



**DEPARTMENT
OF EDUCATION**



2022

**ANNUAL
REPORT**

Quality Teaching for Quality Learning



DEPARTMENT OF EDUCATION

2022 ANNUAL REPORT

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



National Education System Directory 2022

MINISTRY OF EDUCATION

Minister for Education

DEPARTMENT OF EDUCATION

Secretary for Education

Deputy Secretary – Policy & Corporate Services

Deputy Secretary – Teaching & Education Standards

Acting Deputy Secretary – TVET & UNESCO

FAS – Policy & Research

Acting FAS – Corporate Services

FAS – Provincial Services

FAS – Financial Services

FAS – TVET Operations and Standards

Acting FAS – TVET and e-Learning

FAS – Teaching & Education Standards

FAS – Curriculum & Standards

Executive Director – UNESCO

AS – Policy and Planning Mrs Regina Mabilia

Acting AS – Research, Evaluation and Statistics

AS – Information Communication Technology

AS – Human Resources & Organizational Development

AS – Payroll

AS – Finance

Acting AS – Procurement

Acting AS – Administration

AS – Teacher Education

AS – TVET Operations and Management

Acting AS – TVET Curriculum

Acting AS – TVET Inspections

AS – General Education Services

AS – National Capital District Education Services

AS – Curriculum Development

AS – Measurement Services

AS – e-Learning

AS – Guidance and Counseling

AS – Standards

TEACHING SERVICE COMMISSION

Chairman

Commissioner – Policy

Commissioner – Operations

OFFICE OF LIBRARIES AND ARCHIVES

Director-General Office of Libraries and Archives

HEADS OF PROVINCIAL EDUCATION DIVISIONS

Western

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Central

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Oro

Southern Highlands

Simbu

Eastern Highlands

Western Highlands

Enga

Sandaun

East Sepik

Madang

Morobe

West New Britain

East New Britain

New Ireland

Autonomous Region of Bougainville

Manus

Hela

Jiwaka

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Mrs Annemarie Kona

Mr. Walipe Wingi

Mr Peter Kants

Mr. John Kawage

Mr. Hams Mipil

Mr. Andrew Angobe

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Mrs Karina Bundu

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Mrs Ronny Angu

Dr. Charlie Muke

CONTENTS

National Education System Directory 2022.....	II
Contents.....	III
Minister's Message.....	IV
Secretary's Message.....	V
Tables and Figures.....	VI
Abbreviations.....	VII
Introduction	1
The National Education System and implementation of the National Education Plan.....	2
Education Policy and Objectives.....	14
Establishment and Manpower Ceiling.....	22
The Education Budget.....	24
Divisional Reports.....	28
1. Policy and Planning.....	28
2. Media and Communication.....	31
3. Project Management.....	32
4. Research and Evaluation.....	36
5. Information Communication and Technology.....	38
6. Human Resources & Organization Development.....	43
7. Payroll.....	49
8. Finance.....	52
9. Administration.....	54
10. Procurement	54
11. Inspections	58
12. Guidance and Counseling.....	58
13. Curriculum Development.....	59
14. Measurement Services.....	66
15. e-Learning.....	68
16. TVET Schools Operations	70
19. TVET Curriculum	74
20. TVET Inspections.....	77
21. Teacher Education.....	79
22. National Capital District Education Services.....	85
23. General Education Services.....	91
24. UNESCO.....	99
25. Internal Audit and Fraud Control.....	101
26. Executive.....	102
27. Government Tuition Fee Subsidy Unit	100
28. National Literacy and Awareness Secretariat.....	102
29. Legal Services.....	109
Appendices.....	112
Sources and notes for data, tables and figures.....	111

MINISTER'S MESSAGE



The Ministry of Education has come a long way since independence. Over 2 million children are attending 14,000 schools and they are being taught by 64,000 teachers. Every year, our student enrolments continue to grow and so our education system must be created in a way that we serve the best interest of this growing populace.

Our Prime Minister Hon. James Marape wants “no child left behind”. He directs that all be involved in the business of education.

The Government through the Ministry of education has used the lessons of the past to plot a new course, opting to restructure our education system drastically to increase access and improve quality of education for all.

Ministry is very fortunate under the leadership, of Prime Minister James Marape continuous support to sets nothing less than the best goals government’s efforts with the country’s resources towards achieving quality education.

Major government policy interventions such as GTFS are one of the commitments that the government has made to the people of Papua New Guinea to ensure no child is left behind. The Government’s commitment to pay 100 percent school fees for students from Elementary to grade 12 in 2022 remained.

I thank the Government and the Treasury and National Planning and Monitoring Departments for releasing our full budget of K1.9 billion by the year’s end. We look forward to the continued support in the release of funds in a timely manner so that projects and programs for education are implemented on timely basis.

I extend my gratitude to all our development partners, Secretary Dr Uke Kombra and his hard working management team and staff, to the wider education sector and all education stakeholders for their contributions and efforts in 2022 and look forward to continuing the good working relationship moving forward.

A handwritten signature in blue ink, consisting of a stylized 'J' and 'U'.

.....
Hon. Jimmy Uguro, MP
Minister for Education

SECRETARY'S MESSAGE



As the 2022 school year comes to a close, we must offer our gratitude that we have survived the ravages of the lock out of Fincorp Haus.

The challenges we face in our efforts to deliver education is cumbersome and complex. Nevertheless, we have; taken stock of new measures seriously at all levels to maintain our position through clear communication and cooperation between the different layers of government, entrusted with education responsibilities with schools and other stakeholders in the education arena to deliver a successful 2022 academic year.

We have taken on board our policy interventions to align our priorities with our Nation Education Plan to achieve the government policy agenda of Leaving No Child Behind. This year, we have launched our Cooperate Plan 2022-2024. I am pleased to state that the Department will continue to ensure that there is provision for quality education for all, further ensuring the 13 years of education under the banner “leave no child behind.”

Finally, we will continue to support our teachers to be prepared properly to lead our reform and restructure. This is work in progress. All in all I am satisfied with the progress we have made despite a most difficult year.

We must thank the Prime Minister and his government and to our minister for their support and for the generous 2022 national budget allocation. We thank the government especially for lifting the school fee burden completely off the shoulders of our parents next year with a massive K632 million covering 100 percent of fees.

I thank all the hard working staff at the Headquarters, our inspectors based in the provinces and our partners and stakeholders for a successful year in 2021 despite the many issues and challenges and I look forward to working more closely with you all in 2022.

A handwritten signature in blue ink, reading "Uke W. Kombra". The signature is stylized and fluid, with a long horizontal line extending from the end.

Uke W. Kombra, PhD
Secretary for Education

Tables and Figures

Tables

Table 1 Ministry of Education staff ceiling and establishment, quarter 4, 2022	21
Table 2 Education and training sector budget, including provincial grants	24
Table 3 Ministry of Education 2022 Budget by Agency	25
Table 4 Ministry of Education budget appropriation by program	25
Table 5 Overview of Ministry of Education 2022 Recurrent Budget by Item	26
Table 6 Total enrolments 1992-2022 by type of institution	114
Table 7 Department of Education manpower and establishment 2022 by division	115
Table 8 National Education System budget appropriations, 2017-2022	116
Table 9 Ministry of Education recurrent budget by program, 2017-2022	116
Table 10 Ministry of Education recurrent budget for general education, 2017-2022	117
Table 11 Ministry of Education recurrent budget - summary by item, 2017-2022	117
Table 12 Ministry of Education development budget by program, 2017-2022	117
Table 13 Percentage of development budget by program, 2017-2022	118
Table 14 Share of development budget by donor, 2017-2022	118
Table 15 Education 2021 development budget by program and donor	119
Table 16 Appropriations in provincial budgets - teachers' salaries, 2017-2022	120
Table 17 Appropriations in provincial budgets - teachers leave fares, 2017-2022	121
Table 18 Appropriations in provincial budgets - Education Function Grants, 2017-2022	122
Table 19 Description of Education projects by program	123

Figures

Figure 1 Overview of the PNG Education Sector	1
Figure 2 Current (reform) structure of the National Education System	7
Figure 3 National Education System 2022 mid year enrolments by sectors	8
Figure 4 National Education System 2022 mid year enrolments – by level of education	8
Figure 5 Participation of girls in education in 2022 by type of school	9
Figure 6 The National Education System – number of institutions in 2022 by type of school	9
Figure 7 Breakdown of institutions by church and government agency in 2022	10
Figure 8 Enrolment trend in General Education sectors from 1993-2022	10
Figure 9 Grade 8 to Grade 9 Transition rate from 1999-2022	11
Figure 10 Grade 10 to Grade 11 transition rate from 1999 - 2022	11
Figure 11 Staff on strength/payroll in the NES, quarter 4, 2021 excluding provincial public servants	12
Figure 12 Ministry of Education staff on strength, quarter 4 of 2022	12
Figure 13 Teachers in the Department of Education establishment, quarter 4 of 2022	17
Figure 14 Total Ministry of Education 2021 public service manpower ceiling by level	17
Figure 15 Gender equity - % of female and male public servants of different levels, quarter 4, 2022	18
Figure 16 Localisation of the Teaching Service, quarter 4, 2022	18

Abbreviations

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

Abbreviations

SHP	Southern Highlands Province
SLIP	School Learning Improvement Plan
SSM	Secretary's Staff Meeting (all DoE ASs, & above, TSC Chairman & Commissioners, Director Generals OLA & OHE)
SSO-Sec	Senior Standards Officer – Secondary
SWAp	Sector Wide Approach (to Aid programs)
TA	Technical Adviser, Technical Assistance or Travel Allowance (depending on context)
TC	Technical College
TDI	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)
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)

Introduction

The Education Sector

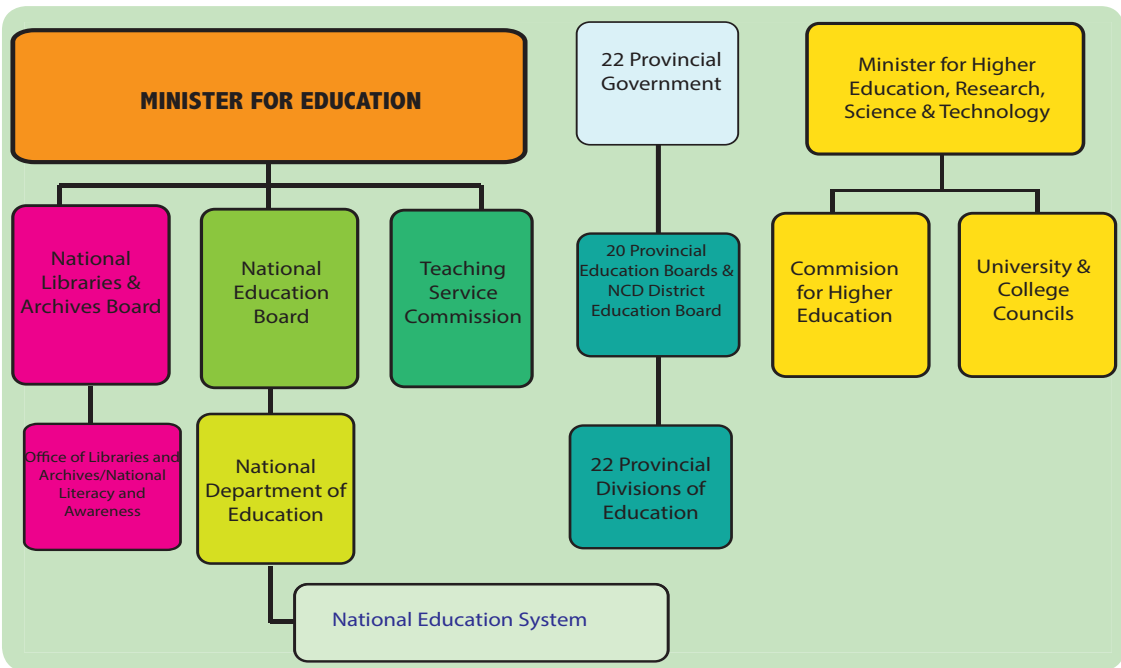


Figure 1 Overview of the PNG education sector

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 2022 Annual Report of the National Department of Education. It, therefore, reports on the responsibilities and activities of the Department of Education, and the eighteen (18) Divisions and seven (7) Units 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 and units.



Minister Hon Jimmy Uguro, Education Secretary Dr Uke Kombra, TSC Chairman Samson Wanghihomie and senior staff arrive in New Ireland for the 2022 SEOC

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.

The National Education System and implementation of the National Education Plan

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 System and implementation of the National Education Plan

The National Education Plan

The NEP provides strategic direction for an integrated approach to education. It focuses on improving the quality of education for all and takes account of widespread consultation.

The National Education Plan (NEP) 2020-2029 supersedes the 5-year National Education Plan; 2015-2019. The 10-year NEP is based on the best practice and lessons learnt from the implementation of the NEP 2015-2019 and 2005 - 2014, UBE Plan 2010-2019, research documents, reviews, Impact Projects, Programs and data from Education Management Information System (EMIS). It is also based on a logic framework for ease of monitoring and evaluation.

Every province will play a critical role in the implementation of the NEP using the same framework. Provinces will develop their 3 Year Provincial Education Implementation Plans using the Nine (9) Focus Areas in the NEP. The nine focus areas in the NEP are;

Early Childhood Education

That all Papua New Guinean children are provided with an opportunity to enrol in an Early Childhood Education program to ensure their full school readiness for entry into the formal education system

Access

That all Papua New Guineans have access to 13 years of education and training in a safe and hygienic environment that is conducive to learning

Equity

That all Papua New Guineans will have equal opportunity regardless of geographic location, economic circumstances, gender and disability

Teachers and teaching

That there will be sufficient well-trained and qualified teachers to meet student demand with resources and support at schools to allow for quality teaching and learning taking place

Quality Learning

That an appropriate curriculum and assessment system is in place to allow learners, supported by relevant and sufficient learning materials, to acquire globally comparable skills and knowledge, certificated when appropriate, required for each to lead a productive and healthy life and contribute meaningfully to national development

Education pathways

That there are easy-to-access pathways available outside of the traditional post primary education sector that will allow learners to choose an equivalent, alternative way in which to attain the knowledge and skills that they need to lead a happy and fulfilling life

The National Education System and implementation of the National Education Plan

Local management and partnership

That strong local education leadership at district, community and school level has ensured well managed schools, monitored on a regular basis, that are supported by and are fully accountable to the communities that they serve.

Management and administration

That national, provincial and district systems will operate efficiently, utilising appropriate information technology, that will allow schools and teachers to focus on improved student learning outcomes.

Citizenship and values

That when children exit from the education system they have a sense of who they are and where they come from in respect of Christian principles, their customs, cultures and beliefs, and show tolerance to and an acceptance of PNG ways

Major Strategic Features of the NEP; 2020-2029

Early Childhood Education,

Early Childhood Education is not at present the responsibility of the DoE but, there is an increasing acknowledgment of its importance and the global call to promote early childhood learning has challenged the department to develop an ECE Policy and to include ECE in this plan. In this plan period a PNG model for ECE to capture especially the 4 and 5 year olds will take a Public Private and Church Partnership approach until such time the government takes on board all aspects of all ECE teaching and learning.

13 Years of Quality Universal Education

Under this plan, through the school restructure reform, the Department of Education is now taking a bold step to declare 13 years of Universal Education. Children will start at the age of 6 in a preparatory grade and receive a relevant 13 years until they reach grade 12. The move is an exciting and highly significant step forward for PNG as it will see PNG lead in commitments to new global targets.

Restructure of the School Systems

The plan carefully lays out the 1-6-6 school structure which will see elementary education phased out and replaced as Pre School. Key features include the following:

- Offer 13 years of universal education,
- One entry at prep and one exit at grade 12
- Early childhood is currently optional for 4 and 5 year olds and will become part of the formal system preparing a child for formal schooling at prep grade.
- Primary education will start at grade 1 and finish at grade 6
- High School will start at grade 7 and finish at grade 12
- National High Schools to become schools of excellence

As the restructure takes effect there will be a need to build new or expand existing infrastructure to cater for additional enrolment. The infrastructure development will happen gradually over the plan period

The National Education System and implementation of the National Education Plan

Qualified and competent teacher

To cater for 13 years of universal education, teachers in all sectors must receive high quality pre-service program and further undergo professional development programs through regular in-service. Along with improved teacher quality, factors such as provision of suitable housing and better administration of teacher conditions and welfare are critical.

Infrastructure

An important aspect of quality is adequate school infrastructure. There are many schools in the country that do not have this and the Plan required significant commitment from all parties, including different levels of Government, schools themselves and local communities, to improve this situation. More than just classrooms, the Plan also required specialist buildings to reflect the importance being afforded the STEM disciplines. It is impossible to know just how much has been done because records are not kept. A start has been made on encouraging sound Water, Sanitation Hygiene (WaSH) practices.

Standards Based Curriculum

The outcome based Education has been phased out and replaced with Standards Based Education. The standards based curriculum will be used in all schools. An attempt to harness the power of digital age in this plan will see the production of curriculum in electronic forms for e-learning.

Implementing CCVE curriculum will pave the way forward for children to be taught life changing and guiding Christian principles values and ethics

Education Pathways

To achieve Universal Education, students need to be able to choose most suitable pathways to their needs. This plan looks at developing and promoting an understanding among parents and students for TVET education pathways, purpose and routes to employment. Strengthening of the FODE system and to link FODE and TVET will provide viable option for students' movements between the education pathways.

Other General Features

The current grades 8 and 10 examinations will be used for measuring standards and not for selection while the National Examination at Grade 12 will be for selection into tertiary institutions for all students (in mainstream schools, permitted schools, FODE and TVET institutions). This will be achieved over time. It will be mandatory for students to sit for National Education Quality Standards Assessment test to monitor curriculum and teacher standards.

English will be the language of instructions for all schools in the national education system.

There will be standards set on school sizes, class sizes, and teacher to student ratio for each level of education. These standards will determine the establishment of new school, approval of additional classes and creation of teaching positions.

Emphasis is also on School Leadership so that there is good schools planning and management. Community and Parental Support is also essential part of this plan. The government will continue to fund school subsidy.

The National Education System and implementation of the National Education Plan

Structure of the Education System

Current Structure

The structure was introduced to provide access to all eligible students to continue their education to the highest level they possibly can.

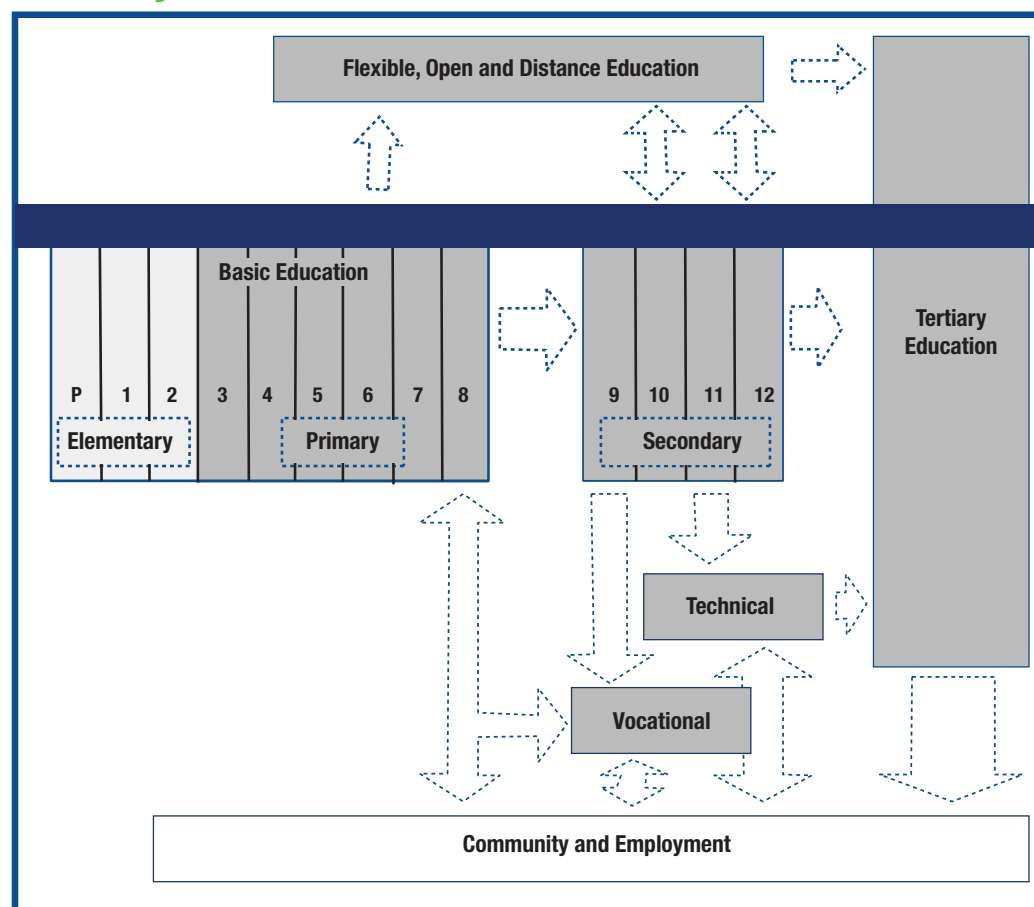


Figure 2 Structure of the National Education System



Minister Hon Jimmy Uguro addresses NDoe staff at the 2022 Christmas function at Stanley Hotel and Suites

The National Education System and implementation of the National Education Plan

The National Education System

Students

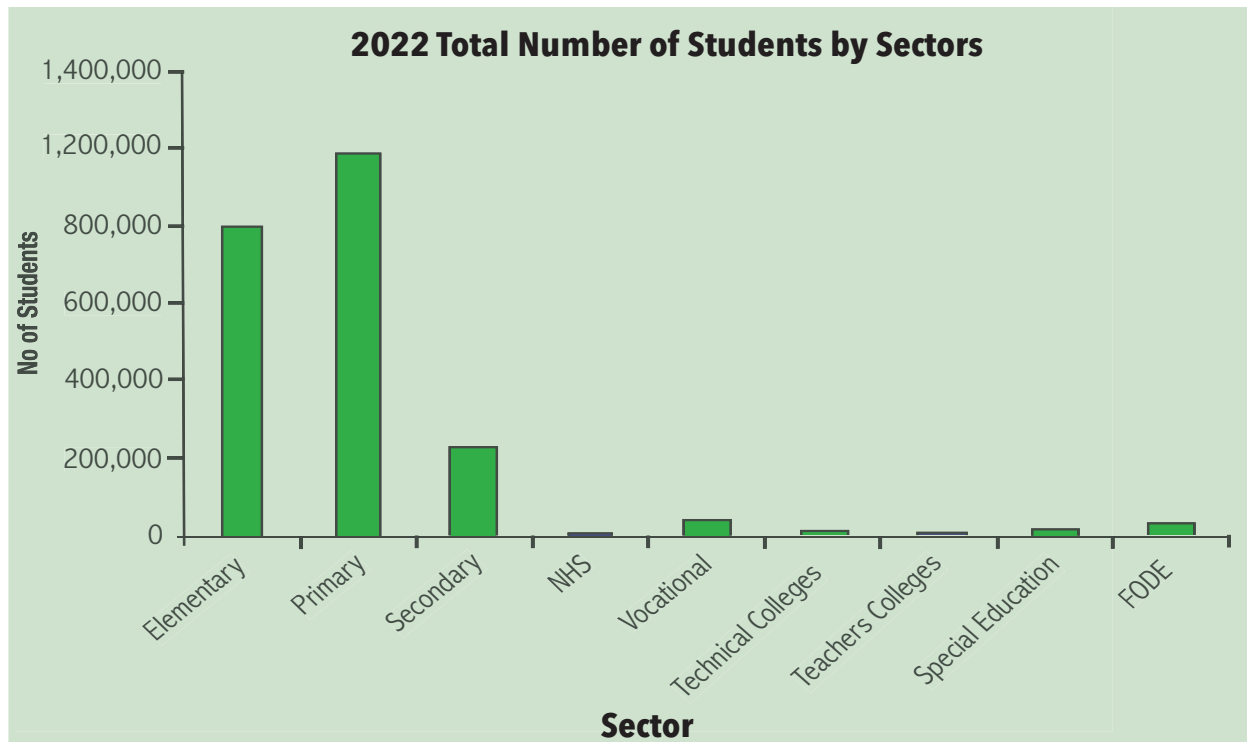


Figure 3 National Education System 2021 mid year enrolments by sectors.

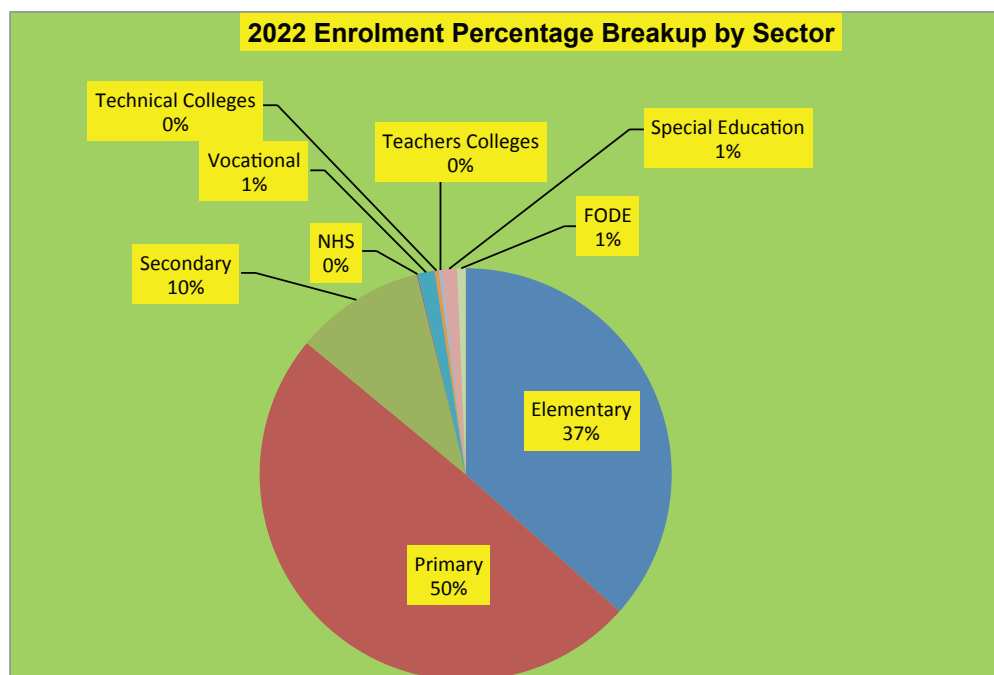


Figure 4 Enrolment percentage break up by sector

The National Education System and implementation of the National Education Plan

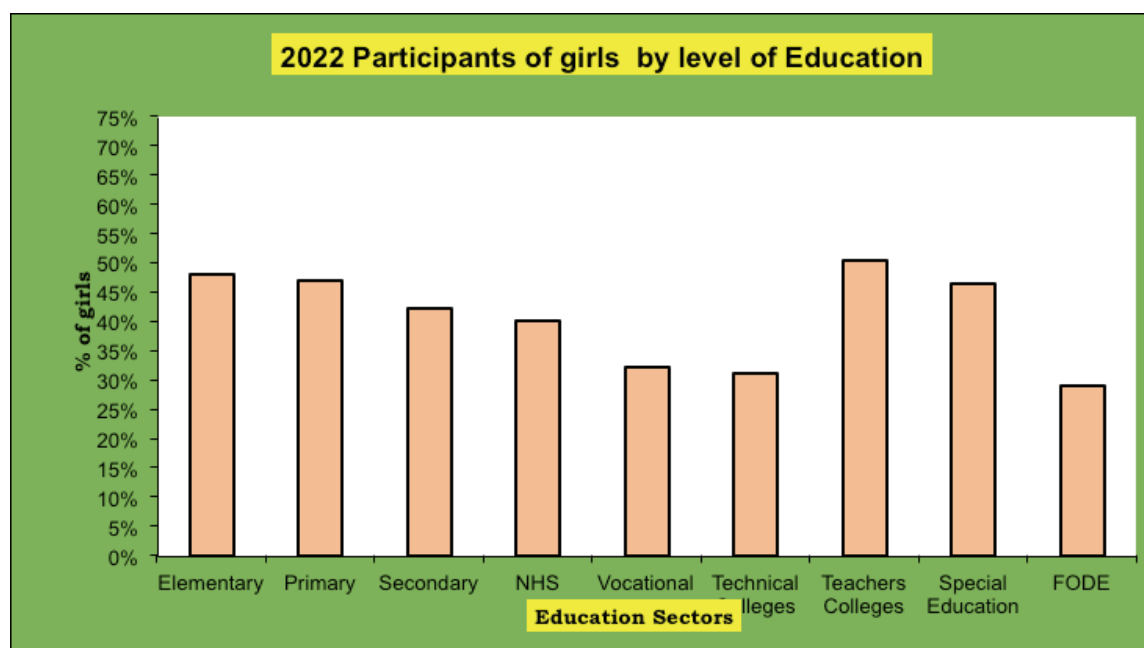


Figure 5 Participants of girls by level of education

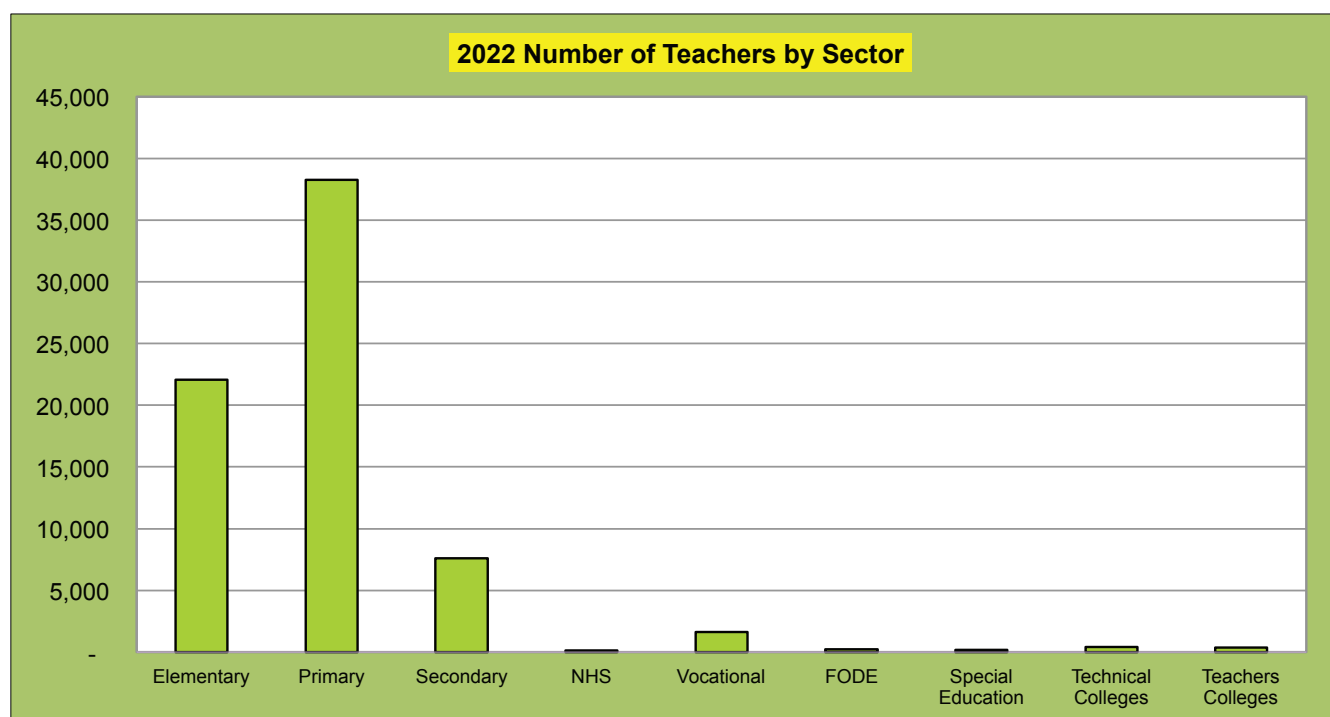


Figure 6 Number of teachers by sector

The National Education System and implementation of the National Education Plan

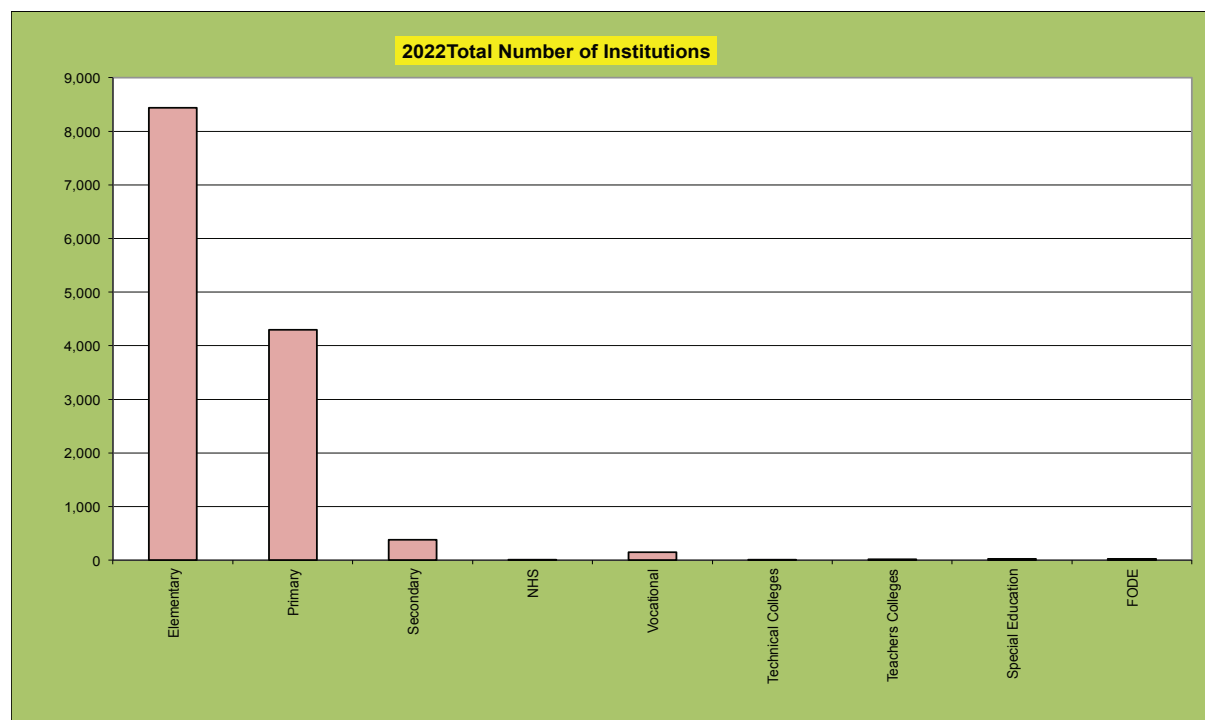


Figure 7 Number of Institutions

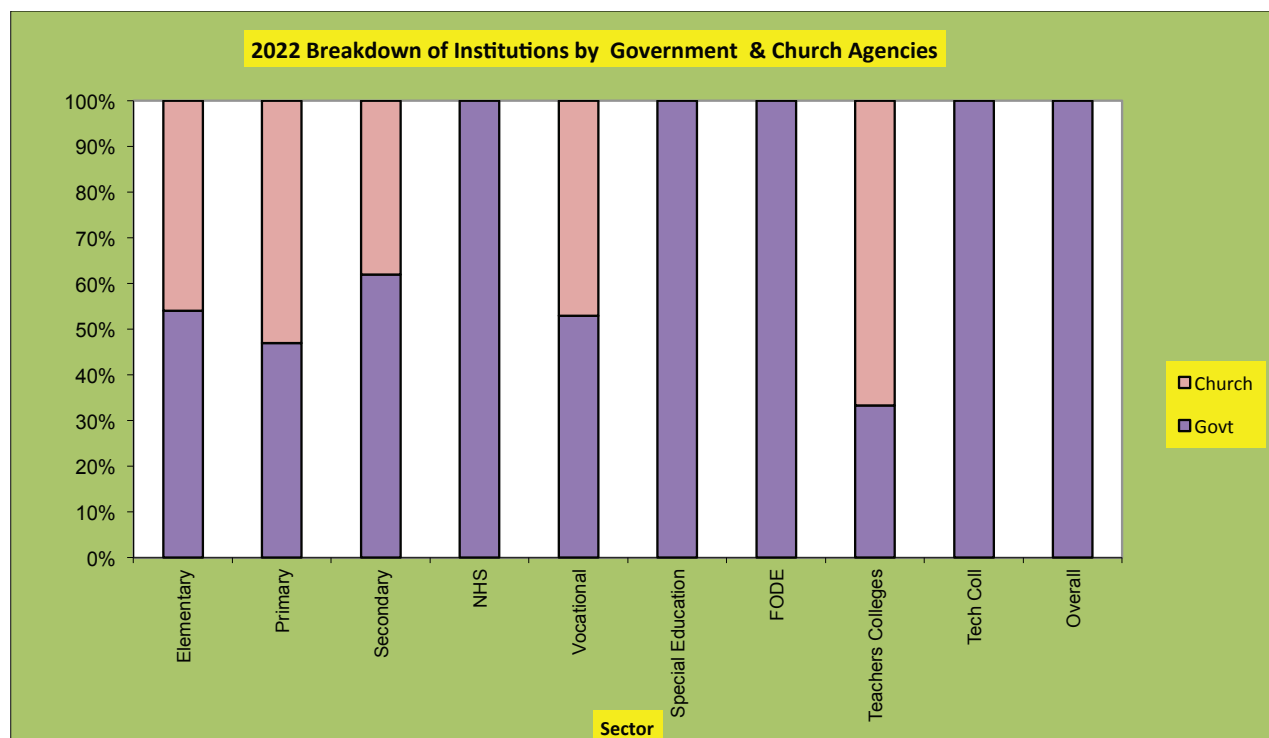


Figure 8 Institution by Government and Church Agencies

The National Education System and implementation of the National Education Plan

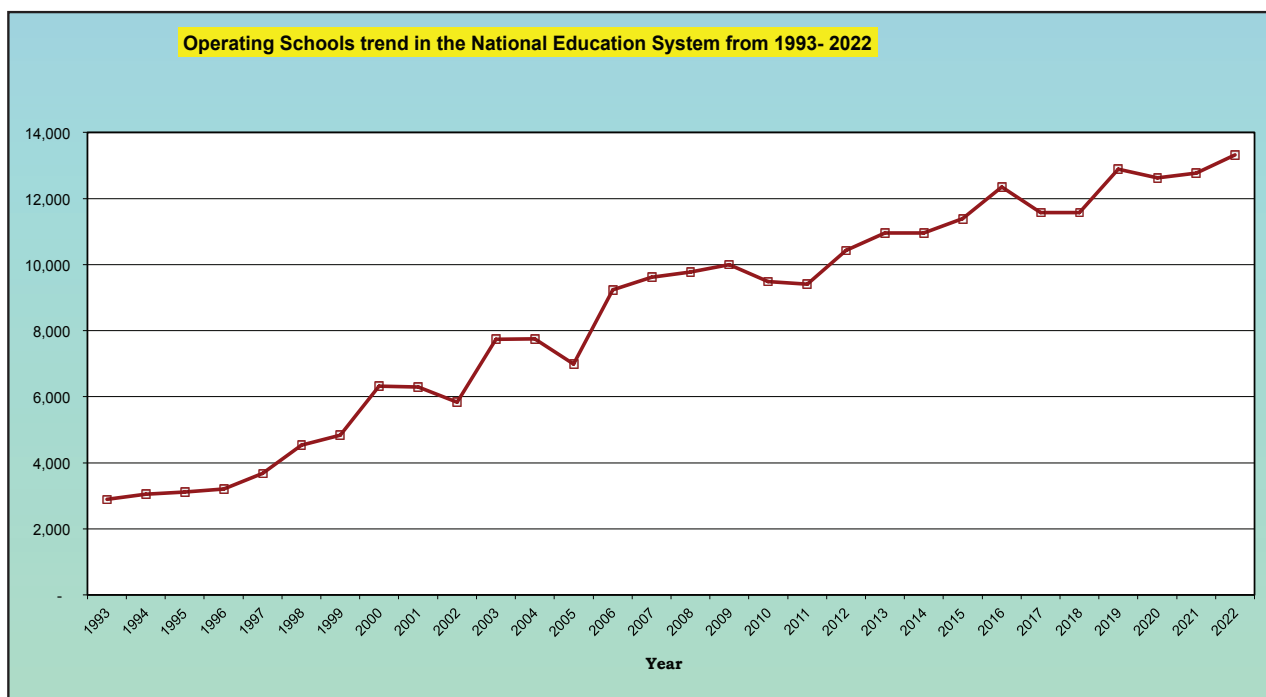


Figure 9 Operating Schools Trend in the Education System 1993-2022

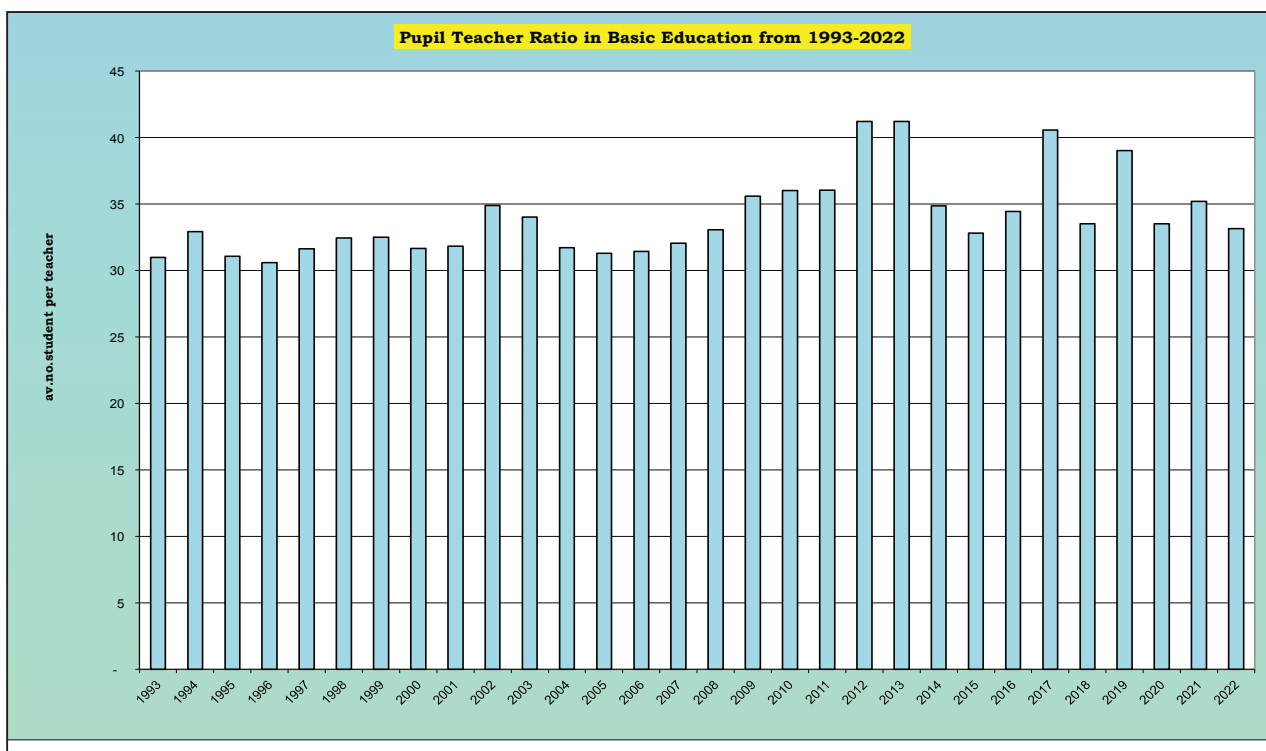


Figure 10 Pupils Teacher Ratio in Basic Education from 1993- 2022

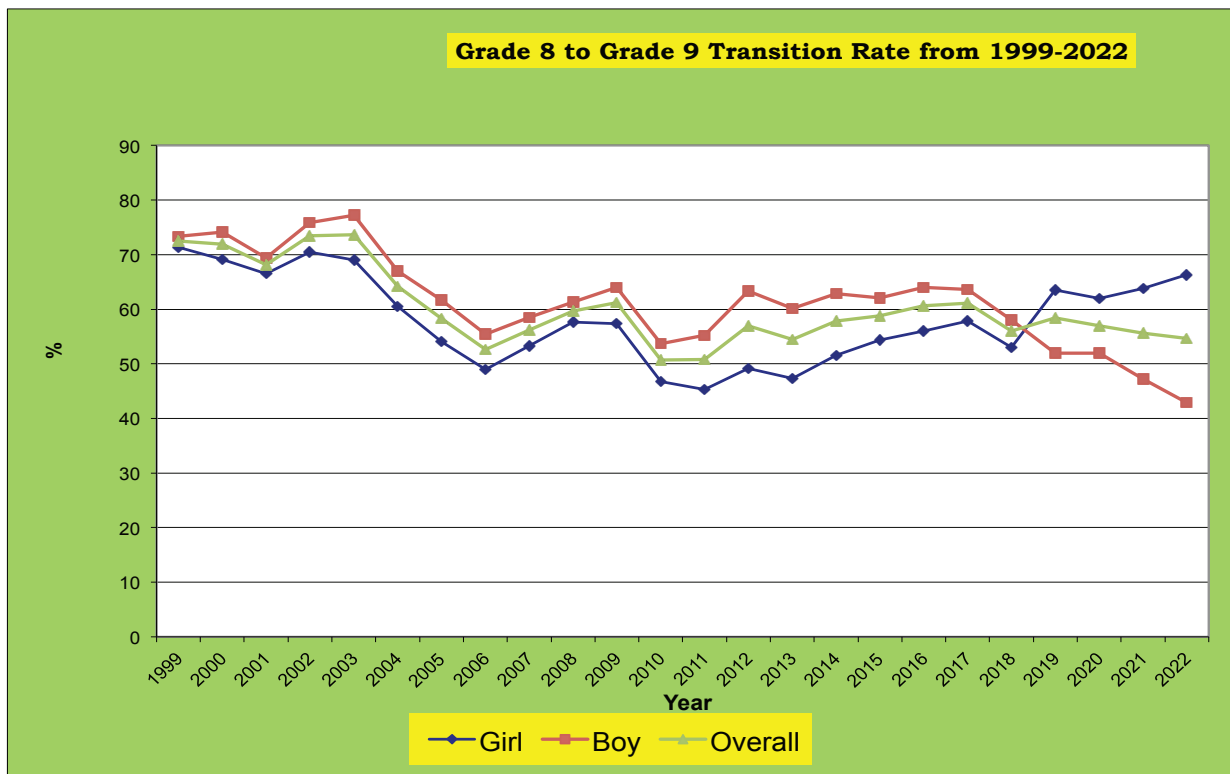


Figure 11 Grade 8 to Grade 9 Transition Ratea from 1999- 2022

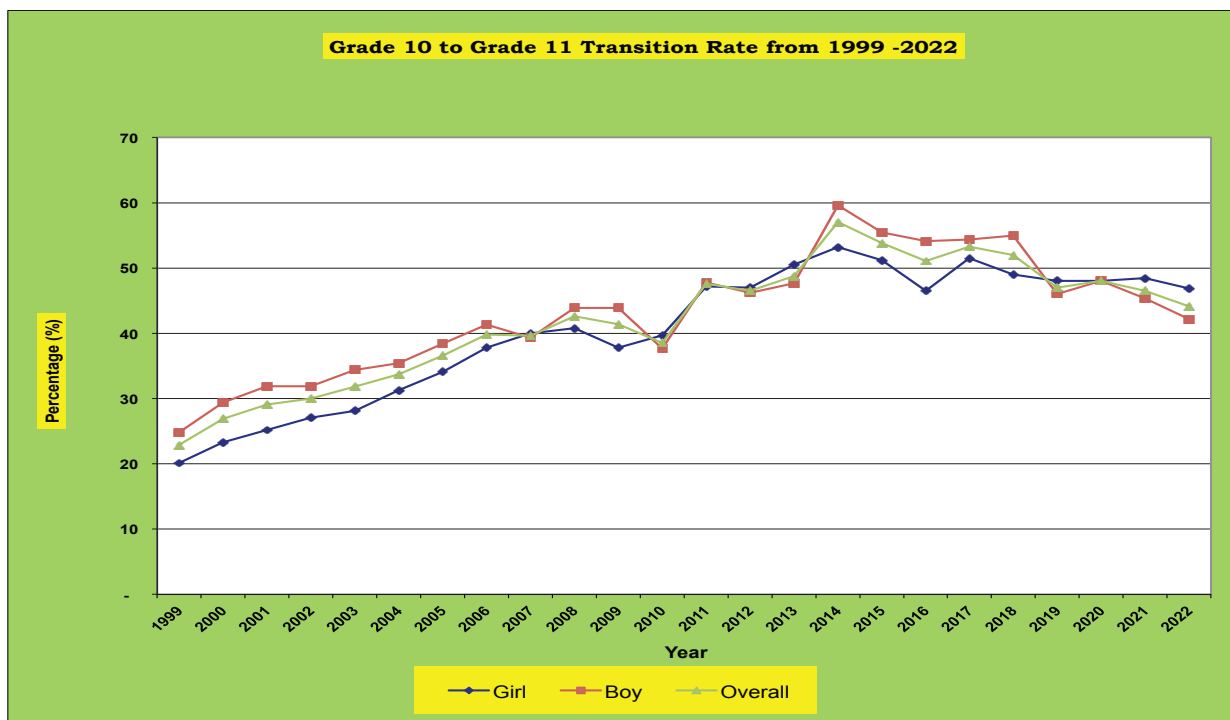


Figure 12 Grade 10 to Grade 11 Transition Rates from 1999- 2022

DEPARTMENT OF EDUCATION
EDUCATION POLICY AND OBJECTIVES

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, the National Education Plan 2005-2014, the NEP 2015-2019 and the current NEP 2020-2029.

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 has 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. 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.

13. 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.

14. 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).

15. 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 goals 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.

16. 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
MANPOWER AND BUDGET SECTION

Establishment and Manpower Ceiling

The Education Payroll

- Figure 14 p.20 provides an overview of the total employees on the 'Education Payroll', both public servants and teachers in 2021.
- 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 and in 18 provinces for teachers.
- Personnel and salaries functions have been decentralised to 18 provinces as of 2021. These provinces are as follows; Western, Milne Bay, Morobe, Madang, East Sepik, Sandaun, Enga, WHP, Simbu, EHP, Manus, ENB, WNB, New Ireland, ARoB, Oro, Central and Jiwaka. SHP, Hela and Gulf are yet to be decentralised.
- These provinces process and maintain personnel and salaries records for their employees (teachers). Payroll Division carries out these functions for the 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: Ministry of Education staff ceiling and establishment, quarter 4, 2021

Staff Establishment Register for 2021	
Approved Staff Ceiling	1,041
Approved Budget Ceiling	0
Staff on strength	733
Substantive	333
Acting	400
Unattached	161
Short Term Contract	11
Vacancies	615

- The manpower ceiling approved for the Ministry in the 2021 National Budget appropriation was 1,041 public service positions and 2,401 teachers in National Institutions and 2,114 teachers in the National Capital District schools.

Public Servants

- Figure 14 and 15, pp.20, and Table 11, p. 109 provide information about public servants in the Ministry of Education in 2021.
- There are 733 public servants on strength in the Ministry of Education structure in quarter 4, 2021. These were staff on strength in the 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 22 in 2021 was 62, 778.

Gender Equity

- Figure 19, p.21 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 2021, 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 20, p.22.
- More than 98% of teachers, and 99% of the public servants, are national staff. The number of non-local officers continues to be reduced.
- Elementary, primary and special education teaching positions are fully localised.

The Education Budget

Education and Training Sector 2022

The composition of the 2022 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	2,634,557.2 billion	46,000.0	2,680,557.2
MINISTRY OF EDUCATION	886,396.0	46,000.0	932,396.0
UNESCO	4,686.0		4,686.0
OFFICE OF LIBRARIES & ARCHIVES	10,001.0	4,000.0	14,001.0
TEACHERS' SALARIES (PROV)	1,520,871.00		1,520,871.00
TEACHERS' LEAVE FARES (PROV)	43,298.30		43,298.30
EDUCATION GRANTS (PROV)	125,317.10		125,317.10
Higher Education and Training			
OFFICE OF HIGHER EDUCATION (OHE)	90,909.00	87,590.0	178,499.0
UPNG	78,230.0	10,000.0	88,230.0
UOT	69,810.0	11,000.00	80,810.0
UOG	33,510.0	1,000.00	34,510.0
UENR	33,904.0	5,000.00	38,904.0
MARITIME COLLEGE	8,442.00	4,000.00	12,442.0
NATIONAL TRAINING COUNCIL	2,240.00	-	2,240.0
LEGAL TRAINING INSTITUTE	3,068.60	-	3,068.60
Total Education & Training Sector (K)	320,113.00	118,590.00	438,703.00
Total National Budget	2,954,670.20	168,590.00	3,119,260.2

- The total 2022 appropriation for the Education and Training Sector was **K3, 119,260.2 Billion**.

Ministry of Education budget 2022

- The 2022 budget appropriation for the Department of Education has two components, the Recurrent (Operational) and Development (Capital Investment).
- The recurrent budget appropriation through budget division 235 in 2022 was **K886,396.0 across 46 recurrent activities**.
- The Development Budget through budget division 235 had an appropriation of **K46,000.0 million across 14 projects**.
- For higher education and training the total appropriation was **K118,590.00 million**.
- Thus the total Education and Training Budget in 2022 was K3,119,260.2 billion.**
- The budget through budget division 235 covers the NDoE (including NCD Education Services), The Teaching Service Commission (TSC), The Office of Library and Archives (Literacy & Awareness) PIP Budget which included The National Literacy and Awareness Secretariat (NLAS).

Table 3 Ministry of Education 2022 budget by agency (in K'000 000)

Agency	Recurrent	PIP	Total
Department of Education (less subsidy)	242,679.0	46,000.0	288,679.0
Education subsidy	633,207.0		633,207.0
Teaching service commission (TSC)	8,888.0		8,888.0
Office of Libraries & Achieves (OLA)			
National Literacy Awareness Secretariat(NLAS)	1,622.0		1,622.0
Total	886,396.0	46,000.0	932,396.0

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

2021 Appropriation by program	Recurrent	PIP	TOTAL
Top Management & general administration	684,288.0	15,500.0	699,788.0
Development & Implementation of Education standards	65,455.0	5,500.0	70,955.0
Basic Education	49,401.0	6,000.0	55,401.0
Literacy & awareness	1,622.0	-	1,622.0
General Secondary Education	45,242.0	17,000.0	62,242.0
Vocational Education & Training	5,981.0		5,981.0
Technical Education & Training	7,156.0	-	7,156.0
Teacher Education	18,371.0	2,000.0	20,371.0
Library Services	-	-	-
Management of Teacher Affairs	8,880.0	-	8,881.0
Government Records & Achieves	-		-
Total Appropriation	886,396.0	46,000.0	932,396.0



Passam National High School, East Sepik

The Education Budget

Table 5 Overview of Ministry of Education 2018 -2022 recurrent budget by item (K,000,000)

- 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 **2.4+** million students in all sectors of education throughout Papua New Guinea in 2022.
- The Department's core functions required by legislation include **inspections, curriculum development, national examinations and teacher training & 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 2022 PIP appropriation for the Ministry was **K46,000.0**
- The appropriation of **K46.0 million is represented by GoPNG purely funding of K45.5 million and Donor Funding (Global Partnership Education – GPE) funding of K0.5 million.**
- From the (14) projects approved in the 2022 National Budget, one (1) project is financed by Donor whilst Thirteen (13) GoPNG fully funded,
- 99.9 % of the Ministry's Development Budget appropriation was from government of Papua New Guinean, hence only 1 % from GPE.

In 2022 donor support did not gained momentum which significantly reduced the aid support to department for the implementation of the National Education Plan 2018 to 2022 and the Universal Basic Education Plan 2019 - 2029. 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.



Mangai Agro Secondary School students entertain SEOC officials

DEPARTMENT OF EDUCATION
DIVISIONAL REPORTS

DIVISIONAL REPORTS

Policy and Planning

Division Objectives

The Policy and Planning Division (PP) advises and assists the Minister and Secretary in the development of relevant policies, and development of strategic plans 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 2020-2029 and the Education Sector Development Plan 2022-2025. Assist and liaise with Provincial/District Education officials on all matters relating to their Provincial and District Education Plans, DoE Corporate Plan 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 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.

Policy and Planning 10410 (235-2101-1111)			
Budget activity	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs			
Total costs (including staffing)	2,833	2,801	2,686
Targets	Achievements and non-achievements		
Coordinate and review all provincial plans in accordance with NEP 2020-2029	Achievements • National Education Planners Meetings held • 23 x Provincial Education Implementation Plans (PEIPs) developed. • 4 x provinces PEIP finalized (New Ireland, Central, Hela and West New Britain) • Other provinces are 90% completed and pending PEB and PEC approval		
Conduct Senior Education Officers Conference.	Achievements • The 31st SEOC was successfully hosted in Kavieng, New Ireland Province from 26th to 30th September, 2022. • The conference was stream live on social media platforms • 32x papers were presented, including presentations by the Provincial Education Advisors on implementation of key government policies • 55 x resolutions emanated from the conference and endorsed in principle by the Conference. • Provincial Education Planners attended SEOC for the first time		
School System Restructure (1-6-6)	Achievement • All Provinces are implanting but at a snail pace Non-Achievement • Proper reporting mechanism from the provinces on progress of implementation		
Corporate Plan 2022-2024	Achievement • Developed and launched		

School Structure (1-6-6)	
Monitoring of 1-6-6 Implementation by Strategic Planning Officers	Non - Achievement Due the development of NEP 2020-2029 this activity has not been carried out
Regional Consultations	Non - Achievement No RCM held this year due to slowness of fund released for this activity
Restructure Taskforce and TWT Monthly Meetings	Achievement 2/12 meetings held with meeting minutes and decision matrix submitted to Secretary's office for reporting and compliance Non-Achievement 10/12 not conducted due to change of leadership
Strategic Planning Meeting	Non-Achievement None held this year
Water Sanitation and Hygiene	
Support NDoE to develop national guidelines, designs & implementation protocols for school WaSH Infrastructure	Achievements - consultation of the review conducted in regions - WinS Policy Review - WaSH in School Guidelines developed Non-Achievement - WaSH in School Infrastructure Manual in progress
WaSH Advocacy and Awareness	Non-Achievement WaSH Policy Awareness Programs not conducted-No funding
Workshop and Trainings on WaSH in SLIP to cover the Operation and Standards	Non-Achievement Workshop in SLIP training not conducted- No funding
Hand washing facilities constructed in 526 schools through the Education in Emergency program (EiE)	Achievement Project nearing completion - schedule to end March 2023
Collaboration and meetings with Partners and NGOs	Achievement - WaSH Unit is member to the WaSH Joint Sector Review Country Committee - WaSH NDoE is co-chair to the committee with NDoH, DNPM is the country chair
Regional Support	
Capacity building at the regional level / Full finance resourced and functioning regional office facilities/Regional Consultative Meeting	Non-Achievement Regional Office no support-late release of funds
Capacity building for National and Sub-national officers (Planners & District Education Advisors)	Achievements - Planners Workshop held in July, 2022 - No capacity building activity conducted however a planners workshop is planned for 1st quarter of 2022
Monitoring visits to provinces by Director Planning and Regional Planners	Non-Achievement No monitoring visits conducted due to competing priorities.
Commentary and way forward	
- Insufficient funding to complete Provincial Education Implementation Plans. Provinces to take ownership and counter-fund the development and completion of the plans in the province. - Provinces and districts are to support schools that implemented in the restructure intervention. - More collaborative and synergy from divisions in implementing the restructure. - Provinces to strengthen the functions of Provincial Sector Review Committee and District Sector Review Team. - Review to the MOA signed between DoE and provinces regarding the regional officers in the provinces - Sufficient funding be allocated to the division to carry out priority tasks	

DIVISIONAL REPORTS

Budget activity	Coordination of National Education Board (NEB)		11500 (235-2101–1113)
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Total costs	1,558	1,517	1,517
Targets	Achievements and non-achievements		
Convene 4 NEB meetings	Achievement • All NEB meetings conducted		
Convene Special NEB meetings	Achievement • 1 special NEB was held.		
Produce Annual Report	Achievement • 2019 NEB Annual Report was completed and being edited, 2020 and 2021 to be submitted by March 2022 to Parliament.		
Convene 24 Top Management meetings	Achievements • 8/24 meetings held, minutes and actions taken • 2 Special meetings held Non-Achievement • 16/24 meetings not held.		
Convene 12 Senior Staff Members (SSM)	Non-Achievement • 10 meetings held, minute and actions taken Non-Achievement • 2 meetings not held		
Policy Development and Review	Achievements • Policy Management System • 6x new policies developed • 2x policies review.		
Commentary and way forward			
• Division responsible for implementing NEB decisions to report accordingly			



Policy and Planning Division officers and representatives of UNICEF attending a workshop on Wash in Schools Policy

Media and Communication

Unit Objectives

The Media and Communications Unit's main objective is to:

- To prepare and disseminate /distribute information about Government /Departmental priorities, policies and activities, including education reform and education issues in general, for education administrators and teachers, other government and non-government organisations and personnel, and the general public.

This includes producing and distributing including media releases; education programs such as the weekly Education News broadcast and Pipeline newsletter; DOE Annual Report; Education Calendar; and education and reform awareness materials.

Budget activity	Media and Communication 10400 (235-2101-1101)		
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs			
Total costs (including staffing)	1,219.0	1,178	1,515
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 30 press statements for the Minister and Secretary - Wrote 25 speeches for the Minister and Secretary which were presented at different occasions. - Wrote scripts for 38 out of 41 weekly radio programs that were produced by the Media Centre and aired on Karai National Radio every Monday at recess for teachers to listen to. - 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, the website, and the newsletters. - Vehicle decals bearing NEP20-2029 key messaging promoting Universal education printed and displayed on Department's operational 15-seater buses. - Assisted Teacher Education and developed awareness and advocacy materials for awareness in selected provinces in 2023. - Contributed to the development of various awareness tools for other divisions.		
Production and distribution of annual education calendars to all schools and teachers nationwide.	Achievements 80,000 2023 Education Calendars to be printed in 2023 by Logan Imprint at an approximate cost of K70, 000. The calendars will be delivered to the Unit to freight to the provinces by Air Niugini.		
Production of Reports.	Achievements The 2021 DoE Annual Report was completed in May 2022 and presented to Parliament on November 30 due to the 2022 National General Elections.		
Re-designing of the NDoE Website	Non-achievement - The developer started work on an initial payment of K50, 000 after a temporary server was ready and access given. Contract was valid for two months and a new-look website was to be launched in Quarter 1, 2022. However, this did not happen due to manpower issues and lack of content from Media and Communication Unit. - A mobile view developed by the developer.		

DIVISIONAL REPORTS

Quarterly Education Newspaper Supplements	The inaugural supplement was launched by the Secretary together with the 2022 Online Exam Results and Top Academic performing schools in 2021 at the Port Moresby National School of Excellence in December 2021. • 25% achieved. • Plans for quarterly publications in 2022 did not eventuate due to lack of coordination and manpower issues. • It was outsourced to a media consultant in July who produced a 12-pages full colour Year in Review publication. • This was published in the Post Courier, National, Wantok, Sunday Chronicle and Sunday Bulletin in December.
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Commentary and way forward

- Content for website to be developed and or provided by the unit in Quarter 1 of 2023
- The Unit needs more manpower to implement its activities.
- The Unit will start preparatory work for the different reports and materials 1 to 2 months in advance in order to complete them by the given deadlines.
- The Unit requires more funding to sustain awareness initiatives for Government policies and programs.

Project Management

Unit Objectives

The main objective of PMU is to provide advise and assist the Secretary and the Ministry of Education to offer support services to all projects that cover the components of project implementation, project monitoring and evaluations, supervision and other advisory services including capacity building in those competencies to the Government, Department, Divisions, tertiary institutions and other project implementation units.

Budget activity				Aid Coordination and Project Management		11499 (235-2101-1112)	
				Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)	
Staffing costs							
Total costs <i>(including staffing)</i>				1,167	1,154	267	
Targets				Achievements and non-achievements			
AID Coordination							
Project and Program Managers Consultative(PPMC) meetings				Achievement			
				• 1x meeting conducted (June)			
				Non-Achievement			
				• Not able to convene the all meeting due to relocation of main office • Some preparatory work was done, but actual meetings were not convened.			

LEG Steering Committee Meetings (Education Sector Stakeholders Forum, formerly ESIP)	Achievement 3 /4 LEG meetings held - PNG has been selected for GPE 2025 funding model and work in progress for development of a partnership compact document. - System Capacity Grant approved by GPE - ESDP at the Final stages for finalization and approval by NEC and launching. - LEG resolution were implemented and reported on each meeting. Non-Achievement - Quarter 4, no meeting due to disruption in relocation of main office.
Stakeholder consultations with DPs/PDoEs /FBOs/ CSOs and government departments	Achievement - Held several consultative meetings/ conferences/workshops with key donor and development partners: DFAT/AHC, JICA, World Bank, SPC/EQAP, UNESCO and GPE. Discussions were on different investments and support to the sector, current and future. - Support facilitating consultation of PIE Program and the World Bank PASA Project that commented in July 2022 - Successful participation of Donor and Development Partners at the 31st SEOC in New Ireland. Non-Achievement - Lack of funding hindered officers to conduct monitoring visits to program sites. Monitoring should be quarterly to verify reports presented to NDoE by the partners. There should be independent visits conducted by the Department/ Government, apart from the joint-monitoring visits sponsored by the partners.
NDoE-UNICEF Roll out Plan 2021-2022	Non-Achievement - There were many challenges this year in successfully implementing the work plan. There was obviously the challenge in coordination and reporting and accessing of funding by DoE divisions. One biggest obstacle is the Covid lockdowns, others being leadership and communication breakdown between UNICEF and DoE divisions. - Mid-year review indicated few divisions implemented some activities, however not all.
BEST PNG Project	Achievement Components 1, 2, 3 and 6 are progressing well, with serious Components 4 and 5.2.
Education Projects	
Project Monitoring	Achievement 1x monitoring trip for 7 officers to various projects outside NCD and Central provinces. - Regular monitoring conducted for NCD and Central Provinces Non-Achievement 3x Project Monitoring trips were not taken due to poor planning of monitoring schedules
Science Infrastructure Projects	Achievement 1x Phase 4 projects completed - Payments made for Theodist for the installation of brown goods for 4x science labs. 3x payments for phase 3 science lab brown goods paid at Theodist 7x Sets of bunsen burners paid ready for picking up by the principals 2x Phase 3 projects completed ready for opening Non-Achievement 3x Phase 4 projects on completion stage (90%) 2x Phase 3 projects completed but defects yet rectified 1x Phase 3 projects first payments released but contractor yet to mobilise.

DIVISIONAL REPORTS

Education Infrastructure Projects	Achievement • Funded 6 x projects for Usino Technical High School. • 3x projects completed Non-Achievement • 3x projects - 90% completed
Ministerial Commitments	Achievement • 12 x schools were funded. • 5x projects completed Non-Achievement • 7x projects yet to be completed Challenges • Most schools are very remote and communicating with the Head Teachers/ Principals and BOM Chairman is a struggle. • Most schools don't have contractors on site but rather use the local communities to do maintenance and construction works for the schools. • Monitoring in some of these schools will be difficult as they do not have roads. Only way would be to track for 2 – 3 days or by Chopper especially the Bundi and Simbai schools in Madang.
NCD Schools Projects	Achievement • 9x Schools were funded • 3 x schools were selected for the Construction of 4 x 3 Bedroom staff residences. • 2x 3-bedroom house completed • 4x schools selected for construction of double classrooms • 1x standard Science Laboratory Non-Achievement • 2x 3-bedroom, house yet to be completed • 1x standard science laboratory is not completed • 2x double classroom yet to be completed Challenges • Contractors are faced with the challenge to pay the Suppliers of Prefabricated buildings the full amount before they can produce and supply the building materials. • Schools are always trying to change the Scope of Works.
Maintenance of Institutional Houses and Offices	Achievement • 11x institutional houses were approved for maintenance. • Minor maintenance works carried out on various buildings. Non-Achievement • 6x house fully maintained.

Commentary and way forward

Challenges

Intuition Houses

- Contractors under the MSME Category sometimes don't have funds to work with but wait for the Government funding before work is carried out.
- Cost of materials have increased thus some scope of works are not completed.
- Contractors get paid and do not complete the scope of works.
- Tenants expect more to be done and give additional works to the contractors thus increase the variation costs.
- Houses are being maintained every year because tenants have so many people living with them causing general deterioration thus putting pressure on sewerage and plumbing.

Aid Coordination

- Increase staffing (1 or 2 more) to cover areas not covered by existing staff.
- Maintain an up to date data base of all programs/projects NDoE.
- Maintain an up to date database of programs/projects implemented by development partners.
- Provide regular updates to SSM/TMT on donor and development partners support, challenges, etc.

Education Projects

- Lack of funding is a major constraint to conduct site inspections.
- PMU needs a Project Vehicle for project site inspections and other admin duties
- PMU to complete the Education Infrastructure Policy to provide guidance in the standard building designs for various school categories.
- PMU to change the way of implementing and monitoring projects so as to get quality results.

DIVISIONAL REPORTS

Research, Evaluation and Statistics

Division Objectives

The Research and Evaluation Division's main objective is to support the Department to make informed 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 informed 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 informed 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			
Total costs <i>(including staffing)</i>	1,525	1,445	1,172
Targets	Achievements and non-achievements		
Research			
An investigation into students' attitudes towards school work, homework and assignments	Achievement • Kobo tool for data collection developed. • Provinces visited, data collected and preliminary findings reported. Non-Achievement • Research not done due to lack of funding for this Research.		
Out of school children Implementation Strategy	Achievement • Draft Strategy completed. Non-Achievement • Stakeholders' consultation and launch not complete due to lack of funding.		

TFF Cost Benefit Analysis	Achievement Completed and presented to NEB.
Research Committee meetings.	Achievement 1 x research steering committee meeting held.
DoE seminar series.	Achievement 1 Seminar Conducted Non-Achievement 1 Seminar Conducted
Monitoring and Evaluation	
Implementation of the NEP 2020-2029 M7E Framework	Achievements - M&E Framework for ESDP Non-Achievement - Limited resources and capacity to carry out progressive monitoring of NEP indicators
NEP M&E Framework	Achievements Complete and integrated into the NEP 2020 – 2029 Non-Achievement - Lack of funding to carry out progressive monitoring of all NEP Indicators. - Limited resources and capacity to fully implement the task.
Statistics	
2021 Statistical Bulletin / PNG at a Glance	Achievements 2021 Bulletin / PNG at a Glance completed. Non-Achievement - Pending SSM approval
Conduct 2022 School Census/ My School Application	Achievements 63% (8,834) of the school census information for 2021 process. 1.6 million Students captured in the EMIS for resources distribution. Non-Achievement 4 x provinces outstanding to complete these tasks. - No funding to monitor and retrieved school census forms to process from non -compliance province.
Staff capacity building.	Achievements - Internal capacity building conducted by EMIS Advisor under DFAT focusing on data analysis interpretation and preparation of data. - Internal capacity building on EMIS at subnational level.
Commentary and way forward	
Statistics - Lack of funding is a major constraint that impedes most of our statistics activities. Monitoring & Evaluation - Lack of timely recruitment to fill vacant positions is a major issue. Research - Lack of timely recruitment to fill vacant positions is a major issue.	
Other comments	
Research, Monitoring & Evaluation and Statistics branches are key management tools that the DoE can use to measure its progress against the set outcomes. 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.	

DIVISIONAL REPORTS

Information, Communication and Technology

Introduction

The Information, Communication and Technology Division is one of three divisions that makes up the Corporate Services Wing. The other two are Human Resources Organizational Division and the Administration Division. The Corporate Services Wing is one of two Wings of the Policy and Corporate Services Directory in the Department of Education. The Directorate reports to the Secretary for Education who then reports to the Minister for Education.

The ICT Division is made up of 6 branches which include;

1. Client Services (Desktop Support)
2. Network and Communication
3. Server and Storage
4. Internet and Web
5. Software and Applications
6. Operations.

The Division has a ceiling of 30 positions of which 16 officers are on strength whilst 14 are vacant by end of 2022.

Division Objectives

- 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 for 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.

Budget activity	Information and Communication Technology 11793 (235-2101-1115)		
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs (Item 211)	1,071.0	1,071.0	849.8
Total costs (including staffing)	5,701.0	5,165.5	4,596.4
Targets	Achievements and non-achievements		
Provide and sustain relevant and cost-effective ICT infrastructure, systems and services to the Department of Education and sub-national levels	Achievements • 18 of the 23 provincial sites continue to use the education services. • Arawa in AROB, Tari in Hela, Konos in New Ireland, Okapa in Eastern Highlands and Kerowagi in Simbu were connected this year. • Districts are being challenged by funding to sustain the services as well as human resources and electricity. • DoE network ran uninterrupted throughout 2022 except during power outages which affected office networks and systems. • DoE Internet increased its bandwidth from 50Mbps to 80Mbps improving connectivity due to the change in service providers to support e-mail services (over 900 DoE users including provincial officers), internet and other applications that depend on internet such as the GTFS, EMIS, Mypngschool, NASSA, eNRC, Payroll IFMS		

	• Server, storage and communication support was provided to ensure continuity of ICT services for the MoE. Software developed and enhanced in 2022 included; ○ e-Rating Application, ○ Myleave management, ○ Grade 11 and Grade 8 Selections, ○ School Information Management System, ○ MyLearning Management System, ○ Visitor's Monitoring System, ○ School Registration system, ○ Staff Bio Data, ○ Attendance System for public Servants, ○ Contract system, ○ Budget Application, ○ The Requisition Monitoring system, ○ Teachers Resumption of Duty application, ○ Teacher Position ○ Audit system ○ Internal telephone directory. • Constant support to provinces to ensure there is continuity of services Training to use e-Library and Myhomestudy application was conducted in Lae, Madang, KLM and Telifomin. • Supported IFMS and Alesco. • Software licenses are current. • ICT provided support to all divisions when the Ministry was locked out of the office in November 2022. Non-achievements • To date 4 provinces are offline (Western, WNPB, SHP and Gulf). No support from provincial administration to have vital ICT services provided. • No ICT in District structure as a result connectivity a challenge. • Scoping of 7x districts (South Bougainville, Kerema, Kandrian, Rigo, Maprik, Kompian and Sohe) for ICT rollout was done. However actual implementation will be done in 2023. • 6x districts (Wasara Gawi, Aitape, Finchafen, Erave Kupaigo and Middle Fly) not scoped.
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 GTFS system successfully disbursed schools subsidies directly to schools bank accounts. • The Inspectors' tool (NASSA) for inspections developed and training conducted. (This tool has not been fully utilized by inspectors on the ground). • e-NRC this application is being used by Inspections, TVET and TED for teacher's registration and appraisals. • EMIS enhancements done to improve artificial intelligence to be able to provide reports during data entries. The enhancements also cater for GTFS, School registration and data upload and synchronization from other applications such as the mypngSchool. • Curriculum Application developed and a prototype tested. The application will have the capability of tracking books and be able to take stock of books distributed by the Curriculum Division. • DoE Website: A new page has been developed. • MySchool Management Information System Application This tool will be used by schools to manage their day to day operations. • A Teachers Enquiry System Application developed to automate and manage teachers or other stakeholders' queries that come to the Department of Education. • Support was provided for major database systems, including those for EMIS, Grade 11 selections, NCD Grade 9 selection, Teachers Resumption of Duty, TED application and GTFS. Support was also provided to Inspectors applications, Curriculum. (routine)

DIVISIONAL REPORTS

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 - Teachers leave fare developed and is used at the head office. NCD has used it to process teachers leave fare in 2022. - Document Management System implemented in Payroll, General Education Services and Audit and Accounts including management. - National Teachers Appointment System – The application was developed; provincial appointment officers were trained. The vacancy and the confirmation gazette came out on time for the teachers to apply and are appointed to positions. This report was posted on the DoE website: (http://education.gov.pg/quicklinks/vacancies.html) - Teacher Position Audit Application assisted TSC to and GES carry out teacher position auditing in schools. It checks against various databases or systems such as pay slip, appointments, RODSS, MPR to affirm a teacher to be in correct position as well as checks if a salary is correctly being paid to a teacher actually teaching in a school. - School Registration Application developed. Non-achievements - School registration yet to be fully rolled out. - NASSA has not be fully utilized by Inspectors. There is a critical need for training and management of the application by inspection. - EMIS has to be enhanced to capture the 166 structure to assist with the GTFS calculations and to assist with faster data collection. - DoE Website: A new page has been developed. However it is slow for testing. It is hope that it will be published in first quarter of 2023.
Support the Development of ICT Strategic Plan 2023 - 2027 and ICT Policy for Education	Achievement - The ICT Policy in Education completed. Non Achievement - Policy pending approval and launching.

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

The demand for Education services has drastically increased due to the population growth as well as the Government agenda to have every child in PNG to attend school and receive a quality education. The Government has continued the support for Education making Education its number one priority again 2022. Thus the Department of Education has to plan strategically, craft its policies and plans to implement Government policies to cater for this demand. Planning and implementing these policies through the use of technology and systems is challenged by lack of understanding between policy makers and implementers of these policies and the automation of some of the processes to achieve the implementation and outcomes of these policies.

The DoE has invested heavily into ICT with the help of Donors especially the Australian Aid through its DFAT support in the past couple of years. In 2022, GoPNG supported with a slight increase in ICT budget to ensure the Education ICT system continues to run and serve our teachers, administration, schools and provinces as well as districts. Lack of funding is the major constraint to sustaining ICT infrastructure and systems at the national and sub-national levels and has been a concern for critical ICT infrastructure and systems to provide basic services to assist teachers and schools. This is coupled with the lack of resources to support these services. Skills and knowledge are also lacking in some areas to ensure services are delivered efficiently and sustained. Initiatives by the management and stakeholders are often not supported when the concern or task cuts across other divisions. ICT requires the support of the Top Management to guide the progress of these initiatives such as to have a centralized database and to have standardized hardware and infrastructure.

Commentary and way forward

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 and district Education officers to capture and manage data while working closely with the Department is a must. Provincial Administration support for Provincial Education Divisions in most provinces is lacking. Enga and Milne Bay have been very helpful in supporting their Education sector thus these have seen a lot of teachers and schools in those two provinces benefiting from the ICT services.

Lack of technical consultation of hardware and system solution with ICT thus sustainability of systems and infrastructure in most cases falls and huge investment is wasted. Support from Management is required in the selection and procurement of ICT equipment, infrastructure and Systems.

Way forward

- Each DoE division budget to pay for ICT recurrent costs, such as printing, e-mail, internet and telephony services has to have an increase in future budgets to sustain operations of the ICT infrastructure and services as more and more DoE systems now rely on ICT.
- Provincial Education offices must support and budget both Provincial and District ICT Infrastructure and services for sustainability. Provinces and districts are to provide necessary tools such as the computers, printers and laptops to their officers to use effectively to serve teachers and schools.
- Increase the ICT operational budget, especially for recurrent budget to cater for maintenance and utilities to be able to pay for all necessary services in the first quarter of each year. ICT will need an annual budget of at least K3million to support and sustain DoE ICT infrastructure and systems.
- The full ceiling of ICT positions has

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

Registration, Resumption of Duty etc. 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.

Databases, systems and workflow to automate business processes in the department have to be in line with policies. System owners have to understand the policies to ensure process automation is in line with policies.

Challenges

- DoE systems have to be centralized to give users easy access to information and data exchange. Disparities of data between databases in different DoE divisions and branches as well as provinces make it difficult to provide consistent data and reports throughout the Ministry.
- System owners lack the understanding of their own processes and policies thus the lack of policy understanding affects the development and implementation of automated system. This set back affects the development, testing and implementation of new applications and systems.
- Lack of budgetary support to maintain and support existing applications such as EMIS, GTFS, TED, School Registration, Resumption of Duty, NASSA, Myleave etc.
- Databases, systems and automation of business processes have to be in line with approved policies procedures of Government and or the Ministry of Education.

Way forward

- A centralized platform to capture data and maintain information for the Department is critical. Information from schools, teachers and students need to be sync into a secured and centralized database in order to maintain the integrity of the data for the Ministry.
- DoE systems need to be web-based for ease of access by our remote offices in the provinces and districts and by schools.
- Divisions are to ensure all their systems, policies and procedural processes are documented and understood by individual officers to ensure the public and especially students, teachers and schools are served efficiently. Sufficient budget must be made available for the development of new applications and databases. The budget will have to support the maintenance and support of the software and its licenses.

Commentary and way forward

3. Support the Development of ICT Strategic Plan 2023 - 2027 and ICT Policy for Education

Challenges:

- In the recent years, ICT has become very popular especially the telecommunication industry and the information systems. There is inevitable demand in the use of ICT in schools around PNG. Internet has become very popular in main centers and parts of Papua New Guinea with the implementation of telecommunication infrastructure. This has enabled a lot of interventions to use ICT and the web services in Papua New Guinea to make a convenient business processes to serve citizens.
- Education is one priority area the Government of PNG would like ICT to be fully utilized for teaching and learning. Whilst this is the drive of government for quality education, we are being challenged by mixture of standards in ICT for education as well as adhoc planning for ICT infrastructure in schools and other education settings.
- Teacher training to use ICT in teaching and learning is in-sufficient let alone competency. Generally, teacher training institutions don't train teachers to use ICT for teaching as its curriculum does not capture ICT. Most teachers in schools have no or very little exposure to technology and how technology can be used in classrooms for teaching and learning.
- Use of ICT at the administration level is a challenge. Not all subnational level administration institutions have an established ICT infrastructure or systems to adequately assist schools, teachers or students including stakeholders. The structure at the provincial and district level does not have an ICT person to take care of changes which are being pushed down by Government policies. Budget for ICT is also a challenge as most the budget is put into traditional activities in teaching and learning as well as administration of those activities.

Way Forward:

- An integrated ICT strategy or policy in Education published and urgent implementation of the policy be done to guide schools and administrative levels at the provinces and districts to assist in teaching and learning and the operations of schools and education administration.
- The policy is to guide and provide strategies for teaching training and support to enable quality learning using technology
- The policy to look at best practices in ICT for Education and to work with partners in the country to implement and fund this policy.



St Charles Luanga Secondary School all seated during assembly

Human Resources and 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 advice coordinate on disciplinary and staff welfare for Education system.
- Providing Human Resource Management for the Department of Education.

Budget Activity 152 - 2101-1102 (IFMS 10401) (HROD)			
	Revised appropriation (K'000s)	Warrants authorized (K'000s)	Expenditure (K'000s)
Staffing costs	4,900	4,543	2,709
Total costs (including staffing)	4,853	4,694	2,946
Targets	Achievements and non-achievements		
Divisional & Contract Administration National and Non-Citizen Contract Status	Senior National Contract Status		
	a) Senior Officers (substantive contract drawn)		
	Areas Specified		Total
	Total number of contract positions		33
	Substantive Holders		17
	Acting Officers		16
	Position Titles, Substantive and Acting Status		
	Title	No. of Positions	Substantive Acting
	Secretary		Acting -
	Deputy Secretary		1 2
	First Assistant Secretary	8	2 6
	Assistant Secretary	19	10 9
	Executive Director UNESCO	1	- 1
	Chief Internal Audit	1	0 1
	TOTAL	33	27 10
	Non-Citizen Contract Status		
	b) Non-Citizen		
	Divisions	Substantive Total	
	Provinces	27	
	NCDES	22	
	TVET (TSO)	25	
	GES	17	
	Public Service	1	
	TOTAL	94	

DIVISIONAL REPORTS

	Total number of Non-Citizen officers Terminated – 1 Total number of Non-Citizen officers recruited - 0 No. of officers deceased while waiting repatriation – 0 No. of officers evacuated due to medical grounds - 0																				
Non-Citizen Contract Officers Leave Fares and Subsidy Management	Leave Fares and School Fee Subsidy Non-Citizen Leave Fares and School Fee Subsidy <table> <tr> <th>Specific Area</th><th>Total Amount</th></tr> <tr> <td>Total cost of leave fares committed</td><td>K220, 000</td></tr> <tr> <td>Total cost of the subsidy</td><td>K217, 400</td></tr> <tr> <td>TOTAL</td><td>K417, 400</td></tr> </table> Number of Leave Fare paid to the non-citizen officers <table> <tr> <th>Specific Area</th><th>Total Amount</th></tr> <tr> <td>NCDDES</td><td>0</td></tr> <tr> <td>TSO</td><td>15</td></tr> <tr> <td>GES</td><td>6</td></tr> <tr> <td>Public Service</td><td>0</td></tr> <tr> <td>TOTAL</td><td>21</td></tr> </table>	Specific Area	Total Amount	Total cost of leave fares committed	K220, 000	Total cost of the subsidy	K217, 400	TOTAL	K417, 400	Specific Area	Total Amount	NCDDES	0	TSO	15	GES	6	Public Service	0	TOTAL	21
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Public Servants Leave Fare Management	NDoE Public Service Leave Fares Total cost of leave fares K2, 104,242.96 <table> <tr> <th>Type of leave</th><th>No. of officers</th></tr> <tr> <td>Recreation</td><td>270</td></tr> <tr> <td>Sick</td><td>29</td></tr> <tr> <td>Compassionate</td><td>15</td></tr> <tr> <td>Other Leaves</td><td>7</td></tr> </table>	Type of leave	No. of officers	Recreation	270	Sick	29	Compassionate	15	Other Leaves	7										
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Staff Support Services																					
Recruitment and Selection	<u>Overseas Recruitment (Non-Citizen)</u> <table> <tr> <th>Recruitment Areas</th><th>Quantity</th></tr> <tr> <td>Total No. of ORC Meeting</td><td>2</td></tr> <tr> <td>Total No. of non-citizen teachers recruited and are in PNG to teach in WSP</td><td>9</td></tr> <tr> <td>Total No. of teachers pending Provisional Registration</td><td>Nil</td></tr> <tr> <td>Total No. of teachers pending employment approval</td><td>Nil</td></tr> <tr> <td>Total No. of Dependent Local Recruit interviewed</td><td>2</td></tr> </table> The 3 Dependent Recruit interview and other documents were resubmitted to DPM. <u>NDoE Organizational Restructure Recruitment</u> No advertisement was made due to organizational structure review. No selection done this year 2021.	Recruitment Areas	Quantity	Total No. of ORC Meeting	2	Total No. of non-citizen teachers recruited and are in PNG to teach in WSP	9	Total No. of teachers pending Provisional Registration	Nil	Total No. of teachers pending employment approval	Nil	Total No. of Dependent Local Recruit interviewed	2								
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Recruitment and Selection

Advertisement	Total No. of Vacant Positions Advertised	Permanent Appointment
Internal	Nil	Nil
External	Nil	Nil
TOTAL	47	21

There were three (3) Secretary's Circulars on Acting Appointments and three (3) on administrative decisions. Appointees have resumed duties on the new positions.

Short Term Contract

Advertisement	Total No. of Vacant Positions Advertised	Total No. of Short Term Contracts
15	0	10

The Division is yet to come up with a succession plan. Requirements needed are; SPA, Training Needs Analysis, qualification, experience, recommendations from authorities, staff data and etc.

NDOE Staff Welfare Activities

The Department of Education facilitated compulsory retirement this year (2021) due to officers' aged below 65. However officers at the age of 60 above were advised to apply for early retirement. HROD also arranged for information sessions for aging officer by DPM and Nambawan Super.

Exit Movement

Exit Movement Area	Sub-Total
Voluntary Retirement	0
Compulsory Retirement	12
Resignation	5
Transferred	3
Deceased	10
Terminated	0
TOTAL	30

Staff Welfare

NDOE Occupational Health & Safety

Health & Safety Areas	Total Events	No. of officers
Officers with major illness	0	2
Officers died of illness	0	15
Major accidents reported	0	0
Blood donation	0	0
Eye check	1	500
Health check	1	Nil
Fire drill	0	Nil
Sanitation	Nil	0
DoE Sports	Nil	N/A
Pick up & Drop off transport	Mornings & afternoons	NB: All Staff
Nescafe (Morning Tea)	Nil	

DIVISIONAL REPORTS

Discipline	DoE Staff Disciplinary Records	
	Discipline Areas Total	
	Discipline Meetings held	3
	Cases registered	30
	Cases Deliberated & Decisions made	10
	Cases Cleared	12
	Cases pending	6
	Cases with Police	0
	Total Meetings held	10
	Complaint Desk Management The Policy and MOU Agreement have been completed. It is anticipated that the printing and launching of these two documents will be done next year (2022).	
	TAMS & Attendance Records	
	Areas Specified Total	
Lateness (9.30am and on wards)	500	
Early Departures (before 4.06)	755	
Abscond duties /absenteeism	980	
Officers reluctant to wear uniforms	7	
Organizational Development		
• Work Force Planning	Manpower reconciliation and NDoE Staff Establishment	
	<u>Staff Establishment Register</u>	
	Establishment Total	
	Approved staff ceiling	1041
	Staff on Strength	820
	Substantive Holders	564
	Acting Holders	270
	Short Term Contracts (STC)	24
	Unattached	29
	Vacancies	210
	Staff on strength varies upon staff entry and exit.	
	<u>Job Description</u> All Job Description (JDs) per NDoE Restructure and creation of positions have been reviewed and endorsed by the Secretary.	
<u>DMA, SDMA, HDA and Creating Contract Positions</u>		
Specific Area Total		
Approved DMA positions	25	
SDMA	0	
HDA positions	17	
Contract positions to be created	5	
Short Term Contracts (STC)	31	

Performance Management Staff Performance & Appraisal /NID	DoE Public Servants Professional Files		
	Specific Area		Total
	Staff on Strength	845	
	Completed Files	785	
	Incomplete Files	60	
	No Files	32	
	Staff Performance and Appraisals (SPA)		
	- First Quarter SPA Reports submitted - Final SPA Minute done. - SPAs to be submitted in Division.		
	Almost all 2022 SPA's have been attended to. Officers' pays are adjusted and officers recommended for training.		
	NID Registration		
	The current updated NID Metrics		
	Specific Area	Total	
		Public Servants	Teachers
	Staff on Strenght	824	
	Officers Registered	691	
Yet to Register	129		
Received Issuance (both)	470		
Received NID	81		
Received Birth Certificate	56		
Pending Issuance	196		
Missing data – to be re-registered	13		
Training			
Specific Area	In-Country	Overseas	Total
Long Term Training	44	5	49
Short Term Training	0	70	70
Training Conference/workshops	0	0	0
Skill Competency	0	0	0

DIVISIONAL REPORTS

Training Programs undertaken by Officers Continuing the Studies

Qualification	Male	Female	SubTotal
Certificates	0	0	0
Diploma	7	9	16
Degree	9	8	17
Post Graduate	1	0	1
Masters	11	4	15
Higher Degree	1	041	1
Total	29	21	50

Summary of the Tuition Fees

Institution	Amount (K)
Divine Word University	232,040.00
PILAG	131,521.00
POM Business College	Nil
UNRE	17,400.00
UPNG	85,700.00
PNGEI	Nil
UOG	Nil
POLY TECH - POM	Nil
TOTAL	K1, 236, 621.00

Approved Studies 2021 and 2022

Qualification	In-Country	Overseas	Sub. Total
Certificate	0	0	0
Diploma	16	0	16
Degree	17	0	17
Post Graduate	0	1	1
Masters	11	4	15
Higher Degree	0	1	1
TOTAL			50

DoE Major Restructure

The major restructure for the department was approved by DPM. The implementation is in progress

Induction Training:

100 public servants were inducted in 2022. 200 School inspectors will be inducted shortly

Commentary and way forward

Other comments:

The priorities of the division was fully implemented

Payroll

Division Objectives

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

Budget Activity		Payroll 2101-10756																		
	Revised appropriation (K'000s)	Warrants authorised (K'000s)	Expenditure (K'000s)																	
Staffing costs																				
Total costs (including staffing)	2,745	2,645	2,663																	
Targets	Achievements and non-achievements																			
Payroll Support																				
1. Payroll Summaries	As at pay 26 of 2022, 65,641 total employees were on payroll; 64,470 were teachers and 1,171 were Public Servants																			
1.1. Total Teachers on Payroll																				
1.2. Total Salary Bill	<table><tr><th>Items & Description</th><th>Q 1</th><th>Q 2</th><th>Q 3</th></tr><tr><td>Salary Bill</td><td>433,566,994.52</td><td>443,614,509.33</td><td>466,951,259.26</td></tr></table>				Items & Description	Q 1	Q 2	Q 3	Salary Bill	433,566,994.52	443,614,509.33	466,951,259.26								
Items & Description	Q 1	Q 2	Q 3																	
Salary Bill	433,566,994.52	443,614,509.33	466,951,259.26																	
1.3. Payroll Commission [Revenue]	<table><tr><th>Items & Description</th><th>Q 1</th><th>Q 2</th><th>Q 3</th></tr><tr><td>Payroll Commission [135-1]</td><td></td><td></td><td></td></tr><tr><td>Intitutional Houses – [135-2]</td><td></td><td></td><td></td></tr><tr><td>Rental Pool Houses – [106-11]</td><td></td><td></td><td></td></tr></table>				Items & Description	Q 1	Q 2	Q 3	Payroll Commission [135-1]				Intitutional Houses – [135-2]				Rental Pool Houses – [106-11]			
Items & Description	Q 1	Q 2	Q 3																	
Payroll Commission [135-1]																				
Intitutional Houses – [135-2]																				
Rental Pool Houses – [106-11]																				
2. File Management																				
2.1. Creation of salary files for New Graduates	• 2,840 files created • 3,940 files scanned • 2,154 teachers' files dispatched. • 709 Gulf Teachers Files released to Gulf province.																			
2.2. Scanning of teacher and PS files																				
2.3. Dispatching of Teachers files to Decentralized provinces																				
Employee Services																				
1. Teacher Resumption Exercise	• Nineteen [19] provinces managed their own resumption – [RoDSS] while payroll was responsible for the processing of three [3] provinces RoDSS. • Registered a total of 63,339 teachers as of pay 7 of 2022. • 7,260 teachers put off payroll for failure to submit RoDSS during auto-suspension on pay 8 of 2022. • 56,139 total number of teachers retained on payroll																			
2. Outstanding Elementary Teachers Salary Adjustment																				
3. New Graduates Processing	SALARY ADJUSTMENT EXERCISE																			
4. School Positions Reclassification exercise	<table><tr><th>TOTAL TEACHERS UNDERPAID</th><th>TOTAL ACTION</th><th>TOTAL MONIES IN BACKPAYMENT CALCULATED AWAITING PAYMENT</th></tr><tr><td>920</td><td>446</td><td>2,177,880.40</td></tr></table>				TOTAL TEACHERS UNDERPAID	TOTAL ACTION	TOTAL MONIES IN BACKPAYMENT CALCULATED AWAITING PAYMENT	920	446	2,177,880.40										
TOTAL TEACHERS UNDERPAID	TOTAL ACTION	TOTAL MONIES IN BACKPAYMENT CALCULATED AWAITING PAYMENT																		
920	446	2,177,880.40																		
5. Teacher Salary Updating Exercise	• 2,586 total new graduate teachers. • 1,088 new graduates placed on payroll • 8 provinces school restructure completed • 16,628 teachers salary adjusted																			

DIVISIONAL REPORTS

Administration	
1. 2023 Printing and distribution of teachers' resumption forms. 2. Replacement of Aging Filing Cabinets 3. Replacing Aging computers 4. Issuing of NDoE official uniforms. 5. Staff Leave Fares Issued 6. Organized Provincial Visits	Organized printing and dispatching of teacher resumption forms to all provinces: • 5,400 Teacher Record of Appointment [TRoA pads]. • 1,000 Resumption of Duty Summary Sheets [RoDSS pads]. • 800 Application for Teacher Registration & Employment [EDB020 pads]. • Resumption Circular emailed & dispatched to 23 provinces. • Dispatching of Resumption of printing forms have been dispatch and delivered to all provinces. • 2 X 8 bay Filing compactuses purchased • 24 computers purchased • 36 pairs of uniform set issued to 36 officers. • 16 staffs issued leave fares • Officers travelled to Gulf and Hela
Quality Assurance	
1. Coordinate 26 payrolls 2. Apply quality checks on 26 fortnightly payroll 3. Distribute Financial Budget and Payroll reports to provinces	• 26 payrolls delivered • 26 payroll checked • Quarterly report for Finance, FIN03 & 04 distributed to Finance division • 26 payroll disbursements distributed to provinces.
Others	
4. Decentralization of Salary Function	Gulf teachers' files transferred to Gulf. Payroll officer released to Gulf to attend to salary matters for Gulf.
Commentary and way forward	
• Decentralization of ALESCO to three remaining provinces – Gulf, SHP and Hela to be done in 2023. • Most administration duties need funding from DoE to carry out its daily operational task to achieve its aims and goals. • Need more capacity building training to efficiently provide reports and identify errors. • Furthermore, another dilemma is the Division manpower at its worst. We need to advertise the vacant positions so people can apply to minimize.	

Finance

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)	Warrants authorised (K'000s)	Expenditure (K'000s)
Staffing costs			
Total costs (including staffing)	5,359.0	5,191.2	4,658.4
Targets	Achievements and non-achievements		
Prioritize and increase efficiency in maximizing resources to strengthen the use and operation of the new Government Accounting system (IFMS)	Full implementation and use of IFMS system with its integrated tools and processes to process payments and receipting achieved.		
Guided the Ministry through the 2021 Budget Planning Cycle including preparation of four QBR Reports, preparation of 2022 Budget Estimates, implementation 2022 Annual Operational Financial Plan, management of DoE Trust Accounts, National Education Trust Accounts Reports and implementation of Internal Expenditure Control Committee Decisions.	• Implementation of the 1st stage budget for NDoE • Formulation and consolidation of 2023 NDoE Annual Operational Financial Plan (AOPF) • Yearly 4qtr budget reviews completed and submitted. • Completed 2023 budget estimates and submitted. • Yearly 4 quarter NETA meetings implemented • Set up New Sub Trust Account for Helsberg Teacher Training College • Implementation of the NDoE Internal Expenditure Control Meetings • Implementation of the NDoE Annual Audit Reports by the Auditor General. • Implementation of the Finance Division structure and Staff appointed • Implementation of the 2022 Annual Close Accounts meetings.		
2022 Close of Accounts Exercise	Successfully completed, nonetheless funds appropriated were not fully utilized to implement the core activities.		
Commentary and way forward			
• One of the biggest challenges that we have experienced in the Finance Division is Contract teachers’ outstanding rental payments which are underfunded. Contract officers teach in various schools including Secondary and Vocational schools that are run by the state have always been severely affected. These are obviously government’s contractual obligations and therefore must be sanctioned. The issue requires immediate attention by Departments of Treasury and Finance as to how the budget can be managed thus an increase in funding in 2023 supplementary budget item 232 is mandatory to offset the arrears liabilities and meet the current rental expenses. • Critical core activities of the department were not undertaken due to funds appropriated were under warranted. Warrants to be front-loaded especially for critical activities such as GTFS, Inspections, Curriculum and Examinations including the teaching divisions (TVET, Teacher Education and General Education) during first and second quarter/ of 2022. NDoE’s important activities for the sector are implemented according to the Education Calendar. • Due COVID19 pandemic and lock out by Grand Colombia, implementations of NDoE’s major activities were behind schedule and hindered severely. Finance division is in consultation with Department of Treasury & National Planning and Monitoring to front-load warrants for critical and project (PIP) activities.			

DIVISIONAL REPORTS

Administration

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	Administration	10757	
	Revised appropriation (K'000s)	Warrants authorised (K'000s)	Expenditure (K'000s)
Staffing costs			
Total costs (including staffing)	5,431.00	4,342.5	1,23.4
Targets	Achi evements and non-achievements		
Management of Contracts/ Agreements/ Memorandums of Understanding for the Department Operations.	Achievements 1) Re-fleet/maintenance and Operation of Department Vehicles • Purchase 1x 5-Door Land Cruiser, 1x Double Cab Toyota Hilux, 1x 25-Seater Bus and 5x Toyota Harriers at a cost of K1.0m • Pick Up/Drop Off for Department officers to and from work is ongoing • Paid to AP Trading for fuel for all DoE vehicles and the fuel station was managed and controlled. Total paid as follows: ◦ SSM/TMT: K454,545.50 ◦ Genset: K500,000 • BOS, Tender Service Maintenance, Registration and Fleet Purchased and Allocation-133 Vehicles approved by Department of Works and National Procurement Commission for disposal through public tender. 9x Vehicles approved for public tender in October 2022 2) K1, 389, 99970 was spent under item273000 for the purchase of 11x vehicles. 11x vehicles delivered by Ela Motors with another 1x 25-seater bus yet to be delivered 3) 27x vehicles were sent to Edi Auto Motors and 17x vehicles sent to 2-Fast Motors for maintenance. 4) 31X Vehicles registration to be renewed claims at the Accounts. 5) 68x safety stickers renewed in 4th Quarter 6) New Pick-up/Drop-off scheduled released including the newly purchased 25seater bus 7) 6x new drivers engaged on 6-months short term. Contracts to be renewed for another 6 months to April 2023. Driving duties improved and commended by divisions/officers on driving performances 8) Securities Contracts • Watchmen Securities at CDD-K275,940.00 • JFox Security Solutions at Fincorp Haus-K303836.40 • Security 2000 Ltd at Fincorp Haus-K333,836.40 9) File Management • Admin Staff scanning files and doing Electronic Filing • Submitted request for Dept. Archive Building to Project Section • Presented the need for funding of Achieve Building to donor consultant 10) Payment of Utility Bills • Assisted to supply fuels for the genset to keep the building operational with the funding of K500,000.00		

Maintain an updated asset register for the department for the purpose of maintenance, disposal and replacement.	Achievements - Field Data collected and bulk loaded into IFMS Asset Register for NDoE - Audit Reports presented to DoE Audit Committee Meetings - Board of Survey(BOS) reports compiled for 10/22 divisional requests for replacement/disposal of assets - Obtain NDOE institutions land details from DLPP on CAO Land Titles and Maps/ Documents Surveys for NCDC Physical Planning approval on sub-division 77x Primary Schools in NCD recorded Land Registration 50% of survey work completed at Hagara Land 60% job completed for NDOE house ownership scheme on Duran Farm Land. MoU signed for 100 allotments between National Housing Commission and NDoD adn MoA with National Housing Corporation in progress - BOS reports ongoing for NDoE Divisions Non-Achievements - No national institution visited - verification of payment vouchers for assets purchased in 2022 were not made due to breakdown with IFMS - Pending approval from NCDC Physical Planning for sub-division - Requested UPNG Council for allocation of portion of land for relocation of PNGEI
AMMENITIES AND PLANNING	
Maintenance and operations of DoE amenities.	Achievements 8 Office Attendants stationed at various Divisions at Fincorp Haus, CDD blocks and NCDES. - Maintained and control client and vehicle passes at Fincorp premises. - Construct biometric structure and picket fencing for the biometric device.
OPERATIONS	
Quarter budget reviews 1, 2 & 3 including 2022 annual budget.	Achievements 4x quarterly reports done and submitted budgets 2022 AMP revised for 2023 2021 AOFB reviewed for 2022.
Establish and upgrade staff data, (leave fares, furlough leave, sick leave and compassionate leave, absences, etc and staff performance appraisals.	Achievements - All leave fares raised and processed for officers due for 2022 Rec-leave. - All appraisals for 2022 done and submitted to HROD.
Payment of claims.	Achievements Paid claims due for payment by the Division.
Commentary and way forward	
- Reduce the number of vehicles to a manageable level in terms of fuel costs, maintenance, theft etc. - Purchase three 25-seater buses to pick up and drop off officers. - Seek guidance from TMT in January to have only the firm engaged by the Landlord at Fincorp Haus. - Seek donor or recurrent funding to erect a new archives building for the Department alone. - Resubmit Secretary's letters in January to return item 222 back to the Department. - Formulate a DoE Administration Asset Management System. - Develop a DoE Administration Fixed Asset Management & Housing Policy that shall guide the Department in efficient and effective Assets Management system. - Hook up workshops and conferences of the following Transport Policy, Asset, File Management and Lands. - Visit and recover all DoE land and acquire a certificate of Occupancy in securing land. - Produce capacity building plan for all office attendants to engage reputable outside sources to up skill them on use of detergents, cleaning techniques and general up keep of toilet and other amenities. - Replace the aged staff with young and knowledgeable officers to comply with Health and Safety requirements. - Produce a maintenance schedule on all air conditions on DoE owned buildings, general infrastructure and related assets (buildings). - Purchase proper uniforms and safety gear for Office Attendants, Driver Clerks including cleaning detergents, tools and equipment. - Identify storage space and have all files removed to clear space for Division to be accommodated. - Continue to pursue with the Top Management for the new Education Haus to solve our identified areas of concern.	

DIVISIONAL REPORTS

Procurement

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.
- Provide an efficient and effective procurement process for the department including

Budget activity	Procurement 11942 (235-2101-1117)		
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Total costs (including staffing)			
Of which staffing costs	2,438	2,356	2,021
Targets	Achievements and non-achievements		
2022 DoE Consolidated Annual Procurement Plan	• Completed 2022 Annual Procurement Plan and sent to NPC and APC Secretariat for approval. Plan was approved in February 2022.		
Renewal of Contract NPC 2020 33 for Purchase and Supply of GTFS materials	• Prepared documentation for renewal of contract • Contract was renewed by NEC and executed by Head of State in February 2022. • Supplementary Contract was signed in June 2022 • Materials were procured and brought into the country from August to September • Procurement conducted verification checks for 296 twenty foot containers and provided acceptance of goods between September and October 2022 • Prepared Completion Report for Purchase and Supply phase in September		
Expression of Interest for packing consolidation and delivery of Governments Tuition Fee Subsidy (GTFS) teaching and learning materials to all schools	• Advertised EOI for door to door delivery of GTFS materials to all elementary, primary and secondary schools throughout PNG. • Received over 300 bids. Awarded contracts to 32 bidders. • Delivery of materials commenced in September 2022. • Currently delivery throughout PNG is 70% complete • Have provided two progress reports on status of delivery		
Tenders for Mathematics and Science Kits	• Prepared and executed four tenders for purchase and supply of Mathematics and Science Kits for selected high schools and Secondary schools • Prepared variation for the four tenders and submitted to NPC Board for approval • Math's and Science Kits were purchased and brought in the country in September • Delivery to selected schools began in November and is currently 95% complete		
Simbu National Polytechnic Institute (SNPI) tender	• Prepared RFT and APC request for SNPI was approved for two tenders for • (a) Civil works and (b) Project Management tenders. • Documents with specifications and designs were given to Gumine DDA to liaise with their Procurement Board to advertise and award contract to preferred bidders • Functions were transferred to DHERST but management of contract still rests with the Department		
Kerevat NHS tender for construction of two classrooms	• Prepared RFT and APC request for Kerevat was approved. • Tender was advertised and Contract was awarded by NPC in December 2022 • Contract signing was delayed to February 2023.		

Improve the efficiency of the Centralization of procurement process to deliver all divisions in DoE	• Most stationary was purchased from Theodist except few items not available at Theodist were purchased through 10 SMEs approved by Secretary in 2021. • UATP account for Air Niugini was well managed. • Catering services with Hideaway was managed well and will remain in 2023. • Few SMEs were also engaged to provide catering services especially when we received very short notices from divisions • Catering for TMT/SSM meetings was delegated to TVET Operations and PPD to coordinate • In 2023 all Divisions must replenish our account with Hideaway before requesting for new catering services.
Centralize all printing. GPO & Procurement to administer and procure	• Major printing for all examinations and certificates were done through GPO. • Liaison with GPO is good and we want to strengthen our relationship even more • GPO approvals for external printing received for other divisions include: GES, NCD Education, CDD, PPD, TED, Executive and Finance.
Screen current registered SMEs which meet compliance standards	• Company registry book was completed by type of business and province. • Conducted meeting to screen companies and select SMEs to engage in 2022 • Selected 20 SMEs in line with Government Policy and recommended to Secretary
Centralization of all AROs to improve efficiency	• Super ARO worked closely with all AROs to complete all tasks • However, my intention to have monthly reports done for each division by economic item did not eventuate because Francen was the only officer.
Filing system for the division	• Compectus files were purchased for filing all major contracts. • Need to purchase Archive boxes to store all contracts documents including RFT, Contract, progress & completion reports. • Conference room was converted into a storeroom to store and supply stationary to all Divisions in a more coordinated way.
Regular reporting to update TMT / SSM	• Officers work plans were done and reports were provided to AS procurement. • Prepared two SSM submissions.
Procurement Flow Chart	• This was done when preparing the milestones for each tender. • However, we need to prepare a chart to visibly show the status at any time in the execution of each contract.
Purchase & supply Gr 9 & 10 textbooks to 7 new Junior High Schools in Usino Bundi District	• Engaged Lavatu of PNG Ltd to purchase and deliver 30 copies each of 50 textbooks to Usino, Kenainj Ramu Valley Sausi EBC, Bundi, Gusap Junior high schools and Brahman High Schools in Usino-Bundi District, Madang Province.
Security Tender	• Participated in Security companies EOI Evaluation Committee.
Annual Operational and Financial Plan (AOFPP)	• Prepared the annual management plan for the division and submitted it to Budget branch in December 2022
DOE Restructure	• Prepared proposed structure and staff establishment for the division and submitted to HROD together with revised job descriptions
DOE re-fleeting	• Assisted Administration Division with the purchase of new vehicles for DoE
Equipment Committee	• Had only one equipment committee meeting chaired by Deputy Secretary P&CS. Most approvals for new purchase was done through Equipment Committee Walkabout Forms. This area needs improvement so scheduled meetings are held every month. • Equipment and assets for Board of Survey. Similarly, signed numerous BOS goods through the walkabout form. This area also needs improvement.

DIVISIONAL REPORTS

Commentary and way forward

- NPC 2020–33 .needs to be executed quickly and then prepare 22 separate tenders for each province for the Purchase and Supply phase
- EOI for the delivery phase to remain the same. Seek Secretary's view whether to renew or advertise
- Pursue Maths and Science Tenders for 2023.
- All purchases for both assets and stationary to have numbered purchase orders so there is proper tracking for all requests from divisions. Purchase orders must be accompanied by quotations, FF4, FF3 forms, delivery notes and copy of cheque payment to be attached to each request to complete the Supply chain.
- Equipment Committee meetings are to be scheduled monthly for both new purchase of assets /equipment and for obsolete items to be BOSed.
- Revise NPC Procurement Manuel Vol. 1& 2 to suit DoE needs
- Ensure there is a flow chart for each tender to keep track of implementation of each contract.
- Ensure that all branches prepare monthly reports of their activities using an established template. Each Officer must prepare monthly reports on their performance and submit to their branch heads.
- Office Files: Ensure there is proper filing system for the division for all correspondences, contracts, company profiles, letters of engagements issued, payments raised and paid, delivery notes received.
- All stationary ordered must have a proper inventory system for all stock received and supplied to divisions. .
- Work with HROD in January to train Supervisors and staff to fill the SPA's correctly and submitted on time
- Continue to pursue with the Top Management for the new Education Haus to come to fruition



Hayfield Vocational; school students

Inspections

Division Objectives

The Standards division is responsible for and deals with quality assurance and control and provides supervisory, advisory and appraisal functions to provinces, schools and teachers. Responsible for monitoring assessing and evaluating the quality of Educational Leadership, Positive School Environment, Effective School Management and Quality Learning Outcomes. The Division's main objectives are:

- To improve & maintain national education standards or level of quality at all levels of schooling through the National Quality Schools Standards Framework (NQSSF), the National Schools Minimum Standards (NSMS) and the School Learning Improvement Plan (SLIP).
- To quality assure and give advice on curriculum implementation, teacher performance, and effective school management systems.
- To facilitate, monitor and improve teacher professional development and institutionalize quality school based professional development programs in schools.
- To help create conducive environments that promote transparency, honesty and accountability that allow for quality teaching and learning.
- To collect and use data as a tool for planning, implementation and decision-making.
- Ensure DoE initiatives and priority activities are implemented, monitored, reviewed and reported.
- Conduct teacher appraisals in elementary, primary and secondary schools and institutionalize Supervision & Management Reform (SMR).

Supervision & Management Return (SWM)			
Budget activity	Inspections 10413 (235-2101-2103)		
	Revised appropriation (K'000s)	Warrants authorised (K'000s)	Expenditure (K'000s)
Staffing costs – (247)	11,741.0	11741.0	12,500.0
	4,883.0	4,186.00	6,086.0
Total costs (including staffing)	16,624.0	15,929.0	18,586.0
Targets	Achievements and non-achievements		
Education Standards: Quality Standards Improvement in all schools	Achievement • Pre-School: 70% or 5882/8404 • Primary: 80% or 3099/3874 • Secondary: 90% or 297/330 • Total: 9278/12 608 or 74% of school Non Achievement • Planned training for Inspectors did not eventuate due to acquittal issues restricting access to funds.		
Quality Teaching & Learning: Teacher Quality Performance, Assessment, Appraisal, Ratings for Registration and Promotion.	Achievements • Level of teaching and learning remained consistent despite elections related disruptions. • Total Inspection reports for 2021 rated March 2022 NRC: 4,638: SID – 5,726 (96%), TED – 57 (1%). VET – 164 (3%). 2022 • Nov. 2022: SID – 3, 105 (93%), TED – 53 (2%). VET – 166 (5%).		
Monitoring and Evaluation: Monitor and Evaluate the work of Standard Officers and the impacts at the school level.	Achievements • Most provinces were visited by the Regional Directors. - o Highlands 7/7 – 100%, - o Momase 4/4 – 100%, - o Southern 4/6 - 67 % and - o NGI 4 /5 – 80%. • With Staff Performance Appraisals (SPA) 60% completed. • 2022 NGE affected school visits and Inspections especially in the Highlands		
Commentary and way forward			
Lessons: Acquittal issues affecting speedy access to funding affected SID planned activities and school visits. School visits intensified during the third and fourth quarters. Ensuring inspectors acquit promptly will help.			

DIVISIONAL REPORTS

Guidance and Counseling

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.

Budget activity	Guidance & Counselling 10414 (235-2101-2104)		
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs (38)			
Total costs (including staffing)	2,996	2,440	1561,665
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.	Achievements • Visited 180 Secondary/high schools were visited. Only 70% of officers were funded. • Most of the Grade 11 student population was tested 30,000 students (DAT tests). • Most of the School Based Counsellors are monitored during the visits • Achievement is 95% of these activities		
1. Psychosocial Support training in 6 districts. Education in Emergency Response Plan (EIE) Lae/Madang/Vanimo/ Telefomin/ Kiunga/NCD (UNICEF GPE funds) 2. BMP Teacher In-service training (TIP) in 3 districts Nawae/Mt Hagen/ NCD 3. Writing of Student Leadership training manual in final draft. 4. Teacher Pre-service course done ready for Secretary's signature then to printing. 5. Gender Equity in Education policy name change to Gender Equity, Disability & Social Inclusion in schools policy (GEDSI) 6. UNICEF Annual Works Plan (AWP)	Achievements • Psychosocial training manuals for teachers were produced for use in Elementary/ Primary/Secondary/Vocational/FODE were produced • Counselling cards for training teacher in basic Counselling were produced with the support of Child Fund Sydney and Griffith University Logan Campus • Trained more than 1000 teachers in six districts, as well as school inspectors and education personnel's. • BMP TIP training under Spot Light program done in three (3). • Student leadership final draft and was trailed in NCD & Central Non-achievements • School Based Counsellors training yet to start as there was no funds available for this activity in 2022. Review of School Based Counsellors training manuals yet to complete as there is no funding.		
	Achievements • Gender Equity, Disability & Social Inclusion in schools (GEDSI) policy now in final draft ready for submission to Top Management Team for their input and endorsement. • Carried out consultation in Highlands Region done in Eastern Highlands. • Most of the Activities under the UNICEF AWP were funded and we did very well in getting our funds spent on the planned activities 95% done.		

7. A. Grade 11 Selections All Guidance Officers attended selections for Grade 11 students in 2022 for the first time in respective provinces. B. Grade 12 Selections 2022	Achievement • 100% of Officers attended selections 2022 in their respective provinces. • An estimate of 40,000 Grade 10 students selected into Grade 11 from approx. 72,000 students – (final national grade 11 selections) • All the other students were selected for FODE institutions in the country. • Second time for online selections in the provinces headed by Guidance Officers. • 50% of Guidance Officers attended grade 12 selections • Grade 12 online selections opened and the Minister for Higher Education in the presence of the guidance officers and Media organizations' pressed the button for grade 12 selections. Non-achievements • 50% of Guidance Officers did not attend the Grade 12 selections due to funding.
Monitoring & supervision	Achievement • Guidance Officers visited nearly all their schools using provincial support and sharing of resources with Standard Officers. Non-achievements • Availability of funding to visit all provinces by the Regional Directors and the Assistant Secretary due to late release of funds.
Commentary and way forward	
Internal arrangement has two of our officers acting on Director training roles and this is working nicely for us.	
Lessons • Inadequate and late release of funding affected many planned activities for officers to complete their tasks. • And the holding of funds marked for guidance work example for selections was not given so affected our KPI's. • More communications needed between HQ and the field officers. Buying of Tablets for officers as well as laptops and printers for them to use. • Working with NGO partners is working well for us for we reach more teachers & students with their support.	

Curriculum Development

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.

DIVISIONAL REPORTS

Curriculum Development & Assessment, (CDA) 10411 (235-2101-2101)			
Budget activity	Revised appropriation (K'000s)	Warrants authorised (K'000s)	Expenditure (K'000s)
Staffing costs	1,822.0	1,473.0	1,247.9
Total costs (including staffing)	1,822.0	1,473.0	1,247.9
Targets			
Achievements and non-achievements			
Coordinate Divisional Operations	Achievement - All staff leave entitlements, utility bills and administrative costs paid. Non- achievement - Utility bills (water bills) for November and December are not paid. - No maintenance work on the CDD blocks 1-4 gutters. - Fencing and maintenance of the block 1, 2, 3 & 4 and with security lights.		
Development of SBC for Elementary schools	Achievement Elementary SBC has been completed and delivered to all Elementary schools throughout PNG. This is eight (8) full years of Elementary SBC implementation.		
Development of SBC for Primary schools	Achievement - Junior Primary (Grades 3, 4 & 5) SBC has been completed and delivered to all primary schools in PNG. This is 5 years of implementation in schools and is due for review in 2023 to align with senior primary subjects and the National Curriculum Standards Framework (NCSF). - Only Teacher Guides for 4 subjects; Arts, Social Science, Making a Living and Health/ Physical Education printed.		
Development of SBC for Secondary schools	Achievements - The Junior and Senior High School (Grades 9-12) SBC syllabuses are completed and distributed to schools. - The Teachers Guides for English, Social Sciences, Sciences, Biology, Chemistry, Geology, Physics, Mathematics, General Mathematics, Advance Mathematics were completed and distributed to schools in 2021 and continued to be distributed in 2022. (two years now for implementation of these subjects). Non-achievement - Late completion of all Teacher Guides; Business and Technology pathway.		
Development Citizenship & Christian Values Education (CCVE) under SBC for Grade 7-12 under 1-6-6 education structure	Achievement - CCVE Framework, Syllabuses and Teacher Guides for (Prep to Grade 6) are all printed and distributed. - Grades 7 to 12 CCVE Syllabuses and Teacher Guides have been written - Funds had been budgeted for in both Project and recurrent under CDM and CDD will ensure all Syllabuses and Teacher Guides for Grade 7-12 are completed in 2023.		
Development of National Curriculum Standards Framework, (NCSF)	Achievement - The NCSF Framework was developed by a Task Force team, composed mostly of academics. - CDD also wrote the NCSF that were not written by the Task Force Team, mostly for Skilled-based Subjects. Non-achievement - The NCSF is yet to be handed to the Minister.		

Board of Studies and Subject Advisory Committee meetings	Achievements - Conducted 1 Board of Studies Meeting on the 05th -09th December, 202 (SAC & BOS are a must to meet all approval processes and CDD has planned for 2 Subject Advisory Committee AC & 2 Board of Studies and budgeted for it in 2022). - Series of SCG committee meetings and curriculum panels held.
Develop School Journals	Non- achievement No journals developed
Develop Text Books with JICA partnership	Achievements - Grades 3-6 Mathematics and Sciences textbooks are printed in Japan and delivered to 89 districts in PNG. - Printing and distribution funded by Japanese Grant Aid through the people and Government of Japan and implemented by JICA PNG office.
Procurement Supply of text books & support resources through the NEC Submission	Non-achievement - Procurement supply not done. - NEC submission not done. - Text books and support resources based on text ratio of 1:1, (1 text book to 1 student) not reached.

Commentary and way forward

Urgent repair and maintenance work needed at the print shop, warehouse and stores.

- Air condition is installed and working but needs service on a quarterly basis. There is a need to engage a service contractor to monitor and service the air conditions on a quarterly basis.
- The CDD main conference room has been renovated but needs brown goods.
- Drastic need for toilet maintenance.
- Senior Primary (Grades 6, 7 & 8) SBC materials delivery to all 4 regions must be completed by April, 2023.
- Plans for CCVE Grades 7-12 Syllabuses and Teacher Guides to be written and completed in April, 2023.
- Plans for Secondary (Grades 7-12) SBC materials to be printed by April, 2023, for delivery in May/June, 2023 and implementation thereafter.
- Training for SBC Grades 7-12 has been completed except SHP due to election related violence and should be done in 2023. Funding was committed from the 2022 budget.
- CDD must support or monitor to make sure the books are in school. This is a requirement from the Japanese Government and must be done and reported.
- Monitoring of all Curriculum implementation is a must for CDD.
- STEAM curriculum has been proposed and CDD has accommodated its concepts in the Teacher Guides. CDD has a development STEAM resources book containing sample STEAM Projects. This must be given adequate funding support to have it completed, printed and delivered.
- Urgent need to replace data projectors.

DIVISIONAL REPORTS

Budget activity		Corporate Production and Distribution, (CPD)		10412 (235-2101–2102)	
		Revised appropriation (K'000s)	Warrants authorised (K'000s)	Expenditure (K'000s)	
Staffing costs					
Total costs (including staffing)		1,392.00	1,392.00	628.4	
Targets		Achievements and non-achievements			
Printing of MAL, Social Science, Arts and HPE Grades 6-8 Teacher Guides		Achievement 100% successfully accomplished. - All printing of Grades 6-8 TG's for MAL, Social Science, Arts were done and ready for repacking and distributions to schools in 2023. None -achievement - HPE Teacher Guides Grades 6-8 not printed			
Distribution of SBC Primary Teacher Guides Grades 6-8 for MAL, Social Science, Arts and HPE for Senior Primary		Non- achievement This was not distributed.			
Distribution of Bridging School Journals		Non-achievement No publication for school Journals.			
Publishing and Graphics work for SBC Skills Based -Junior and Senior High School, (Grades 9-12)		Achievement Final edit of CSD and PE SBC Skills Based Teacher Guides Grades 9-12.			
Teacher Guides for Arts, CSD, PE, Agriculture, Business Studies and Technology & Industrial Arts.		Non-achievement Not printed			
Commentary and way forward					
- The plans for printing of SBC Senior Primary Teacher Guides for Grades 6-8 for MAL, Social Science, Arts were successfully achieved and ready for repackaging and distribution to schools in 2023. - The planned workshops for the completion of content writing were achieved for the SBC Skills Based Teacher Guides for CSD, PE, Arts, and Agriculture Teacher Guides for Junior and Senior High Schools Grades 9-12. These Teacher Guides are going through their final graphics layouts, editorials processes ready for printing and distribution in 2023. - 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 but not operating due to some parts missing for the guillotine machine. Commissioning was done in March 2019 and training by Japanese experts on how to operate the machines was done. - Ware house and print shop needs major refurbishment.					

DIVISIONAL REPORTS

Budget activity	Curriculum Development Materials, (CDM) 11795 (235-2101-2107)		
	Revised appropriation (K'000s)	Warrants authorised (K'000s)	Expenditure (K'000s)
Staffing costs	N/A	N/A	N/A
Total costs (including staffing)	15,924,000	15,922,656	16,010,611
Targets	Achievements and non-achievements		
Review of Elementary Standards Based Curriculum	Non-achievement. All not reviewed in 2022.		
Review of Primary Standards Based Curriculum for Grades 3 to 5	Non-achievement All not reviewed this year.		
Primary Standards Based Curriculum for Grades 6-8	Achievements 90% achieved the Senior Primary Standards Based Curriculum for Grades 6-8 syllabuses and Teacher Guides for English, Mathematics and Sciences have been developed, distributed and implemented in schools. - Only the Teacher Guides for PE, MAL, Arts, Social Science and HPE have been printed.		
Junior High School Standards Based Curriculum for Grades 9-10	Achievements 80 % of The Junior High School Standards Based Curriculum for Grades 9-10 syllabuses and Teacher Guides for English, Mathematics, Sciences and Social Sciences have been development, distributed and implemented in schools. - Only the Teacher Guides for PE, Agriculture, Arts, CSD, Business Studies and TIA have been validated.		
Senior High School Standards Based Curriculum for Grades 11-12	Achievements 80% of Senior High School Standards Based Curriculum for Grades 11-12 syllabuses and Teacher Guides for English, Mathematics, Sciences and Social Sciences have been development, distributed and implemented in schools. - Teacher Guides for PE, Agriculture, Arts, CSD, Business Studies and TIA-Grades 11-12 have been validated. Non-achievement - Teacher Guides for PE, Agriculture, Arts, CSD, Business Studies and TIA-Grades 11-12 yet to be printed and distributed.		
Development Citizenship & Christian Values Education (CCVE) under SBC for Preparatory Grade to Grade 12 under 1-6-6 education structure	Achievement - Grades 7 to 12 CCVE Syllabuses and Teacher Guides written. Non-achievement - Syllabuses and Teacher Guides for Grade 7-12 not done.		
Development of National Curriculum Standards Framework, (NCSF)	Achievement The NCSF Framework was developed by Task Forces team comprising mostly of academics.		
Board of Studies and Subject Advisory Committee meetings	Achievements - Conducted 1x Subject Advisory Committee Meeting for the first time in pathways as (humanities, Sciences and Mathematics and Business and Technology Pathways) based on the SBC design in terms of curriculum reform. - Conducted 1 Board of Studies Meeting in December 2022.		
Develop School Journals	Non-achievement No journals developed.		
Develop Text Books with BEST PNG Project and JICA partnership	Achievements - Grades 3&4 Text books for Mathematics and Sciences were printed in Japan and delivered to 89 districts throughout PNG. - TOT for Teachers on text books for Maths and Science Text books for Grs. 3 to 6 not done for all provinces.		

DIVISIONAL REPORTS

Procurement Supply of text books & support resources through the NEC Submission	Non-achievements • NEC submission not done. • Text books and support resources based on text ratio of 1:1, (1 text book to 1 student) not reached.
Policy document review in line with SBC	Achievements • Reviewed Curriculum Management Plan, Curriculum Writers' Handbook, School Based Assessment Policy,
Procure text books both locally and abroad to support SBC implementation Print/publish curriculum materials developed for SBC	Non-achievement • No Support Achievement • 100% completed printing of Printed final version SBC Teacher Guides for Grades 6-8 for Arts, Social Science, MAL and HPE. • The Created and Communicate support resources book 1, 2, 3 & 4 have been printed.
Distribute curriculum materials to schools	Non-achievement • There was no distribution done last year (2022).
Conducted SBC TOT for High school Teachers	Achievement • 95 % achieved for 13 provinces.
SBC capacity building for curriculum officers	Achievement • Four officers took up studies and two were sponsored by CDD while two paid their own school fees which are not really fare for officers due to HROD selection processes which are really a bottleneck approach in up-skilling technical officers to enhance their knowledge in line with subject content. Non-achievement • No support from HROD for staff training and capacity building.

Commentary and way forward

- The planned Skills Based Teacher Guides validation workshops for Grades 9-12 for Arts, CSD, PE, Agriculture were completed and final drafts are going through editorial, graphic layouts and Camera Ready processes in readiness for printing and publishing. Should be printed in 2023 and distributed to schools.
- The Create and communicate books 1,2,3 & 4 have been printed and delivered to CDD in preparation for packing and distributions to schools in NCD, GULF, HELA and WHP.
- Conducted workshops for the development of ECCE K1 & K2 draft Teacher Guides which should be completed in 2023.
- Printed Senior Primary SBC TG's for Grades 6-8 Arts, Social Science, MAL were completed and delivered to CDD in preparation for distributions in 2023 except HPE still going through processes of printing and should be ready for distribution in 2023.
- Developed the Grade 1 Mathematics Lessons for the Text Books and the Teacher Manual should be going through quality assurance processes in 2023 then formatting and graphic layouts. The development of Mathematics Grade 2 Text Book and Manual will continue in 2023.
- The Science Grade 1&2 Text Book and Manual will begin in 2023 plus other SBC Subject Text Books from grades 7-12.
- The finalization of CCVE Syllabuses and Teacher Guides for Grades 7-12 should be completed in 2023 for printing and distributions to schools.
- The ECCE Framework, Syllabuses and Teacher Guides for K1 & K2 should be completed in 2023 for printing and distributions to ECE centers.
- The STEAM Teacher Resource Book for Grades 9-12 was validated and will be presented for quality assurance processes before editorial, formatting and graphic layouts in 2023.
- Training for SBC Grades 7-12 and CCVE Grades 7-12 must be conducted in early 2024 in preparation for implementation. Funding for this is committed from the 2023 budget.
- The Primary SBC and Text Book TOT Training for Primary School Teachers must be conducted in 2023 and funding has been planned for in the 2023 budget. Teachers need to be trained on the SBC pedagogies and also the shift in Mathematics and Sciences teaching, learning and assessment approaches in the use of textbooks in the classrooms.
- CDD is also tasked to review and monitor the Elementary SBC Prep to Grade 2 and the Primary Grades 3-5 SBC subjects 'Syllabuses and Teacher Guides in 2023.
- Monitoring of all Curriculum implementation is a must for CDD. Inspections have been requested to assist the monitoring and CDD will partner with them to monitor SBC, CCVE, Text Books implementations.
- STEM / STEAM curriculum has been proposed and CDD has accommodated its concepts in the Teacher Guides. CDD has begun the development of STEAM resources book containing sample STEAM Projects. This must be given adequate funding support to have it completed, printed and delivered.

DIVISIONAL REPORTS

Improving the Quality of Mathematics and Science (QUIZ-ME PROJECT)		(235-2101-2107-Quis-me) (22793-IFMS)	
Budget activity	Revised appropriation (K'000s)	Warrants authorised (K'000s)	Expenditure (K'000s)
Staffing costs	N/A	N/A	N/A
Total costs (including staffing)	4,970,000	1,999,991	1,999,991
Targets	Achievements and non-achievements		
Improved quality of mathematics and Science Text books	Achievements - CDD also has partnered with BEST PNG Project to develop only the Mathematics Grade 1 & 2 Text Books and 2x Teacher Manual. The development will continue in 2023. - CDD also has to develop the Grade 1& 2 Text Books and 2x Teacher Manuals for Science and should be in 2023.		
Commentary and way forward			
- Mathematics and Science Teacher and students' text books for Grades 3, 4, 5 and 6 have been developed and distributed to all schools. CDD needs to conduct the initial training on how to use these books in 2023 so teachers are trained with the new shift in the teaching, learning and assessment pedagogies. - CDD has begun work in partnership with BEST PNG Project on the development of Mathematics Grades 1&2 Text Books and 2 x Teacher Manuals and will continue into 2023. - The initial planning for Sciences Grades 1&2 begun last year (2022) but not funding allocated to these development and CDD will take this activity in 2023 to begin the development of Grades 1&2 Text Books and 2x Teacher Manuals. - CDD will also do planning and begin the development of Grades 7-12 Text Books for all SBC Subjects in 2023.This activity will continue into 2024 and 2025.			

Curriculum Development Project		(235-2101-2107-CDP) (23027-IFMS)	
Budget activity	Revised appropriation (K'000s)	Warrants authorised (K'000s)	Expenditure (K'000s)
Staffing costs	N/A	N/A	N/A
Total costs (including staffing)	400,000	391,322	391,322
Targets	Achievements and non-achievements		
Secondary schools SBC development Project (GoPNG funded PIP 23027)	Achievements - The validation workshops for SBC Skills Based Subjects for Arts, CSD, PE, and Agriculture Grades 9-12 Teachers Guides completed. Non-Achievements - No validation workshop in 2022. - No validation workshop for CCVE Syllabuses and Teacher Guides for 2022.		
Commentary and way forward			
- The SBC Skills Based Subjects for Arts, CSD, PE, and Agriculture Grades 9-12 Teachers Guides will proceed to editorial, graphics layouts and formatting processes then later to printing and distributions in 2023. - The SBC Business Studies and Technology Industrial Arts for Grades 9-12 will be validated in a workshop then into editorial, graphics layouts and formatting processes then later to printing and distributions in 2023. - The CCVE Syllabuses and Teacher Guides for Grades 7-12 will still go for few workshops to validate the content per strands and grade levels before it is finalize for editorial, graphics, layouts and formatting. - The STEAM Teacher Resource Book for Grades 9-12 have been validated and will go through quality assurance processes then into editorial, graphics layouts and formatting. Later to printing and distributions also in 2023.			

DIVISIONAL REPORTS

Budget activity		Improvement of Quality of Teaching Materials (235-2101-2107) (22830-IFMS)	
	Revised appropriation (K'000s)	Warrants authorised (K'000s)	Expenditure (K'000s)
Staffing costs	N/A	N/A	N/A
Total costs <i>(including staffing)</i>	2,460,000	2,000,000	2,000,000
Targets		Achievements and non-achievements	
Procurement of Quality Teaching and Learning materials	Achievements • Purchase of Science experiment Kits for Primary schools • Purchase of Mathematics, English & Science text Books for Grades 1 & 2 • Both of these purchases are done through open Tender		
Commentary and way forward			
• Text books are crucial part of Curriculum development and implementation • There is an immediate need for text books to be procurement particularly for subjects other than Mathematics and Sciences as these two already fall under the Quis-me Project. • NEC submission of K600 million that was done and sent to the minister must be taken up with NEC so that his vital project will eventuate and provide sufficient text books at a ratio 1:1. • Sufficient funds should be made available for CDD to start writing text books other than Mathematics and Science now that SBC subject development has been completed.			

Measurement Services

Division Objectives

The Measurement Services Division's main functions are the National Examinations and Assessment of Education Standards. The Division's objectives are to:

- Develop item banks and standardised tests for schools to help improve the internal assessment practices via active in-services.
- 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 and to certify through the administration of national examinations and certification at grade 8, grade 10 and grade 12.
- Maintain national assessment records, issue of statement of results & verifications to institutions

Budget activity	Measurement Services		10415 (235-2101-2105)
	Revised appropriation (K'000s)	Warrants authorised (K'000s)	Expenditure (K'000s)
Staffing costs			
Total costs (including staffing)	19,056	19,056	19,056
Targets	Achievements and non-achievements		
2022 Grade 8, Grade 10 & Grade 12, Calendars, Student Information Booklets (SIBs) and National Examinations Printing	Achievement Timely and security controls included National Exams & Certification: • 3000 MSD Calendars, 10,000 Grade 8 Student Information Booklets (SIBs), 8000 Grade 10 SIBs and 5000 Grade 12 SIBs distributed to all schools through the Provincial Examination Officers' network. • Grade 8 x 4 papers x 130,000 students & 140,000 Certificates. • Grade 10 x 12 papers x 75,000 students & 85,000 Certificates. • Grade 12 x 17 papers x 32,000 students & 40,000 Certificates. • Security tapes for the Exams Packages for 10 and 12. • Exams monitoring in Highlands, together with the provincial teams. • All certificates with enhanced security features done. • All DoE certificates centralized & enhanced security features done.		

DIVISIONAL REPORTS

Targets	Achievements and non-achievements
Exam Development workshops and running trial tests - 2022	Achievements - Item writing & Provincial Examination Supervisors' workshops for grades 8, 10 and 12 conducted. - G10 WEX coordinators workshop conducted. - Trial testing of grade 8 & 10 done in 4 Regions.
Mal-practices free Exams and Certifications	Achievements National Examinations have been free of mal-practices and Certificates have been improved with additional security features. Public confidence has been observed to be good and the schools are very supportive of the measures implemented so far.
Marking of grade 12 Written Expression and Objective Exams in Port Moresby.	Achievements - Collected student performance data for WEX involving 220 markers. - Collected student performance data from 16 nationally examinable subjects (Gr12) involving 570 teachers, Lecturers and MSD facilitating.
Dispatch of Examination Papers, Results & Certificates.	Achievements - Examinations reached schools nationwide on time and all went well. - Results for Grade 10 & 12 for Selection Meetings done on time. - For the 5th time, secure release of results online for Grades 10 and 12 was implemented, for the benefit of parents and students. - All G8,10 & 12 certificates printed and dispatched to respective G12 PES's before the New Year, while FODE , TVET and TE certificates printed after the New year.
Commentary and way forward	
- MSD has continued to be more innovative in its approach to facilitate fair examinations. Online verifications of results need to be enforced to assist relevant line divisions and inter-agencies for their convenience. - Grade 12 Exams have been conducted within a week to have greater control over its administration for the 4th year. Number of examinable subjects need to be reduced in consultation with tertiary subject requirements. - Large scale assessments (CSMT & PILNA) have been supported and getting re-energized. For CSMT, efficient alternative methods are being thought about, to reduce time and resource consumption. - The Division assists other Divisions, development partner agencies and institutions with verification of results. - Subject and skills expertise of MSD staff need to be thought about with focused in-house or external training sessions to build capacity to discharge the mandated objectives in an efficient manner. - Online student data collection system and online practice examinations are being looked at as future viable options to promote efficiency and better service delivery to schools and students.	

DIVISIONAL REPORTS

E-Learning

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.

Budget activity	National Education Media Centre	10416 (235-2101-2106)	
	Revised appropriation (K'000s)	Warrants authorised (K'000s)	Expenditure (K'000s)
Staffing costs			
Total costs (including staffing)	3,565	3,565	3,455.500
Targets	Achievements and non-achievements		
Production of Pre-School TV Programs for math, science and phonics.	Production of TV Pre-School TV Programs • 40 Science • 40 math • 105 phonics Achievements Completion of all Grade 1 TV resource Books/FODE TV resource Books. • Production of Pre-School Storyboards and power-points for (Math, Science, and English (Phonics) programs. • Development of Grade 1 (Math, Science, English programs). Non-achievement • Validation Workshop for pre-school and Grade 1 programs didn't eventuate due to outstanding acquittals from other divisions.		
Development of TV resource Books for Grade 2 Teachers/Students	Achievements • Grade 2 TV resource Books for Teachers and students finalized in preparation for production in 2023.		
Production - Educational Events - FODE - Education News	Achievements • Successfully hosted SEOC in NIP with use of Zoom and Live Streaming for the first time in 2022. Non-achievement • Production for FODE Grade 9 Social Science incomplete to date. • Delay of EdNews radio script causes poor production and turnaround time.		
Conversion of TV and Radio programs from analogue to digital	Achievements • All radio and TV programs digitized. Non-achievement • Still outstanding to date. ICTD does not have the capacity to upload all programs (Audio and Video) on the DoE Website. This may cause the division to outsource for uploading.		

Rollout of EQUITV Program
(Installation of Education Power
Devices)

Achievements

- Installed 8 power devices in East Sepik Province

Commentary and way forward

Lessons:

- Installation of Education Power Devices.
- Audio and video programs uploading to the Department's Website for ACCESS.
- Grades 9-12 English for Live Stream 2023 respectively. Nil support from the provinces.
- Geography locations of each school.
- Accessibility to schools was difficult (Flying Schools).
- Standard Officers were not on the ground to give the support even though they were paid the allowances.



National Education Board members in attendance at one of the meetings

DIVISIONAL REPORTS

TVET Schools Operations

Division Objectives

- TVET Schools Operation Division (TSOD) is responsible for providing visionary leadership and strategic direction in the development and implementation of policies through programmed activities to maintain a quality VET system, and to ensure the effective management of Vocational Institutions and Technical High & Secondary Schools throughout PNG.
- It has three branches: Provincial Institutions – Vocational & Technical Secondary Schools, Professional and Operations.
- The Division is required to liaise closely with other Divisions including Finance, Procurement, HROD, TSC, Provincial Authorities, relevant Government Agencies, Private Enterprises and donor agencies.

Budget for TVET Schools Operations was used to achieve the Division's four (4) Key Priorities/Key Performance Areas as per the Corporate Plan 2022-2024 through the Division's approved KRAs for 2022 as listed below.

BUDGET ACTIVITY: TVET COORDINATION SERVICES 10430 (235–2102–1101)			
	Revised appropriation (K'000s)	Warrants authorised (K'000s)	Expenditure (K'000s)
Staffing costs	970.0	970.0	970.0
Total costs (including staffing)	1, 240.0	1,240.0	1,240.0
Targets	Achievements and non-achievements		
Maintain a Division's head-office staff ceiling of 27 staff	Overall Division Staff Ceiling: 27 Staff on Strength: 24 Funded Vacancies: 3		
KPI 1: VET EXPANSION			
VET Schools Expansion with District/Provinces :KRA#1	1. Site Inspections/ Feasibility Studies on proposed districts without VTC's and conducted in 5 schools in Hela and SHP: Submitted Technical Submission Report to SRCC for the following; Phase 1: a. Yaken Vocational Centre – (SHP) – Status_ No facilities & proposed by district. b. Hagalu Vocational Centre – (Hela) – With facilities pending registration. c. Hulia Vocational Centre – (Hela) – With facilities pending registration. d. Pai/Hope Vocational Centre – Fully Registered. Modular kit facilities on site for set-up. Phase 2: With start-up facilities in SHP for registration & training resources. a. Waip Vocational Centre (Agency) – (SHP) Mendi Munihi - East b. Kuma Vocational Centre (Govt.) - (SHP) Mendi Munihi - West Infrastructure Audits conducted for 7 Vocational operating Centres in SHP, a. Pimaga Vocational Centre (Kutubu) b. Nipa Vocational Centre (Nipa) c. Mendi Vocational Centre (Mendi-Urban) d. Kepi Vocational Centre (Ialibu) e. Kagua Vocational Centre (Kagua) f. Bela Vocational Centre (g. Rotianda Vocational Centre (Erave)		
Change of VET Centre Status to Technical College :KRA#2	Sir Max Brahman Agro-Technical College (Usino/Bundi): Report of Status of infrastructure 70% in place. Require major upgrading of all existing facilities and new auditorium. Project Steering Committee was launched and 1st meeting conducted. Minj VTC (Jiwaka): phase 1 scoping will be carried out under the VET District Intervention visit to WHP as there is no direct budget support. Other budget source will be proposed to support construction work. Project Steering Committee was launched and 1st meeting conducted.		

Commentary and way forward

1. Continue supporting SRCC for technical advice on provincial school submissions for new and existing VET schools capacity development.
2. Upgrade new Sir Max Brahman Agro-Technical College & Minj VTC infrastructure projects to progress to final development phase.

BUDGET ACTIVITY: District VE Intervention Program IFMS-PIP NO: 23663

	Revised appropriation (K'000s)	Warrants authorized (K'000s)	Expenditure (K'000s)
Staffing costs	0.0	0.0	0.0
Total costs (including staffing)	5,000.0	1,300.0	1,024,416.3

Targets Achievements and non-achievements

KPI 1: VET EXPANSION – PIP Development Project

Reinforce Quality of Employable Competency skills through modern equipment & tools.	Tools, Equipment and Infrastructure upgrade in up to 3 VET Centres per region.
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Targets Achievements and non-achievements

NCD Vocational Centres	Procure and deliver tools & equipment for National Certificate Level 1-2 Qualifications skills training programs for NCD VET Centres; a. Koki Vocational Centre – MVM; Auto Electrical; ABRF; Building Construction; MFW [K261, 011.67] b. Limana Vocational Centre – Cookery; Office Admin.; Hospitality [K201, 891.09] c. Maino Heduru Vocational Centre – Building Construction; MVM-Service; MFW [K 369,428.85] d. ICT Training Lab Package (3 Centre's) [K 192, 084.75]
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Commentary and way forward

1. VET Curriculum division to conduct school-based in-service to immediately implement National Certificate Level 1&2 in Q1-2/2023.
2. VET Inspections (MQA) to conduct audit and prepare for NC assessment system and award system of provincial-based certification of conventional curriculum.

BUDGET ACTIVITY: Coordination of Vocational Education 10427 (235-2101-6101)

	Revised appropriation (K'000s)	Warrants authorised (K'000s)	Expenditure (K'000s)
Staffing costs	633.0	633.0	633.0
Total costs (including staffing)	933.0	930.0	930.0

Targets Achievements and non-achievements

Maintain a Division's head-office staff ceiling of 13 staff	Overall Division Staff Ceiling: 13 Staff on Strength: 9 Funded Vacancies: 4
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KPI 2: VET POLICY & PLAN

VET Policy Review: KRA#3	New VET Policy 2022 is finalized for launching in Q1-2/2023 (95% achievement)
Partnership in delivery of VET & SME Empowerment Training :KRA#6	SME Empowerment Policy completed and ready for launching DoE-CIS Partnership MoU: CIS yet to amend and submit MoU to Attorney General for legal clearance.

DIVISIONAL REPORTS

KPI 3: CAPACITY BUILDING

VET Teacher Training/Professional Development; KRA#4

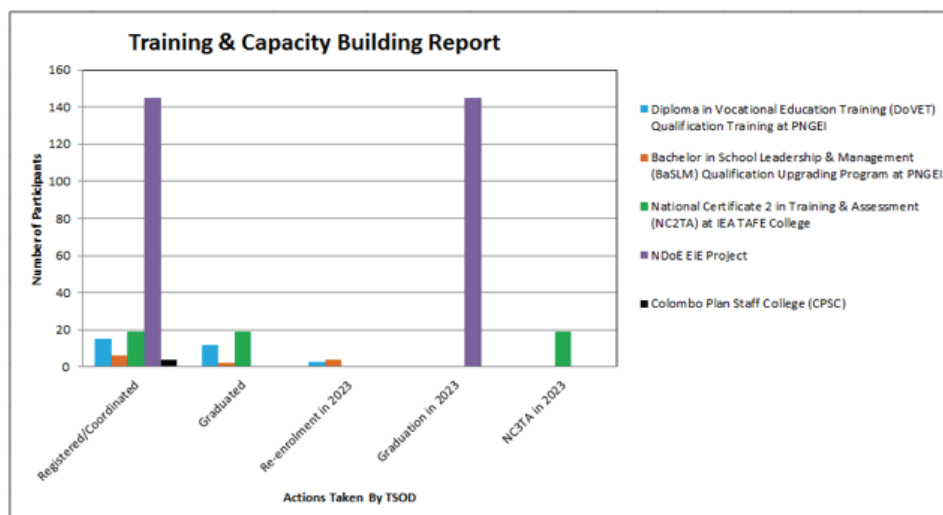
Diploma in Vocational Education Training (DoVET) Qualification Training at PNGEI: registered and coordinated the training for 15 Trades men and women at PNGEI. 12 Graduated in December while 3 withdrew due to personal reasons and are expected to re-enroll in 2023

Bachelor in School Leadership & Management (BaSLM) Qualification Upgrading Program at PNGEI: registered and coordinated the training for 6 Senior TVET Teachers at PNGEI. 2 Graduated in December while 4 will continue in 2023

National Certificate 2 in Training & Assessment (NC2TA) at IEA TAFE College:

19 Technical Secondary School Trade Teachers participated under GoPNG sponsor. They all graduated and will continue with NC3TA in 2023.

145 Vocational Centre Teacher participated under EiE UNICEF sponsor. Graduation is anticipated for 2023 after final job-site assessment.



Colombo Plan Staff College (CPSC): coordinated and facilitated training invitations for four (4) Provincial TVET Teachers and HQ Staff in overseas travel for specific international courses and workshops.

KPI 4: MONITORING OF VET SCHOOL ADMINISTRATION PERFORMANCE

Develop TVET Database :KRA#5

Derivative VET Reporting Tool (i-VETRT) developed from EMIS and VET data gaps identified and presented to RED thereby reaffirming the need to establish TVET Database for data collection, monitoring and reporting.

TVET Database submission to the Secretary Dr. Uke Kombra received a positive feedback in October for TSOD to closely work in partnership with ICT. Progress towards the implementation of the Database in TVET schools around the country is anticipated for 2023.

VET Projects Monitoring developed to capture VET Projects for monitoring, evaluation and reporting/ information dissemination to stakeholders concerned.

VET Officers Attendance Tracker was developed and digitized TSOD Attendance Book for monitoring of staff attendance, performance reporting on key divisional priority tasks.

Develop TVET Database :KRA#5

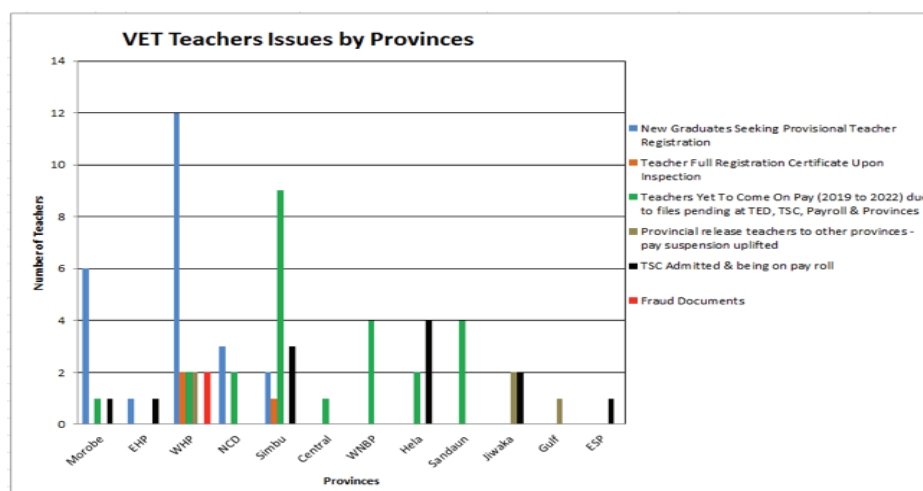
Number of VET Students

Number of Students	
Male	16 496
Female	8 593
Total	25 089

VET Teaching Positions

Number of Students	Male Teachers	Female Teachers
TSC Positions		
Position Vacant		
Position Occupied	843	563

Teachers Registration and Pay Data assistance was provided to the provinces as analyzed below.



Commentary and way forward

- The new VET policy 2022 is planned for launching in Q1-2/2023 after NEB's approval. Awareness consultation with provinces is planned to strengthen VET reforms and current policy shifts.
- TVET Administration in pilot province to be strengthened for better management of provincial VET School's and project database to be functional and current for users.
- Under UNICEF EiE program, teachers will undergo final assessment phase to be accredited to Certificate Level 2&3 Training & Assessment (TAA) Trainer Accreditation. Certified trainer/teacher will be qualified to accredit approved NC Level 2-3 graduates.
- Strengthen consultative partnership with Industry, agencies & provinces between institutions for trainee's Job Training & continuing education & training qualifications pathway.

DIVISIONAL REPORTS

TVET Curriculum

Division Objectives

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

- Design & develop a standard VET National curriculum consistent with the Papua New Guinea Qualification Framework (levels 1-2) in ten (10) sectors.
- Oversee curriculum implementation by provincial Institutions through communication and dialogue to ensure that they meet the needs of the community and industry at the local and global environments.
- Provide Curriculum Implementation & In-service training (CIIT) to teachers for the effective delivery of VET National Curriculum in Competency Based Training & Assessment (CBT&A) Format.
- Monitor implementation and review of VET Curriculum in VET institutions and issue awards.
- Mobilize and manage resources as per the VET Directorate priorities.
- Make greater awareness to provinces and VET institutions on new curriculum.
- Develop divisional & operational plans aligned with performance targets linked to VET Strategic Management Plan, National Education Plan and PNG Vision 2050.
- Attend scheduled Senior Staff Meetings, AAC Meetings, Board of Studies, Curriculum Implementation & In-Services and other meetings.
- Establish VET Board of Studies and a Curriculum Advisory Committee.

Budget activity	Coordination of TVET Curriculum	12023 (235-2102-1104)	
	Revised appropriation (K'000s)	Warrant authorized (K'000s)	Expenditure (K'000s)
Staffing costs	2, 015.0		
Total costs <i>(including staffing)</i>	3,467.0	3, 397.0	3, 397.0
Targets	Achievements and non-achievements		
Development of VET Curriculum and related policies	Achievements • VET Curriculum Policy developed and endorsed for launching and implementation in 2023 onwards. • VET Flexible and Open Learning (FOL) Policy developed and endorsed for launching and implementation in 2023. • Draft VET Curriculum Plan 2023 - 2027 developed.		
Formation of VET Curriculum Advisory Committee (CAC) and VET Board of Studies (	Achievements • Terms of Reference completed. Non Achievements • Terms of Reference yet to be endorsed. • Profiling of members to be done. • Yet to submit to Minister for approval.		

Curriculum Design, Development and Implementation	Achievements • 66x Learner Resources and Trainer Guides developed under the Education in Emergency (EiE) Project. • 88x NC1 Learner Resources and Trainer Guides developed: • Business Studies - 10 x learning resources • Community Services – 7 x learning resource • Primary Industry – 9 x learning resources • Tourism & Hospitality – 12 x learning resources • Automotive – 11 x learning resources • Building & Civil– 20 x learning resources • Mechanical – 8 x learning resources • Electro-technology - 11 x learning resources • 12x Flexible Open Learning NC1 in Commercial Cookery Learner Resources developed in partnership with Commonwealth of Learning (COL). Non - Achievements • Editing and graphics work deferred to 2023 • Development of Assessment Instruments for each module
Curriculum Audit	Achievement • 8x HRDP2 recipient VTCs namely - o Badili VTC, - o Morata VTC - o Kamaliki VTC, - o Umi VTC, - o Bulolo VTC, - o Woolnau VTC, - o Kaibara VTC - o Raval VTC - o Yawasoro VTC audited and reports completed. • 18x identified for audit however, 23 Technical High Schools and Technical Secondary Schools audited because of demand and needs within the schools. • 11x external audit upon request by provinces. Non - Achievements • Pomapap VTC and Laiagam Appropriate Technology Centre not audited due to unrest on the ground. Activity deferred to 2023 (VET Inspector and VET Coordinator on the ground to carryout audit in the mentioned VET Institutions).
Capacity Building for VET Teachers	Achievements • 20x Teachers from NCD and Central were inducted on SLIP. • 15x VET Teachers from Mary Help of Christians Vocational Education & Training FODE Centre in NCD were in-serviced. • Competency Based Training and Assessment (CBT&A) to deliver National Certificate One (NC1) Courses. • 35x Teachers from ARoB were in-serviced on CBT&A to deliver National Certificate Courses. Non - Achievements • CBT&A and Curriculum Implementation In-Service Training for teachers in Central Province did not eventuate due funding issues. Activity deferred to quarter 2, 2023.
VET Flexible Open Learning	Achievements • 12x Learner Resources developed in National Certificate 1 (NC1). - Commercial Cookery under the Commonwealth of Learning (COL) & TVET Partnership Project. • 1 x Wider Stakeholders Consultation Meeting was conducted in NCD. Non - Achievements • FOL Steering Committee yet to be established. Activity deferred to 2023. • National VET FOL Implementation Plan 2023 - 2027 in draft and deferred to 2023 for further consultation and workshop.

DIVISIONAL REPORTS

Promote and strengthen Public and Private Partnership	Achievements • Tripartite MoU signed between NDoE, NFA and SMEC in February, 2022. • NC1 – NC2 Know About Business (KAB) in Fisheries launched in March, 2022. • 2x consultation meetings conducted with PNG Tourism Promotion (PNGTP). • 3x consultation meetings conducted with Small Medium Enterprise Corporation (SMEC). Non - Achievements
Operations	Achievements • Assisted all in-house workshops and meetings • Assisted in organizing travels and workshops • Assisted officers on recreation leave • 1x Academic Advisory Committee (AAC) Meeting attended - o 5x computer sets purchased - o 20x laptop purchased for officers - o 18x small portable fans purchased for officers - o 1x vehicle purchased for Assistant Secretary - o 2x in-house training conducted Non Achievement • Office equipment and furniture for Assistant Secretary's office yet to be purchased.
Achievements • 2x Policies developed and endorsed (VET Curriculum Policy & VET FOL Policy). • 166x Draft Learner Resources and Trainer Guides developed. • 20x Laptops and 5 x desktop computers procured for staff. • Twelve (12) x curriculum/program audits done to 12x TVET institutions. • 35x teachers trained/inducted on CBT&A/SLIP. • 1x AAC meeting attended. • 5x officers' 2022 recreational leave fares warrants processed and paid. • 1x Draft VET Curriculum Implementation Plan 2023-2027. • 1x Draft CBT&A and CIIT Manual. • 1x Divisional Vehicle purchased for Assistant Secretary. • The division has made significant progress in priorities 1, 3, 4, 5, 6 and 8. We have achieved more using limited resources and will look forward to 2023 with a positive mindset.	
Way forward • VET Curriculum and VET FOL Policies to be effected by 2023. • National VET Curriculum and VET FOL Implementation Plans 2023 – 2027 must be in place to implement VET Curriculum and FOL policies effectively. • Complete development of Learning Resources (Learners Resources, Trainers Guides and Assessment Instruments) to complement all National Certificate One & Two (NC1 & 2) Courses in all sectors. • Compulsory rollout of NC1 and NC2 Courses in all VET Institutions by 2023 as per SC#19/2019. • Establish 1 x single VET Board of Studies. • Conduct National Certificate Curriculum Training for VET teachers in VET Institutions in PNG. • Carry out Curriculum Audits to all VET Institutions including Vocational Centers, THS & TSS. • Print, pack and distribute VET Policies and NC1 Training Packages to all VET Institutions.	

TVET Inspections

Division Objectives

The transition is taking place with the transfer of technical/business colleges and national polytechnic institute to Department of Higher Education, Research, Science & Technology in compliance with the NEC Decision. By 2022 only VET inspections will remain with the Department of Education whereby it may be a unit merge to General Education Inspection.

The main objectives cover around VET centres in the country and they are:

- Ensure VET institutions comply with relevant regulations, policies, procedures and processes
- Maintain quality in teaching and training, performance, curriculum and standards
- Ensure curriculum and other policies, procedures and processes are effectively implemented in VET Institutions
- Regulate institutional performances by annual appraising, reporting and rating of teachers, managers and Administrators in VET Institutions
- Coordinate registration and promotion of VET teachers
- To maintain quality audits of course programs in all VET Institutions and provide certifications based on quality output of course programs;

Budget activity	Standards & Inspections Services 10432 (235-2101-2103)		
	Revised appropriation (K'000s)	Warrants authorised (K'000s)	Expenditure (K'000s)
Staffing costs – (247)			
Total costs (including staffing)	2,449.5	2,449.5	2,449.5
Targets	Achievements and non-achievements		
Carry out advisory and final inspections	Achievement • Total of 55 TVET schools visited by the inspectors. Out of 55 schools a total of 314 reports to be presented in March 2022 National Ratings. Non-Achievement • Due to COVID-19 has restrained our inspectors to visit all TVET schools though some funding has been allocated to inspectors for school visits		
Mini Ratings	Achievements • It was conducted in February 2021 and reports presented to the 1st National Rating Conference in March 2021.		
Induction for inspectors	Achievements • All Provincial TVET Inspectors and technical/business colleges and polytechnic inspectors including head office personal attended one week induction training at Ela Beach Hotel from 2nd to 06th August, 2021.		
1 st National Ratings Conference	Achievements • National Ratings Conference was held in March with all inspectors presenting their reports. - Registration Granted 96 - Inspection Report Satisfactory 37 - Inspection Report Unsatisfactory 2 - Inspection Report Withdrawn 6 - Personal Reports (Stamp 1) 11 - Personal Reports (Stamp 2) 21 - Personal Reports (Stamp 6) 1		
Inspection Manual Review	Achievements • The TVET inspection manual was reviewed during the induction training workshop in August. Unfortunately it is now merged with the General Education and Teacher Education to be produced as one standard manual for all inspectors to use as a guide.		

DIVISIONAL REPORTS

Audit of course programs for certification	Funding constraints and Covid19 that restrict officers from travelling to new schools for audit purposes.
Certification for TVET institutions	Achievements Certificates issued in 2021 - NC1(National Certificate) – 6513 - NC2 (National Certificate) – 3468 - NC3 (National Certificate) – 614 - Certificates – 934 - TTC (Technical Training Certificates) – 186 - Diploma – 853 - Advance Diploma – 20 - Total of 12, 588 certificates were issued last year. Non – Achievement - Certificates were not issued to schools that did not submit results.
Commentary and way forward	
Lessons: Schools that are not been audited were not issued national certificates bearing the signature of the Secretary because they were still running conventional programs. They were encouraged to improve training facilities and recruit suitable instructors to teach national certificate programs.	



Teacher Education

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 ECE (previously elementary) and primary through conversion programs, vocational and technical school teachers to adequately cater for the fields.
- Coordinate support services for PNGET 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 teachers 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 deregistration of teachers within the National Education System.

Budget activity		Pre-service Teacher Training		10433 (235-2102-2101)		
		Revised appropriation (K'000s)	Warrants authorised (K'000s)		Expenditure (K'000s)	
Staffing costs		Nil	Nil		Nil	
Total costs <i>(including staffing)</i>		Nil	Nil		Nil	
Targets		Achievements and non-achievements				
Complete advisory/inspection visits to all 10 teachers colleges		Inspection Visits:				
		College	Male Lecturers	Female Lecturers	Total	Comments
		Gaulim			3	Inspected
		PNGEI	1	1	2	Inspected
		Sacred Heart (Bomana)	1	2	3	Inspected
		Enga	2	0	2	Inspected
		Holy Trinity	2	3	5	Inspected
		Dauli	1	1	2	Inspected
		Nazarene (MNTC)	2	5	7	Inspected
		Balob	2	1	3	Inspected
		Madang	0	0	0	Not inspected
		Simbu	0	0	0	Not inspected
		Inclusive Edu Inst (CSNI)	12	9	21	
		Total	21	19	40	

DIVISIONAL REPORTS

Distribute financial support to all primary teachers colleges and PNG Education Institute quarterly for program implementation and teaching/learning resources 2020 - K1,200,000 of Covid-19 funds was distributed to Colleges as Grants which was not enough for the operation and practicum of the colleges.	College		Distribution (K)			
	Quarters	1 st	2 nd	3 rd	4 th	Total
	Madang		90,000		150,000	240,000
	Balob		70,000		60,000	130,000
	Inclusive Education Institute Callan		50,000		50,000	100,000
	Gaulim		70,000		60,000	130,000
	Holy Trinity		70,000		60,000	130,000
	Nazarene		70,000		60,000	130,000
	Enga		70,000		60,000	130,000
	Dauli		70,000		60,000	130,000
	Simbu		70,000		60,000	130,000
	Sacred Heart (Bomana)		70,000		60,000	130,000
	PNG Education Institute		90,000		150,000	240,000
	St Peter Chanel		70,000		60,000	130,000
	Rev Maru		70,000		60,000	130,000
						1,800,000
	Conducted National Rating Conference	One National Rating Conference done. (combination of three Divisions, Inspections, Teacher Education & TVET Inspections)				
Carry out Teacher Education Registration Application (TERA) in all the colleges.	Completed for all the colleges except Dauli and PNGEI and Kabaleo, which will be done in March 2022.					
	Quarterly Data					Comments
	Balob					Not done
	Madang					Done
	Gaulim					Done
	Inclusive Edu Inst (CSNI)					NA
	HTTC					Not done
	Nazarene					Not done
	Enga					Not done
	Simbu					Not done
	Dauli					Not done
	Bomana					Not done
	PNGEI					Not done
	Rev Maru					Done
	DWU Kabaleo Campus					Done
	DWU St Benedict Campus					Done
	Sonoma					Done
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 two AAC and one Governing Council meeting at: Dauli, Nazarene; Holy Trinity; Enga; Simbu; Gaulim; Madang; Sacred Heart; PNGEI; St Peter Chanel, Rev Maru and Callan Inclusive Education Institute.					

Principals meetings	Principals & TED achieved Quarterly Meeting.
Joint National Rating Conferences	Achieved Joint National Rating in April.
Centralization of Non School Leavers	Achieved.
Induction of new Lecturers	Fully achieved

Commentary and Way Forward

1. Inspections will continue to all Teacher Training Institutions making sure lecturers who were inducted get inspected.
2. Review the Non School Leavers vetting process in July
3. 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 too achieved if more funds are allocated to the Division.

Budget activity	In-service Teacher Training	10434 (235-2101-2102)
	Revised appropriation (K'000s)	Warrants authorised (K'000s)
Staffing costs		
Total costs (including staffing)	5,259	5,213

Targets	Achievements and Non-Achievements
Conversion course for junior primary	Achievement • Language, maths and science subjects done. PNGEI enrolled 90 teachers
Conduct Diploma of Primary Education (In-service) program	Achievement • The program is decentralized to provinces and facilitated by PNGEI.
Development of Early Childhood Training	Achievement • Development of conversion courses for ECE • Develop the implementation plan for ECE
Conduct In-service Diploma of Vocational Training (DoVET) program	Achievement • A new program upgraded from pre-service to in-service.
Printing of Special Education Gazette	Non- Achievement • No funding available
Maths & Science In-service training	Non- Achievement • No funding available
Two Provincial In-service Coordinators meetings	Non- Achievement • No funding available

Commentary and Way Forward

- To Develop and train the Elementary Trainers for alignment with ECE.
- To train elementary teachers on EC content for implementation.
- To develop Inspection Training Manual & Financial Management Courses.

Lessons:

The training budget should be increased for 2022 to allow the institute to implement the EC training at PNGEI and other colleges taking on EC training.

Budget activity	Elementary Teacher Training	10435 (235-2102-2103)
	Revised appropriation (K'000s)	Warrants authorised (K'000s)
Staffing costs		
Total costs (including staffing)	7,194	6,997

Targets	Achievements and Non-Achievements
Printed 9950 Certificates in Elementary Training (CET) and dispatched to all the provinces. Salary adjustments for elementary teachers	Achievement • Printing of certificates done. • TSC, Payroll Division and TED worked together to assist elementary teachers in their salary adjustments,

DIVISIONAL REPORTS

Early Childhood Training program		Achievement 3 workshops on development of Diploma in Early Childhood Training program for implementation				
Lessons There are still some elementary teachers who follow under discrepancies which provinces, PNGEI, TED and Payroll need to help adjust their salaries						
Budget activity		Inclusive Education 11501 (235-2102–2104)				
		Revised appropriation (K'000s)	Warrants authorised (K'000s)	Expenditure (K'000s)		
Staffing costs						
Total costs (including staffing)		5,674	5,123	5,864		
Targets		Achievements and Non-Achievements				
Inspection to Education Resource Centres (IERCS)		College	Male Lecturers	Female Lecturers	Total	Comments
		Simbu			0	No Inspection
		Mt Hagen			0	No Inspection
		Mingende			0	No Inspection
		Goroka			0	No Inspection
		Mendi			0	No Inspection
		Enga			0	No Inspection
		Morobe			0	No Inspection
		Fatima			0	No Inspection
		Madang			0	No Inspection
		Wewak			2	Inspected
		CIEI			2	Inspected
		Rabaul			2	No Inspection
		Kimbe			0	No Inspection
		Daru			0	No Inspection
		Manus			0	No Inspection
		Kavieng			3	Inspected
		Buka				No Inspection
		Alotau				No Inspection
		Kiunga			2	Inspected
		Red Cross				No Inspection
		Cheshire				No Inspection
		St. John's				No Inspection
		Gerehu				No Inspection
		Aitape			1	Inspected
		Vanimo			2	Inspected
		Total				12

Distribute Operational Grants to all 23 Inclusive Education Resource Centres.	IERCS	Q1	Q2	Q3	Q4
	Simbu	Not given	Not given		10,870
	Mt Hagen	Not given	Not given	Not given	10,870
	Mingende	Not given	Not given	Not given	10,870
	Goroka	Not given	Not given	Not given	10,870
	Mendi	Not given	Not given	Not given	10,870
	Enga	Not given	Not given	Not given	10,870
	Morobe	Not given	Not given	Not given	10,870
	Fatima	Not given	Not given	Not given	10,870
	Madang	Not given	Not given	Not given	10,870
	Wewak	Not given	Not given	Not given	10,870
	Rabaul	Not given	Not given	Not given	10,870
	Kimbe	Not given	Not given	Not given	10,870
	Daru	Not given	Not given	Not given	10,870
	Manus	Not given	Not given	Not given	10,870
	Kavieng	Not given	Not given	Not given	10,870
	Buka	Not given	Not given	Not given	10,870
	Alotau	Not given	Not given	Not given	10,870
	Kiunga	Not given	Not given	Not given	10,870
	Red Cross	Not given	Not given	Not given	10,870
	Cheshire	Not given	Not given	Not given	10,870
	St. John's	Not given	Not given	Not given	10,870
	Gerehu	Not given	Not given	Not given	10,870
	Aitape	Not given	Not given	Not given	10,870
	Vanimo	Not given	Not given	Not given	10,870
	Callan Incl Edu Institute				50,000
	Total	300,010			
Run induction program for new and senior officers of IERCs.	Four teachers undergoing induction program				
Principal/Coordinators meeting.	Not done due to financial constraints.				
Curriculum Workshop	Conduct one week of Individualize Education Plan (IEP)				
Inclusive Education Policy review.	To be printed and launched				
Brailing of Curriculum Materials	Grade six and seven curriculum materials being brailled for children with visual impairment				
Inclusive Model School Training	Training of Stakeholders on Inclusive Model Schools in 2 schools in 3 selected provinces (EHP, SIMBU, ESP)				
Commentary and Way Forward					
• The launching of Inclusive Education Policy needs to take place in 2022.					
Budget activity	Teacher Education Development	10402 (235-2101–1103)			
	Revised appropriation (K'000s)	Warrants authorised (K'000s)	Expenditure (K'000s)		
Staffing costs					
Total costs (including staffing)	1,401	1,187	2,614		
Targets	Achievements and Non-Achievements				
Upgrade teacher qualifications	Haven't sponsored any teachers for long and short study programmes at training institutions at home and overseas in 2021 due to funding constrains and COVID 19.				
Sponsor teachers and public servants to upgrade their qualification at various universities in PNG and overseas	- A total of 33 teachers and Public Servants will be sponsored for undergraduate and Post graduate programs at UOG, DWU, PNGEI, and UPNG. - No teachers studying overseas due to COVID 19.				
Monitoring and training of SBC	- Due to insufficient funds monitoring did not take place. - COVID 19 prolonged the training and monitoring of SBC.				

DIVISIONAL REPORTS

Commentary and Way Forward

1. Standard based Education is a Priority Task for Teacher education.

- a. Capacity building Plan was done but due to funding it was deferred to the beginning of 2022.
- b. Funds not available to do cluster monitoring which so enough money to monitoring.

Lessons

- Training funds for SBC is from CDM Vote. Accessing it has been problematic.

Institutional data, 2021 year

Institution	Levels	Number of staff			Student Enrolment	Programs Offered
		M	F	Total		
PNG Education Institute	12	29	22	51	284 (Residential students) 3000 plus (Non-residential students) 9950 Elementary Teachers	• 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 • Diploma in Education Primary (In-service) • Certificate in Elementary Teaching (CET)
St. Peter's Chanel	12	10	13	23	213	Bachelor in Secondary Teaching Math/Science
Madang	11	27	20	47	843	Diploma in Primary Teaching Pre-service
Balob	11	30	22	52	452	Diploma in Primary Teaching Pre-service
Gaulim	11	17	17	34	839	Diploma in Primary Teaching Pre-service
Dauli	10	15	16	31	368	Diploma in Primary Teaching Pre-service and CET
Holy Trinity	10	20	15	35	686	Diploma in Primary Teaching Pre-service
Enga	10	17	17	34	408	Diploma in Primary Teaching Pre-service and CET
Nazarene	10	13	12	25	228	Diploma in Primary Teaching Pre-service
Simbu	10	18	8	26	866	Diploma in Primary Teaching Pre-service
Sacred Heart	10	13	11	24	277	Diploma in Primary Teaching Pre-service
Rev. Maru	9	15	07	22	324	Diploma in Primary Teaching Pre-service and CET
Inclusive Edu Inst Callan	10	07	03	10	32	Applied Diploma in SPED (In-service)

National Capital District

Division Objectives

The objectives of the Division are to plan, supervise, manage, coordinate and monitor the delivery of Basic Elementary, Primary, Secondary and Vocational Education to school children of NCD schools.

The Division ensures that all institutions are well managed and that quality teaching and learning activities are taking place with all institutions is adequately staff. Teachers are assisted with sufficient curriculum materials and equipment to provide for effective quality teaching and learning activities of students in NCD system schools.

To develop the skills, knowledge, understanding and talents:

- Children for years 6 – 12 through provision of quality education at elementary and primary level,
- Youths for years 13 – 18 in secondary and national high school levels and prepare them for tertiary education level and or suitable job opportunities,
- Youths for years 13 and above to acquire simple and practical skills and development of self-employed and small businesses at the vocational centres, and
- Youths at 13 years old 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	691,000.00	492,000.00	538,200.00
Total costs (including staffing)	1,073,000.00	874,000.00	727,800.00
Targets	Achievements and non-achievements		
Teacher Appointment 2021 for 2022	Achievements • Gazetted teacher tenure appointment completed November 2022. • Primary 135 awarded tenures out of 188 advertised 71% success rates. • 53 positions awarded in the consequential appointment. • Vocational 18 awarded tenures out of 53 advertised. Success rate 32%. 37 positions awarded in the consequential appointment. • Secondary 109 awarded tenures out of 313 advertised. Success rate 35%. 204 positions awarded on the consequential appointment. Elementary teacher appointment done internally for 500 teachers. • Consequential appointments for primary, vocational and secondary set to completed. All Elementary 1 and 2 shifted to primary sector. Non – achievement • Notice of appointments to teachers was not issued this year.		
District Education Board meeting	Achievements • New DEB sworn in October, 2022. • 1/4 DEB meeting with two Appointments Committee meetings held. • DEB Teacher Appointment Committee have performed exceptionally well despite later endorsement of DEB membership in October 2022 with teacher appointment for year 2023. All school board of management are currently operational. Non – achievement 3/4 DEB meeting not conducted due delay of the Ministers appointment. Two major disciplinary matters pending for DEB deliberation due to nonexistence of DEB in year 2022 from January to October defer to 2023.		

DIVISIONAL REPORTS

Administration staff & Teacher In-services Training.	Achievements • In-services conducted in all schools; • SLIP • Disaster Risk Management • Elementary Head Teacher Budget Preparation. • Fourteen (14) primary teachers on in-service training at PNGEI on various courses. • One NCDES staff attended Public Service Induction workshop. Non – achievements • National In-service Training since Covid -19 in 2019 is yet to be restored. • Most NCDES staff require up skills training in their respective positions. • Teacher's up skilling and conversion pending for Elementary teacher's currently teaching grade 1 & 2 the primary sector. • Teacher's upskilling and conversion pending for grade 7 & 8 in currently teaching grade 7 and 8 in the junior high schools.
Office Supplies/Materials	Achievement • All divisional materials secured adequately through Procurement Division.
Transfer of NCDES to NCDC	Achievement • Public Servant staff amalgamation completed in May 2022 • Staff salary structure completed in May 2022. • Staff job description completed in 2022. Non – Achievement • All these are awaiting NCDC HR endorsement & approval • Transfer pending.

Commentary and way forward

Lessons:

- NCDES needs the position of the Director school Coordination, Director Examinations & Training, Secondary Schools Coordinator, Vocational Schools Coordinator and Staff Clerk.
- Most staff were over worked to cater for these vacant positions.
- Most administration staff need to be up skilled in their respective field.
- NCDES transfer to NCDC had been prolonged pending NCDC - HR to approve staff structures and salary structured approved for transfer to be effected.
- Most senior teaching positions in secondary schools are acted on by junior in experience officers affect operation of the schools and quality of teaching and learning. More qualified teachers need to be appointed.
- Improvement required in the general appointment process for 2023.
- Teacher in-service to be conducted on the filling on the vacancy gazette.
- Improvement required in the general appointment process for 2023.
- Land phones are out since 2016 and need fixing.
- NIST to be revived.

Budget activity	NCD Elementary Schools Operations		10420 (235-2101-3107)
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs	7,142,000.00	4,670,000.00	7,075,400.00
Total costs (including staffing)	7,918,000.00	5,346,000.00	7,144,300.00
Targets	Achievements and non-achievements		
School Quality Inspections by Standard Officers.	Achievement Teachers personal and registration reports for National Inspections. Rating 2022 were sighted by the Assistant Secretary 140 reports. More personal reports encouraged.		
Teachers Personnel & Registration Inspections	Achievement Teachers personal and registration reports for National Inspections. Rating 2022 were sighted by the Assistant Secretary 140 reports. More personal reports encouraged.		
School Teacher In-Services	Refer to Administration staff & Teacher In-services Training under NCDES Education Administration.		
New School Structure 1-6-6	Achievement 41/42 elementary schools moved up to the primary schools / sector. - Five schools have enrolling ECE students. 1/7 selected schools taking enrolling grade 9 whilst 6 still making infrastructural preparations. - Four secondary schools taking on grades 7 to 12 – Gerehu, Tokarara, Koiari, and Badihagwa.		
Early Childhood Education	- Butuka Academy has early childhood to grade 12. Non – achievement 1/42 elementary schools yet to move up to the primary schools / sector. - Others schools yet to implement the ECE program. 6/7 selected schools still working on the infrastructure and yet to select and enroll grade 9.		
Commentary and way forward			
Lessons - More elementary schools to take on ECE – Qualified Early Childhood teacher shortage is a concern. - All elementary teachers need to upgrade skills through conversion course as either ECE or primary teachers. - Individual quarterly advisory school inspection reports to be produced regularly by school inspectors - Suitable classrooms need for ECE in all primary schools. 1-6-6 structure to be continue- infrastructure and teacher issues are a challenge in all sectors			
Budget activity	NCD Primary Schools Operations		10417 (235-2101-3104)
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs	32,735,000.00	25,027,000.00	26,465,100.00
Total costs (including staffing)	38,582,000.00	30,749,000.00	27,857,500.00
Targets	Achievements and non-achievements		
School Quality Inspections by School Inspectors	Achievement - These visits are done and 39 reports posted. Non – achievement - School Coordinators school visits weren't regularly done to address school administrative issues on site. - Infrastructure and financial records of schools need proper scrutiny for record keeping and assisting head teachers.		
School Teacher In-Services	Achievement - Head Teachers attended Risk Management & psych social work shop continue in 2022. - Head Teachers Workshop on School Learning Improvement Plan continued in 2022. - Head Teachers in service on My School Application continued and is on-going Non – achievement - NISTW not held.		

DIVISIONAL REPORTS

Annual Teacher Leave Fare	Achievement 800 teacher annual leave fare was very well and competently done for 2022 by the newly appointed Manager Operations. - There were 541 eligible for annual recreation leave fare, a total sum of K4,340,000.40 appropriated. - A total of 31 repatriation done to value of K1,014,058.18		
Teacher Appointments	Achievement - Teacher Appointment 2022 for 2023 done. - Primary 135 awarded out 188 vacancies, Success rate 71% Non – Achievement 29% of tenure appointment not done.		
Commentary and way forward			
Lessons - School quality inspections need to be done quarterly to assist head teachers to effectively manage schools. - Annually teacher appointment to gazetted vacancies is around 70% for primary school sector. - Teacher data capture for annual leave fare is helping in cutting down on fraudulent claims by teachers. - Teachers transferring into NCD need to be properly checked to prevent claims for services rented by unqualified teachers or resigned teachers. - Housing is an issue affecting teacher appointments. - These inspections need to be done quarterly. - Improve success rate of the tenure appointment to 95%			
Budget activity	NCD Secondary Schools Operations		10426 (235-2101-5105)
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs	10,417,000.00	7,008,000.00	12,025,000.00
Total costs (including staffing)	14,509,000.00	10,630,200.00	12,617,400.00
Targets	Achievements and non-achievements		
School Quality Inspections by School Inspector.	Non – Achievement - This activity was well done by the school inspector - Electronic school quality report sent on time. - Most principals are lacking on submitting mandated management documents on time or none at all.		
Teachers Personnel & Registration Inspections	Achievement - Teacher appraisal reports done and rated at the end of the year however no data submitted. - School advisory visits have been effectively carried out in schools by the secondary school inspector as a result most schools are well managed.		
School Teacher In-Services	Achievements - Principals trained on School Learning Improvement Plan continued 2022. - Principals attended Disaster Risk Management Workshop again this year - Trainer of Trainers for SBC completed successfully again this year - Principals inducted on My School Application by ICT staff again 2022 Non – achievement		
Annual Teacher Leave Fare	Achievements - Year 2022 Recreation Leave fares paid out successfully. - A total of 222 teachers were eligible for annual leave fares. - A sum of K1,260,788.20 was appropriated Non – achievements - Fraudulent information for leave fare is an ongoing concern. - This can be minimized by teachers bio- data captured in My Leave fare Application		

DIVISIONAL REPORTS

Teacher Appointments	Non – achievements - Gazettal Appointment for 2023 was 109 awarded out of 313 vacancies - A success rate of 35% as in 2022. - Not many teachers hold eligibility to promotional senior positions or teachers are not applying for personal inspection. - Many officers applying for positions they are not eligible to.
Contract Teachers Leave Fares	Achievement Successfully completed and paid out for all
Contract Teachers Accommodation Rental Payments.	Achievements - Twelve contract officers' accommodation rentals paid for year 2022 to the value of K440,072.75 - All outstanding rentals completed as well
Contract Officers School Fee Subsidy	Achievements - Year 2022 school fee subsidy for nine Contract Officers' children were paid. - Total amount paid K145,079.00 - All contract officers children need to attend one school – St Joseph
New Education Structure 1-6-6	Non – achievements - Seven primary schools to take on junior high school - The following are implementing; Kaugere, Bavaroko and New Erema - Yet to are Ororo, Philip Ararvure, Boreboa, Evedahana with construction of classrooms underway. - Infrastructure and specialist buildings are urgent requirements

Commentary and way forward

Lessons

- Teachers need to be encouraged to take promotion inspections. Ongoing need
- More teachers required for Science and Mathematics in secondary schools.
- There is a need for more Junior High Schools in bigger primary schools
- Infrastructure is a major need for extension of primary schools in to junior high schools.
- Seven contract officers residing in Butuka Academy accommodation rent to be paid to the school. So far this has not been done
- As per report in 2021 shift teaching be introduced in NCD in addressing lack of classroom space and overcrowding in secondary schools

Budget activity	NCD Vocational Schools Operations		10428 (235-2101-6102)
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs			
Total costs (including staffing)	5,053	4,650	4,409
Targets	Achievements and non-achievements		
School Quality Inspection by Vocational Inspector	Achievements 5x Schools Quality Report completed. Reports to be done quarterly. - Hard copies made available. Non – achievement - Inspectors to conduct supervision		
Teacher registration and personal inspections	Achievements - Teacher Inspections appraisals were done and sighted by the Assistant Secretary to date no hard copies and data made available. - Teacher supervision and mentoring had been satisfactory in 2022		
Contract Officers Accommodation Rentals	- Comments as stated under the secondary school sector. - All outstanding arrears to be settle as per Education Secretary's direction.		
Contract Officers School Fees Subsidy	Achievement All settled for 2022		
Contract Officers Annual Leave Fares	All paid.		

DIVISIONAL REPORTS

Commentary and way forward

Lessons

- Teachers qualification need to be elevated to a diploma or degree qualification with five years field experience in trade
- Teachers with trade certificate need to have post graduate diploma in teaching or be phased out.
- Students entering Vocational from grade 8 take on FODE course grade 9 to 10 or 12.
- Vocational schools to register as FODE centers offer secondary education for grades 8 & 10 students enrolled.
- Vocational schools to offer short term skill courses to unemployed youths after hours.
- Host open days to exhibit student trade skill products show student talent and earning internal revenue.

Grades	Number of institutions	Enrolment	Number of teachers
Prep to E2	42	31330	527
Gr 1 to Gr 8	39	57770	1127
Gr 7 to Gr 12	11 including Kaugere Junior High School	17466	574
	5	2854	131
	17	No data	No data
	9	No data	No data

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).

Elementary Education Coordination –Renamed Basic Education Coordination 10418 (235-2101-3105)			
Budget activity	Revised appropriation (K'000s)	Warrants authorised (K'000s)	Expenditure (K'000s)
Staffing costs	772	772	772
Total costs (including staffing)	932	873	261
Targets		Achievements and non-achievements	
1. Teachers Eligibility Certificates		Achievements • 1,500 Teachers' Eligibility Certificates printed and distributed to Inspectors to dispatch to respective teachers in the provinces.	
2. School Registration: a. School Registration Compliance Committee Meetings held b. Processed of EDA 212 applications for registration c. Updated of the Schools Register and printing of the Books		Achievements • 15 provinces visited • Three (3) SRCC meetings held • Preschool - 1 registered • Junior High Schools – 27 new establishments approved • Secondary Schools – 15 Junior High Schools elevated to Secondary • Provincial School of Excellence – 2 approved • A total of 14300 schools registered in the National Education System.	
3. Maintained Teachers' Professional Files		Achievements • 1, 000 files scanned in DMS	
4. Quarterly Returns		Non-achievement • Receipt of Quarterly Returns from schools is very poor responses from provinces.	
5. Print and distribute Administrative materials (Roll Books, Combined Cash Book, Transfer Books).		Non-achievement • Lack of funding support to print administrative materials.	

DIVISIONAL REPORTS

Commentary and way forward																		
Lessons																		
• Momase and Highlands Region will undergo e-school registration training in February 2023. • Plan for launch of e-School Registration Application in Hela. • 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. • Decentralized printing of school administrative materials to schools. • Purchased necessary stationery item on time to support branch's work to efficiently deliver its services to the provinces.																		
Budget activity Basic Education Coordination – Renamed Provincial Support Services 10419(235-2101-3106)																		
		Revised appropriation (K'O 00s)	Warrant authorized (K'000s)	Expenditure (K'000s)														
Staffing costs		430.7	430.7	430.7														
Total costs (including staffing)		635.2	625.2	635.2														
Targets		Achievements and non-achievements																
1. National Teacher Appointments		Achievements																
a) Updated Master Position Register (MPR)		• One (1) workshop held with updated of data anomalies in the MPR. • Compilation of the Education Vacancy gazette Vol 42.01, Waigani, Friday 26th July, 2019																
b) Education Advertised Vacancy Gazette Procured & Advertised all positions in Education Vacancy Gazette.		<table><tr><td>Schools gazetted</td><td>Positions advertised</td><td>Positions appointed</td><td>Success rate</td><td>Positions not approved</td><td>Non success rate</td></tr><tr><td>4206</td><td>23071</td><td>7650</td><td>33%</td><td>15421</td><td>67%</td></tr></table>					Schools gazetted	Positions advertised	Positions appointed	Success rate	Positions not approved	Non success rate	4206	23071	7650	33%	15421	67%
Schools gazetted	Positions advertised	Positions appointed	Success rate	Positions not approved	Non success rate													
4206	23071	7650	33%	15421	67%													
c) Teacher Appointments Conduct teacher appointments in provinces with PEB subcommittees		a) GESD/TSC officers conducted teacher appointments with PEB teacher appointment committees in the 23 provinces. b) Confirmed 7650 teachers for tenure appointments in 2020. c) Printed and distributed Tenure Confirmation Gazette 2020 to 23 Provinces and National Institutions.																
d) Tenure Confirmation Gazette Compiled																		
Provincial Matters & Cross cutting issues		Achievements																
a. Monitor PEB's operations in the provinces.		• 18 provinces PEBs' active and operational. 5 provinces PEBs' non active term expired • Transfer of NCDESD to NCDC, Joint Working Committee maintains its dialogue and work is in progress and ongoing. One (1) meeting held. • Two (2) JIG meetings held.																
b. Coordinate Transfer of NCDESD to NCDC its Powers and Functions																		
c. Monitor PEB operations		Non-achievement • 5 provinces PEBs term expired to be re-instituted in 2020 for effectively delivery of education services. d) Three (3) provinces PEBs' non active and not operational																
Commentary and way forward																		
Lessons																		
e) Five (5) provinces PEBs membership expired and will be visited to enact the membership. f) Sufficient funds for National Teacher Appointments activities relating to updating of MPR, production of Education Vacancy Gazettes and Central Sorting subsequently to appointing teachers are given priority. As these are NEB functions and direct funding is made available on annual basis. g) Regular monitoring of PEBs' operations encourages all Boards to effectively implement the national/provincial education plans and policies.																		

DIVISIONAL REPORTS

FODE & National High Schools Co-ordination 10422 (235-2101-5101)			
Budget Activity	Revised appropriation (K'000s)	Warrants authorised (K'000s)	Expenditure (K'000s)
Staffing costs	1,157 000	1,157 000	1,157 000
Total costs (including staffing)	2,795 000	2,795 000	2,795 000
Targets	Achievements and non-achievements		
Grade 11 selection	Achievements: - Electronic Copy of SLF emailed to respective schools through the GOs and PEAs. - Most SLFs received and uploaded online. - Provinces conducted their own online selection with the Provincial Guidance officers. - NSoE Principals met in POM and conducted their selection. NSoE Principals did the selection first.		
Attend to 28 Governing Council meetings	Achievement Attended all Governing Council meeting s for FODE and Port Moresby National and Sogeri NHS. Couldn't attend Passam NHS, Wawin NHS, and Aiyura NHS & Kerevat NSoE due to funding constraint.		
2020 Tenure Appointment for 2023	Non – Achievement No tenure appointments made to all NSoE teaching positions because all positions in the 6NSoE were upgraded recently in 2021.		
Consequential Appointment - 2023	- Had 2023 Consequential Appointment for FODE & 6 NSoEs. - Endorsed & Approved by NEB. Copy of Staffing list sent to the schools for staff information.		
Progressive reports on NSOE operation	Achievement Provided NSoE operational report to the NEB for member information.		
Process Personnel Emoluments for teachers at NSoE & FODE.	Achievements: - All teachers paid on correct salary level. - Recreational leaves & other allowances paid on time.		
Provide professional support to teachers in NHS/FODE	Achievement - Teacher Inspection done by SSO NSoE. - Teacher Registration and certificates organized eligibility certificates and Inspection reports distributed. - Facilitated STEM & ICT teachers from 6 NSoEs for short course with AAPNG. Currently Ongoing. - ICT teachings training on AI with IBSU.		
2023 Budget & PFD	Achievement - Compiled and submitted in 2022. Requested for K61m but given K10m - Submitted 2023 Budget. - Mid - term review presentation done in July 2022.		
NSoE Projects	Achievement - Funds paid direct to school project account. Schools to select reputable contractors. - Monitoring, evaluation and assessment to be done in 2023.		
Inspections & School Visits	Achievement - Two inspection per school done by SSO (2 visits per school) - Six school visits done by GESD staff to the six NSoE (1 visit per school) due to funding constraint. Non – Achievement - Second visit not conducted due to lack of funding support.		
Student travel	Achievement - Facilitate student travel tickets at the end and beginning of the year. - All students travelled back home safely in 2022.		

DIVISIONAL REPORTS

National School of Excellence (NSoE) - 23122																								
Budget activity	Revised appropriation (K'0 00s)	Warrant authorized (K'000s)	Expenditure (K'000s)																					
Specific Activities	10, 000 000.00	5 000 000.00	5,000,000.00																					
Construction, Renovation & Improvement.	9,200 000.00	4 200 000.00	4 200 000.00																					
Training	300,000.00	300,000.00	300,000.00																					
Administrative Consultancy Fee	500,000.00	500,000.00	500,000.00																					
Total	10,000 000.00	5,000 000.00	5, 000 000.00																					
NSoE infrastructure Projects	Construction, Renovation & Improvement funds were given to the schools for the following projects per the break up.																							
	<table><tr><th>School</th><th>Amount</th><th>Project</th></tr><tr><td>Sogeri</td><td>300,000</td><td>Complete construction of girls ablution & Procure brown goods to store STEM kits</td></tr><tr><td>Aiyura</td><td>850,000</td><td>Rehabilitation of infrastructure destroyed by 7.6 magnitude earth quake.</td></tr><tr><td>Passam</td><td>800,000</td><td>Construction of STEM lab (Engineering & ICT)</td></tr><tr><td>Kerevat</td><td>500,000</td><td>Full renovation of two boy's dorm and 3 staff houses and Procure brown goods to store STEM kits.</td></tr><tr><td>POM</td><td>300,000</td><td>Procurement of brown goods to store recently bought STEM kits.</td></tr><tr><td>Wawin</td><td>1 500,000</td><td>Rehabilitation of infrastructure destroyed by 7.6 magnitude earth quake.</td></tr></table>			School	Amount	Project	Sogeri	300,000	Complete construction of girls ablution & Procure brown goods to store STEM kits	Aiyura	850,000	Rehabilitation of infrastructure destroyed by 7.6 magnitude earth quake.	Passam	800,000	Construction of STEM lab (Engineering & ICT)	Kerevat	500,000	Full renovation of two boy's dorm and 3 staff houses and Procure brown goods to store STEM kits.	POM	300,000	Procurement of brown goods to store recently bought STEM kits.	Wawin	1 500,000	Rehabilitation of infrastructure destroyed by 7.6 magnitude earth quake.
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	Wawin	1 500,000	Rehabilitation of infrastructure destroyed by 7.6 magnitude earth quake.																					
NOTE: Funds have been given to the school project account. School GC have engaged contractors. Works have begun over the Christmas holiday. Monitoring to begin in quarter 1& 2.																								
STEM Kits (K3,999,800.00)																								
			Achievement - Funds were expended to procure technology and engineering kits for the six NSoE. - Technology equipment – K2, 011, 800.00. - The above amount was used to buy Technology equipment for the six NSoE. - Equipment will be used by the STEM students in 2023 and onwards.																					
			Engineering kits – K1,988 000.00 v. Kits bought and are already in the six NSoE and ready to be used by STEM students in 2023.																					
			Note: Procurements done and all STEM kits/ tools are in the school for student use in 2023.																					
NSoE STEM Examination	Non Achievement: No financial support from DOE. Had school based workshop.																							
Training	Achievement - Ongoing short course training with Australian Award. AI Training with IBSU and CDD. - STEM teachers (NTQ) PGDE training with UoG.																							
Commentary and way forward																								
Lessons: - Needs school visits in 2023 by GESD Officers - School inspection to be done by FODE & NSoE inspectors. - Conduct continuous seminar and workshop on STEM Education for teachers. - Project site inspection of Projects (monitoring, assessment and scoping)																								
Other comments - Follow work plan and execute work effectively in 2023. - Most work to be done before the mid-term review in July.																								

Budget activity		Flexible Open and Distance Education		10425 (235-2101-5104)	
		Revised appropriation (K'000s)	Warrants authorized (K'000s)	Expenditure (K'000s)	
Staffing costs		1,970,734	1,970,700	2,797,770	
Total costs (including staffing)		2,845,662	2,836,454	3,663,524	
Targets		Achievements and non-achievements			
16 Provincial Centers visited, 10 outside of Port Moresby.		Achievement Target achieved (10 x Provincial Centers visited – Lae, Mt Hagen, Hela, Jiwaka, Rabaul, Wewak, Simbu, Goroka, Buka) East –West Sepik, Madang, Morobe			
4 x Governing Council Meetings attended.		Achievement Target achieved (4 x GC Meetings attended in each quarter plus 2 x special GC Meetings).			
All grants distributed to Centers.		Achievement K415,000.00 grants warranted dispersed to College			
Printing of student study materials.		Achievement Spent over K1.5 million for printing alone. Distributed to all FODE Centres			
Grade 11 Selected for 2021		Achievement 211 selected to do grade 11 in system schools in 2019			
Infrastructure		Achievement Renovated PC –Daru, Lae , Vanimo, Madang,			
Staff Capacity Building & Awareness		Achievement Held three conferences , Financial management, New Curriculum Implementation, General FODE operations and management			
Commentary and way forward					
Lessons: FODE has operations in all 23 Provinces managed from Head Office therefore continuous visits and sufficient funding is required. Also, sufficient funding needs to be appropriated annually for the 22 Provincial Centres' Operations and maintenance. FODE is now rolled out into secondary schools. Piloted in SHP.					
Institutional data, 2022 year					
Institution	Grades	Number of institutions	Enrolment	Number of teachers	
Upper secondary	11 and 12				
FODE	7–12	23	54,000 students (by subjects)	103	
Budget activity		FODE Project 235 – 2101 – 5104			
		Revised appropriation (K'000s)	Warrants authorised (K'000s)	Expenditure (K'000s)	
Staffing costs					
Total costs (including staffing)		3000.0			
Targets		Achievements and non-achievements			
Civil Works in Provincial Centres (PC)		Achievement Renovations –PC Daru, NCD, Central, Lae, Madang, Head Office, Vanimo, Madang			
Goods & Services		Achievements - Milne Bay received funds for furniture, Learning materials - Buka received support for Library and books			
Curriculum Development (Workshops & Training)		Achievements Awareness and training on implementation of new curriculum			
Commentary and way forward					
Lessons: 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.					

DIVISIONAL REPORTS

Budget activity	National High Schools Co-ordination 10423		(235-2101-5102)
	Revised appropriation (K'000s)	Warrants authorized (K'000s)	Expenditure (K'000s)
Staffing costs	9,483 000	9,483 000	9,483 000
Total costs (including staffing)	12, 930 000	12, 930 000	12, 930 000
Targets	Achievements and non-achievements		
Grade 11 Selection	Achievements: • All NSoE Principals were flown in to Port Moresby and they did the selection two days early. • Successful selection of students. • Conducted online selection • GESD & Team ICT guided the selections		
Conduct GC meetings	Achievement • Conducted 30 governing council meetings. vi. 6x financial committee meeting vii. 24 GC meetings. 1 per quarter.		
Staff Appointment -	Achievement • Conduct 2 GC meeting each for staff appointment for 2023 viii. Tenure Appointment ix. Consequential appointment		
Grade 11 & 12	Achievement • Pick up students at airports at the beginning of the year • Arrange all grades 11 & 12 students have travelled back home on time.		
Teachers Recreational Leaves	Achievement • All Rec Leaves for NSoE teachers have been paid.		
Process Personnel Emoluments for teachers at NSoE	Achievement • All teachers paid on correct salary level. Boarding duty and other allowances paid.		
Provide professional support to teachers in NSOE	Achievement • Teacher Registration and certificates organized eligibility certificates and Inspection reports distributed.		
Operational grants	Achievement • All schools received the following supports from NDOE; x. More than K150, 000.00 each for operational grant to support operation.		
Organize and Support NIST week activities at schools.	Non - Achievement • Insufficient funding by NDoE to organize in – service.		
GTFS	Non - Achievement • All our NHSs were underpaid in their TFF. Schools struggled to survive.		
Commentary and way forward			
Lessons: • All NSoEs student travel must be fully funded as it's an NEB Function. Currently it's really underfunded. One way travel cost for the 5 boarding NHSs would be K1.5 – K2million due to the rising airfares and transport costs. • All NSoEs to be given Operational Grants as was before. Currently NSoEs aren't given and operating only on TFF which is insufficient. K500 000 per school is sufficient enough. • Six NSOEs to have a separate school fee structure different from the secondary schools.			

DIVISIONAL REPORTS

Budget activity		Secondary Education Coordination 11663		(235-2101-5106)	
		Revised appropriation (K'000s)	Warrants authorized (K'000s)		Expenditure (K'000s)
Staffing costs		139.3	139.3		
Total costs (including staffing)		327,298.00	327,298.00		400,594.00
Targets		Achievements and non-achievements			
Provide technical advice to PEA's & Provincial Education Authorities		Achievement - All 23 Provinces visited including Kiunga Lake Murray District. Update No. of registered high/secondary schools in the provinces. Discrepancies with schools monthly and quarterly reports were discussed as vital documents to update database. Non – Achievement - Manual process of collecting quarterly returns made some progress. Provinces responses are very slow/poor in submitting returns on monthly/quarterly basis.			
Printing of admin materials – Roll-books, Record Cards, Stock books.		Non-achievement Due to funding constraints we were unable to print these materials. However electronic copies of the Roll Book and Record Cards were devised with the help from ICT and disbursed to PEA's.			
Provincial Visits to Up-date MPR and Data Base for Teachers' and students in High/ Secondary schools.		Partly Achieved This initiative was taken this year and we were able to capture 40% on data records. We plan this program for the next 4years to fully achieve the division's desire.			
Commentary and way forward					
Lessons - Revisit Quarterly Return program developed by ICT in 2019 to get it up and running. - Resume discussions with ICT to engage a developer to design an electronic document management system to keep teachers and students records. Funding is needed to assist ICT to engage a software company. - 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. - Purchased necessary stationery item on time to support branch's work to efficiently deliver its services to the provinces.					

DIVISIONAL REPORTS

Budget activity	Secondary School's Equipment 11796	(235-2101-5107)	
	Revised appropriation (K'000s)	Warrants authorized (K'000s)	Expenditure (K'000s)
Staffing costs	-	-	9,861,445.00
Total costs <i>(including staffing)</i>	9,324,000.00	9,324,000.00	-537,245.00
Targets	Achievements and non-achievements		
Delivery of 2020/2021 Science Kits for 152 selected Primary, High and Secondary School in the country.	Achievements • 2018/19 Science Kits delivery included primary schools as per NEC Decision of 72/2017. • Total of 222 Primary Schools, 40 High Schools and 14 Secondary Schools received science kits in the country in May -June, 2019 valued at the cost of K29.9m from contractor - MH Supplies LTD. • Southern Region: 72 Primary, 4 High Schools and 2 Secondary. • Highlands Region: 65 Primary 12 High Schools, and 5 Secondary. • Momase Region: 40 Primary, 15 High Schools, and 4 Secondary. • NGI Region: 45 Primary, 9 High Schools, and 3 Secondary. • 2019/2020 Science Kits for 222 primary, 40 High and 14 Secondary Science kits will be delivered in Feb-March, 2020. (1 year extension) xi. APC approved 19 Sept, 2019. xii. 4x CSTB Contracts by 4 Regions approved and contract awarded to MH Supplies Ltd in September, 2019 valued at K29.9m.		
Monitoring and Evaluation of the SSSEP 2018/19.	Achievements • All 23 Provinces plus Kiunga Lake Murray District were visited. 2018/19 Science Kits were delivered successfully to the total of 276 selected Primary, High and Secondary Schools. • Provincial and Regional reports complied by 4 regional coordinators. • 2018/19 Annual Secondary Schools Equipment Implementation Report was completed in June 30th, 2019 approved by Secretary for Education. Copies distributed to all stake holders.		
Commentary and way forward			
Lessons • All Secondary schools to have three specialized laboratories with store rooms to cater for Physics, Biology and Chemistry. • Existing Laboratories be up-graded to cater for Grade 9-10 science. • New High Schools built recently to have proper laboratories to cater for Grade 7- 10 Science. • That current list of Science Equipment supplied is reviewed to allow for increase in quantity of Equipment/Chemicals used regularly. • Appointment of Science teachers in some schools in provinces is an issue. • That there is future Teacher(s) Training in specialized Science Disciplines needed. • Delivery of Science equipment to schools is executed in the same year to allow staff and students to access and use equipment in the coming academic year.			

PNG National Commission for UNESCO

UNESCO's Role

To contribute to the development of the human resources of National Commission, the Department and Stakeholders, UNESCO:

- Provides their officials with training opportunities at the national, regional and interregional level;
- Supplies the necessary advice and reference documents to enable them to perform their work.

The functions of National Commission (Wing)

National Commissions ensure that UNESCO's mandate is promoted and implemented in the Member States. The sphere of action of National Commissions is very wide and involves three sets of relationships:

- Partners at national level;
- The UNESCO Secretariat at Headquarters and in the field;
- The Worldwide network of National Commissions.

They often promote the activities of UNESCO in their country. They have the task of promoting the involvement of interested bodies, authorities, groups and individuals, at the governmental or non-governmental level in UNESCO's activities, so as to enable States:

- To achieve their goals in UNESCO fields of competence; and
- To play an increasing role in the work of the Organisation.

Despite their institutional diversity, they have similar objectives:

- To represent and make UNESCO visible in each Member States; and to make aware the public of its goals and ideals;
- To harness intellectual capacities and resources to UNESCO's activities; and
- To demonstrate the benefits of belonging to the Organisation.

Budget activity	National Commission for UNESCO 10409		
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Total costs:	K5.351		
Staffing costs	K5.351		
Total costs (including staffing)	Achievements and non-achievements		
Implementation of National Commission for UNESCO Budget Activity 10409	Budget Appropriation 2021, K5.351 million parked under 235, Department of Education / National Commission for UNESCO Budget Activity 10409. Achievement - Appointment of Dr. Kombra as Chair of PHES (2022)		
Pacific Heads of Education Consultation	Achievement • 2022 Program hosted in PNG.		
Geo-hazard and seismic project	Non – Achievement • Program derailed due to lack of visibility in the management of the program.		
Learning Cities Project/ Cities for human habitation.	Non – Achievement • Global Network of Learning Cities (GNLC) POM, Lae, Kokopo and Hagen. Nomination of a city project but project not progressed.		

DIVISIONAL REPORTS

UNESCO Intervention on STEM, PNG	STEM consultative meeting with PNGS & TC, DHERST, CDD, TED, GES, PPD, TVET to identify focal points. Ongoing/must be fully supported. Non – achievement - Program stalled because of the current STEM program in the National School of Excellence. - Pure lack of understanding on the intervention by UNESCO.
Associated Schools Programme network	Achievement - Heads of NCD and Central Schools trained on ASPNET. 2x Workshop conducted. Non – Achievement - Report of the 2 workshops not provided. 4x Regional consultation yet to be conducted.
National World Heritage Tentative Sites(PNG) Nomination	Achievement - Ongoing discussion for 7x PNG world Heritage sites. Non – Achievement - CEPA to prioritize and nominate 1 site.
2 x International Conference celebrating Cultural/ Linguistic Diversity in the Pacific, Laguna Hotel, Port Moresby	Achievement - Round Table on UNESCO culture conventions celebrating May 21 as World Cultural Diversity Day. Participants included PNG national stakeholders and delegates from the Pacific region (Samoa, Fiji). - A roadmap PNG to ratify the 2005 International Convention on Cultural Diversity with UNESCO. Nomination documents/instruments for signature with the Minister for Foreign Affairs and Trade. Expected to get the Ratification - Instrument deposited with UNESCO in 2022. Non – Achievement - The convention is yet to be ratified by PNG.
ICT in Education Policy Development Project	Achievement - ICT Policy completed in collaboration with NDoE. Non – Achievement - Policy yet to be validated, approved and launched.
Commentary and way forward	
Lessons: - Lack of visibility and understanding in the UNESCO work. - Effective leadership and management of the PNG UNESCO office.	
Other comments	
1. UNESCO core programs of Sciences, Culture and communication have been unjustly affected due to its confinement within DoE. The office must be given its full autonomy.	

Internal Audit and Fraud Control

Branch 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	857.2	777.0	779.0
Total costs <i>(including staffing)</i>	1,653.2	1,546.0	1,455.0
Targets	Achievements and non-achievements		
2022 Annual Internal Audit Plan	Achievement • Completed and approved by Secretary for Education.		
DOE Audit Committee Meetings.	Non – Achievement • No meetings convened.		
Forensic Audit Examination	Achievement • Audit assessment, ratings and forensic audit examination of TFF Fund expenditures completed and reports in progress for finalization for 24 secondary schools in 12 provinces.		
Risk Audit Assessment & Ratings.	Achievement • Four (4) NSOE Risk Assessment and Ratings completed and Reports provided to Secretary for approval and decision,		
Investigate and Report	Achievement • One (1) investigation on Misuse of TFF Fund for one NSOE conducted and Report provided to Secretary for approval and decision. • Four (4) un-authorized project variation investigations completed and reports provided to Secretary for approval and decision. • One (1) Alleged Forgery of School Certificate to gain entry into employment with NDOE by a HR officer completed and report provided to Secretary for approval and decision.		
Capacity Development & Training	Achievement • Two officers attended and completed 1st and 2nd semesters of Bachelor of Management Program at DWU. 3rd/4th Semesters to be completed in 2023.		
Commentary and way forward			
Lessons Learnt:			
Annual examination of financials and non-financial records and documents to be continued.			

DIVISIONAL REPORTS

Executive

Branch Objective

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.
- Efficiently coordinate Minister and Secretary's duty travels

Budget activity	Executive Wing 11792 (235-2101-1114)		
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs	3, 267, 000.00	3, 267, 000.00	3, 267, 000.00
Total costs (including staffing)	4,564,000.00	4,564,000.00	4,564,000.00
Targets	Achievements and non-achievements		
Support national government policy and directives.	1. Circulars Issued: 38 2. Circular Instruction issued: 16 3. NEC Submission: 6 4. NEC Decisions:5 5. NEB Meetings: 4 6. Special NEB Meetings: 1 7. Ministerial Policy Statements: 1 (GTFS Policy)		
Monitor and evaluate the education system and develop policies.	• Minister and Secretary traveled to London for the Education World Forum – 22 to 25 May 2022 • Minister and Secretary travelled to Bangkok on the 3 June 2022 for the 2nd Asia Pacific Regional Education Forum • GTFS MoA signing in AROB (30 June – 2 July 2022). • Minister, Secretary, TSC Chairman, and Director General OLA attended the Senior Education Officers' Conference in New Ireland Province (26-30 September 2022) • Minister and Secretary travelled with PM's delegation to New York for the 77th Session of United Nations General Assembly (16-19 September 2022). Prior to this travel, a one-day National Stakeholder Consultation was held in August 2022 followed by intense work of a technical team on important documents including Prime Minister's Country Statement and Status Report of PNG's Education Systems. • Secretary attended the Pacific Heads of Education Systems (PHES) Steering Committee Meeting in Fiji (21-23 November 2022. Secretary is the current Head of PHES. • More than 40 domestic travels on educational activities including launching of Brahman Junior Technical School in Madang, Launching of Jiwaka Teachnical College, Kerevat NSOE, UOG graduation and MOU signing		

Provide administration support	Successfully administered all office and administration support for the TMT, SSM and Secretary's Office. The following were achieved in coordination with Policy & Planning Division: 1. TMT Meetings – 8 2. Special TMT Meetings – 4 3. SSM Meetings – 10 4. Special SSM Meetings - 3		
Commentary and way forward			
- Funding challenges to meet Minister's, Secretary's and Executive's frequent travels in a timely and efficient manner is still a area to be looked into - Accounts branch to prioritise Minister's and Secretary's activities over others. - DoE has aimed to cut costs on non-essential expenditures - Funding need to be increased to effectively execute Secretary's mandated duties and responsibilities.			
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 (including staffing)	1,582,000.00	1,582,000.00	1,582,000.00
Targets	Achievements and non-achievements		
Provide leadership and direction to the Department of Education through the Secretary for Education.	- Minister and Secretary traveled to London for the Education World Forum – 22 to 25 May 2022 - Minister and Secretary travelled with PM's delegation to New York for the 77th Session of United Nations General Assembly (16-19 September 2022). Prior to this travel, a one-day National Stakeholder Consultation was held in August 2022 followed by intense work of a technical team on important documents including Prime Minister's Country Statement and Status Report of PNG's Education Systems. - Minister and Secretary travelled to Bangkok on the 3 June 2022 for the 2nd Asia Pacific Regional Education Forum - Attended Senior Education Officers' Conference. The conference was held in Kiunga, Western Province, from 28 August to 5th September, 2021 - Minister, Secretary, Chairman TSC, Director General OLA, the PEAs, partners and DoE delegates attended the Senior Education Officers' Conference from the 26 – 30 September 2022. - Launching of Brahman Junior Technical School in Madang. - Launching of Jiwaka Teachnical College.		
Liaise with development partners and regional governments.	- Minister attended the Education World Forum in London, England – 22 to 25 May 2022 - Minister accompanied PM's delegation to New York for the 77th Session of United Nations General Assembly (16-19 September 2022). Prior to this travel, a one-day National Stakeholder Consultation was held in August 2022 followed by intense work of a technical team on important documents including Prime Minister's Country Statement and Status Report of PNG's Education Systems. - Minister attended the 2nd Asia Pacific Regional Education Forum in Bangkok on the 3rd June 2022		
Minister's Office Operations	Successfully administered all office and administrative support for the Minister's Office and its staff.		
Commentary and way forward			
Provide policy update and advise to Minister and the Minister's Office.			

DIVISIONAL REPORTS

Government Tuition Fee Subsidy Unit

Unit Objective

To provide tuition fee subsidy 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)				
Budget Activity	Revised appropriation	Warrants authorized and Released	Expenditure	
			ITEM DESCRIPTION	ACTUAL COST
Administration	632,000,000	792,982,000.00	Salaries & Allowance	1,036,000
			Travel & Subsistence	636,000
			Office Materials & Supplies	74,000
			Operational Materials & Supplies	215,000
			Transport & Fuel	210,000
			Other Operational Expense	758,000
			Routine Maintenance	82,000
			Office Equipment	150,000
			Leave fares	43,000
			Overseas – Travel Allowance	63,000
			Fees & Other Entitlements	21,000
Grants to Schools	792,982,000	792,982,000	Total expenditure operational re-current	K3,288,000
Targets	Achievements and non-achievements			
Assure the Decentralization of TFF to Provinces.	Achievements 9 MOA signed with ESP, ENBP,AROB, EHP, Enga, MBP, Morobe, NIP and Northern. 5 Provincial Trust Accounts Established and provinces managing policy. - Northern TFF Trust Account established by in ending 2022 in December - Funds disbursed through Provincial Trust Accounts. Non achievement - Establish 3 provincial trust accounts(EHP,ESP,AROB) - Systemized reporting mechanism.			
GTFF Policy Review	Third Review of GTFS Policy due to budget increase - Revised Government Tuition Fee Subsidy Policy - NEB endorsed for Policy for 2022 implementation 2 GTFS Components- 80% school grant, 20% T&L component - Rural component of K12 mill paid to schools - Additional Allocation of K160 mill by government for reimbursement of Project Fees in December. Funds paid in January start of school year 2022			
Cost Benefit Analysis	Achievements - Study completed - Report in draft Non Achievement - Presentation of report to Inter-Departmental Steering Committee			

NEB Fee Limit	Achievement - Revised NEB FEE Limit presented and approved - MPS and Secretary Circular Instruction circulated <table><tr><th>Sector</th><th>Unit cost (K)</th></tr><tr><td>Elementary</td><td>110</td></tr><tr><td>Primary</td><td>297</td></tr><tr><td>Lower Secondary -Day</td><td>990</td></tr><tr><td>Lower Secondary -Boarding</td><td>1650</td></tr><tr><td>Upper Secondary -Day</td><td>1089</td></tr><tr><td>Upper Secondary -Boarding</td><td>1749</td></tr><tr><td>Vocational Centres – Day</td><td>990</td></tr><tr><td>Vocational Centres – Boarding</td><td>1430</td></tr><tr><td>FODE (One off)</td><td>110</td></tr><tr><td>Approved Permitted (one – off)</td><td>100</td></tr><tr><td>Inclusive Education (One-off)</td><td>200</td></tr></table>	Sector	Unit cost (K)	Elementary	110	Primary	297	Lower Secondary -Day	990	Lower Secondary -Boarding	1650	Upper Secondary -Day	1089	Upper Secondary -Boarding	1749	Vocational Centres – Day	990	Vocational Centres – Boarding	1430	FODE (One off)	110	Approved Permitted (one – off)	100	Inclusive Education (One-off)	200																																							
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Interdepartmental Steering Committee Meeting	Achievement - Q1 Meeting held Non Achievement 3 Meetings not held																																																															
Teaching and Learning Resource Material	Achievement - Awarding of contract for Procurement and supply of T&L materials - T&L materials supplied in September - Awarding of contract for packaging and distribution of T&L material to 32 local SMEs - Material packaging and distribution started in October Non-achievement Due to closure of schools, some materials have been stored and will be distributed upon resumption of school																																																															
2022 GTFS Disbursement Report	Achievement - Payment report disseminated to Parliament, central agencies, PDoE, Inspectors, church education agencies and all concerned stakeholders after every payment. - Payment reports disseminated in meetings NEB, IDSC, and SSM/TMT. <table><tr><th>Total Appropriation 2022</th><th>APPROPRIATION</th><th>BALANCE</th></tr><tr><td>ORIGINAL APPRO:</td><td>632,000,000.00</td><td>632,000,000.00</td></tr><tr><td>REVISED APPRO</td><td>792,000,000.00</td><td>792,000,000.00</td></tr><tr><td>WARRANTS ISSUED BY DoT</td><td>792,000,000.00</td><td>-</td></tr><tr><td>FUNDS RELEASED BY DoF</td><td>792,982,000.00</td><td>(982,000.00)</td></tr><tr><td colspan="2">UNWARRANTED FUNDS</td><td>-</td></tr><tr><td>TOTAL PAID TO SCHOOLS</td><td></td><td>684,997,228.47</td></tr><tr><td>TOTAL FOR T&L</td><td></td><td>126,400,000.00</td></tr><tr><td>TOTAL FUNDS EXPENDED SO FAR</td><td></td><td>811,397,228.47</td></tr></table> NB: The total payment GTFS payment amount exceeds the total warranted funds for 2022 due to the K12 million that was paid to rural remote schools used from residue funds held at BPNG 2022 TFS Payment by Sectors <table><tr><th>SECTOR</th><th>Sch.</th><th>Enrol</th><th>Amount</th></tr><tr><td>ELEMENTARY</td><td>5,845</td><td>781,953</td><td>72,583,433.62</td></tr><tr><td>COMMUNITY/PRIMARY</td><td>3,762</td><td>1,178,105</td><td>295,442,337.45</td></tr><tr><td>HIGH/SECONDARY</td><td>376</td><td>244,159</td><td>261,102,276.75</td></tr><tr><td>NATIONAL HIGH</td><td>6</td><td>4,493</td><td>4,971,992.02</td></tr><tr><td>VOCATIONAL</td><td>137</td><td>40,025</td><td>35,539,668.63</td></tr><tr><td>IERC</td><td>23</td><td>15,478</td><td>3,095,600.00</td></tr><tr><td>FODE</td><td>22</td><td>89,560</td><td>9,851,600.00</td></tr><tr><td>TOTAL</td><td>10,171</td><td>2,353,773</td><td>682,586,908.47</td></tr></table>	Total Appropriation 2022	APPROPRIATION	BALANCE	ORIGINAL APPRO:	632,000,000.00	632,000,000.00	REVISED APPRO	792,000,000.00	792,000,000.00	WARRANTS ISSUED BY DoT	792,000,000.00	-	FUNDS RELEASED BY DoF	792,982,000.00	(982,000.00)	UNWARRANTED FUNDS		-	TOTAL PAID TO SCHOOLS		684,997,228.47	TOTAL FOR T&L		126,400,000.00	TOTAL FUNDS EXPENDED SO FAR		811,397,228.47	SECTOR	Sch.	Enrol	Amount	ELEMENTARY	5,845	781,953	72,583,433.62	COMMUNITY/PRIMARY	3,762	1,178,105	295,442,337.45	HIGH/SECONDARY	376	244,159	261,102,276.75	NATIONAL HIGH	6	4,493	4,971,992.02	VOCATIONAL	137	40,025	35,539,668.63	IERC	23	15,478	3,095,600.00	FODE	22	89,560	9,851,600.00	TOTAL	10,171	2,353,773	682,586,908.47
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SECTOR	Sch.	Enrol	Amount																																																													
ELEMENTARY	5,845	781,953	72,583,433.62																																																													
COMMUNITY/PRIMARY	3,762	1,178,105	295,442,337.45																																																													
HIGH/SECONDARY	376	244,159	261,102,276.75																																																													
NATIONAL HIGH	6	4,493	4,971,992.02																																																													
VOCATIONAL	137	40,025	35,539,668.63																																																													
IERC	23	15,478	3,095,600.00																																																													
FODE	22	89,560	9,851,600.00																																																													
TOTAL	10,171	2,353,773	682,586,908.47																																																													

DIVISIONAL REPORTS

2022 GTFS Payments by Province

PROVINCE	ELEMENTARY	COMMUNITY/PRIMARY	HIGH/SECONDARY	NATIONAL HIGH	VOCATIONAL	IERC	FODE	TOTALS		
	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Sch.	Enrol	Amount
AUTONOMOUS REGION OF B	2,606,583.68	10,129,891.64	8,349,323.26		1,165,068.91	196,200.00	319,000.00	577	79,045	22,766,067.49
CENTRAL PROVINCE	1,821,459.10	9,865,028.73	9,132,349.25	877,849.24	1,010,621.98		590,810.00	339	74,016	23,298,118.30
EAST NEW BRITAIN PROVINCE	2,719,215.38	12,420,679.32	11,433,156.32	817,173.78	2,030,931.13	276,200.00	613,470.00	487	92,428	30,310,825.93
EAST SEPIK PROVINCE	4,279,300.48	22,451,946.28	18,247,470.45	732,891.28	1,798,332.86	96,400.00	333,630.00	626	156,792	47,939,971.35
EASTERN HIGHLANDS PROVINCE	5,507,667.58	25,421,401.18	26,595,832.44	1,056,104.40	3,462,822.36	210,000.00	1,097,140.00	636	228,000	63,350,967.96
ENGA PROVINCE	5,288,767.03	16,708,155.24	15,396,440.53		1,068,026.80	217,000.00	207,460.00	569	149,335	38,885,849.60
GULF PROVINCE	619,708.21	4,287,085.20	2,279,432.69		214,844.88		181,280.00	146	27,859	7,582,350.98
HELA	2,675,788.09	7,600,293.56	4,727,466.72		729,996.69		294,140.00	301	65,252	16,027,685.06
JIWAKA	3,014,165.03	10,669,411.20	11,369,187.96		1,850,331.31		315,810.00	331	91,525	27,218,905.50
KIUNGA LAKE MURRAY	1,086,515.56	4,537,459.97	4,517,829.53		477,029.48	98,400.00		171	30,877	10,717,234.54
MADANG PROVINCE	4,624,216.23	22,281,081.92	12,196,945.82		1,149,963.18	135,000.00	245,520.00	596	165,836	40,632,727.15
MANUS PROVINCE	605,078.24	2,640,303.08	3,955,953.88		107,721.88	22,400.00	211,090.00	207	20,224	7,542,547.08
MILNE BAY PROVINCE	3,868,613.02	11,967,672.74	8,311,771.15		2,058,774.88	32,000.00	229,020.00	688	89,193	26,467,851.79
MOROBE PROVINCE	6,354,193.92	29,368,956.61	22,420,149.77	824,502.68	1,950,299.32	92,400.00	1,021,020.00	853	216,895	62,031,522.30
NATIONAL CAPITAL DISTRICT	2,833,752.08	14,553,283.89	16,149,060.99	663,470.64	3,834,471.98	281,400.00	1,427,360.00	103	117,874	39,742,799.58
NEW IRELAND PROVINCE	1,747,377.65	6,547,599.69	7,011,560.76		1,763,417.31	285,200.00	436,700.00	399	60,418	17,791,855.41
NORTHERN PROVINCE	1,805,937.92	6,909,081.41	4,885,385.44		1,170,636.97		207,350.00	257	55,442	14,978,391.74
SANDAUN PROVINCE	2,309,369.89	12,147,813.82	7,935,369.35		1,397,797.80	94,200.00	344,740.00	469	75,586	24,229,290.86
SIMBU PROVINCE	4,154,838.71	11,722,557.42	16,476,642.59		1,556,232.03	382,000.00	357,390.00	556	112,748	34,649,660.75
SOUTHERN HIGHLANDS PROVINCE	5,495,198.42	17,931,288.47	15,773,226.50		2,661,133.96	151,800.00	471,570.00	748	153,064	42,484,217.35
WEST NEW BRITAIN PROVINCE	3,761,713.29	12,636,230.84	10,389,982.30		850,537.75	21,000.00	344,850.00	469	104,719	28,004,314.18
WESTERN HIGHLANDS PROVINCE	4,515,995.69	18,455,305.08	21,016,831.34		2,586,351.24	278,600.00	352,660.00	453	154,110	47,205,743.35
WESTERN PROVINCE	887,978.42	4,189,810.16	2,530,907.71		644,323.93	225,400.00	249,590.00	190	32,535	8,728,010.22
TOTAL	72,583,433.62	295,442,337.45	261,102,276.75	4,971,992.02	35,539,668.63	3,095,600.00	9,851,600.00	10,171	2,353,773	682,586,908.47

Achievements

- 10,171 schools received a Total of K 682,586,908.47 directly to their school accounts.

Non Achievement

- Many schools got dropped off due to school status, school code related issues, account related queries, borrowed/duplicated codes, closed accounts, no data and suspended on unknown status.
- There were schools that were burnt down due to election related violence and were not report quickly
- 166 structure schools continue to miss out due to structure not configured into EMIS

Lessons:

Schools with issues were identified and the Secretariat has communicated to the provinces. Depending on the specific issues, they will be paid after addressing them.

- Ensure provinces submit reliable and accurate data from all schools
- Liaise with relevant central agencies to ensure funds are released
- Ensure that schools are accountable and acquit public funds
- Support ICT in terms of funding to implement the TFF Policy
- Advocacy and Awareness on the GTFS Policy for all stakeholders including education officers
- Finance Management Training for all Head Teachers in schools for proper accountability on TFF Funds committed to schools.

National Literacy and Awareness Secretariat

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 coordination 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.
- Preservation of over 800 Papua New Guinea Indigenous languages.

Budget activity	National Literacy & Awareness Services 11502 (235-2802-1102)		
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs (6)	292	292	216.75
Total costs (including staffing)	1,622	1,577.7	1481.6
Targets	Achievements and non-achievements		
Adult Literacy Teachers and trainer of trainers training	Achievement • NLAS and Partner organizations organized 5 adult Literacy teachers training in 3 provinces and graduated 183 Adult Literacy Teachers and Trainers Non-achievement • Three other planned training was not conducted due to communication and transfer of lead persons in the organizations.		
Monitor and Assess Literacy Program Providers.	Achievement • NLAS staff made visits to Literacy Programs in Morobe, Eastern Highlands, Milne Bay, New Ireland and East New Britain Provinces. Non-achievement • Visits to SHP, WNB, Oro, Gulf and ESP were postponed due to election related violence.		
The Annual National Literacy Week (NLW) held in conjunction with the International Literacy Day (8th September) at the cost of over K200 000 in the Milne Bay Province.	Achievement • Confirmed approval process for launching. Technical Team visited and established working committee to prepare for the launching of the NLW 5-9 September, 2022 in the Province. • K30,000 seed capital released to Milne Bay NLW Committee • 40, 000 NLW Posters printed, 33 000 were inserted in the Post Courier, 7,000 distributed to Schools and Literacy Programs in Milne Bay, Central and NCD • Successfully celebrated in the Alotau District of Milne Bay Province. • Participated by literacy stakeholders in other Provinces • Literacy Torch retained to be handed over to Esa'ala District in Milne Bay Province to host NLW 2023. • Maiwara Ward to conduct adult Literacy education. The two weeks awareness on the issues of literacy/illiteracy has motivated the Ward Member for Maiwara Kaimuyoni Ila to start the adult Literacy and rehabilitation program • Correctional Services to conduct training at Giligili Correctional Services. Correctional Services will partner with NLAS and the Provincial authorities to conduct training that will train adult literacy teachers in the province. • Telkom Foundation Incorporated (TFI) Support. TFI as a partner pledge to purchase Library books for Ladava and Maiwara Primary Schools in Alotau District. The value /cost of the Library books for the two schools will be disclosed when they purchase and deliver the books to the schools. TFI will also launch Media Pads in Magarida Junior High School.		

DIVISIONAL REPORTS

	- Two cartons of library books containing 40 Library books donated to Ladava Primary School Non-achievement 2022 NLW Report in progress.
Oma	Achievements - Draft revised Policy has been transferred to Standard Policy Structure - Received comments from Department of National Planning - Policy with DoE Policy Division for vetting to present to TMT for further processing.
Alternate Education (AE) Facilitators Handbook finalized through workshop, printed and distributed.	Achievement - Included National Curriculum Framework for National Alternate Education Program as part B of the National Literacy Policy. Partly achieved Non-achievement - This Priority activity was planned for 3rd Quarter but was never achieved for almost two years due to insufficient funds for NLAS Operations.
Re-Establish the National Literacy Awareness Council (NLAC)	Achievement - Some Candidates for Membership identified. - Terms of reference drafted Non-achievement - Full number of Candidates not identified for commissioned by the Minister for Education.
Provide Literacy Grants to AE Projects, Monitor project.	Achievement - Provided Literacy Grants to 6 organizations' to the value of K372 000 Non-achievement - Over 20 Literacy Education Programs missed out in the distribution due to delayed issue of warrants of allocated funds
Alternate Education Curriculum and Out of school children Initiative.	Achievement - Curriculum Framework for Adult Learning Education included as part of the National Literacy Policy. - Assisted over 100 Out of school students to be re-enrolled in system school Non-achievement - NLAS not informed of its role in OOSCI - Haven't received OOSCI Report
NLAS Staff Capacity Development	Achievement - Staff Development Plan submitted to HROD. - One staff accepted for studies at DWU
Networking with Partners -Telikom Foundation	Achievement Telikom Foundation assisted with NLW 2022 and pledged projects in 3 schools in Milne Bay Province.
Networking with Partners -CS Rehabilitation Program	Achievement - CS rehabilitation program continuing - Inmates literacy students graduating with certificates
Commentary and way forward	
- Government support for the eradication of illiteracy in Papua New Guinea must not be seen in the support of the formal education alone. Adequate budgetary and resources support to the Adult Learning Education Programs coordinated by the National Literacy and Awareness Secretariat need to be increased. This will enable the out of school children, youth and adults to be provided with other learning pathways to work toward improving the lives of the people and reduce illiteracy in the country for national development and progress. - Activities implemented and achieved were National Literacy Week, National Literacy Policy Review and OOSCI due to adequate availability of funds. The other priority activities were either partly achieved or not achieved due to inadequate funding. Maintain continuous dialogue with various Development Partners and request for funding support to implement priority activities. We supported six Adult Learning Education Programs with K372, 000 from K400, 000 allocation for 2022.	
Lessons - Institutional Strengthening for effective Communication between Literacy Education providers, Provinces and the National Literacy Secretariat be a priority. - NLAS direct link to Adult Learning Education Programs was through grants to Non-Profit organizations that provide Education Programs to communities throughout PNG. - Delayed issue of Warrants affected many planned activities. These activities are planned for next year 2023.	

Legal Services Unit

Objective

The main objective of the Legal Services Branch is to coordinate and provide legal advice and guidance to the Department of Education, Provincial Education Divisions and other partners.

Budget activity			
	Revised appropriation (K'000s)	Warrant authorized (K'000s)	Expenditure (K'000s)
Total costs <i>(including staffing)</i>			
Of which staffing costs			
Targets	Achievements and non-achievements		
Litigation	Achievements - Contractor cases (i) NCDES (ii) OLA (iii) RESI, total number of Writs served on DoE/Sol Gen 178 including (100 plus) cases registered in Court. All Matter running and continuing. Non- achievements - General Matters running in Court (10) yet to be updated. - Section 5 Notices (220 plus increased) not updated.		
Drafting of Legislations	Achievements - Education Act Review Bill 2023 (completed to be presented to NEC) 1/22 Provincial Education completed (Central Province) Non- achievement 21 provinces pending		
Legal brief(s) and Advising	- Provided both legal advice to the Secretary and to the Minister through the Secretary's office on all matters referred to the legal unit. - Preparing Charges and providing advice to Committees. Ongoing (Routine). - Investigations are done as per the request of the Secretary.		
Commentary and way forward			
Lessons: - The Unit coped well in the main areas of its responsibility and functions as per their job descriptions. - Court matters were attended too, and cooperated well with our colleagues especially Solicitor General lawyers. Assisted with investigations and police to apprehend fraud suspects. The Office of the Secretary has fully supported this operation to protect the integrity of the Department. - The Unit was able to seek NEC's approval of K22 million to settle the outstanding Contractors. - Teamwork is strongly emphasized. - Successfully obtained some Eviction Orders to remove retired officers occupying teaching/ DOE officer's houses. - The team requires support in terms of stationery, logistics, filing system and funding. - A vehicle was provided - The Unit does not have a Vote to draw funds; to obtain Practicing Certificate from PNG Law Society and other costs such as Stationery. - It would be fair to have an allocation of K100, 000.00 to K 150, 000.00 to be used by the Unit to maintain demands and office.			

APPENDICES

APPENDIX

Data sources and notes

Sources

General

- Divisional reports in *Department of Education Annual Report (2021)*, NDoE
- *National Education Plan 2015–2019*, NDoE
- *Universal Basic Education Plan 2010 – 2019*, NDoE
- *National Education Plan 2020-2029*

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 2020–2029*, NDoE

Enrolments (Figure 3–Figure 10, Table 6)

- *Education Statistics of Papua New Guinea*, Statistics and EMIS, NDoE, for each year 1995–2020.
- 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 School census 2022

National Examinations (Table 7)

- Measurement Services Division (MSD), 2021

Teachers, Manpower and Establishment (Table 7)

- NDoE Manpower and Establishment, 2022 (Figure 6, Table 1)
- Manpower Review, quarter 4, 2020
- EMIS – Master Position Register 2020

Gender statistics (Figure 5)

- EMIS, RED
- DoE division reports,

Education Budget and Tuition Fee Free (Education and *Training Sector 2022*)

The composition of the 2022 budget appropriation for the Education and Training Sector, by agency, is shown in Table 2.

Table 2-5, Tables 13–18)

- Finance Division, Accounts and Budgets sections records
- GTFS Unit Records for 2022.

Notes for data in Figure 3 to Figure 20

1. **Enrolment data** is from *Education Statistics of Papua New Guinea* for the each of the years 1993 to 2022. Confirmed official enrolment statistics from EMIS
2. **Growth in education from 1993 to 2021 through the education reforms** (Figure 8) Growths in enrolments are from the 2020 data.
3. **Number of students counted by grade or level** (Figure 6, Figure 10, Table 5.)
 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 2021 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.
4. **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.

APPENDIX

Data tables

Table 6 Total enrolments 1992-2022 (by type of institution)

Type of Institution	Grades	1992	1995	2000	2005	2010	2015	2020	2021	2022
Elementary	EP, E1, E2	0	1,497	148,808	414,000	580,741	802,281	1,116,933	1,205,433	860,507
Prim /Comm	1 to 8	433,592	521,018	610,282	558,000	837,282	957,410	1,118,592	1,150,814	1,162,431
Prov. High/Sec.	7 to 12	54,165	70,214	76,778	78,800	106,164	167,049	219,934	231,842	239,413
NHS	11,12	1,965	2,051	2,382	2,800	3,467	2,645	3,496	3,568	2,511
Voc. Centres	after G6/7	8,750	9,807	13,714	17,200	24,631	40,004	40,193	40,697	31,164
Tech./Bus. Coll.	after G10/12	1,182	2,005	2,077	3,700	5,531	6,106	8,099	8,756	7,291
Prim. Teachers Coll.	after G10/12	1,208	1,718	1,758	3,400	2,662	5,247	6,098	6,148	5,811
Total NES		500,862	608,310	855,799	1,077,900	1,560,478	1,980,742	2,645,661	2,629,791	27,526
Permitted schools (IEA)										15,953
Permitted Prim.	1 to 8	8,955	9,741	11,100	8,700	4,103	6,099	14,204	16,369	2,352, 607
Perm Sec.	7 to 12	1,489	2,091	1,901	2,100	1,342	7,451	6,355	5,948	
SDA Teacher Ed.	after G1/12		242	81	400	0	-			
Total Permitted		10,444	12,074	13,082	11,200	5,445	13,550	20,559	40,807	
Total enrolments		511,306	620,384	868,881	1,089,200	1,565,923	1,994,292	2,533,904	2,651,130	
Upper Sec.(G11/ 12)										
NHS		1,965	2,051	2,382	2,900	3,467	2,645	3,496	3,568	2,511
Secondary Schools		0	1,621	5,942	16,200	25,121	45,560	66,023	71,578	
Permitted Sec. School		123	263	625	1,100	531	3,360	2,571	2,316	
Total grade 11 & 12		2,088	3,935	8,949	20,200	29,119	51,571	72,090	76,920	
National Education System teachers		18,785	21,775	28,439	35,386	41,402	53,848	2,511	62,822	70,866

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

Table 7 Department of Education manpower and establishment 2022 - by division

Division /Category		TSC/PSC Establishment ceiling	Staff on Strength/ Payroll Q4 2021	Vacant Positions	Unattached officers
Public Service positions	Executive	35	28	7	-
	PP	27	18	9	-
DoE Line Divisions	RED	26	17	9	-
	HROD	34	19	15	-
	Payroll	52	35	17	-
	Finance	37	32	5	-
	Administration	64	39	25	-
	Procurement	20	11	9	-
	Inspections	247	215	32	-
	Guidance & Counseling	40	25	15	-
	CDD	56	43	13	-
	Measurement Services Division	43	22	21	-
	E-Learning	44	17	27	-
	TVET Schs Ops	26	18	8	-
	TVET Curriculum	26	16	10	-
	TVET Inspections	36	23	13	-
	TED	40	31	9	-
	GES	33	22	11	-
	ICT	30	15	15	-
	NCDES	24	17	7	-
	Internal Audit	21	13	8	-
	School Grants	29	24	5	-
	NLAS	6	4	2	-
	UNESCO	24	14	10	-
	MCU	9	4	5	-
	PMU	12	9	3	-
Total DoE Approved Staff Ceiling		1,041	731	310	0

* Sources: Staff on strength for Quarter 4, 2022 as reported by Organisation and Development Branch, HRM.

APPENDIX

Table 8 National Education System budget appropriations, 2017–2022

COMPONENT	2017	2018	2019	2020	2021	2022
Department of Education	868,101.00	876,823.00	973,092.80	815,500.00	609,178.00	932,396
Provinces-Teachers' Salaries	1,103,622.90	1,164,223.60	1,365,343.00	1,379,867.80	1,520,871.00	1,563,124
Provinces-Teachers' Leave Fares	28,835.00	29,410.00	33,658.80	35,748.30	43,298.30	49,134
Provinces-Education Subsidy	118,115.90	116,566.80	114,907.70	128,505.10	125,317.10	125,902.2
Total National System	2,118,674.80	2,187,023.40	2,487,002.30	2,359,621.20	2,298,664.40	2,670,556.2

Table 9 Ministry of Education recurrent budget by program, 2017–2022

Program	2017	2018	2019	2020	2021	2022
TMT & General Administration	622,005.70	623,780.30	629,513.80	515,790.10	317,087.80	684,288.0
Development & Implementation of Education Standards	46,648.90	50,911.40	118,503.70	80,604.20	66,136.60	65,455.0
Basic Education	31,471.50	31,067.90	45,276.20	35,917.80	52,388.30	49,401.0
Literacy & Awareness	621.90	634.40	625.40	1,362.60	2,050.10	1,622.0
General Secondary Education	31,586.60	35,844.30	53,053.60	39,162.10	41,818.50	45,242.0
Vocational Education	3,302.20	3,700.40	3,724.40	4,264.60	6,134.90	5,981.0
Technical Education	33,077.80	29,480.20	31,483.80	24,671.50	27,012.10	7,156.0
Teacher Education	20,843.20	20,574.30	21,022.50	24,158.30	31,388.70	18,371.0
Library Services	1,801.70	2,076.60	7,506.60	3,637.40	-	-
Management of Teachers Affairs	2,738.40	6,530.90	5,300.30	38,269.10	8,881.00	8,880.0
Government Records and Archives	667.60	692.20	682.60	682.60	-	-
TOTAL	794,765.50	805,292.90	916,692.90	768,520.30	552,898.00	886,396.0



Table 10 Ministry of Education recurrent budget - summary by item, 2017–2022

[Total without NCD teachers salaries, Education subsidies]

Program	2017	2018	2019	2020	2021	2022
TMT & General Administration	20,005.70	21,780.30	27,513.80	86,209.90	318,087.80	51,081.0
Education Standards	46,648.90	50,911.40	118,503.70	80,604.20	66,136.60	65,455.0
Primary Education	1,199.70	115,336.60	122,734.40	151,629.00	6,457.80	3,545.0
Literacy & Awareness	621.90	634.40	625.40	1,362.60	2,050.10	1,622.0
Secondary Education	22,784.50	7,294.80	3,222.00	17,447.80	6,259.70	33,317.0
Vocational Education	721.20	10,514.60	12,744.40	14,660.70	1,067.00	1,424.0
Technical Education	33,077.80	29,480.20	31,483.80	24,671.50	12,424.10	7,156.0
Teacher Education	20,843.20	20,574.30	21,022.50	24,158.30	5,521.80	18,371.0
Library Services	1,801.70	2,076.60	7,506.60	3,637.40	-	-
Government Records and Archives	667.60	692.20	682.60	682.60	-	8,8880.0
Total	148,372.20	6,996.60	75,081.60	134,830.80	418,004.90	190,851.0

*Source: Table 8–Table 19: 2021 Budget Books***Table 11 Ministry of Education recurrent budget - summary by item, 2017–2022**

Expenditure Items	2017	2018	2019	2020	2021	2022
Personnel Emoluments	108,620.00	115,330.00	116,671.00	134,010.00	176,038.00	142,306.0
Goods & other Services	133,794.40	136,118.30	77,945.00	156,078.70	127,127.60	94,674.0
Education Subsidy	602,000.00	601,302.00	616,187.00	486,541.90	268,583.30	633,207.0
Other current transfers	4,066.30	2,494.20	2,619.00	3,164.00	4,317.10	3,075.0
Capital Expenditure	4,066.30	2,494.20	2,619.00	3,164.00	4,317.10	13,134.0
TOTAL	868,101.00	876,823.00	869,822.00	804,130.00	587,536.20	886,396.0

Table 12 Ministry of Education development budget by program, 2017–2022

Expenditure Items	2017	2018	2019	2020	2021	2022
TMT & General Admin	1,900.00	10,800.00	10,800.00	10,000.00	9,000.00	15,500.0
Development and Implementation of Education Standards	42,820.00	21,500.00	21,500.00	32,500.00	1,000.00	5,500.0
Primary Education	25,000.00	10,000.00	10,000.00	10,000.00	30,050.00	6,000.0
Literacy & Awareness	-	-	-	-	-	-
Vocational Education	7,400.00	-	-	-	-	-
General Secondary	-	-	-	-	-	17,000.0
Technical Education	10,000.00	8,000.00	8,000.00	8,000.00	-	-
Teacher Education	-	-	-	-	-	2,000.0
Library Services	-	5,000.00	5,000.00	5,000.00	-	-
Government Records and Archives	-	1,100.00	1,100.00	-	-	-
TOTAL	87,120.00	56,400.00	56,400.00	65,500.00	40,050.00	46,000.0

APPENDIX

Table 13 Percentage of development budget by program, 2017–2022

Program	2017	2018	2019	2020	2021	2022
TMT & General Admin	2%	20%	3%	20%	22%	34%
Development and implementation of Education Standards	49%	47%	67%	47%	2%	12%
Primary Education	29%	14%	15%	14%	75%	13%
Literacy & Awareness	0%	0%	0%	0%	0%	0%
Vocational Education	8%	0%	0%	0%	0%	0%
General Secondary	0%	0%	0%	0%	0%	37%
Technical Education	11%	12%	12%	12%	0%	0%
Teacher Education	0%	0%	0%	0%	0%	4%
Library Services	0%	7%	3%	7%	7%	0
Govt. Records/Archives	0%	0%	0%	0%	0%	0
TOTAL	100%	100%	100%	100%	100%	

Table 14 Share of development budget appropriation by donor, 2017–2022

Donor	2017	2018	2019	2020	2021	2022
World Bank	0.0%	0.0%	0.0%	0.0%	0.0%	0%
AusAID	33.6%	33.6%	33.6%	33.6%	33.6%	0.0%
EU	0.0%	0.0%	0.0%	0.0%	0.0%	7.0%
New Zealand	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
JICA	25.5%	25.5%	25.5%	25.5%	25.5%	27%
GoPNG	26.7%	26.7%	26.7%	26.7%	26.7%	66%
UN	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
China	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	85.8%	85.8%	85.8%	85.8%	85.8%	100.%



Table 15 Education 2022 development budget appropriation by program and donor (K000s)

Vote Code	Description	GoPNG	AusAID	EU	NZ	CHINA	UN	WB	JICA	Total
Capacity Building										
New IFMS 22310	Education Infrastructure	10,000.00								10,000.00
22830	Improving the Quality of Mathematics & Science Education	2,000.00								2,000.00
22310	Improving of Quality of Teaching Material	1,000.00								1,000.00
IFMS 23291	Strengthening Primary Teachers (Maths & Sc.) JICA								1,100.00	1,100.00
23125	Teacher Development and Training	5,000.00								5,000.00
IFMS 23122	School of Excellence Infrastructure Program	10,000.00								10,000.00
23400	VET Sector Impact Project									
Existing IFMS 23027	Curriculum Development	2,000.00								2,000.00
23663	District VET Intervention Program	5,000.0								5,000.00
23290	Global Partnership in Education - GPE	500.00		5,000.0						5,500.00
IFMS 23242	CT Dev.& Capacity Building	1,000.00								1,000.00
IFMS 23128	Alternative Pathway Program (FODE & TVET)	2,000.00								2,000.00
New IFMS 23485	Education in Emergencies									
New IFMS 23523	Education in Emergencies									
23664	Early Childhood Teacher Development Program	5,000.00								5,000.00
New IFMS 23590	3-6-6 Restructure (Multi skill Tech School)	4,000.00								4,000.00
New IFMS 23794	Economic and Social Development Program - Textbook Printing	500.00							17,170.00	17,670.0
GRAND TOTAL		46,000	18,920.00	5,000.0					18,270.00	69,270.00

APPENDIX

Table 16 Education appropriations in provincial budgets

Item 111 teachers' (TSC) salaries, 2017–2022 (K,000)

	Province	Appropriation					
		2017	2018	2019	2020	2021	2022
1	Fly	32,042.00	39,547.00	43,187.30	44,909.80	48,421.80	49,804.0
2	Gulf	17,120.00	17,077.20	19,414.90	18,494.60	19,995.60	20,552.0
3	Central	43,431.10	52,110.70	61,294.70	61,263.60	66,093.60	67,953.0
4	NCD						
5	M/Bay	54,963.00	55,531.50	64,286.90	66,704.30	70,376.30	72,308.0
6	Oro	24,882.00	24,279.10	27,438.60	28,642.10	30,406.10	31,262.0
7	SHP	64,801.00	68,116.00	67,259.40	69,774.80	96,147.80	98,763.0
	Hela	19,343.00	66,189.40	66,189.40	36,133.70	38,248.70	39,289.0
8	Enga	44,660.80	76,279.50	66,189.40	68,669.10	83,886.10	86,179.0
9	WHP	77,632.00	63,817.40	98,642.20	102,041.20	106,033.20	108,934.0
	Jiwaka	29,830.00	81,087.40	52,512.20	54,541.80	58,897.80	60,501.0
10	Simbu	60,402.00	126,144.70	71,108.60	73,750.60	78,384.60	80,525.0
11	EHP	83,168.00	85,471.50	108,660.00	112,539.10	119,880.50	123,179.0
12	Morobe	122,900.00	76,529.70	139,471.80	144,365.80	165,345.80	170,004.0
13	Madang	85,220.00	39,125.00	94,782.10	98,204.50	106,741.10	109,685.0
14	ESP	63,667.70	18,454.40	76,529.70	79,350.50	94,015.80	96,630.0
15	Sandaun	41,475.00	31,617.90	45,878.50	47,689.20	50,257.20	51,645.0
16	Manus	19,355.00	71,554.90	25,185.90	26,315.30	26,315.30	27,045.0
17	NIP	40,200.00	46,447.00	35,984.40	37,619.40	42,289.40	43,455.0
18	WNB	47,273.00	52,623.70	80,647.50	57,777.90	60,705.90	62,438.0
19	ENBP	69,640.80	29,156.30	55,645.50	83,604.00	87,928.40	90,340.0
20	AROB	61,616.50	43,063.30	65,034.00	67,476.50	70,500.00	72,633.0
Total Provinces		1,103,622.90	1,164,223.60	1,365,343.00	1,379,867.80	1,520,871.00	1,563,124.0

Table 17 Education appropriations in provincial budgets**Item 114 teachers leave fares, 2018–2022 (K,000)**

	Province	Appropriation					
1	Fly	2,500.00	2,500.00	2,730.10	2,820.00	2,820.00	2,974.0
2	Gulf	600.00	600.00	618.9	639.3	639.3	701.0
3	Central	2,300.00	2,300.00	2705.4	2,794.50	2,794.50	3,001.0
4	NCD						
5	Milne Bay	1,000.00	1,000.00	1157.7	1,195.80	1,195.80	1,410.0
6	Oro	1,100.00	1,100.00	1243.1	1,284.10	1,284.10	1,379.0
7	SHP	750.00	750.00	740.6	765	765	1,056.0
8	Hela	260.00	1,000.00	309.4	319.5	319.5	435.0
9	Enga	1,000.00	1,050.00	1000	1,032.90	1,032.90	1,287.0
10	WHP	1,050.00	800.00	1357.8	1,402.60	1,402.60	1,724.0
11	Jiwaka	125.00	1,000.00	487.8	503.8	503.8	681.0
12	Simbu	800.00	5,000.00	891.40	920.8	206.6	1,158.0
13	EHP	1,000.00	2,000.00	1,340.00	1,384.20	2,334.20	2,701.0
14	Morobe	5,000.00	1,000.00	5,528.20	1,239.50	7,210.30	7,728.0
15	Madang	2,000.00	1,000.00	2,217.90	2,290.90	2,290.90	2,617.0
16	ESP	1,000.00	500.00	1,000.00	1,032.90	2,811.60	3,101.0
17	Sandaun	1,000.00	750.00	1,121.50	1,158.40	723.1	1,312.0
18	Manus	500.00	1,200.00	682.40	704.9	704.9	785.0
19	NIP	750.00	2,800.00	853.60	881.7	881.7	1,010.0
20	ENBP	1,200.00	2,400.00	1,352.50	1,397.00	1,397.00	1,665.0
21	WNBP	2,800.00	260.00	3,354.50	3,465.00	3,465.00	3,657.0
22	AROB	2,100.00	400.00	2,966.00	8,515.50	8,515.50	8,752.0
	TOTAL	28,835.0	29,410.0	33,658.8	35,748.3	43,298.3	49,134.0

Source: 2022 Budget Books. See note below:

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

APPENDIX

Table 18 Education appropriations in provincial budgets Item 143

*Education Function Grants, 2017–2022 (K,000,000)

Province		Appropriation					2022
		2017	2018	2019	2020	2021	
1	Fly	7,889.9	7,689.30	6,942.40	4,801.70	3,464.00	3,584.8
2	Gulf	4,027.4	4,522.50	4,069.30	4,538.10	5,735.50	4,439.0
3	Central	6,098.5	5,716.50	1,737.80	6,729.20	7,994.90	7,446.0
4	NCD						
5	M/Bay	7,652.6	6,666.60	7,027.10	7,577.60	7,677.90	7,049.1
6	Oro	3,954.5	4,042.80	3,990.00	3,765.60	4,694.60	4,125.2
7	SHP	4,844.1	7,672.20	7,225.70	9,388.80	8,980.00	7,915.4
8	Hela	3,718.70	5,308.70	5,683.20	5,686.70	5,960.40	4,381.5
9	Enga	4,843.1	4,073.20	3,970.80	6,809.10	4,225.70	8,799.3
10	WHP	6,336.7	2,488.80	3,217.60	2,825.90	1,424.80	1,896.9
11	Jiwaka	5,613.70	7,310.10	7,794.00	7,793.90	9,133.10	7,805.3
12	Simbu	8,463.3	9,607.30	11,040.80	10,838.40	11,751.60	10,755.6
13	EHP	10,552.5	11,450.70	10,971.80	12,815.50	13,941.90	11,037.8
14	Morobe						
15	Madang	8,463.5	9,422.40	9,449.40	8,209.30	10,681.30	8,809.2
16	ESP	12,227.5	12,278.50	11,264.60	11,600.00	13,354.40	11,929.8
17	Sandaun	9,046.3	9,251.80	9,686.40	10,213.60	1,158.40	9,386.9
18	Manus	1,698.0	1,015.40	820.20	2,966.20	3,479.20	3,509.0
19	NIP	721.4	-	-			
20	ENBP	7,626.6	4,983.60	7,418.30	9,184.50	2,685.20	3,920.3
21	WNBP	4,337.6	3,066.40	2,598.30	2,761.00	8,974.20	9,111.1
22	AROB						
TOTAL		118,115.9	116,566.8	114,907.7	128,505.1	125,317.1	125,902.2

Source: 2022 Budget Books

Table 19 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. Also includes Education Subsidies
	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

Notes:

1. NCD included in DoE Budget – not equivalent to provincial component.
2. 2021 amount allocated in Autonomous Government of Bougainville budget as ‘school fee assistance’.

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