Papua New Guinea

2021 | ANNUAL REPORT
DEPARMENT OF EDUCATION

Papua New Guinea
Department of Education

2021 ANNUAL REPORT
DEPARMENT OF EDUCATION

Compiled by Media and Communication Unit
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National Education System Directory 2021

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MINISTER'S MESSAGE

Education is a global goal. PNG's founding fathers found it necessary and important to include education as the number one goal and directive principle of this nation.

The goal states: "Integral Human Development - All activities of the State should be directed towards the personal liberation and fulfillment of every citizen, so that each man and woman will have the opportunity of improving himself or herself as a whole person and achieving integral human development."

Sheik Mohammed, the ruler of Dubai, a wonder mega-city which sprung up literally in the desert in just 50 years says this of education: "What we experience today will become something of the past tomorrow. Joining university and getting a degree was the ultimate end of our parents but I assure you that education will never come to an end." He has committed his country to becoming a world leader in education.

And that is what we must do in Papua New Guinea. Our national goal is right. Our resources are second to none in this region. Our leadership, through Prime Minister James Marape sets nothing less than the best goals and tying our efforts and the country's resources towards achieving them.

Prime Minister Hon. James Marape, MP wants "no child left behind". He directs that all be involved in the business of education. That becomes the catch cry of the Ministry and Department of Education and the wider education sector.

The Ministry of Education has come a long way since independence. Over 2 million children are attending 12,800 schools and they are being taught by 58,000 teachers. But that is not enough. There is much to do, much, much more to do. We cannot rest.

Over the years we have learnt lessons. We have learnt that the education system we have adopted have developed bottlenecks, that far too many young people are dropping out of the formal education system, that these potential productive units are now contributing to delinquent activities rather than contribute to meaningful development of their communities and fulfillment in their own lives.

Our experiences shape our future. In education, we have 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. These changes are contained in our National Education Plan 2020-2029 that was launched on June 11, 2021.
Our vision is to produce an education system that is affordable for parents and government, that appreciates Christian principles and traditional values, and that prepares literate, skilled and healthy citizens, each educated and trained to their fullest potential, to contribute to the economic and social development of the nation.

We strive to align our education goals and efforts to our national goals and directive principles, to the UN Sustainable Development Goals, to our various planning strategies and programs and to the Marape Government's direction to facilitate and promote the integral development of every individual, to develop an education system which satisfies that requirement and to establish, preserve and improve the standards of education. Such education we are committed to making available widely, making it accessible to the disadvantaged and those living with disabilities.

I thank the Government and the Treasury and National Planning and Monitoring Departments for releasing our full budget of K609,184.0 million 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 time.

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.....

Hon. Jimmy Uguro, MP
Minister for Education

SECRETARY'S MESSAGE

As the 2021 school year comes to a close, we must offer our gratitude that we have survived the twin ravages of Covid-19 and the economic downturn which resulted from the global pandemic.

Many have lost loved ones and we pause to offer our condolences also. Disasters such as Covid and economic hardships provide challenges which must be overcome with good planning, prudent preventive measures and innovative actions.

In the education sector this is what we have done. We have locked down; we have taken stock and taken our new normal measures seriously at all levels. I congratulate all schools managements for bringing their charges through safely in 2021.

As the year 2021 drew to a close, we barely realised that Year One of our National Education Plan 2020-2029 (NEP) is also closing. When we drew up the plan, how could we have known the COVID-19 pandemic would strike? So Year One results will be mixed and for good reason. Still we have made strident gains. The NEP was completed and launched.

Launched also was the Early Childhood Education policy which comprises a pivot in the reform from 3-6-4 structure to 1-6-6 structure.

We have launched the Standard Based Education curriculum and I am glad to announce that much of our new curriculum is completed and awaits printing and distribution. The Flexible Open and Distance Education Strategy 2021-2025 was launched and teachers colleges and TVET institutions transferred to Department of Higher Education, Research, Science and Technology (DHERST).

Challenges remain. The challenges we face in our efforts to deliver education become cumbersome and complex as a result of the restructure. Effective planning, budgeting and stringent management of the National Education System is important for success. Effective and clear communication, networking and cooperation between the different layers of government, between departments entrusted with education responsibilities, with schools, and other stakeholders in the education arena will be crucial to the success of our plan.

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.

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Uke W. Kombra, PhD
Secretary for Education

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Abbreviations

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

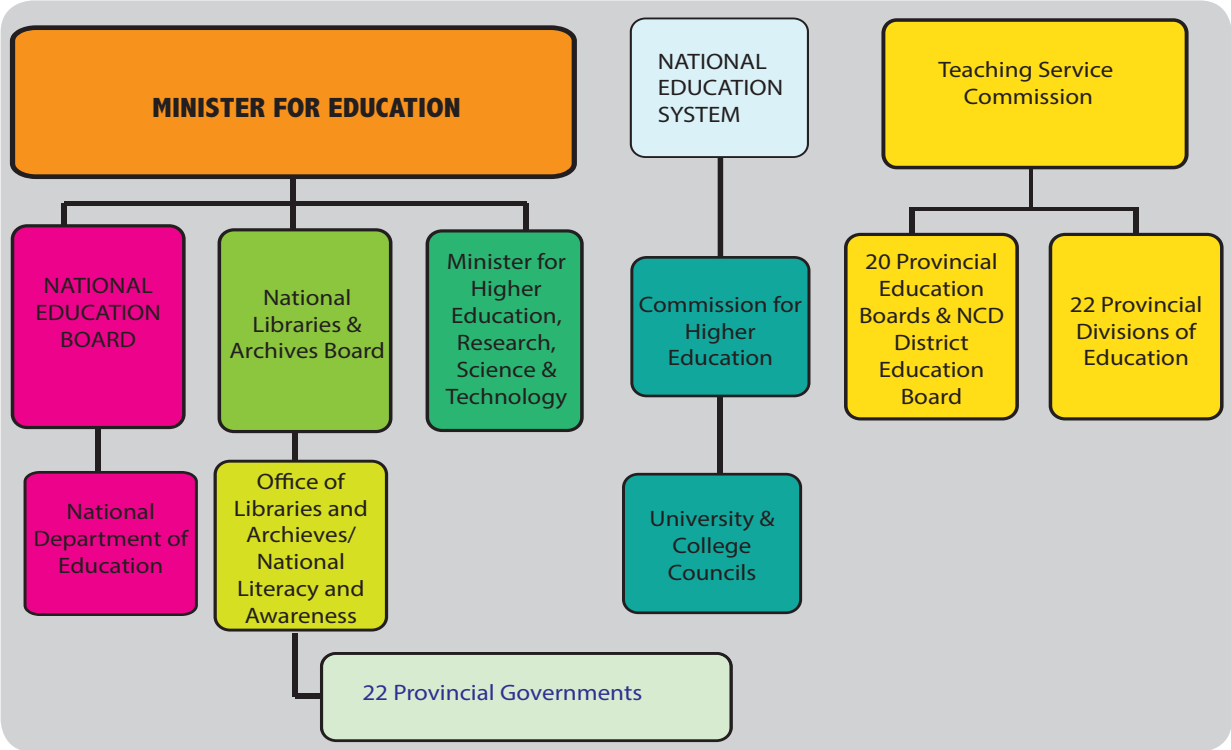


Figure 1 *Overview of the PNG education sector*

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 2021 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.

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

The National Education System and implementation of the National Education Plan

The National Education System

National Education System administrative authorities

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

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

The National Education Board

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

National Department of Education functions

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

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

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

National Education System - national component

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

Eighty two percent of the Department's staff are deployed in the field, namely the teachers in national institutions and schools in NCD and the Standards Officers (formerly known as Inspectors) who are based in provincial and district centres and regional planning advisors. Standards officers are key officers for supporting service delivery and policy implementation at provincial and school level. Their main roles are to provide advice and to maintain and monitor education standards in terms of school management and the effectiveness of teaching and learning.

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

National Education System - provincial component

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

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

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

Partners and responsibilities

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

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

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

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

The National Education Plan

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

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

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 grade 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.

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.

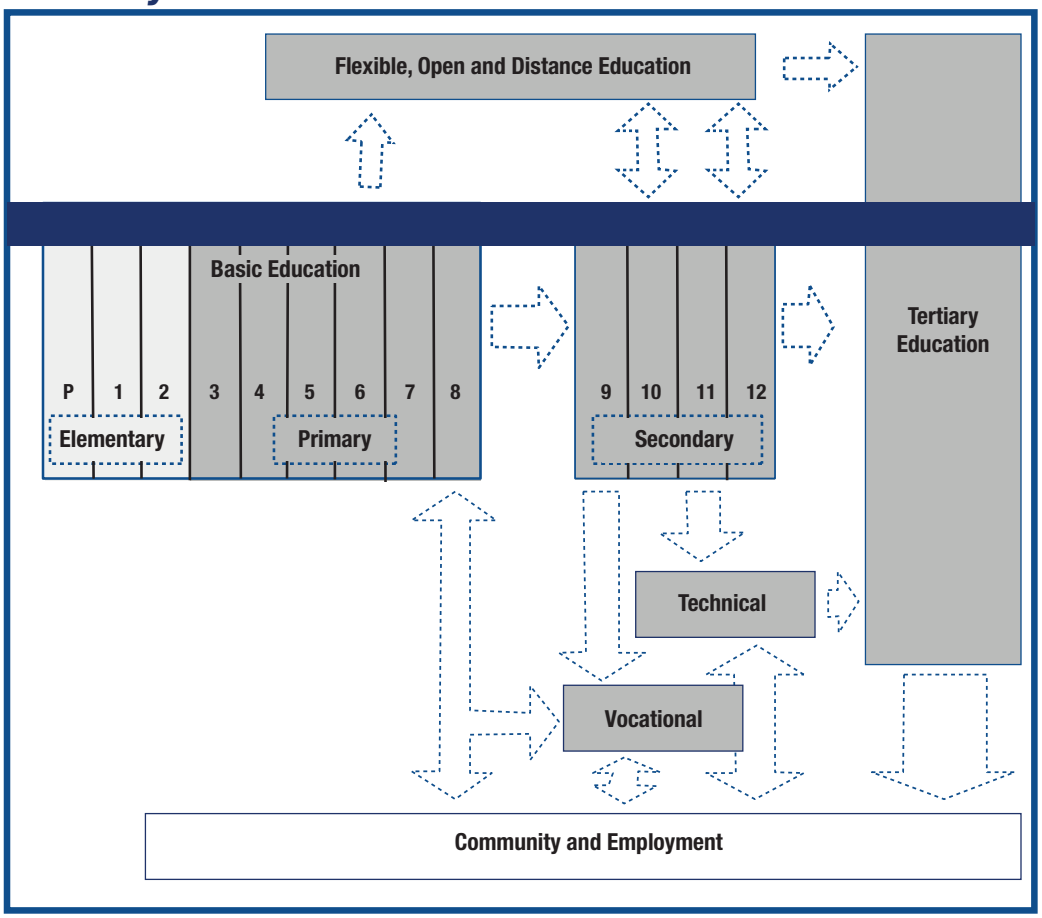


Figure 2 Structure of the National Education System

POM NSOE stall at the launch of the NEP

The National Education System

Students

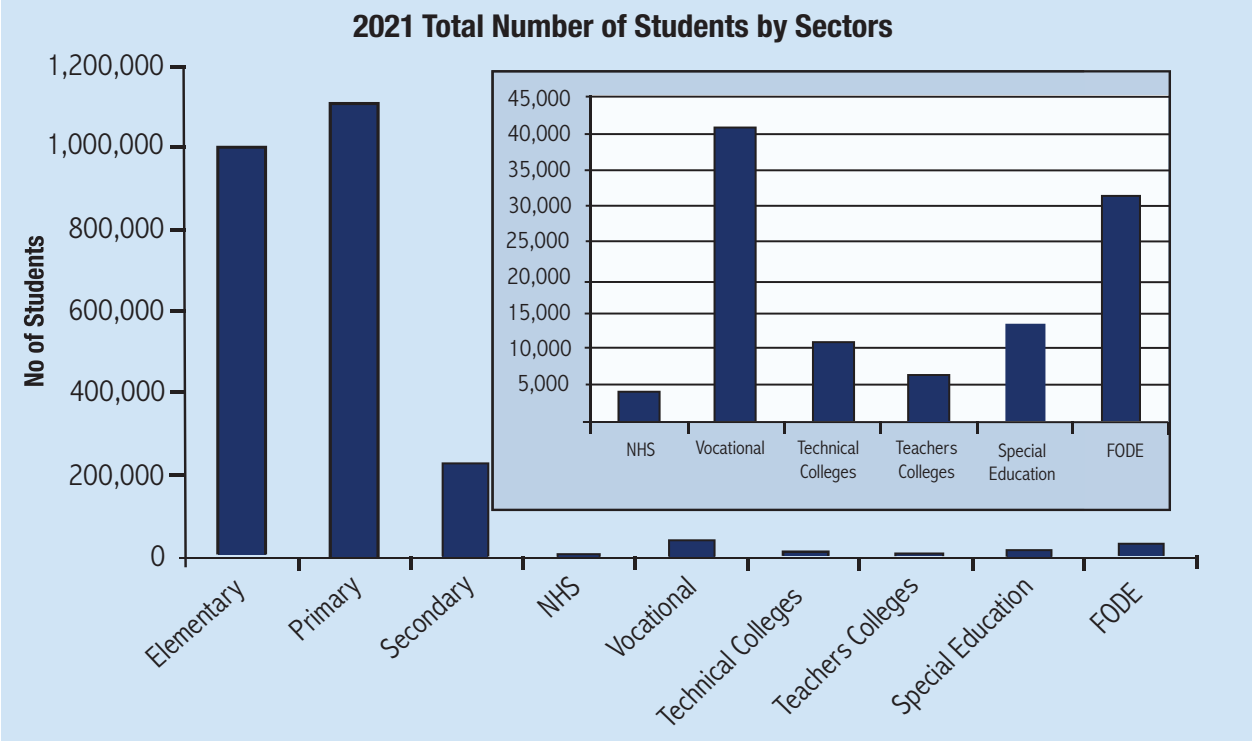


Figure 3 National Education System 2021 mid year enrolments by sectors.

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

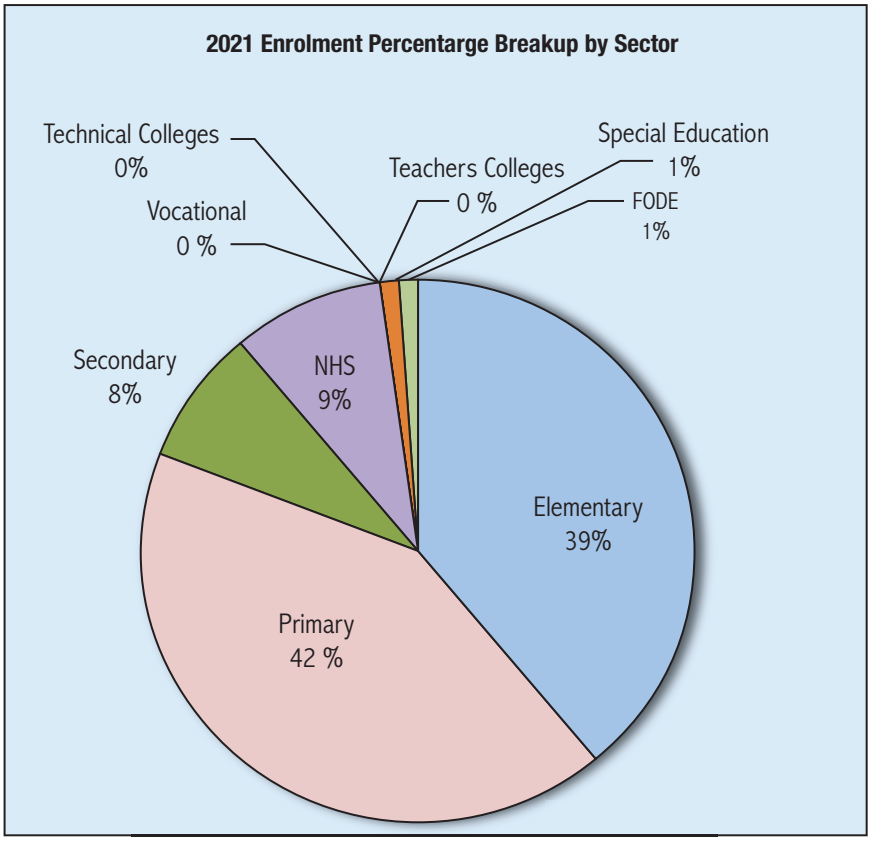


Figure 4 NES 2021 mid year enrolments - by level of education (not type of school).

Gender

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

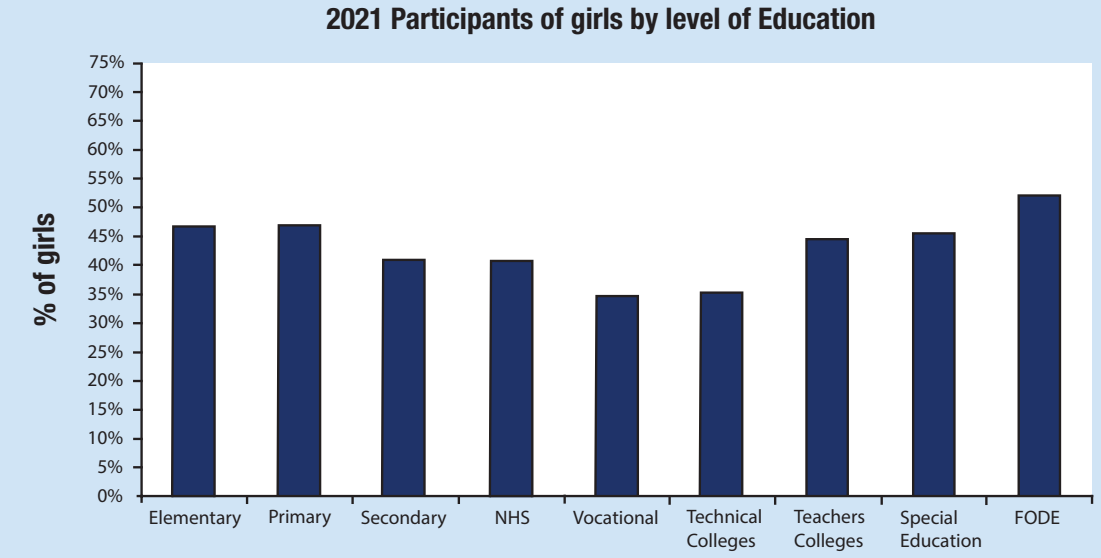


Figure 5 *Participation of girls in education in 2021 by type of school*

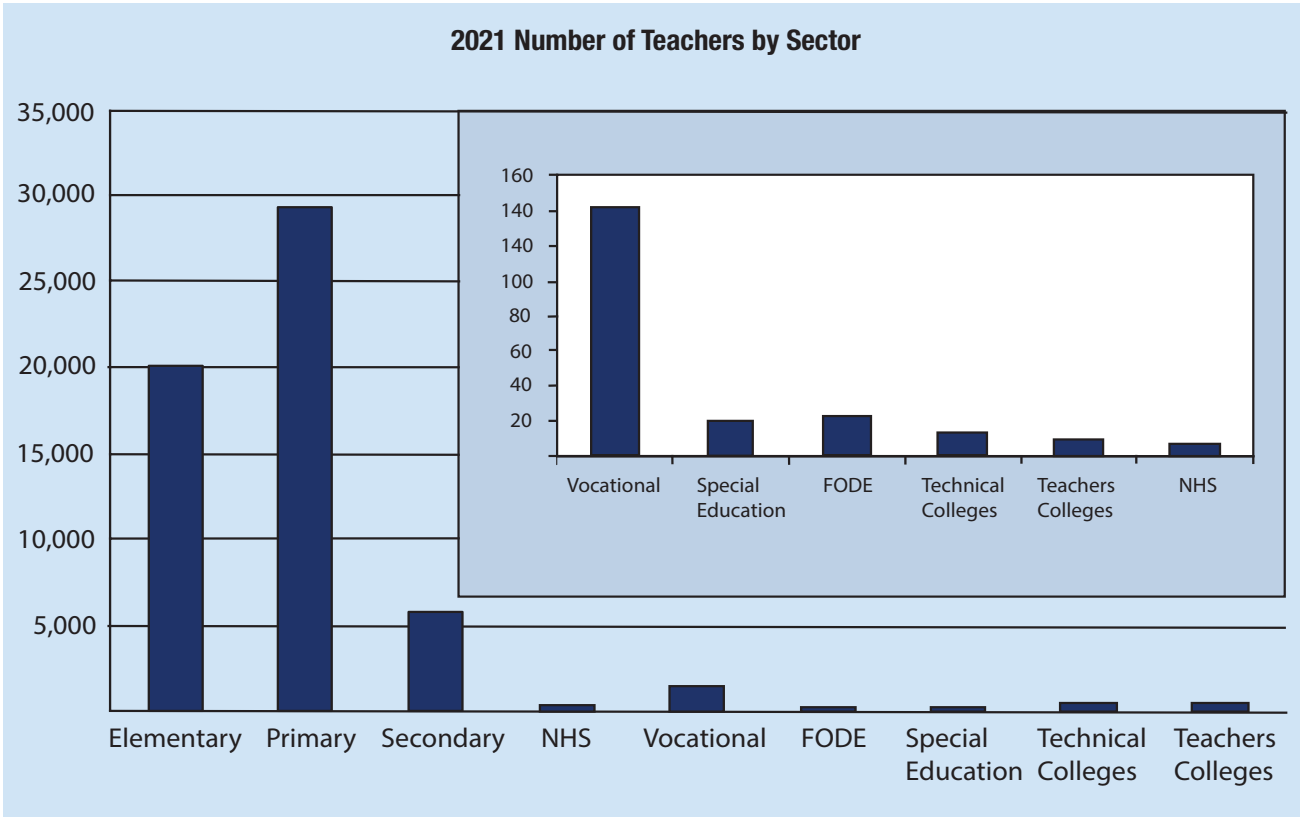


Figure 6 *The NES – number of institutions in 2021 (by type of school).*

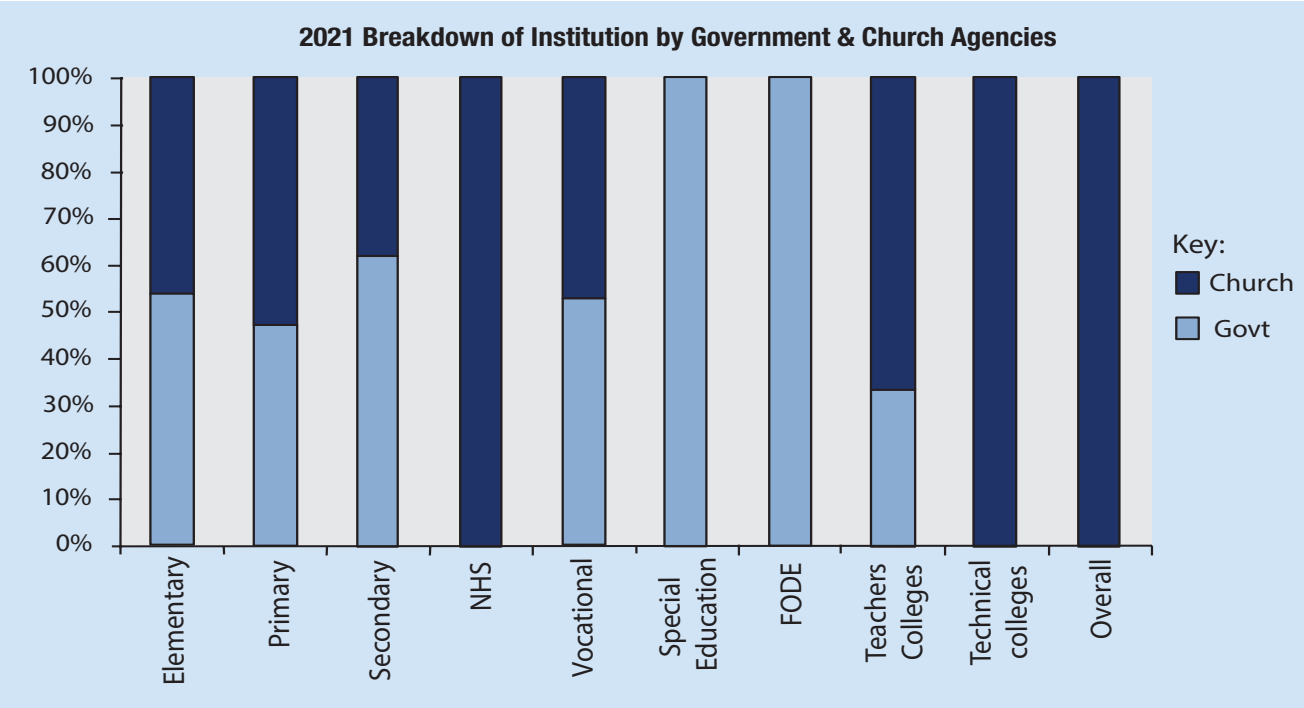


Figure 7 Breakdown of institutions by church and government agency in 2021.

Schools

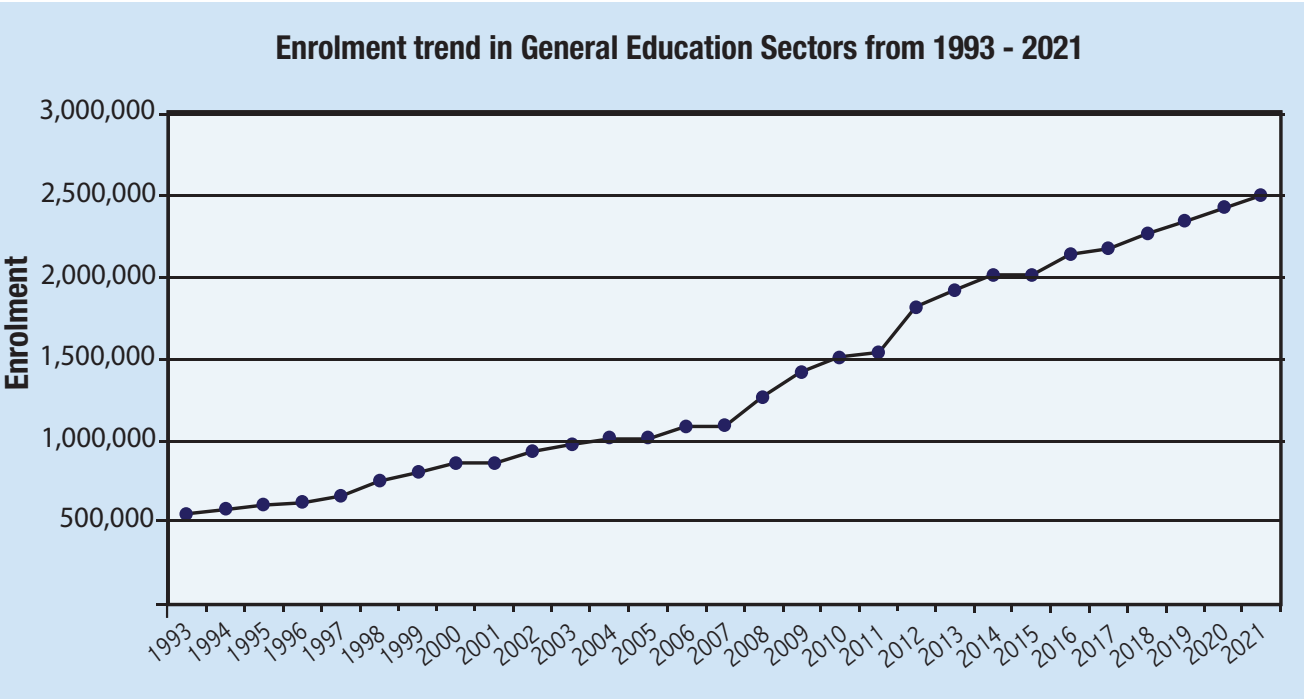


Figure 8 Enrolment trend in General Education sectors from 1993 – 2021.

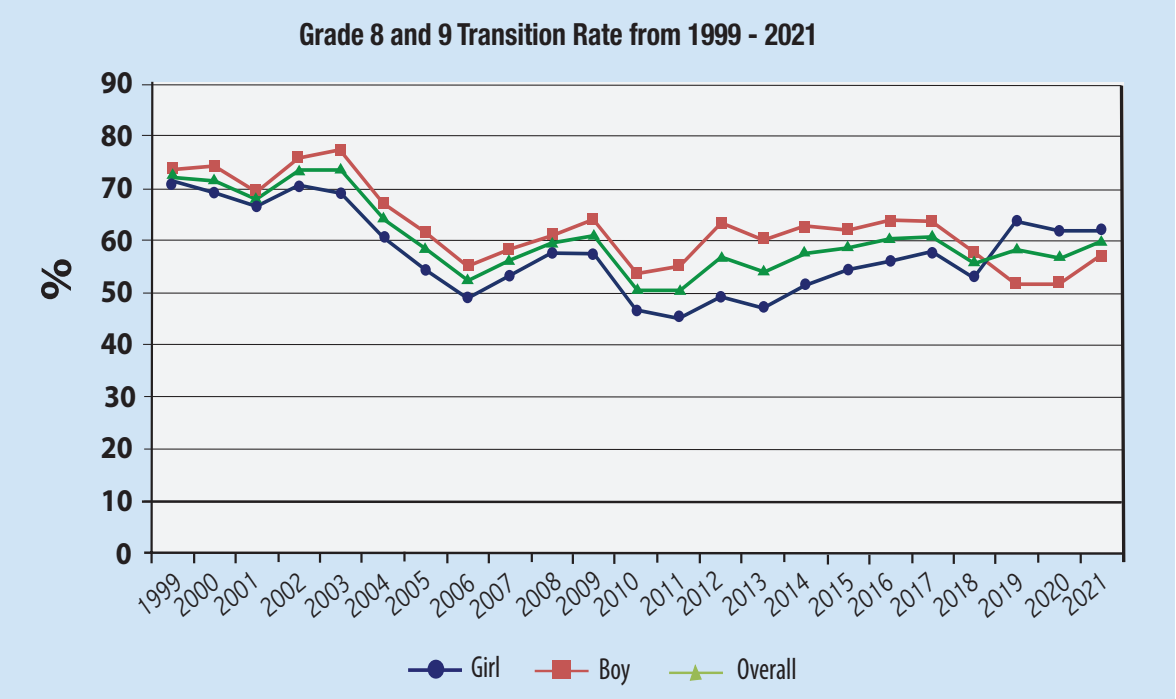


Figure 9 *Grade 8 to Grade 9 Transition rate from 1999 - 2021*

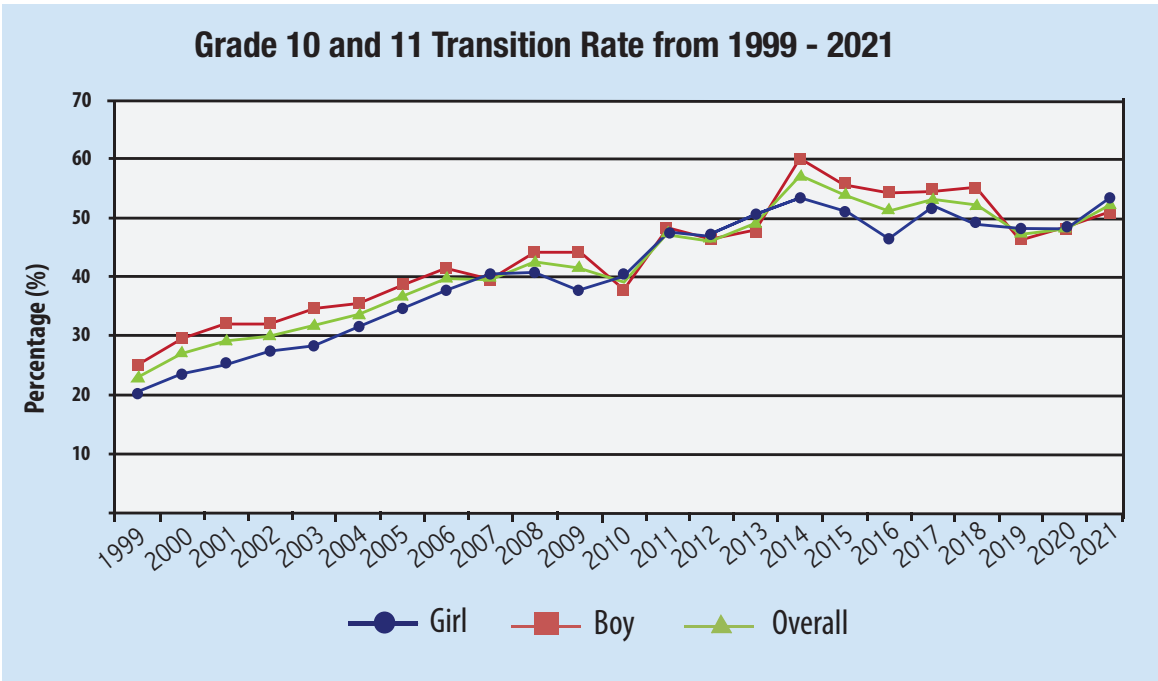


Figure 10 *Grade 10 to Grade 11 Transition rate from 1999 - 2021*

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 Repor*t, 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

NATIONAL DEPARTMET OF EDUCATION

MANPOWER AND BUDGET SECTION

Top Management Team at Kiunga SEOC.

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.

National Education System

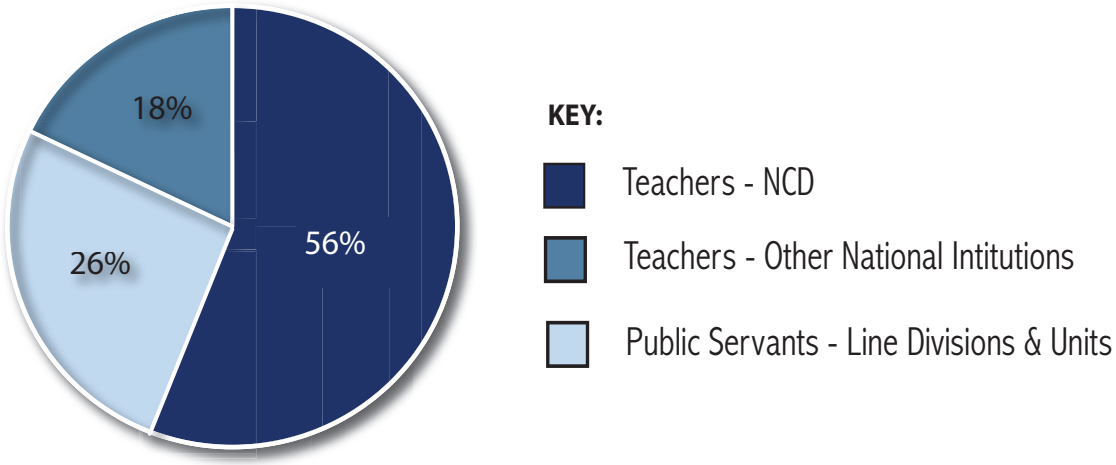


Figure 11 Staff on strength /payroll in the National Education System, quarter 4, 2021, excluding provincial public servants.

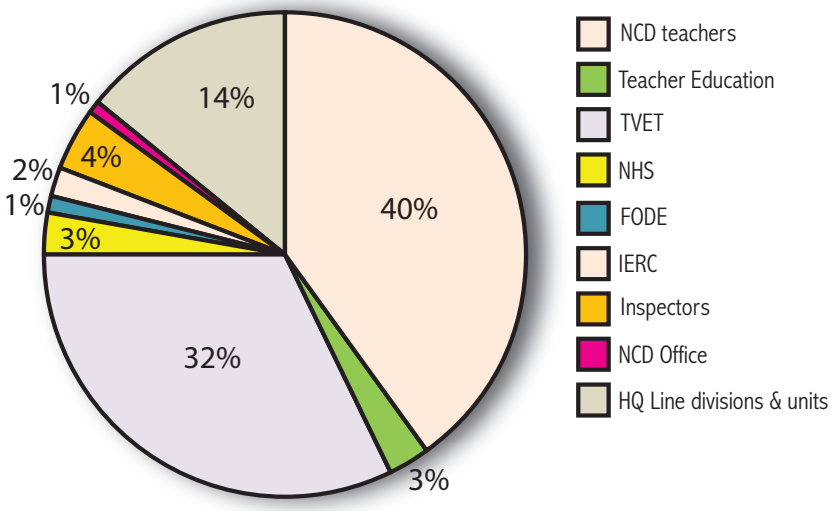


Figure 12 Ministry of Education staff on strength, quarter 4 of 2021.

Teachers

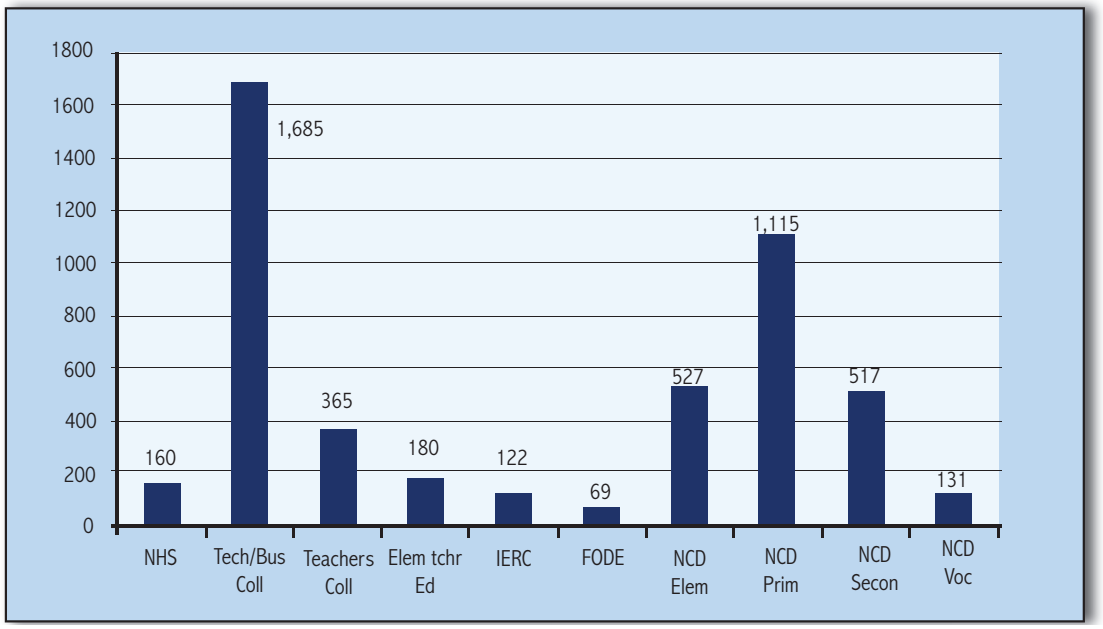


Figure 13 *Teachers in the Department of Education establishment, Q4,* 2021

Public service position levels

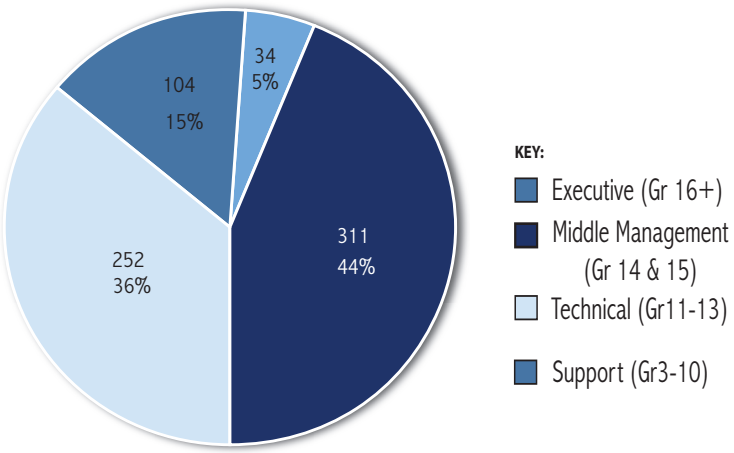


Figure 14 Total Ministry of Education 2021 public service manpower *ceiling, by level.*

Gender

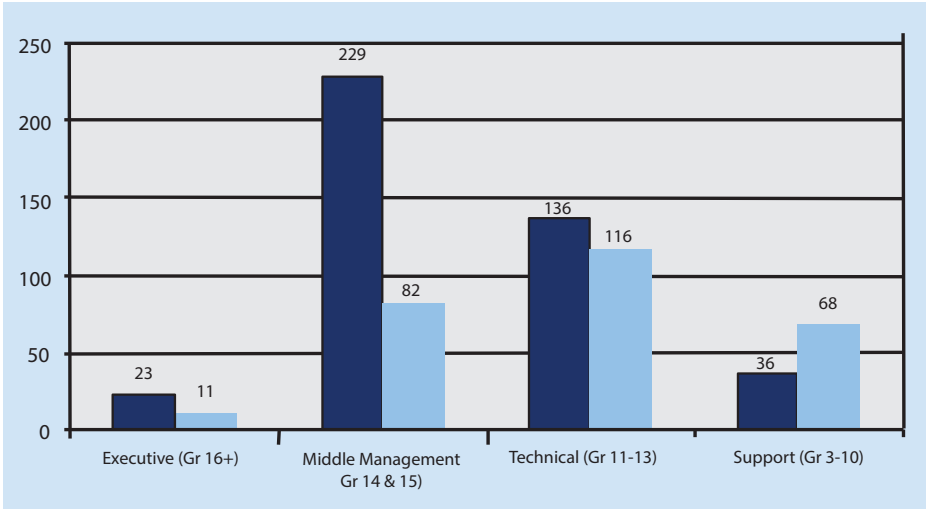


Figure 15 Gender equity – percentage female and male Ministry of Education public servants at different levels, quarter 4, 2021.

Teachers

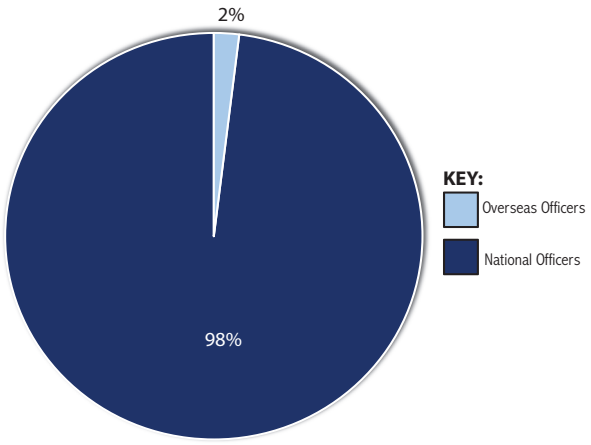


Figure 16 Localisation of the National Teaching Service – overall staff on strength, quarter 4, 2021

The Education Budget

Education and Training Sector 2021

The composition of the 2021 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

Education and Training Sector budget, including provincial grants

AGENCY	RECURRENT (K million)	PIP (K million)	TOTAL (K million)
Education	**2,242,384.40**	**56,280.00**	**2,298,664.40**
MINISTRY OF EDUCATION	547,547.00	56,280.00	603,827.00
UNESCO	5,351.00		5,351.00
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)	56,000.00	165,450.00	221,450.00
UPNG	76,732.00	9,000.00	85,732.00
UOT	68,739.50	4,000.00	72,739.50
UOG	30,487.00	4,000.00	34,487.00
UENR	33,906.00	5,000.00	38,906.00
MARITIME COLLEGE	8,444.00	1,000.00	9,444.00
NATIONAL TRAINING COUNCIL	1,740.00	-	1,740.00
LEGAL TRAINING INSTITUTE	3,068.60	-	3,068.60
Total Education & Training Sector (K)	**279,117.10**	**188,450.00**	**467,567.10**
Total National Budget	**2,521,501.50**	**244,730.00**	**2,766,231.50**

- The total 2021 appropriation for the Education and Training Sector was K2, 766.23 million.

Ministry of Education budget 2021

- The 2021 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 2021 was K547.5 million across 48 recurrent activities.
- The Development Budget through budget division 235 had an appropriation of K56.2 million across 13 projects.
- For higher education and training the total appropriation was K467.56 million.
- Thus the total Education and Training Budget in 2021 was K2, 766.23 million
- The budget through budget division 235 covers the NDoE (including NCD Education Services), The Teaching Service Commission (TSC), The Office of Library and Archives (Literacy & Awareness) PIP Budget which included The National Literacy and Awareness Secretariat (NLAS).

Table 3 Ministry of Education 2021 budget by agency (in K'000 000)

Agency	Recurrent	PIP	Total
Department of Education (less subsidy)	7,009.00	56,280.00	49,271.00
Education subsidy	616,187.00		616,187.00
Teaching service commission (TSC)	6,400.30		6,400.30
Office of Libraries & Achieves (OLA)	3,189.30		3,189.30
National Literacy Awareness Secretariat(NLAS)	625.30		625.30
Total	**609,178.00**	**56,280.00**	**665,458.00**

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	317,087.80	9,000.00	326,087.80
Development & Implementation of Education standards	66,136.60	17,230.00	83,366.60
Basic Education	52,388.30	30,050.00	82,438.30
Literacy & awareness	2,050.10	-	2,050.10
General Secondary Education	41,818.50	-	41,818.50
Vocational Education & Training	6,134.90	-	6,134.90
Technical Education & Training	27,012.10	-	27,012.10
Teacher Education	31,388.70	-	31,388.70
Library Services	-	-	-
Management of Teacher Affairs	8,881.00	-	8,881.00
Government Records & Achieves	-		-
Total Appropriation	**552,898.00**	**56,280.00**	**609,178.00**

Table 5 Overview of Ministry of Education 2017-2021 recurrent budget by item *(K,000,000)*

RECURRENT BUDGET	APPRO	APPRO	APPRO	APPRO	APPRO
SUMMARY	**2017**	**2018**	**2019**	**2020**	**2021**
Education Subsidy (Item 143)	602,000.0	601,302.0	616,187.0	486,541.9	268,583.3
Grants to National Inst & Churs agencies (Item 144)	4,066.3	2,494.2	2,619.0	3,164.0	4,317.1
Personnel Emoluments (items 111,112,113,114,116,141)	**108,620.0**	**115,330.0**	**116,671.0**	**134,010.0**	**176,038.0**
Teachers	76,797.5	80,260.1	82,341.0	92,792.2	121,386.1
Public Servants	31,822.5	35,069.9	34,330.0	41,217.8	54,651.9
Goods & Services (other items)	153,414.7	157,696.8	134,345.0	180,414.1	160,239.6
Total	**868,101.0**	**876,823.0**	**869,822.0**	**804,130.0**	**609,178.0**
COMPONENTS					
Education Subsidy	**602,000.0**	**601,302.0**	**616,187.0**	**486,541.9**	**268,583.3**
NCD Education Services					
Personal Emoluments-public servant	492.8	538.1	553.5	1,216.7	553.5
Personnel emolument-teachers	41,654.9	41,690.8	42,712.3	118,939.1	66,024.2
Goods & Services	1,805.0	1,896.0	1,821.1	- 120,155.8	- 66,577.7
Sub Total	**43,952.7**	**44,124.9**	**45,086.9**	**-**	**-**
Library & Archives					
personnel emoluments-public servants	1,111.1	1,081.1	1,258.9	1,258.9	-
Goods & Services	1,358.5	1,687.7	1,930.4	1,930.4	-
Sub Total	**2,469.6**	**2,768.8**	**3,189.3**	**3,189.3**	**-**
TSC					
personnel emoluments-public servants	1,847.70	2,243.40	2,304.30	2,304.30	2,304.30
Goods & Services	890.7	4,287.5	4,096.0	4,096.0	4,096.0
Sub-total	**2,738.40**	**6,530.90**	**6,400.30**	**6,400.30**	**6,400.30**
National Institution					
personnel emoluments-teachers	35,142.6	38,569.3	39,628.7	102,637.3	55,361.9
Grants to National Inst & Churs agencies (Item 144)	4,066.3	2,494.2	2,619.0	3,164.0	4,317.1
Goods & Services	13,317.7	45,128.4	30,877.9	2,055.0	7,675.3
Sub-total	**52,526.6**	**86,191.9**	**73,125.6**	**107,856.3**	**67,354.3**
National Literacy Secretariat					
personnel emoluments-public servants	229.3	251.4	257.5	257.5	257.5
Goods & Services	392.7	383.0	367.8	367.8	367.8
Sub-total	**622.00**	**634.40**	**625.30**	**625.30**	**625.30**
Department of Education					
personnel emoluments-public servants	28,141.6	30,955.9	29,955.8	36,180.4	51,536.6
Goods & Services	135,650.1	104,314.2	95,251.8	292,120.7	214,678.2
Sub-total	**163,791.7**	**135,270.1**	**125,207.6**	**328,301.1**	**266,214.8**
MINISTRY OF EDUCATION TOTAL	**868,101.0**	**876,823.0**	**869,822.0**	**932,914.2**	**609,178.0**

- The Department of Education's operational funds are used to carry out the core function of coordinating and supporting education and training for more than 2.4+ million students in all sectors of education throughout Papua New Guinea in 2021.

- 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 2021 PIP appropriation for the Ministry was K56.2 million.
- The appropriation of K56.2 million is represented by GoPNG purely funding of K23.0 million and Donor Funding of K33.28 million.
- From the (13) projects approved in the 2021 National Budget, Three (3) projects are financed by Donors as whilst ten (10) GoPNG fully funded,
- 59% of the Ministry's Development Budget appropriation was from overseas donors, in particular
- AusAID (K18.92 million – 33.6%), JICA (K14.36 million – 25.5%), The GoPNG allocation was K15.0 million in total allocation for 2021, which is 26.7%.

In 2021 donor support again contributed significantly to the implementation of the National Education Plan 2017 to 2021 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.

Signing of MoA 24 hour Education Channel on Digicel Channel.

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.

Budget activity	**Policy and Planning 10410 (235-2101-1111)**		
	Revised appropriation (K'00s)	**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	The activity will be undertaken from December to 1st quarter of 2022		
Conduct Senior Education Officers Conference.	A successful weeklong paperless and zoom telecast conference held in Kiunga Western Province from August 30th to 3rd September 2021. This was a first time for a district to host the SEOC.		
School System Restructure (1-6-6)	All Provinces are implanting but at a snail pace		
Mid Term Review of NEP 2020-2029	NEP 2020-2029 finalised and launched in June 2021.The review will be conducted in 2023		
School Structure (1-6-6)			
Monitoring of 1-6-6 Implementation by Strategic Planning Officers	Due the development of NEP 2020-2029 this activity has not been carried out		
Regional Consultations	No RCM held this year due to slowness of fund released for this activity		
Restructure Taskforce and TWT Monthly Meetings	Meeting held and meeting minutes and decision matrix submitted to Secretary's office for reporting and compliance		
Strategic Planning Meeting	None held this year		

Water Sanitation and Hygiene	
Support NDoE to develop national guidelines, designs & implementation protocols for school WaSH Infrastructure	• A main scheduled activity: "Policy and Standards for WaSH in Schools" Advocacy & Awareness. • (No GoPNG funding, but Donor as main source of funding through education in emergency funding.) • The scheduled activity "WaSH Policy Awareness and Advocacy was carried out in 6 provinces of ARoB, Western, Sandaun, NCD, Morobe and Madang.
WaSH Advocacy and Awareness	WaSH Policy Awareness Programs are ongoing and will continue in 2022
1.8.4. Workshop and Trainings on WaSH in SLIP to cover the Operation and Standards	The scheduled activity "Training in the WaSH in SLIP was carried out purposely for schools to include WaSH in their BUDGETS for operation and maintenance. Trainings conducted in the six provinces.
1.8.5. Hand washing facilities constructed in 526 schools through the Education in Emergency program (EiE)	The scheduled activity "Construction of Hand washing facilities are part of the education in emergency assistance to schools. A total of 526 schools in the 6 provinces benefitted from this program.
1.8.6. Four (4) More collaboration and meetings with Partners and NGOs	The scheduled activity "More meetings with partners and NGOs on the implementation on the WaSH programs in 2021.

Budget activity	**Coordination of National Education Board (NEB)**		**11500 (235-2101–1113)**
	Revised appropriation (K'00s)	**Warrant authorised** (K'000s)	**Expenditure** (K'000s)
Total costs	1,558	1,517	1,517

Targets	**Achievements and non-achievements**
Convene 4 NEB meetings	Achieved
Convene Special NEB meetings	No special NEB was held.
Produce Annual Report	2019 NEB Annual Report was completed and being edited, 2020 and 2021 to be submitted by March 2022 to Parliament.
Convene 26 Top Management meetings	Only 08 meetings were held, minutes and actions taken
Convene 12 Senior Staff Members (SSM)	10 meetings held, minute and actions taken
Policy Development and Review	Policy Management System implemented Policy framework for quality education. Advocacy flyers and data of DoE policies.

Commentary and way forward

Some major NEB decisions:

- Staff appointments for Schools of Excellence, FODE, PNGEI and special and inclusive education centres;
- Endorsement of several policies and interventions including the implementation of the School Garden Project initiative supporting the Self –Reliance policy, SLIP, FODE in Secondary Schools, SoE,
- Synchronized the expiry and appointment of Governing Councils for efficient coordination and monitoring
- Decisions on NEB Students' Appeals and Teachers' Discipline
- The change of meeting presentation to electronic (paperless meeting) for cost effectiveness
- The shift to dual curriculum and certification at Technical Secondary Schools and Technical High Schools.

Major TMT/SSM decisions:

- Department Restructure
- Expansion of FODE
- Implementation of School of Excellence
- Teacher Position restructure
- SBC implementation
- Policy Developments: NEP2020-2029 launch, SLIP, SRP, BMP, Scout, Transport, SoE

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 54 press statements for the Minister and Secretary • Wrote 39 speeches for the Minister and Secretary which were presented at different occasions. • Wrote scripts for 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. • Produced 4 quarterly newsletters for the department and published them on the website. • Attended various events both in Port Moresby and in the provinces and gathered news and information and photographs which were published in the public media, the website, and the newsletters.		
Production and distribution of annual education calendars to all schools and teachers nationwide.	**Achievements** • 70,000 2020 Education Calendars printed by Logan Imprint at the cost of K89,000. The calendars were delivered to the Unit in January 2022 and airlifted by Air Niugini to all the provinces. • Polo t-shirts with theme for 2021 ….printed and distributed to all staff in Port Moresby and inspectors nationwide. • Theme for 2022 also printed and pasted on the front entrance into Fincorp Haus in December 2021.		
Production of Reports.	**Achievements** • The 2020 DoE Annual Report was completed in January 2021 however, it was printed and presented to Parliament in June 2021.		
Develop and implement a DOE Awareness Policy	**Non-achievement** • A draft template was being discussed however, more needs to be done. • This activity has been deferred to 2022 and as a KRA. • A number awareness and advocacy materials were developed and printed for the NEP 2020-2029 and other policies and priorities such as WaSH and 1-6-6 Structure.		

Re-designing of the NDoE Website	• Contract drafted, finalized and signed by NDoE Secretary and PureMath Solutions Ltd towards end of 2021. The project costs the Department K100,000. • The developer to start once a temporary server is ready and access to the server is given. Contract is valid for two months and a new-look website is to be launched in Quarter 1, 2022. • The developer to also develop a mobile view. • Content to be developed and or provided by MCU.
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.

Commentary and way forward

1. 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.
2. The Branch requires more funding than it is getting to sustain awareness initiatives for Government policies and priorities.
3. Many officers from other divisions are being paid from this Budget Activity.

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 *(including staffing)*	1,167	1,154	267
Targets	**Achievements and non-achievements**		
AID Coordination			
Quarterly Project and Program Managers Consultative(PPMC) meetings	**Achievement** • Convened only 1 meeting (in June). **Non-Achievement** • Not able to convene others due to ongoing interruption with Covid lockdowns, etc. • Some preparatory work was done, but actual meetings were not convened.		

LEG Steering Committee Meetings (Education Sector Stakeholders Forum, formerly ESIP)	**Achievement** • Convened 3 out of 4 meetings in 2021.(Qtr 3, no meeting due to COVID-19 lockdown) • LEG membership has expanded since 2018 from 9 member organizations to 31 organizations in 2021. • GPE System Capacity Grant proposal endorsed and submitted to GPE Secretariat. • No cost extension for EiE–EERRP endorsed, submission to GPE • 2022 Work plans from DPs (DFAT, JICA, UNICEF and Save the Children) submitted to DoE. • Education Sector Development Plan (ESDP) was shared and noted by the LEG Committee (work in progress).A recommendation of the DPs through the LEG for GoPNG to develop an overarching education sector plan. • Most Recommendations as per the Decision Matrix are implemented and reported at each meeting.
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. • Part of joint- monitoring teams to project sites supported by DPs, especially those supported by DFAT and GPE. DoE feedback and recommendations were helpful for future improvements in program delivery for our schools and teachers. • Part of PIE design team to develop the next 8 year DFAT investment program, which was endorsed by NDoE. Commencement in 01 July 2022. • Successful recruitment of additional technical advisors to DoE in 2021- 2022 and onwards. Following have been finalized with contracts awarded: National Assessment Development Advisor; GESI Advisor; EMIS Advisor; Data Utilization Advisor; Unit-Cost Advisor. Others will be confirmed in 2022. • Non-Achievement • Although plans were there to reach out to all current DPs, due to Covid lockdowns and restrictions imposed by the authorities, this hampered the implementation of the plan. • Secondly, lack of funding also 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/GoPNG, 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** • Approval of Component 4_Variable Part(VP) by GPE Secretariat. Work plan on VP indicators developed with RED, shared at the LEG meeting. • Implementation of Maths and Science Module 1 in-service training to teachers in the 6 targeted provinces (Milne Bay / Western/ Oro/ WNB/ Sandaun and Gulf). • Baseline survey carried out on SBC Maths/Science curriculum in 6 targeted provinces. • Awarding of 33 scholarships to Pre-service maths and science teacher education female students. *17 scholarships pending for 2022. • Completed procurement of project assets to support 6 provinces in program delivery(x10 Toyota L/cruisers and x 9 banana boats with accessories).
Education Projects	
Project Monitoring	**Achievement** 1 x Monitoring trip for 7 officers to various projects due to COVID Restrictions. Non-Achievement 3 x Project Monitoring trips were not taken due to Covid Restrictions in the mid-year.
Science Infrastructure Projects	**Achievement** • 6 x Phase 2 Projects completed out of 14 Projects yet to be opened. • 3 x Phase 2 projects completed and opened. • 7 x payments made for installation of brown goods for these labs. **Non-Achievement** • 1 x Phase 2 project is 90% complete. • 4 x Phase 2 projects are yet to commence due to various reasons.
Education Infrastructure Projects	**Achievement** • Funded 6 x projects for Usino Technical High School. • Funded 3 x projects for Max David Agro Technical School in Usino, Madang. • 3 x projects for Usino Technical High School has started and are 30% completed. **Non-Achievement** • 3 x projects are yet to start. Contractors are yet to mobilize on site for Usino Technical High School. • 3 x Contractors for Max David Agro Technical are yet to commence work on site. • Payments were made in December 2021.
Ministerial Commitments	**Achievement** • 12 x schools were funded. • All payments raised and paid in December 2021. • Schools have endorsed their contractors. **Non-Achievement** 12 projects are yet to be implemented. • Funding yet to reach the schools and the contractors. Should be released in January 2022. • 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** • 3 x schools were selected for the Construction of 4 x 3 Bedroom staff residences. • 5 x Schools were selected for the Construction of Double Classrooms. • 9 x Contractors selected through the Expression of Interest (EoI) process. • 9 x first payments raised. **Non-Achievement** • 9 x projects to commence in January 2022. • 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** • 11 institutional houses were approved for maintenance. • Minor maintenance works carried out on various buildings. **Non-Achievement** • 1 x house fully maintained. **Challenges** • 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 materials to deteriorate thus putting pressure on sewerage and plumbing problems every time and houses are damaged such as doors, windows, cupboards and other wet areas.

Commentary and way forward

Aid Coordination

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

Education Projects

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

Research and Evaluation

Division Objectives

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

The Division's main objectives are to:

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

Budget activity	**Coordination of Research and Analysis 11794 (235-2101-1116)**		
	Revised appropriation (K'000s)	**Warrant authorised** (K'000s)	**Expenditure** (K'000s)
Staffing costs			
Total costs *(including staffing)*	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** • OOSC Implementation Strategy completed. **Non-Achievement** • Stakeholders' consultation and launch not complete due to lack of funding.		

ECE Policy	**Achievement** • ECE policy launched. • ECE Cost and financing budget incorporated into the Education Sector Plan.
TFF Cost Benefit Analysis	**Achievement** • Inter-Department research by NDoE, Department of PM and NEC and the National Economic and Fiscal Commission. • Survey completed. **Non-Achievement** • Too many red tapes in data collection from other government departments to complete the TFF Cost Benefit Analysis.
Research Committee meetings.	**Achievement** • 1 x research steering committee meeting held.
DoE seminar series.	**Achievement** • Research papers & presenters approved **Non-Achievement** • Limited Research capacity to implement the task.
Monitoring and Evaluation	
Inclusive education Review and consultation	**Achievements** • A final draft Inclusive Education Policy completed and circulated for comments • Hand over to Teacher Education Division to progress the next phase of the policy.
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.
Performance Assessment Framework	**Achievements** • Completed for comments from TMT and SSM **Non-Achievement** • Limited M&E's capacity to implement the task.
Statistics	
2019 Statistical Bulletin	**Achievements** • 2019 Bulletin completed and approved
PNG at a Glance 2019.	**Achievements** • 2019 PNG at a Glance completed and approved
EMIS ICT District roll outs	**Achievements** • 8 EMIS district Officers trained on the EMIS- Morobe-(Bulolo) Jiwaka-(Jimi) WHP (Tambul-Nebilyer) Milne Bay-(Misima) Sandaun (Telefomin) and KLM. **Non-achievements** • Rest of the districts are yet to establish EMIS officer position due to capacity issues (manpower, position, funding) in these provinces. • Lack of funding to progress the roll outs.
Conduct 2021 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-achievements** 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.	

Information, Communication and Technology

Division Objectives

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

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

Budget activity	**Information and Communication Technology**	**11793 (235-2101–1115)**	
	Revised appropriation (K'000s)	**Warrant authorised** (K'000s)	**Expenditure** (K'000s)
Staffing costs			
Total costs *(including staffing)*	3,720	3,514	3,361
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** • All 22 provincial Education offices and 6 district offices have been connected back to DoE network. EMIS and Alesco are accessible at those sites. • 18 of the 23 provincial sites and six (6) districts have access to Education network. • Districts connected back to the Ednet with the support of GoPNG funding through the PIP are; Tambul – WHP, Bulolo – Morobe, Misima – Milne Bay, Pomio – ENBP, Jimi – Jiwaka, Telifomin – WSP and Kiunga – Western Province. • Districts are being challenged by funding to sustain the services as well as human resources and electricity. Bulolo, Tambul, Misima are fully utilitising their Ednet services.		

	• DoE network ran uninterrupted throughout 2021 except during power outages which affected office networks and systems. Ednet provides e-mail services, storage, common printing, Education Management Information System (EMIS), Government Tuition Fee Scheme (GTFS) application, Teacher Resumption of Duty (RODSS) application, Teacher Education Registry System, payroll services and teacher bio-data to Teaching Service Commission. • Voice over Internet Protocol (VOIP) phones were installed and rolled out in HQ (FINCORP, CDD, MSD, e-Learning, Inspections and Guidance). • Server, storage and communication support was provided to ensure continuity of ICT services for the DoE. • Unlimited internet capacity was provided at DoE headquarters, to support e-mail services (over 900 DoE users including provincial officers), internet and other applications that depend on internet such as the GTFS, EMIS, MyPnGSchool, NASSA, eNRC, Payroll IFMS. • Software developed for 2021 included Mytask Management, Myleavemangment, Grade 11 and Grade 8 Selections, School Management Information System, MyLMS, Myhome Study, 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 and internal telephone directory. • The Mytask Application developed to monitor tasks given to an officer till its completion. • Constant support to provinces to ensure there is continuity of services. • Network Monitoring System was set up to manage and monitor the state of the health of the DoE network. • A higher bandwidth has been given to the DoE from 10 MBps to 24MBps. • Supported IFMS and Alesco. • Software licenses are current. • The Division was also involved in the provision of support during the lock down of schools due to Covid-19. The support was provided by Global Partnership in Education and Managed by UNICEF PNG. • Through this program the myhome study application was built to host teaching and learning content. Over 3,000 content were uploaded. eLibrary deployed to over 50 schools in Port Moresby, Lae and Madang as per Education in Emergency Rapid Response Plan. • Kiunga and Telefomin will be done in 2022. Spark Kits which hold 40 tablets were bought and brought into PNG will be deployed to identify schools in the districts of interest (KLM, Telefomin NCD, Lae and Madang). This project is managed through Save the Children PNG. **Non-achievements** • 4 provinces are offline (Western, WNBP, SHP and Gulf) No support from provincial administration to have vital ICT services provided. • Telefomin and Arawa Districts will be connected in January 2022. • Only scoping of 6 x districts (Konos, Kikori, Okapa, Arawa, Usino-Bundi, Maprik) for ICT rollout was done in 2021. These projects to be implemented in 2022. These districts include Konos in NIP, Usino-Bundi in Madang, Okapa in EHP, Arawa in AROB, Abau in Central, Chuave in Simbu and Biala/Kandrian in WNBP. Training to use eLibrary and Myhomestudy application is yet to be done in Lae, Madang, KLM and Telefomin.

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 throughout the country has increased. The Government has continued the support for Education from the previous Govern making Education its number one priority thus the Department of Education has to plan strategically craft its policies and plans to implement Government policies to cater for the country's demand for Education. 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 these policies' implementation.

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. This year GoPNG has supported much to ensure the Education ICT system continues to run and serve our teachers, administration, schools and provinces and districts. The investment has to be enhanced and sustained but lack of funding is the major constraint to sustaining ICT infrastructure and systems at the national and sub-national levels and has been a very big concerned for critical ICT infrastructure and systems to provide basic services to assist help schools. This is coupled with the lack of resources to support the services. Skills and knowledge are also lacking in some areas to ensure services are delivered efficiently. Initiatives by the management and stakeholders are often not supported when the exercise crosses over to other divisions. ICT requires the support of the Top Management to guide the progress of these initiatives such as to have a centralized database and to have standardized hardware and infrastructure.

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 has 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 for and pay for ICT recurrent costs, such as printing, e-mail, internet and mobile phone usage (CUG) and or an increase in the ICT recurrent budget to sustain these operations is vital and critical.

Provincial Education offices must budget to sustain the ICT infrastructure as well as to provide necessary tools such as the computer, printers and laptops for their officers to use and be able to use the ICT services effectively to serve teachers and schools.

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 to be filled to support and sustain the ICT infrastructure and systems for the DoE as well as schools.

2. Establish and make available integrated and accessible database for DoE and PDoE officers to manage and use all education data for planning and decision-making to improve service delivery

Challenges

DoE systems have to be centralized to give users easy access to information and to communications, but disparities between databases in different DoE divisions and branches as well as provinces make it difficult to provide consistent data and reports throughout the Ministry.

Commentary and way forward

System owners lack the understanding of their own processes and policies thus affects the development of systems as well as its implementations of systems. The system owners do not show the urgency to ensure new automated systems are developed, tested and implemented thus affecting development and timely implementation of applications.

Huge lack of budgetary support to maintenance and support existing applications already developed such as EMIS, TFF, TED, School 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 polices.

Way forward

A centralized platform to capture data and maintain information for the Department is a requirement. Information from schools, teachers and students need to be correlated in order to maintain the integrity of the data. Hence a centralized Database is necessary to capture all data belonging to the Ministry.

DoE systems need to be web-based to be easily accessible 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. Divisions or system owners have to ensure priorities are done to be able to get a quicker system delivery.

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.

Jiwaka Alesco

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			
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	24
NCDES	23
TVET (TSO)	28
GES	16
Public Service	3
TOTAL	**94**

<table>
<tr><td></td><td>Total number of Non-Citizen officers Terminated– 4
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</td></tr>
<tr><td>Non-Citizen Contract Officers Leave Fares and Subsidy Management</td><td>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>K227, 448</td></tr>
<tr><td>TOTAL</td><td>K447, 448</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>NCDES</td><td>0</td></tr>
<tr><td>TSO</td><td>24</td></tr>
<tr><td>GES</td><td>5</td></tr>
<tr><td>Public Service</td><td>1</td></tr>
<tr><td>TOTAL</td><td>30</td></tr>
</table></td></tr>
<tr><td>Public Servants Leave Fare Management</td><td>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>293</td></tr>
<tr><td>Sick</td><td>24</td></tr>
<tr><td>Compassionate</td><td>12</td></tr>
<tr><td>Other Leaves</td><td>6</td></tr>
</table></td></tr>
<tr><td>Staff Support Services</td><td></td></tr>
<tr><td>Recruitment and Selection</td><td><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>0</td></tr>
<tr><td>Total No. of non-citizen teachers recruited and are in PNG to teach in WSP</td><td>11</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>3</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.</td></tr>
</table>

Recruitment and Selection

Advertisement	Total No. of Vacant Positions Advertised	Permanent Appointment
Internal	47	21
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
12	0	12

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.

Staff Welfare

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	20
Resignation	13
Transferred	2
Deceased	25
Terminated	4
TOTAL	**64**

NDOE Occupational Health & Safety

Health & Safety Areas	Total Events	No. of officers
Voluntary Retirement	0	3
Compulsory Retirement	20	25
Resignation	13	0
Transferred	2	0
Deceased	25	500
Terminated	4	500
TOTAL	**64**	**0**

Discipline

DoE Staff Disciplinary Records

Discipline Areas	Total
Discipline Meetings held	0
Cases registered	20
Cases Deliberated & Decisions made	13
Cases Cleared	2
Cases pending	25
Cases with Police	4
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)	1, 589
Early Departures (before 4.06)	830
Abscond duties /absenteeism	3, 694
Officers reluctant to wear uniforms	5

Organizational Development

- Work Force Planning

Manpower reconciliation and NDoE Staff Establishment

Staff Establishment Register

Establishment	Total
Approved staff ceiling	1041
Staff on Strength	831
Substantive Holders	564
Acting Holders	270
Short Term Contracts (STC)	31
Unattached	27
Vacancies	210

Staff on strength varies upon staff entry and exit.

Job Description
All Job Description (JDs) per NDoE Restructure and creation of positions have been reviewed and endorsed by the Secretary.

DMA, SDMA, HDA and Creating Contract Positions

Specific Area	Total
Approved DMA positions	20
SDMA	0
HDA positions	17
Contract positions to be created	3
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	487
Incomplete Files	286
No Files	72

Staff Performance and Appraisals (SPA)

- First Quarter SPA Reports submitted
- Final SPA Minute done.
- SPAs to be submitted in Division.

Almost all 2021 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	51	5	56
Short Term Training	0	1	0
Training Conference/workshops	0	0	0
Skill Competency	0	0	0

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	292,040.00
PILAG	31,464.00
POM Business College	22,783.00
UNRE	17,400.00
UPNG	92, 190.00
PNGEI	21, 150.00
UOG	62,000.00
POLY TECH - POM	15, 000.00
TOTAL	**K554, 027.00**

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**

Training Policy, TOR and Plan

The NDoE Staff Training Policy and 5-Year Plan was launched by the Secretary on October 27, 2021.

Induction Training for Public Savants

The Induction Program for the year was put on hold by DPM until further notice.
HROD is planning to do Internal Induction Program in 2021 for the officers recruited recently

Training Needs Analysis:

Training Needs and Analysis for 2018, 2019 is pending.

Weekly (every Monday) devotions.

Has been one of the highlights of all achievements for HROD.

Commentary and way forward

Other comments:

All Key Result Areas, Key Priorities and planned operational activities were carried out by individual officers and the respective branches of the Division. The quarterly budgets were done and the claims for the activities were facilitated accordingly.

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	
DOE deceased employee final entitlement for 2020	**1.** Monies paid through Respective OPC Regional offices. The team is unable to provide figures due to Alesco System down since October, 2021.
Total Salary Bill	**2.** As at pay 26 of 2021 updates, total monies paid: K1,496,580,013.10 Teachers – (total unavailable due to IFMS issues) Public Servants - (total unavailable due to IFMS issues)
Manpower Reconciliation 2021	**3.** Nil completed due to IFMS issue.
Payroll Commission **[Revenue]**	
File Management Team File creation for New Graduates	• 2,245 total number of files created
Scanning of Professional Files	• 14,332 total teachers files scanned • 140 public servants files scanned
Dispatch of Decentralized files	• 2,154 Number of files dispatched.
Storage of Files	• Files for Public Servants, Teachers in SHP, Hela and Gulf placed in new Filing compactuses.
Employee Services	
Roll-out of Salary Decentralization to Provinces	• Jiwaka Province Decentralization launched in September of 2021. • Sixteen [16] provinces managed their own resumption – [RoDSS] while payroll was responsible for the processing of six [6] provinces RoDSS.
Teacher Resumption Exercise	• Registered a total of 62,839 teachers as of pay 7 of 2021. • 10,160 teachers off payroll for failure to submit RoDSS went off on auto suspension as of pay 8 of 2021. • 62,778 total number of teachers on payroll as @ Pay 22/2021 excluding NG.

Items & Description	Q 1	Q 2	Q 3	Q 4
Payroll Commission [135-1]	2, 790, 157. 44	3,345,234.93	8, 961, 755. 27	0
Intuitional Houses – [135-2]	7, 230. 38	19,989. 00	4, 940. 00	0
Rental Pool Houses – [106-11]	35.70	47. 60	11. 90	0

<table>
<tr><td>Salary Adjustment Exercise for both Teachers & NDoE Public Servants

New Graduates

Retired Public Servants

Implementation of Minor Departmental Restructure</td><td>SALARY ADJUSTMENT EXERCISE<table><tr><th>TASKS</th><th>TOTAL ACTION</th></tr><tr><td>Tenure Appointment</td><td>Teachers – 3,003</td></tr><tr><td>PBSS</td><td>Teachers – 6,249</td></tr><tr><td>Elementary Adjustments</td><td>Public Servants - 325</td></tr><tr><td></td><td>1,023</td></tr></table>• 1,163 new graduate teachers placed on payroll

• Twelve (12) Retired Public Servants paid their final entitlement.

• 2 division; Inspections and Teacher Education establishment updated</td></tr>
<tr><td colspan="2">Administration</td></tr>
<tr><td>2021 Printing and distribution of teachers' resumption forms.</td><td>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.

24 computers bought.

2 X 8 bay Filing compactuses purchased.

36 Payroll Division staffs were issued a new set of Corporate uniform for 2021.

Three payroll staffs undergo training at PILAG. 2 complete and 1 withdrawn.

Two officers attended one week training on DISCOVERER.

Two officers were recruited this year 2021.

16 staffs were paid out their dues for 2021.

Organize visit to provincial trips to Gulf and Jiwaka for Salary Decentralization Purpose.</td></tr>
<tr><td colspan="2">Quality Assurance</td></tr>
<tr><td>Quality checks made on a fortnightly</td><td>Pay 1-26 checked and delivered.</td></tr>
<tr><td colspan="2">Others</td></tr>
<tr><td>Decentralization of Salary Function</td><td>Jiwaka Province decentralized in September of 2021.</td></tr>
<tr><td colspan="2">Commentary and way forward</td></tr>
<tr><td colspan="2">• Decentralization of Alesco to three remaining provinces – Gulf, SHP and Hela to be done in 2022.
• 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.</td></tr>
</table>

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)	5,360	5,248	4,943

Targets	**Achie vements 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 2021 NDoE Annual Operational Financial Plan (AOFP) • Yearly 4qtr budget reviews • Completed 2022 budget estimates • Yearly 4 quarter NETA meetings • Implementation of the IECC Meetings
2021 close of Accounts Exercise	Successfully completed

Commentary and way forward

- One of the biggest challenges that we have experienced in the Finance Division is Contract teachers' outstanding and current rental payments are underfunded. Contract officers teach in various schools including Secondary and Vocational schools run the state have always been severely affected. These are obviously government's contractual obligations and therefore must be fulfilled. This issue requires immediate attention by Department of Treasury hence increase funding in 2021supplementary budget item 232 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 and the teaching divisions (TVET, Teacher Education and General Education) during first and second quarter/ of 2022. Most important activities for the sector are implemented according to the Education Calendar.
- Due COVID19 pandemic, implementations of NDoE's major activities were behind schedule and hindered severely planned activities. Hence, Finance division is in consultation with DoT & DNPM to front-loaded warrants for critical and project (PIP) activities to be released in advance for department implementation.

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)	4,587	4,462	3,041
Targets	**Achievements and non-achievements**		
Management of Contracts/ Agreements/ Memorandums of Understanding for the Department Operations.	**1) Re-fleet/maintenance and Operation of Department Vehicles** a) NPC approved and is currently awarding bid winners of batch 2. b) Quotes obtain to re-fleet Batch 3 as approved bt TAG and NPC. c) Paid Edi Motors, 2 Fast Motors and Auto Mart for vehicle maintenance, renewal of Safety stickers and registration. Figure not available at time of printing. d) Pick Up/Drop Off for Dept. officers to and from work is ongoing. e) Paid to AP Trading for fuel for all DOE vehicles and the Fuel Station was managed and controlled. Total paid not available at time of printing. **2) Transport Policy** a) Review of Transport policy completed, printing done ready for launching and distribution. **3) Security Contracts** a) Security 2000 at CCD – K250,314.00. b) JFox Security Solutions at Fincorp – K303,836.40. c) Security 2000 LTD at Fincorp Haus – K333,836.40. **4) File Management** a) Admin staffs scanning files and doing Electronic Filing. b) Submitted request for Dept. Archive Building to Project Section. c) Presented the need for funding of Archive Building to Donor Consultant. d) Electronic recording of mail receipt and delivery currently maintained. **5) Payment of Utility Bills** a) Utility bills payment is now Department of Finance responsibility. b) Assisted to Supply Fuel for the genset to keep the building operational.		

Maintain an updated asset register for the department for the purpose of maintenance, disposal and replacement.	• No national institutions visited this year, 2021 for Annual NDoE Stock take 2020 rolled out to National Institutions in Provinces because Accommodation cheque for Sea View Hotel was deposited in a wrong account and the Secretary said to resolve the problem before travels can take place. This includes NDOE, and National Institutions including (State & Church run) Teachers colleges, National High Schools, Business Colleges, TVET Colleges and Special Education Centres. • Field Data collected and bulk loaded into IFMS Asset Register to maintain Master Asset Register for NDOE. • Audit Reports presented to DOE Audit Committee Meetings. • Board of Survey (BOS) Reports compiled for ten (22) divisional requests for replacement/disposals of assets. • Verifying payment vouchers for new assets purchased in 2021.
AMMENITIES AND PLANNING	
Maintenance and operations of DoE amenities.	• 7 Office Attendants stationed at various Divisions at Fincorp Haus, CDD blocks and NCDES. • Carried out two fumigation exercise in Fincorp Haus Building, CDD buildings and first floor Mutual Rumana this year, 2021. • 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 2021 annual budget.	Done and submitted all quarter review reports to budgets. 2021 AMP revised for 2022. 2021 AOFP reviewed for 2022.
Establish and upgrade staff data, (leave fares, furlough leave, sick leave and compassionate leave, absences, etc and staff performance appraisals.	All leave fares raised and processed for officers due for 2021 Rec-leave. Not all appraisals for 2021 done and submitted to HROD.
Payment of claims.	Paid claims due for payment by the Division.

Commentary and way forward

- Got the support of the Secretary in January/February to secure funding to BOS and dispose all identified vehicles.
- 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 Assets Management System that captures updated 'Fixed Assets' Register and Current 'Fixed Assets'.
- 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.
- Work with HROD in January to retrain 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 solve our identified areas of concern (office environment, storage, payment of rent)

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.
- Record and maintain an accurate asset management for the Department.
- Provide an efficient and effective procurement process for the department including public tendering.
- Manage and report on the procurement activities in the department.

Budget activity	**Procurement 11942 (235-2101-1117)**		
	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**		
2021 DOE Consolidated Procurement Plan	• Completed 2021 annual procurement plan and sent NPC and APC. • Revised 3 versions of plan throughout 2021 to cater for divisions such as MSD that was not included in initial plan.		
Tenders for GTFS	• Prepared standard RFT for all 89 districts and 22 provinces to procure teaching and learning materials. • Conducted awareness on how funds were to be disbursed to provinces and districts as per NEC decision 25/2021.		
Vetting and inspection of services providers under goods, services and works	In early 2018, vetting and inspection of companies engaged in business with DoE commenced. This activity is still in its early stages with 1,400 companies presently listed in DoE's IFMS System. A review was launched in consultation with IRC and IPA to improve and eradicate fraudulent related entities by the companies' committee in 2018 thus downgraded the companies down to 600.		
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 its deliberation and approval.		
Expression of Interest (EOI) for CDD	• Advertised EOI for door to door delivery of curriculum materials to all elementary, primary and secondary schools throughout PNG. • Received 82 bids. Awarded contracts to 22 bidders. • Delivery of materials throughout PNG is 95% complete except for three contractors who are yet to provide reports.		
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. • Currently liaising with NPC to allocate tender to advertise and award contract in early 2022.		

Kerevat NHS tender	• Prepared RFT and APC request for Kerevat was approved. • Currently liaising with NPC to allocate tender to advertise and award contract in early 2022.
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 that were approved by Secretary in 2021. • UATP account for Air Niugini was well managed. • Catering services with Hideaway was managed well and will remain in 2022. However, in 2022 we will need requisitions from divisions to replenish these accounts before we access these accounts.
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 are continuing to work with them to improve even more. • GPO approvals for external printing were sought and received for other printing by Divisions. • Printing for CDD teachers' guides and syllabus is currently being progressed before Close of accounts on 31 December, 2021.
Scrutinize all current registered businesses entities which meet GoPNG compliance standards	• Company registry book was completed by type of business and province.
Centralization of all AROs to improve efficiency in line with IFMS requirements	• While Super ARO worked closely with all AROs to complete all tasks, the intention to have monthly reports done for each division by economic item did not eventuate because Francen was the only officer. • We will assign 2 officers to assist the ARO to prepare this report monthly.
Establish a proper 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 and supply gr 9 & 10 textbooks for 7 new Junior High Schools in Wosera Gawi District, ESP	• Books were delivered. Proofs of delivery were several photographs of shrink wrapped crates of textbooks and delivery notes signed by PEA for East Sepik Province and officers from the Member for Wosera Gawi on 4 April 2021.
Purchase and supply gr 9 & 10 textbooks to 7 new Junior High Schools in Usino Bundi District, Madang Province	• 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.
Contractors Past Performance Assessment Report	• Prepared contractors past performance assessment report and delivered to National procurement Commission on 30 August 2021.
Security Tender	• Participated in Security companies EOI Evaluation Committee.

Commentary and way forward

Lessons:

As a major expenditure Department**,** with huge n funding over the years, there is every reason to believe that our success will depend on the performance and outcomes of individual divisions contributing to the success of delivery the best to the children and the stakeholders. The successive governments continue to recognize our interests in the Education Development by continuously increasing DoE's Budget since 2012.

Therefore, the government strongly emphasises effective procurement systems in all government funded sectors, including the Department of Education to standardise and create value for money. It is for these reasons that DoE established the Procurement Division in 2012 with the core function of centralizing all procurement activities for the 12 divisions within the department, including Teaching Services (TSC), Office of Libraries and Achieves (OL&A) and National Literacy and Awareness (NL&A).

Procurement division will continue to engage itself to centralise activities and become fully fledged centralised Division to procure goods, services, and works that aims to create value for money. Divisions such as MSD, CDM within the Standards and Teaching directorate will achieve much greater outcomes by following comprehensive and good procurement practices to procure goods, services and works in lead time, as they're now utilizing the minor contracts as a measure of success especially with Printing and Marking of national exams papers.

PD will assist divisions to develop and finalise procurement manuals and write Procurement, Operations' Policy and Reports while standardising minor contracts for goods, services works and special projects and finalising of procurement documentations.

PD will continue to apply the PFMA guidelines, GPM, IFMS and continued to apply the stringent and prudent compliance practices for effective and efficient outcomes, It must be result oriented and costs driven and create effective competition.

Our major stakeholders, the National Procurement Commission (NPC), governments, financiers, communities, business partners etc., are accorded with respect and understanding of the nature of business activities we're in with them, not only now but will continue to grow and foster and create a long lasting relationship.

The centralisation and implementation will be our major focus to achieve better outcomes for the department. Moreover, the continuation of the special projects and TFF's delivery mechanism of Basic Education Materials and schools science kits and upholding and supporting our Bidders will be our major goal to achieve the objectives and of the government.

All advertisements of major tenders will be made on a timely basis and assessment and evaluation for tender Bids for selection and approval will be a key and paramount importance to deliver the government's intended course of action.

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).

Budget activity	**Inspections**	**10413 (235-2101-2103)**	
	Revised appropriation (K'000s)	**Warrants authorised** (K'000s)	**Expenditure** (K'000s)
Staffing costs – (247)			
Total costs (including staffing)	20,386	20,296	19,686
Targets	**Achievements and non-achievements**		
Education Standards: Quality Standards Improvement in all schools	**Achievement** Average schools visited by Inspectors are: Elementary – 70% or 5,882/8,494, Primary - 80% or 3,099/3,874 and Secondary – 90% or 297/330. Total schools visited in 2021 was 9,278 or 74% of school. **Non Achievement** Planned training for Inspectors did not eventuate due to COVID 19 SOE and funding constraints.		
Quality Teaching & Learning: Teacher Quality Performance, Assessment, Appraisal, Ratings for Registration and Promotion.	**Achievements** Level of Teaching and Learning remained consistent despite COVID 19. Total inspection reports for 2020 rated during 2021 National Ratings was; 4,638: SID – 4,432 (95%), TED – 32 (0.7%). VET – 174 (4%).		
Monitoring and Evaluation: Monitor and Evaluate the work of Standard Officers and the impacts at the school level.	**Achievements** Most provinces in the four regions were visited by the regional directors. Highlands 7/7 – 100%, Momase 4/4 – 100%, Southern 3/6 50 % and NGI 3 /5 – 60%. With Staff Performance Appraisals (SPA) 60% completed. Geographical features (terrain, open sea, vast wetlands and changing weather patterns) and Logistical issues are challenges our Inspectors.		
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.			

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	2,8591	3,119

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 179 Secondary/high schools were visited. Only 50% of officers were funded. • Most of the Grade 11 student population was tested 20,000 students • (DAT tests). • Most of the School Based Counsellors are monitored during the visits • Achievement is 90% of these activities
1. Basic Counselling Training final year student teachers of PNGEI. (UNICEF GPE funds) 2. BMP reviewed & printed awaiting launching in 2021 3. Guide to BMP printed and to be launched with BMP. 4. Basic counselling skills training manual endorsed for training by Secretary. 5. School Related Gender Base Violence workshop (SRGBV) & GESI roll out in Oro Province. 6. Spot light program UNICEF 7. Teacher in-service program(TIP) 8. Education in Emergency (EiE) Response & Recovery plan.	**Achievements** • The Behaviour Management Policy (BMP) and the Policy Guide were launched in 2021. • Scout Policy was also launched. • SRGBV & GESI rollout training done in Oro Province. Going through review. • Basic Counselling Skills training manual endorsed by Secretary and was used to train final year BLSM students of PNGEI under GPE/UNICEF emergency plan. • Basic Counselling training done trained 56 student teachers at PNGEI. **Non-achievements** • SBC training was conducted in Morobe again and was funded by Lutheran Church. Other planned SBC workshops and training were not done because of funding constraints. This meant 90% of workshops & training were not done. • Spot light program will start in 2022 lead by Child Fund & UNFPA. • TIP reviewed in printing training be done 2022. **Achievement for Guidance** • Trained teacher on Psychosocial Support (PSS) & DRM in six Districts with GPE funding Kiunga, NCD, Lae, Madang, Vanimo & Telefomin. • Produced training manuals & Counselling Cards for teachers.

Grade 11 Selections All Guidance Officers (GO) attended selections for Grade 11 students in 2020 for the first time in respective provinces.	**Achievement** • 100% of GC Officers attended selections 2021 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. **Non-achievements** • Many Guidance Officers will not attend the Grade 12 selections due to funding • Grade 12 online selections opened on the 21/12/2021
Monitoring & supervision	**Achievement** • Guidance Officers visited nearly all their schools using provincial support and sharing of resources with Standard Officers. • Visited only Oro Province for GESI rollout. **Non-achievements** • Availability of funding to visit all provinces by the Regional Directors and the Assistant Secretary due to COVID -19

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.

Budget activity	Curriculum Development & Assessment, (CDA)	10411 (235-2101–2101)	
	Revised appropriation (K'000s)	**Warrants authorised** (K'000s)	**Expenditure** (K'000s)
Staffing costs			
Total costs (including staffing)	1,822	1,603	2,056

Targets	Achievements and non-achievements
Coordinate Divisional Operations	All of the division's operational costs including staff leave entitlements, utility bills and administrative costs were paid, utility bills (water bill) and maintenance work on the CDD main conference room and air condition in all buildings. Others area that need urgent attention are the fencing, security house and security flood lights and the maintenance agreement and service of the CDD generator. This function should be transferred back to CDD for efficient provision of utility bills such as power, water, fencing, lighting, etc..
Development of SBC for Elementary schools	• Elementary SBC has been completed and delivered to all Elementary schools through PNG. This is four (4) full years of Elementary SBC implementation. • There is an immediate need for a review of the Elementary curriculum to align to the NCSF recently completed which K1 & K2 and Prep must align to MCSF and is used for Senior Primary and the Secondary sector content development. • There is also a need to develop support resources and monitoring to ascertain the status of the implementation.
Development of SBC for Primary schools	• Junior Primary (Grades 3, 4 & 5) SBC has been completed, printed and delivered to all four (4) Regions. This is 2 and half years of implementation in schools. CDM funding has been used to successfully deliver Junior Primary SBC to all 22 provinces. • Teacher training has been conducted by TED for implementation. • Senior Primary (Grades 6, 7 & 8) has completed, printed and delivered in early 2019. Only Teacher Guides for 4 subjects; Arts, Social Science, Making a Living and Health/Physical Education are yet to be printed. Funding committed for this and printing will start early 2021 and delivered to schools soon after. • Funds had been budgeted for in both Project and recurrent under CDM and CDD will ensure all is completed by end of 2021.
Development of SBC for Secondary schools	• Junior High School (Grades 9 & 10) SBC Syllabuses have been written under Humanities, Sciences and Business and Technology pathways or Learning Areas and have been printed and distributed to all high schools in 2021. • These Syllabuses were edited by external editors in November, 2019. • Senior High School (Grades 11 & 12) SBC syllabuses have been written under Humanities, Sciences and Business and Technology pathways or Learning Areas and have also been printed and distributed to schools in 2021. • These syllabuses were edited by external editors in November, 2019. • Funds had been budgeted for in both project and recurrent under CDM and CDD will ensure all syllabuses completed by end of 2021. • All Teacher Guides Humanities pathway with exception of Arts and Character & Social Development have been completed and are undergoing final stages of designing prior to printing in 2022. • All Teacher Guides Sciences pathway with exception of Agriculture and Physical Education have been completed and are undergoing final stages of designing prior to printing in 2022. • All Teacher Guides Business and Technology pathway have been completed but are held back due to late completion. Editing will commence and will be printed in early 2022 after designing is completed. • External editors will be engaged to edit all Business and Technology Teachers' Guides.

Development Citizenship & Christian Values Education (CCVE) under SBC for Preparatory Grade to Grade 12 under 1-6-6 education structure	• CCVE Framework, Syllabuses and Teacher Guides for (Prep to Grade 6) are all printed, distributed and in implementation since 2021. • Grades 7 to 12 CCVE Syllabuses and Teacher Guides have been written by Curriculum Officers and will be consulted with external experts through workshops for finalization in preparedness for printing and distributions. • 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. • The implementation for CCVE Syllabuses and Teachers Guide will be in January 2023. • All CCVE from Prep to Grades 12 will be completed by June 2022 and implemented thereafter. • This is a new Government Initiative that is successfully delivered by CDD.
Development of National Curriculum Standards Framework, (NCSF)	• The NCSF Framework was developed by Task Forces team comprising mostly of academics. • CDD team had the privilege go through the documents and contributed immensely towards its finalization in consultation with the Task force Team Leader. • CDD also had the privileged to write the NCSF that were not written by the Task Force Team mostly for Skilled-based Subjects. • The NCSF will be handed over to the Minister by DoE Secretary to be presented by NEC • While that is pending CDD is using the NCSF to develop and deliver its SBC for Senior Primary and Secondary.
Hold Board of Studies and Subject Advisory Committee meetings	• 2 x Subject Advisory Committee, for Primary and Secondary Education, and 1 x Board of Studies meeting, for Basic Education and Secondary in September 2018 to approve Primary SBC and Secondary SBC Plans. • BOS meeting was held on the 29th of November, 2019 • SAC & BOS are a must to meet all approval processes and CDD has planned for 2 SAC & 2 BOS and budgeted for it in 2021. • Prior to SAC & BOS a series of SCG committees meet and Curriculum panels are held regularly.
Develop School Journals	• Came to a halt after 6 Bridging School Journals were developed with assistance from VSO under the Every Child Reading, (ECR Phase 2) in 2015. The VSO support has eventually ended and DoE will have to fund this. • This activity must be revived and CDD has budgeted for it in 2021. • Budget will come from CDM to revive these important reading books.
Develop Text Books with JICA partnership	• Grades 3&4 Text books for Mathematics and Sciences were completed printed in Japan and delivered to PNG main ports, then to provinces ad end up in the 89 districts throughout PNG. Many already arrived while others are yet to be delivered. Printing and distribution was funded by Japanese Grant Aid through the people and Government of Japan implemented by JICA PNG office. • Grades 5&6 text books have been completed validated and is undergoing printing in Japan. Delivery will be same as Grades 3&4 and to the districts funded by Japan's grant aid. • TOT for Teachers on text books for Maths and Science Text books for Grs. 3 to 6 is pending for all 22 provinces since 2021. • This activity must extend to Prep and Grade 1&2 and Secondary grades 7-12. CDD has translated this into a Project with GOPNG budget allocation of K5.0m in 2021.
Procurement Supply of text books & support resources through the NEC Submission	• CDD has made a massive submission for around K600.0million with a list of text books and support resources based on text ration of 1:1, 1 text book to 1 student. Due to changes in Government and ministers this submission is pending NEC decision. • There is a great need to revive this project with other PIP

Commentary and way forward
1. Many repair and maintenance jobs are still outstanding at the print shop and n the warehouse / stores where a state of Art printing machine is also installed. This must be attended to in early 2020.Computer to Plate machine installed in the print shop.
2. Air condition is not working and is now a health hazard. This must be attended to in early 2020 and into 2021
3. The CDD main conference room has been renovated. The funding for this is made available and construction started in January 2021. It was a priority in 2021 with additional funding for brown goods from recurrent.
4. The two toilet blocks in block B and warehouse needs full maintenance and is already a health hazard. This must be done in early 2020.
5. All 4 blocks air condition needs maintenance or replacement. Block 1 fully was maintained in 2018 but gone off again and need repair. Need specialist air con companies to carry out this task in early 2020.
6. Senior Primary (Grades 6, 7 & 8) SBC materials delivery to all 4 regions must be completed by April, 2020.
7. CCVE Grades 7-12 Syllabuses and Teacher Guides must be written and completed in June, 2020 for printing and delivery thereafter.
8. Secondary (Grades 7-12) SBC materials must be printed by October, 2020, for delivery in May/June, 2021 and implementation thereafter.
9. Training for SBC Grades 7-12 in July 2020 and CCVE Grades 7-12 must be conducted in early 2021 in preparation for implementation. Training was planned for Dec 6-12 but due to late processing of funds it's deferred to 2020. It's funding was committed from the 2019 budget.
10. Mathematics Text Books for Grades 3&4 were delivered to schools from the Cluster for implementation in January 2020. CDD must support or monitor to make sure the books are in school. These are requirement from Japanese Government and must be done and reported.
11. 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. Secretary's Circular Instruction 41/2020 must be circulated for adherence and compliance.
12. STEM/STEAM curriculum has been proposed and CDD is has accommodated its concepts in the Teacher Guides. CDD is development STEAM resources book containing sample STEAM Projects. This must be given adequate funding support to have it completed, printed and delivered.
13. Laptops were purchased for all Curriculum Officers configured and installed. This is a priority over the festive period for use in February 2021 by the officers.
14. Aging computers and Laptops need complete purchase and are still outstanding. Secretary approved for 32x laptops for Curriculum officers in 2020.
15. Aging photocopiers and Data Projectors need complete purchase and are still outstanding.
16. Stationery for CDD staff although provided this year by Procurement but insufficiently supply received for all CDD officers for the year 2020.

Minister cuts the ribbon to launch the ECE Policy

Budget activity	Curriculum Development Project	(235-2101-2107-CDP) (23027-IFMS)	
	Revised appropriation (K'000s)	**Warrants authorised** (K'000s)	**Expenditure** (K'000s)
Staffing costs			
Total costs (including staffing)	3,000,000.00	500,000.00	500,000.00

Targets	**Achievements and non-achievements**
Secondary schools SBC development Project (GoPNG funded PIP 23027)	• Secondary SBC Development • Junior High School (Grades 9 & 10) SBC Syllabuses have been written under Humanities, Sciences and Business and Technology pathways or Learning Areas and are in all final stage of designing prior to printing. • These Syllabuses were edited by external editors in November, 2019. • Senior High School (Grades 11 & 12) SBC Syllabuses have been written under Humanities, Sciences and Business and Technology pathways or Learning Areas and have also been printed and distributed to schools in 2021. • These Syllabuses were edited by external editors in November, 2019. • Funds had been budgeted for in both Project and recurrent under CDM and CDD will ensure all Syllabuses completed by end of 2021. • All Teacher Guides Humanities pathway with exception of Arts and Character & Social Development have been completed and are undergoing final stages of designing prior to printing in 2022. • All Teacher Guides Sciences pathway with exception of Agriculture and Physical Education have been completed and are undergoing final stages of designing prior to printing in 2022. • All Teacher Guides Business and Technology pathway have been completed but are held back due to late completion. Editing will commence and will be printed in early 2022 after designing is completed. • External editors will be engaged to edit all Business and Technology Teaches Guides.

Commentary and way forward

1. Secondary (Grades 7-12) SBC materials completed and ready for printing.
2. Secondary (Grades 7-12) SBC materials must be printed by March, 2010, for delivery in May/June, 2020 and implementation thereafter.
3. Training for SBC Grades 7-12 and CCVE Grades 7-12 must be conducted in early 2020 in preparation for implementation. This was planned for Dec 6-12 but due to late processing of funds it's deferred to January 2020. Funding for this is committed from the 2019 budget.
4. 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.
5. STEM/STEAM curriculum has been proposed and CDD is has accommodated its concepts in the Teacher Guides. CDD is development STEAM resources book containing sample STEAM Projects. This must be given adequate funding support to have it completed, printed and delivered.
6. ICCT framework and syllabus development as a need based subject to address early acquisition of computing skills at prep and early sector.

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 (including staffing)	2,000,000.00	1,500,000.00	1,500,000.00
Targets	**Achievements and non-achievements**		
Procurement of Quality Teaching and Learning materials	• Purchase of Science experiment Kits for Primary schools in 2020 and awaiting distribution. • Purchase of Mathematics, English & Science text Books for Grades 1 & 2 • Both of these purchases are done through open Tender		

Commentary and way forward

1. Text books are crucial part of Curriculum development and implementation
2. 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.
3. NEC submission of 600,000,000 (600.0m) that was done and sent to minister must be taken up with NEC so that his vital project will eventuate and provide sufficient text books at a ratio 1:1.
4. 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.
5. Science kits for Primary level will boost effectiveness of teaching the subject. These kits will support the implementation of the newly developed Science textbooks for grade 3-6 thus impacting the teaching and learning of the subject.

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)	16,626	16,517	16,852
Targets	**Achievements and non-achievements**		
2021 Grade 8, Grade 10 & Grade 12 National Examinations Printing	Timely and security controls included National Exams & Certification: • 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 x17 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 effected. • All DoE certificates centralize & enhanced security features effected. • Security feature included in the new Statement of Results for G10 & 12		

Exam Development workshops and running trial tests - 2021	• 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 • CSMT report submitted not released due to technical issues.
Mal-practices free Exams and Certifications	• National Examinations have been mal-practices free 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.	• Collected student performance data for WEX involving 242 markers. • Collected student performance data from 16 nationally examinable subjects (Gr12) involving 589 teachers, Lecturers and MSD facilitating.
Dispatch of Examination Papers, Results & Certificates.	• Examinations reached schools nationwide on time and all went well. • Submission of results for Grade 10 & 12 for Selection Meetings done on time. • For the 4th 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.

CDD stall at the launch of the NEP

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)*	3,272	3,136	3,498

Targets	**Achievements and non-achievements**
	<u>NBC Airtime for school Radio programs.</u> **Achievements** • 170 out of 303 Radio programs were broadcast for 2021. (Grade 4-6 Radio Science, Grade 5 Stories from the Bible, Grade 6 Christian Education, Grades 5&6 Current Events and Education News). • 300 radio programs were digitized for up loading on DoE Website. • All Radio programs in 2021 were funded by GPE. **Non-achievements** • All programs were put on hold for review. • Non production due to delays of scripts to production time (Ed News). • Some schools radio programs were not aired due to disruptions.
2021 Schools Broadcast programs.	**<u>EMTV Airtime for school TV programs.</u>** **Achievements** • Outstanding bill of K795, 000.00O was paid off early this year to allow for students to have access to the program. • All Primary TV programs broadcast for 2020 (Grade 6,7 & 8 math and Science on EMTV and Grade 11, Physics, Math (A), Physics and Geography were broadcast through NBCTV, Click TV and Digicel TV. • All TV programs aired in 2020 are funded by GPE. **Non-achievements** • Some programs did not go on air due to interruptions such as Parliament Sessions.

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** • Due to the COVID-19 lock down production outcomes weren't achieved.
Development of TV resource Books for Grade 1 Teachers/Students	**Achievements** • Grade 1 TV resource Books for Teachers and students finalized in preparation for production in 2022.
Production - Educational Events - FODE - Education News	**Achievements** • Successfully hosted SEOC in Kiunga with use of Zoom in 2021. • Produced Education News despite the COVID-19 Lockdown. **Non-Achievement** • Production for FODE Grade 9 Social Science. • Delay of EdNews radio script causes poor production and turnaround time.
Conversion of TV and Radio programs from analogue to digital Rollout of EQUITV Program (Installation of Education Power Devices	**Achievements** • All radio and TV programs were digitized. **Non-Achievement** • 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** • ESP Governor is the only Governor that procured the Education Power Devices to the Province. • Installation will be done in 2022. **Non-Achievement** • Nil support from the provinces.

Commentary and way forward

Lessons:

1. Roll out of EQUITV Program will cut down on number of schools due to less funding.
2. TV and Radio programs uploading to the Department's Website for ACCESS.
3. Grades 9-12 English is planned for Live Stream 2022 respectively.

TVET Schools Operations

The Technical Vocational Education and Training (TVET) Wing provides broad – based technical and vocational education and training that meets national competency standards and the ongoing needs of the community, Government, commerce and industry.

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

- Coordinate and distribute funds to the eight (8) Technical Colleges, two (2) Business Colleges, one (1) National Polytechnic Institution and one hundred and thirty-one (131) Vocational Centres. Prepare budget, cash flow projections, manpower reviews and tenure appointments. Recruit teachers for mainly the Technical/Business Colleges and the National Polytechnic Institution.
- Provide facilitate and promote integral human development through the delivery of relevant demand driven and nationally recognised TVET training programmes to foster enhance and sustain the socio – economic growth.
- Implement Government directives, Ministerial Policy Statements and DOE's final instructions to liaise with DHERST in transferring remaining administrative matters related to Technical/ Business Colleges and National Polytechnic Institutions.

BUDGET ACTIVITY:	**TVET COORDINATION SERVICES 10430 (235–2102–1101)**		
	Revised appropriation (K'000s)	**Warrants authorised** (K'000s)	**Expenditure** (K'000s)
Staffing costs			
Total costs (including staffing)	1,084	1,016	879
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		
TVET Expansion of Tertiary Institutions	(15) Provinces without Technical Colleges were visited for provincial initiatives on establishment of Technical/Business Colleges. Of the (15), (9) Technical Colleges in (9) provinces were endorsed by SRCC for registration.		
TVET expansion of VET institutions	Infrastructure rehabilitation for 4 x Technical High/Secondary Schools completed.		
Attend and actively participate in institutions' Governing Council meetings	Three Governing Council meetings were attended by the Director Technical/Business Colleges & NPI. Port Moresby Business college, Kokopo Business College and Port Moresby Technical College.		
TVET professional committee meetings	One (1) NEB TVET professional committee meeting conducted in 2021; consequential appointments		
Attend and actively participate in institutions' governing council meetings	Four governing council meetings were attended by the Director Technical/Business Colleges & NPI and First Assistant Secretary. Port Moresby Business college, Mt. Hagen Technical College, Port Moresby Technical College and National Polytechnic Institute.		
Policy development and consultation	**1. VET Policy draft** developed for internal and stakeholder consultation and further DOE-TMT deliberation (50% achievement) **2. SME Employment Policy** in Education 95% completed and finalized for approval to roll-out in 2022.		
Commentary and way forward			
1. VET Policy has been drafted for further consultation, while TVET Strategic Management Plan and Technical Secondary Schools (TSS) Handbook will need reviewing to align to VET policy. Major focus in 2022 will be to finalize and approve these key policies to guide the implementation of VET Training in the Vocational Centres and Technical Secondary Schools. 2. There are now 28 registered provincial TSS and 153 Vocational Centres. These registered schools will affiliate their programs with TVET Curriculum to provide TVET National Certificate qualification at approved levels. A critical audit visits by TVET Divisions (Operations, Inspections, Curriculum) in 2022 to give a clear perspective on the needs of each VET institutions for planning and rehabilitation.		

BUDGET ACTIVITY:	TVET SCHOOLS OPERATIONS 10431 (235–2102–1102)		
	Revised appropriation (K'000s)	**Warrants authorized** (K'000s)	**Expenditure** (K'000s)
Staffing costs			
Total costs (*including staffing*)	19,681	19,258	23,050

Targets

Enrolment and staffing are kept to maximum in all prescribed qualifications programs in all colleges.

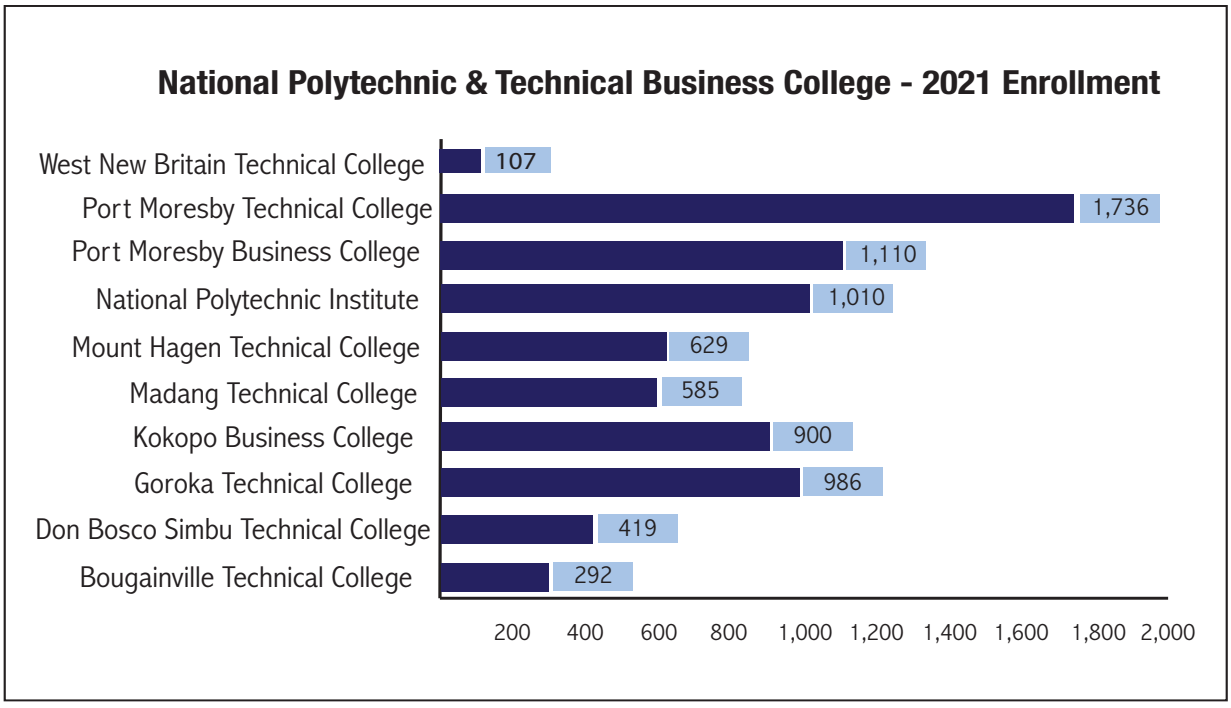
Achievements and non-achievements

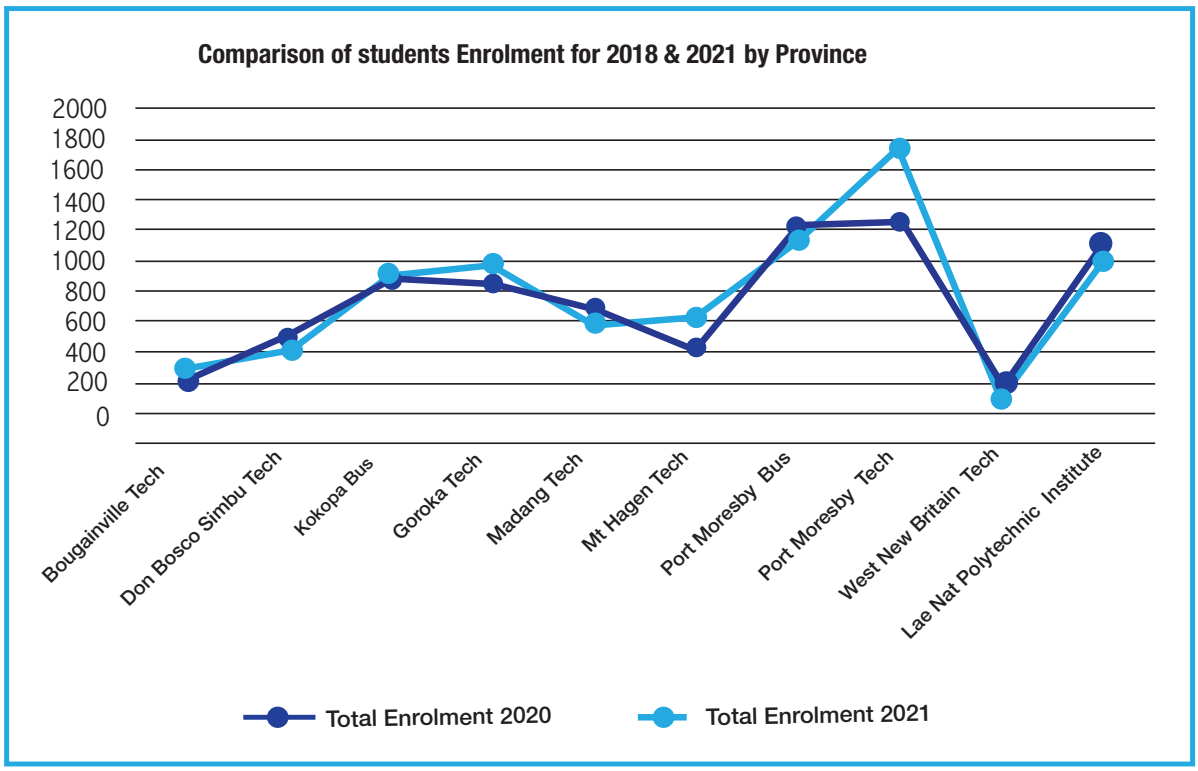
Headquarter

Details	Total Number
1. National Branch	
a) Ceiling	6
b) On Strength	5
c) Vacancy (funded)	1
2. TVET School Operation Branch	
a) Ceiling	3
b) On Strength	3
c) Vacancy	0

Summary Information for NPI and Colleges

Details	Male	Female	Total
Student Enrolment	5296	2478	7774
No. of National Teachers	264	79	343
Contract Teachers	21	13	34
Part-time Teachers	48	14	62
Teacher/Student ratio			1:21





Teacher student ratio of 1:25 maintained for sustainable and quality delivery.	The teacher student ratio of 1:21 reflects a minimal decrease in student enrolment in smaller institutions due to gradual deterioration of college facilities & amenities and higher student density institutions in bigger institution.
Recreational leave entitlement for eligible Head Office Staff; Nat. Teachers & Contract teachers.	**a) Recreation Leave: Head Office Staff & College/NPI lecturers**

TSOD STAFF/ TRS	LEAVE APPLICATIONS REC'VD	PROCESSED & PAID	AMOUNT PAID	PENDING	AMOUNT PENDING PAYMENT
Teachers	113	82	K566,320.35	24	K107,771.80
HQ Staff	11	11	K130,000.00	-	-

b) Recreational Leave: Non-citizen Contract Officers

(29) Contract Officers applied for leave this year 2021. (23) applications were processed, approved and paid while (6) applications are processed and approve but pending payments. Achievement: 79%

c) Rental payment for Non-citizen contract officers:
From the total of K1,118,750.00 appropriations in rentals for non-citizen contract officers for 2021, K394,404.57 was paid. Outstanding of K724,345.43 is pending payment from Accounts office. Achievement: 35%

d) Repatriation: Affected 2020 Non-citizen Contract officers and National lecturers.
A total of (5) national teachers repatriation outstanding pending provision of relevant documents

e) Contract Officers Education Subsidy Benefits:

I. 2021 claimant of 11 dependents for eight (8) non-citizen contract officers under this benefit was fully paid out. **100% achievement.**

Institution attached to	No. of Contract Officers	Total No. of Child	2021 total payable	Payment Done
Kokopo Business College	1	1	36,000.00	36,000.00
Port Moresby Business College	2	2	18,937.00	18,937.00
Port Moresby Technical College	2	2	25,261.00	25,261.00
Lae National Polytechnic Institute	3	6	103,170.00	103,170.00

II. Outstanding reimbursements for self-sponsored dependents since 2013 for (12) dependents of (9) contract officers have yet to be settled. The claims are still in the IECC pending list, to be considered for 2022.

Post-secondary education expansion

Final due diligence to change status of (6) proposed Vocational Schools to Technical College will be carried out by DHERST. Jiwaka Technical College was launched by DOE in 2021 and now being developed. The DOE approved Sir Max David Agro-Technical college is currently undergoing full restoration and development. It is proposed launch and opening in Quarter 1/2022.

No	Province	Names Of School	Status	Secretary's Approval
1	Central	Kwikila Technical College	Change in establishment to Tech Coll	APPROVED
2	Gulf	Malalaua Technical College	Change in establishment to Tech Coll	APPROVED
3	Oro	Sangara Technical College	Change in establishment to Tech Coll	APPROVED
4	Milne Bay	Rabaraba Technical College	Change in establishment to Tech Coll	APPROVED
5	Western	Balimo Technical College	Change in establishment to Tech Coll	APPROVED
6	Morobe	Umi Technical College	Change in establishment to Tech Coll	APPROVED
7	Jiwaka	Minj Technical College	Change in establishment to Tech Coll	APPROVED
8	Madang	Sir Max David (Brahman) Agro-Technical College	New establishment	APPROVED

Commentary and way forward

1. Student enrollment for the technical and business colleges and national polytechnic remain stable with an exceptional increase of over 390 students from 2020 data, despite the COVID-19 set-back. This indicated dedicated teaching and learning experience for all.
2. Operational visits are highly needed to step up key operational responsibilities with the Administration and the staff matters of each college.
3. Recreational leave fare processing of college teaching personnel has been handled within developed processes to reduce handling time. However late application and document availability has cause set-back in the approval of most applications. This is the last exercise during the transition period. Otherwise funding made available was highly sufficient.
4. Much effort was placed in reducing outstanding rental payments for non-citizen contract officers. As a result, 75% reduction was achieved which is quite significant compared to past years. Current 2020 rentals repayments were paid up to 3rd Quarter for all, thanks to additional funding allocation within DOE by the secretary. Similar effort will be continued in 2022.
5. Repatriation of retired teaching staff of colleges is a huge impediment to housing allocation committee for availability of housing for current teaching staff. Repatriation will be pursued in 2022 as a priority.
6. Jiwaka Technical College and Sir Max David Brahman Agro-Technical College will be handed over to DHERST in 2022.

Budget activity	**Coordination of Vocational Education**		**10427 (235-2101-6101)**
	Revised appropriation (K'000s)	**Warrants authorized** (K'000s)	**Expenditure** (K'000s)
Staffing costs			
Total costs *(including staffing)*	1,082	1,022	656

Targets

Provide access to all Post Grade 8 and 10 leavers to maintain school to TVET pathway.

Achievements and non-achievements

Head Office Branch Staffing:

1. Particulars	Total Number
1. Provincial Operations Branch	
a) Ceiling	12
b) On Strength	9
c) Vacancy (funded)	3
2. Professional Branch	
a) Ceiling	4
b) On Strength	3
c) Vacancy (funded)	1

Vocational Centers, Staffing and Enrolment:

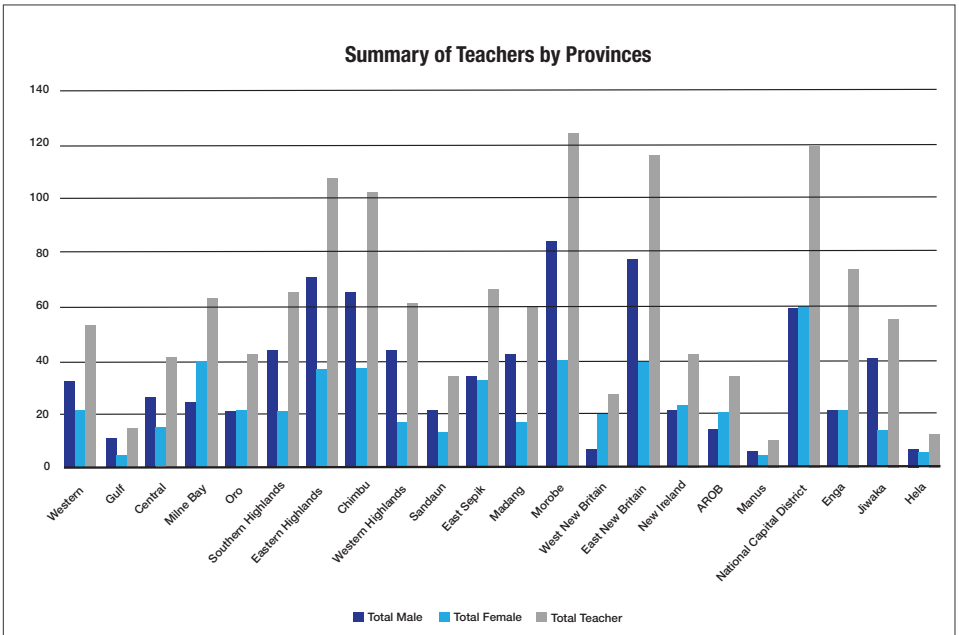
1. Total VET Schools by Province

Vocational	TSS	THS	Total
153	10	18	181

Total enrolment by Province

Male	Female	Total
-	-	-

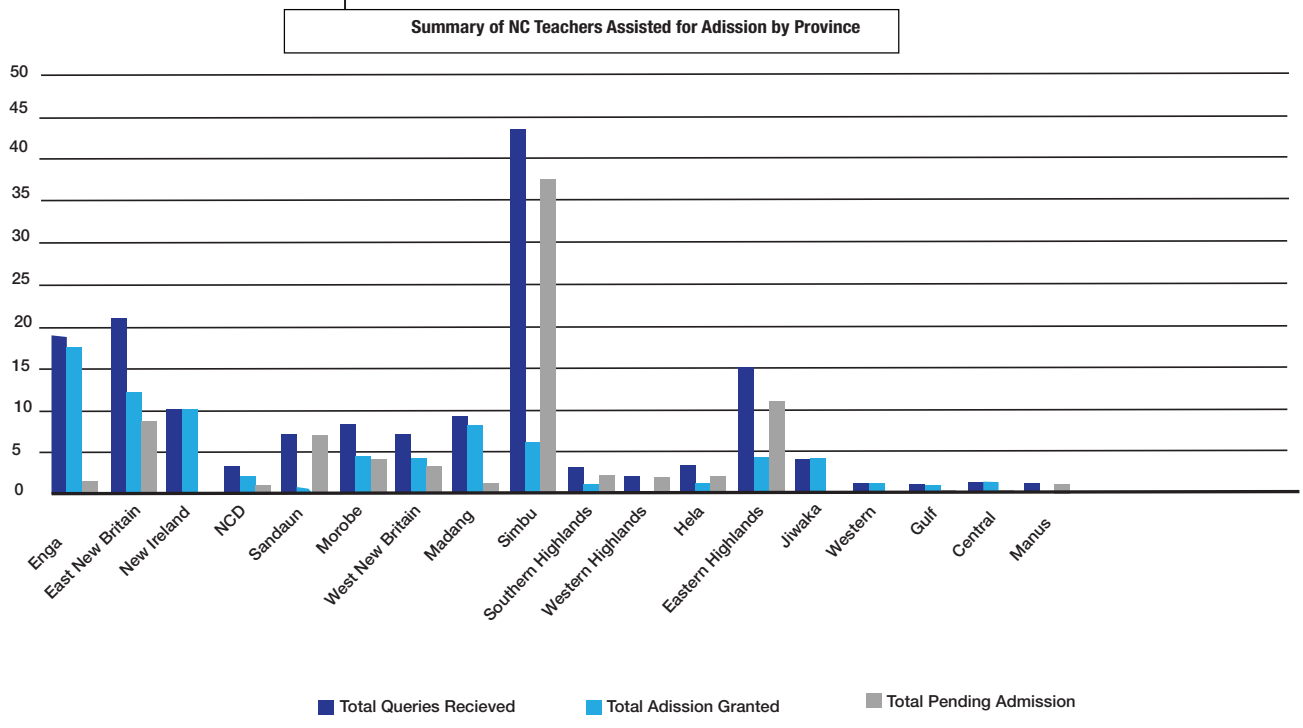
- No reports submitted to populate enrolment statistics. No access to EMIS database.
- Collection and storing of vital data for TVET has been a challenge year in year out. Different data have been collected by the three TVET divisions.
- There is a need to centralized the data storage, thus the need to have a Database System for TVET.

Targets	Achievements and non-achievements
	2. Total Vocational School Teaching Staff by Provinces The total teaching staff as per TCI Statistics 2020: Male: 803 | Female: 519 | Total: 1,322 ***Source: June MPR 2021*** 
Administrative advisory support to: • Provincial TVET School Administration Policy, Project Planning and budgetary advice; • Teachers salary and allowance; • Policy Implementation and monitoring; • Donor project liaison & coordination to province & schools	**1. VET Expansion;** **a) VET Expansion – New Vocational Schools** • St Andrews Vocational Centre – ESP • Pai Vocational Centre – Hela • Auwi Vocational Centre – Hela • Homaria Vocational Centre – Hela • Kol Vocational Centre - Jiwaka **b) VET Expansion – New Technical High School** • Songura Technical Junior High School - Hela • Hedemari Technical Junior High School - Hela • Provincial Advisory Support to St Peters VC (Central) for relocation. **2. Technical Secondary Schools' Infrastructure Rehabilitation** 4 x Technical Secondary School's approved for capacity building support for infrastructure rehabilitation for expansion in 2020 are: 100% accomplished. **a)** Iarowari Agro-Tech Secondary - Central **b)** St Gregory (Koromira) Technical High School – AROB **c)** Badihagwa Technical Secondary School – NCD **d)** Hoiebia Technical High School – HELA Variations Cost of K225, 446.18 for additional work outside the scope of work done on the (4) site has been committed pending funding

3. New Commencement Teachers for Admission

(159) new commencement teachers were assisted for registration and payroll related query at head office. The table below gives a summary of the queries by Provinces

No.	Province	Total Queries Received	Total Granted Admission	Total Admission Pending
1	Enga	19	18	1
2	East New Britain	21	12	9
3	New Ireland	10	10	0
4	NCD	3	2	1
5	Sandaun	7	0	7
6	Morobe	8	4	4
7	West New Britain	7	4	3
8	Madang	9	8	1
9	Simbu	44	6	38
10	Southern Highlands	3	1	2
11	Western Highlands	2	0	2
12	Hela	3	1	2
13	Eastern Highlands	15	4	11
14	Jiwaka	4	4	0
15	Western	1	1	0
16	Gulf	1	1	0
17	Central	1	1	0
18	Manus	1	0	1
	Total	**159**	**77**	**82**



VET Teacher /Officers Qualifications/ Skills upgrading – Diploma/Degree	• **Teacher Training** - 5 Teachers Graduated with Diploma in VET • **Certificate 2/3 TA** - 55 Teachers in Certificate 2/3 TAA - 15 DOE officers Certificate 2/3 TAA • **CPSC Programme** - 10 Participants for CPSC-CAITO webinar on "Workplace Planning and TVET teacher training" - Due to non-availability of funds training projects were not conducted and achieved as targeted but the training branch was able to prepare a training project for 2022. - A trialled online webinar on the workforce planning and TVET teacher profiling training was conducted with the assistance of the DoE ICT team at the assumed ideal TVET conference room on August 18, 2021 but unfortunately there were some technical difficulties encountered. • **Recommendations:** - Skills audit to be conducted - A Database system for VET/THS/TSS/FINCORP be rolled out and implemented - Teachers and officers be trained to cater the skills gaps. - VET/THS/TSS/FINCORP data be updated for further planning
Procure and distribute trades skill certificates to Graduating Trade Students in all VET Training Institutions.	Award Competency-based Skills and Academia Qualification Award's to Graduates of Accredited VET Qualification Programs as follows; • The programs implemented up to 2 full years, due to age intake from post grade 8 and according to specific programs. • Teacher/student ratio of 1:28 is an attribute of more short term programs attracting higher attendance of up to 262 on average per school annually. • No. of graduates for conventional trades program declines as the TVET National Certificate (NC) qualifications curriculum is rolled out .

A. CATEGORY 1: CONVENTIONAL TRADE SKILLS CERTIFICATES – 53% Achieved

Registered Providers: 153 Provincial Vocational Schools

Graduates from 54/102 Schools: 4965 Graduates

DESCRIPTION	QUANTITY		TOTAL	REMARKS
	Male	Female		
Graduates – Per Certificate request received	3, 093	1,872	4, 965	54 schools submitted
Certificate requests yet to be received			*68	68 VET schools yet to submit

Provincial TVET Inspectors to facilitate with schools concerned.

B. CATEGORY 2: NATIONAL CERTIFICATE (NC) TRADE SKILLS CERTIFICATES - 95% achieved

Registered Providers: 1 x National Polytechnic; 9 x Technical & Business Colleges; 37 x Vocational Centres

All certificates are printed for quality check and dissemination to the respective institutions except for NC1 certificates which have a shortfall of certificate blanks. Printing of all national certificate TVET programs are now centralized and done by Measurement Services Division. Find below the statistics.

No.	Name of Award	Total Requested	Total Printed	Total Yet to Print
1	National Certificate 1	6,513	-	6,513
2	National Certificate 2	3,480	3,480	-
3	National Certificate 3	614	614	-
4	National Certificate 4	934	934	-
5	Technical Training Certificate	186	186	-
6	Diploma	853	853	-
7	Advance Diploma	20	20	-
	Total	**12,600**	**6,087**	**6,513**

Develop Database system for TVET providers and users	• Trial TVET Database input application developed and updated for further deliberations in 2022
TVET-CIS Partnership	2x consultative meeting between TVET senior officials with CS Commissioner & top management team on draft MOU developed pending deliberation by top management team.

TVET Curriculum

Division Objectives

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

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

Budget activity	**Coordination of TVET Curriculum**	**12023 (235-2102-1104)**	
	Revised appropriation (K'000s)	**Warrant authorized** (K'000s)	**Expenditure** (K'000s)
Staffing costs			
Total costs *(including staffing)*	3,778	3,576	2,985
Targets	**Achievements and non-achievements**		
Design & develop TVET Reform currculum	**Achievements/milestones** • 15x Qualifications developed NC1-NC4 • 11x Qualifications vetted, validated • 1x NC4 implemented on trial • 2x NC1 qualification implemented at Iarowari TSS • 1x NC4 qualification implemented at NPI • Review of 19x Training Packages for CC&SE • 3x Resources Pack for NC1 developed • 1x NC1 certification passed for 2021 • NC1- NAD in Electro technology is implemented in Pom Tech • **Non Achievements** • 2x Vetting Validation workshop deferred • 10x resource e-books downloaded for approval and release for use in institutions • 3x FOL modules in NC1 Commercial Cookery qualification in progress • Funding constraints to purchase other required textbooks and resources		
TVET Curriculum Capacity Building in CBTA training & Awareness	**Achievements** • 30 x teachers training in CBTA and CIIT in WHP • 7 x NC1 Qualifications unpacked at WHP • 6 x NC2 qualifications unpacked at WHP • 2 Provinces visited for awareness and training • 2 Provinces visited and reviewed implementation of NC programs in TSS • 3 x NC 2 qualifications unpacked at Limana VTC • 8 x TSS institutions in 3 provinces visited and audited with reports submitted for improvement and implementation of certain NC qualifications for 2021 • Attend to 1 x Fisheries Training Advisory Committee Meeting **Non-achievement** • Various new institutions not visited for audit and curriculum implementation in-service training for the teachers		

Development of the TVET Curriculum related policies and tasks	**Achievements** • Semester 1 AAC attended for most institutions • Signing of MOU between NFA & DoE for three years • TVET FOL Policy document & Structure draft completed • VET FOL Steering Committee established for approval **Non Achievements** • 4x TVET Curriculum and other policies reviewed and in draft to be completed in 2022 • Delay in signing of MOU between SMEC , NFA and DoE • Semester 2 AAC not attended due to COVID -19 lockdown • TOR for FOL Steering Committee developed for further consultation
Teacher and Student Guide development	**Achievements** • Training completed by all officers to develop these documents • NC2&NC3 in Training and Assessment obtained by all officers • 2xNC1 Teachers resources developed • 2x NC1 Assessment Instruments developed **Non-achievements** • Difficulty in establishing communication with national TVET institutions , as they are preparing their transition to DHERST, call for participation and outsourcing of resource writing was not successful • Recruitment of qualified teachers for trade courses
Establish and Strengthen Public, Private Partnerships	**Achievements** • Launching of NFA /DoE MOU for three years • KABF NC1& NC2 developed between SMEC & DoE • MOU between SMEC/NFA & DoE in place • UNICF support funded the training of NC2 & NC3 in training and assessment • UNICEF in communication with VET Curriculum for Green TVET programs and institutions • Partnership with Common Wealth of Learning to support implementation of NC programs in the institutions through Flexible Open Learning Mode of learning **Non Achievement** • Delay in the launching of NC1 & NC2 KABF Curriculum and signing of the MOU between SMEC/NFA and DoE
Establish Board of Studies	**Achievements** • 3 x statutory instruments complete • 3 x ToR complete **Non-achievement** • Profiling of members yet to be done • Submission for approval pending • COVID-19 pandemic affected the identification of members
Operations	**Achievement** • Color printer purchased and installed for use • Assist in curriculum implementation and training for WHP • Assist in meeting AAC travel **Non-achievement** • Divisional bus not purchased –funding constraints • Officers executive club membership not renewed for the year, • CUG phones numbers inactive due to insufficient funding to service the numbers for communication with provinces

Commentary and way forward
Milestone achievements: • All curriculum officer s completed NC2 &NC3 in training and assessment, qualification attained • 10x technical secondary schools in four(4) provinces audited • 11x officers recreational leave warrants processed and paid on time • Resigning of the NFA/DoE MOU for a three year period • NC1 Crop Commodity first certificates issued at Iarowari TSS after successful implementation of the program • 2x short courses developed to be implemented in VTC • NC1-NAD in Electro Technology implemented in Pom Tech • VET FOL operating with two positions and certain NC 3 and 4 Resources in progress The pandemic disrupted many of the division's activities. The lock down and travel restrictions meant that most of the officers were not able to travel to the institutions to conduct any audit, or CBTA/CIIT activities. However, the officers successfully completed training for NC2 & NC3 in Training & Assessment, and attained qualifications through the IEA college of TAFE. All four Technical Secondary Schools in NCD were audited and reports of the audit compiled and submitted for further decisions and action.
Way forward **a)** 2 x validation workshop for qualifications from two sectors to be conducted **b)** Complete the VET Curriculum policy and prepare for approval and launching **c)** To conduct nationwide audit on all vocational institutions for CBTA and implementation of NC programs across the country d) To carry out audit of selected TSS and THS for CBTA and implementation of NC programs **e)** To support and fund the Flexible Open Learning branch, to deliver the NC programs to institutions in flexible mode. **f)** To facilitate writing workshop for resource writing **g)** To facilitate awareness in the four regions for FOL implementation in selected vocational training centers. **h)** To conduct writing workshop for FOL curriculum development for identified programs. **i)** To complete resource writing for NC1 and NC2 qualifications that is currently implemented. **j)** Support and promote SME Policy in VET Institutions.

Mrs Kona addresses the 6th National Ratings Conference

TVET Inspections

Division Objectives

The Technical Vocational Education and Training (TVET) Inspections Division was established in 2015.

The division's main objectives are to:

- Ensure institutions comply with relevant regulations, policies, procedures and processes
- Maintain quality in teaching, performance, curriculum and standards
- Ensure curriculum and other policies, procedures and processes are effectively implemented in TVET Institutions
- Regulate institutional performances by annual appraising, reporting and rating of teachers, managers and Administrators in TVET Institutions
- Coordinate registration and promotion of TVET teachers
- To maintain quality audits of course programs in all TVET Institutions and provide certificates/ diplomas 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)	2,450	2,349	2,655
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.		
1st 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.		

Audit of course programs for certification	**Achievements** Nil **Non Achievements** 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:

- COVID-19 has drastically hindered our inspections visits to all schools in our respective provinces and National Institutions. Inspectors were encouraged to be vaccinated so they are safe to carry out their inspectorial duties.

- 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.

PP & MCU staff prepare promotional items for NEP launch.

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 elementary, primary, vocational and technical school teachers to adequately cater for the fields.
- coordinate support services for teachers colleges and Special Education Centres and programs through professional, supervisory, administrative, curriculum resource allocation and staff development activities.
- provide, coordinate, administer and monitor in-service and upgrading programs for teacher through short courses, workshops, seminars and in-country or overseas study programs.
- provide administrative, professional curriculum and resource support to Special Education Resource centres.
- support and coordinate gender awareness and equity programs.
- support and coordinate project activities designed to promote the above objectives.
- carry out registration and 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			
Total costs *(including staffing)*	13,262	13,219	16,007

Targets

Complete advisory/inspection visits to all 10 teachers colleges

Achievements and non-achievements

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**	

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	**1st**	**2nd**	**3rd**	**4th**	**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)	**Expenditure** (K'000s)
Staffing costs			
Total costs (including staffing)	5,259	5,213	3,128

Targets	**Achievements and Non-Achievements**
Conversion course for junior primary	Language, maths and science subjects done. PNGEI enrolled 90 teachers
Conduct Diploma of Primary Education (In-service) program	The program is decentralized to provinces and facilitated by PNGEI.
Development of Early Childhood Training	• Development of conversion courses for ECE • Develop the implementation plan for ECE
Conduct In-service Diploma of Vocational Training (DoVET) program	A new program upgraded from pre-service to in-service.
Printing of Special Education Gazette	Printing will be done once funding available
Maths & Science In-service training	Not achieved due to funding constraints
Two Provincial In-service Coordinators meetings	Not achieved due to funding constraints

Commentary and Way Forward

1. To Develop and train the Elementary Trainers for alignment with ECE.
2. To train elementary teachers on EC content for implementation.
3. 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)	**Expenditure** (K'000s)
Staffing costs			
Total costs (including staffing)	7,194	6,997	5,052

Targets	**Achievements and Non-Achievements**
Printed 9950 Certificates in Elementary Training (CET) and dispatched to all the provinces. Did salary adjustments for elementary teachers	• It was a long overdue task which the Division implemented. A relief to all elementary trainers. • Teaching Service Commission, Payroll Division and TED worked together to assist elementary teachers in their salary adjustments,
Early Childhood Training program	Have three workshops on development of Diploma in Early Childhood Training program for implementation

Commentary and Way Forward
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 brailed 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 programes 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.

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:

1. of children in years 6 – 12 through provision of quality education at elementary and primary level,
2. of youths in years 13 – 18 in secondary and national high school levels and prepare them for tertiary education level and or suitable job opportunities,
3. of youths in years 13 and above to acquire simple and practical skills and development of self-employed and small businesses at the vocational centres, and
4. of 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			
Total costs (including staffing)	1,073	1,013	1,531
Targets	**Achievements and non-achievements**		
Teacher Appointment 2021 for 2022	• Gazette teacher tenure appointment completed October. • Primary - 208 awarded tenure out of 284 advertised 73% success rates. 74 positions not awarded. • Vocational - 25 awarded tenure out of 68 advertised. Success rate 37 % 43 positions not awarded tenure. • Secondary - 105 awarded tenure out of 300 advertised. Success rate 35%. 195 positions not awarded. • Elementary teacher appointment done internally for 498 teachers. • Consequential appointments for primary, vocational and secondary set to completed January 17th 2022. • Elementary teachers in year 2022 to be redeployed to either teach in preparatory grades or primary school due to phasing out of Elementary.		
Utility Bills	• Centralized item under Finance Department payments. This is been satisfactorily managed in 2021. • Land phone switch fixed whilst extension lines need to be done		
District Education Board meeting	• Four meetings were held to date. • Two committee meetings for teacher appointment held successfully. • One major disciplinary matter pending for BEB to address – Koki Vocational Centre on mismanagement. • 17 primary and 7 secondary referred for compulsory inspection for non-performance.		
Administration staff & Teacher In-services Training.	• Urgent financial management training for heads not held, pending. • National In-service training affected by Covid – 19 as in 2020. • Teachers as in year 2020 were on studies – self sponsored. • No NCDES staff were on study leave in year, 2021.		
Office Supplies/Materials	• Materials purchase through procumbent division has been satisfactory.		

Transfer of NCDES to NCDC	• MoA completed to effect transfer of NCDES to NCDC • Staff Structure to amalgamate with NCDC drafted pending NCDC HR approval • Job Description(JDs) for staff drafted awaiting NCDC HR approval

Commentary and way forward

Lessons

1. Most senior teaching position in secondary schools are held on acting appointments'. Secondary teachers need to be encouraged to apply for personal inspecting to gain substantive to senior positions.
2. Tenure teacher appointment for year 2022 performance 53 % need improvement in 2022 for 2023 in secondary & Vocational sectors.
3. More admin staff need up skill training to enhance performance and improve work output.
4. NCDC to provide effective leadership to collaborate with all stake holder effect NCDES transfer.
5. Working Committees be established for effective management and implementation of key operational tasks
6. Like teacher appointment, teacher leave fare and in service.

Budget activity	**NCD Elementary Schools Operations**	**10420 (235-2101-3107)**	
	Revised appropriation (K'000s)	**Warrant authorised** (K'000s)	**Expenditure** (K'000s)
Staffing costs			
Total costs *(including staffing)*	8,418	7,709	10,717

Targets	Achievements and non-achievements
School Quality Inspections by Standard Officers.	• Schools quarterly quality inspections done reports yet to be received for each school visited.
Teachers Personnel & Registration Inspections	• Registration inspection 40 and 115 promotional /personal awarded in March, 2021 Inspection Rating Conference for 2020 • Year 2021 inspection reports completed and awaiting March Rating Conference this year.
School Teacher In-Services	• Covid – 19 pandemic affect implementation of National In service. • Five hundred elementary teacher enrolled at FODE grade 11 & 12 self-sponsored. • In-services in SBC,SLIP and Disaster Risk Management conducted • School Financial management for head teachers yet to be done' • Head Teachers trained in phonics
New School Structure 1-6-6 Early Childhood Education	• June 2021 Elementary 1and 2 have been transfer under primary schools • Elementary retain preparatory grade • Early Childhood Education to be implemented in Preparatory sector as K 1 & 2 grades for age five & six children

Commentary and way forward

Lessons:

1. Basic financial management skills for head teacher need to be addressed and pending.
2. All elementary teachers need to be trained in basic English phonics.
3. Individual quarterly advisory school inspection reports to be produced regularly by school inspectors
4. Elementary teachers need to upgrade skills training to teach in grade 1 & 2 at primary sector or ECE with current education reform.

Budget activity	**NCD Primary Schools Operations**	**10417 (235-2101-3104)**	
	Revised appropriation (K'000s)	**Warrant authorised** (K'000s)	**Expenditure** (K'000s)
Staffing costs			
Total costs *(including staffing)*	41,068	41,031	42,888

Targets	**Achievements and non-achievements**
School Quality Inspections by School Inspectors	• These quarterly quality inspections visits are done often the NCDES division do not receive reports from the school inspectors. • School Coordinators to do advisory visits to schools mentor and assist head teachers in school management.
Teachers Personnel & Registration Inspections	• One hundred and three (103) personal reports completed and awared eligibilities. • Forty three (43) Teacher Registration awarded. • Year 2021 inspections report completed and awaiting National Teacher Rating Conference March 2022.

School Teacher In-Services	• Head Teachers attended Risk Management & pshyco social work shop. • Head Teachers Workshop on School Learning Improvement Plan. • Head Teachers in service on My School Application. • NISTW not held. Affected by Covid – 19.
Annual Teacher Leave Fare	• 2021 Leave Fares were completed on time and dispatched to teachers. • Few teachers affected due to hacking of Finance Department computer system.
Teacher Appointments	• Teacher appointment for year 2022 a total of 208 awarded tenure positions out of 284 vacancies, • A success rated of 73%.

Commentary and way forward

Lessons

1. Teacher need to be encouraged to go for personal inspections to gain promotion to senior positions.
2. A regular quarterly supervision/ mentoring visits is made by school coordinator and inspectors to assist head teachers with school management and administration.
3. A Teacher Leave Fare Committee be set up to manage teacher leave fare in 2022.
4. Data base need to be established teacher leave fare to expedite processing applications.
5. Officer providing fraudulent information in leave application disciplined.

Budget activity	**NCD Secondary Schools Operations**		**10426 (235-2101-5105)**
	Revised appropriation (K'000s)	**Warrant authorised** (K'000s)	**Expenditure** (K'000s)
Staffing costs			
Total costs (including staffing)	14,729	14,708	19,468

Targets	**Achievements and non-achievements**
School Quality Inspections by School Inspector.	• School quarterly reports done. • Electronic school quality site application report by school inspector is yet to be effectively implemented as reported in 2020.
Teachers Personnel & Registration Inspections	• Teacher appraisal reports 29 personal /eligibilities 38 Teacher Registration completed and awarded in March 2021 for year 2020. • Year 2021 teacher inspections appraisal completed and pending March National Teacher Rating Conference for assessment.
School Teacher In-Services	• Principals trained on School Learning Improvement Plan. • Principals attended Disaster Risk Management Workshop. • Trainer of Trainers for SBC completed successfully. • Principals inducted on My School Application by ICT staff. • NISTW affected by Covid – 19
Annual Teacher Leave Fare	• Year 2021 Recreation Leave fares paid out successfully. • Fraudulent information for leave fare is an ongoing concern.
Teacher Appointments	• Gazettal Appointment for 2022 hundred and five (105) were granted tenure appointment out of three hundred (300) vacancies. • A success rate of 35% which is below par. Most of the vacancies are senior promotional positions. • Not many teachers hold eligibility to promotional senior positions.
Contract Teachers Leave Fares	• Successfully completed and paid out for all. • Officer couldn't travel to home countries due to Covid -19 restrictions.
Contract Teachers Accommodation Rental Payments.	• This activity is annually is underfunded, thus resulting in continued built up of outstanding arrears over the years. • Education Secretary has directed all outstanding rentals to be completed as at the end of year 2021. This is in process and progressing. • Seven Contract officers living in Butuka Academy accommodation need to pay rental.
Contract Officers School Fee Subsidy	• Year 2021 paid except one officer children. • This has been processed • Year 2022 advance payment was made.

New Education Structure 1-6-6	• Seven primary schools indented to take on junior high school • Submission have been made and approval given by SRCC • Teaching position need to be create for junior high schools. • Infrastructure and specialist building urgent requirement • Shift teaching trialed in secondary schools.
School Quality Inspections by School Inspector.	• School quarterly reports done. • Electronic school quality site application report by school inspector is yet to be effectively implemented as reported in 2020.

Commentary and way forward

Lessons

1. Teacher need to be encouraged to go for personal inspections to gain promotion to senior positions.
2. A regular quarterly supervision/ mentoring visits is made by school coordinator and inspectors to assist head teachers with school management and administration.
3. A Teacher Leave Fare Committee be set up to manage teacher leave fare in 2022.
4. Data base need to be established teacher leave fare to expedite processing applications.
5. Officer providing fraudulent information in leave application disciplined.

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	• Quarterly School Inspections were carried for all 5 vocational schools. • Quarterly summary reports done and submitted. • Schools are managed satisfactorily this year.
Teacher registration and personal inspections	• A total 12 registration inspection reports completed and rated at National Inspection Ratings 2021. • No personal/ eligibility inspection appraisal done for 2020 inspector was on study leave. • Year 2021 inspections appraisal reports completed ready for assessment at the March National Teacher Rating Conference.
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	• All settled for year 2021.
Contract Officers Annual Leave Fares	• All paid.

Commentary and way forward

Lessons

1. Vocational Schools Coordinator to visit and assist with schools management in mandatory requirements.
2. Compulsory appraisal of all managers performances be carried out biannually.
3. School inspection visit be supported with logistics by NCDES.
4. FODE course introduced for grade eight students enrolling in vocational centres.
5. Contract officers entitlements be budget on actual data then estimates which results in accumulation of arrears.

Institutional data, 2021 year

Institution	**Grades**	**Number of institutions**	**Enrolment**	**Number of teachers**
National education system				
Elementary	Prep to E2	42	29,721	527
Primary	Gr 1 to Gr 8	39	57,452	1,115
Secondary	Gr 7 to Gr 12	11	15,115	517
Vocational centres		5	2,972	131
Permitted - Primary		17	No data	No data
Permitted - Secondary		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).

Budget activity	**Elementary Education Coordination – Renamed Basic Education Coordination 10418 (235-2101-3105)**		
	Revised appropriation (K'000s)	**Warrants authorised** (K'000s)	Expenditure (K'000s)
Staffing costs			
Total costs (including staffing)	933	873	261
Targets	**Achievements and non-achievements**		
1. Teachers Eligibility Certificates Type and print teachers' eligibility certificates.	**Achievements** NIL teachers' eligibility certificates for sectors Elementary, Primary, High/Secondary, National High and FODE typed, printed and disbursed to teachers.		
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** • Four (4) SRCC meetings held • SRCC visited 25 new high schools for registration. • SRCC approved 54 new schools to become member schools. • SRCC approved 25 High School for secondary status • SRCC Approved 4 Permitted schools. • Reviewed EDA 212 to application form consistent to 1 6 6 school restructure • A total of **14010** schools registered in the National Education System. • A total of **12070** schools operational with data in the NES. • A total of **162** Permitted Schools Registered with Department of Education. • **105** schools in NCD audited and report submitted to Secretary.		
3. Maintained Teachers' Professional Files	**Achievements** 5,000 Teachers Professional files scanned into E-Document System		
4. School registration e-process program developed	**Non-achievement** E-School Registration Application not implemented due to delay in issuance of license.		

5. Quarterly Returns	**Non-achievement** Receipt of Quarterly Returns from schools is very poor responses from provinces.
6. Printed and distributed Administrative materials (Roll Books, Combined Cash Book, Transfer Books).	**Non-achievement** Lack of funding support to print administrative materials.

Commentary and way forward

Lessons:

1. Ongoing consultation with ICT to roll out e-school registration program to selected provinces.
2. Teachers' Professional files will be continued to be scanned into e-DMS.
3. All administrative materials such as roll books, transfer books, admission books are retyped and uploaded onto the department's website for schools to access for their use.
4. The responsibility of printing school administrative materials can be transferred to individual school's board of management and governing councils to produce and reproduce the official record books.
5. 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'0 00s)	**Warrant authorized** (K'000s)	**Expenditure** (K'000s)
Staffing costs			
Total costs (including staffing)	1,407	1,346	1,290

Targets	**Achievements and non-achievements**
1. National Teacher Appointments **a)** Updated Master Position Register (MPR) **b)** Education Advertised Vacancy Gazette Procured & Advertised all positions in Education Vacancy Gazette. **c)** Teacher Appointments Conduct teacher appointments in provinces with PEB subcommittees **d)** Tenure Confirmation Gazette Compiled	**Achievements** **a)** January MPR disseminated to all provinces and completed data cleansing at GES level and updated the MPR. **b)** Compiled the **Education Vacancy gazette Vol 43.01, Waigani, Friday 17th July, 2020.**

Schools gazetted	Positions advertised	Positions appointed	Success rate	Positions not approved	Non success rate
4229	34204	9043	26.44%	25161	73.56%

c) All Schools in the country had positions held on acting basis.

d) GESD/TSC officers Sanctioned the 2020 for 2021 PEB Central Sorting, PEB Sub Committee Recommendation, and the PEB Teacher Tenure appointment in the 23 provinces.

e) Compiled and printed the 2020 for 2021 TSC Confirmation Gazette and disseminated to all the provinces and National Institutions

f) Confirmed 9043 teachers for tenure appointments in 2020.

2. Provincial Matters & Cross cutting issues a) Monitor PEB's operations in the provinces. b) Coordinate Transfer of NCDESD to NCDC its Powers and Functions c) Monitor PEB operations	**Achievements** **a)** 22 provinces PEBs' active and operational. 1 provinces PEBs' non active for 3 x years (Madang), term expired. **b)** 2 x Provinces PEB Expired and renewed. **c)** 2 x Provinces PEB members inducted, 21 x provinces yet to be inducted. **d)** Transfer of NCDESD to NCDC, Joint Working Committee maintains its dialogue and work is in progress and ongoing. 4 x JWC Meeting held, MOU Approved by NEC, Launched on 29th September 2020. **e)** 1 x Ministers & Governors Consultative Meeting held, Communiqué yet to be signed by 2 x Governors – on Centralizing of PEAs. **f)** 1 x Meeting Attended National Security Council on National Security Policy. **g)** Liaison on Disaster Management, COVID 19 Education Response Committee **h)** Church Liaison, 4 x Church Council Meetings, Launch of the Church Council Constitution by Secretary for Education, Dr. Uke Kombra, PhD in September 2020; **i)** 2 x PLASMA Inter- Agency Meeting/ Workshop Meeting in 2020 on Education Baselines. **j)** 1 x Provincial Education Services Excellence Services (PESESP) Committee Meeting, work is ongoing. **Non-achievement** **a)** 2 provinces PEBs term expired to be re-instituted in 2020 for effectively delivery of education services. **b)** One (1) provinces PEBs' non active and not operational. **c)** 22 Province PEBs to be inducted for effective Governance.

Commentary and way forward

Lessons:

1. Two (2) provinces PEBs membership expired and will be visited to enact the membership.
2. 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.
3. Regular monitoring of PEBs' operations encourages all Boards to effectively implement the national/provincial education plans and policies.

Budget Activity	**FODE & National High Schools Co-ordination 10422 (235-2101-5101)**		
	Revised appropriation (K'000s)	**Warrants authorised** (K'000s)	**Expenditure** (K'000s)
Staffing costs			
Total costs (including staffing)	2,662	2,558	1,965

Targets	**Achievements and non-achievements**
Coordinate Grade 11 Selections	
Distribution of Grade10 SLF	**Achievements:** Electronic Copy of SLF emailed to respective schools through the GOs and PEAs.
Receive and compile Grade 10 SLF in preparation for selections	Most SLFs received and uploaded online.
Conducted Grade 11 selections	Provinces conducted their own online selection with the Provincial Guidance officers. GESD Team based at Port Moresby NSOE coordinated and facilitated the selection. All successful.
Attend Governing Council Meetings.	
Attend to 28 Governing Council meetings	Attended all Governing Council meeting s for FODE and PoM NSOE and Sogeri. Could not attend Passam NSOE, Wawin NSOE, Aiyura NSOE and Kerevat NSOE due to funding constraints.
2021 Staff recruitment & appointments for 2022	Recruited 0ver 20 new teachers to the 6 NSOE and 29 FODE provincial and Headquarters staff 12 STEM teachers included.

Tenure Appointment for 2021	• Conducted NEB Professional Committee meeting for tenure recommendation for FODE. • NSOE has no Tenure appointment due to change of School Structure. • FODE – 22 Tenure teachers won tenure. • Copy of the Confirmation sent to the schools.
Consequential Appointment	• Had 2022 Consequential Appointment for FODE & 6 NHSs. • Endorsed & Approved by NEB. Copy of Staffing list sent to the schools on
Conduct NEB Committee Meetings.	
Organize NEB Com meetings quarterly.	Conducted only two NEB professional Committee meetings due to COVID19.
Process Personnel Emoluments for teachers at NHS & FODE.	**Achievements:** • All teachers paid on correct salary level. • BDAs, Recreational leaves & other allowances paid on time.
Provide professional support to teachers in NHS/FODE	• Teacher Inspection done by SSO NHS. • Teacher Registration and certificates organized eligibility certificates and Inspection reports distributed. • STEM & ICT teachers from NHSs were engaged for short course with AAPNG. Study in Australia.
National High School & FODE Principals meeting	• Conducted 4x Principals meeting to discuss issues on; • Implemented STEM Education. Roll out STEM Syllabus. • Schools Operations & student and Staff. • NSOE Projects • Financial Management Training • 2022Staff Appointments
2021 Budget & PFD	**Non Achievement:** No financial support from DOE so all school-based NIST Week not supported.
Students travel	• Successfully facilitated students' travel tickets at the end of the year. • All students travelled back home safely
National School of Excellence (NSoE)	NSOE Policy is implemented. STEM Education roll out in all NSOE.
NSoE Project	All 5 NHSs were given infrastructure projects except for Kerevat NHS 1. Port Moresby NHS – Perimeter fencing project. 2. Sogeri NHS – Upgrading of Sewage & Water supply projects & rehabilitation of staff houses. 3. Aiyura NHS – Math, Science Classroom rehabilitations and fully furnishing of 12x1 classrooms with brown goods. 4. Wawin NHS – Rehabilitation of water supply projects. 5. Passam NHS – Rehabilitation of mess hall, recreational hall, construction of 40men boys' dorm and construction of math classroom. ***NOTE:*** *However all the above projects have failed to deliver as expected except for Sogeri NHS staff houses rehabilitation. While the others are failed projects.*
NSOE Structure	Two structures have been approved by TSC 1. NSOE Headquarter restructures. • HQ to have a STEM unit of its own headed by an executive director @ Gr16. Draft is before ORT. 2. School Structure • Teaching Position increased to 40 positions. Approval for 31 for now. • Base level teaching to TS05, Principals @ TSO10.
NSOE STEM Curriculum	• Dr. Clement Waine's team has completed writing STEM Curriculum for grade 11 & 12 . Supplied Syllabus, Teacher Guide, Teacher Resuource book, Students Resource Book. • Gr 11 STEM Curriculum is being taught in Gr 11 and 12 in all NSOE.
Organize and Support NIST week activities at schools.	**Non Achievement:** No financial support from DOE. No NIST. Also COVID 19 affected most of the 2021 activities. Shortfall in Budget.

NSOE Projects	1. Port Moresby NSOE – Perimeter fencing project completed 2. Sogeri NSOE – 2x Duplex Hosue is complete. 80% incomplete Upgrading of Sewage & Water supply projects. 3. Aiyura NSOE –90% incomplete Math, Science Classroom rehabilitations and 100% non-delivery of brown goods to fully furnishing of 12x1 classrooms. 4. Wawin NSOE – 70% of work on Rehabilitation of water supply projects not delivered by the contractors. 5. Passam NSOE – 80% incomplete on Rehabilitation of mess hall, 30% incomplete of construction of 40men boys' dorm and 100% non-delivery of construction of maths classroom. Some of NSOE Projects are still pending!

Commentary and way forward

Lessons:

- More school visits to be done in 2022 by GESD Officers.
- School inspection to be done by FODE & NSOE inspectors.
- Conduct Seminars and workshops on STEM Education for teachers.
- Project sites to be visited.

Other comments

All planned activities were affected by the COVID19 in 2020. Not much was achieved. Even budgets were cut down.

Budget activity	**Flexible Open and Distance Education**		**10425 (235-2101-5104)**
	Revised appropriation (K'000s)	**Warrants authorized** (K'000s)	**Expenditure** (K'000s)
Staffing costs			
Total costs (including staffing)	4,003	3,843	5,495

Targets	**Achievements and non-achievements**
5 Provincial Centers visited, 10 outside of Port Moresby.	Target achieved (5 x Provincial Centers visited – Lae, Mt Hagen, Hela, Jiwaka, Wewak, Simbu,) East –West Sepik,
4 x Governing Council Meetings attended.	Target achieved (4 x GC Meetings attended in each quarter plus 2 x special GC Meetings).
All grants distributed to Centers.	K415,000.00 grants warranted dispersed to College
Printing of student study materials.	Spent over K3.5 million for printing alone. Distributed to all FODE Centres
Grade 11 Selected for 2021	500 selected to do grade 11 in system schools in 2022
Infrastructure	Repair and Renovation Works at PC – PC Lae, Simbu, Madang, and PC Kerema - work in Progress. PC Mendi is a Full new Building. Project is complete.
Staff Capacity Building & Awareness	Held three conferences , Financial management, New Curriculum Implementation, General FODE operations and managem

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, 2021 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, Goroka, Kavieng and Buka.
Goods & Services	**Achievements** 1. PC Milne Bay received funds for furniture, Computers, Printers & Learning materials 2. PC Buka received support for Library and books 3. New Printers were distributed to Mendi, PC Oro, PC Daru, PC Kimbe, PC Simbu, PC Hagen, PC Vanimo. 4. Stationaries and Printing need supplied to PC Jiwaka. PC Madang, PC Mendi, PC Wabag, PC Alotau 5. Regional Printing Unit established in Lae FODE Centre to cater for MAMOSE & Highlands Regions. 6. Two new Classrooms renovated and refurbished in Konedobu for PC Central. 7. Five High end Printers have procured for FODE HQ Production unit. 8. 1000 Tablet PCs have been procured for Students. (for free distribution under office equipment and devices PIP allocation) 9. 20 Laptops have been procured for Provincial Coordinators.
Curriculum Development (Workshops & Training)	**Achievements** 1. Launching of FODE Five Year Strategic Plan 2021-2025. 2. Awareness and training on implementation of new and aligned curriculum 3. Financial Management and Capacity building training for FODE staff 4. Curriculum staff undergoing training on online contented development (on going) 5. Partnership with 12 Secondary & TVET Schools and NGOs.

Commentary and way forward

Lessons:

1. The 2021 Actual budget allocation for FODE was K10m. K800,000 was made available in Quarters 3 and 4 last year.
2. The renovation works for provincial centres in Lae and Simbu have been completed successfully.
3. The PIP GoPNG allocation of K2 million earmarked for 2021 year have come in full to FODE Trust Accounts and PC Accounts. The balance of K1.2m funding made available in February 2022 due to cash flow issues.
4. Planned activities on identified civil works, monitoring were urgent, but non commitment of funds was the main concern.
5. Sufficient funding required for major and minor infrastructure developments in the 22 Provincial Centers.
6. Urgent funding is needed to improve the run down facilities in Kavieng and Kimbe.
7. Staff Housing in all 22 Provinces is a big need and this remains a big challenge to recruit and retain teachers.
8. Establishment of Regional Printing Unit in Mt. Hagen is an urgent priority and this needs funding assistance.
9. Internet Connectivity to all 22 provincial centres is also another priority for effective communication and swift service delivery.

Budget activity	**National High Schools Co-ordination 10423**		**(235-2101-5102)**
	Revised appropriation (K'000s)	**Warrants authorized** (K'000s)	**Expenditure** (K'000s)
Staffing costs			
Total costs (including staffing)	10,915	10,214	9,399

Targets	Achievements and non-achievements
Grade 11 Selection	**Achievements:** All NHS Principals were flown in to Port Moresby and they did the selection two days early.
Conducted online Selections.	Done online. GESD & Team ICT guided the selections.
Conduct GC meetings	Conducted 36 governing council meetings. • 6 x financial committee meetings • 24 GC meetings. 1 per quarter.
Staff Appointment -	Conduct 2 GC meeting each for staff appointment for 2021 • Tenure Appointment • Consequential appointment
End of year Student Travel for NHS students	• Pick up students at airports at the beginning of the year • Organize end-of-year travel for both Gr.11 and 12 students so they travelled back home safe and on time.

Targets	Achievements and non-achievements
Principals meetings	Conducted 2x Principals meeting to discuss issues on; 1. Schools Operations & student and Staffs. 2. NSOE Projects
Teachers Recreational Leaves	All Rec Leaves for FODE & NHS teachers have been paid. No outstanding.
Process Personnel Emoluments for teachers at NHS & FODE.	All teachers paid on correct salary level. Boarding duty and other allowances paid.
Provide professional support to teachers in NHS/FODE	Teacher Registration and certificates organized eligibility certificates and Inspection reports distributed.
Tenure Confirmation	All teachers recommended by FODE GC for tenure have been approved by NEB. There were no tenure appointments done for the NSOEs.
Operational grants	All schools received the following supports from NDOE; 1. K50,000 was given to each schools for implementation of STEM Curriculum
Inspection & School Visits	• Teacher inspections for NSOEs were carried out this year all funded by respective schools. All schools were visited except Port Moresby. There were limited visits to Provincial Centers by inspector due to funding limitations.
	• 2 x school visits; 1. One school visit by project team to all schools. 2. One school visit for STEM Awareness with Dr. Waine and GESD staff. • Increase in budgets for 2022 for sufficient school visits by inspector to inspect all teachers who are all currently on acting capacity in all 6 NSOEs.
Inspection & School Visits	All our NHSs were underpaid in their GSTF. All schools have received less than expected in government support. Parental component has kept them opened to the end of the school year.
NSoE projects	80% of NHS projects have failed. 1. Port Moresby NHS – Perimeter fencing project on hold. Haven't eventuated yet. 2. Sogeri NHS – 80% incomplete Upgrading of Sewage & Water supply projects. 3. Aiyura NHS –60% incomplete Math, Science Classroom rehabilitations and 100% non-delivery of brown goods to fully furnishing of 12x1 classrooms 4. Wawin NHS – 70% of work on Rehabilitation of water supply projects not delivered by the contractors 5. Passam NHS – 60% incomplete on Rehabilitation of mess hall, 30% incomplete of construction of 40men boys' dorm and 100% non-delivery of construction of maths classroom.

Commentary and way forward

Lessons:

- All NHSs 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 NHSs to be given Operational Grants as was before. Currently NHSs aren't given and operating only on TFF which is insufficient.
- All NHSs Project must be done in consultation with the school administration and it's GC. GC recommended companies must be given the priority over PMU's recommendations.

Budget activity	Secondary Education Coordination 11663		(235-2101-5106)
	Revised appropriation (K'000s)	**Warrants authorized** (K'000s)	**Expenditure** (K'000s)
Staffing costs			
Total costs (including staffing)	610	580	554

Targets	**Achievements and non-achievements**
Provide technical advice to PEA's & Provincial Education Authorities	**Achieved** In 2021 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. **Partly Achieved** Manual process of collecting quarterly returns made some progress. Provinces responses are very slow/poor in submitting returns on monthly/quarterly basis. In 2021 approximately 58% of monthly /quarterly returns received
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 55% on data records. We plan this program for the next 3years to fully achieve the division's desire by 2023.

Commentary and way forward

Lessons

1. Revisit Quarterly Return program developed by ICT in 2021 to get it up and running.
2. Resume discussions with ICT to engage a developer to design an electronic document management system to keep teachers and students records. Funding is needed to assist ICT to engage a software company.
3. All administrative materials such as roll books, transfer books, admission books are retyped and uploaded onto the department's website for schools to access for their use. Therefore, the responsibility of printing school administration materials can be transferred to individual school's board of management and governing councils to produce and reproduce the official record books.
4. Purchased necessary stationery items on time to support branch's work to efficiently deliver its services to the provinces.

Budget activity	Secondary School's Equipment 11796		(235-2101-5107)
	Revised appropriation (K'000s)	**Warrants authorized** (K'000s)	**Expenditure** (K'000s)
Staffing costs			
Total costs *(including staffing)*	8,821	8,795	8,793

Targets	**Achievements and non-achievements**
Delivery of 2020/2021 Science Kits for 152 selected Primary, High and Secondary School in the country.	**Achievements** • 2020/21 Science Kits delivery included **115** primary schools as per NEC Decision of 72/2017. • Total of **115** Primary Schools, **17** High Schools and **20** Secondary Schools received science kits in the country in March 15th and successfully delivered in **August 14th 2021** valued at the cost of K19.9m from contractor - MH Supplies LTD. • Southern Region: **35** Primary, **3** High Schools and **6** Secondary. • Highlands Region: **20** Primary **2** High Schools, and **7** Secondary. • MOMASE Region: **40** Primary, **5** High Schools, and **5** Secondary. • NGI Region: **45** Primary, **7** High Schools, and **2** Secondary. • 2021/2022 Science Kits for **54** High and **29** Secondary Science kits will be delivered in March – April 2022. • 2021SSEP: • APC approved 23rd August 2021. • 4 x CSTB Contracts by 4 Regions approved and contract awarded to MH Supplies Ltd in 20th December, 2021 valued at K24m.

Monitoring and Evaluation of the SSSEP 2020/21.	**Achievements** • All 23 Provinces plus Kiunga Lake Murray District were visited. 2020/21 Science Kits were delivered successfully in 14th August 2021. A total of 152 selected Primary, High and Secondary Schools benefitted on this project. • Provincial and Regional reports complied by 4 regional coordinators. • 2020/21 Annual Secondary Schools Equipment Implementation Report was completed in August 30th, 2021 approved by Secretary for Education. Copies distributed to all stake holders.

Commentary and way forward

Lessons:

1. All Secondary schools to have three specialized laboratories with store rooms to cater for Physics, Biology and Chemistry.
2. Existing Laboratories be up-graded to cater for Grade 9-10 science.
3. New High Schools built recently to have proper laboratories to cater for Grade 7- 10 Science.
4. That current list of Science Equipment supplied is reviewed to allow for increase in quantity of Equipment/Chemicals used regularly.
5. Appointment of Science teachers in some schools in provinces is an issue.
6. That there is future Teacher(s) Training in specialized Science Disciplines needed.
7. 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.

Secretary presents top performing school award to Gordons Secondary School Principal

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:			
Staffing costs	5,027	4,886	3,849
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.		
UNESCO Programme (2020/2021 Pacific Heads of Education Consultation	Held through video conferencing mode in June 2021. Participants included representatives of 10 member states of the region organized through UNESCO cluster office for the Pacific, Apia Samoa.		
UNESCO General Conference Participation	Ministerial Delegation participation at UNESCO General Conference in Paris, France (12-24 November 2021). Minister of Education was the leader of delegation.		

Geo-hazard and seismic project	Meeting with DMP&GHM, CDD, PPD on Potential to implement Seismic Sensor for Community Based Network Monitoring.
Learning Cities Project/ Cities for human habitation	Global Network of Learning Cities (GNLC) POM, Lae, Kokopo, Hagen. Nomination of a city project –ongoing.
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.
Associated Schools Programme network	Sister schools network arrangement has been initiated by certain elementary/primary schools in Tokyo, Japan with Port Moresby schools. The intention is for schools cultural exchange programmes including the provision of learning opportunities and exchanges between practicing school of the two countries. At least 3 schools connected for exchanges and currently interacting through the established sister school arrangement. Extended to other schools in PNG as of the planned ASP net awareness project 2022.
National World Heritage Tentative Sites(PNG) Nomination	Initial and preliminary consultation held involving land holders and WWF project officers for the Kikori Basin and Trans-Fly/ Tonda Conservation areas in Gulf Province. Intense consultation with all stakeholders commencing 2019 onwards. A few meetings held. The project is active and on-going.
2 x International Conference celebrating Cultural/ Linguistic Diversity in the Pacific, Laguna Hotel, Port Moresby	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 Minister for Foreign Affairs and Trade. Expected to get the Ratification Instrument deposited with UNESCO in 2022.
ICT in Education Policy Development Project	The project is a brain-child of DoE conceptualized and scoped in 2016. Through concerted effort by the department and UNESCO National Commission. Joint consultations have been held both in in person and zoom) including UNESCO Bangkok and Apia offices. This project is on-going.
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.
UNESCO Programme (2020/2021 Pacific Heads of Education Consultation	Held through video conferencing mode in June 2021. Participants included representatives of 10 member states of the region organized through UNESCO cluster office for the Pacific, Apia Samoa.
UNESCO General Conference Participation	Ministerial Delegation participation at UNESCO General Conference in Paris, France (12-24 November 2021). Minister of Education was the leader of delegation.

Commentary and way forward

Lessons:

- UNESCO Wing has been understaffed since the amalgamation with DoE. A need for review and restructure to meet full potential in areas of education, sciences, culture and communication.
- UNESCO has accumulated bills up to K900,000 since 2014 and extra funding needs to be secured to offset the bills. Not yet paid to this day.
- For 10 years UNESCO has been sharing office with Policy and Planning Division. It will need a fully equipped office of its own.
- UNESCO has been operating without much input from the NatCom and sub sector committees. This must be reactivated and re-emphasized in 2022.
- Constant communications with UNESCO HQ and field offices have been maintained and will continue into 2022 onwards.

Other comments

1. UNESCO core programmes 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			
Total costs *(including staffing)*	1,653	1,545	1,456

Targets	**Achievements and non-achievements**
2021 Annual Internal Audit Plan drafted and approved by Secretary	Completed
Facilitate 4 Quarterly DOE Audit Committee Meetings.	No meetings convened. (See Complementary Notes for non-achievement)
Audit of NCD Schools	None (See complementary notes below for non-achievement)
Conduct Routine Audit Inspections on TFF in 22 Provinces	Fully Implemented. All reports released to Secretary's Office.
Payroll Investigations: Investigate & Report on: • Christina Kiyei' loss Salary Cheque, & • Ruth Salulu Loss Salary Cheque.	Investigation Completed and Loss Report Released to Secretary's Office. Investigation Completed and Report Released to Secretary's Office.
Audit and Report on Financial Management System for National School of Excellence	Audit completed and draft reports in progress for Port Moresby NSOE and Sogeri NSOE
Audit and Report on School Project Management Requirements for Japan Embassy Funded Classrooms at St Peters-Erima and St. Pauls-Gerehu Primary School on request by Embassy of Japan – Grant Assistance for Grassroots Human Security Projects.	Audit Completed and Reports Released to the Embassy of Japan.
Investigate and Report on Failed Projects Not Executed By Six Contractors In Four National School of Excellence Worth Over K2.8m.	• Three Reports Completed and Released to Secretary's Office. • Three in Draft Forms (85% Complete) and Soon to be Released to Secretary's Office in Early February 2022.
Investigate & Report on Alleged Theft of K10,000.00 Cashed Cheque At Accounts Section	Report Completed and Released to Secretary's Office.
Investigate & Report on Ghost Elementary Teachers Files For Southern Highlands Province.	48 Ghost Elementary Teachers Files Investigated and Draft Report Undergoing Finalization for Release in March 2022.

Capacity Development, Training: • Institute of Internal Auditors Seminar	Two auditors Scheduled for Studies in 2021 at DWU Not Endorsed by HROD. Institute of Internal Audit Seminar Not Attended Due to TFF Fund Audit in 22 Province.
2021 Annual Internal Audit Plan drafted and approved by Secretary	Completed
Facilitate 4 Quarterly DOE Audit Committee Meetings.	No meetings convened. (See Complementary Notes for non-achievement)
Audit of NCD Schools	None (See complementary notes below for non-achievement)
Commentary and way forward	
All non-implementation of planned activities has been adversely affected by the continued COVID-19 lock-downs and social distancing in addition to existing Budget constraints. **Lessons Learnt:** These activities will be included in 2022 Annual Internal Audit Plan.	

Prime Minister James Marape ready to cut the ribbon to launch the National Education Plan (NEP)

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.

Budget activity	**Executive Wing**	**11792 (235-2101-1114)**	
	Revised appropriation (K'000s)	**Warrant authorised** (K'000s)	**Expenditure** (K'000s)
Staffing costs			
Total costs (including staffing)	4,066	3,810	3,684
Targets	**Achievements and non-achievements**		
Support national government policy and directives.	1. Circulars Issued: 41 2. Circular Instruction issued: 13 3. NEC Submission: 10 4. NEC Decisions:8 5. Governor's Forum:1 6. NEB Meetings: 4 7. Special NEB Meetings: 2		
Monitor and evaluate the education system and develop policies.	• Official handover takeover ceremony between former Minister Hon. Joseph Yopyyopy, MP and current Minister Hon. Jimmy Uguro, MP took place on January 5 in Fincorp Haus. • Minister, Secretary, TSC and OLA launched the 2021 academic year in Madang on February 12. • Minister Uguro launched the Early Childhood Education Policy on April 23 at the PNGEI Hall. • Prime Minister Hon. James Marape, MP, Minister for Education, Secretary for Education and a number of important dignitaries attended the launching of the NEP 2020-2029 on June 11 at Butuka Academy. • Minister, Secretary and Governor General attended the launching of the Behaviour Management Policy and the Scout Policy for PNG Schools at Hagara Primary School on June 27. • Minister, Secretary, TSC and OLA attended the 30th Senior Education Officers Conference in Kiunga, Western Province Wewak, ESP, from Monday, August 30 to Friday, September 3.		

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 – 3 3. SSM Meetings – 10 4. Special SSM Meetings – 2

Commentary and way forward

- One main challenge faced in 2021 was funding arrangements for Minister's and Secretary's including the Executives frequent travels in a timely and efficient manner.
- As a way forward, the accounts branch has been advised to prioritize 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			
Total costs (including staffing)	1,082	1,043	1,030

Targets	**Achievements and non-achievements**
Provide leadership and direction to the Department of Education through the Secretary for Education.	• Education Minister and Governors' Consultative Forum on Education from July 7th to 8th • Signing of Joint Communiqué on Education Minister & Governors' Consultative Forum on Education • Minister and Secretary including other high profile delegates travelled to Lae for the signing of MOU between NDoE, Morobe Provincial Government, ELCPNG & PNGEI for the establishment of HELDSBACH Teachers' Training Centre • Reviewing of the department's functions, systems and organizational structure • Transfer of Powers and Function of NCDES to NCDC. • Directives given for COVID-19 Preventions Actions for all schools • X 2 provinces (Oro & Eastern Highlands Provinces)' decentralization of powers (e.g. GTFS Functions)
Liaise with development partners and regional governments.	2 x Meetings for PNG National Commission for UNESCO held.
Run minister's office.	Successfully administered all office and administration support for the Minister's Office.

Commentary and way forward

- To accomplish Minister's activities, sufficient funding is needed.

Book display at launch of National Education Plan (NEP)

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)**			
	Revised appropriation	**Warrants authorized and Released**	**Expenditure**	
			ITEM DESCRIPTION	**ACTUAL COST**
Administration	3,168	8,539	Salaries & Allowance	877,000
			Travel & Subsistence	223,000
			Office Materials & Supplies	51,000
			Operational Materials & Supplies	121,000
			Transport & Fuel	147,000
			Other Operational Expense	398,000
			Routine Maintenance	21,000
			Office Equipment	00.00
			Leave fares	98,000
Grants to Schools	K486,352,000	K 484,373,000		**K424,942,491.22**
Total costs	**K488,445,000**	**K 424,942,491.22**		**K317,637,152.00**

Targets	**Achievements and non-achievements**
Decentralization of GTFS to provinces	**Achievements** • 8 MOA signed with ESP, ENBP, EHP, Enga, MBP, Morobe, NIP and Northern. • 5 Provincial Trust Accounts Established and provinces managing policy. • Funds disbursed through Provincial Trust Accounts. **Non achievement** • Decentralisation to Simbu Province was cancelled at the last minute. • Establish 3 provincial trust accounts • Systemized reporting mechanism.
TFF Policy review	Second Review Of TFF Policy due to budget cut by 21%. • Revised Government Tuition Fee Subsidy Policy • NEB endorsed for Policy for 2021 implementation • NEC Submission done on the same.
Audit of 106 schools by Department of Finance	**Achievements** • 106 schools across the country undergone financial audit and completed • DoF presented individual school reports to NDoE **Non Achievement** • Implementing the recommendations
Performance audit by Auditor General's Office	**Achievements** • Report tabled in parliament by Auditor General.
Cost Benefit Analysis	**Achievements** • Study completed • Report in draft **Non Achievement** Presentation of report to Inter-Departmental Steering Committee

<table>
<tr><td>Interdepartmental Steering Committee Meeting</td><td>Achievement
• Q1 Meeting held
Non Achievement
• 3 Meetings not held</td></tr>
<tr><td>Schools receive teaching and learning resource materials</td><td>Non Achievement
• NEC Decision No.25/2021 directed transfer of this component to provinces. No materials were procured and delivered until transfer mechanisms were arranged with provinces.</td></tr>
<tr><td>Establishment of District Education Implementation Committee</td><td>Non Achievement
• Endorsement of provincial District Education Implementation Committees (DEIC).</td></tr>
<tr><td>GTFS disbursement report</td><td>Achievement
• Payment report disseminated to PDOE, Inspectors and all concerned stakeholders after every payment.
• Payment reports disseminated in meetings NEB, IDSC, SSM/TMT.
• Payment reports to Members of Parliament for 2020 in 2021.</td></tr>
<tr><td>2020 GTFS payments</td><td>TOTAL APPROPRIATION 2021
<table>
<tr><th></th><th>Appropriation</th><th>Balance</th></tr>
<tr><td>Revised Appropriation</td><td>486,351,551.00</td><td>486,351,551.00</td></tr>
<tr><td>Less warrant Jan - Dec</td><td>484,373,000.00</td><td>486,351,551.00</td></tr>
<tr><td>Actual funds released by DoF</td><td>484,373,000.00</td><td>1,978,551.00</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td>Total yet to be released</td><td>1,978,551.00</td><td></td></tr>
<tr><td>Total paid to schools</td><td>327,957,425.22</td><td></td></tr>
<tr><td>Total for T&L</td><td>97,700,000.00</td><td></td></tr>
<tr><td>Total funds expended so far</td><td>425,657,425.22</td><td></td></tr>
</table>
202 GTFS Payments by Sectors
<table>
<tr><th>SECTOR</th><th>No. of Schools</th><th>ENROL</th><th>AMOUNT</th></tr>
<tr><td>ELEMENTARY</td><td>5,804</td><td>876,591</td><td>36.862,597.92</td></tr>
<tr><td>PRIMARY</td><td>3,713</td><td>1,331,367</td><td>123,018,927.37</td></tr>
<tr><td>HIGH/SECONDARY</td><td>323</td><td>270,987</td><td>136,205,872.65</td></tr>
<tr><td>VOCATIONAL</td><td>135</td><td>47,006</td><td>17,287,638.70</td></tr>
<tr><td>NATIONAL HIGH</td><td>6</td><td>3,47</td><td>2,553,010.98</td></tr>
<tr><td>FODE</td><td>22</td><td>89,560</td><td>8,933,777.60</td></tr>
<tr><td>IERC</td><td>23</td><td>15,478</td><td>3,095,600.00</td></tr>
<tr><td>TOTAL</td><td>10,026</td><td>2,634,136</td><td>327,957,425.22</td></tr>
</table>
Achievements
• 10,026 schools paid a total of K327,957,425.22 into school accounts.

Non Achievement
Many schools missed due to school status issues in registration, bank account queries, delays in data submission and suspension/closure status</td></tr>
</table>

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.

Budget activity	**National Literacy & Awareness Services**		**11502 (235-2802-1102)**
	Revised appropriation (K'000s)	**Warrant authorised** (K'000s)	**Expenditure** (K'000s)
Staffing costs (6)			
Total costs (including staffing)	1,946	1,885	1,523
Targets	**Achievements and non-achievements**		
Review and revise the National Literacy Policy.	**Achievement** • Draft revised Policy has been transferred to Standard Policy Structure and is with Department of National Planning for their comments. When ready the Policy will be presented 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.		
Monitor and Assess Literacy Program Providers.	**Achievement** • Invitations received, planned for second and 4th quarter. Visits made to Literacy Programs in Morobe, Western Highlands, Jiwaka and Simbu Provinces. **Non-achievement** • Not many programs visited due to COVID Pandemic.		
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 West Sepik Province.	**Achievement** • Completed approval process for launching. Technical Team visited National Capital District electorates and established working committee to prepare for the launching of the NLW 6-10 September, 2021 in the West Sepik Province. • K30,000 seed capital released to Sandaun NLW Committee • 36 000 NLW Posters were inserted in the Post Courier, distributed to Literacy Programs and schools within Central and NCD • Successfully celebrated in all the four Districts of West Sepik Province. • Participated by literacy stakeholders in other Provinces • Literacy Torch handed over to the Milne Bay Province to host NLW 2022. Received by Education Ministerial Staff from Milne Bay Province. **Non-achievement** • 2021 NLW Report in progress.		

Re-Establish the National Literacy Awareness Council (NLAC)	**Achievement** • Some Candidates for Membership identified. **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 11 organizations' to the value of K271 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** • Assisted Out of school students to be re-enrolled in system schools. **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 2021 and supplied computer equipment worth more thanK80 000.00 to two institutions. One, Minjais Woman's group and the Minj Secondary School in Jiwaka Province
Networking with Partners - CS Rehabilitation Program	**Achievement** • CS rehabilitation program continuing • Inmates literacy students graduating with certificates
NLAS Relocation from the National Library to Fincorp	**Achievement** • NLAS relocated from the National Library to Fincorp Haus. Temporarily located at TVET Operation on Level 2 A Wing while waiting for a permanent Office space is allocated. **Non-achievement** • Resource books and files yet to be removed from the National Library. Waiting for storage space.

Commentary and way forward

1. 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.

2. 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 eleven Adult Learning Education Programs with the K271 000 that was warranted out of K500 000 for 2021.

Lessons

- Delayed issue of Warrants affected many planned activities. These activities are planned for next year 2022
- NLAS direct link to Adult Learning Education Programs was through grants to Non-Profit organizations that provide Education Programs to communities throughout PNG.

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 *(including staffing)*			
Of which staffing costs			
Targets	**Achievements and non-achievements**		
Litigation	1. 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. Matter running and continuing. 2. General cases (10) 3. Section 5 Notices (220 plus increased)		
Drafting of Legislations	1. Education Act Review (90 percent complete) 2. Provincial Education Act drafting and advise (Central competed/ ESP yet to start)		
Legal brief(s) and Advising	1. Provided both legal advices to the Secretary and to the Minister through the Secretary's office on all matters referred to the LU. 2. Preparing of Charges and providing advice to Committees. Ongoing (Routine). 3. Investigations are done as per the request of the Secretary.		

Commentary and way forward

Lessons:

1. The Unit coped well in the main areas of its responsibility and functions as per there job description.

2. Court matters were attended too, cooperated well with our colleagues especially Sol Gen lawyers. We have also assisted with investigations and police to apprehend fraud suspends. Office of the Secretary has fully supported this operation to protect the integrity of the Department.

3. The Legal Unit needs to work together as a Team and cooperate as a Unit. The Team has to associate more closely amongst themselves.

4. The Team requires support in terms of Stationery, Logistics and funding. We have improved in stationery and Logistics this year. We have been provided a vehicle and cabinets for files.

5. The two lawyers were not able to get our Practicing Certificates this year (2020). The Unit does not have a Vote it terms drawing funds; such has the delay in obtaining Practicing Certificate from PNG Law Society for the lawyers which has been very slow the past three years.

6. It would be fair to have a small 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 Examinations (Table 7)
- Measurement Services Division (MSD), 2021

Teachers, Manpower and Establishment (Figure 6, Figure 15–Figure 20, Table 1)
- Manpower Review, quarter 4, 2020

Gender statistics (Figure 19) are from O&D records (for public servants) and 2020 enrolment and staffing returns from provinces to Statistics & EMIS, RED. Also DoE division reports, *DoE 2020 Annual Report.*

Education Budget and Tuition Fee Free (Education and ***Training Sector 2021***
The composition of the 2021 budget appropriation for the Education and Training Sector, by agency, is shown in **Table 2.**

Table 2-5, Tables 13–19)
- Finance Division, Accounts and Budgets sections records
- GTFS Unit Records for 2020

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 2021. 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 3, Figure 4, Table 6,)
   Students are counted according to their grade /level in the reform education structure, regardless of the type of school they attend (see Figure 4). Elementary level counts students in grades 1 and 2 in community and primary schools as well as students in grades elementary prep, elementary 1 and elementary 2 in elementary schools. Similarly primary counts students in grades 3–8 in primary schools as well as those in schools still called community schools. It also includes students in grade 7 and 8 classes still in high schools. Secondary counts students in grades 9–12 and includes students in provincial high schools, secondary schools and national high schools.

4. **Number of students, teachers and institutions counted according to the type of institution** (Figure 3 – Figure 4, Table 6)
   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.

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

Data tables

Table 6: Total enrolments 1992-2020 (by type of institution)

Type of Institution	Grades	1992	1995	2000	2005	2010	2015	2020	2021
Elementary	EP, E1, E2	0	1,497	148,808	414,000	580,741	802,281	1,116,933	1,205,433
Prim /Comm	1 to 8	433,592	521,018	610,282	558000	837,282	957,410	1,118,592	1,150,814
Prov. High/Sec.	7 to 12	54,165	70,214	76,778	78,800	106,164	167,049	219,934	231,842
NHS	11,12	1,965	2,051	2,382	2,800	3,467	2,645	3,496	3,568
Voc. Centres	after G6/7	8,750	9,807	13,714	17,200	24,631	40,004	40,193	40,697
Tech./Bus. Coll.	after G10/12	1,182	2,005	2,077	3,700	5,531	6,106	8,099	8,756
Prim. Teachers Coll.	after G10/12	1,208	1,718	1,758	3,400	2,662	5,247	6,098	6,148
Total NES		**500,862**	**608,310**	**855,799**	**1,077,900**	**1,560,478**	**1,980,742**	**2,645,661**	**2,629,791**
Permitted schools (IEA)									
Permitted Prim.	1 to 8	8,955	9,741	11,100	8,700	4,103	6,099	14,204	16,369
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
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**	**62,504**	**62,822**

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

Jiwaka Alesco decentralisation.

Table 7 : Department of Education manpower and establishment 2021 - by division

Division /Category		TSC/PSC Establishment ceiling	Staff on Strength/ Payroll Q4 2021	Vacant Positions	Unattached officers
Public Service positions	Executive	35	25	10	-
	PP	27	18	9	4
	RED	26	20	6	3
	HROD	34	20	14	-
	Payroll	52	37	15	10
DoE Line Divisions	Finance	37	32	5	4
	Administration	64	29	35	5
	Procurement	20	10	10	1
	Inspections	247	223	24	59
	Guidance & Counseling	40	25	15	3
	CDD	56	43	13	25
	Measurement Services Division	43	21	22	2
	E-Learning	44	17	27	1
	TVET Schs Ops	26	19	7	-
	TVET Curriculum	26	16	10	1
	TVET Inspections	36	24	12	2
	TED	40	29	11	5
	GES	33	21	12	4
	ICT	30	17	13	1
	NCDES	24	18	6	5
	Internal Audit	21	13	8	-
	School Grants	29	23	5	8
	NLAS	6	5	1	-
	UNESCO	24	15	9	1
	MCU	9	5	4	1
	PMU	12	9	3	1
Total DoE Approved Staff Ceiling		**1,041**	**734**	**306**	**146**

** Sources: Staff on strength for Quarter 4, 2021: as reported by Organisation and Development Branch, HROD.*

APPENDIX

Table 8: National Education System budget appropriations, 2017–2021

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

Table 9: Ministry of Education recurrent budget by program, 2017–2021

Program	2017	2018	2019	2020	2021
TMT & General Administration	622,005.70	623,780.30	629,513.80	515,790.10	317,087.80
Development & Implementation of Education Standards	46,648.90	50,911.40	118,503.70	80,604.20	66,136.60
Basic Education	31,471.50	31,067.90	45,276.20	35,917.80	52,388.30
Literacy & Awareness	621.90	634.40	625.40	1,362.60	2,050.10
General Secondary Education	31,586.60	35,844.30	53,053.60	39,162.10	41,818.50
Vocational Education	3,302.20	3,700.40	3,724.40	4,264.60	6,134.90
Technical Education	33,077.80	29,480.20	31,483.80	24,671.50	27,012.10
Teacher Education	20,843.20	20,574.30	21,022.50	24,158.30	31,388.70
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
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**

Secretary farewells long serving official driver

Table 10: Ministry of Education recurrent budget, 2017–2021 - amount available for administration and service delivery for general education

[Total without NCD teachers salaries, Education subsidies)]

Program	2017	2018	2019	2020	2021
TMT & General Administration	20,005.70	21,780.30	27,513.80	86,209.90	318,087.80
Education Standards	46,648.90	50,911.40	118,503.70	80,604.20	66,136.60
Primary Education	1,199.70	115,336.60	122,734.40	151,629.00	6,457.80
Literacy & Awareness	621.90	634.40	625.40	1,362.60	2,050.10
Secondary Education	22,784.50	7,294.80	3,222.00	17,447.80	6,259.70
Vocational Education	721.20	10,514.60	12,744.40	14,660.70	1,067.00
Technical Education	33,077.80	29,480.20	31,483.80	24,671.50	12,424.10
Teacher Education	20,843.20	20,574.30	21,022.50	24,158.30	5,521.80
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	-
Total	**148,372.20**	**6,996.60**	**75,081.60**	**134,830.80**	**418,004.90**

Source: *Table 8–Table 19: 2021 Budget Books*

Table 11: Ministry of Education recurrent budget - summary by item, 2017–2021

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

Table 12: Ministry of Education development budget by program, 2017–2021

Expenditure Items	2017	2018	2019	2020	2021
TMT & General Admin	1,900.00	10,800.00	10,800.00	10,000.00	9,000.00
Development and Implementation of Education Standards	42,820.00	21,500.00	21,500.00	32,500.00	1,000.00
Primary Education	25,000.00	10,000.00	10,000.00	10,000.00	30,050.00
Literacy & Awareness	-	-	-	-	-
Vocational Education	7,400.00	-	-	-	-
General Secondary	-	-	-	-	-
Technical Education	10,000.00	8,000.00	8,000.00	8,000.00	-
Teacher Education	-	-	-	-	-
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**

APPENDIX

Table 13: Percentage of development budget by program, 2017–2021

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

Table 14: Share of development budget appropriation by donor, 2017–2021

Donor	2017	2018	2019	2020	2021
World Bank	0.0%	0.0%	0.0%	0.0%	0.0%
AusAID	33.6%	33.6%	33.6%	33.6%	33.6%
EU	0.0%	0.0%	0.0%	0.0%	0.0%
New Zealand	0.0%	0.0%	0.0%	0.0%	0.0%
JICA	25.5%	25.5%	25.5%	25.5%	25.5%
GoPNG	26.7%	26.7%	26.7%	26.7%	26.7%
UN	0.0%	0.0%	0.0%	0.0%	0.0%
China	0.0%	0.0%	0.0%	0.0%	0.0%
Total	**85.8%**	**85.8%**	**85.8%**	**85.8%**	**85.8%**

Launch of the academic year in Madang.

Table 15 : Education 2021 development budget appropriation by program and donor (K000s)

Vote Code	Description	GoPNG	AusAID	EU	NZ	CHINA	UN	WB	JICA	Total
Capacity Building		**8,000.00**								**800.00**
New IFMS 22310	Education Infrastructure									
IFMS 23291	Strengthening Primary Teachers (Maths & Sc.) JICA								3,230.00	3,230.00
IFMS 23122	School of Excellence Infrastructure Program	2,000.00								2,000.00
IFMS 23126	Vocational & Technical Secondary Schools	1,000.00								1,000.00
Existing IFMS 23027	Curriculum Development	1,000.00								1,000.00
IFMS 23242	ICT 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		18,920.00							18,920.00
New IFMS 23523	Education in Emergencies								11,130.00	11,130.00
New IFMS 23590	3-6-6 Restructure (Multi skill Tech School)	4,000.00								4,000.00
New IFMS 23591	SBC Tender and Student Textbooks	4,000.00								4,000.00
GRAND TOTAL		**15,000.00**	**18,920.00**						**14,360.00**	**56,280.00**

Table 16: Education appropriations in provincial budgets

Item 111 teachers' (TSC) salaries, 2017–2021 (K,000)

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

Table 17: Education appropriations in provincial budgets

Item 114 teachers leave fares, 2016–2020 (K,000)

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

Source: *2021 Budget Books. See note below:*
Note 1: NCD teachers' leave fares included in DoE Budget.

Table 18: Education appropriations in provincial budgets Item 143

***Education Function Grants, 2017–2021 (K,000,000)**

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

***Source**: 2021 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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