for all Teacher Training Institutions centralised;
- Installation of the Braille Embosser in four regions to assist Blind school children;
- Guidelines for the Establishment of new Teacher Training Colleges in place;
- Completion of ZED Number Plates on all vehicles in HQ including up-dates at MVIL with vehicle details. Inspectors vehicles in provinces will commence next year;
- Completed PaBER Search, WASH and UNIT Costs Studies;
- Approval of the National Education Plan 2015 - 2019 by NEC; and the Corporate Plan 2016 – 2018 by the NEC

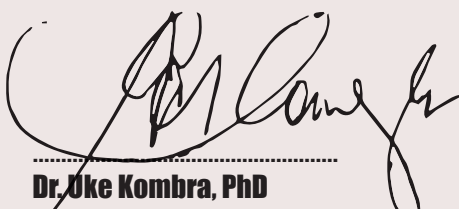
Due to the cash flow crisis we did not complete many of the activities that we planned to do. But I am thankful that we were able to achieve some priority tasks we set out to achieve this year.

As a developing country we acknowledge that our educational issues cannot be resolved overnight but gradually over the years to come with the improvement of the economy.

Some of the challenges we faced included;

- The implementation of Ganim Report to improve teacher's salaries and entitlements;
- Release of TFF funds on a timely basis;
- Rollout of the SBC;
- Improving schools governance and accountability;
- Outstanding NCD & OLA Contractor Claims and
- The issue of student behaviour in schools to name a few.

I look forward to the continued support from the staff of the Department, teachers and students, provincial and district education authorities, churches and development partners in the delivery of quality education and training.



Dr. Oke Kombra, PhD
Secretary for Education

The Education Sector

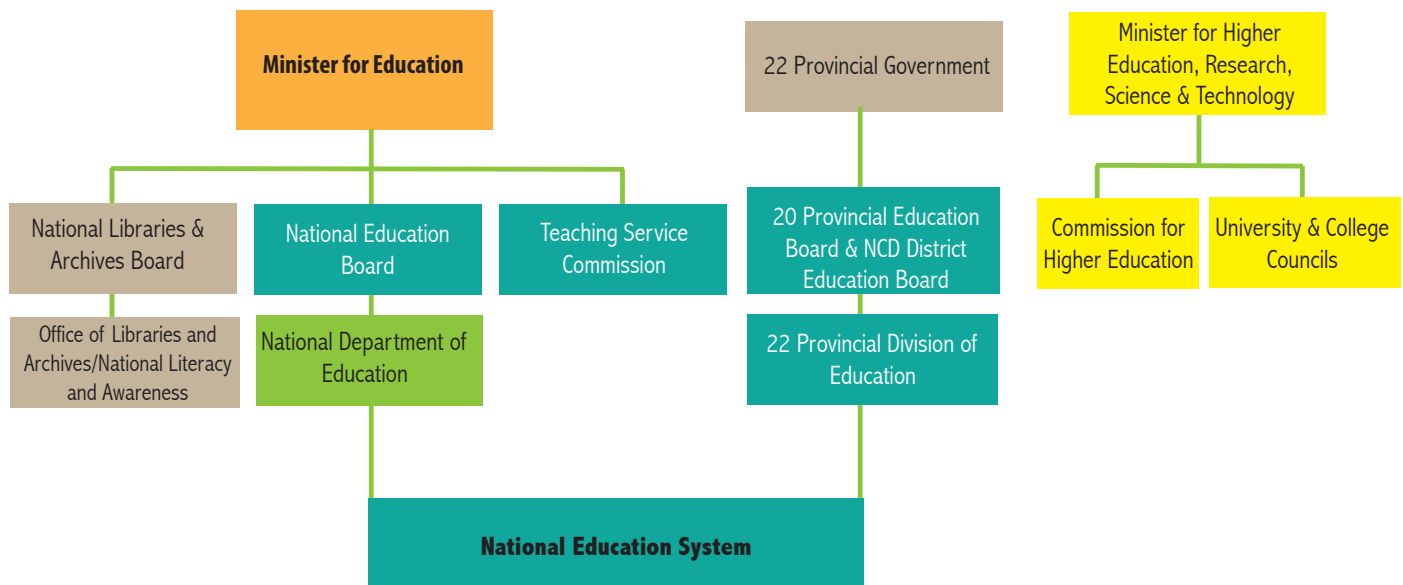


Figure 1: Overview of the PNG education sector

The National Education Board, Department of Education, Teaching Service Commission and Libraries and Archives Board all have their own Acts and they also report separately to the Minister for Education.

Department of Education Annual Report

This is the 2016 Annual Report of the National Department of Education. It, therefore, reports on the responsibilities and activities of the Department of Education, and the thirteen (19) Divisions within the Department's structure. It does not report in detail on the activities of the other bodies in the Ministry.

The Department of Education is the executive branch of the National Education System and is responsible for overseeing and coordinating the development and functioning of the system.

This report, therefore, begins with an overview of the National Education System, progress in education reform and education policy and objectives. It then focuses more closely on the Department of Education's organisational structure and manpower, budget, and the achievements and constraints of each of its divisions.

The National Education System and implementation of the National Education Plan

The National Education System

National Education System administrative authorities Under the Education Act, administration of the Education Act and the National Education System is vested in the following education authorities:

- The Minister for Education
- The Secretary for Education
- Provincial governments
- District administrations
- Education agencies
- The National Education Board (NEB)
- The Teaching Service Commission (TSC)
- Education Boards
- Local-level Governments (LLGs)
- The governing bodies of member schools

The National Education Board

The National Education Board (NEB) is the highest decision making body and is responsible for overseeing the development and functioning of the National Education System (NES) and developing and implementing the National Education Plan (NEP). It is responsible for providing advice to the Minister on these matters, in consultation with provincial governments, the Teaching Service Commission (TSC), and education boards and agencies. The Secretary for Education, as the Departmental Head, is the mandatory Chairman of the Board.

National Department of Education functions

Apart from the *Education Act*, the *Organic Law on Provincial Governments and Local-level Governments*, the *Medium Term Development Strategy*, the *Universal Basic Education Plan* as well as the *National Education Plan* and the *Department of Education Corporate Plan* are significant determiners of the Department's policies, priorities and programs.

The Organic Law strictly limits national department functions and resources to determining national policies and standards, and coordinating their implementation through providing support and advisory services to the provinces in areas such as planning, research, training and staff development.

This includes responsibility for teacher education, teacher inspection and registration, determination of the national curriculum and production and distribution of national curriculum materials and examinations.

National Education System - national component

The Department of Education is responsible for operating and developing the national component of the National Education System – that is the national institutions, namely teachers' colleges, technical colleges, national high schools, special education resource centres, the Flexible and Open Distance Education (FODE) and schools in the National Capital District.

Eighty two percent of the Department's staff are deployed in the field, namely the teachers in national institutions and schools in NCD and the Standards Officers (formerly known as Inspectors) who are



based in provincial and district centres and regional planning advisors. Standards officers are key officers for supporting service delivery and policy implementation at provincial and school level. Their main roles are to provide advice and to maintain and monitor education standards in terms of school management and the effectiveness of teaching and learning.

The remaining management, advisory, technical and support staff are based at the Department's headquarters, where their functions include providing technical and advisory support for the provinces.

National Education System - provincial component

The provincial component of the National Education System is all registered schools in each province, including elementary, primary, and post primary education, which include the secondary grades from Grade 9 to Grade 12 and vocational centres.

The delivery of education services in the provinces and districts, through the operation and development of these schools, is the responsibility of provincial and local-level governments and their provincial and district administrations and provincial education boards.

The provincial education staff includes all the teachers in their elementary, primary, high and secondary schools and vocational centres, as well as the officers in their provincial and district education offices. Ninety two per cent (92%) of all teachers are employed by the provinces.

Partners and responsibilities

The operation and development of the National Education System is based on partnership and close cooperation between the different levels of government, parents, communities and education agencies such as churches, and other non-government organisations.

Under the *Organic Law on Provincial Governments and Local-level Governments*, the *National Education Act* and *Provincial Education Acts*, the development, operation and maintenance of schools must be catered for within provincial, district and local-level government plans, in close cooperation with communities, school governing bodies, education agencies such as churches, and other non-government organisations.

Provincial governments must budget for teachers' salaries and entitlements, as well as funding for basic school materials, operating costs and maintenance. Communities, through schools' governing bodies, share in the responsibility for infrastructure. This includes sharing responsibility for planning for, providing and maintaining school buildings, teacher housing and ancillary facilities.

Amendments to the *Organic Law on Provincial Governments and Local-level Governments* in 2003 replaced the provincial component of education subsidy with Education Function Grants. Function grants are required to be spent on operating costs and maintenance, and at least half must be spent in the districts and on the *minimum priority activities*.

The National Education Plan

Major developments in general education were made seventeen years ago following much research, consultation and planning by many people. This has been through the implementation of the National Education Plan 1995–2004, *National Education Plan Update Number 1, 1999* and *National Education Plan 2005–2014*.

The NEP is aimed to increase access and participation at all levels of education and to support the Education For All goals of Universal Primary Education. It also aimed to revise the curriculum to be more relevant to community life, through the introduction of vernacular education and the focus on life skills in the curriculum, and to allow students to pursue a range of post Grade 8 pathways.

Successes

There have been many successes but many challenges still remain. We have continued to expand access to education and also continued to implement the National Education Plan 2005–2014. In 1993, before the education reform, total enrolment was only 500,000. Since then enrolments have grown two to three times faster than population growth and have more than doubled without increasing Education's share of the national budget until 2012 when the National Government approved the release of K602.0 million to be paid to all schools in the country.

Challenges

The major difficulties experienced in 2015 related to financing core functions and funding schools, infrastructure, law and order, and provincial capacity to provide education services.

The challenge for the nation is how to help all of our children complete 9 years of relevant and quality basic education. We must also provide many more opportunities for young people to take part in relevant and quality education and training through a variety of pathways after primary school. Challenges due to the general social, economic and political environment include population growth of 2.7%, HIV/AIDS, deteriorating law and order, and transport, communications and other infrastructure, and low provincial capacity to finance, manage and deliver education and other services.

Further information about the reform and education policies

The system has been guided by the Government's *Medium Term Development Strategy 2005-2010*, *the National Education Plan 2005 - 2014*, the introduction of SWAP, the PNG Vision 2050 leading to the DoE Vision 2030 and continues to be under the Provincial Education Plans that are based on the National Education Plan.

The *National Education Plan 2005–2014* was officially launched by the Governor General, Grand Chief Sir Paulias Matane, on March 18, 2005. It was developed in 2003 and 2004 following extensive

consultations with stakeholders in every province. After being endorsed by the National Education Board (NEB) and Central Agencies Coordinating Committee (CACC), it was approved by the National Executive Council (NEC) on December 14, 2004, for implementation from 2005 (NEC Decision 236/2004). Provinces began work on updating their Provincial Education Plans in 2005, with assistance from the Department's planning team.

The new Plan was developed on the principles that it must be affordable, sustainable, achievable and equitable. It builds upon the strong foundations of the previous Plan and gives increased emphasis to certain areas, such as improving retention in basic education, increasing post primary opportunities through alternative pathways of education and training, skills development, self-reliance, improved management and cost effectiveness. It incorporates the implementation of *Education For All Goals and Millennium Development Goals*.

The State of Education in Papua New Guinea, which is produced by the Policy and Planning Wing, details implementation progress and concerns at the time of publication. The most recent edition was produced in June 2008. The *National Education Plan 2005–2014* also includes an analysis of education reform progress and difficulties.

Further details about the education system and implementation of the National Education Plans are presented elsewhere in this report.

Structure of the Education System

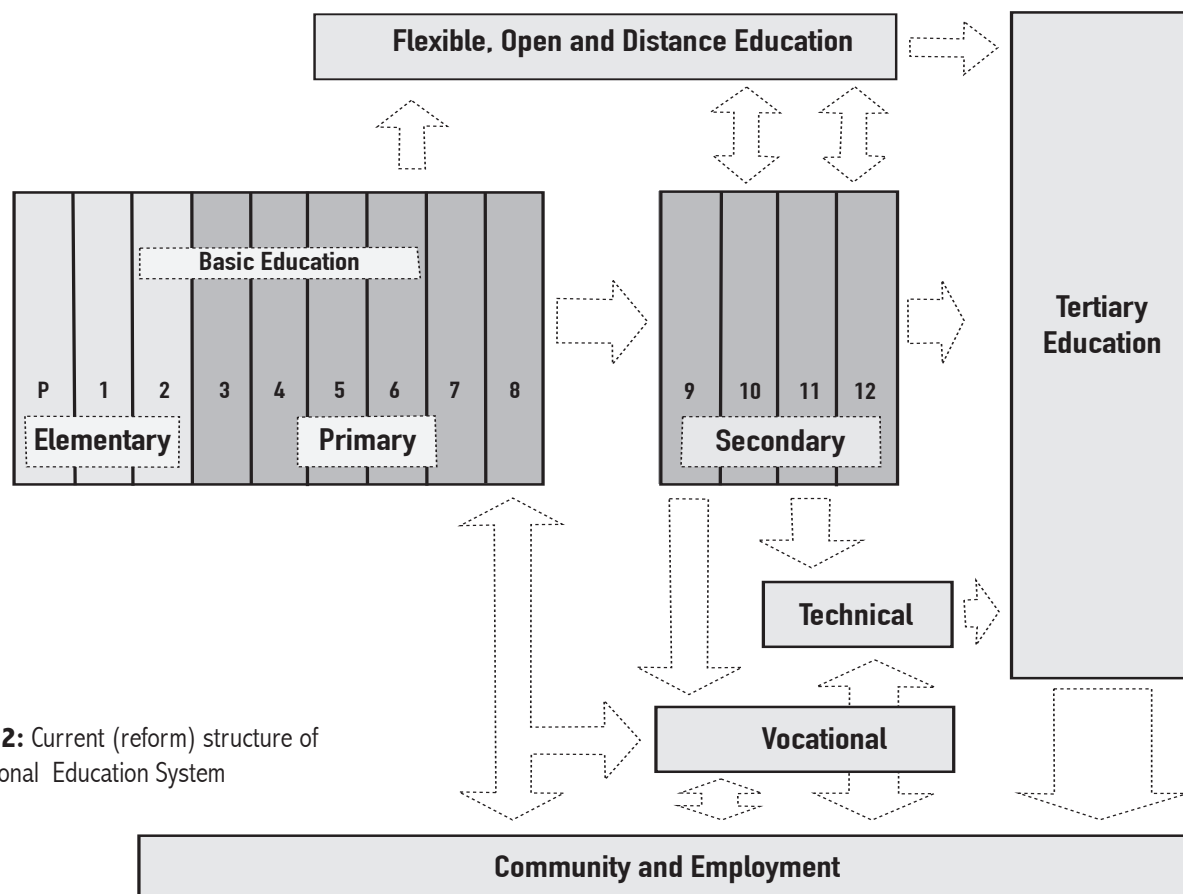


Figure 2: Current (reform) structure of the National Education System

The National Education System

Students

Figure 3: National Education System 2016 mid year enrolments by sectors

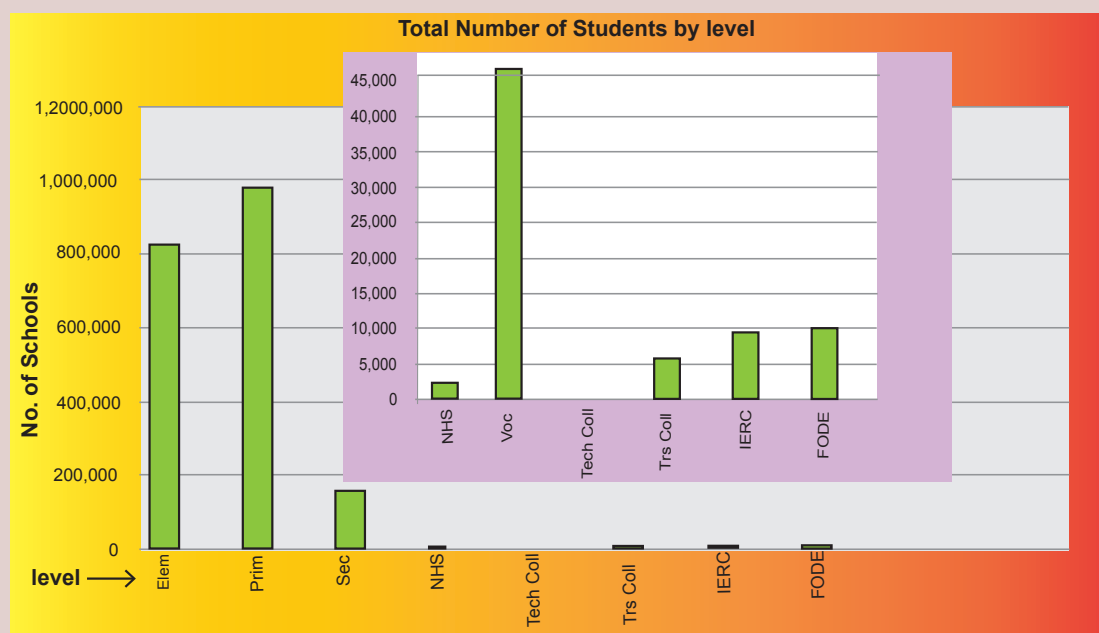
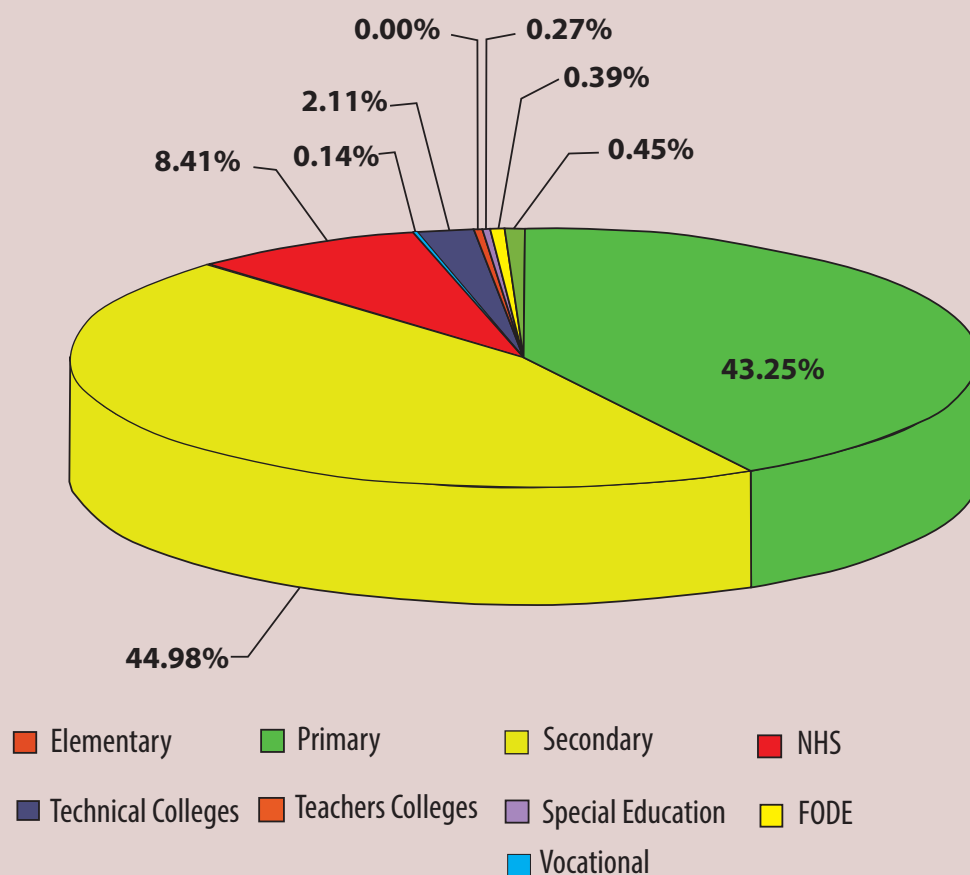


Figure 4: NES 2016 mid year enrolments - by level of education (not type of school).

In Figure 4, elementary includes all children in grades EP, 1 and 2, whether in elementary or primary schools. Upper primary includes all children in grades 6-8, whether in primary school or provincial high school.

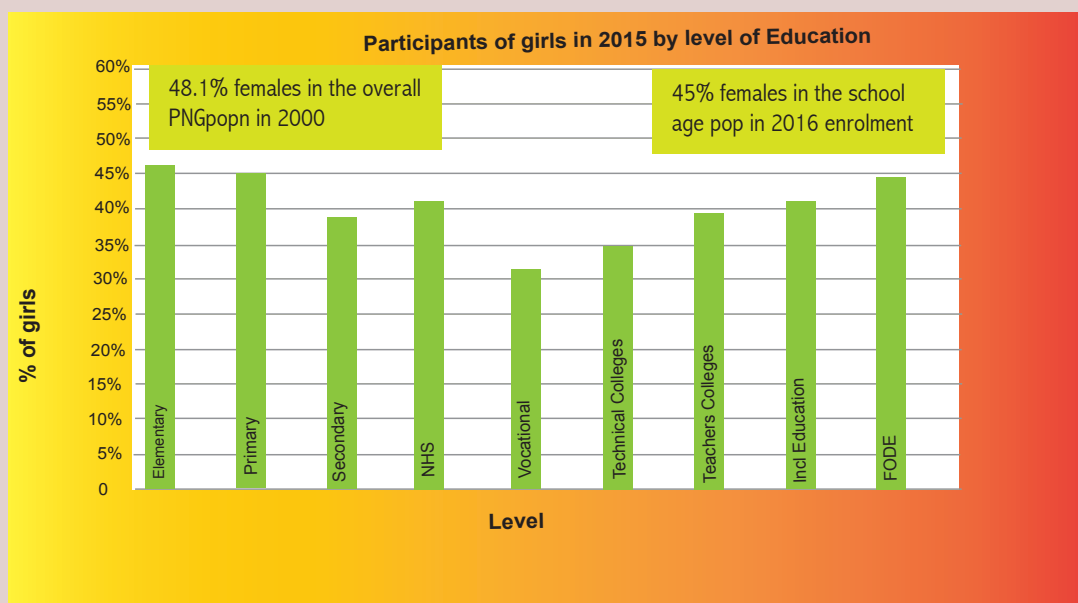
% Breaddown of Enrolments by Sector 2016



Gender Equity

Figure 5: Participation of girls in education in 2016 by type of school.

There has been a gradual increase in the percentage of girls attending school since the start of the education reform.



Teachers

Figure 6: The National Teaching Service (by type of school)- quarter 4, 2016

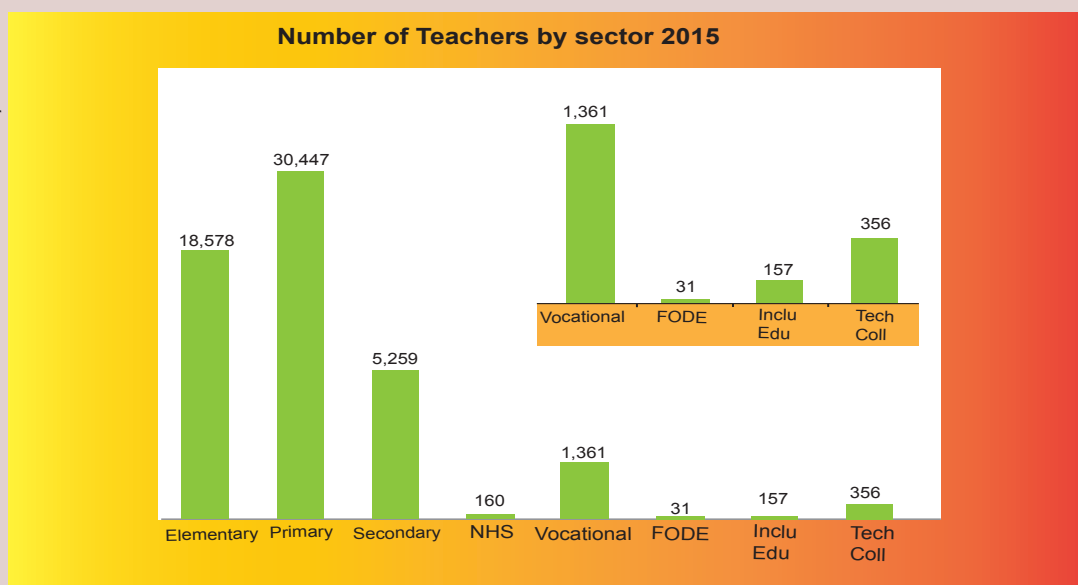
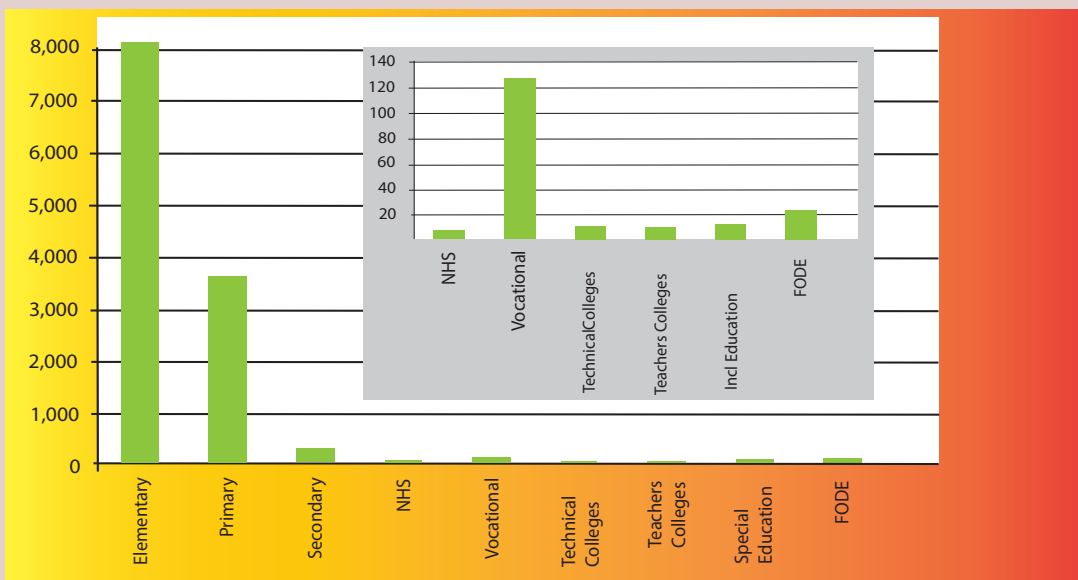


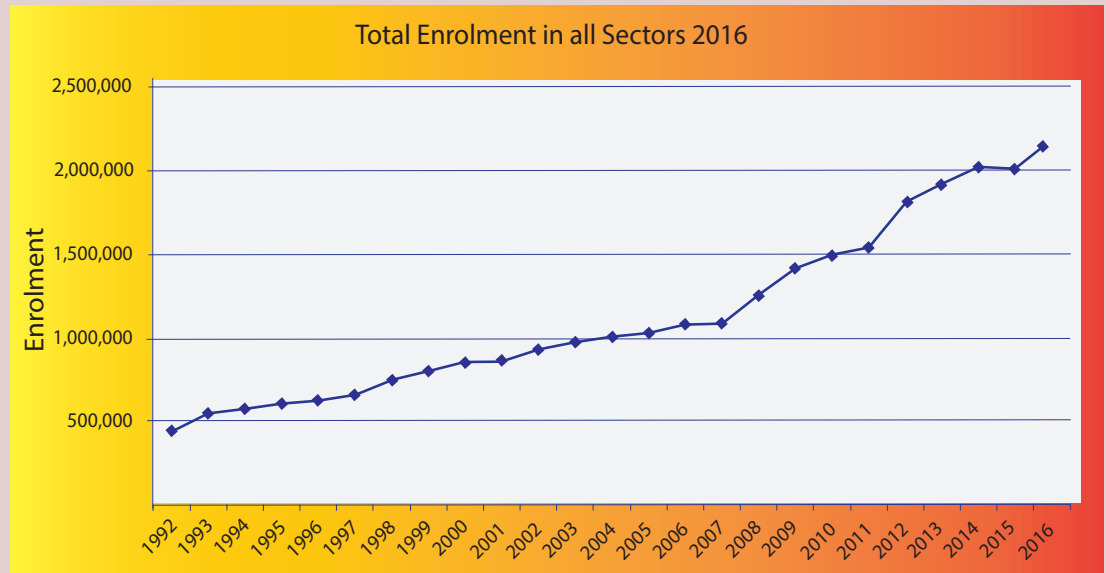
Figure 7: The National Education System – number of institutions in 2016 (by type of school).



Growth in education 1992-2016: improving access through education reform

Total enrolment

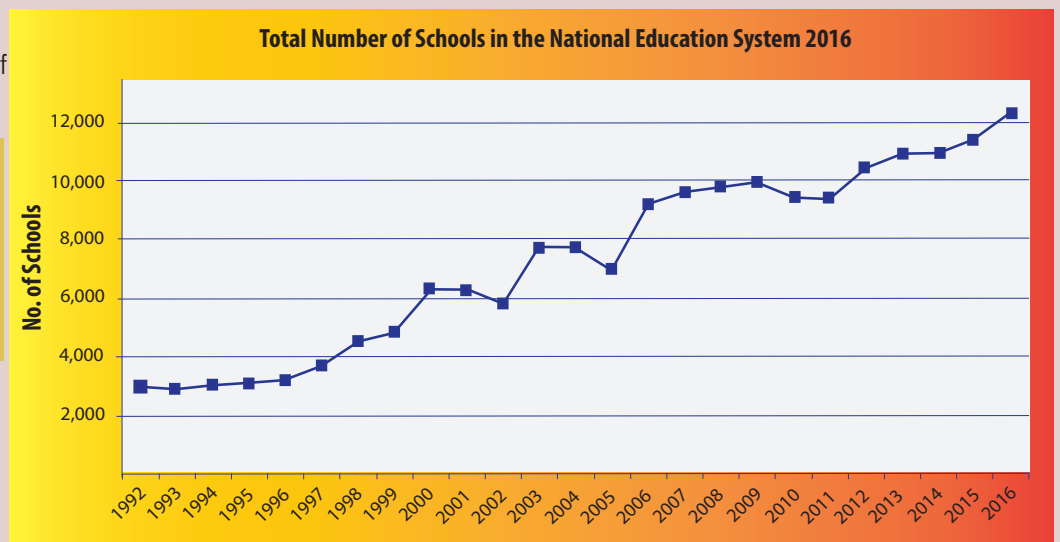
Figure 8: Growth in total school enrolments, 1992-2016.



Schools

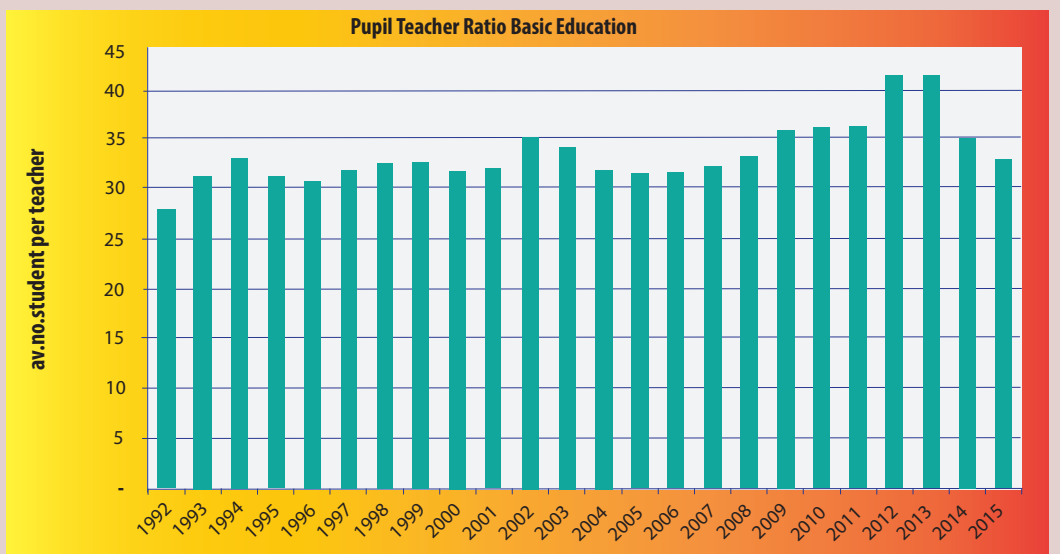
Figure 9: Growth in the total number of schools in the NES, 1992-2016.

Most of the increase in the number of schools is in the elementary sector. There were none before 1994. Elementary schools are closer to children's homes and provide easy access for many young children.



Growth in teacher numbers has been required to cater for the growth in enrolment.

Figure 10 : Student to teacher ratio, 1992-2016 – the total number of students for each year divided by the total number of teachers.



Growth in enrolment in different sectors

Figure 11: Transition from grade 8 to grade 9, 1998-2016

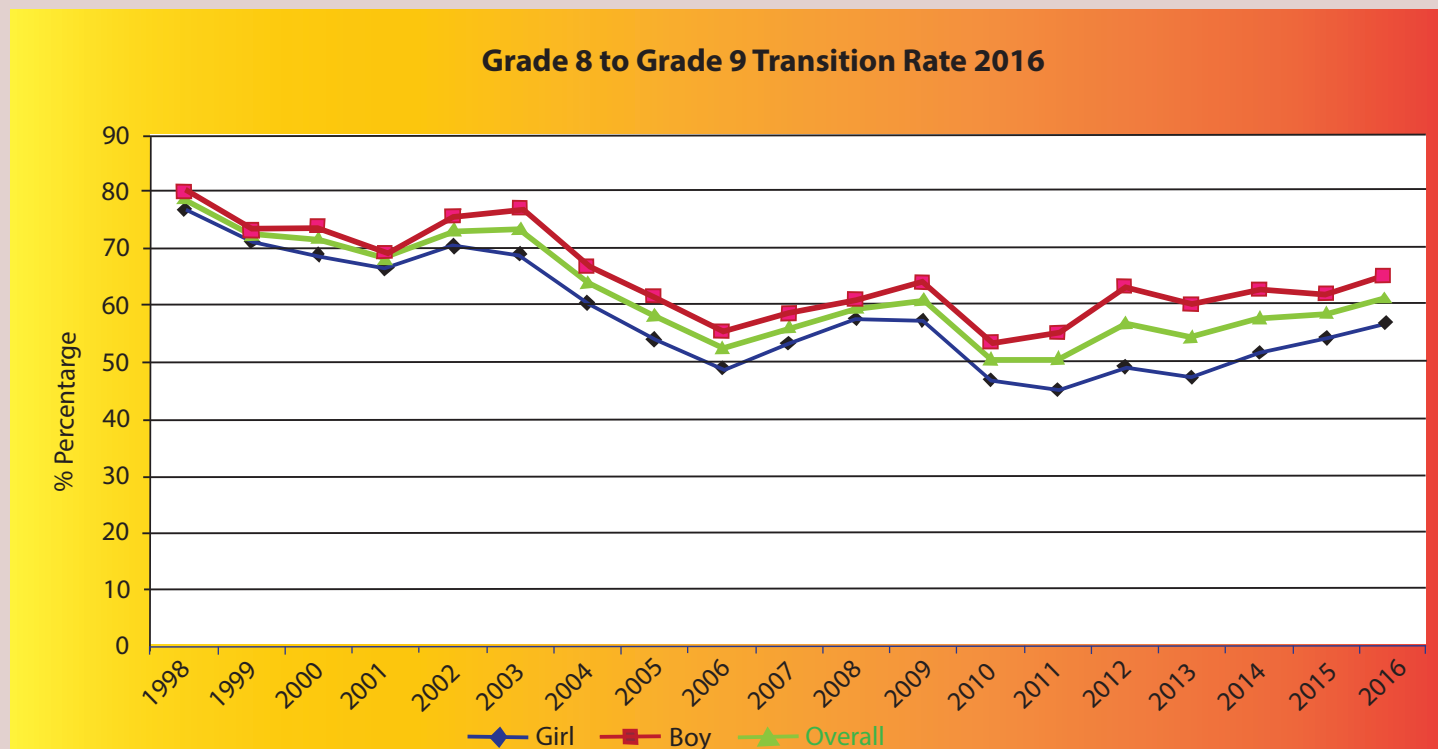
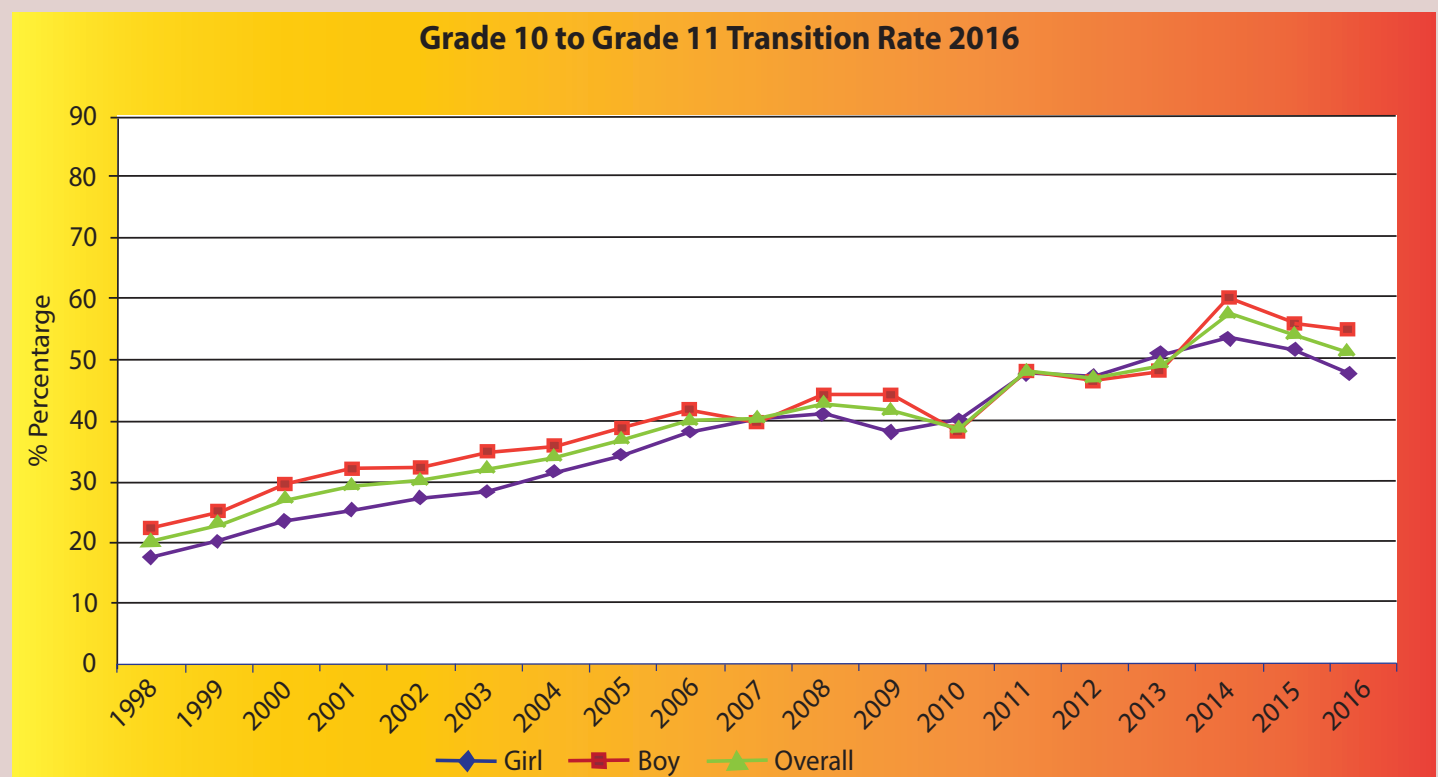


Figure 12: Transition from grade 10 to grade 11, 1998-2016





Education Policy and Objectives

Legal framework

The National Education System, and the Department of Education's functions and responsibilities are governed mainly by the following Laws and guidelines:

- *The Organic Law on Provincial Governments and Local-Level Governments*, 1995, as amended 1996–1998
- *The Education Act*, 1983, as amended 1995
- *The Teaching Service Act*, 1988, as amended 1995
- *The National Libraries and Archives Act* 1993.
- *The Higher Education Act*, 1983, as amended 1995 and 2000
- *The Public Service General Order*
- *The Public Finance Management Act*

Department of Education objectives and strategies

These are determined by the legal framework and policy. They are detailed in the Department of Education Corporate Plan 2011–2015, the *National Education Plan 1995–2004* updated in 2000 and the *National Education Plan 2005–2014*.

Policy framework

National policy objectives and strategies for education have been shaped by the National Goals and Directive Principles of the National Constitution, the Education Act and international obligations, as well as fairly consistent statements of policy and education development strategy by successive governments. Lately, the emergence of the Vision 2050 with the seven development pillars have been accommodated. This consistency has been important to the progress achieved in education reform.

1. National Goals and Directive Principles

The National Goals and Directive Principles of our National Constitution are:

1. Integral human development of all citizens
2. Equity and participation
3. National sovereignty and self-reliance
4. Natural resources and environment
5. Papua New Guinea ways.

2. Major Government policies and international obligations

- Vision 2050
- Papua New Guinea Development Strategic Plan (DSP) 2010-2030
- Medium Term Development Plan (MTDP) 2005–2010 and 2011-2015
- Recovery and Development
- Reduction in the size and cost of the public service
- Provision of services at the provincial and district level.
- Millennium Development Goals
- Education For All goals
- UN Convention on the Rights of the Child.

3. Vision 2050

The Vision 2050 is a long-term strategic plan for Papua New Guinea. It is designed to map out the future direction for our country and reflect the aspirations of the people of Papua New Guinea. The Vision 2050 maps out PNG's development initiatives for the next 40 years and identifies seven strategic pillars underpinning economic growth and development. The PNGDSP translates the seven strategic focus areas of Vision 2050 into directions for economic policies, public policies and sector interventions with clear objectives, targets and indicators.

Vision 2050 is underpinned by seven Strategic Focus Areas, which are referred to as pillars:

- Human Capital Development, Gender, Youth and People Empowerment;
- Wealth Creation;
- Institutional Development and Service Delivery;
- Security and International Relations;
- Environmental Sustainability and Climate Change;
- Spiritual, Cultural and Community Development; and
- Strategic Planning, Integration and Control.

The education sector is tied in with pillar one but at least it should capture the other six pillars in the planning and management.

4. PNG Development Strategic Plan 2010-2030 (PNGDSP)

The Papua New Guinea Development Strategic Plan, 2010-2030 has ushered in a new era of development planning for our country. Building on the Vision 2050, this strategic plan now marks the way to prosperity. This plan is the substance of Vision 2050, clearly describing where we want to be by 2030. It is the map for our nation, explaining how we can attain prosperity for all our people.

5. Medium Term Development Plan

The Medium Term Development Plan (MTDP) 2011-2015 is the Government's policy document for development. The MTDP guides the development of sector policies, plans and strategies. The allocation of scarce resources will be prioritised across sequenced targets and deliverables over the 5 year period of the MTDP. Sectors, provinces, CSOs and development partners' Public Investment programs and budget appropriations will be aligned to priorities of Vision 2050, PNGDSP and the first MTDP.

Vision 2050 and PNGDSP both provide economic development frameworks and performance indicators that enable policy proposals to be prioritised and closely monitored through implementation of the MTDP.

The Medium Term Development Strategy priorities for the education sector are:

- Basic education as the first priority, with the goal being for all children to complete nine years of basic education.
- Vocational and technical training as the second priority, with secondary and tertiary education third and fourth priorities.

6. Policy on Recovery and Development

The Government's Policy on Recovery and Development focuses on three interrelated objectives in order to facilitate economic and social recovery and development and strengthen political and administrative systems.

The Policy's objectives are to:

- ensure good governance
- embark on an export driven economic growth strategy so as to enhance macroeconomic stability and to facilitate greater private investment and competition; and
- foster rural development, poverty reduction and empowerment through human resource development.

7. Policies specific to education

- Integral Human Development
- Education for All
- Universal Primary Education Universal Basic Education 2010-2019
- Increased access to education at all levels
- A priority for support for quality elementary, primary and secondary education
- Reform of the curriculum to provide quality education that is relevant to the life of the people – 'skills development for life'
- Increased retention of children in school at all levels
- Equal participation by females and males in all levels of education

- Increased participation by the poor, people with physical and, mental disabilities, and those who are socially or educationally disadvantaged
- Development of literacy skills for all
- Improved technical and vocational education
- Public, Private and Church Partnerships
- Self-reliance in schools
- National Education Plan 2005–2014
- HIV/AIDS Policy for the National Education System.
- Tuition Fee Free Education

8. Objects and purposes of the National Education System

The Education Act, as amended, 1995, Section 4 Subsection (1) states that: Bearing in mind the National Goals and Directive Principles of the Constitution, the objects and purposes of the National Education System, by maximum involvement and co-operative effort by persons and bodies interested in education in the country (including the State, the teaching profession, provincial governments, local-level governments, churches and the community as a whole) and the maximum utilization of the resources available from all sources, are:

- for the integral human development of the person; and
- to develop and encourage the development of a system of education fitted to the requirements of the country and its people; and
- to establish, preserve and improve standards of education throughout the country
- to make the benefits as widely available as possible; and
- to make education accessible to the poor and the physically, mentally and socially handicapped as well as to those who are educationally disadvantaged, as far as this can be done by legislative and administrative measures, and in such a way as to foster among other things a sense of common purpose and nationhood and the importance and value of education at all its various levels.

9. National objectives

The National Executive Council has assigned three national objectives to the Ministry of Education:

- To develop an education system to meet the needs of Papua New Guinea and its people, which will provide appropriately for the return of children to the village community, for formal employment, or for continuation to further education and training
- To provide basic schooling for all children as this becomes financially feasible
- To help people understand the changes that are occurring in contemporary society, through the provision of non-formal education and literacy programs.

10. Mission Statement

The Department of Education's mission, as defined by the National Executive Council, and stated in the Department's Corporate Plan and the National Education Plan, is the same as the objectives and purposes of the National Education System, as stated in the *Education Act*.



The mission is fivefold:

- To facilitate and promote the integral development of every individual
- To develop and encourage an education system which satisfies the requirements of Papua New Guinea and its people
- To establish, preserve, and improve standards of education throughout Papua New Guinea
- To make the benefits of such education available as widely as possible to all of the people
- To make education accessible to the poor and physically, mentally and socially handicapped as well as to those who are educationally disadvantaged.

11. Aims of education

Consistent with the philosophy of Integral Human Development, as enshrined in the National Constitution and the *Philosophy of Education Report*, successive governments have called for an education system which:

- gives value and status back to appropriate community attitudes, knowledge and skills which are relevant to community development, and
- supplements this with a degree of competence in English, mathematics and science in order to ensure the development of Papua New Guinean citizens who:
 - ▶ are committed to their own personal development and view education as a continuing life-long process
 - ▶ are imbued with a productive work ethic, and value both rural and urban community development activities in the context of national development
 - ▶ are prepared for the realities of life in most communities; and
 - ▶ have the capacity to participate in further training for manpower needs.

12. Aims of the National Education Plan 2005–2014 : Major goals and initiatives

- To provide the opportunity for every six year old child to enter school by 2012 and have them complete nine years of basic education.
- To provide an education system with multiple pathways for all Papua New Guineans who complete Grade 8.
- To provide a quality education system that is cost effective and affordable.

13. National Education Plan 2005–2014: Major Outcomes

- Every 6-year old child enters the Elementary Preparatory Grade by 2012 and completes three years of basic relevant education
- All children have the opportunity to complete a full, quality primary education of six years to Grade 8.
- A relevant, affordable and quality secondary education provided to selected Grade 8 and Grade 10 graduates.
- The provision of a flexible, open and distance education gives alternative opportunities to students to pursue other pathways of formal education.

- A variety of institutions offering courses of varying lengths to students completing primary education and to the wider population to gain appropriate skills to satisfy both personal and community demands.
- A cost-effective technical education system, both public and private, that is responsive to change and offers a wide range of courses appropriate to, and accredited by industry.

14. Millennium Development Goals

At the Millennium Summit in New York in September 2000, the states of the United Nations reaffirmed their commitment to working towards a world in which sustaining development and eliminating poverty would have the highest priority. The eight Millennium Development Goals grew out of the agreements and resolutions of world conferences organised by the United Nations in the previous decade. These goals, which Papua New Guinea, along with all other United Nations member states, has committed to, are:

- Goal 1: Eradicate extreme poverty and hunger
- Goal 2: Achieve universal primary education
- Goal 3: Promote gender equality and empower women
- Goal 4: Reduce child mortality
- Goal 5: Improve maternal health
- Goal 6: Combat HIV/AIDS and other diseases
- Goal 7: Ensure environmental sustainability
- Goal 8: Develop a global partnership for development

Every effort is being made for children to achieve a primary education, but in the current economic climate it is difficult to see how the second goal can be achieved in the time frame.

15. Universal Primary Education (UPE)

There are three components of universal primary education:

- All children should begin formal primary schooling (grade 1) by the age of seven
- All children should complete the primary cycle of education (which in Papua New Guinea is to the end of grade 8)
- All children should reach a required standard of literacy and numeracy at the end of this primary cycle of education.

16. Universal Basic Education Plan (UBE) 2010-2019

The UBE Plan is linked to and complements existing plans and policies endorsed by the government to address basic education issues. These includes the National Education Plan 2005-2014, and the PNG Medium Term Development Plan (MTDP) 2011-2015, are now of the view that nine years of basic education is required to prepare its people for life in an increasingly sophisticated world. Papua New Guinea's UBE is defined as education from elementary to grade eight.

In PNG there are three components to Universal Basic Education:

- Access - All children should enter school at a specific age – they should enter elementary prep at the age of 6 years;
- Retention - All children should complete the elementary and primary cycles of education that constitute a basic education – this is nine years of basic education;
- Quality - All children should reach a required standard of literacy and numeracy at the end of these years of education.

UBE is based on the vision of providing all school aged children equal access to quality basic education which provides them with lifelong skills in order to contribute to the development of the country. Thus, the Plan draws attention to accommodate for the significant numbers of school aged children that are still out of school. The UBE priorities capture the main purpose and objectives of education in PNG.

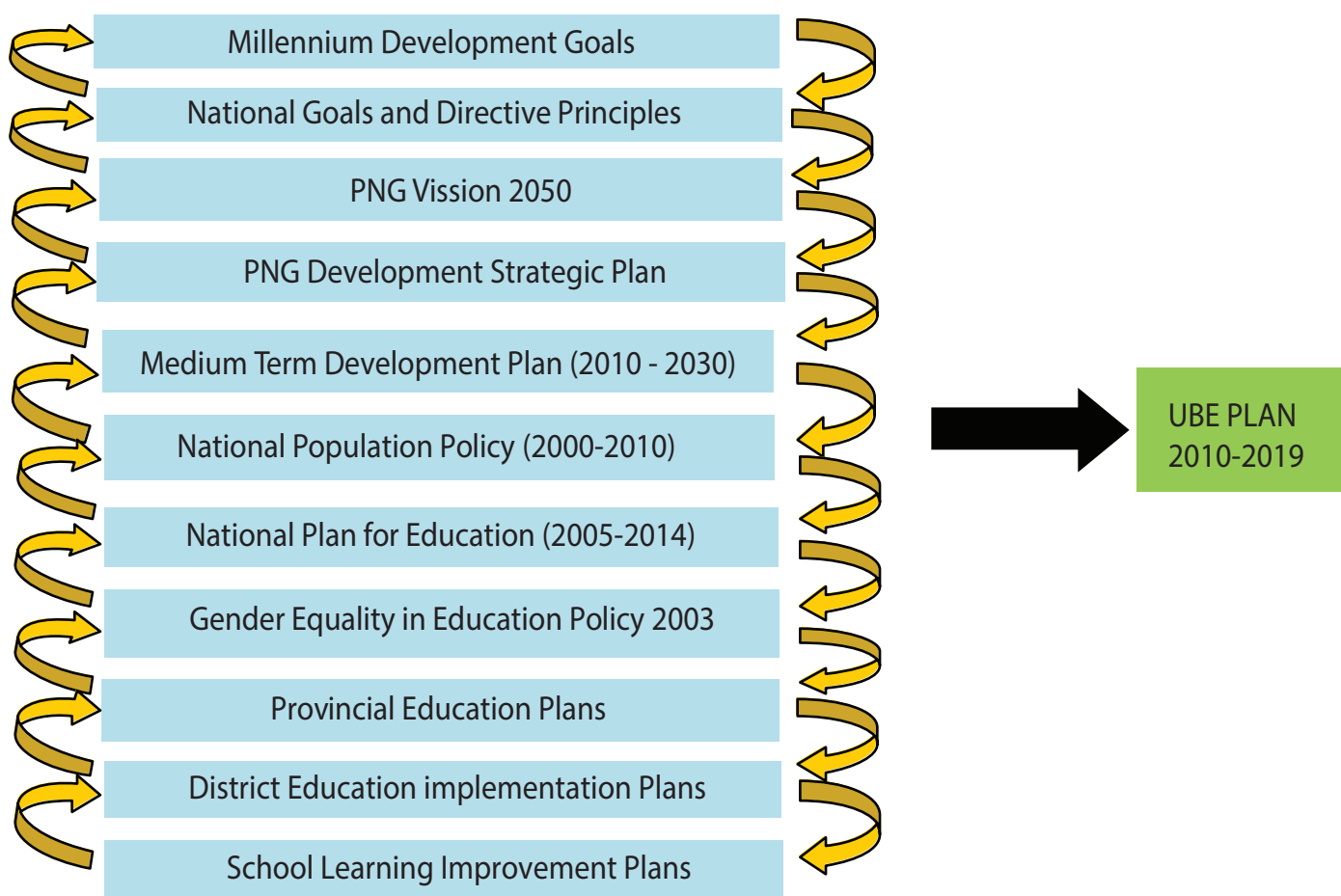


Figure 13: Linkage of the UBE Plan to other Existing Plans and Policies

17. Education Sector Improvement Program

Papua New Guinea continues to work closely in partnership with donor agencies to support the Department of Education that they provide the desired outcomes consistent with the National Plan for Education. The Education Sector Improvement Program (ESIP) follows the principles of the government's Sector Wide Approach (SWAp).

18. Education For All (EFA)

The six Education For All (EFA) goals from the United Nations were agreed to by all nations at Jomtien, Thailand, in 1990, and reaffirmed in Dakar, Senegal, in 2000. These goals, which Papua New Guinea has committed to, are:

- To expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children
- To ensure that by 2015 all children have access to free and compulsory primary education of good quality
- To ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs
- To achieve a fifty percent improvement in levels of adult literacy by 2015
- To eliminate gender disparities in basic education by 2005
- To improve all aspects of the quality and excellence of education with measurable learning outcomes.

Every effort is being made to give children the opportunity to achieve a primary education, but, in the current national budget framework the second Education For All goal will not be achieved in the time frame. The National Education Plan 2005-2014 aims to achieve the fifth EFA goal within the timeframe of the NEP as opposed to that stipulated by EFA.

19. United Nations Convention on the Rights of the Child (CRC)

Papua New Guinea signed the UN Convention on the Rights of the Child in 1993. Article 28 of the Convention is a commitment to promote the right of all children to have an education. It stresses that this right must be achieved on the basis of equal opportunity. The Goals of Article 28 of the Convention on the Rights of the Child include:

- To make primary education free and compulsory
- To promote the different forms of secondary and vocational education and make educational and vocational information available to all
- To make higher education accessible to all
- To take measures to encourage regular attendance at schools and reduce dropout rates





Department of Education

ORGANISATIONAL STRUCTURE, MANPOWER, BUDGET & TFF SECTIONS

Establishment and Manpower Ceiling

The Education Payroll

- Figure 14 page.20 provides an overview of the total employees on the 'Education Payroll', both public servants and teachers in 2015.
- More than 99% of the total employees are teachers, while the remaining, less than 1% are public servants.
- Less than 10% of the total number of public servants and teachers on the Education Payroll are employed within the organisational structures and budgets of agencies and institutions within the Ministry of Education.
- The remaining 90% come within the structures and budgets of the provinces. This includes all teachers in provincial institutions as well as public servants in provincial education offices, and provincial libraries.
- All data input for the 'Education Payroll is processed by the ALESCO Payroll System within the Payroll Division.
- Personnel and salaries functions have been decentralised to 14 provinces as of 2015. These provinces process and maintain personnel and salaries records for their employees (both teachers and public servants) and forward the data to Payroll Related Services for input to the payroll system. Payroll and Related Services, HROD, carries out these functions for the 8 remaining provinces, and the public servants in the Ministry of Education.
- The Payroll Division continues to provide fortnightly payroll reports to provinces and divisions. However the provinces and divisions continue to fail each year to provide appropriate documents (EDB.023 & RoDSS) to effect the changes on the Payroll System.

Ministry of Education Establishment and Manpower Ceiling

- Table 1 below, Figure 24 and 25, page 24, and Table 13 p.135 summarise the Ministry of Education's staff ceiling and establishment in 2015.

Table 1 :Ministry of Education staff ceiling and establishment, quarter 4, 2016

Staff Establishment Register for 2016	
Approved Staff Ceiling	1,049
Approved Budget Ceiling	0
Staff on strength	756
Substantive	417
Acting	323
Unattached	12
Short Term Contract	14
vacancies	632

- The manpower ceiling approved for the Ministry in the 2015 National Budget appropriation was 1,049 public service positions and 3,238 teaching service positions in National Institutions and National Capital District Schools.

Public Servants

- Figure 14 and 15, page.20, and Table 12, page. 89 provide information about public servants in the Ministry of Education in 2016.
- There are 756 public servants on strength in the Ministry of Education structure in quarter 4, 2015. 622 of the staff on strength were in line divisions providing support services for general education, teacher education and technical and vocational education.

Teachers

- The number of teaching positions approved by TSC is based on the number of teachers expected to be required for the number of children who enrol in each school. The total number of teachers reported to be on the payroll by Pay 26 in 2016 was 56,273.

Gender Equity

- Figure 20, page.22 shows the percentage of females employed at different levels in the public service in the Ministry of Education. Similar information for students and teachers were not available at the time of printing.
- In 2016, overall 33% of the Ministry's public servants were female and 66% were male. The highest percentage of females (47.4%) was as 'support staff' category (grades 3–10).

Localisation

- The extent of localisation of the teaching service and the public service within the Ministry of Education is summarised in Figure 21, page.22.
- More than 98% of teachers, and 99% of the public servants, are national staff. The number of non-local officers continues to be progressively reduced.
- Elementary, primary and special education teaching positions are fully localised.

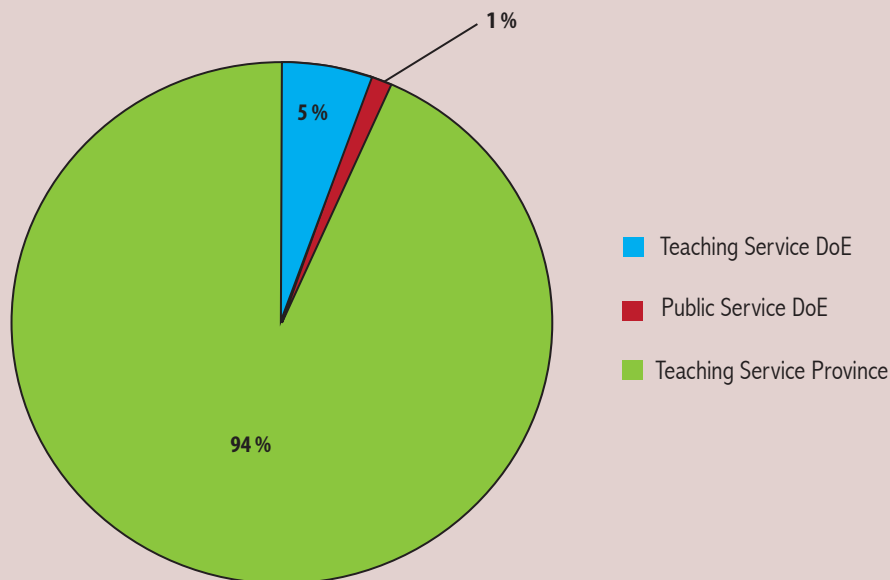
National Education System

Staff on strength

Sources of data for Figure 23–Figure 30

- For source details and data tables see pp.118 – 119
- DoE records, O&M, SGD, GES/NCD, Corporate Data, TVET, TED.

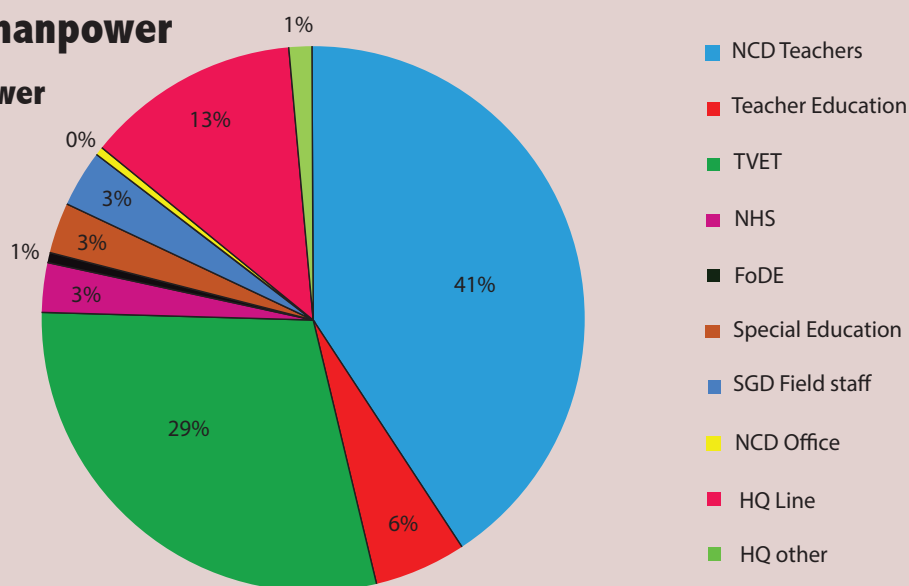
Figure 14: Staff on strength /payroll in the National Education System quarter 4, 2016, excluding provincial public servants.



Ministry of Education manpower

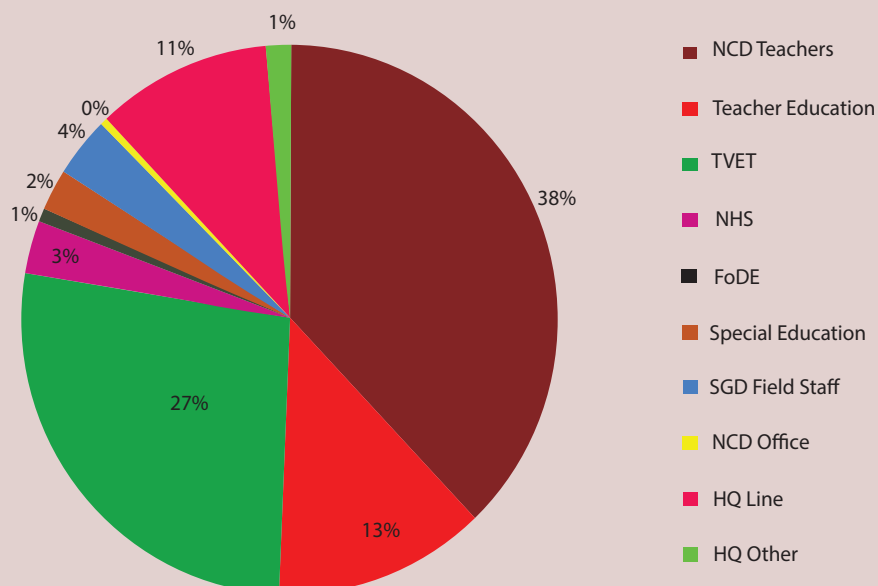
Ministry of Education manpower

Figure 15: Ministry of Education manpower budget ceiling 2016.



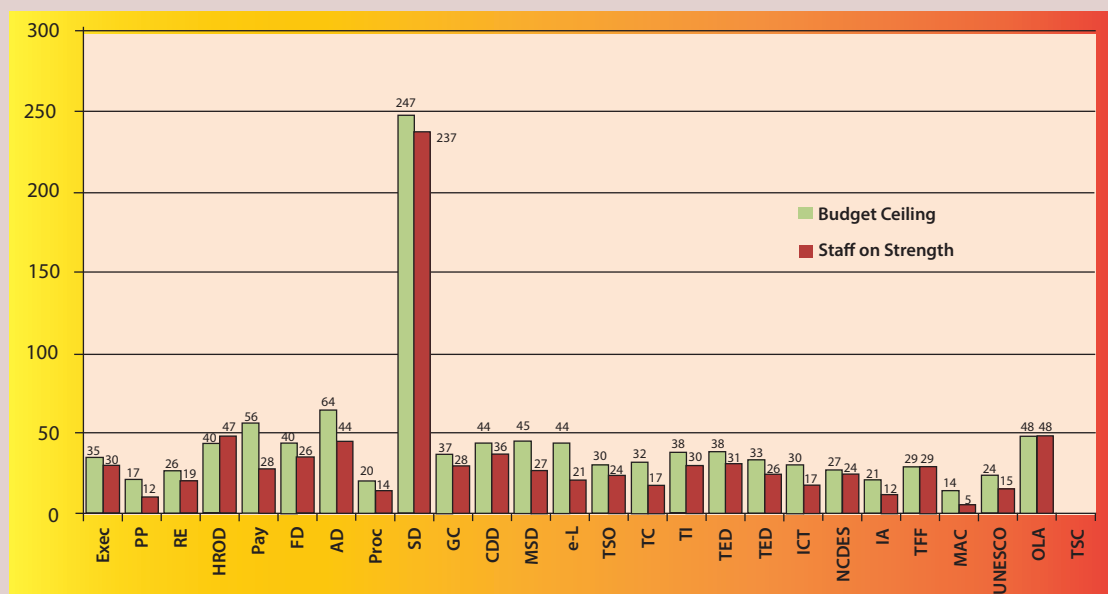
Location and function

Figure 16: Ministry of Education staff on strength, quarter 4 2016.



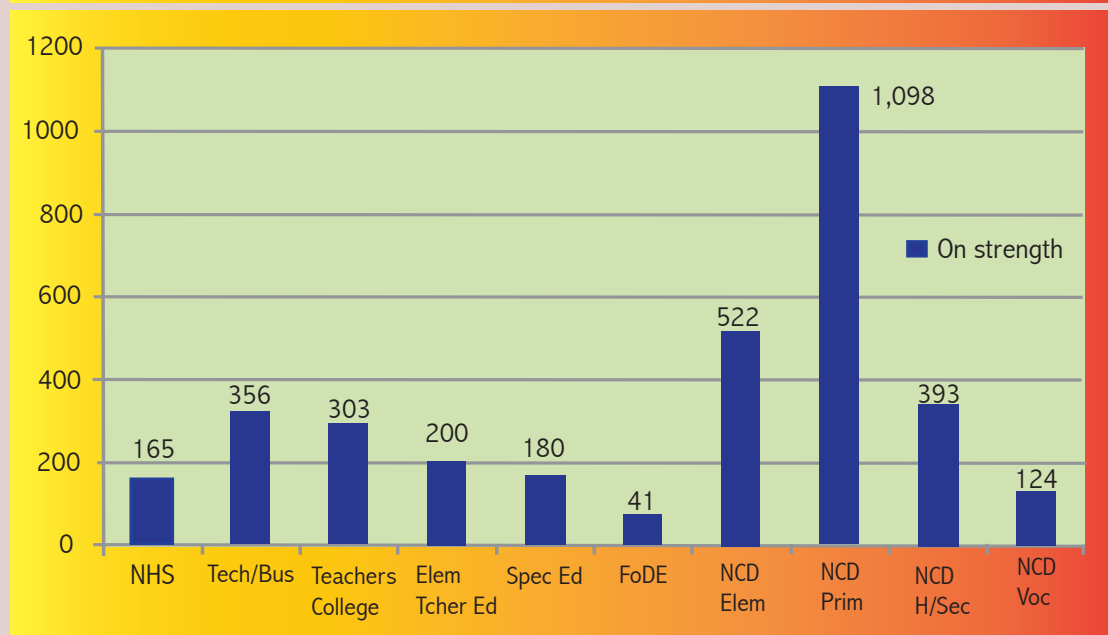
Public Servants

Figure 17: Public servants in the Ministry of Education manpower establishment, Q4 2016



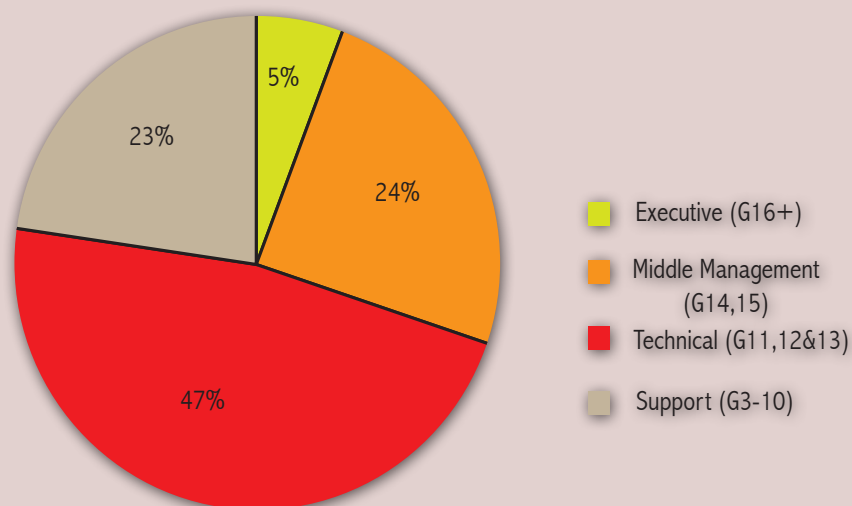
Teachers

Figure 18: Teachers in the Department of Education establishment, Q4, 2016



Teachers

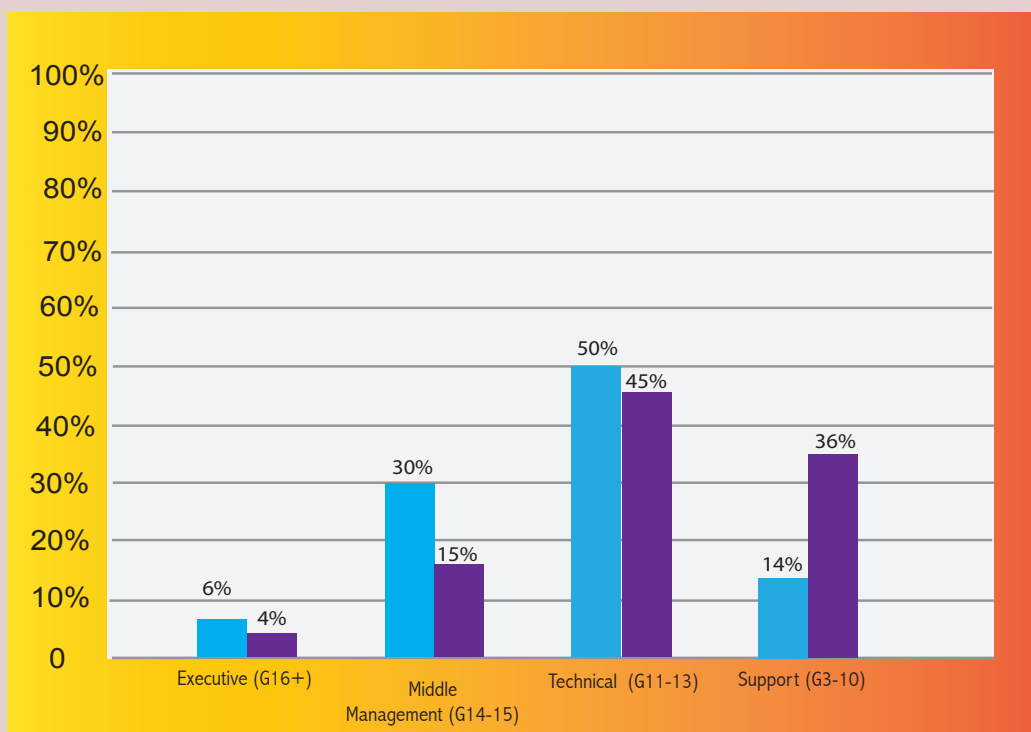
Figure 19: Total Ministry of Education 2016 public service manpower ceiling, by level.



Gender equity

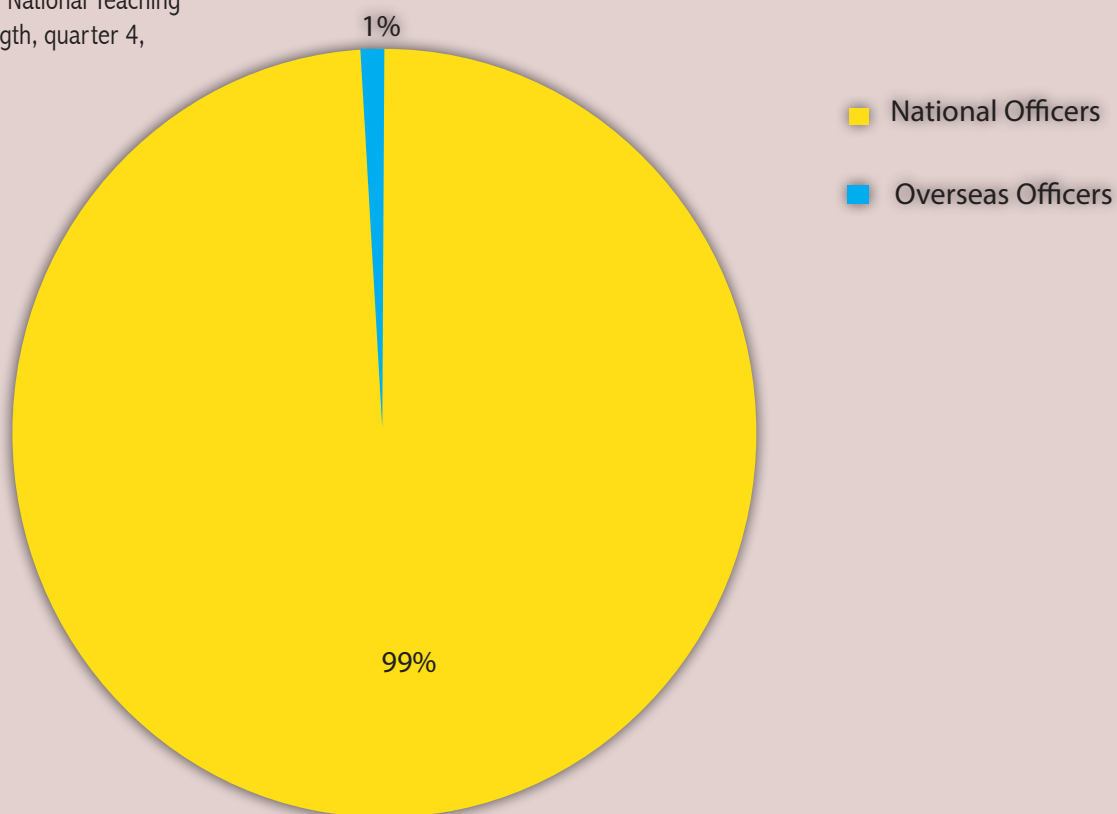
Figure: 20

Gender equity – percentage female and male Ministry of Education public servants at different levels, quarter 4, 2016.



Localisation Teachers

Figure 21: Localisation of the National Teaching Service – overall staff on strength, quarter 4, 2016.



The Education Budget

Education and Training Sector 2015

The composition of the 2016 budget appropriation for the Education and Training Sector, by agency, is shown in Table 2.

Table 2 Education and Training Sector budget, including provincial grants

AGENCY	RECURRENT (K million)	PIP (K million)	TOTAL (K million)
Education	2,151,110.80	108,330.00	2,259,440.80
MINISTRY OF EDUCATION	973,924.40	108,330.00	1,082,254.40
UNESCO	3,061.90		3,061.90
TEACHERS' SALARIES (PROV)	1,023,286.70		1,023,286.70
TEACHERS' LEAVE FARES (PROV)	30,637.80		30,637.80
EDUCATION GRANTS (PROV)	120,200.00		120,200.00
Higher Education and Training			
OFFICE OF HIGHER EDUCATION (OHE)	64,248.40	73,000.00	137,248.40
UPNG	47,469.20	30,000.00	77,469.20
UOT	45,247.30	20,000.00	65,247.30
UOG	19,399.30	10,000.00	29,399.30
UENR	18,565.80	10,000.00	28,565.80
MARITIME COLLEGE	4,803.50		4,803.50
NATIONAL TRAINING COUNCIL	2,739.80	385.00	3,124.80
LEGAL TRAINING INSTITUTE	2,865.40	2,000.00	4,865.40
Total Education & Training Sector (K)	205,338.70	145,385.00	350,723.70
Total National Budget	2,356,449.50	253,715.00	2,610,164.50

- The total 2016 appropriation for the Education and Training Sector was K K2, 610.2 million.

Ministry of Education budget 2016

- The 2016 budget appropriation for the Department of Education has two components, the Recurrent and Development.
- The recurrent budget appropriation through budget division 235 in 2016 was K2, 1521.1 million across 50 recurrent activities.
- The Development Budget through budget division 235 had an appropriation of K108.3 million across 9 projects.
- For higher education and training the total appropriation was K350.7 million.
- Thus the total Education and Training Budget in 2016 was K350.7 million.
- The budget through budget division 235 covers the NDoE (including NCD Education Services), The Teaching Service Commission (TSC), The Office of Library and Archives (OLA) which included The National Literacy and Awareness Secretariat (NLAS).

Table 3: Ministry of Education 2016 budget by agency (in K'000 000)

AGENCY	RECURRENT (K million)	Development	TOTAL
Department of Education (less subsidy)	396,104.80	108,330.00	504,434.80
Education subsidy	602,000.00		602,000.00
Teaching service Commission (TSC)	3,965.90		3,965.90
Office of Libraries & Archives (OLA)	3,254.80		3,254.80
National Literacy Awareness Secretariat (NLAS)	1,098.90		1,098.90
Total	1,006,424.40	108,330.00	1,114,754.40

Table 4: Summary of Ministry of Education budget appropriation by program (K,000,000)

2016 Appropriation by program	RECURRENT	PIP	TOTAL
Top Management & general administration	626,217.60	300.00	626,517.60
Development & Implementation of Education standards	55,078.20	23,790.00	78,868.20
Basic Education	40,994.40	46,670.00	87,664.40
Literacy & awareness	1,098.90	-	1,098.90
General Secondary Education	48,324.10	29,890.00	78,214.10
Vocational Education & Training	4,995.80	2,680.00	7,675.80
Technical Education & Training	25,685.60	5,000.00	30,685.60
Teacher Education	34,389.40	-	34,389.40
Library Services	3,254.80	-	3,254.80
Management of Teacher Affairs	3,965.90	-	
Government Records & Archives	1,050.30	-	1,050.30
Total Appropriation	845,055.00	108,330.00	953,385.00

Table 5: Overview of Ministry of Education 2016 recurrent budget by item (K000.000)

RECURRENT BUDGET	ACTUAL	APPRO	APPRO	APPRO	APPRO	APPRO
SUMMARY	2011	2012	2013	2014	2015	2016
Education Subsidy (Item 143)	202,000.0	302,000.0	652,000.0	605,000.0	605,000.0	602,000.0
Grants to National Inst & Church agencies (Item 144)	11,602.0	9,328.2	9,100.0	11,089.6	15,436.9	7,194.5
Personnel Emoluments (items 111,112,113,114,116,141)	88,460.2	105,006.4	117,945.0	117,945.0	146,499.9	145,072.4
Teachers	67,111.8	74,950.6	89,149.1	89,149.1	108,026.0	102,292.4
Public Servants	21,348.4	30,055.8	28,795.9	28,795.9	38,473.9	42,780.0
Goods & Services (other items)	50,806.7	65,903.0	78,884.8	97,934.8	172,407.5	90,788.1
Total	352,868.9	482,237.6	857,929.8	831,969.4	939,344.3	845,055.0
COMPONENTS						

Education Subsidy	144,181.0	202,000.0	302,000.0	652,000.0	605,000.0	605,000.0
NCD Education Services						
Personal Emoluments-public servant	554.0	575.6	643.3	643.3	643.9	678.2
Personnel emolument-teachers	33,733.3	34,970.9	45,232.2	45,232.2	53,879.4	55,619.7
Goods & Services	2,330.1	1,942.8	2,124.8	2,842.6	3,691.6	2,588.5
Sub Total	36,617.4	37,489.3	48,000.3	48,718.1	58,214.9	58,886.4
Library & Archives						
personnel emoluments-public servants	997.0	1,165.2	1,187.3	1,187.3	1,187.3	1,187.3
Goods & Services	1,085.1	811.9	1,410.2	2,912.7	2,912.7	2,912.7
Sub Total	2,082.1	1,977.1	2,597.5	4,100.0	4,100.0	4,100.0
TSC						
personnel emoluments-public servants	1,309.5	1,369.0	1,490.5	1,490.5	2,217.60	2,157.20
Goods & Services	394.3	127.4	181.0	1,946.5	2,165.2	1,808.7
Sub-total	1,703.8	1,496.4	1,671.5	3,437.0	4,382.80	3,965.90
National Institution						
personnel emoluments-teachers	33,378.5	39,979.7	43,916.9	43,916.9	54,146.6	46,672.7
Grants to National Inst & Church agencies (Item 144)	11,602.0	9,328.2	9,100.0	11,089.6	15,436.9	7,194.5
Goods & Services	4,943.7	4,028.6	4,756.6	62,632.0	83,537.0	68,288.4
Sub-total	49,924.2	53,336.5	57,773.5	117,638.5	153,120.5	122,155.6
National Literacy Secretariat						
personnel emoluments-public servants	208.8	221.6	232.7	232.7	294.7	377.3
Goods & Services	353.6	217.7	410.7	767.3	1,930.3	721.5
Sub-total	562.4	439.3	643.4	1,000.0	2,225.00	1,098.80
Department of Education						
personnel emoluments-public servants	18,279.1	26,724.4	25,242.1	25,242.1	34,130.4	38,380.0
Goods & Services	41,699.9	58,774.6	70,001.5	26,833.7	78,170.7	14,468.3
Sub-total	59,979.0	85,499.0	95,243.6	52,075.8	112,301.1	52,848.3
MINISTRY OF EDUCATION TOTAL	352,868.9	482,237.6	857,929.8	831,969.4	936,344.3	845,055.0

- The Department of Education's operational funds are used to carry out the core function of coordinating and supporting education and training for more than 2 million students in all sectors of education throughout Papua New Guinea in 2016.
- The Department's core functions required by legislation include **inspections, curriculum development, national examinations and teacher development**. Funds are also required for operating national institutions – teachers', technical and business colleges, national high schools, special education resource centres and NCD schools and vocational centres.

Ministry of Education Development Budget

- The development budget and donor activity are shown in Tables 18-21 on page 136-137. The 2016 PIP appropriation for the Ministry was K108.3 million.
- The appropriation of K108.3 million is represented by GoPNG Counterpart funding of K7.5 million and Donor Funding of K100.8 million.
- From the (9) projects approved in the 2016 National Budget, four (4) projects are co-financed by GoPNG as counterpart support funding and one GoPNG fully funded, while four projects are fully donor funded.
- 93% of the Ministry's Development Budget appropriation was from overseas donors, in particular AusAID (K46,670.00 million – 43.1%) and China (K29,890.00 million – 27.6%), EU (K19,680.00 million – 18.2%), The GoPNG allocation was K75,000.00 million in total allocation for 2016, which is 6.9%.

In 2016 donor support again contributed significantly to the implementation of the National Education Plan 2005 to 2016 and the Universal Basic Education Plan 2010 - 2019. Project funds continue to be required for implementation of the reforms, supply of school materials and library books, increased access, maintenance and upgrading of buildings and facilities, and the training of teachers.

Tuition Fee Free Subsidy

2016 Tuition Fee Free/Subsidy Policy

10,816 schools benefited from the tuition-fee free education. This includes: 6,779 elementary schools, 3,588 primary schools, 237 high/secondary Schools, 125 vocational schools, 22 FODE Schools, 6 National High Schools, 36 Permitted Schools and 23 inclusive education centres.

Budget appropriation

The Government of Papua New Guinea NEC appropriated K602 million for the implementation of the TFF Policy in 2016.

The break up for 2016 was as follows:

I. Cash Administration (40%)

Paid directly to school accounts. For general school day to day operations including Ancillary staff wages, office stationery and supplies, utilities, boarding and lodging for students, transport costs, school boards meetings and school special events.

II. Infrastructure (30%)

Paid directly to school accounts. This component is to be used for general building maintenance, new infrastructure developments, and equipment, sporting facilities for the schools.

III. Teaching and Learning (30%)

Paid directly to school accounts. This component must be spent on items that directly support quality teaching and learning. Items include books, technical materials, dictionaries, text books, specialist teaching and learning equipment, sporting equipment's, science materials, student stationery, field trips, teachers' professional development, students remedial and coaching.

Table 6: Summary of payments by sector in 2016

2016 TUITION FEE FREE PAYMENT SUMMARY BY SECTOR			
Sector	TOTAL NO. OF SCHOOLS PAID	TOTAL ENROLMENT	TOTAL AMOUNT (K)
Elementary	6,779	760,695	64,301,059.01
Primary	3,588	967,246	220,392,614.71
High/Secondary	237	178,856	179,273,842.75
National High Schools	6	2,903	3,588,614.03
Vocational Schools	125	42,746	33,398,310.63
FODE	22	35,676	2,155,642.50
Inclusive Education Centers	23	10,763	2,152,600.00
Permitted Schools	36	17,034	1,736,708.00
Total	10,816	2,015,919	506,999,391.63

School Registration per 2016 school census

The distribution of TFF policy funding to educational institutions and schools were done according to the data collected from the 2016 school census.

TFF Funds and the Commodity Component were disbursed as per the number of students' enrolment.

Table 7: School Registration in Papua New Guinea

2016 Registered Schools	
Sector	2016
Elementary	9,359
Primary	3,923
High/Secondary	250
National High	6
Vocational Schools	124
FODE	20
Inclusive Education	24
Permitted Schools	36
Total	13,742

Unit of Payment per child per school

TFF is calculated according to the National Education Board (NEB) maximum fee limits each year. In line with the 182nd meeting in Alotau in 2013, NEB agreed that every child attending an Approved Permitted School (APS) will be paid a one off payment of K100.00 and every disabled child in Inclusive Education Resource Centers (IERC) will also be paid a one off payment of K200.00. The table below shows the unit payable to each child at different levels of education.

Table 8 NEB Maximum Tuition Fee Limits for 2016

School Level	NEB Fee Limit (Per Student)
Elementary (Prep, E1, E2)	110.00
Primary (Grade 3 – 8)	297.00
Lower Secondary (Grade 9 & 10) Day	990.00
Lower Secondary (Grade 9 & 10) Boarding	1,650.00
Vocational (Day)	990.00
Vocational (Boarding)	1,430.00
Upper Secondary (Day)	1,089.00
Upper Secondary (Boarding)	1,749.00
Flexible, Open and Distance Education	110.00 (One- off payment per Student)
Permitted Schools per student	100.00 (One- off payment per Student)
Inclusive Education and Resource Centers	200.00 (One-off Payment per Student)

Note:
Boarding component for Secondary:
K660 and Vocational: K440.00



The government's mission is to make improvements to the lives of the ordinary Papua New Guineas especially the 75 percent of the population that lives in the rural remote areas. Considering the rural population, the government is now paying for all school children's tuition fees for all students in the National Education System schools. Considering the depreciation of Kina, high unemployment and inflation rates, it is proposed that the 2016 maximum school fee limits be increased by 10 percent in order for the schools to meet some of its adversities.

Nevertheless, the amount of tuition fee free payment calculated and received by each school was based on the 2016 National School Census (NSC) enrolment figures. The schools that did not provide their 2016 enrolment data through the school census did caused delays for the department in determining their payment and as a result received less amounts based on projected enrolment figures.





DIVISIONAL REPORTS

Division Objectives

The Policy and Planning Division (PP) advises and assists the Minister and Secretary in the development of relevant policies, development of strategic plans and the management and dissemination of information in accordance with the legislative requirements and national education goals and objectives, and to assist the Secretary in the management of the Department in accordance with its established functions and responsibilities.

The Division's main objectives are:

- To provide country wide technical advice and assistance on all aspects of education planning, monitoring and the implementation of the education reforms in consistence with the NEP 2005-2014 and the Universal Education Plan 2010-2019. Assist and liaise with Provincial/District Education officials on all matters relating to their Provincial and District Education Plans, and Annual Operational or Action Plans.
- To coordinate the meetings of the National Education (NEB), the NEB Professional Committees and SSM/TMT and to support the Department's main programs including policy analysis and reviews, and the development of new policies relating to education.
- To direct and coordinate the overall identification, implementation and monitoring of the education development projects.
- To develop and communicate news and information on important developments and major policy shifts prescribed in the NEP 2005-2014, UBE 2010-2019, Education Sector Strategic Plan 2011-2030 and other policies outside of the NEP and UBE to the different stakeholders through the media organisations.
- To manage the overall coordination and management of the day to day operations of the Division in terms of finance and budget, manpower establishment, and resource allocations in order to achieve its objectives.

Budget activity		Policy and Planning 10410 (235-2101-1111)	
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs	990.9	990.9	990.9
Total costs (including staffing)	1,391.7	1,391.7	1,391.7
Targets	Achievements and non-achievements		
Monitoring and evaluating district plans.	Workshop planned but never had the workshop due to lack of funding.		
Capacity building at the regional level / Full finance resourced and functioning regional office facilities.	¾ regional offices resourced.		
Capacity building for provincial planners and District Education Officers.	1 provincial planners capacity workshop held in Port Moresby.		
Commentary and way forward			
Lessons			
• Due to DoE restructure, the function of M&E was moved to Research and Evaluation Division. Will work closely with them to carry out this work this year. • All regional offices were resourced, however there need to be a audit down to all resources/facilities from officers housing to regional office to refurbish all items in 2017. • Only capacity building for provincial education planners was conducted. Due to funding constraints the Division did not conduct training for DEAs.			
Budget activity		Support to Regional Education Offices 12985 (235-2101-1118)	
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs	270	251	251
Of which staffing costs	N/A	N/A	
Targets	Achievements and non-achievements		
Regional Consultative Meeting.	Total of K250.0 appropriated for Regional consulted meeting (RCM) in Four regions with Provincial Education advisors and District Education Advisors. RCM meeting was cancelled due to Chief Secretary's advice.		
Regional Operations.	Capacity building at province and district levels. Support provincial education in terms of planning, monitoring, research and reporting and evaluating of policy implemented all levels.		
Parental for Quality Education Program. Guidelines for quality monitors.	DoE funding of K200.0 given to Church Education Agencies and other education development partners to develop guidelines for quality monitoring of education service delivery. Total of 1000 copies printed and distributed to Provincial Education, DoE, Church Education Agencies and stakeholders.		
Provincial and District Planning.	Monitoring and Evaluation of plans were not conducted due to insufficient funds. Some Provincial and Districts plans have already elapsed, they are due for reviewing and developing new plans.		
Commentary and way forward			
1. Government and Church Education Agencies officers at national, provincial, district and school levels need to work closely to successfully implement the Parental Education Program in partnership with parents. 2. Provincial and District Plans need to be reviewed to be consistent with the National Education Plan 2015-2019. 3. The Corporate Plan needs to be assessed and realigned to reflect the new structure of the department.			

Budget activity		Coordination of National Education Board (NEB) 11500 (235-2101–1113)	
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	N/A	N/A	N/A
Total costs <i>(including staffing)</i>	752.6	752.6	752.6
Targets	Achievements and non-achievements		
Hold four NEB meetings and six NEB committee meetings. Produce NEB annual report. Pay stipends to NEB members	Held three NEB meetings.		
Organise Top Management Team (TMT) meetings and Secretary's Staff Meetings (SSMs).	Held 21 TMT meetings and 9 SSM meetings.		
Conduct four regional consultations on reviews of the Education Act.	Informed NEB on the progress. Had a series of meetings with Top Management to endorse the recommendations and final report. Report to be vetted by NEB in the first meeting of 2017.		
Commentary and way forward			
Some major NEB decisions:			
(1) Staff appointments for national institutions (National High Schools, technical and business colleges and National Polytechnic Institute) and special and inclusive education centres;			
(2) Endorsement of new national institutions; (3) Some major TMT/SSM decisions: (1) Complaints management policy; (2) Review of the <i>Education Act 1983</i> recommendations; (3) School Registration Guidelines (4) Review of examinable subjects.			

Budget activity		Aid Coordination and Project Management		11499 (235-2101-1112)	
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)		
	634.8	634.8	634.8		
Total costs <i>(including staffing)</i>	N/A	N/A	N/A		
Targets		Achievements and non-achievements			
Conduct Monitoring Visitation to 20 provinces.	EU – Infrastructures at 3 Primary Teachers Colleges. Weekly visits to project sites. AHC – Fabricated Kit Houses distribution for Selected 10 schools in each Province. Conducted 4 visits to NIP, WSP, ESP, WNPB and Hela Province in partnership with Health & Education Procurement Facility.				
Development of Monitoring and Evaluation Framework.	Partly done by PMU but not completed.				
Enhance the Capacity of NDoE Staff to facilitate M&E activities in 2016.	M & E Activities carried out for SSQIP Project regarding the K27 million that was disbursed to 46 Districts in April 2016. The funding was under the TFFE Commodity Component.				

Targets	Achievements and non-achievements
Improve the capacities of the DEA and PDoE Staff to manage projects at the provincial and district levels.	Not done due to lack of funding. PMU will coordinate regional workshops on these in 2017
Support provinces to establish project steering committees to facilitate the development and appraisal process at the provincial level.	Committee established, however not effective. To be reviewed in 2017.
Co-ordination of PFDs from, DoE Divisions and Provinces with Department of National Planning and Monitoring.	A total of 9 project proposals were received and submitted to TMT for approval for funding in 2016. Out of these, the following have been funded for 2016. 1. HRDP 1 GoPNG- K500,000.00 / EU - K6 410,00 2. HRDP 2 GoPNG - K1m / EU K13,270.00 3. UN GoPNG - Nil/UN -K300,000.00 4. FoDE - K1m/Donor - K1,680.00 5. Community College GoPNG - K Nil/ Donor - K1,680.00 The following are funding from various sources: 1. Polytechnic College- Gumine – NEC approved K5m 2. Improving the quality of Mathematics and Science Education. 3. JICA donated = K2,370.00 All these projects will require proper monitoring by CD&EP staff to ensure quality services are delivered as per the project plan.
Targets	Achievements and non-achievements
Establish good dialogue with Development partners in 2016 for new programs and projects in 2017.	Achieved partly. Have established dialogue with some development partners.
Remit all assistance provided by Development Partners in 2016 to DoE operation accounts by March 2017.	Being done.
Conduct project road shows for DoE Policies and Projects for 2016 and beyond.	Not done due to cash flow problem.
Disbursement of K27.5 million for Secondary Schools Quality Improvement Program.	Done.
Carried out Monitoring & Evaluation of the SSQIP Projects.	Done.
Targets	Achievements and non-achievements
National Polytechnic Projects	Carried out Geotech Surveys & DTM Surveys for Gumine. Engaged Berkeley Constructions as Consultants to provide a Master Concept Plan and to provide a bankable report for the Department and NEC to secure funding for the 3 approved Polytechnic Colleges.
Only 1 ESIP Meeting was conducted	Done. Reviewing the activities for 2017.

Commentary and way forward

Many of the targeted activities did not eventuate due to the following reasons.

- (i) Project Management Unit was newly created and established in June 2016.
- (ii) No funding for major activities.
- (iii) No recurrent budget for ESIP.
- (iv) No regular joint monitoring by DoE and donor / development partners.

Lessons:

- (i) The funds appropriated should not be diverted unless, otherwise.
- (ii) Funds requested must be facilitated efficiently by Operations and Finance to avoid delay with implementation of Planned activities.
- (ii) Most of the planned activities were not implemented due to inadequate funding.
- (iii) Preparations for this planned activities must be planned well in advance

Budget activity		Education Training & HRD 1 (EDF9)20149 (235-2101-	
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Total costs <i>(including staffing)</i>	600		
Targets	Achievements and non-achievements		
Conduct a National Forum with, Donor Partners, Churches, and Leaders & DoE to identify Needs & strengths and opportunities to support DoE to achieve GoPNG & Global targets.	Meeting held for church agencies were tasked to oversee implementation of TFF at the community level. Partly achieved.		
Conduct Four ESIP Steering meetings.	Achievements Only one meeting was held towards the end of the year on the 5th of October, 2016.		
	Non-achievements Three meetings were not held due to lack of funding ESIPSC TOR not finalized JCPA between PNG and partners not signed off.		
Project and Program Managers Consultative Meeting	Achievements • Six projects have been successfully completed. • Donor coordination data base created. • Progressive reports submitted in the first quarter only. • There is still a lot of support from JICA, EU, DFAT and UNICEF. Non-achievements • No meeting was held in 2016 due to lack of funding. • No monitoring of any project was done in 2016 due to lack of funding. • 10 projects are ongoing and yet to be completed.		
Commentary and way forward			
This funding was only made available in this year's GoPNG budget allocation to support ESIP management and coordination.			
Lessons:			
This budget Activity is yet to be implemented. The annual report will be made available at the end of this year (2016).			

Budget activity		Media and Communication 10400 (235-2101-1101)	
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs			1,378,900
Total costs <i>(including staffing)</i>	N/A	N/A	551,100
Targets	Achievements and non-achievements		
Communicated and coordinated policies and initiatives through writing, production and distribution of news, information and awareness material on a regular basis to education officers, schools and civil society through different media organization.	Achievements • Wrote and disseminated 60 press statements for the Minister and Secretary • Wrote 20 speeches for the Minister and Secretary which were presented at different occasions. • Wrote scripts for 40 weekly radio programs that were produced by the Media Centre and aired on Karai National Radio every Monday at recess for teachers to also listen to. • Produced 4 quarterly newsletters for the department and published them on the website. • Attended various events both in Port Moresby and in the provinces and gathered news and information and photographs which were published in the public media.		
Production and distribution of annual education calendars to all schools and teachers nationwide.	Achievements • 60,000 2017 Education Calendars printed by the Government Printing Office at the cost of K32,000. The calendars were delivered to the Unit in January and airlifted by Air Niugini in the same month.		
Production of Reports.	Non-achievements • Completed and printed the 2015 SEOC Report a year later. • Completed the 2015 DOE Annual Report but was instructed by the Secretary for the Report to be condensed. Planning Unit was tasked by the former FAS-P&R but the lead officer did not complete the task in time and as a result it will be printed together with the 2016 Report.		
Develop and implement a DOE Awareness Policy.	Non-achievement • This task has been outstanding for three years now. Nothing was done because the focus was on other tasks. The Unit plans to develop the Policy and an Action Plan for implementation beginning in 2017.		
Commentary and way forward			
Lessons: 1. The Unit stepped up its performance a bit compared to previous years by allocating divisions to each officer to liaise with every week for possible publicity and awareness on the major priorities that were implemented compared to previous years. 2. Production of reports has continuously been delayed due to responsible officers not giving them priority. 3. The Branch requires more funding that it is getting to sustain awareness initiatives for Government Priorities.			



EU Ambassador Ioannis Giogkarakis-Ar-gyropoulos and Minister for National Planning and Monitoring, Hon. Charles Abel cut the ribbon to official open the classroom buildings funded by the 10th EDF HRDP Phase 1.

Research, Evaluation and Statistics

Division Objectives

The Research, Evaluation and Statistics Division's main objective is to support the Department to make inform strategic decisions on the organization's performance on a given policy, plan, program and project. Given this mandate, the Research and Evaluation Division comprises of four specific specialist functions: research, evaluation, statistics and monitoring. Its core objectives are to carry out research, evaluation and monitoring studies as well as carry out statistical analysis on policies, plans, programs and projects and assist the department executives make inform decisions on the growth and expansion of education in the country. The advice it provides assists the department in the development of relevant policies, plans, programs and projects consistent with national education goals and objectives.

The Division's main objectives are to:

- identify, design, plan and carry out research studies on educational policy issues affecting the development of education in the country. The information it provides supports the department make inform policy strategic decisions.
- identify, plan and carry out monitoring and evaluation studies and measure performances of policies, plans, programs and projects against the educational goals and objectives. It provides policy, plan and program performance reports on its efficiency, effectiveness, impact and sustainability on the Department's major policies, plans and programs performance against the anticipated education outcomes.
- design and develop appropriate Department's statistical and education management information systems. It provides technical and performance advice on the Department's key performance areas. Assist and liaise with provinces on their provincial statistical and M&E needs for planning and policy development.
- facilitate and coordinate the Departments Research and Evaluation Steering Committee meetings that provides the overall guidance and direction on the Department's research, evaluation, monitoring, statistics and EMIS agendas.
- manage the overall coordination and management of the day to day operations of the Division in terms of finance and budget, manpower establishment, and resource allocations in order to achieve its objectives.

Budget activity		Coordination of Research and Analysis 11794 (235-2101-1116)	
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs	N/A	N/A	482,084
Total costs <i>(including staffing)</i>	802, 900	945,900	970,788
Targets	Achievements and non-achievements		
"Assessment of WaSH in Schools"	Achievements • WASH (Water Sanitation & Hygiene) study in school was completed. • The First draft report was ready for comments. The study investigated different types of toilets, school water systems, health and hygiene, hand washing facilities and impact on teaching and learning in all sectors of education. • Establishment of the WaSH in Schools Advisory Committee chaired by NDoE Deputy Secretary –Policy & Corporate Services & Co-chair by NDoH Deputy Secretary- Health Department. • Inclusion of WaSH in Schools Global Indicators in the Annual National School Census Form completed. • Development of the 1st Draft of the Standards & Guidelines in Building WaSH Facilities in Schools. The final Draft will be complete by end of January 2017 • Report completed ready for dissemination in late February, 2017.		
Unit Cost Study.	Achievement • Preliminary report submitted to TMT, SSM in June & was recommended for expansion. • 8 provinces were selected and study conducted, only one Province Madang yet to complete. DoE accounts system slow in processing cheques. • Data collection completed in all other provinces. • The findings from preliminary report submitted in June to TMT, SSM was used to calculate TFF Fees for 2017. Non-achievement • Data entry and analysis will be completed in January 2017 and report submitted in February.		
PaBER.	Achievement • Data collection completed. • Data analysis completed for qualitative and quantitative data. • Report writing is in progress. The final report will be used to benchmark with Solomon Islands and Samoa.		
Low Retention of Girls in Primary schools in the Highlands Province.	Achievement • Data collection completed. • Data analysis completed. • First draft report completed. Progress towards completing the final report.		
Students Behavioral Problems in Schools.	Achievement • Data collection completed. • Data analysis completed. • First draft report completed. Progress towards completing the final report.		

Roles of school boards in the implementation of education policies in PNG (RESEARCH PROPOSAL).	Achievement • Proposal completed and presented to DoE Research Steering Committee. • Steering Committee endorsed for implementation. Non-achievement • Not implemented this year (2016) due to no funding and will commence in 2017.
Investigation into the factors influencing low levels of literacy and numeracy in primary schools in PNG (RESEARCH PROPOSAL).	Achievement • Proposal completed and presented to DoE Research Steering Committee. • Steering Committee endorsed for implementation. Non-achievement • Not implemented this year (2016) due to no funding and will commence in 2017.
Study on teachers' absenteeism and the impact of curriculum implementation and students learning in schools in PNG (RESEARCH PROPOSAL).	Achievement • Proposal completed and presented to DoE Research Steering Committee. • Steering Committee endorsed for implementation. Non-achievement • Not implemented this year (2016) due to no funding and will commence in 2017.
Assessment of the effectiveness utilizations of educational path-ways in PNG (RESEARCH PROPOSAL).	Achievement • Proposal completed and presented to DoE Research Steering Committee. • Steering Committee endorsed for implementation. Non-achievement • Not implemented this year (2016) due to no funding and will commence in 2017.
Impact of Grade 8 and 10 examinations on internal assessment of teaching in primary and high schools in PNG (RESEARCH PROPOSAL).	Achievement • Proposal completed and presented to DoE Research Steering Committee. • Steering Committee endorsed for implementation. Non-achievement • Not implemented this year (2016) due to no funding and will commence in 2017.
Study of teacher quality in PNG elementary, primary, secondary and vocational schools (RESEARCH PROPOSAL).	Achievement • Proposal completed and presented to DoE Research Steering Committee. • Steering Committee endorsed for implementation. Non-achievement • Not implemented this year (2016) due to no funding and will commence in 2017.
Research Committee meetings.	Achievement • Conducted only one committee meeting in August. Approved five master degree and 3 PhD proposals consistent with DOE Research Ethics. • Endorsed 5 DoE research proposals for implementation.
DoE seminar series.	Achievement • Designed and advertised the rejuvenation of DoE seminar series.
Research and evaluation ethics.	Non-achievement • Reviewing the current DOE Research Ethics. Template was developed and writing of Ethics has begun, however, this activity is not completed due to lack of funding.
Assessment and benchmarking.	Achievements • Completed the Pacific Islands Literacy and Numeracy Assessment report. • Completed six policy and system analyses of DoE for benchmarking with Solomon Islands and Fiji.

Monitoring and Evaluation	
Monitoring and evaluation studies.	Achievements - TFF Monitoring in the Enga province has been completed and awaiting the Secretary's comments before presenting it to TMT/SSM. - New NEP M&E Framework was completed including all indicators baseline for the new NEP from which, progress will be monitored. Non Achievement - Formative evaluation of Secondary schools was completed including the evaluation proposal and data collection instruments, but because of unavailability of funds, it was difficult to complete the study.
Monitoring and evaluation framework and Performance Assessment Framework.	Achievements - Completed designing the DOE Performance Assessment Framework. Tentative program for the PAF has been developed. - The reference materials for developing the framework have been produced as well and the Template for Monitoring & Evaluation Framework has also been developed. - Work began on developing the framework which will be carried over into the 2016 work plan. Non Achievements Designing of DOE M&E framework template was completed. However, funding limitation made it difficult to complete the framework. This will be carried over into 2016 work plan.
District Education Advisers Basic M&E Training.	Achievements - A training program was developed as well as logistics were organized. - Training and reference materials were prepared for one week workshop. Release Letters were prepared for District Education Advisers' approval to attend Training in POM. - An M&E expert from UNICEF was invited as the main facilitator. Non Achievements However, lack of funding made it difficult to complete work.
Statistics and EMIS	
Out of school children initiative (OOSCI).	Achievements - OOSCI Steering Committee and Technical Working Team established. 2nd OOSCI technical Training completed - Engagement of OOSCI national consultant completed. - Completion of Bottleneck Barrier Analysis workshop - Establish working relationships with National Statistics Office DOE data needs. - Presentation to NSO of school aged population data for 2011-2017 single years. Non Achievements - Completion of Data profiling of OOSCI at the national level. - All activities moved 2017
National School Census 2015.	Achievements - Received 75% 2016 School Census forms from schools in the country. Non-achievements - There are 25% yet to be received from the provinces. - NSC requires an estimation budget of K 150,000 annually. Over the years there has been limited funding. - Few data are yet to be completed due to the very late submission of NSC forms.

Statistical Bulletin.	Achievements • 2015 Bulletin completed awaiting Secretary's endorsement. Non-achievements • 2016 yet to compile awaiting School Census data verifications.
PNG at a Glance.	Non Achievements • Yet to start on 2016 PNG Education at a Glance as the 2016 Statistical Bulletin was not completed.
Roll out of EMIS to provinces.	Non Achievements • EMIS follow –up training conducted for Eastern Highlands, Morobe, Milne Bay and Sandaun Provinces only. Other provinces not done due to timing and unavailability of staff. Non-achievements • Rest of the provinces not yet due to no funding
Rapid Pro –(School Statistics data collection reform).	Achievements • NICTA Agreement form for SMS Short Code signed by Secretary and submitted to NICTA. • NICTA payments completed. Short code given. • Rapid PRO – project design and testing, presentation at TMT and SSM completed. Non-achievements • Flows based are yet to be piloted in selected provinces. Digicel Contract payment yet to fund. Logistics have begun for the piloting. This work will continue into 2017.
Staff capacity building.	Achievements • Internal capacity building conducted focusing on data analysis interpretation of data is on-going. • Internal capacity building on SPSS in housed training conducted by EMIS advisor seconded by DFAT. • 3 officers attended DEVINFO training conducted by National Planning Department & UNICEF. • 3 Statistics officers attended training on RapidPro conducted by UNICEF. • 1 Statistics officer attended training attachment on EMIS Educational Statistics Training sponsored by South Pacific Commission (SPC) in New Caledonia. • 2 Statistics officers completed Diploma in Information system program at ITI sponsored by DFAT-Palladium. • 1 Statistics officer completed Diploma in Management at Divine ward through NDoE HR program sponsored by DFAT-Palladium • 1 Statistics officer still on-going her Degree program at UPNG sponsored by DFAT-Palladium • 2 Statistics officers attended courses on statistics, data analysis skills in Fiji sponsored by UNESCO, UIS. • 1 officer attended TAMS training funded by HROD. • 1 officer attended WaSH training in-country and overseas.

Commentary and way forward

- (1) Lack of timely recruitment to fill vacant positions is a major problem. Lack of officers has prevented the Division from carrying out its functions as required.
- (2) Time lapsed in data collection is causing data inputting and reporting. A new initiative to use SMS technology is developed. Trialing is now in progress awaiting NICTA and Digicel contracts.
- (3) Lack of funding is a major constraint that impedes most of our research activities.

Other comments

Research, evaluation and statistics are key management tools that the DoE can use to measure its progress towards its goals. The current skills gap in monitoring, evaluation and statistics must be addressed immediately to ensure that performance reports can be done on a timely manner for use in strategic decision-making. The grades and positions of officers in the division must be upgraded to meet the level of work they have and are doing.



Top: Secretary Dr Kombra officially opens the consultation at Don Bosco Technical Institute.

Below: A group of research officers and stakeholders putting together discussion points from the consultation.



Information, Communication and Technology

Division Objectives

The Information, Communication and Technology Division is within the Corporate Services Wing a new wing created in the recent DoE restructure. The ICT division was created in 2012 and is made up of five branches which are:

- To ensure that appropriate and sustainable Information and Communication Technology is readily available and used effectively by the Education Ministry personnel to conduct professional business of the Ministry.
- To ensure that the Ministry of Education's ICT systems and infrastructure are appropriate, affordable and sustainable to conduct business at Administration and school levels.

Information and Communication Technology 11793 (235-2101–1115)			
Budget activity	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs	N/A	N/A	484.21
Total costs (including staffing)	2,150.2	2,123.2	1,056.304
Achievements and non-achievements			
Targets	Achievements		
1. Provide and sustain relevant and cost-effective ICT infrastructure, systems and services to the Department of Education and sub-national levels	• All 22 provincial Education offices have been connected back to DoE network. The last connection was for Hela which was connected in early November. The provincial connectivity that connects provincial division of education offices to headquarters runs a speed of 256Kbps. • DoE network ran uninterrupted throughout 2016 except for power cuts that affected office networks for a few hours. This network provided e-mail services, storage, common printing, Education Management Information System (EMIS), Tuition Fee Free (TFF) application, Flexible Open Distance Education (FODE) student management information system, payroll services and teacher bio-data to Teaching Service Commission. • 3KVA UPS were installed on All DoE site and Provincial sites to protect the communication gear against major power surges and unplanned power outages. • New Servers are being purchased with a much bigger storage (250TB) to be used in the new set up. • Server, storage and communication support was provided to ensure continuity of ICT services for the DoE. • Unlimited internet capacity was provided at DoE headquarters, to support e-mail services (over 800 DoE users including provincial officers). • Time and Attendance equipment was set up with the help of the vendor supplying the equipment for all divisions • Network Monitoring System was set up to manage and monitor the state of the health of the DoE network • Wireless connectivity was set up to provide wireless access to DoE network • Assisted with the delivery and establishment of IFMS and conversion from old PGAS to new accounting system for the Ministry. • Liaised with DoF ICT team to address number of issues in relation to Payroll connectivity and WSS to successfully deliver these services for the users		

1. Provide and sustain relevant and cost-effective ICT infrastructure, systems and services to the Department of Education and sub-national levels	Non-achievements • Recurrent costs such as for the internet, software licenses, printing, mobile phone usage (DoE closed user group), and communication, server and database support, were not paid. This will put a lot of constraint on service provision in 2016. • Radio upgrades at NCD, Library and Archives were not carried out due to financial constraints. • CUG phones were not used due to outstanding bill payments since 2015.
2. Establish and make available integrated and accessible database for DoE and Provincial DoE officers to manage and use all education data for planning and decision-making to improve service delivery	Achievements • The TFF system was developed and further enhanced to disbursed funds according to DoE TFF policy by Grade costs. The application managed the disbursement of funds based on the three components of Teaching and Learning, Administration and Infrastructure at specific percentages guided by the TFF policy. • FODE database is now web based using the Oracle Apex application. It now captures students enrolment and assessment • Time and Attendance equipment was set up with the help of the • Assisted Payroll division to develop an automated RODSS application for teachers and schools to provide a timely data on the Resumption of Teachers. • RODSS is developed and being loaded to production on the Department of Finance ICT infrastructure as part of the Alesco module application. • Prototype for the Teachers Leave fare has been developed. Testing by NCD as a trialed province begins early 2017. • School Registration automated workflow has been designed. Testing to begin in first quarter 2017. • Completed the development and delivery of Travel Acquittal system for the Department and provided training to the users • Teacher Education Database for teacher registration certification has been developed and is currently under testing • EMIS enhancements done to improve artificial intelligence to be able to provide reports during data entries. • Grade 11 database was developed and enhance and was used during the 2016 Grade 11 exercise. • Support was provided for major database systems, including those for EMIS, Grade 11 selections, FODE and TFF. • The Web and internet Branch was able to develop websites for Sandaun, ESP, Morobe, Milne Bay, Manus, ENBP, AROB, Enga, Simbu, EHP. Non-achievements • Databases for Measurement Services Unit is being designed at the moment, It is yet to be tested before it can go onto production. • A more user friendly MPR application is currently under development.

3. Develop and deliver professional and efficient ICT infrastructure, systems and services while enhancing teaching and learning in national institutions and schools	Achievements • Digital libraries were ordered from e-Granary. Training on how to deploy and use the digital library was also carried out by Professor Cliff from e-Granary. These will be deployed in 9 x teachers college. One has been deployed at Jubilee Secondary and the other is used up at Marianville Secondary. • With the support of DFAT Australia, ICT equipment have been ordered for 9 x Teachers colleges which included Wireless infrastructure on campus, Local Area network, Fibre cable connecting Admin Block, Library and Students lab. Server deployment as well as the e-library. Computers and some tablets to be used for connecting to the e-library. • The 9 teachers colleges are Enga, Holy Trinity, Nazarene, Dauli, Balob, Madang, Gaulim and St. Peter Channel Teachers Colleges. • Connected all 22 FODE centers in the country supported by World Bank funds. The centers were able to communicate with the FODE headquarters and are able to see the FODE students' management information system. Non-achievements • The survey instrument to guide the development of ICT Policy in Education is still under development. ICT Policy for Education is yet to be drafted. • Internet for schools is not part of the project rollout. However, there are talks with NICTA to assist.
4. To strengthen the knowledge and skills of ICT technical staff to manage and maintain ICT infrastructure and services	Achievements • Provided training to subnational levels on ICT services delivered to the provinces, namely Milne Bay, Simbu, Jiwaka, Enga, Hela, Eastern Highlands, East New Britain, AROB, Morobe, Madang, East Sepik, Sandaun, Oro, Manus, and New Ireland Provinces. The trainings were done in the 1st and third quarter. • ICT officers underwent training in Server 2012 configuration and management, SharePoint 2013, Cisco Network (ICND1 and ICND2), Oracle 11g administration and management after being trained in-house by training suppliers, K2 work flow application. • Various professional training done by ICT officers in Unitech, DWU, TAFE Ela beach and Datec training centre. Non-achievements • Some technical ICT courses such as the ITIL, Virtual machine Vmware did not take place due to funding issues. • Newly appointed officers did not have an opportunity to do professional development courses.

Commentary and way forward

Lessons:

1. *Provide and sustain relevant and cost-effective ICT infrastructure, systems and services to the Department of Education and sub-national levels*

Challenges

1. The number of schools, students and teachers has increased and managing the systems and processes manually is a burden for the Department. ICT is helping to automate where possible and cost-effective. However ICT needs support in order to successfully deliver and maintain the requirements of the Department.
2. The DoE has invested heavily into ICT. The investment has to be enhanced and sustained but lack of funding is the major constraint to sustaining ICT infrastructure and systems at the national and sub-national levels and has been a very big problem. Coupled with this is the lack of resources to support the services. Skills and knowledge are also lacking in some areas to ensure services are delivered efficiently. Initiatives by the management and stakeholders are often not supported when the exercise crosses over to other divisions. ICT requires the support of the Top Management to guide the progress of these initiatives.
3. Many of the Core functions such as EMIS, TFF, Payroll and similar activities require data from provinces. Hence working closely with the Provincial administration and enhancing the capacity of the provincial Education officers to capture and manage data while working closely with the Department is a must.
4. Support from Management is required to consult with ICT in selection and procurement of ICT equipment and services. If this is not controlled and guided by ICTD; supporting and maintaining systems and services for the Department become impossible for the division to manage.

Way forward

1. It is suggested that, in 2016, each DoE division budget for and pay for ICT recurrent costs, such as printing, e-mail, internet and mobile phone usage (CUG).
 2. Provincial Education offices must budget to sustain the ICT infrastructure as well as to provide necessary tools such as the computer, printers and laptops for their officers to use and be able to use the ICT services effectively to serve teachers and schools.
 3. There is a need to increase the ICT operational budget, especially for recurrent and utility costs, to be able to pay for all necessary services in the first quarter of each year.
 4. Recruitment and training should be increased to overcome shortages in manpower, skills and knowledge, to support the ICT infrastructure for the DoE as well as schools.
2. *Establish and make available integrated and accessible database for DoE and PDoE officers to manage and use all education data for planning and decision-making to improve service delivery*

Challenges

1. DoE systems have to be centralized to give users easy access to information and to communications, but disparities between databases in different DoE divisions and branches as well as provinces make it difficult to provide consistent data and reports throughout the Ministry.
2. The systems and services developed to-date require maintenance and support. The volume of information and data is enormous and requires elaborate systems and services to manage and control these services. Hence a more realistic budget is required to maintain these services. The budget to fund ICT infrastructure sustainability and development work is too limited.

Way forward

1. A centralized platform to capture data and maintain information for the Department is a requirement. Information from schools, teachers and students need to be co-related in order to maintain the integrity of the data. Hence a centralized Database is necessary to capture all data belonging to the Ministry.
2. DoE systems need to be web-based to be easily accessible by our remote offices in the provinces and districts and by schools.

Challenges

1. In order to be able to guide and support ICT and advise schools on provision of ICT; it is necessary for guidelines and procedures to be set for purchasing ICT equipment and software. ICT is positioned well with many years of experience and knowledge of available technology to advise schools and subnational offices on appropriate technology for their requirements. Hence support of management is required.
2. A need to have an ICT policy for schools is critical.
3. Schools will need to have a plan or policy to guide their implementation of ICT to support teaching and learning.
4. Adding content to the e-library for schools will need the collaboration of the department's teaching and learning divisions.

Way forward:

1. ICT is expensive and will require the DoE and schools to have dedicated budgets.
2. Develop the ICT policy to guide and pave way forward to ICT in schools.
4. *To strengthen the knowledge and skills of ICT technical staff to manage and maintain ICT infrastructure and services*

Challenge:

1. The DoE's ICT infrastructure has grown to support government policy as well as the department's operational needs, but skills and knowledge are lacking in specific special areas of ICT.
2. Training has to be hands-on, and if the resulting skills are not used they can fade. A test bench or training area is needed to allow the ICT team and technical officers to have hands-on exposure to hardware and technology in order to be confident in supporting the ICT infrastructure.

Way forward:

1. Training and mentoring are crucial. Skilled, experienced and knowledgeable mentors should be employed as consultants to build the confidence of ICT staff.
2. Officers trained in ICT ought to be remunerated to compensate for staying for an agreed period before being allowed to move on to other organizations.



NDoE Technical Officer – Internet SkoolNet, Ms Lusciol Motamota providing some IT training for Milne Bay Provincial Education Officers.

Human Resources & Organization Development

Division Objectives

The Human Resources and Organization Development Division (HROD) manages DoE personnel affairs and organizational procedures, in-service training and staff development.

The Division's main objectives are:

- Manage and monitor organizational review and conduct training for public servants and support staff.
- Providing administrative and logistical services to branches and facilitate contracts for both Senior Nationals and Non – Citizens and advise coordinate on disciplinary and staff welfare for Education system.
- Providing Human Resource Management for the Department of Education.

Human Resources and Organisation Development 152-2101 -1102 (HROD)			
Budget activity	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs	N/A	N/A	
Total costs (including staffing)	4,900,000	3,334,200	1,760,090
Targets	Achievements and non-achievements		
Divisional & Contract Administration. Both National and Non-Citizen contract officers' contracts of employment are renewed on time.	Contracts Renewal a) <u>Senior Officers</u> - Contract Status (Contracts are drawn for officers on Substantive Position only) in the process for Secretary's approval. <u>Substantive (Contracts Drawn)</u> 1 First Assistant Secretaries 6 Assistant Secretary's 1 Executive Director – To confirm with DPM weather it's a contract position 1 Chief Internal Auditor <u>Acting Appointments</u> 3 Deputy Secretaries 6 First Assistant Secretaries 1 Exec Director UNESCO 4 Assistant Secretaries b) <u>Non-Citizen</u> – 41 intent of contract renewal received Contracts awarded - 30 offices Contract intent with DPM - 2 officers Contract intent with Education - 9 officers		

Visa Extensions for Non-Citizen contract officers.	Visa Extensions – 27 passports received • Full Visa = 23 officers • Temporary Visa Extensions = 35 officers • Entry Permits = 9 officers • Transfer = 7 officers and dependents Legal Implications • 1 non-citizen officer asked to pay K5, 000 (imposed penalty fee) on overstaying in the country without renewal of visa on time (Negligence). Officers did not exit however paid whilst here in the country. • Two other officers were charged of overstay penalty fee; K5000 and K3, 000. However an appeal letter was written to the Authorities for leniency and understanding. The appeal was accepted and ; ▲ 1 of the two non-citizen officer left without a visa due to her travel date. Her entry permit is now in progress. ▲ 1 of the other officer was given a full visa in-line with his passport expiry date.
Annual/Quarterly Report for the Division for one calendar year	Divisional Report • Presented four (4) Quarterly reports for Human Resource & Organizational Development (HROD) Division the Budget Review Committee.
Public Servants Leave Fare Management	Payments of public servants leave fares (Information provided is based on the leave fare applications received. • Leave Application Received – 225 • Paid - 225
Staff Support Services	
Officers selected/recruited to fill the vacant positions	Overseas Recruitment (Non-Citizen) Recruitment done in Philippines. A total of 55 officers recruited. • Arrived in PNG - 36 officers • Yet to arrive - 19 officers Recruitment done in Indonesia. A total of 8 officers recruited. • Contract approved and arrived in PNG - 7 officers • Contract not approved - 1 Recruitment done in India. A total of 30 officers recruited. 12 tied to the positions, 12 reserves and 6 waiting list. • Contract approved - 12 officers • Arrived in PNG - 4 officers • Withdrawn - 8 officers and substitution is yet to be done from the reserve list & waiting list. Local Recruitment (Non-Citizen) - 3 officers recruited locally (PNG) and are attached to Divisions • General Education Services Division (GES) - 2 officers • TVET Division - 1 officer NDoE Organizational Restructure Recruitment The Department of Education went through; 1. External Advertisement on Executive Level • 3 Deputy positions • 1 FAS – Finance position

	The applications were received and registered awaited the permanent appointment of the Secretary. 2. Internal Advertisements for vacant positions was made as a result of major external recruitment in 2015. A total of 627 positions were advertised in the Internal Advertisement No. 3, 4 & 5/2016. • Selection & Appointment Status (a) Positions withdrawn Executive Level • 7 TMT & SSM positions • 2 Other Executive positions Position Below Grade 16 & 17 • 319 positions (b) Permanent Appointments Executive Level • 8 TMT & SSM positions • 6 Other Executive positions Positions Below Grade 16 & 17 • 286 positions NDoE Staff Welfare Activities The Department of Education have carried out retirement, retrenchment and resignation exercise including the deceased officers. • 14 retired • 20 resigned • 5 officers are considered for retrenchment exercise. NDoE Discipline • 33 cases registered • 12 cases charged • 4 penalties recommended for Secretary's approval • 3 penalties approved and 1 is under process • 1 case resolved by the division concern NDOE Occupational Health & Safety Divisions were asked to submit the checklist for health checks. Few divisions submitted others yet to submit.
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Organizational Development.

(Major Organizational Review on DoE Structure)

- Work Force Planning

- Training

- Performance Management

Manpower reconciliation

- NDoE Manpower (Employees & Positions) reconciliation is fully completed and chart referred to Establishment Unit of Payroll Division.
- All Job Description (JDs) per NDoE Restructure and creation of positions have been completed.
- Minor restructure on the establishment of the Project Management Unit.
- DMA and HDA processed for the officers who were entitled to.
- Personnel emoluments analyzed and presented to DPM.
- Department IDs ran for all the officers
- Form A and B – facilitated all travels through Chief Secretary

Training:

- Diploma in Education Management Training Program - 30 officers within the Ministry of Education have attended Diploma in Education Management Training Program (DEMTP) last year. Seventeen (17) will graduate with certificates in Diploma in Education Management in March 2017.

Career Path & Planning

- Skills Gap Audit is carried out and training plan is in the process. Will be implemented once the exercise is completed.

Facilitation of Overseas Studies 2016: (EDC)

- Four (4) on the Masters Programs
- Programs in Country – 2016: (PST&DC)
 - Bachelor's Programs – 4 officers approved for studies.
 - Diploma Programs- 5 officers approved for studies.
 - Certificate Programs – 5 officers approved for studies.

In – House Training Plan:

- This plan was completed. It will be implemented in 2017 and beyond.

Training Needs Analysis:

- The department TNA is completed for 2017. It is an ongoing task.

Staff Performance Appraisal

- 2015 SPAs:
 - All 2015 SPAs were assessed and submitted to Payroll Division

2016 SPAs:

- Most divisions have submitted. collected few divisions

TAMS:

- It is all done for implementation - 2017

Commentary and way forward

Lessons:

The outcomes of the planned activities are determined by several factors; however funding is the highest common factor. The above results clearly indicate some of the Division vital planned activities not implemented due to financial constraints.

Other comments

All planned activities are carried out by the respective branches of the Division based. Therefore, the Division's Budget Estimates should be treated with relevance or may result in activities not implemented the following year.

Division Objectives

The Payroll Division is to provide effective and efficient Salary Payroll functions to teachers and public servants in the Education system.

Human Resources and Organisation Development 152-2101			
Budget activity	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs	N/A	N/A	
Total costs (including staffing)	3,700,000	3,614,000	3,477,482.12
Targets	Achievements and non-achievements		
Dispatched bank and printed payroll, reconciled bank cheques against bank statements, reduced the number of salary cheques and distributed electronic pay slips	Completed 26 fortnights payruns, completed reconciliation for Jan to August with the rest of the months to go, printed a total of 891 salary cheques and sent pay slips to Provincial Education offices on a fortnightly basis via email, CD-ROMS and also through the DOE Intranet.		
Employee Services Teacher Resumption Exercise.	1. Registering of teachers per the RoDSS. A total of 38,755 teachers were registered on payroll, another 9,655 were suspended from payroll for failure to submit their RoDSS. A total of 52,319 were expected to be registered on payroll in 2016. 2. The total of number of new graduated placed on payroll was 2,760. 3. 2016 updating of CPI and PBSS for teachers resulted in teachers paid their CPI on Pay 1 and PBSS on Pay 2. 4. 47,087 teachers were restored on payroll (90%) 5. A total of 1,094 positions were created on Alesco HRIS as a result of the restructure. 6. As a result of the restructure a total of 322 promotions were recorded and 48 acting appointments were effected on Alesco. 7. Separation of schools for Jiwaka and Hela from WHP and SHP is now 100% complete.		
Client Services Managed teachers and public servants files. Client Counter Service.	1. 1,706 new graduates files created 2. 293 new commencement/re-admission files created 3. 2,660 files transfer to provinces and other organisations 4. 7,406 closed files archived 5. 8,968 plus active centralized files kept at NDoE – PARS Counter Service is opened two times a week on Tuesdays and Thursdays only.		
Administration Printing and distribution of teachers resumption forms.	The following forms were printed and distributed to all the provinces on December 19, 2015: • 3,507 Teacher Record of Appointment pads. • 783 RoDSS pads . • 650 EDB020 pads.		
Quality Assurance Quality checks made on a fortnightly basis. Implement recommendations from dispatch to PEOs QA providing threshold and payroll reports to Internal Audits.	Quality checks completed on a timely basis. Distributed threshold and payroll disbursement reports to all provincial salary officers including Internal Audits.		

Others	
Provincial visits for Resumption Exercise.	Payroll officers traveled and conducted refresher training on salary processing and also on Alesco and teacher resumption exercise.
Change of Signatory to Separation Authority Forms for Nambawan Super Refunds.	Signatory decentralized to all PEAs. Media release by Secretary and Letter to PEAs by Secretary on decentralization of signing of SAF.
Web Self Service (WSS).	Teachers and Public Servants can access their payroll information via WSS.

Commentary and way forward

Lessons:

1. Teachers can access their pay slips from their respective Provincial Education office via the electronic pay slip and also most teachers have being encourage to use the banking system and forgo the manual cheque method.
2. Most teachers do not understand or know the teaching service act. Education act and also they don't understand the process and procedures and the channel of communication process.
3. Most files have being transferred to respective decentralized provinces for active files.
4. Most administration duties need funding from DoE to carry out its daily operational task to achieve its aims and goals.
5. Need more capacity building training to efficiently provide reports and identify errors.
6. The Major obstacle for the division alone was the lack of funding assistance from the departing thus hindering and delaying of most of our activities.

Lessons

1. Our experience shows it saves time, cost and more efficient and convenient for the teachers when using the banking system.
2. Provincial Educational officers need more capacity building trainings so they relay the right information to the concerned individuals.
3. PEOs need more capacity building training to better deliver services at their respective province.
4. The division needs more funding from DoE to achieve its goals and aims.

Division Objectives

The Finance Division used to be together with Administration until after the last restructure when it was made a division on its own. The Division assists the Minister through the Secretary in the preparation, management, implementation and monitoring of the Department's Budget.

The Division's major objectives are:

- To prepare, manage, implement and monitor the Department's annual budget including coordinating and reporting quarterly budget and manpower reviews.
- To provide an efficient and effective accounting system in the processing of claims for goods and services rendered to the Department.
- To manage and report on the National Education Trust Accounts.

Budget activity		Finance and Administration		10405 (235-2101–1106)	
		Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)	
Staffing costs		1,489.0	1,489.0	1,708.0	
Total costs <i>(including staffing)</i>		1,489.0	1,489.0	1,708.0	
Targets		Achievements and non-achievements			
priority undertaken to ensure smooth operation of new Government Accounting system (IFMS)		Full implementation and use of IFMS system to process payments and receipting achieved.			
Guided the Ministry through the 2017 Budget Planning Cycle including preparation of four QBRs, preparation of 2017 Budget Estimates and of the 2017 AOF.		All QBR reports were done, 2017 Budget Estimate was done and submitted to Treasury and AOF is completed.			
Paid utility bills for the entities under budget division 235, strategies around how to absorb CUG, printing services contract, emails and internet recurrent costs within.		All bills were fully paid with very few outstanding payments which will paid in the first issue of the 2017 warrants.			
Commentary and way forward					
• One of the biggest challenges that we have experienced in the Finance Division was, paying of utility bills for the entities under budget division 235. The Budget appropriation given to under item 231 is insufficient as the Finance and Admin division is a Budget Cross Cutting branches. Meaning that we have to cater for all bills under the department compared to our appropriation is always insufficient. • We have experienced a challenge in the IFMS training. There was no funds made available under item 228-Training. The department has transited from PGAS to IFMS. There was a huge need for training of staff in IFMS in order to train the 100 plus IFMS users in the department.					
Other comments					
Few Key Planned activities were not successfully implemented in our Finance Division due to insufficient funding released under many Budget Activity items by Treasury due to the cuts in 2016 appropriation to support the 2017 budget. The Ministry’s 2017 initial appropriation has been reduced by K51.0 million which will hit hard many activities in the remaining parts of this year. With reduced appropriation it is unlikely that much will be achieved in 2017.					

Division Objectives

The Administration Division (AD) assists the Minister through the Secretary to provide an improved, efficient and effective administrative, management system and practice across the department that supports the Department of Education's core functions, priorities and initiatives.

The Division's major objective is to:

- Monitor and maintain standards by ensuring the Administration Division embraces sound management and administrative practices in efficient service delivery throughout the year are of the highest quality.

Budget activity		Finance and administration		2101–1106
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)	
Staffing costs	1,489	1,489	1,708	
Total costs <i>(including staffing)</i>	1,489	1,489	1,708	
Targets		Achievements and non-achievements		
LOGISTICS BRANCH				
Implementation of Transport Policy	• Equitable allocation of vehicles and reallocation of existing vehicles across Department of Education including the Standards Officers in the Provinces. • Up-dating of DoE vehicle assets register (registration stickers, safety stickers, service are on-going). • Improvement of the car park based on restructure and vehicle allocations. • Renewal of Transport Policy by March 2017.			
Office allocation/Reallocation	• Equitable allocations of office spaces across Department of Education done to house all divisions as a result of the restructure. • First (1st) Floor to accommodate Administration Division and seventh (7th) Floor to accommodate Research & Monitoring Division including UNESCO have yet to take occupancy due to approval from DPM.			
Improvement of Car Park	• Parking spaces/lots for every office allocated with a vehicle based on the recent Department Restructure.			
ASSETS MANAGEMENT				
An updated Fixed Asset Register for DoE maintained for the purpose of service main-tenance, registration and safety stickers, disposal and replacement valuations by June/July 2016		• Register of assets updated. • Up-dated all vehicles register and replacement schedules. • Ongoing activity. PDF completed and forwarded to Finance and budget to secure funding for comprehensive Asset Management Review. • Division unable to boost activity due to extreme financial crisis. Asset Management Software incompatible with DoE ICT network in the country		
Formulate a DoE Assets Management Systems that captures: a) Up-dated Fixed Asset Register b) Current Fixed Assets		• Work plans, implementation schedules, timeframes/lines & cost estimates prepared for this activity Ongoing activity. PDF completed and forwarded to Finance & Budgets to secure funding for		

A Fixed Assets Valuation Report compile for all purposes that covers: a) replacement costs, insurance covers for buildings & its contents by July/ August 2016 A Fixed Asset Management Policy that shall guide the department in efficient and effective Assets Management systems Develop a DoE Housing Policy and deliver on Housing Project in consultation with various stake holders (NHc, BSP, Nambawan Supa, Lands Dept and other Land Owners	Ongoing activity. PDF completed and forwarded to Finance & Budgets to secure funding for comprehensive Asset Management Review. Work plans, implementation schedules, time frames/lines & cost estimates prepared for these activities Draft policy currently developed and will be circulated for comments, inputs by relevant officers Need to capture inputs from relevant departments on good Asset Management practices Draft Policy developed and will be circulated for comments, inputs by relevant officers And ongoing activity that require Inputs from relevant departments to guide formulate policy
Department Fleet Registration	All vehicles to carry ZED plate numbers – Completed except for five at H/Q and the Standards Officers in the Provinces.
AMMENITIES AND PLANNING	
Training of Office Attendants	Produce capacity building for all office Attendants with a view to engage a reputable outside source to up skill them
OPERATIONS	
Plan for quarter budget reviews 1, 2, 3 and 4 including 2017 annual budget.	• Done and submitted all quarter review reports to budgets
Establish and upgrade staff data, (leave fares, furlough leave, sick leave and compassionate leave, absences, etc and staff performance appraisals.	• Leave fares raised and submitted to budgets, unfortunately no funding availability. Only very few have been processed while the rest pending for next year. • All appraisals for 2016 submitted to HROD
• Office space renovation • Centralization of utility bills • Stationery for the Division • Purchase of computers, work stations and office furniture to cater for new Division • Time and Access Management • Replacement of curtains	• Renovated ground floor office to accommodate the new established Admin Division with its staff • Made estimate and advance payments for MSB, CDD and HQ- fincorp haus both Telikom and PNG Power • Submitted claim to budget, but still had funding constraints as we were sharing from one basket with Finance Division. • Submitted claim to Budget, but due to unavailability of funds the claim was never processed • Time and Access Management to be implemented next year • Old curtains been replaced by new ones in Acting AS office and two Managers offices
Commentary and way forward	
1. 98% of Department fleet changed to Z plate as per DPM requirement. 2. Government Z plate registration policy received from the State Solicitors Office 3. Submitted all Budgetary Requirements for the Division to Department of Finance 4. Updated the Department Asset Register 5. Office renovation 97% which boosted staff productivity. 6. No separate budget allocation for Administration Division. A separate budget activity needs to be created to address issues affecting DoE across the board. 7. Office space and its allocation have been a very frustrating and very slow process. 8. Need to secure signed approval in 2016. 9. Lack of adequate operational resources such as proper workstations, computers, printers etc. 10. Separate Budget provided was diverted elsewhere. Needs to ensure funding is appropriated in 2016 to procure workstations, computers, printers, office furniture to allow the division to be effective and efficient in addressing DoE issues.	

Division Objectives

The Procurement Division within the Corporate Services Wing was established in 2012 with the core function of centralizing all procurement activities for the 12 divisions of the Department, Teaching Service Commission and Office of Library and Archives & NLAS.

The Division's major objectives are;

- Prepare divisional and department annual procurement plans.
- Conduct procurement activity for expenditure items under Works, Services, Goods and Special Projects.
- Record and maintain an accurate asset management for the Department.
- Provide an efficient and effective procurement process for the department including public tendering.
- Manage and report on the procurement activities in the department.

Budget activity		Procurement 11942 (235-2101-1117)	
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	N/A		
Total costs <i>(including staffing)</i>	1,142.6	1441.4	1441.4
Targets		Achievements and non-achievements	
Review and revise the phased centralization of procurement for Department of Education	Developed a Consolidated Annual Procurement Plan 2016 that was submitted to Central Supply and Tenders Board. Centralization began in the third quarter. All 2016 major procurements were paid for, although some payments were late. Among other major tenders, are procurements for Science Equipment for Secondary Schools for the four regions and Accommodations for markers for Grade 12 Witten Exam and Grade 12 Final Examinations? Carried out a centralized procurement awareness exercise, in the DoE, the Office of Libraries and Archives and the Teaching Service Commission and the CDAD Lower Primary Syllabus and Teachers guides printing and supply on the Procurement of Procurement and delivery.		
Major tender for the Procurement of Elementary Kits funded under DFAT/AHC	Successfully negotiated with AHC to deposit the funds in a safe account before the Government of Australia could take it back. Tender expected to be completed by early 2017.		
Evaluation of TFF tenders for (1) procurement of basic materials for schools x 4 regions and (2) delivery of basic materials to schools x 4 regions	Tender evaluation and Assessment conducted on the 2016 -2017 TFF tender for eight (8) tenders 4 x supply tenders and 4 x Delivery tenders.		
Complete Procurement Operational Manual, Volumes 1 and 2	Issued draft manuals for feed-back and approval. The review on the draft manual is continuing in 2016 and final copies to be distributed in 2017.		
Vetting and inspection of service providers	A total of 315 companies expressed interest to do business with the department. All companies were screened and inspected and only 222 were selected and approved to do business with the department in 2016/17.		

Grade 12 Markers accommodation	Markers accommodations were procured through successful negotiations with service providers to obtain the services for amounts lower than K500,000.00. Tenders could have been called due to obtaining the APC's late. However, the PD officers and Accounts Section have done a tremendous job to secure funds despite difficulties with late receipt of APC's and agreements with service providers to accept reduced rates for accommodations for the markers. In 2017 the divisions concern will have to work closely with PD to ensure these services procured through public tendering to obtain value for money service.
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Commentary and way forward

1. Facilitating major tender procurements is time bound. Some payments were made late because tender processes were not done on the required time.
2. Following the inspections of DoE vehicles, Central Supply and Tender Board approval was sought for their disposal by public tender or trade-in.
3. More awareness-raising and liaison with divisions is needed to centralize procurement.
4. Initial vetting of potential suppliers, with the internal audit branch, reduced the number of companies from 498 to 263. The final list will be submitted to the Top Management Team for approval.
5. Many travel requests are submitted very late and are therefore almost impossible to arrange. Travel requests need to be submitted two weeks in advance to enable procurement officers to obtain approvals.

Other comments

1. Facilitating major tender procurements is an activity that is time bound. Some payments were done late simply because the tender processes were not done on the required time by divisions.
2. More awareness-raising and liaison with divisions is required to effectively centralize procurement functions.
3. Initial vetting of potential suppliers, with the internal audit branch, reduced the number of companies from 315 to 222. Secretary has approved the 222 companies to be engaged to provide Goods, services and works in 2017- 2018.
4. Many travel requests are submitted at the last minute and are therefore almost impossible to arrange. Therefore, Travel requests must be submitted two weeks in advance to enable procurement officers to fully complete compliance requirements before approvals can be given.

Division Objectives

The Standards division deals specifically with quality assurance and control and provides supervisory, advisory and appraisal functions to provinces and schools.

The Division's main objectives are:

- To maintain and improve national education standards and requirements at all levels of schooling. (Elementary, Primary & Secondary) through the National Quality Schools Standards Framework (NQSSF).
- To provide quality control and advice in the areas of curriculum implementation, teacher performance, teaching and learning and school management systems.
- To facilitate, monitor and improve professional development of teachers and in particular to promote quality school based professional development programs.
- To promote and create a conducive environment for transparency, honesty and accountability at the school level and improve school systems to facilitate quality teaching and learning.
- To collect and use data as a tool for planning, implementation and decision-making to improve the performance of the division.
- Ensure DoE initiatives and priority activities are implemented, monitored, reviewed and reported.
- Conduct teacher appraisals in elementary, primary and secondary schools.
- Institutionalise Supervision & Management Reform (SMR) in schools.

Budget activity		Standards & Inspections Services 10413 (235-2101-2103)	
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs (229)	10,963.0	10,855.0	10,009.0
Total costs (including staffing)	9,321.0	9,213.0	8,643.0
Targets	Achievements and non-achievements		
Education Standards: Quality Standards Improvement in all schools	Achievement • Average schools visited by Inspectors remained the same: Elementary – 70%, Primary - 80% and Secondary – 80%. Non-Achievement • Funding constraints continue to impede Inspectors not to complete all school improvement visits.		
Quality Teaching & Learning: Teacher Quality Performance, Assessment, Appraisal, Ratings for Registration and Promotion.	Achievements • Despite funding constraints in 2016, Quality Teaching and Learning continues to show gradual improvements. • Total inspection reports for 2015 rated in 2016 during the National Ratings was 4,149 (62%) compared to previous year (6692): Momase – 949, Highlands – 1,307, New Guinea Islands – 895 and Southern – 998. Overall this is 38% less reports and funding is the main cause affecting Inspectors movements to schools that are hard to reach.		
Monitoring and Evaluation: Monitor and Evaluate the work of Standard Officers and the impacts at the school level.	Achievements • Despite Financial constraints, most provinces in the four regions were visited by the Regional Directors. Highlands 7/7 – 100%, Momase 4/4 – 100%, Southern 4/6 – 67 % and NGI 3 /5 – 60%. Senior School Inspectors' reports done with notable impacts. 96% of Staff Performance Appraisals (SPA) completed.		



Commentary and way forward

Lessons:

Inspectors continue to make-do with the little funding given. Only some Senior Inspectors were given funds, hence not all Inspectors were covered. Some provinces assisted with fuel. Inspectors continued to capitalize on other provincial programs to make visits. Not all provinces are assisted under the PSIP, DSIP and LLGSIP.

Division Objectives

The Guidance and Counselling Division is a new division that was created in 2014. Its main objectives are to:

- Provide Guidance & Counselling Services to students and teachers to promote positive attitude, healthy learning and teaching environment.
- Build the capacity of Guidance & Counselling Officers & School Based Counsellors to effectively deliver programs in schools and coordinating with stakeholders in the community.
- Liaise, align and support other education department divisions and stakeholders to facilitate and implement department policies that strengthen Standard Base Curriculum.
- Coordinate and manage effectively the day to day operation of the division with allocated budgets, manpower establishment and resources. This is sourcing of staff and defining of functions Operational Structures.
- Monitor, assess, and evaluate programs, its achievements and challenges through quarterly reports.

Guidance & Counselling Services 10414 (235-2101-2104)			
Budget activity	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs (229)	925,000	668,000	749,000
Total costs (including staffing)	1,693,000	1,291,000	1,264,000
Targets	Achievements and non-achievements		
School visits to carry out DAT testing give career guidance to students as well as carry out student leadership training for student leaders. Monitor performance of the SBC's.	Achievement • Nearly 90% of schools were visited. Only 50% of officers were funded. • Most of the Grade 11 student population was tested (DAT tests). Monitor performances of SBC's.		
ARoB, EHP, WHP, Jiwaka – School Base Counselors (SBC) training. 1.1 Review & audit the Behaviour Management Policy (BMP). 1.2 School Career expo. 1.3 SBC training modules 1-3. 1.4 School Related Gender Base Violence workshop (SRGBV).(UNICEF)	Achievements • The review and audit of BMP was done but it was found that there was no implementation of the policy done in many provinces so the recommendation was made that in 2016, all officers will implement the School BMP. • Awareness was done but not many provinces took the final steps in implementation. • School Career Expos were held in some provinces with the help of the Schools and Provincial Education Divisions. • SRGBV training done in ARoB. • SRGBV training done for Jiwaka, WHP, Enga, ENBP, Morobe & NCD - GO. Non Achievements • One SBC training was conducted in Morobe and was funded by Lutheran Church. Other planned SBC workshops and training were not done because of funding constraints. This meant 90% of workshops & training were not done. • The SBC training modules 1-3 were not reviewed because of lack of funds to run the training and writing workshop, so the VSO volunteer Dr. Rebecca Pino began work on them to get them at par with world standard. • Work on the modules still progressing .		

Grade 11/12 Selections Nearly all Guidance Officers (GO) attended selections for Grade 11 & 12 students in 2016.	Achievement • 99% of GC Officers attended selections 2016 only one was sick. • 30,000 Grade 10 students selected into Grade 11 from 65,000 students • 6,000 students selected in Grade 12 to continue to higher institutions on Government TESAS scholarships from 23,000 Grade 12 leavers. Non Achievement • Many students missed out on selections. Government funding for scholarship needs to increase to cater for a large number of students to be selected. • Too many Grade 10 Leavers missed out 35,000 students
Monitoring & supervision	Achievement Guidance Officers visited nearly all their schools using provincial support and sharing of resources with Standard Officers.

Commentary and way forward

Internal organization for all Officers to be responsible for a project within the Division and have working committees, use the expertise of officers in running training during conferences and workshops.

Lessons

- Inadequate and late release of funding affected many planned activities.
- Assistance from Provinces was minimal in terms of counter funding workshops & training.
- Many Provinces were willing to help in funding for school visits.
- There should be more awareness for guidance to gain popularity among provinces and districts.
- Guidance & Counselling being a new Division must increase its man-power.



Deputy Team Leader for the Examinations Malpractice Investigation and Review Team Dr Arnold Kukari presents the official findings and recommendations to Minister Kuman for actions to be taken by the Department to improve examination security, minimize examination malpractices and restore public confidence in the National Examination and Certification System.

Division Objectives

The Curriculum Development Division (CDD) is responsible for providing advice to the Minister through the Secretary on issues relating to the Development, Procurement and Distribution of all Curriculum materials for all schools. Curriculum development works within a cycle of: planning, developing, producing, and printing/distribution, implementing and monitoring/evaluating to support the curriculum including Assessment.

The Division's main objectives are to:

- Design and develop a National curriculum (Elementary to Grade 12) that genuinely reflects the aspirations of the people of PNG.
- Develop and produce a comprehensive set of curriculum and assessment resources to support the implementation of the Standard-Based Curriculum, (SBC).
- Develop a Curriculum Standards Monitoring Test (CSMT) to monitor the performance of students and use the data to review and improve the curriculum.
- Deliver curriculum materials to schools (remote, rural and urban) with support for improved storage and longevity of materials, and improve the quality of data available to the DoE to direct future distributions.

Budget activity		Curriculum Development & Assessment 10411 (235-2101–2101)	
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs (229)	1,809	1,809	1,399
Total costs (<i>including staffing</i>)	2,348	2,348	1,876
Targets		Achievements and non-achievements	
Coordinate Divisional Operations.	All of the division's operational costs including staff leave entitlements, utility bills and administrative costs were paid, except November and December utility bills (water bill) and maintenance work on the toilets blocks, buildings and air condition in all buildings. This function is placed under Administration Division and therefore should be transfer back to CDD under a special arrangement or through another mini Divisional restructure.		
Hold Board of Studies and Subject Advisory Committee meetings.	No Subject Advisory Committee, for Primary and Elementary Education, and No Board of Studies meeting, for Basic Education due to financial constraints.		
Develop School Journals.	6 Bridging School Journals developed with assistance from VSO under the Every Child Reading, (ECR Phase 2). The VSO support has eventually ended and DoE will have to fund this.		
Commentary and way forward			
1. Many repair and maintenance jobs are still outstanding at the print shop and CDAD blocks.			
2. The two toilet blocks in block B and warehouse needs full maintenance.			
3. All 4 blocks air condition needs maintenance or replacement.			
4. Primary SBC materials still under development and need full financial support.			
5. Printing of SBC Primary, (Grades 3-5) is still outstanding and is priority once development completes.			
6. Aging computers and Laptops need complete purchase and is still outstanding.			

Budget activity		Corporate Production and Distribution 10412 (235-2101–2102)	
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs (229)	377.5	188,000	120,000
Total costs (<i>including staffing</i>)	547,000	547,000	441,000
Targets		Achievements and non-achievements	
Procure text books for primary and secondary schools	Non-achievement Not achieved. Not procured due to no funds.		
Printing of six full-colour issues for Bridging School Journals.	Non-achievement Nothing was printed.		
Printing of SBC Elementary materials.	Achieved Successfully accomplished. All printing was done by Tokiwa & Treid Pacific through tender.		
Distribution of Draft SBC materials for Elementary.	Partly Achieved Some draft SBC materials were distributed to the Highlands region.		
Distribution of other resources materials purchased by Pearson Education such as the Shappy's books.	No other major distribution were done		
Distribution of Final copy SBC materials for Elementary all Schools through the clusters.	Packing and labeling completed. Launching done by Minister for Education and the Secretary. Materials for NCD were delivered by CDD and NCDES. Treid Pacific was awarded the contract but to date they are yet to deliver to all schools throughout PNG because the company won the tender		
Distribution of Bridging School Journals	No publication for school Journals and there were no delivery done.		
Improved Management of Inventories PMSO Annual workshop and logistic update, Monitoring and evaluation stock take to 8 provinces, wireless phone & phone cards, warehouse maintenance for fire safety & cleaning and standalone.	Non-achievement Not achieved. This function is now transferred to Procurement Division under the recent restructure. CDD only looks after the Graphics. However, in actual practice CDD is doing the tendering, procurement, printing and distribution. This function therefore should be transferred back to CDD under a special arrangement or through another mini Divisional restructure.		
Publishing/Graphics activities: Design storyboards, do illustrations, design covers and layout for SBC Elementary, Syllabus & Teacher guides for Maths, English, Language and Culture & Community.	Achievement Elementary SBC Syllabuses and Teacher Guides (Maths, English, Language and Culture & Community) were designed. These documents are all printed, packed and label and waiting for distributions by Treid Pacific who is delaying this by four months from Nov, 2016.		
Elementary SBC Syllabuses and Teacher Guides (Maths, English, Language and Culture & Community) were designed.	Achievement Partly achieved. Machine set to rollout, except some parts are missing from the guillotine machine. Commissioning will be done in March 2017 and training by Japanese experts on how to operate the machines.		
Commentary and way forward			
- Most activities were not achieved as the division's focused on Standards-Based Curriculum development. - The publishing/graphics section did not have Mac computers to do designs and layout of developed curriculum materials. - Most draft curriculum materials were printed externally at very high costs. - When funds become available in 2017 a plate burner and ink master will be bought for the fast printer at the print-shop to allow cheaper printing done in-house. The Ryobi printer at the print-shop also needs an ink master to replace the photocopier in the operations section for mass printing of curriculum materials. - Machine set to rollout, except some parts missing for the guillotine machine. Commissioning will be done in March 2017 and training by Japanese experts on how to operate the machines will follow. By March 2017, the machine will be operational.			

Budget activity		Curriculum Development Materials 11795 (235-2101-2107)	
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs (229)	N/A	N/A	N/A
Total costs (including staffing)	20,697,000	20,112,000	K18,728,000
Targets	Achievements and non-achievements		
Develop Standard Based Curriculum resource materials for Elementary.	Achievements - Developed four (4) Elementary Standard Based Curriculum Syllabuses (English, Language, Mathematics and Culture and Community). - Developed 12 SBC Elementary Teacher Guides (three each for English, Language, Mathematics and Culture and Community). - Five phonics materials developed, Phonics Training Manual, Teacher Module, Mathematics, Language and Culture & Community. - Three small Children Readers were developed. - Training manual developed to be used during Cluster Training. - Training of Trainers (TOT) for SBC Elementary implementation done successfully - Cluster Training on SBC Elementary successful completed in all 22 provinces - SBC Elementary materials packed in crates, labeled and shrink wrapped and strapped for delivery by Treid Pacific. Non-achievements: - Delivery of the SBC Elementary materials by Treid Pacific, a company that won the tender to deliver to all Cluster/Districts throughout PNG. - Outsourcing of development of implementation handbook, in-service teacher guides and supplementary resource books not achieved.		
Develop Standard Based Curriculum resource materials for Primary.	Achievements - Developed 7 Standard Based Curriculum Junior Primary Syllabuses (Mathematics, English, Science, Community Living, Arts, Physical Education and Health). - Developed 5 SBC Junior Primary Teacher Guides (2 for English, 2 for Mathematics, 1 for Science, and 1 for Mathematics) - Developed 2 Senior Primary Syllabuses (1 for mathematics, 1 for science, Non-achievements: 4 Teacher Guides for Junior Primary, 1 each for English and mathematics and 2 for Science not done. 5 Senior Primary Syllabuses (Personal Development, Arts, Making a Living, Social Science and English) not done. 7 Teacher Guides for senior Primary, English, Maths, Social Science, Science, PD, MAL, Arts not done. Not done		
Develop Standard Based Curriculum resource materials for Secondary.	Non Achievement. Secondary officers assisted Elementary & Primary Officers. Secondary SBC development will start in 2016.		

Policy document review in line with SBC.	Non achievement. - Reviewed Curriculum management Plan, Curriculum Writers' Handbook, National Assessment and Reporting Policy. NOT Done - National Curriculum Framework was done by Task and renamed National Curriculum Standards Framework. (90% completed). - Currently reviewed by Curriculum Officers as content specialists.
Procure text books both locally and abroad to support SBC implementation	Non Achievement. Text books procurement will be done in 2016 and they will be distributed with SBC materials.
Print/publish curriculum materials developed for SBC.	Achievement. Printed final version SBC Syllabus and Teacher Guides: 16,500 copies of 4 x Syllabuses and 12 x Teacher guides. - Elementary teachers trained using these materials in each of the regions.
Distribute curriculum materials to schools.	Achievement. SBC Elementary final version packed and labeled by provinces, district, cluster and school throughout PNG. Non achievement. Final versions of all elementary materials will be distributed in February 2017. This is been deferred by the Contractor, Treid Pacific.
SBC capacity building for curriculum officers.	Achievement - VSOs under the ECR Phase 1 program trained curriculum officers basic skills on writing, editing, and graphics work. - Japanese Professor Isoda held two information meetings (two–three days) for curriculum officers developing Elementary and Primary mathematics materials. - Mathematics and Science Curriculum Officers attended short term (4 weeks) training in Naruto University of Education, Japan.

Commentary and way forward

- Most targets were not achieved because Officers were engaged in developing Elementary and Primary SBC materials and attended training on SBC to implement in 2016 in elementary schools.
- All SBC materials for Primary will be completed by June 2017 while text books for Elementary will be developed through Private Public partnership.
- Cluster training will be completed and implementation starts in 2017.
- Printing of Elementary SBC materials is completed 100% and schools will be resourced to implement SBC in 2017.
- Distribution of Elementary SBC materials will be done in early 2017 and schools will be resourced to implement SBC in 2016.



Budget activity		Research and Innovation (21064 (235-2101-1234)	
Staffing costs (229)	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	N/A	N/A	N/A
Total costs (including staffing)			
Targets		Achievements and non-achievements	
No target as it was a new activity in 2015	No Activities in 2015 and even in 2016 although the Review of All Curriculum policy & Research in SBC was assigned to an officer.		
Develop Senior & Junior School Journals.	New – will be done under ECR II.		
Distribute School Journals.	Will be done in 2016.		
Commentary and way forward			
1. Research & Innovation is a New Branch headed by a Director under the new restructure. Its main function is to Research and Innovate Curriculum & resources and recommend to Assistant Secretary CDD. 2. This officer has NOT produced the tasks. For example, Research on SBC and support was not there. The Director has been opposing SBC and to date still the same. Many tasks assigned have not been done and the officer seems to be not at work. Attendance is very poor and she does not report to AS-CDD as required. I recommend for this position to be abolished and an Editorial Office be set up in place of Research and Innovation and should be headed by a Director Editorial.			

Budget activity		Pacific Benchmarking for Education Results	
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs (229)	N/A	N/A	N/A
Total costs <i>(including staffing)</i>			
Targets		Achievements and non-achievements	
Component 1: Diagnoses of Year 6 (Grade 5) students' performance are used to inform policy development for improving learning outcomes in literacy and numeracy	Achievements 2015 PILNA PNG report - Data of 10,000+ PNG grade 5 students was analyzed and a comprehensive report was compiled. Dissemination of findings to education stakeholders will be in 2017.		
Component 2: National benchmarks are established that better reflect regional and international norms which are publicised and approved for implementation.	- Institutional Policy Capacity Analysis (IPCA) report - Training, data collection, data analysis, report writing and benchmarking workshop. [Note: The purpose of the IPCA is to assess the quality of key policy areas within the National Department of Education]		
Component 3: Evidence is available and used to inform policy reform and effect whole of systems educational change and school improvement.	- PaBER PNG report - Triangulation of all key evidences from various reports generated since 2013. Consultations between DoE officials and EQAP, hence the final country report. - PaBER PNG Research report - engaged Australian Council for Education Research (ACER) and Tebbut Research, PNG in collaboration with DoE Research Division. Data collection in 22 provinces, Qual and Quan data analysis, report writing. Findings disseminated at TMT/SSM by Research Division.		
Launching of Reports.	Non-achievement The Reports were not launched due to lack of funds.		

Commentary and way forward

1. The project has been successfully completed in June 2016. PNG Ministry of Education has several country reports.
2. The findings from the above learning assessments, policy analysis and field research, together with data on an agreed set of overall system performance indicators was consolidated and for dissemination.
3. This will provide PNG MoE/DoE with evidence-based guidance on concrete steps to be taken to improve learning outcomes. It is now up to MoE/DoE to act on the findings and the potential interventions will not be financed through PaBER. It will be the responsibility of GoPNG through the MoE/DoE to plan and implement the new interventions arising from PaBER evidence with financial and technical support from the development partners.
4. The way forward is for immediate dissemination of PaBER findings and recommendations to all stakeholders and the sustainability of the PaBER work within the Ministry of Education/Department of Education.

Division Objectives

The Measurement Services used to be under the Curriculum Development Division as a unit until early 2015. It is now a Division with two main Branches and Operations. Its main functions are the National Examinations and Assessment of Education Standards.

The Division's objectives are to:

- Design the Standards Monitoring Test (CSMT) to monitor the performance of students and use the data to review and improve the curriculum.
- Develop items for nationally examinable subjects to monitor standards and to certify through the administration of national examinations and certification at grade 8, grade 10 and grade 12.
- Maintain national assessment records and issue of statement of results to institutions and employers
- Develop item banks for school use and provide support and in-service training in areas of assessment.

Budget activity		Measurement Services 10415 (235-2101–2105)	
Staffing costs (229)	Revised appropriation (K'000s)	Warrant authorised (K17 000.0)	Expenditure (K18 187.3)
	K2,610,000-00	K2,610,000-00	K2,610,000-00
Total costs (including staffing)	K16,096,700.00	K14,060,000-00	K15,930,000-00
Targets		Achievements and non-achievements	
2015 Grade 8, Grade 10 & Grade 12 National Examinations Printing.	Achievements National Examinations & Certification: • Grade 8 x 4 papers x 122,600 students & 122,600 Certificates • Grade 10 x 12 papers x 63,600 students & 63,600 Certificates • Grade 12 x17 papers x 23,800 students & 23,800 Certificates • All certificates with increased security features effected.		
Exam Development workshops and running trial tests.	Achievements • Item writing & Provincial Examination Supervisors' workshops for grades 8, 10 and 12 conducted. • Trialing of grades 8 & grade 10 items in four regions done.		
Containment of Exam malpractices.	Achievements • Implemented the critical recommendations of EMIR team (Secure Grade 12 Item writing, printing, verifying the packing and dispatching of Exams nationwide, Monitoring teams to Highlands, Using task force to apprehend rogue elements during the Exam Duration and Effective collaboration with Inspection Officers at provincial levels done.		
Marking of grade 12 Written Expression and Objective Exams in Port Moresby.	Achievement • Collected student performance data for writing involving 235 markers. • Collected student performance data from 16 nationally examinable subjects (Gr12) involving 570 teachers.		
Dispatch of Examination Papers & Certificates.	• Examinations & school certificates reached schools nationwide on time. • Submission of results for 10 & 12 for Selection Meetings		



Commentary and way forward

- While MSD has been given a face-lift with our focused work, system strengthening will need to be consolidated.
- CSMT Test trailing and administering has to be in 2017 and the draft framework & actual plans finalized.
- Manpower shortage, subject & skills expertise have to be attended to and enabled through concentrated in-service & resource activities starting from within the Division.

Division Objectives

The e-Learning Division (ELD) is responsible for providing advice to the Minister through the Secretary on issues relating to the development, procurement and distribution of all e-learning programs for all schools and the administration of school broadcast programs with EMTV and NBC. The development of e-Learning programs works within a cycle of: planning, designing, developing, producing, and printing/distribution, and to support the curriculum to:

- Design and develop an e-Learning Policy and framework that will reflect all levels of learning (elementary to grade 12) that genuinely reflects the aspirations of the people of PNG.
- Develop and produce sets of e-curriculum support resource materials to support the implementation of the standard-based curriculum.
- Plan, design and develop awareness and advocacy programs through different e-modes to promote plans and policies of the department
- Deliver e-curriculum materials to schools (remote, rural and urban) with support for improved storage and longevity of materials, and improve the quality of data available to the DoE to direct future distributions.

National Education Media Centre 10416 (235-2101-2106)			
Budget activity	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs (229)	966	651	434
Total costs (including staffing)	1,330	968	744
Targets	Achievements and non-achievements		
NBC Airtime for school radio programs.	Non-achievements • Nonpayment of K250,000.00 for NBC Airtime – Brought forward to 2017 due to no funding. • Non production due to technical problems. • Delay of scripts to production time. Non-achievements • Nonpayment of K250,000.00 for NBC Airtime – Brought forward to 2017 due to no funding. • Non production due to technical problems. • Delay of scripts to production time.		
Radio review (English Programs).	Achievements Grade 1-6 Radio teachers Notes retyped (Radio Time, Listening Time, Radio Magazine, Let's Speak English, Let's Use English and English Radio Magazine). Non-achievements • Brought forward to 2017 - most of the Radio activities were on hold due to manpower & funding was all sourced out to conduct the 100 days' task for EQUITY activities. Concentration was on Math and Science TV programs • Reprint of NBC English Schools Programs (Nil Funding)		

Develop 40 elementary phonics radio programs.	Achievements • 40 scripts complete • e-ponic teachers note (Draft complete) • e-phonics student flashcards and workbook (Draft complete) Non-achievements Non production of radio phonics programs due to EQUITV rollout in schools as priority task.
Transfer radio programs from analogue to digital format	Achievements • Digitized the following programs and uploaded to the server; i) Science – Grade; 4,5&6 ii) Stories from the Bible – Grade: 5 iii) Christian Education – Grade: 6 iv) Stories from the bible Gr.5 NB: These programs were endorsed by the DoE secretary to be aired and are currently on air. Non-achievements • Transfer activity not implemented in 2016 due to i) lack of funding and manpower and will be carried forward to 2017 ii) faulty equipment used to transfer programs (OTARI TASCAM)
EMTV Airtime for school TV programs	Achievement A total of 813 EMTV broadcast programs for primary schools were broadcast in 2016. Non-achievements Nonpayment of K550,000.00 for EMTV Airtime - Brought forward to 2017 due to no funding.
Sales of DVDs	Achievement A total of 122,419.74 paid into the trust account from purchase of DVDs by schools. Non-achievements Used to assist EQUITV rollout expansion as there was nil funding for EQUITV in 2016.
Commentary and way forward 1. Most of the Radio activities were on hold due to manpower & funding were sourced out to carry out the 100 day task for EQUITV activities 2. All workshops for content development were done in-house as there was insufficient funding	



Budget activity		Enhancing Quality through TV 20774 (235-2101-3214)	
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs (229)	4,549	2,529	2,520
Total costs (including staffing)		K122,419.74	K122,419.74
Targets	Achievements and non-achievements		
Procured & Distributed 100 Star Vision 32 Inch TV Screens.	Non-achievements Installed together with the TV satellite equipment in schools the following: • 20 screens to Oro • 16 screens to Western • 15 screens to Jiwaka • 30 screens to SHP • 20 screens to WHP Non-achievements 36 TV screens for Oro and Western Province yet to be installed as provincial component is not forthcoming as promised.		
Installation of 100 new TV satellite equipment and EMTV decoders for 100 schools.	Achievements Installed TV satellite equipment with EMTV decoders in these provinces: • 18/27 schools - Jiwaka • 12/18 schools – Western Highlands • 5/20 - Gulf • 24/30 schools installed in SHP (Ialibu/Pangia) Non-achievements • 9 schools in Jiwaka, 6 schools in SHP, 6 Schools in WHP, 15 schools in Gulf due to geography (flying Schools) and shortage of funds. • Nil counterpart funding from respective provinces slowed the activities. (Western, Oro and Gulf provinces) • All the above activities will be brought forward to 2017.		
Training of teachers on use of EQUITV in Jiwaka, WHP and SHP Provinces.	Achievements • Carried out basic training for teachers as follows; • Jiwaka Province – Basic Training - 100 Provincial trainers • WHP Province – Basic Training - 100 Provincial trainers Non-achievements • Training in SHP did not eventuate as funding from UNICEF was late. Will be done in 2017 for both SHP and ARoB. • Gulf, Western and Oro Provinces await counterpart funding(Provincial component).		
Produce Grade 6 mathematics and science lessons.	Achievements • 10/88 Grade 6 science completed. • 10/84 Grade 6 math completed. Non-achievements • Production slow due to using new TV approach teaching without students • The activity will continue in 2017.Production commenced in Q3 2017		

Targets	Achievements and non-achievements																																																																																																				
Distributed TV resource materials to Gulf, Oro, and Western Provinces in the Southern Region and Jiwaka, WHP and SHP provinces in the Highlands Region.	Achievements • 2016 Distribution was done in the Southern and Highlands Regions only. i) Southern <table><tr><th>Province</th><th>CHS</th><th colspan="2">Grade 8 Math</th><th colspan="2">Grade 8 Science</th><th colspan="2">Grade 7 Math</th><th colspan="2">Grade 7 Science</th></tr><tr><td></td><td></td><td>TRB 20</td><td>SWB 25</td><td>TRB 10</td><td>SWB 35</td><td>TRB 10</td><td>SWB 15</td><td>TRB 10</td><td>SWB 30</td></tr><tr><td>Gulf</td><td>20</td><td>6</td><td>5</td><td>12</td><td>4</td><td>12</td><td>8</td><td>12</td><td>4</td></tr><tr><td>Oro</td><td>20</td><td>6</td><td>5</td><td>11</td><td>4</td><td>11</td><td>8</td><td>11</td><td>4</td></tr><tr><td>Western</td><td>22</td><td>9</td><td>8</td><td>18</td><td>6</td><td>18</td><td>12</td><td>18</td><td>6</td></tr></table> ii) Highlands <table><tr><th>Province</th><th>CHS</th><th colspan="2">Grade 8 Math</th><th colspan="2">Grade 8 Science</th><th colspan="2">Grade 7 Math</th><th colspan="2">Grade 7 Science</th></tr><tr><td></td><td></td><td>TRB 20</td><td>SWB 25</td><td>TRB 10</td><td>SWB 35</td><td>TRB 10</td><td>SWB 15</td><td>TRB 10</td><td>SWB 30</td></tr><tr><td>Southern Highlands</td><td>30</td><td>11</td><td>9</td><td>22</td><td>7</td><td>22</td><td>15</td><td>22</td><td>8</td></tr><tr><td>Western Highlands</td><td>35</td><td>5</td><td>4</td><td>10</td><td>3</td><td>10</td><td>7</td><td>7</td><td>10</td></tr><tr><td>Jiwaka</td><td>30</td><td>2</td><td>2</td><td>4</td><td>1</td><td>4</td><td>3</td><td>4</td><td>2</td></tr></table>	Province	CHS	Grade 8 Math		Grade 8 Science		Grade 7 Math		Grade 7 Science				TRB 20	SWB 25	TRB 10	SWB 35	TRB 10	SWB 15	TRB 10	SWB 30	Gulf	20	6	5	12	4	12	8	12	4	Oro	20	6	5	11	4	11	8	11	4	Western	22	9	8	18	6	18	12	18	6	Province	CHS	Grade 8 Math		Grade 8 Science		Grade 7 Math		Grade 7 Science				TRB 20	SWB 25	TRB 10	SWB 35	TRB 10	SWB 15	TRB 10	SWB 30	Southern Highlands	30	11	9	22	7	22	15	22	8	Western Highlands	35	5	4	10	3	10	7	7	10	Jiwaka	30	2	2	4	1	4	3	4	2
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	Achievement • Reviewed 2015 drafts and finalized 2016; • 1 National Dissemination Plan & • 21/22 Provincial Dissemination Plans. Non-achievements • SHP yet to complete their final draft (follow up in 2017). • No funding for printing and distribution to provinces (Print and distribute if funds are available in 2017).																																																																																																				
Review of National Education Media Policy.	Achievement Completed the review of the policy																																																																																																				

Commentary and way forward

1. Funding was available but was diverted to other Divisions' activities resulting in some activities being brought forward to 2017.
2. Impact program at a very slow pace due to lack of funding.
3. The money from the TV Trust Account (K122,419.74) is income from selling DVD's to primary schools was an initiative by the Department through e-learning division too sustain the EQUITY program in terms of facing financial constraints like last year where not funded therefore it was used to fund the Installation of Satellite Dishes and EMTV decoders in 30 new TV schools in Ialibu/Pangia District, SHP.

TVET Operations and Management

Division Objectives

The Technical Vocational Education and Training (TVET) Wing provides broad – based Technical and Vocational Education and Training that meets National Competency Standards and the ongoing needs of the Community, Government, Commerce and Industry.

The TVET School Operations Division's main objectives are to:

- Coordinate and distribute funds to the six (6) Technical Colleges, two (2) Business Colleges, one (1) National Polytechnic Institution and one hundred and thirty one (131) Vocational Centres. Prepare budget, cash flow projections, manpower reviews and tenure appointments. Recruit teachers for mainly the Technical/Business Colleges and the National Polytechnic Institution.
- Provide facilitate and promote integral human development through the delivery of relevant demand driven and nationally recognised Technical Vocational Education and Vocational training programmes to foster enhance and sustain the socio – economic growth.
- Implement Government directives, Ministerial Policy Statements and Departmental Policy Guidelines for Education reform and efficient management of Technical/ Business Colleges, National Polytechnic Institutions and Vocational training Centres throughout Papua New Guinea to support social and economic growth.

Budget activity		TVET Coordination Services 10430 (235–2102–1101)	
Staffing costs (229)	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	989.0		
Total costs <i>(including staffing)</i>	1,352.0	1,333.0	921.0
Targets		Achievements and non-achievements	
Secure adequate funds for 11 TVET institutions.	Insufficient annual budget allocation by budget office. No operational grants to colleges in 2016.		
Attend and actively participate in institutions' Governing Council meetings.	No Governing Council meeting was attended by a head office representative due to funding constraints.		
Provide necessary infrastructure and equipment for course programs.	Insufficient infrastructure and equipment were provided to other colleges. Bougainville Technical College received Generator (Genset) for the college from Agmark Buka branch, under AusAid sponsor, worth K85, 491.88. on the 25th May, 2016.		
Commentary and way forward			
1. The annual targets were not fully achieved because of insufficient funding.			
2. Operational Visits is a need for further information of operations to the Administration and the staff of each college.			
3. Governing council meetings for Head office staff to attend be supported and funded for future deliberation.			

Budget activity		TVET Schools Operations 10431 (235–2102–1102)	
Staffing costs (229)	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	16,325.5		
Total costs (including staffing)	20,222.0	19,222.0	22,512.0
Targets		Achievements and non-achievements	
Principals Brief (2 days).	Principals Brief was a success 2 days on the 19th and 20th August, 2016. K50, 000.00 was allocated for the Brief, together to farewell 3 retired Principals on the 21st August, 2016.		
Host 28 Governing Council meetings.	28 Governing Council meetings were conducted in colleges and institute however attendance by the representatives from the TSOD depended very much on the availability of funds.		
Enrol 6, 288 students in all the prescribed courses in colleges and institute.	Of the 2 year TTC programs in Trade Areas, NC 1, 2 & 3 programs, Certificate Programs and the 2 year Diploma programs of the 11 National TVET Institutions produced, enrolment figures for 2016 were, 6,288 of which 2137 were females and 4151 were males. All these courses were run in all these institutions as planned.		
Operational visits x 2 to 11 National Institutions.	Two visits were planned annually for the newly elevated VTCs to Technical Colleges namely: Bougainville, Southern Highlands, Don Bosco and WNB Technical Colleges which needed to be in-serviced during the transitional period on procedures and processes on Technical college.		

Commentary and way forward

1. Principals & Chairpersons Consultative yearly conference is recommended and is a need for facilitation of guidelines, information, procedures, laws, TVET Wing structure, TSC, HROD, Payroll, Projects, Budgets, and other stakeholders such as NATTB, Labour Department, Agriculture Bank, D'HERST.
2. Linkages with vocational centres to technical colleges to provide better pathways to connect to higher institutions for advancement of the unprivileged students.
3. More assistance in TVET Awareness to the Grade 12 students throughout the country. This has been an ongoing problem whereby students throughout the country do not know whether TVET exists. Funding is a must for awareness to take place for the betterment of future children of PNG.
4. Funds are required to visit these colleges and assist with the effective administration of the (4) colleges.

Budget activity		Coordination of Vocational Education 10427 (235-2101-6101)	
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs (229)	428.9		
Total costs (<i>including staffing</i>)	576.0	576.0	572.0
Targets		Achievements and non-achievements	
Advise provincial/district TVET coordinators on schools operation and strategic development planning on TVET expansion.	Not fully achieved – (10 %) • Provincial based TVET officers including heads of schools in NCD, Enga, EHP, Morobe, ESP, ENB, Hela and Simbu and Central provincial offices were visited and assisted with reviews. • Established communication & work with districts without a specialized skills training Centre's in Imbongu (1), Koroba/kopiago, Tari/Pori (Hela), Kabwum (Morobe), Wosera Gawi, (ESP), Goilala (Central), Kikori (Gulf), Wabag (Enga), Daulo (EHP), Rabaul (ENB) and Bogia, Usino Bundi (Madang). Work in progress for 2 x PIP projects in two districts. Others in planning and approval stage. • Provincial TVET Coordinators conference not held due to funding shortfall and reprioritizing of activities.		

Facilitate assistance towards new teacher registration, salary and allowance queries for the teaching staff.	- Assisted up to 35 new teachers with registration and eligibility to meet TSC requirements for payroll uptake. - Assisted handling of boarding and other duty allowance for teachers in approved schools in semi-urban and remote schools.
Procure and distribute trades skill certificates for conventional programs for up to 17,000 Vocational skills Training Centre's.	Fully Achieved - All 14,800 (2014) outstanding conventional trade skills certificate procured and dispatched under the 2015 budget in Q1/2015. 2015 Trades certificates: (Up to 17, 000 graduates) Not fully achieved. 4,424 certificates processed and dispatched; 8,753 yet to be procured registered and dispatched due to funding constraint; 29 school's certificate request list is not yet received to date. Total estimated for approx. 3,900 students. - Western, Gulf, ESP, Central, Hela, SHP – (1 school each) - Milne Bay, Oro – (2 schools each) - WSP, Madang, WNB – (3 schools each) - ENB & AROB – (5 schools each)
EU/PNG HRDP2 project coordination for Vocational Secondary School development in PNG.	Coordinate with provinces for phase one activities in six selected provinces (NCD, Enga, EHP, ESP, Morobe, ENB) to complete the following; - Conducted Labor Market Study (LMS) involving TVET officers, technical experts within the project and key partners including industry, TVET schools and provincial officers. - Based on the LMS, conduct Training Need Analysis for identification of skills gap for up to 700 TVET teachers' in the 6 selected provinces and align to skills and qualification upgrading. - Based on the LMS identified Infrastructure, tools and equipment need for demanded programs in the 10 selected institutions in the six provinces. Also preparation of tender documents for supply and works contracts was started by November 2015.

Commentary and way forward

- There should be an annual conference for provincial TVET Coordinators.
- TVET Management has proposed that HRDP 2 project under TVET should include budgetary support activities towards formalizing establishment and strengthening of TVET committee starting with the six selected provinces.
- The delay in procurement of certificate for 2015 has been budgetary support related. The budget released for 2016 will fund the outstanding certificates for claims that are still with Procurement Division since October 2015.
- Procedures have been developed and options are been looked at to have a dedicated heavy-duty printer procured to have certificates processed in-house. Region-based coordination officers to be fully supported.
- The procedural guideline with a directive is now prepared for dispatch for non-submission of certificate listing to Managers, Inspectors and TVET Coordinators.

Budget activity		Community College Coordination 11693 (235-2102-1105)	
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs (229)	N/A	N/A	315.9
Total costs <i>(including staffing)</i>	500	500	507.7
Targets		Achievements and non-achievements	
Distribution of prefabricated housing units to nine selected sites for community colleges.	A total of 36 prefabricated housing units were distributed to the nine sites, with each site receiving two 40-foot and two 20-foot units each.		
Distribution of ICT equipment and accessories.	All the ICT equipment and accessories for distribution to the above sites are yet to be distributed.		
Five community colleges built (phase one).	Five colleges, namely Kupiano, Rigo, Kwato, Pangia and Finschhafen, have been built and officially opened and to date four of these are operational.		
Transfer of assets (from original college management organisation ITE Trust)	Transfer of assets from the ITE Trust to DoE has never been effected to date, despite the Act establishing ITE Trust having been repealed under NEC Decision number 05/2013 of Special Meeting number 01/2013.		
Amalgamation policy for vocational centres and community colleges.	Draft amalgamation policy was presented to SEOC, SSM and TMT and was accepted in principle and endorsed for NEB approval, which is pending.		
Commentary and way forward			
The nine colleges are part of the 15-sites of phase II of the community college concept. Five colleges were opened in 2013 (four of those are operating but Rigo Community College is yet to be opened due to land issues) and another two were private. Phase one comprised two colleges, which were never completed. 1. The Department of Education signed an MOA with LD Logistics in 2013 for the delivery of the prefabricated housing units, at a cost to the department of K500, 000. Local institutions and the respective members of parliament for sites that were politically selected assisted financially with the transfers. 2. ICT equipment and accessories were distributed in June 2016 and installation completed in August 2016. 3. Although the ITE Trust Act of 2008 was repealed in 2013, the transfer of assets to the Department of Education is still pending despite lawful instructions from DoE to effect this transfer. 4. A Ministerial Directive dated, 24 October 2013 by former Minister for Education James Marape called for vocational centers to be amalgamated with community colleges and renamed community colleges. The Ministerial Directive is consistent with the NEC Decision number 230/2013 of Special Meeting No: 06/2013 to establish one community college in each of the 22 provinces by 2014.			
Lessons: The funds appropriated under activity 235-2102-1105 are purely for the operations of the Community Education Secretariat. In order for the Project to be completed there should be community college development project funding to complete the nine colleges, for which responsibility has been transferred to the Department of Education. This is a recurrent activity without funding in 2017 appropriation.			

Budget activity		Community college capacity development project	
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs (229)	N/A	N/A	
Total costs (<i>including staffing</i>)	27,700		
Targets		Achievements and non-achievements	
EXIM bank loan repayment.	The repayment (of the loan for phase two funding) is pending the renewal/extension of ZTE Corporation's contract to complete the installation of the ICT equipment and accessories at the nine incomplete colleges.		
Payment of liabilities (of ITE Trust).	The incurred liabilities amounting to K8.0m dating back to 2010 are yet to be settled by the DoE. A meeting on 8/8/14 seeking approval from the Departments of Finance and Treasury was not successful.		
Independent Audit for Phase & 1 & 11	The Terms of Reference was developed by DoE and submitted to the Chief Secretary for approval.		
Commentary and way forward			
1. NEC Decision number 119/2014 of Special Meeting number 12/2014 approved funding of K27.7m for the completion of the outstanding nine colleges and the settlement of the ITE Trust's outstanding bills totaling K9.0m.			
2. Although there was an appropriation of K27.7 million in 2014, we were not able to access the funding as it was used for refinancing the EXIM bank loan.			
3. Audit to be conducted as per the Office of the Prime Minister, Chief Secretary and Office of the State Solicitor in 2016.			
Lessons:			
1. Lack of funding led to a complete halt in the completion of Phase II of college not commissioned.			
2. Breaching of the contracts with ZTE and non-payment of ITE liabilities may lead to legal action against the State and Government Departments.			
3. Without the Independent Audit carried out, the certification and commissioning of Phase 11 sites, payment for service providers and ZTE contractor will be delayed.			



Minister for Higher Education, Research, Science and Technology Hon. Francis Marus (middle), Principal for Port Moresby Business College, John August and the Chairman of the Governing Council, Peter Itzap cutting the ribbon to officially open the John Lasisi August Multi-purpose Hall.

Division Objectives

The Technical Vocational Education and Training (TVET) Curriculum Division objectives are as follows:

- to design, develop, implement, assess and monitor TVET curriculum that is suitable for the community, industries/organizations and globally.
- Co-ordinate the development & designing of the overall TVET curriculum.
- Facilitate and co-ordinate delivery of the courses and relevant programs.
- Mobilize and manage resources as per the TVET Wing priorities.
- Monitor, develop divisional & operational plans aligned with performance targets linked to TVET Strategic Management Plan, National Education Plan and PNG Vision 2050.
- Regulate and attend scheduled activities, such as; Senior Staff Meeting, Governing Council AAC Meetings, In-Services and other meetings.

Budget activity		Coordination of TVET Curriculum 12023 (235-2102-1104)	
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs (229)	N/A	N/A	
Total costs (including staffing)	1,729.8	-	-
Targets	Achievements and non-achievements		
Development of the TVET Curriculum Statement and framework.	Non-achievement Not achieved due to lack funding.		
TVET Curriculum Capacity Building in CBTA training and development.	Achievements • 188 teachers were trained in 2016 on the CBTA program. • 11 curriculum officers received refresher training in-house on the CBTA Assessment.		
Design and development of National Curriculum, NC1 - NAD	Achievement • Developed the Curriculum Plan for 2016 – 2018 for 10 sectors and are ready for printing. • Developed and designed NC3, NC4 and ND, NAD for all sectors.		
Design and development of National Curriculum, NC1 - NAD	Achievement • Developed the Curriculum Plan for 2016 – 2018 for 10 sectors and are ready for printing. • Developed and designed NC3, NC4 and ND, NAD for all sectors.		
	Achievements • Automotive Services – Level 1-3 for AMBR and AMB Refinishing. • Primary Industry – National Diploma, National Advanced Diploma. • Electro technology – Climate change & Adaptation Sustainable Energy • Commenced realigning of traditional courses to NC for POM Business College and Lae Polytechnic Institute. Yet to start for other colleges. • Implementation of In-Service conducted for NC3 and NC4 for Business for Hoskins Girls Technical School, NC1 and NC2 for Wapenamanda Specialised Training Centre and LaSalle – Hohola Youth Development Centre. • Five (5) Technical Vocational Centres including Simbu Province to implement NC courses in 2018. Preparation ie: training in 2017. • Awareness & Curriculum Audit of the three TVET Vocational Centres in NCD Two (2) identified to offer Tourism & Hospitality. • Eight (8) TVET Institutions at AROB, two (2) identified to offer NC courses in Tourism & Hospitality. • Conducted curriculum awareness and evaluation for Fisheries courses in Highlands. A Report was compiled on this activity.		

Aligning of TVET courses towards a systematic and consistent awarding system as per the national qualification framework

Achievements

Only two sectors commenced-Business Services and Building Sectors.

Commentary and way forward

1. There were minimal achievements due to the capacity of the Division. There were 10 sectors and each sector has only one curriculum officer except the Automotive and Mechanical Sectors.
2. Planned activities not carried out as funds were diverted to other users without any consultation. There were three cases. 60% of the planned activities not achieved.
3. Priority No. 5: Outsourcing Alignment. Work was underway to consult with TVET Institutions to share this work.

Lessons:

Seek funding from donor agencies to implement the planned activities for the Co-ordination of TVET Curriculum.
Liaise with TVET Institutions for assistance in outsourcing the development and aligning of the curriculum.



Prime Minister Peter O'Neill at the official groundbreaking ceremony for Gumine National Polytechnic Institute

TVET Inspections

Division Objectives

The Technical Vocational Education and Training (TVET) Curriculum and Inspections Division was established in 2015. The division's main objectives are to:

- Ensure institutions comply with relevant regulations, policies, procedures and processes
- Maintain quality in teaching, performance, curriculum and standards
- Ensure curriculum policies, procedures and processes are effectively implemented in TVET Institutions
- Regulate institutional performances by annual appraising, reporting and rating of teachers, managers/ress and Administrators in TVET Institutions
- Coordinate registration and promotion of TVET teachers
- To strengthen and uphold NDOE Audit functions to maintain accountability and transparency in the operations of TVET Institutions

TVET Coordination Services 10430 (235–2102–1101)			
Budget activity	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs			
Total costs (including staffing)	1.589,292	1.242,955	1.153,178
Targets	Achievements and non-achievements		
Carry out Advisory Inspections of 300 teachers in all TVET Institutions for “normal inspections, registrations, personal and other inspections such as immediate or compulsory inspections.	Non-achievement The target set for advisory inspection was not achieved. Out of 300 teachers, only 225 vocational teachers were inspected due to insufficient funds. (refer to table below) For national institutions; no inspections carried out due to following reasons; • Funding problems prevented inspection activities to proceed. • No inspector in Business Studies to inspect teachers at Port Moresby Business College • No proper Administration in place at Port Moresby Technical College Overall, lack of funding support/ budget cuts has greatly affected inspection activities both at provincial and national institutions. Previously, all institutions would be covered however, the last two years has been so terrible with many institutions not inspected due to severe budget cuts.		

	Non-achievement Partially achieved in the final inspections. Only 225 teachers inspected in Provincial TVET Institutions. <table><tr><th colspan="4">Summary of 2015 Final Inspections Tally</th></tr><tr><th colspan="3">Vocational Teachers Inspected</th><th></th></tr><tr><th>No</th><th>Province</th><th>Total</th><td rowspan="4">None of the teachers in National Institutions were inspected this year due to financial constraints</td></tr><tr><td>1</td><td>Sandaun</td><td>10</td></tr><tr><td>2</td><td>Madang</td><td>15</td></tr><tr><td>3</td><td>Morobe</td><td>45</td></tr><tr><td>4</td><td>WNB</td><td>8</td><td rowspan="3">Vocational Teachers = 225 Tech/Bus/Nat Polytech = 0 Total Trs inspected = 225</td></tr><tr><td>5</td><td>ENB</td><td>25</td></tr><tr><td>6</td><td>Enga</td><td>6</td></tr><tr><td>7</td><td>WHP</td><td>3</td><td rowspan="6">Note: Provinces (Provincial Institution) not inspected: Hela, EHP, East Sepik, Manus, Oro, Central, New Ireland and AROB provinces</td></tr><tr><td>8</td><td>Simbu</td><td>23</td></tr><tr><td>9</td><td>SHP</td><td>11</td></tr><tr><td>10</td><td>Jiwaka</td><td>50</td></tr><tr><td>11</td><td>NCD</td><td>25</td></tr><tr><td>12</td><td>Milne Bay</td><td>18</td></tr><tr><td>13</td><td>Gulf</td><td>5</td><td rowspan="3">National Institutions not inspected: They are as follows: Port Moresby Technical College, Port Moresby Business College, Hagen Tech, Madang Technical College, Bougainville Technical College, West New Britain Technical College, Kokopo Business College, Southern Highlands Technical College, Goroka Technical College, Simbu Technical College, PNG National Polytechnic Institute Lae,</td></tr><tr><td>14</td><td>Western</td><td>17</td></tr><tr><td></td><td></td><td></td></tr></table>	Summary of 2015 Final Inspections Tally				Vocational Teachers Inspected				No	Province	Total	None of the teachers in National Institutions were inspected this year due to financial constraints	1	Sandaun	10	2	Madang	15	3	Morobe	45	4	WNB	8	Vocational Teachers = 225 Tech/Bus/Nat Polytech = 0 Total Trs inspected = 225	5	ENB	25	6	Enga	6	7	WHP	3	Note: Provinces (Provincial Institution) not inspected: Hela, EHP, East Sepik, Manus, Oro, Central, New Ireland and AROB provinces	8	Simbu	23	9	SHP	11	10	Jiwaka	50	11	NCD	25	12	Milne Bay	18	13	Gulf	5	National Institutions not inspected: They are as follows: Port Moresby Technical College, Port Moresby Business College, Hagen Tech, Madang Technical College, Bougainville Technical College, West New Britain Technical College, Kokopo Business College, Southern Highlands Technical College, Goroka Technical College, Simbu Technical College, PNG National Polytechnic Institute Lae,	14	Western	17			
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Induct 22 new inspectors.	Non-achievement No induction conducted due to lack of funding.																																																												
Conduct National TVET Inspectors Forum for 22 Provincial and National Inspectors including Head Office Personnel, TSC, PNG-TA representatives, the Duty Secretary of Education and Provincial Education Advisor.	Non-achievement National Inspectors' Forum was not conducted due to lack of funding. It is unfortunate that the forum has been consecutively put off in the last three years. The forum is significantly important as SEO and Principals' conference and therefore sufficient funds must be made available annually to conduct the forum. It's an important event for inspectors to meet annually to address inspection issues prior to the National Ratings Conference and it must be conducted annually.																																																												
Conduct National Ratings Conference.	Non-achievement No ratings conference for 2016. It will be considered for first quarter 2017 if funding permits.																																																												
Issuance of National Certificates for successful completion of National Programs in TVET Institutions.	Achievement: Total number of National Certificates issued in 2016: 6,697 • NC = 3,239 • TTC = 419 • CHTE = 175 • Certificates = 1,267 • Diploma = 1,559 • PETT = 38																																																												

Commentary and way forward

Not all achievements were realized due to insufficient funding to implement all planned activities from the recurrent budget. This is an on-going problem every year with TVET inspections and this requires urgent attention as it is severing the core functions of our Division which is carrying out “advisory and final” inspections in the National and Provincial Institutions twice a year.

Lessons:

1. GoPNG to increase TVET Inspection budget to cover all inspection activities for effectiveness and efficiency. The implications in the budget cuts are so severe it affects the quality outcomes of teaching and learning as well as performances of teachers and administrators, etc.
2. GoPNG to provide special development budget for TVET Inspectors’ housing and vehicles in the provinces for smooth operations of inspection duties. This is a major and on-going problem for TVET Inspectors and affects both the performance of inspectors and teachers/students in the institutions.
3. Shared costs and responsibilities between the Department and Provinces are necessary to collaboratively execute planned activities for TVET Provincial Inspectors and to produce intended results.
4. Seek funding from Development Partners to implement the planned activities for the coordination of TVET Inspections as it plays a significant role in monitoring, evaluation, advisory and maintaining standards in Technical and Vocational training in accordance with set guidelines and procedures.

Division Objectives

Teacher Education Division (TED) has five (5) sections; Operations, Elementary Teacher Training, Standards, Teacher Professional Development and Inclusive Education Unit (Special Education). It is responsible for the provision/facilitation of relevant pre-service teacher training programs for elementary, primary and vocational sector schools. TED is also responsible for the provision/facilitation of teacher development activities for teachers in elementary, primary, high schools, secondary schools, technical colleges, business colleges and teachers colleges.

The other main objectives include;

- provide quality pre-service and in-service teacher training for elementary, primary, vocational and technical school teachers to adequately cater for the fields.
- coordinate support services for teachers colleges and Special Education Centres and programs through professional, supervisory, administrative, curriculum resource allocation and staff development activities.
- provide, coordinate, administer and monitor in-service and upgrading programs for teacher through short courses, workshops, seminars and in-country or overseas study programs.
- provide administrative, professional curriculum and resource support to Special Education Resource centres.
- support and coordinate gender awareness and equity programs.
- support and coordinate project activities designed to promote the above objectives.
- carry out registration and de-registration of teachers within the National Education System.

Budget activity		Pre-service teacher training 10433 (235-2102-2101)	
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs			
Total costs (including staffing)	10,619,088.00	2,469,000.00	9,566.7
Targets		Achievements and non-achievements	
Complete advisory/inspection visits to all 10 teachers colleges.	Inspection Visits:		
	College	Male lecturers	Female lecturers
	Gaulim	5	9
	PNGEI	2	3
	Sacred Heart	3	3
	Bomana	3	3
	Enga	2	2
	Holy Trinity	2	3
	Dauli	4	3
	Nazarene (MNTC)	4	6
	Balob	9	4
	Madang	pending	pending
	Simbu	2	2
	Inclusive Edu Inst (CSNI)	2	1
	Total	38	39
			77

Targets	Achievements and non-achievements																												
Distribute financial support to all primary teachers colleges and PNG	K5.06 million was distributed: <table> <tr> <th>College</th><th>Distribution (K)</th></tr> <tr> <td>Madang</td><td>800,000</td></tr> <tr> <td>Balob</td><td>260,000</td></tr> <tr> <td>Inclusive Education Institute Callan</td><td>320, 000</td></tr> <tr> <td>Gaulim</td><td>540,000</td></tr> <tr> <td>Holy Trinity</td><td>220,000</td></tr> <tr> <td>Nazarene</td><td>180,000</td></tr> <tr> <td>Enga</td><td>190,000</td></tr> <tr> <td>Dauli</td><td>310,00</td></tr> <tr> <td>Simbu</td><td>430, 000</td></tr> <tr> <td>Sacred Heart (Bomana)</td><td>190,000</td></tr> <tr> <td>PNG Education Institute</td><td>830,000</td></tr> <tr> <td>St Peter Chanel</td><td>50, 000</td></tr> <tr> <td>Rev Maru</td><td>50, 000</td></tr> </table>	College	Distribution (K)	Madang	800,000	Balob	260,000	Inclusive Education Institute Callan	320, 000	Gaulim	540,000	Holy Trinity	220,000	Nazarene	180,000	Enga	190,000	Dauli	310,00	Simbu	430, 000	Sacred Heart (Bomana)	190,000	PNG Education Institute	830,000	St Peter Chanel	50, 000	Rev Maru	50, 000
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Conduct workshop to review and develop policy guidelines for practicum and assessment.	Activity in progress																												
	Completed for all the colleges except Dauli PNGEI and Kabaleo, which will be done in March 2015. <table> <tr> <th>College</th><th>Completed/Not Completed</th></tr> <tr> <td>Balob</td><td>√</td></tr> <tr> <td>Mad n</td><td>√</td></tr> <tr> <td>Gauli</td><td>√</td></tr> <tr> <td>Kabaleo</td><td>√</td></tr> <tr> <td>HTTC</td><td>√</td></tr> <tr> <td>Nazarene</td><td>√</td></tr> <tr> <td>Enga</td><td>√</td></tr> <tr> <td>Simbu</td><td>√</td></tr> <tr> <td>Dauli</td><td>√</td></tr> <tr> <td>Bomana</td><td>√</td></tr> <tr> <td>PNGEI</td><td>√</td></tr> </table>	College	Completed/Not Completed	Balob	√	Mad n	√	Gauli	√	Kabaleo	√	HTTC	√	Nazarene	√	Enga	√	Simbu	√	Dauli	√	Bomana	√	PNGEI	√				
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Enga	√																												
Simbu	√																												
Dauli	√																												
Bomana	√																												
PNGEI	√																												
Implement three-year diploma in teaching.	All Teacher Training Institutions fully implementing the 3 year Diploma program.																												
Teachers In-service Training	PNGEI is implementing Certificate in Elementary, Diploma in Primary In-service, Diploma in Vocational/ Technical Education Training, Diploma in Inclusive Education & Bachelor in School Management and Leadership Callan Inclusive Education Institute is implementing Applied Diploma in Special Education.																												
Attend at least two Academic Advisory Council and two Governing Council meetings for each Primary Teachers College	Attended one AAC and one Governing Council meeting at: Dauli, Nazarene; Holy Trinity; Enga; Simbu; Gaulim; Madang; Sacred Heart; PNGEI; St Peter Chanel. Yet to visit Rev Maru.																												
Principals meetings	Principals & TED achieved Quarterly Meeting.																												
Centralisation of Non School Leavers	Achieved.																												
Induction of new Lecturers	Partly achieved and in progress.																												

Commentary and way forward

1. Inspections will continue to all Teacher Training Institutions.
2. Review the three year Diploma in terms curriculum content, Assessments and Practicum
3. Review the Non School Leavers vetting process in July
4. Inductions of new Lecturers will continue to all Teacher Training Institutions

Lessons

Although there was limited funding, team work by officers from all five units/Sections combined available funds to achieve some major core functions of the Division. More are yet to be achieved if more funds are allocated to the Division.

Budget activity		In-service teacher training	10434 (235-2101–2102)
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs			
Total costs (including staffing)	5,505,700.00	1,318,000.00	3,494.8

Targets	Achievements and non-achievements
Conduct leadership/management training workshop for head teachers and senior managers for elementary, primary, high/secondary schools and vocational training centres.	A two year's Bachelor's Degree In-service program in School Leadership and Management is currently being conducted
Diploma in Inclusive Education	New programs introduced in 2016 and are continuing into 2017 and beyond.
Conduct In-service Diploma of Vocational Training (DoVET) program	A new program upgraded from pre-service to in-service.
Maths & Science In-service training	Not achieved due to funding constraints
Two Provincial In-service Coordinators meetings	Not achieved due to funding constraints
Implementation of NIST/PIST	Not achieved due to funding constraints

Commentary and way forward

The Bachelor's Degree in School Leadership and Management is now accredited by DHERST and is in its third year now. While the In-service Diploma in Education Primary is decentralized to the provinces and the new inclusion of the Diploma in Inclusive Education and DOVET Diploma.

The other In-service programs need to be funded to enhance quality teaching and learning.

Lessons:

The training budget should be increased for 2015 to allow the institute to introduce short courses in the provinces so that more teachers can benefit, especially female teachers.

Budget activity		Elementary teacher training		10435 (235-2102-2103)	
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)		
	N/A	N/A	420,000		
Total costs (including staffing)					
Targets		Achievements and non-achievements			
Development of CET Curriculum content Guidelines		Achieved			
Inspection of Elementary Trainers (PETTC & DETTs)		Conducted accept for ten provinces to be completed in 2017.			
Institutionalizing of CET program		Four colleges including PNGEI are conducting while the rest will follow in the later years.			
Development of CET policy		First draft completed and sent to PPRC			
Commentary and way forward					
1. CET Content Guideline yet to be endorsed by NTBS.					
2. 10 Provinces yet to be visited.					
3. CET Training is institutionalized as for 2017 in the four teachers' college Dauli & Balob Teachers Colleges PNGEI & Enga. Others will follow when their infrastructure is in place. It should be noted that TTC academic and staff structure should be revised to cater for the CET Program.					
4. Draft copy of CET Policy completed and yet to be finalized.					
Lessons					
All CET mixed mode must be appropriately concluded and emphasis on CET institutionalization to be fully budgeted for in 2017.					
Budget activity		Inclusive Education		11501 (235-2102-2104)	
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)		
	3,282,972.00	748,000.00	2,814.04		
Total costs (including staffing)					
Targets		Achievements and non-achievements			
Inspections to Education Resource Centres (IERCs)	12 Inspection conducted in the IERC institutions				
	College	Male lecturers	Female lecturers	Total	
	Simbu	1	2	3	
	Mt Hagen	7	nil	7	
	Mingende	5	1	6	
	Goroka	1	7	8	
	Mendi	3	3	6	
	Enga	3	1	4	
	Morobe	2	2	4	
	Fatima	nil			
	Madang	0	3	3	
	Wewak	3	8	11	
	Rabaul	4	3	7	
	Kimbe	2	3	5	
	Daru	1	1	2	
	Total	32	34	66	

Inspection for IERCs	Not done due to funding constraints.			
Distribute operational grants to all 23 Inclusive Education Resource Centres.		College	1st amount	2nd Amount
	Simbu	Not given	Not given	
	Mt Hagen	Not given	Not given	
	Mingende	6,521.73	Not given	
	Goroka	6,521.73	Not given	
	Mendi	Not given		
	Enga	6,521.73	Not given	
	Morobe	6,521.73	Not given	
	Fatima	Campus of IEIC		
	Madang	6,521.73	Not given	
	Wewak	6,521.73	Not given	
	Rabaul	Not given	Not given	
	Kimbe	6,521.73	Not given	
	Manus	6,521.73	Not given	
	Kavieng	Not given	Not given	
	Buka	Not given	Not given	
	Alotau	6,521.73	Not given	
	Kiunga	6,521.73	Not given	
	Daru	6,521.73	Not given	
	Red Cross	6,521.73	Not given	
	Cheshire	6,521.73	Not given	
	St.John's	Not given	Not given	
	Gerehu	6,521.73	Not given	
	Aitape	6,521.73	Not given	
Vanimo	6,521.73	Not given		
	K150,600.00			
Run induction program for new and senior officers of IERCs.	Not done due to financial constraints.			
Management meeting.	Not done due to financial constraints.			
Curriculum Workshop for SBC Elementary and PTCs.	Not done due to financial constraints.			
Inclusive Education Policy review.	Not done due to financial constraints.			

Commentary and way forward

Lessons:

The special education section's manpower shortage prevented it from fully carrying out its planned activities for 2016. It was not possible for the single inspector to cover all 24 SERCs including Callan National Institute due to financial constraints.

Budget activity		Teacher Education development 10402 (235-2101–1103)																							
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)																						
Staffing costs	1,934,900.00	1,934,900.00	1,934,900.00																						
Total costs <i>(including staffing)</i>																									
Targets		Achievements and non-achievements																							
1. Upgrade teacher qualifications.	Sponsored 91 teachers for long and short study programs at training institutions at home and overseas in 2016.																								
	All tuition fees paid for all students in all institutions except PNGEI as stated below:																								
	<table><tr><th>Training provider</th><th>Paid (K)</th><th>Unpaid (K)</th></tr><tr><td>University of Goroka</td><td>181,000</td><td></td></tr><tr><td>University of Papua New Guinea</td><td>18,000</td><td></td></tr><tr><td>Divine Word University</td><td>85,000</td><td></td></tr><tr><td>University of Technology</td><td>00</td><td></td></tr><tr><td>PNG Education Institute</td><td></td><td>40,000</td></tr><tr><td>Total</td><td>284,000</td><td>40,000</td></tr></table>				Training provider	Paid (K)	Unpaid (K)	University of Goroka	181,000		University of Papua New Guinea	18,000		Divine Word University	85,000		University of Technology	00		PNG Education Institute		40,000	Total	284,000	40,000
	Training provider	Paid (K)	Unpaid (K)																						
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	Divine Word University	85,000																							
	University of Technology	00																							
	PNG Education Institute		40,000																						
Total	284,000	40,000																							
Coordinate college lecturer induction program	No visits to primary teachers colleges to monitor the new lecturers undergoing induction program.																								
Visit DoE sponsored students at training institutions	Two visits to University of Goroka.																								
No visits to University of Technology, DWUs and University of Papua New Guinea.																									
Hold Executive Development Committee (EDC) and Staff Development Committee (SDC) meetings	Three EDC and SDC meetings achieved.																								
Commentary and way forward																									
1. The teacher qualification upgrading is equally important and must be funded adequately.																									
2. All fees paid however, book allowance, air fares and reimbursements are yet to be paid																									
3. Induction programs need to be incorporated into inspections as a core function and must be adequately funded..																									
4. Visit to institution is an ongoing activity and must be funded adequately.																									
Lessons:																									
Most activities were only partly achieved or not achieved because of the lack of funds.																									
Professional development of teachers at schools is paramount but funding has been minimal for years. Executive Officer position for EDC/SDC was abolished and needs to be created.																									

Institutional data, 2016 year				
Institution	Levels	Number of staff	Student Enrolment	Programs Offered
PNG Education Institute	12	42/60 (Residential Staff)	284 (Residential students)	• Bachelor of School Leadership & Management (In-service) - BSLM • Diploma in Education Primary (In-service) • Diploma in Inclusive Education (In-service) • Diploma in Vocational Education and Training • Diploma in Teaching Technical & Vocational Education • Certificate in Elementary Teaching
		180 plus Elementary Teacher Trainers	3000 plus (Non-residential students)	• Diploma in Education Primary (In-service) • Certificate in Elementary Teaching (CET) • Certificate in Elementary Teacher Trainer (CETT)
St. Peter's Chanel	12	New	New	Bachelor in Secondary Teaching Math/ Science
Madang	11	47	843	Diploma in Primary Teaching Pre-service
Balob	11	49	1094	Diploma in Primary Teaching Pre-service
Gaulim	11	Pending	839	Diploma in Primary Teaching Pre-service
Dauli	10	31	368	Diploma in Primary Teaching Pre-service and CET
Holy Trinity	10	35	686	Diploma in Primary Teaching Pre-service
Enga	10	25	408	Diploma in Primary Teaching Pre-service and CET
Nazarene	10	25	228	Diploma in Primary Teaching Pre-service
Simbu	10	13	866	Diploma in Primary Teaching Pre-service
Sacred Heart	10	22/24	277	Diploma in Primary Teaching Pre-service
Rev. Maru	9	Pending		Diploma in Primary Teaching Pre-service and CET
Inclusive Edu Inst Callan	10	10	0	Applied Diploma in SPED (In-service)

National Capital District

Division Objectives

To plan, supervise, manage, administer, coordinate and monitor the delivery of Basic Education, Secondary Education, and Vocational Education in the National Capital District, the Six (6) National High Schools and Flexible Open Distance Education. To develop the skills, knowledge, understanding and talents of:

1. of children in years 7 – 12 through provision of quality education at elementary and primary level
2. of youths in years 13 – 18 in secondary and national high school level and prepare them for tertiary education level and or suitable job opportunities
3. of youths in years 13 and above to acquire simple and practical skills and development of self-employed and small businesses at the vocational centres
4. of youths in years 13 and above including adults who want to pursue further education as an alternative to formal education through Flexible and Open Distance Education Activities and Outcomes.

Budget activity		Coordination of NCD Education Services 10404 (235-2101-1105)	
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs			
Total costs <i>(including staffing)</i>	597	597	913
Targets		Achievements and non-achievements	
Make recruitment trip to 4 colleges.	Not done due to funding constrains, otherwise an exercise needs to be done.		
Four full board and 8 sub-committee meetings are held in the year.	Three (3) DEB meetings held to date. The first meeting was the swearing in of DEB members • 1 x Disciplinary meeting held student & teacher discipline • 2 x Teacher Appointments		
Career expo for grade ten, twelve and vocational students.	Was successfully held despite funding constraints but schools assisted to stage the expos.		
Grade 9 selections Panel meeting held and selections made.	Successfully done despite funding of the activity was slow.		
Conduct grade 8 and 10 examinations.	These activities were carried out well except the delay in funding of examination.		
Provincial in-service training is conducted.	Most not done due to funding constraints especially for head teacher financial management.		
Commentary and way forward			
1. Major constrain is funding of these activities 2. The Division was under staff both in Administration and School Inspections			
Way Forward:			
1. Secure funds in advance with Division cash flow commitment from Budget Division 2. Strengthen & fill in all staff vacancies 3. Working with donor agencies MPs & Private Public Partners (PPP).			

Budget activity		NCD Elementary Schools Operations 10420 (235-2101-3107)	
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Total costs (including staffing)	9,000	8,400	8,671
Targets		Achievements and non-achievements	
Elementary Coordinator and SO visit 42 schools.	Visitation done on all the schools using own resources due to no funds available		
Teacher Repatriations.	4 deceased. Funding 50% met by NDoE and 50% by schools and yet to receive reimbursement from the NDoE.		
Management and Leadership training for all head teachers.	Trainings where carried out by schools using SLIP programs.		
Cluster training, monitoring of programs (SBE/ SBC, SLIP, PHONICS).	Trainings where carried out by schools using SLIP programs.		
Support Teacher Training and Education.	No sponsor from the dept. teacher went on Self-sponsor though they were selected by the dept.		
In-service training week.	Trainings where carried out by schools using SLIP programs.		
Commentary and way forward			
Lessons			
Division sought assistance from MPs and Donors to help in these provincial programs. Look into schools to provide funds under the SLIP programs. NDoE to provide additional on top of what donors have given.			
Budget activity		NCD Primary Schools Operations 10417 (235-2101-3104)	
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Total costs (including staffing)	26,269	24,569	31,444
Targets		Achievements and non-achievements	
The primary coordinator and SO visit 42 schools per quarter.	All schools visited and reported successfully.		
All schools visited in week 1 & 2 during Resumption and SEOSY and resumption each quarter.	All schools visited and reported successfully.		
Teacher repatriations and retirement.	Pending payment due to funding constrains for retirement. Schools have assisted in repatriation of deceased teachers and waiting for reimbursement from NDoE.		
Cluster base in-service teacher training and monitoring of programs (SBE/SBC, EQUITV, READ PNG, and SLIP).	Programs were drawn up but trainings never took place due to lack of funding. EQUITV, READ PNG & SLIP are conducted in school based in-services.		
Leadership and management training conducted.	Training conducted for all schools in their respective zones.		
Support teacher training and education.	First time teachers are sent to PNGEI for upgrading of their qualification by the Division.		
School Based Counsellors workshop for all schools.	Each school has its own counsellors but no workshop due to financial constraints.		

Commentary and way forward

Lessons:

Training coordinator to plan and implement training programs on the following:

- Cluster base in-service teacher training
- Leadership and management training
- School based Counsellors workshop

Inspectors to monitor and evaluate outcomes. Division to provide logistics support for school visit.

Budget activity		NCD Secondary Schools Operations 10426 (235-2101-5105)	
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs			
Total costs (including staffing)	10,403	9,703	11,323
Targets		Achievements and non-achievements	
Secondary Coordinator, Guidance Officer and SO to do 10 visits per term.		Not all carried out because of the death of Secondary Inspector. Guidance Officer has frequent visits to all schools	
All schools visited in week 1 and week 2.during resumption and SEOSY and resumption visit each quarter.		Achieved. With Secondary school inspector, Guidance Officer, FODE Inspector and Planner – NCDES	
Teacher repatriation and retirement.		Deceased Teachers; Della Salle Bomana – 5 Gordon Secondary – 2 KilaKila Secondary – 1 Repatriation cost met by school funding and pending reimbursement to school by NDoE	
Case studies done on Shift Teaching.		First and second studies done and needs further deliberation due to some issues e.g. security, teachers, timing.	
School Based Councillors Workshop for all secondary schools.		No workshops done due to funding constraints	
Support teacher training and education.		Department of Education sponsoring training and education and also selected schools with the approval of their BOG.	
Leadership and Management training for Secondary Principals.		Two trainings were done on the first and third quarter of the year	
In-service training for secondary schools.		Taken during the NIST week (Term 2 Break) and on school based training	
School Board Training.		No training done due to financial constraints	

Commentary and way forward

Lessons

Most of the targets were achieved due to the cooperation of the school Principals and the NCDES staff. Other areas need to be improved as there are some difficulties due to financial constraints.

The way forward is to secure funding in advance to achieve the mentioned targets.

Budget activity	NCD Vocational Schools Operations 10428 (235-2101-6102)		
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs	N/A	N/A	3,185.811
Total costs <i>(including staffing)</i>	3,995.0	3,985.0	3,789.25
Targets	Achievements and non-achievements		
Four meetings are conducted.	8 manager meetings. 2 every term. Board meetings 2 every term per year. All successfully achieved.		
SO and Coordinator Vocational to visit five Centres per term.	8 manager meetings. 2 every term. Board meetings 2 every term per year. All successfully achieved.		
Term One SEOSY and Resumption Per Term for all NCD Schools.	Successfully achieved without funding for logistics.		
Teacher Repatriation.	Outstanding on deceased and from retired teachers back dated to 2012.		
Conduct Exams for Pre-Employment Technical Training (PETT) for students.	Achieved but on borrowed funding from schools to meet the timing. Some outstanding dated back to 2012		
Renovation of workshops in the 5 centres done.	Non-achievement due to lack of funding from the dept.		
Conduct workshop for teachers (In-service).	Achievements. Funding normally met schools.		
Leadership and management training for managers conducted.	Achievement. Again schools met the funding.		
Commentary and way forward			
Lessons			
Most of these targets are achievable if schools work along with NCD Division in their planning and budgeting for the year. Despite funding constrain. Other sources of achieving these targets can be achieved through the MPs and donors and in consultation with TVET Division.			

Institutional data, 2016 year				
Institution	Grades	Number of institutions	Enrolment	Number of teachers
National education system				
Elementary		42	25,702	522
Primary		39	47,922	1,069
Secondary		10	11,682	393
Vocational centres		5	3,241	124
Permitted - Primary		17		
Permitted - Secondary		9		

General Education Services

Division Objectives

The General Education Services Division (GESD) is responsible for providing ongoing support to the Ministry of Education, Provinces and other stake holders in the National Education System with the implementation of Government and Education policies towards the delivery of basic education. The division ensures it supports through coordination, Liaison, supervision, management and administering the delivery of Basic and Secondary Education in PNG by;

- Coordinating and Assisting with the Establishment and Registering of all new schools in the Country
- Coordinating the National Teacher Appointments through Vacancy and confirmation gazette
- Administering and Managing the operations of National High School and FODE institutions
- Liaising with Provinces on PEB matters and Provincial Institutions
- Communicating Government and Education policies to Provincial and National Institutions, and Church Agencies.
- Co-ordination and management of the day to day operation of the division in terms of finance and budget, manpower establishment, and resource allocation in order to achieve its objectives.
- Administering and distributing school administrative materials for general school operation and also managing of Teacher professional files (Basic & Secondary Education)
- Ensuring that opportunities for quality education are provided to all school age children including those in disadvantage and remote areas (communities).

Budget activity		Elementary Education Coordination 10418 (235-2101-3105)	
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs	240.5	240.5	240.5
Total costs <i>(including staffing)</i>	270.5	270.5	270.5
Targets	Achievements and non-achievements		
Maintain and upkeep of teachers' professional files.	Non-achievement Upgrading of the storage facility to house the teachers' professional files was not done due to funding constraints. No new files created.		
Receipt of Quarterly Returns from Provinces:	Non-achievement Manual process of collecting quarterly returns made nil progress. Provinces responses are very poor in submitting returns on quarterly basis.		
Teachers' Eligibility Certificate: Typing and printing of teachers' eligibility certificates.	Achievements More than 200 teachers' eligibility certificates typed. Non-achievement The slow process of procuring necessary materials for printing of certificates. The printing got delayed and not completed due to technical fault in the printer. Another impediment is, the reports from Standards Division are not received on time for branch to process the Eligibility Certificates.		
Printing and distribution of Administrative materials:	Non-achievement • Lack of funding to dispatch 30,000 combined cash books in the storage container back dating to 2014. • Lack of finding to print administrative materials.		
Printing and distribution of school administration materials such as roll books, combined cash book, transfer books.			

Commentary and way forward

Lessons

1. Revisit Quarterly Return program developed by ICT in 2014 to get it up and running.
2. Resume discussions with ICT to engage a developer to design an electronic document management system to keep teachers records. Funding is needed to assist ICT to engage a software company.
3. All administrative materials such as roll books, transfer books, admission books are retyped and uploaded onto the department's website for schools to access for their use. Therefore, the responsibility of printing school administration materials can be transferred to individual school's board of management and governing councils to produce and reproduce the official record books.
4. Purchased necessary stationery item on time to support branch's work to efficiently deliver its services to the provinces.

Budget activity

Basic Education Coordination 10419(235-2101-3106)

	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs	1,141.2	1,141.2	1,141.2
Total costs (including staffing)	611.1	611.1	611.1

Targets

Achievements and non-achievements

1. Central Sorting Unit

a. Master Position Register (MPR):
Cleansing of the Master Position Register.

b. Advertised Vacancy Gazette

Produce Advertise Vacancy Gazette.

c. Teacher Appointments

Conduct teacher appointments in provinces with Appointing Authorities and compilation of Tenure Confirmation Gazette.

Achievements

- A workshop held in July cleansed Master Position Register for 23 provinces.
- Vacancy Gazette 2016 for advertisement for all teaching positions was produced for all sectors from Primary, High/Secondary, TEVT and National Institutions (Teachers Colleges, IERC, National High, and Technical Colleges).

Non-achievements

- Due to funding constraints the Vacancy Gazette 2016 for advertisement was not printed for distribution to 23 provinces for teachers to apply.
- Therefore, teachers who held eligibilities expiring this year were extended to 2017.
- There were no confirmations of Teacher Appointments as Vacancy Gazette 2016 was not advertised.

2. Provincial Transfers & Cross cutting issues

a. Monitor PEB's operations in the provinces.

b. Transfer of Powers and Functions.

c. HIV/Gender Desk.

Awareness campaign on importance of HIV and Gender issues.

Achievements

- Confirmed 15 Provinces with provincial laws which PEBs' are operational.
- Developed a ABG Education registration process and procedures.
- Transfer of NCDESD to NCDC Memorandum of Understanding (MoU) signed on 13th March, 2016 at Crown Plaza to progress the work on transferring of education powers and functions to NCDC. Drafts MoA developed to be further discussed at Joint Committee meetings in 2017.
- Attended three (3) Intergovernmental meetings on whole government approach on Gender and social inclusive issues.
- Participated on two (2) workshops on Community participation on Gender and social issues.
- Participated in VSO research in Teachers Colleges on Gender Studies in ENB and Highlands regions. A Report is produced.
- * Selected women leaders attended seminar on women empowerment in leadership in Public Servants.

Non-achievement

- Three non- approved memberships by their PEC or Minister.
- Establish effective linkages to all provinces through regular dialogue and monitoring mechanism.

3. School Registration:

Manage and administer school registration.

- Processing of EDA 212 applications for registration
- Development of school registration e-process program
- Updating of the Schools Register and printing of the Books

Achievements

- Approved total of 309 new schools for elementary and primary to become member schools.
- Approved 136 schools for amendments to be made to registration information.
- School registration e-process developed to manage smooth flow of documents from one division to another. The program was pre-trialled by DoE officers.
- School Register updated and total of 13656 schools registered in the National Education System of which 13637 are operational and 22 closed.

Non-achievement

- Approved schools for Jiwaka, Hela and Enga provinces pending justification by PEB for endorsing too many schools to be established. IMG matters: 38 applications mainly new high schools/secondaries/vocational schools were referred to IMG for further visits to be conducted.
- 91 applications for Elementary and Primary pending PEB endorsements. 4 private schools' applications requesting for approved permitted status pending full documentations to be resubmitted before approvals are granted.
- During the pre-trialled exercise of the e-process of school registration, some areas were identified to be improved. The developer took note of these areas for improvements.
- School Register not printed due to funding constraints.

Commentary and way forward

Lessons

1. Eight (8) provinces without provincial education laws and need for laws to be developed.
2. School Registration meeting schedules are followed as calendared. Sufficient finding is required to print the School Register for Department's consumption.
3. School registration e-process is fast tracked to enhance workflow from one division to another.
4. Nil or insufficient funding caused lot of delay relating to MPR, Vacancy gazettes and implementation of central sorting. As this is NEB responsibility a direct funding is made available on annual basis until all functions are transferred to respective provinces through the Act of Parliament (TSC Act & Education Act) for provinces to produce their own gazettes and maintain their own records.
5. Regular monitoring of PEB operation will see all Provincial Education Boards live up-to their expectations by effectively implementing the national/provincial education plans and policies.
6. Funding support is required to fully implement HIV/Gender programs in provinces, in particular schools.

Budget activity		FODE & National High Schools Co-ordination 10422 (235-2101-5101)	
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	N/A	N/A	
Total costs (including staffing)	700.0	676.0	638.0
Targets		Achievements and non-achievements	
1. Coordinate Grade 11 Selections. Prepare and distribute Grade 10 school leaver forms. Receive and compile Grade 10 SLF in preparation for selections. Conducted Selections.	Achievements: Over 165 schools were sent Grade 10 school leaver forms to all High Schools & Secondary Schools. Received SLF forms from all high schools and secondary schools by Mid-November. 126 National High Schools & Secondary schools selected over 18,000 students to enrol in year 11 in 2015.		
2. Attend Governing Council Meetings. Attend to 28 Governing Council meetings.	Not all Governing Council meetings attended because of funding constraints. National High Schools outside of Port Moresby were affected: Aiyura, Wawin, Passam & Keravat.		
3. 2015 staff recruitment & appointments.			
Recruit teachers for NHS & FODE.	Appointed 165 teachers for NHS and 41 staff for FODE for 2015.		
4. Conduct NEB Committee Meetings.	Achievement:		
Organise NEB Com meetings quarterly.	Five meetings conducted plus one special meeting for teacher appointments.		
Process Personnel Emoluments for teachers at NHS & FODE.	Achievements: All teachers paid on correct salary level. Boarding duty and other allowances paid including recreational leave fares.		
Provide professional support to teachers in NHS/FODE.	Teacher Registration and certificates organised, eligibility certificates and Inspection reports distributed.		
6.0 Organise and Support NIST week activities at schools.	Non Achievement: No financial support from DOE so all school-based NIST Week not supported.		
Commentary and way forward			
Lessons: The results of achievements and non-achievements were determined by availability was funding.			
Other comments All planned activities were carried out by the respective branches of the Division based on core functions.			
Budget activity		Flexible Open and Distance Education 10425 (235-2101-5104)	
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	4,498.0	4,498.0	4,324.90
Total costs (including staffing)	N/A	N/A	2,553.0

Targets	Achievements and non-achievements
12 Provincial Centres visited, 10 outside of Port Moresby.	Target achieved (10 x Provincial Centres visited – Lae, Mt Hagen, Mendi, Hela, Jiwaka, Rabaul, Wewak, Simbu, Goroka, Buka)
4 x Governing Council Meetings attended.	Target achieved (4 x GC Meetings attended in each quarter plus 2 x special GC Meetings).
All grants distributed to Centres.	Not achieved.
Printing of student study materials.	Partly achieved.

Commentary and way forward

Lessons:

1. Target # 1 & 2 achieved due to funding availability.
 2. Target # 3 was not achieved because funding was not appropriated for this target.
 3. Target # 4 was not fully achieved because commitments of funds were not appropriated in Q1, Q2, & Q3 as projected.
- FODE has operations in all 22 Provinces managed from Head Office therefore continuous visits and sufficient funding are required. Also, sufficient funding needs to be appropriated annually for the 22 Provincial Centres' Operations and maintenance.

Institutional data, 2016 year				
Institution	Grades	Number of institutions	Enrolment	Number of teachers
Upper secondary	11 and 12			
FODE	7–12	22	11,893 students 30,464 students (by subjects)	41

Budget activity	FODE Project 235 – 2101 – 5104		
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs	4,498.0	4,498.0	4,324.90
Total costs (including staffing)	N/A	N/A	2,553.0

Targets	Achievements and non-achievements
Civil Works	Non Achievement: Due to Total Funding not warranted and transferred to FODE Rehabilitation Trust Account, only K600,000.00 was paid with K1.4m outstanding.
Goods & Services	Achievements: 1. IT Connectivity – PABX cabling and Installation. (Network connectivity and Data Base started in November through to December for the 22 Provincial Centres. Started at Kavieng and tested was perfect. 2. Salaries for support staff.
Curriculum Development (Workshops & Training)	Achievements 1. Module Curriculum Writing completed for Grade 11 &12 to be completed by 31st December, 2015. 2. Curriculum Module Writing for Grade 11 and 12 was out-sourced, on-going.

Commentary and way forward

1. 2015 Funding of K1m not released in full. Only K 260,000.00 paid.
2. K740,000.00 of 3rd Quarter was committed, and when claim was submitted for transfer to FODE Rehabilitation Trust Account, it was not approved.
3. Planned activities on identified Civil Works were urgent, but non commitment of funds was the main concern.
4. Sufficient funding required for major and minor infrastructure developments in the 22 Provincial Centres.



The successful completion of the Grade 11 Selection with the hard working staff from GES Division and Secretary posing for group photos with principals of top performing and most improved schools in 2016.

PNG NATIONAL COMMISSION FOR UNESCO

Division Objectives

The PNG National Commission for UNESCO reports to the Board (PNG National Commission for UNESCO) on policy matters and Secretary on administration matters. It contributes to national development through promoting education, sciences, culture and communication/Information (UNESCO) programs and initiatives in the service of development by aligning with those of the government.

The main functions of the PNG National Commission through its Secretariat or Wing ensures that UNESCO's mandate is promoted and implemented in the PNG. The sphere of action of the National Commission is very wide and involves three sets of relationships that include:

- Partners at national level;
- The UNESCO Secretariat at Headquarters (Paris) and its Field Offices; and
- The World-wide network of National Commissions in Member States.

The task of promoting the involvement of interested bodies, authorities, groups and individuals at the governmental or non-governmental level in UNESCO's activities enable the government to achieve its goals in UNESCO fields of competence; and to play an increasing role in the work of UNESCO as UN organisation.

Budget activity			
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Total costs: <i>approx. From Treasury, K 321,000 DOE_-: UNESCO (PP)</i>	N/A	K 321,000.00	Nil
<i>Of which staffing costs... 100, 000.00 from DOE</i>	N/A	N/A	N/A
Targets	Achievements and non-achievements		
Amalgamation Process • DoE Restructure and Legal Matters • Budget Appropriation • Staff Appointments	Restructure, staff appointments (officers in both new and the old setups) done. • Budget Appropriation 2013,2014,2015 & 2016 still under Vote 237, • K321, 000.00 was transfer from PNG NatCom agency Vote: 237 to DoE Agency Vote: 235 under Finance Activity in December 2016. Note: K321,000.00 release from Treasury to DoE Finance Activity to cater for UNESCO outstanding bills and Officers Leave Fares 2016 were never been committed by UNESCO Wing, it was used by DoE without informing Acting Executive Director UNESCO.		
National Capacity-building in Education for Development: Medium level projects to be funded by UNESCO.	First batch of payments remitted to UNESCO NatCom Trust Account at Westpac Bank. The funds amounting to USD 26, 000 were withdrawn and misused by the old abolished office for some unintended purposes. It is a criminal case and is before police. The second lot of USD 67, 000 is being withheld in Paris, France at the UNESCO HQs. These stolen funds will be reimbursed to UNESCO Headquarter Paris, France by the Department early 2016 making way for future UNESCO project funds to be remitted to UNESCO NatCom Wing of DoE.		

National Capacity-building in Science for Development. * Knowledge and skills enhancement courses in PNG/overseas.	- Two officer from the National Maritime Safety Authority (NMSA) completed Training IOC issues in Busan City, South Korea from 7-11 December 2015. - Two candidates for Sustainable and Renewable Energy Programme nominated to attend Training in Russia. Unable to attend due to the Bombing of Malaysian Airlines in Ukraine in 2014. - Participated at the National Research Agenda Workshop organized by PNG Science & Technology Council at Gateway Hotel, 2015.
National ICT in Education Policy Project.	Held 3 ICT Steering/Planning Committee meetings, 2 Steering Committee meetings, 7 series of planning/technical committee meetings and a baseline Survey Instrument designed for ICT in readiness completed and ready for piloting.
National Capacity-building in Culture/Heritage for Development; * PNG World Heritage sites	Stakeholder consultations for Kuk WHS in Western Highlands Province and other tentative sites in PNG deferred to 2017 due to non-availability of funding from GoPNG.
Climate Change and Mitigation awareness in schools.	Consultations held with key stakeholders including OCCA and DoE for scoping purposes.
National Capacity-building in Communication & Information for Development: * Rehabilitation of Gumine Community Radio * Establishment of JIWAKA Community Radio	Visits to the project site not possible due to funding constraints. As such deferred to 2017. JIWAKA radio funding support from UNESCO IPDC sought. The project will be developed in 2016 with further inputs from UNESCO and GoPNG.
Press Freedom Day celebrations	To support the PNG Media Council and UPNG promote the celebrations marking the Press Freedom Day (May3). Activities were planned but not implemented due to lack of funding.

Commentary and way forward

Lessons:

- Staff salaries are vital to boosting performance.
- Legal clearance given by courts on the amalgamation.
- Warrants from Treasury have been also a hindrance to progress.
- Proper office space and office stationery/IT/equipment is a necessity to lifting performance.
- It was realized the DoE needed to allocate some funding to the wing for operational activities per the restructure.
- Reviews at Treasury are vital in the amalgamation process.
- Subsector Committee re-establishment is important for policy directives.
- Clearance from DPM on the completion of Amalgamation becomes necessary.
- Sub Sectors must have separate budget allocation for effective management of programmes.
- Constant communication with UNESCO HQ and field offices is very important for the effective operation of the National Commission.

However, certain planned activities for 2014, 2013, 2015 and 2016 have been implemented and objectives achieved with concerted support from the Department of Education. That include the Ministerial/national experts participation at UNESCO organized Conferences and Meetings, the completion of National EFA 2015 Report, UNESCO funded projects under Participation Programme 2017/2018. Certain programme activities are expected to run into 2017 and will be integral part of that years projected activities with the funding support directly from Treasury and UNESCO HQ.

Commentary and way forward

- The UNESCO financial warrants from Treasury Department need to be followed up.
- Urgent need to change signatories to UNESCO Trust Account at Westpac Bank.
- Print and distribute National EFA 2015 Review Report. Soft copy is in the network.
- PNG's Re-nomination bid for UNESCO Executive Board post, 2015.
- UNESCO 38th Session of General Conference, Paris France and the World Education Forum, Icheon South Korea not attended by Government for lack of foresight and funding.
- MOU between Department of Education and Department of Foreign Affairs (job secondment to UNESCO, based in Brussels). This will be revisited in 2016.

Internal Audit

Division Objectives

The Internal Audit Unit is a management function of the Department of Education, which reports directly to the Secretary. It provides an independent appraisal of the various operations and systems of control in the Department. The Unit's objectives are:

- To ensure that established policies and procedures in relation to finances, stores and personnel are followed to established standards, so that planned programs are carried out effectively, and resources are used efficiently and economically.
- To ensure that audit report recommendations are implemented.

Budget activity		Internal Audit & Fraud Control Branch 10407 (235-2101-1108)	
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs	453	453	479
Total costs (including staffing)	474	474	498
Targets		Achievements and non-achievements	
4 NDOE offices to be audited. (NCDES Leave fares for 2014/2015, Cash Advances/Pay Masters Cheques, Collector of P/Monies - OLA, HROD Disciplinary process & Recruitment)		Only Collector Of Public Monies for National Library audited and draft report completed and on hand for finalization – refer to reasons for non-achievement below under commentary.	
4 NCD schools to be audited. (Evadahana P/S, Kila Kila Sec, Philip Aravure PS, Tokarara Sec, Sevese Morea PS, Bavaroko P/S,).		Kila Kila Sec. School and Philip Aravure P/S were audited, reports compiled and released, 4 not audited.	
4 National Education Institutions to be audited. (Madang Technical/ Madang Teachers college, POM Tech. POM Business College, WNB Technical College, FODE, Mt Hagen Tech College and Sogeri National H/S.		3 Institutions were audited and reports released. 5 not audited.	
8 Provinces to be audited on TFF funds.		None audited due to budget cuts during the 3rd and 4th Quarter as advised by the Finance Division of NDOE.	
Payroll Losses to be investigated. (Luke Nepo, Elenora Ofoi, Iona Dai Katam).		2 draft reports & 1 work in progress.	
6 allegations of misuse of public funds to be investigated. (1. Lae Poly Technic Institute, 2. Mt Hagen Technical College, 3. Alleged placing of Mr James Malia, (Teacher) without TSC Approval, 4. Irregularities in Awarding Spike Fencing Contract by CDAD, 5. Alleged False Claim on Pest Spraying at CDAD and 6. K2.0 million TFF Funds paid to a primary school in WHP).		3 investigations completed, reports compiled and released with recommendations. 3 not investigated.	
4 Audit Committee meetings to be conducted.		2 conducted, 2 not held.	



Commentary and way forward

- 1. Influx of urgent requests to pre-audit Goods and Services claims prior to processing of payments, has placed planned audits on hold in Head Offices.
- 2. Four (4) NCD schools not audited due to reason stated above.
- 3. Five (5) National Education Institutions not audited due to budget cuts to meet the government budget deficit;
- 4. TFF audit for schools in 8 Provinces not audited due to budget cut by O'Neill Dion Government to meet national budget deficit;
- 5. Three investigations not done due to reasons stated on point (1) and (4).
- 6. Training not done due to slow progress in getting Staff Development Committee's approval;
- 7. Two (2) audit committee meetings not held due to non - response and/or slow responses by divisions responsible to implement the action items.

Lessons Learnt:

With the under staffing issue and budget cuts in 2016, the Internal Audit Unit was unable to complete all its planned activities.

Executive Branch

Division Objectives

The Executive Branch is established to support the Secretary and the Top Management Team (TMT) to provide leadership and execute mandated functions and responsibilities in a timely manner;

- To advise and assist the Minister in the development of relevant policies in accordance with the legislation.
- Meet requirements and National Education objectives, in the management of the Department in accordance with its established tasks and responsibilities.
- To support the Departments substantive programs including policy analysis, management of personnel affairs, organizational procedures in services, staff development of non-teaching personnel, finance and accounting staff.
- Coordination of TMT/SSM Meetings.
- Coordination and management of executives.
- To ensure implementation of NEC decisions are effectively and efficiently implemented.
- Strengthen the work of regional consultative committees through IMG.
- Learning, coordination and management of Education Services in the regions.
- Constant consultation with Teaching Services Commission, Office of Library and Archives, provinces, Development Partners, Church Organizations, NGO's and the Minister for Education to ensure Ministry of Education Policies and initiatives are achieved in accordance with the National Government Policies and Directives.

Budget activity		Executive Wing 11792 (235-2101-1114)	
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs	1420.00	1420.00	2283.00
Total costs (including staffing)	1420.00	1420.00	2283.00
Targets		Achievements and non-achievements	
Support national government policy and directives.	1. Circulars Issued: 45 2. Circular Instruction issued: 13 3. NEC Decisions:7 4. Chief Secretary Meetings:4 5. NEB Meetings : 3		
Monitor and evaluate the education system and develop policies.	• Minister, Secretary, TSC and OLA attended the Ministry of Education Devotion Day in January 2017 at PNGEI Hall. • Minister and Secretary including other high profile delegates from Government Department accompanied the Prime Minister of PNG in November 2016 for the Launching of the Simbu Polytechnic in Dirima, Gumine District of Simbu Province. • Secretary travelled to Goroka in October 2016 for the Opening of the new and renovated infrastructure at Goroka Technical College. • Secretary travelled to Lae in October 2016 to open the new and refurbished infrastructure at St. Joseph Technical College. • Minister and Secretary travelled to in May 2016, Menyamya to officially open the Menyamya Technical School.		
Provide administration.	Successfully administered all office and administration support for the TMT, SSM and Secretary Office.		

Commentary and way forward

- One main challenge faced in 2016 was funding arrangements for Minister's and Secretary's including the Executives frequent travels in a timely and efficient manner.
- Due to cuts from Treasury funding allocated to the Executive Wing activity it was insufficient to effectively execute Secretary's mandated responsibilities.
- As a way forward the travels have been centralized, this strategy will hopefully solve this issue.

Budget activity		Ministerial Support Services 10406 (235-2101-1107)	
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs	N/A	N/A	N/A
Total costs <i>(including staffing)</i>	451.4	451.4	451.4
Targets		Achievements and non-achievements	
Provide leadership and direction to the Department of Education through the Secretary for Education.	• Memorandum of Understanding was signed by Minister for Education and NCD Governor in 2016 at Crown Plaza on the Transfer of Powers and Function of NCDES to NCDC.		
Liaise with development partners and regional governments.	• Ministerial delegation travelled to Malaysia in November 2016 to attend the Conference on alternative learning pathways through FODE.		
Run minister's office.	Successfully administered all office and administration support for the Minister's Office.		

Commentary and way forward

- Insufficient funding is a challenge.

Division Objectives

To provide tuition fee free funding to registered and permitted schools under the National Education System to enable all students to access universal quality education from Preparatory grade to grade 12 including students in TVET, FODE and inclusive education.

Budget activity		Tuition Fee Free (TFF) 10408 (235-2101-1109)	
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs	No TFF Positions		
Total costs <i>(including staffing)</i>	TFF Staff paid from borrowed positions within GES, PPRC and TVET		
Targets	Achievements and non-achievements		
Completion of the TFF Policy and TFF Implementation Guide.	Achievements - TFF Policy and Implementation Guide developed - Actual Implementation of the TFF Policy on Component Payment. Administration 40%, Infrastructure 30%, and Teaching & Learning 30%. * All components were paid to the schools and not as prescribed in the policy to submit 30% of Infrastructure to District Account. Non-achievement Delay in printing of the document due to lack of funds		
Establishment of Inter-Departmental Steering Committee.	Achievement - Membership of Committee appointed from DoF, DoT, Planning, DoE, Church Rep, Womens Rep, 2 IDSC Meeting held		
Establishment of the District Education Implementation Committee.	Achievement - Notification Letters sent to all PEA in the Provinces on the establishment of DEIC. 2 pilot programs conducted in NCD and Central Province Non-achievement All establishment training and awareness on DEIC could not eventuate due to funding constraints.		
Recruitment and establishment of the Provincial Coordinators.	Achievement 18 TFF Provincial coordinators recruited and are operating in the provinces Non-achievement - TFF Coordinators Induction Program did not eventuate due to funding - No Funds allocated for the TFF officers operational runs		
TFF Policy Advocacy and awareness.	Achievement 4 TFF Policy awareness conducted Non-Achievement TFF Advocacy and awareness could not eventuate due to funding constraints		
District TFF Trust Account.	Achievement The Trust Deed developed and District Trust Account rollout plan in place Non-achievement Roll out plan could not eventuate due to funding constraints		

2016 TFF payments

TOTAL APPROPRIATION SINCE 2012

YEAR	2012	2013	2014	2015	2016	Total
Annual Approp.	K278m	K652m	605m	K605m	K602m	K2.742b

- From a total of some 13,720 schools registered with the National Education System, 10,816 schools were paid their TFF.
- 816 schools got dropped off in payments due to account and out dated data issues

2016 TFF Payment by Sectors

Sector	Total No. fo Schools Paid	Total Enrolment	Total Amount
Elementary	6,779	760,695	64,301,059.01
Primary/Comm	3,588	967,246	220,392,614.71
High/Secondary	237	178,856	179,273,842.75
National High School	6	2,903	3,588,614.03
Vocational	125	42,746	33,398,310.63
FoDE	22	35,676	2,155,642.50
Inclusive Education	23	10,763	2,152,600.00
Permitted	36	17,034	1,736,708.00
Total	10,816	2,015,919	506,999,391.63

2016 TFF PAYMENT BY PROVINCE

Province	Total		
	School	Enrol	Amount
Western	250	32,774	8,061,053.94
Gulf	166	26,774	6,435,848.27
Central	464	72,489	18,044,843.11
MBP	637	76,682	19,607,901.43
Northern	312	48,894	11,344,149.42
SHP	730	125,707	31,490,695.57
EHP	683	181,996	47,429,607.15
Simbu	539	91,723	27,023,562.60
WSP	517	65,220	15,071,399.24
ESP	645	132,567	32,566,624.87
Madang	740	65,220	15,071,399.24
Morobe	991	202,107	49,493,546.98
WNB	427	74,841	17,161,021.17
ENBP	510	93,065	27,084,813.16
NIP	471	74,841	12,508,037.27
AROB	555	73,065	19,702,198.24
Manus	211	48,498	4,814,693.20
NCD	122	73,875	27,437,196.98
Enga	598	16,339	26,491,603.96
KLM	212	26,493	7,177,196.95
Jiwaka	309	80,363	19,465,164.55
Hela	309	46,520	10,962,761.54
Grand Total	10,816	2,015,919	506,612,466.66

	Non-achievement Another 2,904 schools were not paid due to various including: school status, school code related issues, account queried, borrowed code, account closed, duplicated, nil data, no account details, not in TFF System, suspended and unknown status.
Capacity Development for TFF Staff.	No training conducted so far due to non-availability of funds

Commentary and way forward

Lessons

1. Delay in quarterly release of TFF funds on time
2. Very slow responses from provinces and schools in providing accurate information on status of schools and student enrollment on time to enable Calculation of TFF Funds.
3. Many newly created and unregistered schools missing out on TFF Funds.
4. Schools with continuous account problem
5. Management and monitoring of TFF Funds in schools
6. Monitoring of how funds are used by Authorities.

Way Forward

For Activity 1, a total of 3,138 schools with issues were identified and the team is communicating with the provinces to pay those that are operating and deregister those that are not operating.

Teaching Service Commission

Division Objectives

The Teaching Service Commission (TSC) is a Statutory Authority established under Section 2 of the Teaching Service Act No. 12 of 1988, as amended 1995. Its main functions as stipulated in the Teaching Service Act include:

- To exercise a critical oversight of all matters relating to the terms and conditions of service and welfare of the members of the Teaching Service;
- To ensure that the decisions of other authorities under the Teaching Service Act or the Education Act do not infringe or abrogate the rights or the conditions of service of teachers, and that where these rights or conditions of service are infringed or abrogated;
- To act as an agent of the State in relation to the responsibilities of the State under the Teaching Service Act as the employer of registered teachers in member schools of the National Education System. There are currently over 10,000 institutions.
- Subject to consultation with the Salaries and Conditions Monitoring Committee (SCMC), to advise education authorities on teachers' terms and conditions of appointment and service, including salaries, and allowances for special circumstances.
- To advise National and Provincial Education Boards on personnel aspects of the service, in-service arrangements for its members, and to determine appeals as provided for under the Act.

Budget activity (TSC 1.2)		Conducting Investigations, Graduation trips, attending to Court Cases Conducting Regional Visits and other Provincial visits for the Commissioners.	
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs	76,000	76,000	76,000
Total costs <i>(including staffing)</i>	N/A	N/A	
Targets		Achievements and non-achievements	
Timely attendance to Teachers College Graduations, Conduct Investigations where required, attends Court Cases and Regional visits.	Achievements • Four Graduations attended by the Commission. • Trips for other Graduations attended were funded by the respective Teachers Colleges due to funding constraints. • Three (3) continuing Court Cases attended by the Commission. • Two Commissioners Provincial visits and two Investigations carried out by the Commission. (Issue of funding for not conducting most of the Budgeted activities).		
Commentary and way forward			
Lessons: Monthly issuing of warrants must be provided by respective Divisions as they will implement the planned activities.			

Budget activity (TSC 1.3 & TSC 1.4)		Conduct meetings for Teaching Council, Appeals & Disciplinary Committee meetings & also conducting w/shops for Industrial Manual, Appointment Manual & Teacher Disciplinary Manual.	
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs	900,000	559,000	516,000
Total costs (including staffing)			
Targets		Achievements and non-achievements	
To provide In-service on Teachers' Manuals, Conduct meetings and to attend to other urgent Administrative trips and other Operational costs. Completion of the TSC Corporate Plan 2016 – 2020.To conduct Consultative meetings as well.	Achievements • Made payment for the Launching of the TSC Simbu & Enga Prov Office, • Commission signed MOA with PNGTA and other Stakeholders for new Teachers' Salaries and Allowances for 2017 – 19, • Engaged a Consultant for a technical advice required by the Commission in developing its Corporate Plan 2016 – 2020. • Some meetings not conducted due to funding issues. Non-achievements • No workshops conducted. • No meetings conducted as well.		
Commentary and way forward			
Lessons: Funding availability is the major issue to conducting most of the Budgeted activities. Lengthy process in seeking approval to conduct external meetings and workshops was another contributing factor that delayed the activities to take place.			
Budget activity (TSC 1.3 & TSC 1.4)		CPayment for membership fees,subscriptions and other related charges – Legal (TSC)	
	Revised appropriation (K'000s)	Warrant authorised (K17 000.0)	Expenditure (K18 187.3)
Staffing costs	30,000	22,000	18,000
Total costs (including staffing)	N/A	N/A	
Targets		Achievements and non-achievements	
Memberships for Legal Practicing Certificates and Air Niugini Executive Club Memberships fees settled as per the due dates.	Achievement • 2016 Practicing Certificates for all three TSC Lawyers paid. • All renewals for membership fees for Air Niugini Executive Club paid for TSC Senior Officers.		
Commentary and way forward			
Lessons: Increase funding in order for the Commission to cater for other memberships for the benefit of the Commission.			
Other comments The Commission requests that there should be increased in its funding to attend to and address issues affecting the current growing number of teachers in the Country (PNG).			

Office of Libraries and Archives

Division Objectives

The National Literacy Awareness Secretariat main objectives are to:

- Facilitate the establishment of a policy framework that opens life-long opportunities and pathways to achieve functional literacy and provide for an alternate accreditation system for learners and teachers involved in the formal and non-formal education system.
- Facilitate and strengthen the co-ordination of improving and establishing effective and efficient delivery systems for functional literacy programmes for government, non- government, communities, churches and other relevant stakeholders and training providers at national and provincial levels.

Budget activity	National Literacy & Awareness Services 11502 (235-2802-1102)		
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs	377,282.0	269,100.0	226,830.0
Total costs (including staffing)	1,020,382.0	912,150.0	773,607.0
Targets	Achievements and non-achievements		
Review and revise the National Literacy Policy.	Achievement • Received draft data from stakeholders. Non-achievement • 2nd National Literacy Policy Review not conducted due to insufficient funds not accessible.		
Establish the National Alternate Basic Education Council (NABEC) in place of the former National Literacy and Awareness Council (NLAC).	Achievement • Candidates identified for Membership. Non-achievement • Candidates not endorsed and commissioned by the Minister for Education. • Insufficient Funds as it was not accessed to establish the NABEC.		
Alternate Basic Education (ABE) Facilitators Handbook finalised through workshop, printed and distributed.	Non-achievement • This Priority activity was planned for 3rd Quarter but was never achieved for almost two years due to insufficient funds not accessed on time.		
Monitor and Assess Literacy Program Providers.	Achievement • Invitations received, planned for Quarter Two of 2016. Non-achievement • This activity was never fully achieved due to insufficient funds not accessible on time.		
The Annual National Literacy Week (NLW) to be held in conjunction with the International Literacy Day (8th September) at the cost of over K200 000 in East New Britain Province.	Achievement • Completed approval process for launching. Technical Team visited ENB and established working committee to prepare for the launching of the NLW 5-9 September, 2016 in ENBP. • K70,000 seed capital released to E.N.B Ground Committee • Literacy Torch handed over to Central Province • NLW Posters were distributed to Literacy schools within NCD • 2016 NLW Report Completed and distributed to various stakeholders. Non-achievement • Literacy Torch Handover not formally done between Governor from E.N.P and Governor for Central Province. • 2016 NLW Report not uploaded on NLAS Website.		

Provide Literacy Grants to ABE Projects, Monitor project.	Non-achievement - No funding allocated. NLAS requested for funds movement within IFMS 11502-Literacy Awareness. Request not entertained. Achievement - Discussions with UNICEF to fund the Alternate Education Curriculum - OOSCI in progress towards phase 2. The following activities had been achieved so far: - Endorsement of Steering Committee and Technical Working Team by TMT; - Training for TWT conducted in preparation for the OOSCI Data Analysis Workshop. - First OOSCI Steering Committee Meeting conducted. - OOSCI Data Analysis Workshop Conducted. - OOSCI Population Projection Assumption conducted. - OOSCI Desk Review completed by consultant and first draft submitted. - OOSCI Barrier & Analysis workshop conducted and report 1st draft completed. Non-achievement - OOSCI population projection Assumption pending endorsement from NSO.
NLAS Staff Capacity Development.	Achievement - Staff Development Plan submitted to HROD. - Mr. Bembe Gerepo – Project Officer, currently attending ITI doing Project Management Studies. He will continue in 2017. - Mr. Nicholas Nembo – Program Manager, completed Diploma in Education Management with Divine Word University. He will graduate on the 12th of March 2017.

Commentary and way forward

The only two activities implemented and achieved were NLW and OOSCI due to adequate availability of funds. The other priority activities were not achieved due to inadequate funding. Maintain continuous dialogue with various Development Partners and request for funding support to implement priority activities.

Lessons

- Inadequate and late release of funding affected many planned activities.
- 56% of NLAS Budget for 2016 was parked under Consultancy services; an item not budgeted by NLAS, and was diverted elsewhere within DOE which had really affected the implementation of planned Priority Activities.
- NLAS direct link to literacy programs was through grants to Non-Profit organizations that provide Literacy Programs to communities throughout PNG. Funding was not given to NLAS.

Data sources and notes

Sources

General

- Divisional reports in *Department of Education Annual Report* (2015), NDoE
- *National Education Plan 2005 - 2014*, NDoE
- *Universal Basic Education Plan 2010 – 2019*, NDoE

Population data

- 1990 and 2000 PNG National Census, National Statistical Office of Papua New Guinea

Education system structure (Figure 1, page 1)

- *National Education Plan 2005–2014*, NDoE
- Enrolments (Figure 3–Figure 11, Table 9, Table 10)
- Education Statistics of Papua New Guinea, Statistics and EMIS, NDoE, for each year 1995–2014.
- Flexible, Open and Distance Education Registry reports (FODE enrolment and gender data, General Education Services report).
- Teacher Education records for Primary Teachers' Colleges, PNGEI, CET, and Inclusive Education enrolment and gender data.

Institutions (Figure 6, Figure 7)

- EMIS

National Examinations (Table 11)

- Measurement Services Division (MSD), 2015

Teachers, Manpower and Establishment (Figure 6, Figure 23–Figure 29, Table 1)

- Manpower Review, quarter 4, 2015
- *Education Statistics of Papua New Guinea* for 2014

Gender statistics (Figure 19) are from O&D records (for public servants) and 2015 enrolment and staffing returns from provinces to Statistics & EMIS, PPRC. Also DoE division reports, DoE 2015 Annual Report.

Education Budget and Tuition Fee Free (Education and Training Sector 2016

The composition of the 2015 budget appropriation for the Education and Training Sector, by agency, is shown in **Table 2**.

Table 2-8, Tables 13–17 and Tables 21–24)

- Finance and Administration Division, Accounts and Budgets sections records
- 2014 Education Subsidy Report to Subsidy Committee and Department of Treasury

Notes for data in Figure 3 to Figure 20

1. Enrolment data is from *Education Statistics of Papua New Guinea* for each of the years 1995 to 2014. Confirmed official enrolment statistics from EMIS

2. Growth in education from 1995 to 2014 through the education reforms (Figure 8, Table 9)

Growths in enrolments are from the 2015 data.

3. Number of students counted by grade or level (Figure 3, Figure 4, Table 9, Table 10)

Students are counted according to their grade /level in the reform education structure, regardless of the type of school they attend (see Figure 4). Elementary level counts students in grades 1 and 2 in community and primary schools as well as students in grades elementary prep, elementary 1 and elementary 2 in elementary schools.

Similarly primary counts students in grades 3–8 in primary schools as well as those in schools still called community schools. It also includes students in grade 7 and 8 classes still in high schools. Secondary counts students in grades 9–12 and includes students in provincial high schools, secondary schools and national high schools.

4. Number of students, teachers and institutions counted according to the type of institution (Figure 3 – Figure 4, Table 9, Table 10)

The number of institutions, teachers, and students in ‘elementary’ includes only schools registered as elementary schools, and teachers and students in those schools (i.e. those involved with grades Elementary Prep, Elementary 1 and Elementary 2). The number of teachers and institutions for 2014 school year is derived from the Education Management Information System (EMIS).

Similarly ‘primary’ counts schools registered as community or primary schools, and teachers and students involved with any of the grades 1–8 in those schools. Grade 7 and 8 teachers and students still in provincial high schools are counted as ‘secondary’.

‘Secondary’ and ‘upper secondary’ includes students and teachers in grade 11 and 12 classes in both national high schools and provincial secondary schools, unless otherwise stated.

‘Secondary education’ also includes students in grades 9 and 10 in lower secondary in both provincial high schools and provincial secondary schools.

5. Number of institutions is based on the number of institutions of each type that are reported by inspectors, and /or provincial and national divisions to be operating. This total number of institutions registered over estimates the number of schools operating, due to delays in de-registering schools and de-listing them when they suspend operations. The greatest discrepancy between registered and actual operating schools is for elementary. The number of schools reported in the *Education Statistics of Papua New Guinea* in some instances may under or over report the actual number of schools operating due to no data return by the school to the respective provincial education office.

Data tables

Table 9 Total enrolments 1992-2014 (by type of institution)

Type of Institution	Grades	1992	1995	2000	2005	2010	2011	2012	2013	2014	2015
Elementary	EP, E1, E2	0	1,497	148,808	414,000	580,741	612,322	727,115	773,807	814,131	802,281
Prim /Comm	1 to 8	433,592	521,018	610,282	558000	837,282	833,175	915,970	942,998	950,583	957,410
Prov. High/Sec.	7 to 12	54,165	70,214	76,778	78,800	106,164	113,927	127,089	140,123	152,964	167,049
NHS	11,12	1,965	2,051	2,382	2,800	3,467	2,474	2,078	2,189	2,240	2,645
Voc. Centres	after G6/7	8,750	9,807	13,714	17,200	24,631	21,962	27,873	31,546	41,331	40,004
Tech./Bus. Coll.	after G10/12	1,182	2,005	2,077	3,700	5,531	5,082	4,131	5,047	3,496	6,106
Prim. Teachers Coll.	after G10/12	1,208	1,718	1,758	3,400	2,662	3,339	4,728	4,997	5,378	5,247
Total NES		500,862	608,310	855,799	1,077,900	1,560,478	1,592,282	1,808,984	1,900,707	1,970,123	1,980,742
Permitted schools (IEA)											
Permitted Prim.	1 to 8	8,955	9,741	11,100	8,700	4,103	5,622	3,129	3,140	3,381	3,556
Perm Sec.	7 to 12	1,489	2,091	1,901	2,100	1,342	1,342	1,304	1,338	941	1,080
SDA Teacher Ed.	after G1/12		242	81	400	0	0	0	0	0	-
Total Permitted		10,444	12,074	13,082	11,200	5,445	6,964	4,433	4,478	4,322	4,636
Total enrolments		511,306	620,384	868,881	1,089,200	1,565,923	1,599,246	1,813,417	1,905,185	1,974,445	1,985,378
Upper Sec.(G11/12)											
NHS		1,965	2,051	2,382	2,900	3,467	2,474	2,078	2,189	2,240	2,645
Secondary Schools		0	1,621	5,942	16,200	25,121	29,274	31,316	36,045	152,964	167,049
Permitted Sec. School		123	263	625	1,100	531	531	406	406	941	1,080
Total grade 11 & 12		2,088	3,935	8,949	20,200	29,119	32,279	33,800	38,640	156,145	170,774
National Education System teachers		18,785	21,775	28,439	35,386	41,402	45,168	45,776	48,055	51,256	53,848

* Since 2010, EMIS Enrolment have been realigned with the Statistical Bulletins

Table 10 National Education System enrolment by level and type of school - 2015 compared with 1992

Grade /level	Enrolment	Change		
	1992	2015	number	%
EP	-	330,559	N/A	N/A
E1/G1	99,879	267,021	167,142	167%
E2/G2	87,815	239,524	151,709	173%
Total Elem. level	187,694	837,104	649,410	346%
Grade 3	76,650	196,957	120,307	157%
Grade 4	66,706	176,600	109,894	165%
Grade 5	56,021	161,102	105,081	188%
Total lower prim. (G3-5)	199,377	534,659	335,282	168%
Grade 6	47,521	145,478	97,957	206%
Grade 7	17,323	126,782	109,459	632%
Grade 8	14,481	115,792	101,311	700%
Total upper prim. (G6-8)	79,325	388,052	308,727	389%
Total prim. level (G3-8)	278,702	922,711	644,009	231%
Grade 9	11,684	65,516	53,832	461%
Grade 10	10,677	56,681	46,004	431%
Total lower sec.	22,361	122,197	99,836	446%
Grade 11	1,002	25,818	24,816	2477%
Grade 12	963	21,555	20,592	2138%
Total upper sec.	1,965	47,373	45,408	2311%
Total sec. level (G9-12)	24,326	155,348	131,022	539%
Vocational	8,750	40,004	31,254	357%
Tech & Bus. Coll.	1,182	6,106	4,924	417%
Prim. Teachers Coll.	1,208	5,247	4,039	334%
Special Educ. all grades		10,447	10,447	N/A
FODE	10,500	13,754	3,254	31%
TOTAL NES	512,362	1,990,721	1,478,359	289%

Source: Education Statistics of PNG 1992 & EMIS 2014 plus estimates for non responding schools.

Table 11 Candidates nominated to sit the national examinations

Grade	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Gr 8 exam	95,000	120,333	115,000	108,000	120,000	100,402	106,087	116,430	119,791	122,657
Gr 10 exam	34,198	40,446	37,000	37,640	38,625	45,529	45,654	66,757	59,841	63,604
Gr 12 exam	10,064	10,661	13,060	13,668	14,516	17,035	17,454	21,057	23,411	23,839
Total	139,262	171,440	165,060	159,328	173,141	162,966	169,195	204,244	203,043	210,100

Source: Measurement Services Section Unit, CDAD records. Note: Numbers for Grades 8, 10 and 12 are for the number of students nominated to sit for the Examinations.

Table 12 Ministry of Education manpower and establishment 2016 - by division

Division /Category		TSC/PSC Establishment ceiling	Staff on Strength/ Payroll Q4 2015	Vacant Positions	Unattached officers
Public Service positions	Executive	35	30	12	1
DoE Line Divisions	PP	17	12	8	2
	Research, Evaluation & Statistics	26	19	8	1
	HROD	40	26	15	1
	Payroll	56	47	13	4
	Finance	40	26	16	3
	Administration	64	44	31	10
	Procurement	20	14	11	6
	Standards	247	247	70	72
	Guidance & Counselling	37	28	10	2
	CDD	44	36	14	6
	Measurement Services	45	27	23	2
	e-Learning	44	21	26	2
	TVET Schools Operations	30	24	7	1
	TVET Curriculum	32	17	16	1
	TVET Inspections	38	30	12	4
	TED	38	31	14	5
	GES	33	26	15	8
	ICT	30	17	18	3
	NCDES	27	24	14	8
	Internal Audit	21	12	13	1
	TFF Secretariat	29	29	13	11
	Media and Communication	6	6	0	0
Total DoE Line Divisions		24	15	10	0
<i>TSC has not supplied any data to HROD</i>	TSC	12	11	12	3
	OLA/NLAS	1,049	824	411	158
Total other Divisions		48	48	1	1
Total Public Service positions (PSC)		1,097	872	412	159

Source: Staff on strength for quarter 4, 2016, as reported by Organisation and Development Branch, HROD. * Information for TSC was not available at the time of printing

Table 13 National Education System budget appropriations, 2007–2016

COMPONENT	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Department of Education	241,115.2	231,813.6	245,011.7	381,173.0	352,869.9	482,237.6	857,929.8	1,082,254.4	1,140,977.6	953,385.00
Provinces - Teachers' Salaries	438,000.0	430,500.0	461,100.0	489,607.0	539,126.5	623,226.3	695,846.5	706,174.5	936,473.6	1,023,286.70
Provinces - Teachers Leave Fares	16,573.6	15,002.5	21,406.9	19,759.8	22,411.3	22,596.0	24,434.1	26,899.6	34,828.4	30,637.80
Provinces - Education Subsidy	21,600.0	21,700.0	31,600.0	39,121.2	46,606.3	59,462.8	76,600.0	96,262.9	115,925.8	120,200.00
Total National Ed System	717,288.8	699,016.1	759,118.6	930,661.0	961,013.1	1,187,522.7	1,654,810.4	1,911,591.4	2,228,205.4	2,127,509.50

Table 14 Ministry of Education recurrent budget by program, 2007 - 2016

Program	Actual (K,000)	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
TMT & General Admin		54,312.40	57,488.40	58,292.30	59,282.70	187,121.70	317,539.90	669,805.90	627,362.30	636,459.30	626,217.60
Dev,Impl Ed Stds		11,149.90	10,734.00	11,467.10	20,734.30	53,135.10	44,124.80	50,615.40	54,200.00	96,045.00	55,078.20
Basic Education		18,133.90	17,905.60	20,976.20	21,424.30	24,481.50	23,212.50	33,248.20	35,338.10	42,075.80	40,994.40
Literacy & Awareness		428.00	548.80	557.10	571.00	562.40	439.30	643.40	1,000.00	2,225.00	1,098.90
General Secondary Education		12,460.20	12,042.60	16,249.00	15,704.40	37,836.20	42,778.20	43,332.00	45,700.00	56,020.00	48,324.10
Vocational Education		3,881.40	2,476.20	3,164.70	3,183.20	3,777.00	4,090.30	4,575.30	4,800.00	5,228.00	4,995.80
Technical Education		11,752.70	12,200.40	12,663.10	13,479.90	16,205.00	17,704.10	19,844.90	21700	37,980.50	25,685.60
Teacher Education		12,393.60	13,999.30	17,877.30	23,985.00	25,434.70	28,875.00	31,229.00	34332	39,937.00	34,389.40
Library Services		1,191.20	1,175.40	1,877.40	1,527.40	2,082.10	1,485.00	2,335.20	3,100.00	8,599.20	3,254.80
MNG of tchers affairs					1,273.80	1,703.80	1,496.40	1,671.50	3,437.00	4,382.80	3,965.90
Govt Records/Archives		648.00	636.80	740.60	462.80	529.40	492.10	629.00	1000	1,810.00	1,050.30
TOTAL		126,351.30	129,207.50	143,864.80	161,628.80	352,868.90	482,237.60	857,929.80	831,969.40	930,762.60	845,055.00

Table 15 Ministry of Education recurrent budget, 2007–2016
- amount available for administration and service delivery for general education
[Total without NCD teachers salaries, Education subsidies]]

Program	Actual (K,000)									
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
TMT & General Admin	11,312.40	14,488.40	14,992.70	14,992.70	16,825.50	15,539.90	17,805.90	22,362.30	31,459.30	24,217.60
Education standards	11,149.90	10,734.00	11,467.10	20,734.30	53,135.10	44,124.80	50,615.40	54,200.00	96,045.00	55,078.20
Primary Education	1,905.70	2,017.10	640.70	607.60	679.00	637.60	1,131.20	3,221.10	3,598.40	46,118.60
Literacy & Awareness	428.00	548.80	557.10	571.00	562.40	439.30	643.40	1,000.00	2,225.00	1,098.90
Secondary Education	8,344.30	8,206.40	8,834.60	8,817.90	30,559.40	33,450.50	33,693.90	36,061.90	45,120.60	20,988.50
Vocational Education	2,622.60	1,185.40	951.60	631.00	1,123.00	1,022.00	1,098.20	1,322.90	1,275.40	4,804.10
Technical Education	11,752.70	12,200.40	12,663.10	13,479.90	16,205.00	17,704.10	19,844.90	21,700.00	37,980.50	25,685.60
Teacher Education	12,393.60	13,999.30	17,877.30	23,985.00	25,434.70	28,875.00	31,229.00	34,332.00	39,937.00	34,389.40
Library Services	1,191.20	1,175.40	1,877.40	1,527.40	2,082.10	1,485.00	2,335.20	3,100.00	8,599.20	3,254.80
Govt. Records/ Archives	648.00	636.80	740.60	462.80	529.40	492.10	629.00	1,000.00	1,810.00	1,050.30
Total	61,748.40	65,192.00	70,602.20	85,809.60	147,135.60	143,770.30	159,026.10	178,300.20	268,050.40	114,840.60

Source: Table 14 - Table 24: 2016 Budget Books

Table 16 Ministry of Education recurrent budget - summary by item, 2008–2016

Program	Actual (K,000)									
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2015
Personnel Emoluments	66,412.10	75,075.70	80,377.40	88,460.20	105,006.40	117,945.00	117,945.00	146,499.90	145,072.40	146,499.90
Goods & other Services	15,573.00	18,449.30	25,512.60	30,589.70	44,703.00	57,684.80	241,193.80	123,571.50	83,456.30	123,571.50
Education Subsidy	143,000.00	143,000.00	144,290.00	202,000.00	302,000.00	652,000.00	605,000.00	605,000.00	602,000.00	605,000.00
Other current transfers	46,583.90	6,854.80	10,033.80	11,602.00	9,328.20	9,100.00	11,089.60	15,436.85	7,194.50	15,436.80
Capital Expenditure	638.50	485.00	141.20	20,217.00	21,200.00	21,200.00	31,196.00	48,836.00	7,331.80	48,836.00
TOTAL	272,207.50	243,864.80	260,355.00	352,868.90	482,237.60	857,929.80	1,006,424.40	939,344.25	845,055.00	939,344.20

Table 17 Ministry of Education development budget by program, 2007–2016

Program	Appropriation (K,000)								
	2007	2008	2009	2010	2011	2012	2013	2014	2015
TMT & General Admin	158,842.90	58,842.90	60,713.00	68,087.00	44,424.00	10,825.00	10,379.00	9,600.00	300.00
Dev. Impli. of Ed stds	94,511.30	94,511.30	123,658.00	47,265.00	10,336.00	19,925.00	22,854.00	64,505.00	23,790.00
Primary Education	1,900.70	1,900.70	32,237.00	165,111.00	217,504.00	22,691.00	12,060.00	95,300.00	46,670.00
Literacy & Awareness			-	-	-	-	-		-
Vocational Education	3,000.00	3,000.00	1,000.00	10,000.00	11,707.00	173,817.00	6,201.00		29,890.00
General Secondary				71,010.00	13,376.00	4,074.00	180,455.00	5,200.00	2,680.00
Technical Education	1,781.70	1,781.70	2,850.00	2,913.00	7,248.00	24,890.00	18,336.00	18,000.00	5,000.00
Teacher Education	534.50	534.50	360.00	-	3,960.00	3,725.00		192,605.00	-
Library Services				11,000.00	8,000.00	-	-		-
Govt Records/ Archives			-	-	-	-	-		-
TOTAL	260,571.10	160,571.10	220,818.00	375,386.00	316,555.00	259,947.00	250,285.00	385,210.00	108,330.00

Table 18 Percentage of development budget by program, 2007–2016

Program	Appropriation (K,000)									
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
TMT & General Admin	31%	61%	37%	27%	18%	14%	4%	4%	2%	0%
Dev. Impli. of Ed stds	61%	36%	59%	56%	13%	3%	8%	9%	17%	30%
Primary Education	5%	1%	1%	15%	44%	69%	9%	5%	25%	59%
Literacy & Awareness	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Vocational Education	2%	1%	2%	0%	3%	4%	67%	2%	0%	0%
General Secondary	0%	0%	0%	0%	19%	4%	2%	72%	1%	3%
Technical Education	1%	1%	1%	1%	1%	2%	10%	7%	5%	6%
Teacher Education	0%	0%	0%	0%	0%	1%	1%	0%	50%	0%
Library Services	0%	0%	0%	0%	3%	3%	0%	0%	0%	0%
Govt Records/ Archives	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table 19 Share of development budget appropriation by donor, 2007–2016

Donor	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
World Bank	1.0%	0.7%		0.0%	4.4%	1.6%	10.4%	1.6%	21.9%	1.6%
AusAID	17.0%	41.8%	40.8%	40.0%	28.4%	43.1%	63.0%	43.1%	0.0%	43.1%
EU	43.0%	37.7%	46.7%	45.3%	12.1%	18.2%	8.0%	18.2%	42.3%	18.2%
New Zealand	3.0%	3.1%	1.8%	2.9%	2.2%	0.0%	1.4%	0.0%	0.0%	0.0%
JICA	1.0%	0.6%	0.0%	0.0%	0.0%	2.4%	1.8%	2.4%	1.6%	2.4%
GoPNG	6.0%	9.8%	9.3%	9.1%	49.9%	6.9%	11.2%	6.9%	34.2%	6.9%
UN		0.5%	1.4%	1.4%	2.3%	0.3%	3.5%	0.3%	0.0%	0.3%
China				1.4%	0.8%	27.6%	0.6%	27.6%	27.6%	27.6%
TOTAL	71.0%	94.2%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	127.6%	100.0%

Table 20 Education 2016 development budget appropriation by program and donor (K000s)

Table 20: Education 2016 Development Budget Appropriation by program and donor (K000s)										
Vote code	Description	Original Appropriation								
Capacity Building		GoPNG	AusAID	EU	NZ	CHINA	UN	WB	JICA	Total
235-2101-3232 IFMS 21361	PNG Education program		46,670.00							46,670.00
235-2101-2213 IFMS 20149	Education Training & HRD prog 1-EDF	500		6,410.00						6,910.00
235-2101-2213 IFMS 20150	Education Training & HRD prog 2-EDF	1000		13,270.00						14,270.00
235-2101-1239 IFMS 22793	Improving Quality of Mathematics & Science								2,370.00	2,370.00
235-2101-1240 IFMS 22830	Improving Quality of Teaching Materials								240.00	240.00
235-2101-5221 IFMS 21227	FODE Project	1,000.00						1,680.00		2,680.00
235-2101-1238 IFMS 22825	Polytechnic College-Gurmine	5,000.00								5,000.00
235-2101-1228 IFMS 21064	UN Assistance to Education Sector						300.00	-		300.00
235-2101-1206 IFMS 21051	Community College					29,890.00				29,890.00
TOTAL		7,500.00	46,670.00	19,680.00	-	29,890.00	300.00	1,680.00	2,610.00	108,330.00

Table 21 Education appropriations in provincial budgets

Item 111 teachers' (TSC) salaries, 2007–2016 (K,000)

Province	Appropriation (K,000)									
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
FLY	22,503.40	23,138.70	22,153.30	22,153.30	22,153.30	22,040.20	23,363.5	23,362.6	25,713.4	25,713.70
Gulf	9,866.10	10,132.50	9,501.50	10,043.10	8,999.60	9,674.60	11,628.0	10,255.1	15,758.1	17,719.20
Central	23,828.70	24,472.10	26,813.20	28,341.60	29,957.10	32,203.90	33,876.0	34,300.0	37,730.0	41,186.20
NCD										
M/Bay	22,835.30	23,289.10	25,517.00	25,971.50	28,508.90	30,647.10	24,759.0	32,485.9	49,810.0	54,291.10
Oro	10,765.40	11,056.10	12,113.80	12,804.30	13,534.10	14,549.20	16,414.0	15,422.2	16,993.4	18,692.70
SHP	30,702.10	31,531.00	34,547.30	36,516.50	41,000.00	44,075.00	40,000.0	45,407.8	49,948.6	54,943.40
Heia							16,453.0	16,453.2	17,687.2	19,455.90
Enga	20,362.00	20,911.80	22,912.30	24,218.30	25,598.70	27,518.60	29,170.0	29,169.7	32,086.7	35,295.30
WHP	29,037.70	29,821.70	32,674.50	34,536.90	39,316.30	54,944.50	58,241.0	58,241.2	64,065.3	70,471.80
Jiwaka							21,978.0	21,977.8	24,175.6	26,593.10
Simbu	24,114.60	24,765.70	27,134.90	28,681.60	30,348.90	43,245.40	45,839.0	45,840.1	50,424.1	55,466.00
EHP	26,311.00	27,021.40	31,100.00	32,872.70	37,000.00	39,775.00	42,163.0	42,161.5	66,846.2	73,530.80
Morobe	46,784.00	48,033.50	49,427.90	49,245.30	52,052.30	55,956.20	59,128.0	59,313.6	120,500.0	129,550.60
Madang	23,211.20	23,837.90	26,118.30	27,607.00	34,180.00	36,743.50	43,900.0	41,935.5	66,200.0	72,321.40
ESP	22,300.00	22,902.10	25,093.00	26,523.30	33,035.10	38,108.60	40,395.0	40,395.1	44,434.6	48,647.20
Sandaun	18,842.60	19,351.40	19,602.30	20,519.60	21,689.20	31,510.80	34,576.0	34,543.7	44,321.3	48,753.30
Manus	8,066.70	8,284.50	9,077.00	9,094.40	9,807.60	12,811.70	14,057.0	14,057.3	19,847.7	21,832.40
NIP	14,769.10	15,167.90	16,618.90	17,556.20	18,556.90	20,949.10	22,206.0	22,206.0	44,601.8	49,062.00
WNB	20,114.30	20,657.40	22,633.60	25,100.00	34,193.80	28,520.30	31,600.0	31,647.0	40,643.9	44,708.00
ENBP	31,106.60	32,000.00	31,860.60	31,676.70	26,530.70	42,601.00	45,300.0	46,196.5	57,440.0	63,082.40
AROB	24,665.00	25,331.00	26,153.90	26,144.70	32,664.00	37,351.60	40,800.0	40,802.7	47,245.7	51,970.20
Total Provinces	430,185.80	441,705.80	471,053.30	489,607.00	539,126.50	623,226.30	695,846.50	706,174.50	936,473.60	1,023,286.70

Source: 2016 Budget Books

Note: NCD teachers' salaries included in DoF Budget.

Table 22 Education appropriations in provincial budgets
Item 114 teachers leave fares, 2007–2016 (K,000)

Province	Appropriation (K,000)									
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
FLY	787.1	787.1	855.5	904.4	1,001.2	1,001.2	1,001.2	1,001.2	1,593.6	3,571.00
Gulf	787.1	550.0	597.9	632.0	699.6	699.6	807.2	699.6	937.7	800.00
Central	1,410.6	962.5	1,800.0	1,902.6	2,106.2	2,106.2	2,316.8	2,316.8	2,548.5	2,316.80
NCD										
M/Bay	865.6	914.9	994.5	1,051.2	1,163.7	1,163.7	1,163.7	1,163.7	1,163.7	1,500.00
Oro	715.7	756.5	822.3	869.2	962.2	962.2	1,478.0	1,478.0	1,478.0	1,400.00
SHP	835.4	700.0	760.9	804.3	890.4	890.4	890.4	890.4	890.4	800.00
Hela								333.9	333.9	250.00
Enga	866.1	839.7	912.8	964.8	1,068.0	1,068.0	1,068.0	1,068.0	1,068.0	900.00
WHP	831.4	873.8	949.8	1,003.9	1,311.3	1,311.3	1,311.3	1,311.3	1,311.3	1,100.00
Jiwaka								524.5	524.5	400.00
Simbu	40.1	440.1	478.4	505.7	778.5	778.5	778.5	778.5	978.5	800.00
EHP	909.3	909.3	988.4	1,044.7	1,156.5	1,156.5	1,156.5	1,156.5	1,156.5	1,000.00
Morobe	1,678.9	878.9	1,000.0	1,814.0	2,008.1	2,008.1	3,008.1	3,008.1	7,008.1	5,000.00
Madang	692.9	732.4	796.1	841.5	931.5	931.5	1,711.5	1,711.5	2,711.5	1,700.00
ESP	945.3	914.9	994.5	1,051.2	1,163.7	1,163.7	1,163.7	1,163.7	1,163.7	1,000.00
Sandaun	865.6	900.0	978.3	1,034.1	1,144.7	1,144.7	723.4	1,144.7	1,296.6	1,100.00
Manus	457.0	483.0	525.0	554.9	614.3	614.3	614.3	614.3	614.3	550.00
NIP	705.7	700.4	761.3	804.7	890.7	890.7	366.7	890.7	890.7	850.00
WNBP	1,459.5	908.5	987.5	1,043.8	1,274.1	1,274.1	504.7	1,274.1	1,490.4	1,100.00
ENBP	865.6	914.9	994.5	2,000.0	2,214.0	2,398.7	3,019.6	3,019.6	3,567.6	3,000.00
AROB		835.6	882.5	932.8	1,032.6	1,032.6	1,350.5	1,350.5	2,100.9	1,500.00
Total Provinces		15,002.5	17,080.2	19,759.8	22,411.3	22,596.0	24,434.1	26,899.6	34,828.4	30,637.8

Source: 2016 Budget Books. See note below:

Note 1: NCD teachers' leave fares included in DoE Budget.

Table 23 Education appropriations in provincial budgets Item 143***Education Function Grants, 2007–2016 (K,000,000)**

Province	Appropriation (K,000)									
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Fly	787.1	787.1	855.5	904.4	1,001.2	1,001.2	1,001.2	1,001.2	1,593.60	3,571.00
Gulf	787.1	550.0	597.9	632.0	699.6	699.6	807.2	699.6	937.7	800.00
Central	1,410.6	962.5	1,800.0	1,902.6	2,106.2	2,106.2	2,316.8	2,316.8	2,548.50	2,316.80
NCD										
Milne Bay	865.6	914.9	994.5	1,051.2	1,163.7	1,163.7	1,163.7	1,163.7	1,163.70	1,500.00
Oro	715.7	756.5	822.3	869.2	962.2	962.2	1,478.0	1,478.0	1,478.00	1,400.00
SHP	835.4	700.0	760.9	804.3	890.4	890.4	890.4	890.4	890.4	800.00
Enga								333.9	333.9	250.00
WHP	866.1	839.7	912.8	964.8	1,068.0	1,068.0	1,068.0	1,068.0	1,068.00	900.00
Simbu	831.4	873.8	949.8	1,003.9	1,311.3	1,311.3	1,311.3	1,311.3	1,311.30	1,100.00
EHP								524.5	524.5	400.00
Morobe	340.1	440.1	478.4	505.7	778.5	778.5	778.5	778.5	978.5	800.00
Madang	909.3	909.3	988.4	1,044.7	1,156.5	1,156.5	1,156.5	1,156.5	1,156.50	1,000.00
ESP	1,678.9	878.9	1,000.0	1,814.0	2,008.1	2,008.1	3,008.1	3,008.1	7,008.10	5,000.00
Sandaun	692.9	732.4	796.1	841.5	931.5	931.5	1,711.5	1,711.5	2,711.50	1,700.00
Manus	945.3	914.9	994.5	1,051.2	1,163.7	1,163.7	1,163.7	1,163.7	1,163.70	1,000.00
NIP	865.6	900.0	978.3	1,034.1	1,144.7	1,144.7	723.4	1,144.7	1,296.60	1,100.00
WNBP	457.0	483.0	525.0	554.9	614.3	614.3	614.3	614.3	614.3	550.00
ENBP	705.7	700.4	761.3	804.7	890.7	890.7	366.7	890.7	890.7	850.00
AROB	1,459.5	908.5	987.5	1,043.8	1,274.1	1,274.1	504.7	1,274.1	1,490.40	1,100.00
Hela	865.6	914.9	994.5	2,000.0	2,214.0	2,398.7	3,019.6	3,019.6	3,567.60	3,000.00
Jiwaka		835.6	882.5	932.8	1,032.6	1,032.6	1,350.5	1,350.5	2,100.90	1,500.00
Total Provinces		15,002.5	17,080.2	19,759.8	22,411.3	22,596.0	24,434.1	26,899.6	34,828.4	30,637.8

Source: 2016 Budget Books**Notes:** 1. NCD included in DoE Budget – no equivalent to provincial component.

2. 2007 amount allocated in Autonomous Government of Bougainville budget as 'school fee assistance'.

Table 24 Structure of Ministry of Education budget

Main Program	Program	Activities
Pre-primary, Primary & Secondary Education	Policy Formulation & General Administration	All the policy, planning & administrative functions of DoE. Includes Top Management & Ministerial Services.
	Development & Implementation of Education Standards	Curriculum, Inspections & Guidance and Measurement Services
	Basic Education	Primary Education Coordination. Includes costs of elementary and primary education in the NCD
	Literacy and Awareness	Coordination & Provision of Literacy & Awareness Services
	General Secondary Education	Secondary Education Coordination, including all costs for National High School, and FODE. Includes costs of secondary education in NCD
	Vocational Education	Vocational Education Coordination and Special Education. Includes costs of vocational education in NCD
Tertiary Education	Technical Education	All aspects of Technical Education
	Teacher Education	Pre-service & in-service teacher education
Cultural Services	Library Services	Library operations
Government Archives Maintenance	Government Records & Archives	Maintenance & storage of Government archives



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Media and Communication Unit, Policy & Research Wing, NDoE:
Published in 2016
Department of Education
Papua New Guinea

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ISBN - 978-9980-89-854-8, *National Library Service of Papua New Guinea*

Design layout by David K Gerega

2016

Annual Report



Papua New Guinea
DEPARTMENT OF EDUCATION