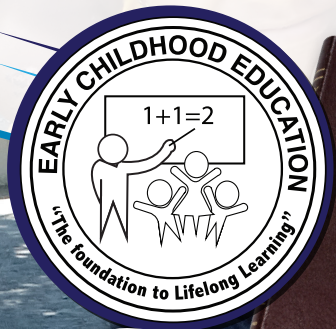




Papua New Guinea
DEPARTMENT OF EDUCATION

2019 ANNUAL Report



TFF/GTFS

TVET

FODE

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SBE/SBC

Christian Values Education for a Better Future

Published in 2020
Department of Education
Papua New Guinea

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DEPARTMENT OF EDUCATION

2019

ANNUAL REPORT

Compiled by Media and Communication Unit
Policy and Research Wing
Department of Education, P O Box 446, Waigani, NCD, Papua New Guinea

Minister's Message



I am privileged to present this annual report for 2019 for the Department of Education. Education is a right for all children, both boys and girls in Papua New Guinea.

The Marape/Steven government is profoundly convicted that education is the powerful tool that will transform and sustain our prosperity. Hence, we are committed to ensure every student receives quality education, under a standards based education system with a quality standards based curriculum, 1-6-6 school structure, robust standards assurance system, and schools have guaranteed financing from the government and parents and ensure accountability.

The Government has reconsidered the last Government's TFF Policy to the Government Tuition Fee Subsidy (GTFS) Policy to make education of our children a partnership between governments, parents, churches and the local communities.

The shift to this policy will in turn compel parents and communities to plough the soil and work hard to take back PNG than creating a handout culture. We have over the last 6 years made our people lazy, detached parents from schools and systematically removed their interest in schools. We want to disengage and cut out the dependency syndrome that we have systematically allowed into our PNG culture. Handout is a foreign concept.

The Department has continued to progress the implementation of various Government policies and agenda including:

- The Government Tuition Fee Subsidy Policy
- The 1-6-6 School Structure
- Standards Based Curriculum
- Quality Teacher Education and Training
- TVET and FODE

We are grateful to the Government and the Treasury and National Planning and Monitoring Departments for releasing a total budget of K801, 763.00.million in 2019 which was used to progress education in Papua New Guinea.

We look forward to the continued support in the release of funds in a timely manner so that projects in the education sector are implemented on time.

The Department would not have implemented the Government policies and its priorities and reached the benchmarks without the solid working partnership and commitment from our stakeholders and partners like the Provincial Governments, Central Agencies, Churches, NGOs and donor agencies. Without your support we would not have progressed education in 2019.

I look forward to your continued commitment and collective effort to give every child a quality education.

A handwritten signature in blue ink, appearing to read 'Joseph Yopyyopy'.

Hon. Joseph Yopyyopy MP
Minister for Education



Secretary's Message

This is the annual report for the Department of Education. It reports on the activities that are implemented in 2019 by 24 divisions and 5 units/branches against their budgetary appropriations.

The Year 2019 saw a number of milestones achieved through the hard work, commitment and support of many officers who continue to persevere despite everything else.

The saying "The Success an organization builds depends on its staff" is a testament to the many achievements the department had made in 2019. I express my gratitude to the professional manner in which every staff member led and supported me and the Minister in 2019, so we can achieve our annual plans and priorities.

Some of the notable achievements reported in respective division reports include:

1. *Standards Based Education Reforms. This is by far one of the biggest reforms that the Department has undertaken. We are close to completing the development, printing and distribution of Standards Based Curriculum Syllabuses and Teachers Guides for the secondary level to achieve full implementation by 2020;*
2. *1-6-6 School Structure. The reform of the school structure is one of the biggest challenges we had because schools come under the provincial governments. However, we have developed the policy to drive its implementation. Advocacy has been completed and some provinces have started with a few of the schools they have identified for 2020. With the imminent inclusion of Early Childhood Education the 1-6-6 Structure may be reviewed.*
3. *Launching of the DoE Corporate Plan. This is an important plan that sets out our pathway to achieving our goals in the next three years. All our goals must lead to a relevant quality education for our children. Having a Corporate Plan as a guide means better prospects for all of us in the Department as we implement the many programs and activities that we have.*
4. *Launching of the My School Application. The Application is a very important tool to help us collect accurate information on the number of schools, number of teachers and the number of students. Also the data is going to be readily available in real time when required for other forward planning process.*
5. *My PaySlip Application. This Application is used by the teachers and public servants in Education to use to access their pay slips and retrieve them anywhere at any time using computers and smart phones.*
6. *Online Examination Results. For the second year in a row we have made the National Examinations Results accessible to students and parents online.*
7. *Tuition Fee Free Policy. We have continued to implement the policy. The policy was also reviewed to make the cost of education a shared responsibility between the state and the parents. NEC has approved a new Policy called Government Tuition Fee Subsidy for 2020.*
8. *National Education Plan 2020-2029. The next 10 years plan period coincides well with the current government's 10 year goal and aspiration to 'Take Back PNG and to give Quality Education to All-Leaving No Child Behind'. This plan will be launched in the New Year.*

We have made progress, we also have had challenges that we will need to address in 2020. This includes the huge challenge of registering every public servant and teacher to get a National Identity Card and Birth Certificate, getting provinces to comply with national policies, and meeting standards and deadlines. These require our persistence and resilience to never give up.

I also thank our provincial and district education officers for their support in ensuring that quality and important education services are delivered to our schools right down to the districts and the churches, donor agencies, non-government organizations and the private sector who have continued to support quality education and training throughout the country.

I thank everyone for your commitment and support and look forward to continue working with you all for the children of Papua New Guinea in 2020.

Uke W. Kombra PhD
Secretary for Education

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Abbreviations

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

Introduction

The Education Sector

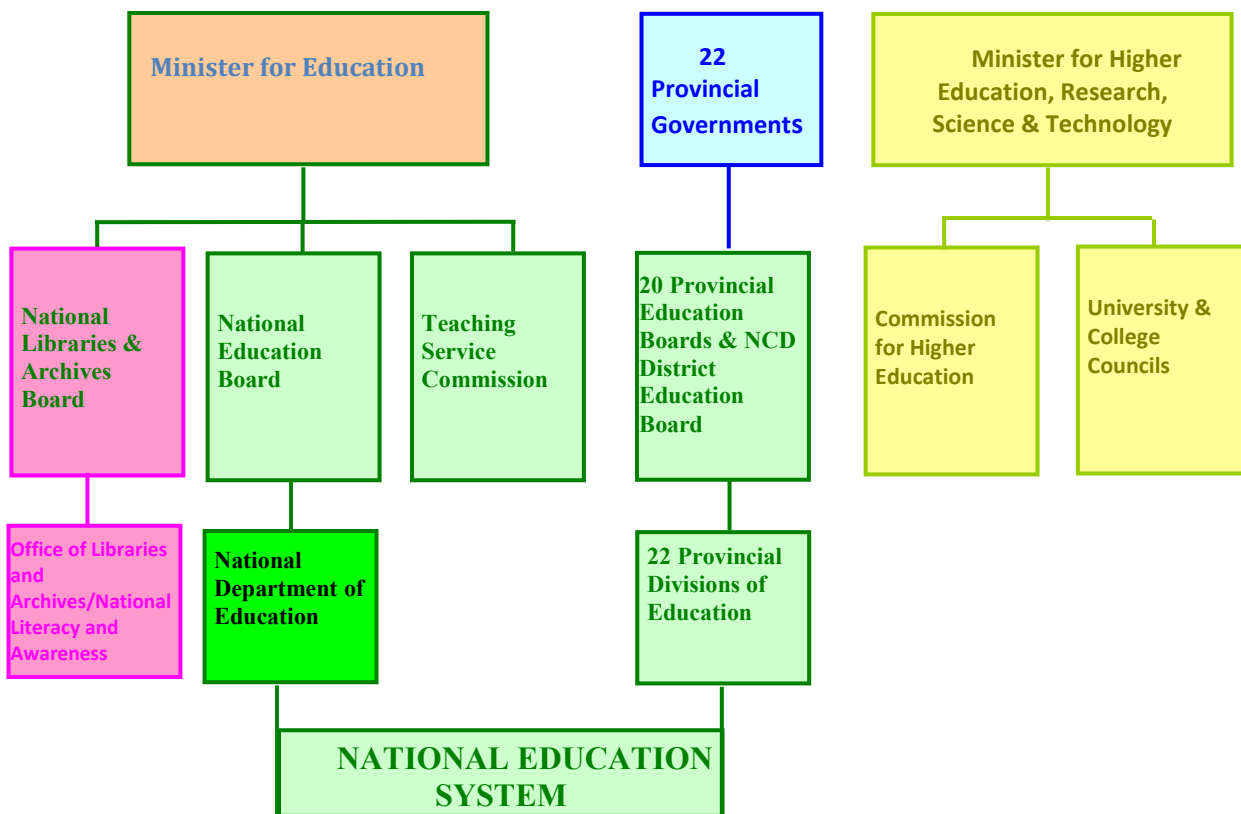


Figure 1 Overview of the PNG education sector

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 2019 Annual Report of the National Department of Education. It, therefore, reports on the responsibilities and activities of the Department of Education, and the twenty (20) Divisions within the Department’s structure. It does not report in detail on the activities of the other bodies in the Ministry. As of the time of printing of this report, the Office of Libraries and Archives did not submit their report to be included.

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

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

The National Education System and implementation of the National Education Plan

The National Education System

National Education System administrative authorities

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

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

The National Education Board

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

National Department of Education functions

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

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

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

National Education System - national component

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

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

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

National Education System - provincial component

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

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

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

Partners and responsibilities

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

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

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

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

The National Education Plan

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

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

Successes

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

Challenges

The major difficulties experienced in 2016 related to financing core functions and funding schools, infrastructure, law and order, and provincial capacity to provide education services.

The challenge for the nation is how to help all of our children complete 9 years of relevant and quality basic education. We must also provide many more opportunities for young people to take part in relevant and quality education and training through a variety of pathways after primary school.

Challenges due to the general social, economic and political environment include population growth of 2.7%, HIV/AIDS, deteriorating law and order, and transport, communications and other infrastructure, and low provincial capacity to finance, manage and deliver education and other services.

Further information about the reform and education policies

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

The *National Education Plan 2005–2014* was officially launched by the Governor General, Grand Chief Sir Paulias Matane, on March 18, 2005. It was developed in 2003 and 2004 following extensive consultations with stakeholders in every province. After being endorsed by the National Education Board (NEB) and Central Agencies Coordinating Committee (CACC), it was approved by the National Executive Council (NEC) on December 14, 2004, for implementation from 2005 (NEC Decision 236/2004). Provinces began work on updating their Provincial Education Plans in 2005, with assistance from the Department's planning team.

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

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

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



National Literacy and Awareness Secretariat staff being welcomed by the students and the community at Sipatako Primary School and the surrounding communities in Central Bougainville during the National Literacy Week commemoration in the AROB in 2019.

Structure of the Education System

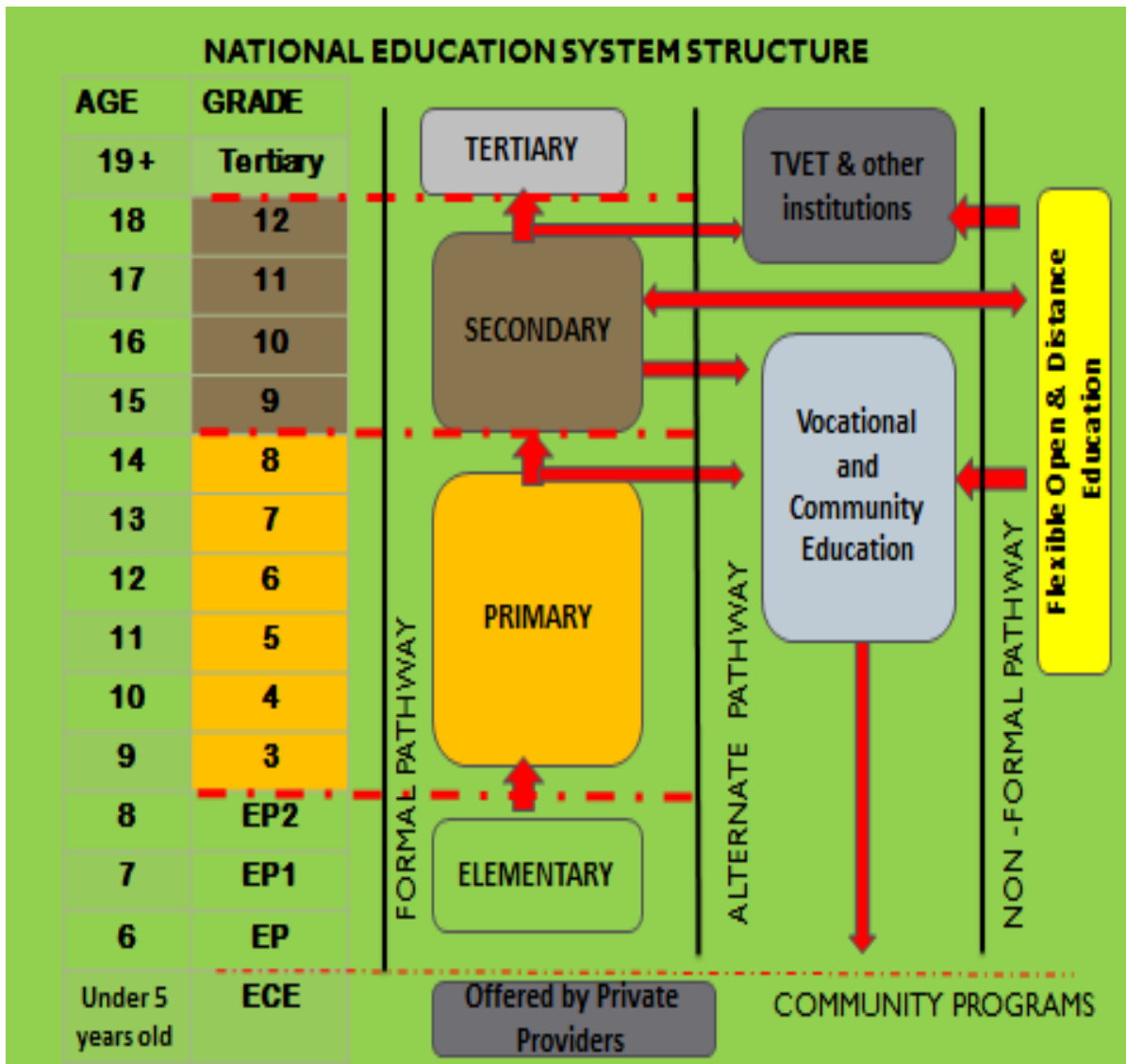


Figure 2 Structure of the National Education System

The National Education System

Students

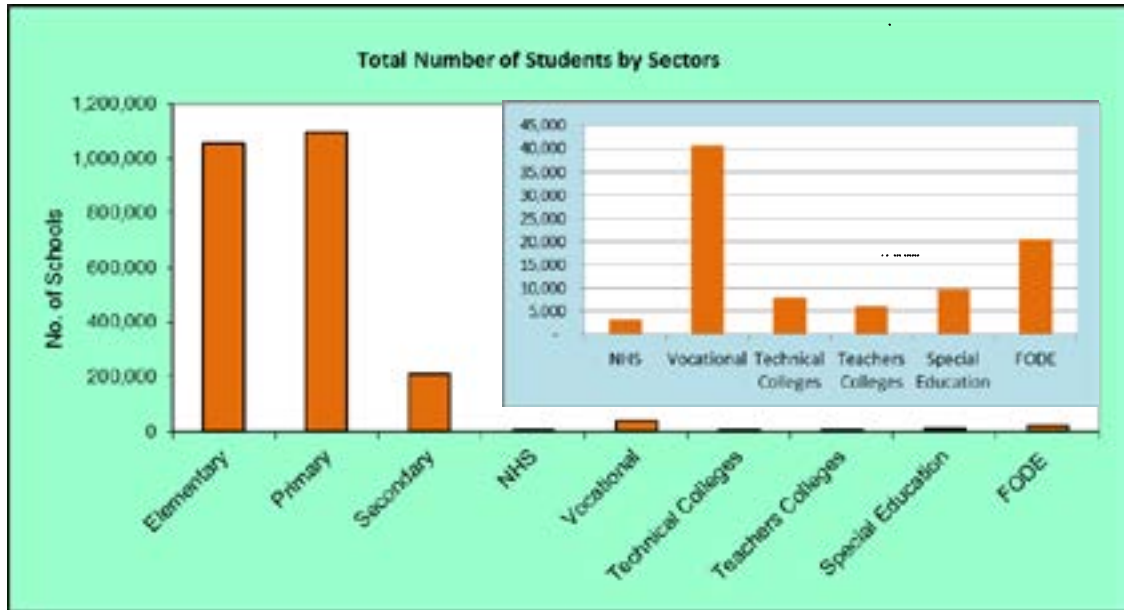


Figure 3 National Education System 2019 mid year enrolments by sectors.

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.

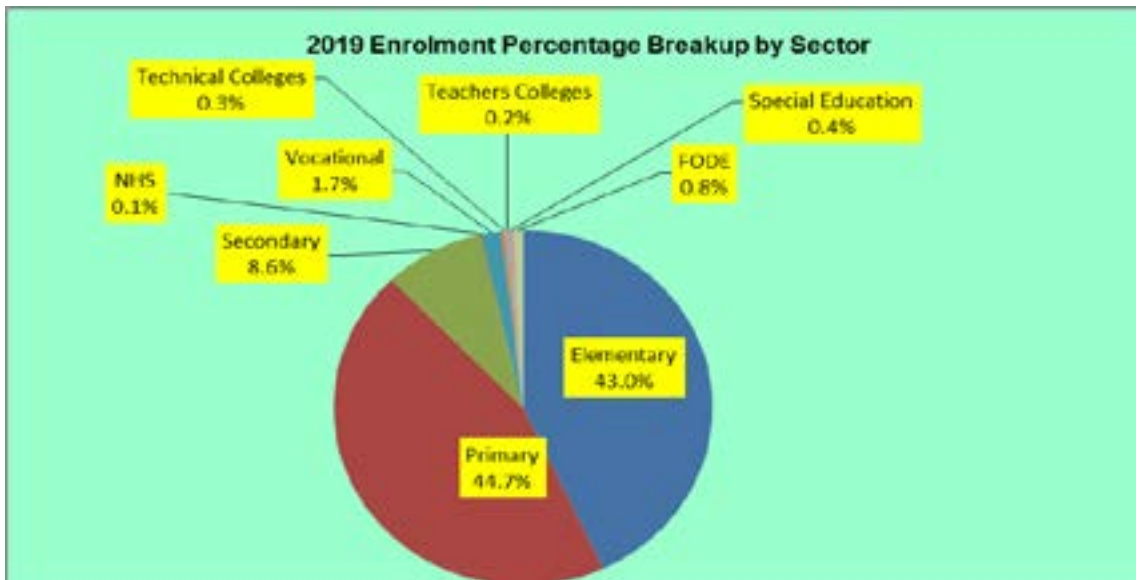


Figure 4 NES 2019 mid year enrolments - by level of education (not type of school).

Gender Equity

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

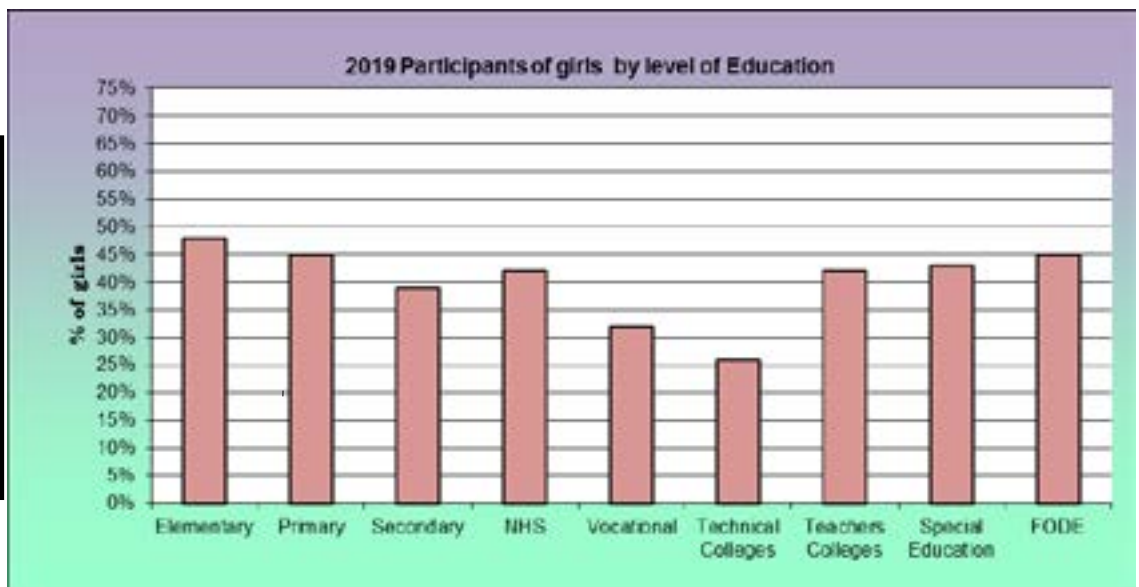


Figure 5 Participation of girls in education in 2019 by type of school.

Teachers

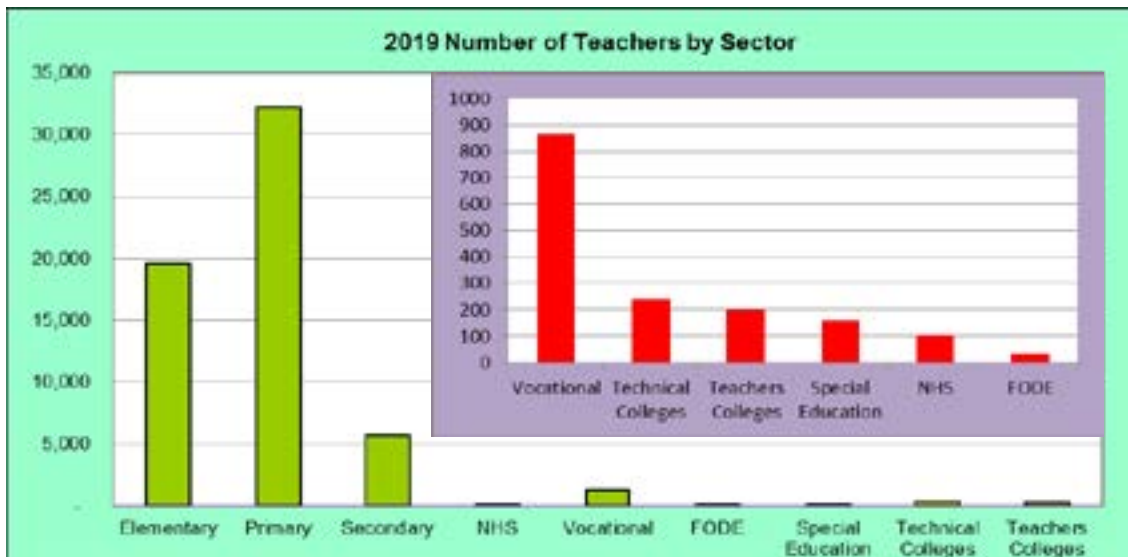


Figure 6 The National Teaching Service (by type of school)- quarter 4, 2019

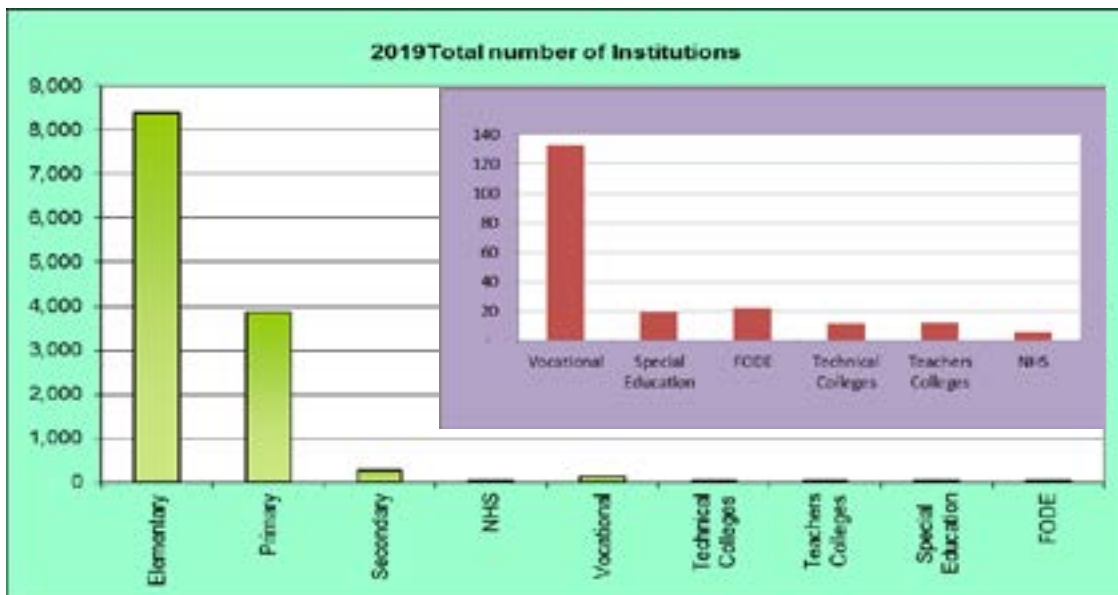


Figure 7 The National Education System – number of institutions in 2019 (by type of school).

Schools

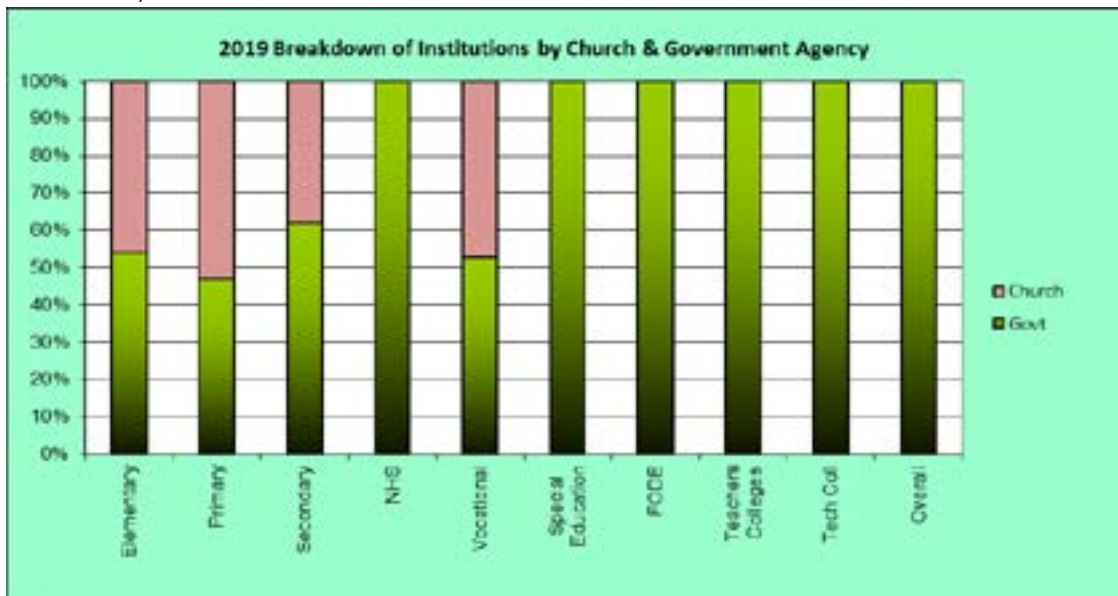


Figure 8: Breakdown of institutions by church and government agency in 2019.

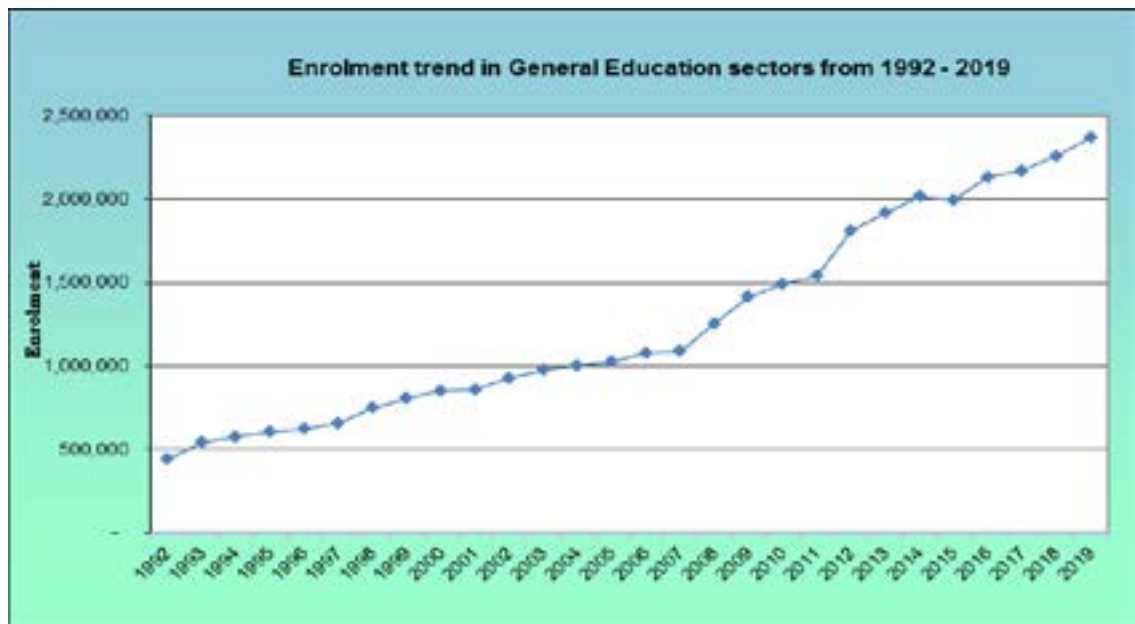


Figure 9 Enrolment trend in General Education sectors from 1992 - 2019

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

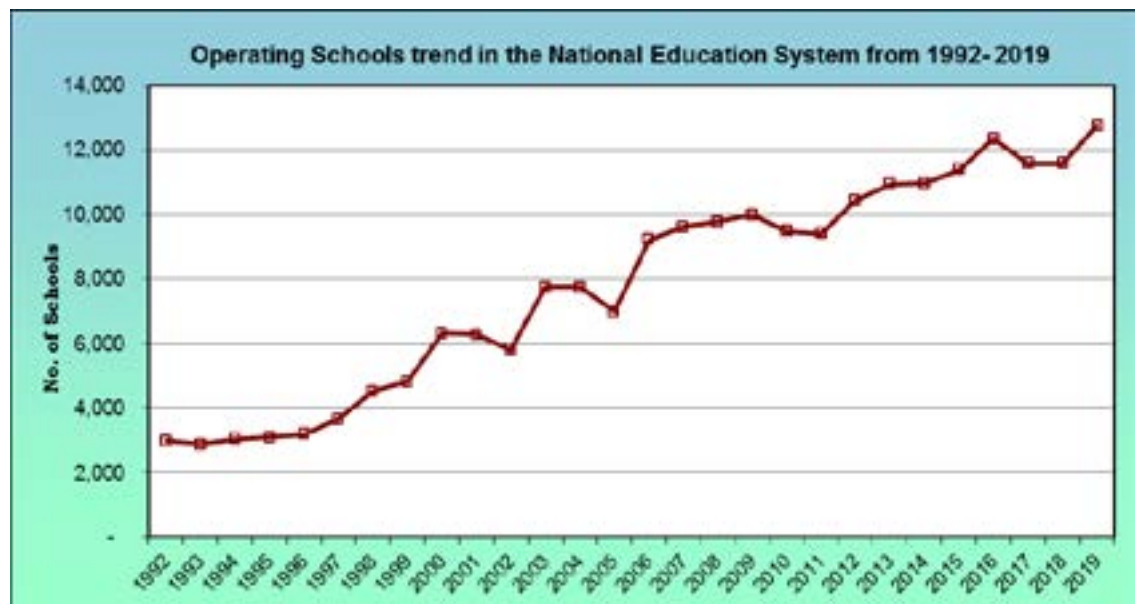


Figure 10 Trend of operating schools in the NES from 1992 - 2019.

Growth in enrolment in different sectors

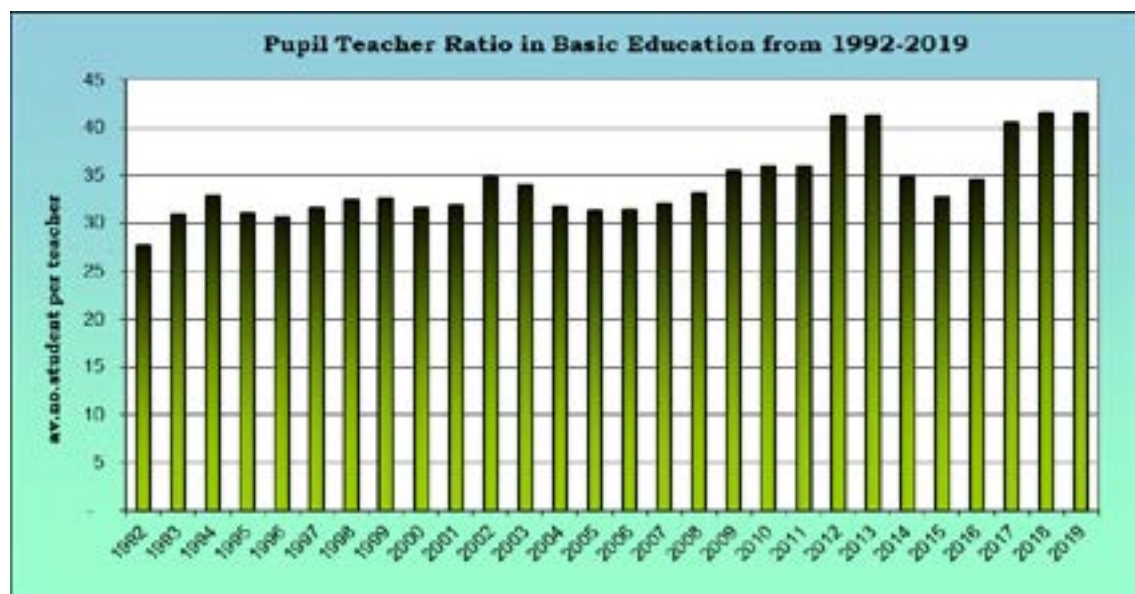


Figure 11 Pupil teacher ratio in basic education from 1992-2019.

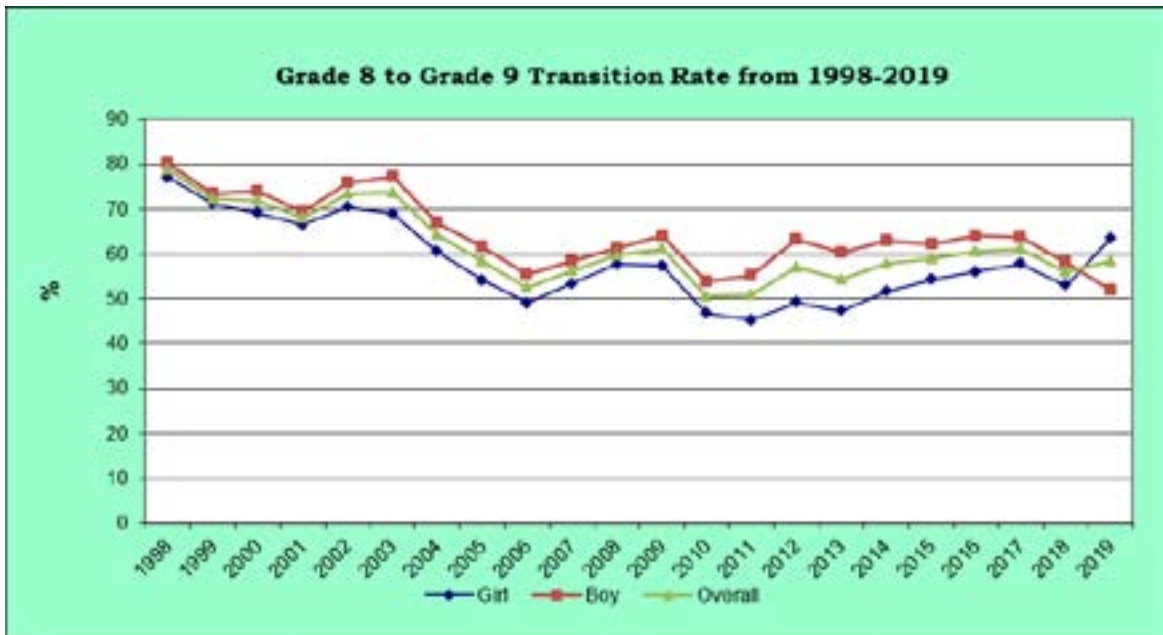


Figure 12: Grade 8 to Grade 9 Transition rate from 1998 - 2019



Figure 13: Grade 10 to Grade 11 Transition rate from 1998 - 2019

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* and the current *NEP 2015-2019*.

Policy framework

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

1. National Goals and Directive Principles

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

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

2. Major Government policies and international obligations

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

3. Vision 2050

The Vision 2050 is a long-term strategic plan for Papua New Guinea. It is designed to map out the future direction for our country and reflect the aspirations of the people of Papua New Guinea.

The Vision 2050 maps out PNG's development initiatives for the next 40 years and identifies seven strategic pillars underpinning economic growth and development. The PNGDSP translates the seven strategic focus areas of Vision 2050 into directions for economic policies, public policies and sector interventions with clear objectives, targets and indicators.

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

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

- Strategic Planning, Integration and Control.

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

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

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

5. Medium Term Development Plan

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

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

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

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

6. Policy on Recovery and Development

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

The Policy's objectives are to:

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

7. Policies specific to education

- Integral Human Development
- Education for All
- Universal Primary Education/ Universal Basic Education 2010-2019
- Increased access to education at all levels
- A priority for support for quality elementary, primary and secondary education
- Reform of the curriculum to provide quality education that is relevant to the life of the people – 'skills development for life'
- Increased retention of children in school at all levels
- Equal participation by females and males in all levels of education
- Increased participation by the poor, people with physical and, mental disabilities, and those who are socially or educationally disadvantaged
- Development of literacy skills for all
- Improved technical and vocational education
- Public, Private and Church Partnerships
- Self-reliance in schools
- National Education Plan 2005–2014
- HIV/AIDS Policy for the National Education System.
- Tuition Fee Free Education

8. Objects and purposes of the National Education System

The Education Act, as amended, 1995, Section 4 Subsection (1) states that:

'Bearing in mind the National Goals and Directive Principles of the Constitution, the objects and purposes of the National Education System, by maximum involvement and co-operative effort by persons and bodies

interested in education in the country (including the State, the teaching profession, provincial governments, local-level governments, churches and the community as a whole) and the maximum utilization of the resources available from all sources, are:

- for the integral human development of the person; and
- to develop and encourage the development of a system of education fitted to the requirements of the country and its people; and
- to establish, preserve and improve standards of education throughout the country
- to make the benefits as widely available as possible; and
- to make education accessible to the poor and the physically, mentally and socially handicapped as well as to those who are educationally disadvantaged,

as far as this can be done by legislative and administrative measures, and in such a way as to foster among other things a sense of common purpose and nationhood and the importance and value of education at all its various levels.

9. National objectives

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

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

10. Mission Statement

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

The mission is fivefold:

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

11. Aims of education

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

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

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

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

13. National Education Plan 2005–2014: Major Outcomes.

- Every 6-year old child enters the Elementary Preparatory Grade by 2012 and completes three years of basic relevant education

- All children have the opportunity to complete a full, quality primary education of six years to Grade 8.
- A relevant, affordable and quality secondary education provided to selected Grade 8 and Grade 10 graduates.
- The provision of a flexible, open and distance education gives alternative opportunities to students to pursue other pathways of formal education.
- A variety of institutions offering courses of varying lengths to students completing primary education and to the wider population to gain appropriate skills to satisfy both personal and community demands.
- A cost-effective technical education system, both public and private, that is responsive to change and offers a wide range of courses appropriate to, and accredited by industry.

14. Millennium Development Goals

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

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

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

15. Universal Primary Education (UPE)

There are three components of universal primary education:

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

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

The UBE Plan is linked to and complements existing plans and policies endorsed by the government to address basic education issues. These includes the National Education Plan 2005-2014, and the Medium Term Development Plan (MTDP) 2011-2015

PNG, are now of the view that nine years of basic education is required to prepare its people for life in an increasingly sophisticated world. Papua New Guinea's UBE is defined is education from elementary to grade eight.

In PNG there are three components to Universal Basic Education:

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

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

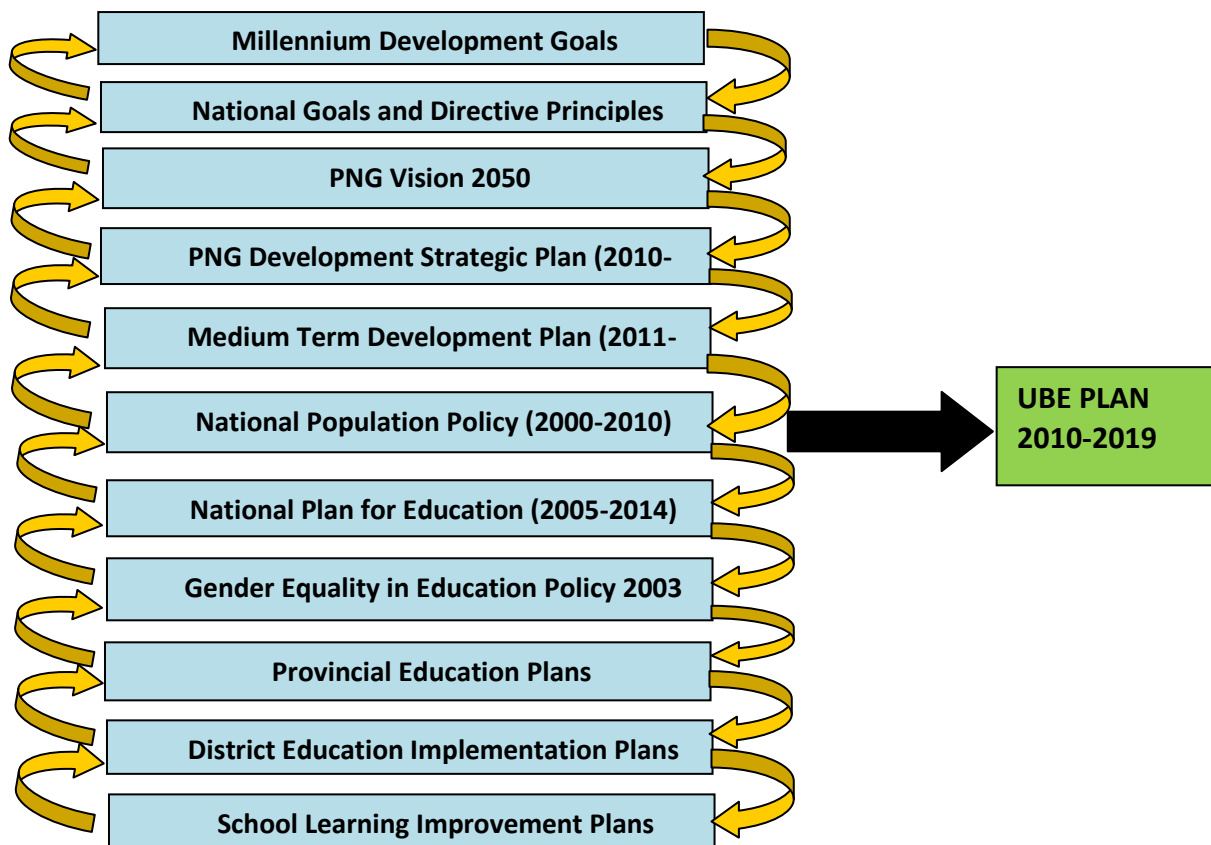


Figure 13: Linkage of the UBE Plan to other Existing Plans and Policies

17. Education Sector Improvement Program

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

18. Education for All (EFA)

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

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

Every effort is being made to give children the opportunity to achieve a primary education, but, in the current national budget framework the second Education for All 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.

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

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

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



Children from St Anne's Catholic School in Gerehu perform a song during the lead up to the Early Childhood Symposium in 2019

DOE

ORGANISATIONAL

STRUCTURE, BUDGET

&

TFF SECTIONS

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 2019.
- 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 12 provinces for teachers.
- Personnel and salaries functions have been decentralised to 15 provinces as of 2019. These provinces are as follows; Western, Milne Bay, Morobe, Madang, East Sepik, Sandaun, Enga, WHP, Simbu, EHP, Manus, ENB, WNB, New Ireland and AroB.
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 below, Figure 16, page 20, and Table 13 p.135 summarise the Ministry of Education's staff ceiling and establishment in 2019.

Table 1 Ministry of Education staff ceiling and establishment, quarter 4, 2019

Staff Establishment Register for 2018	
Approved Staff Ceiling	1,041
Staff on strength	890
Substantive	595
Acting	221
Unattached	9
Short Term Contract	12
Vacancies	446

- The manpower ceiling approved for the Ministry in the 2019 National Budget appropriation was 1,041 public service positions and 3,416 teaching service positions in National Institutions and National Capital District Schools.

Public Servants

- Figure 14 and 15, pp.20, and Table 10, p. 109 provide information about public servants in the Ministry of Education in 2019.
- There are 890 public servants on strength in the Ministry of Education structure in quarter 4, 2019. 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 25 in 2019 was 58,933.

Gender Equity

- Figure 19, p.20 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 2019, overall 33% of the Ministry’s public servants were female and 66% were male. The highest percentage of females (55%) 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.21.
- 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.



Launching of the My Payslip Application at the PNG Education Institute Hall.

National Education System

Staff on strength

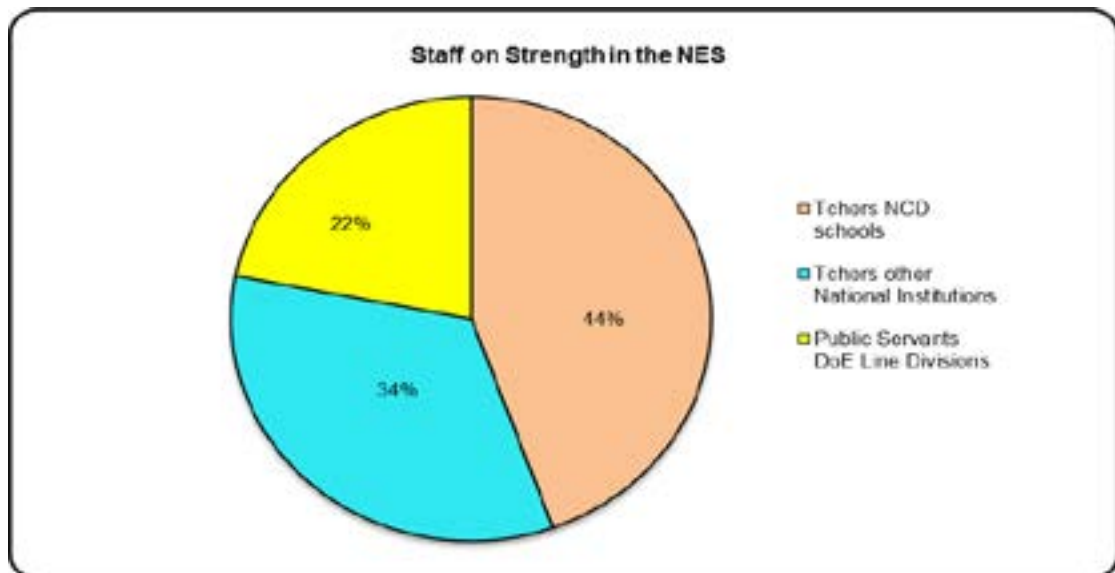


Figure 14 Staff on strength /payroll in the National Education System, quarter 4, 2019, excluding provincial public servants.

Ministry of Education manpower

Ministry of Education manpower budget ceiling

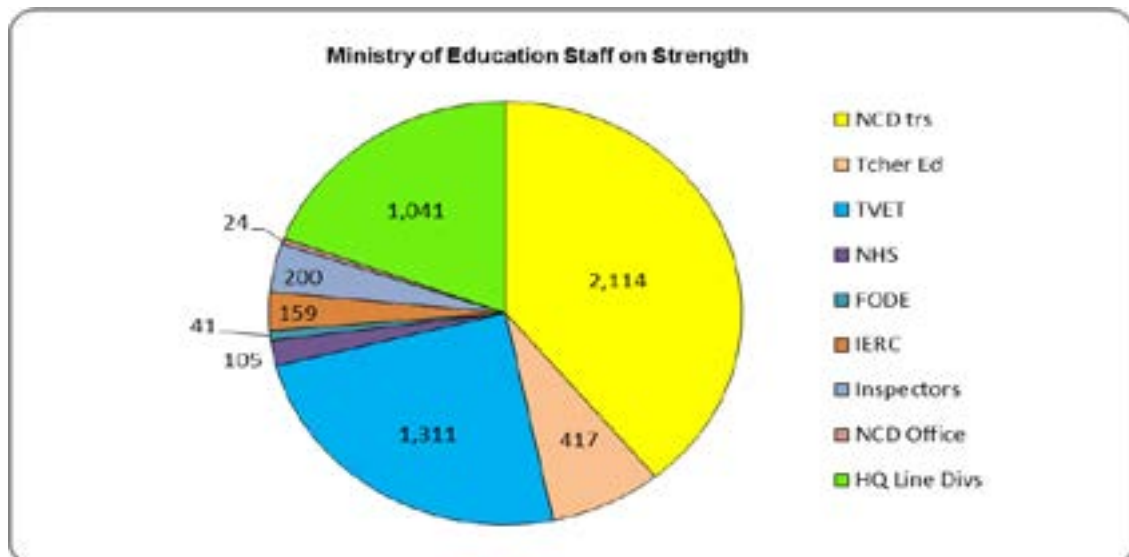


Figure 15 Ministry of Education staff on strength, quarter 4 of 2019.

Public Servants

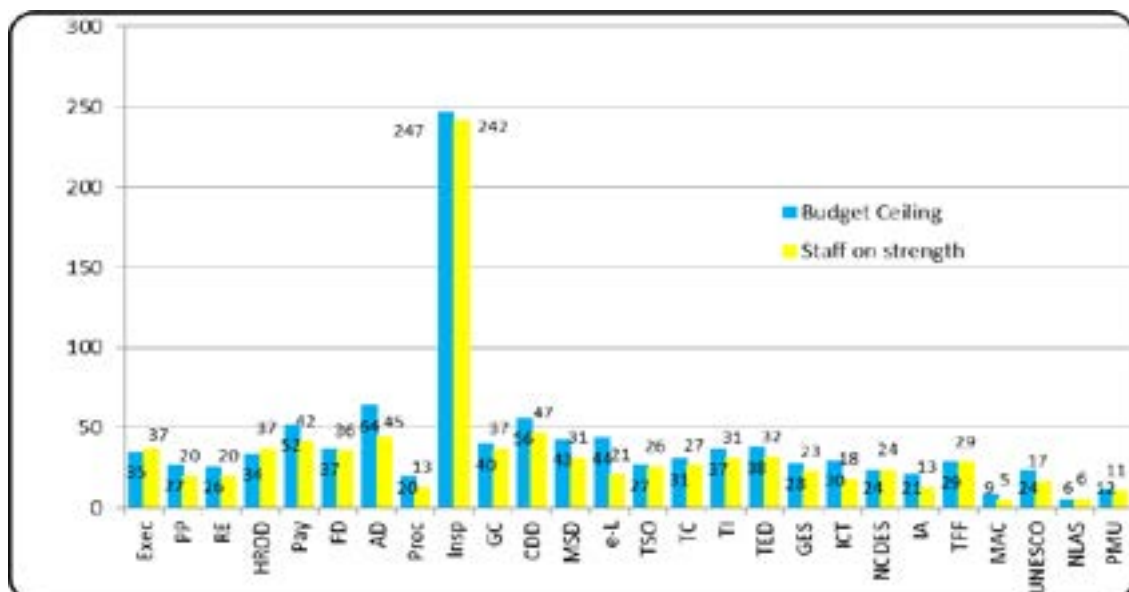


Figure 16 Public servants in the Ministry of Education manpower establishment, Q4 2019

Teachers

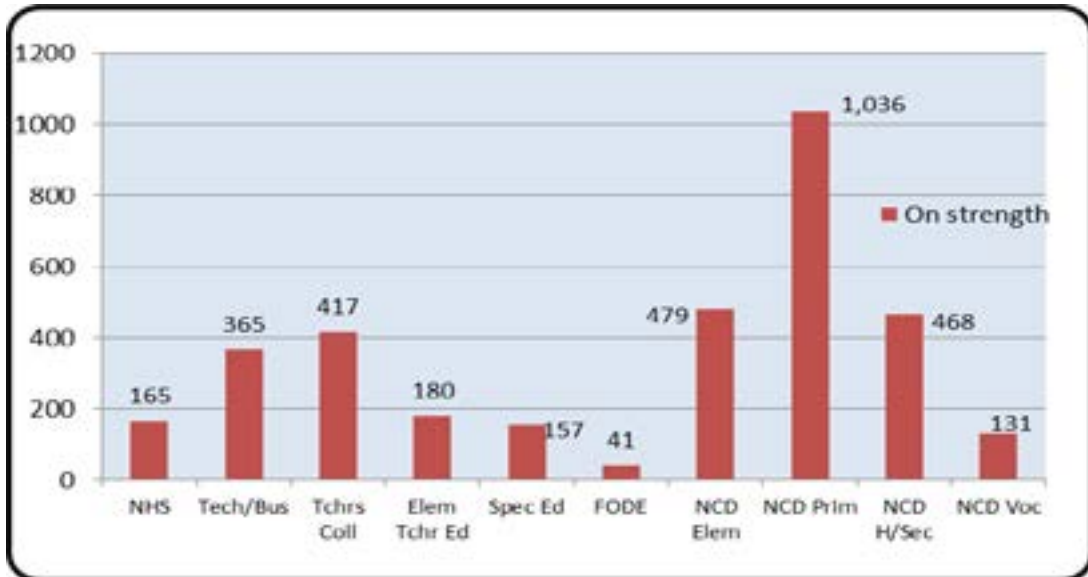


Figure 17 Teachers in the Department of Education establishment, Q4, 2019

Public Service position levels

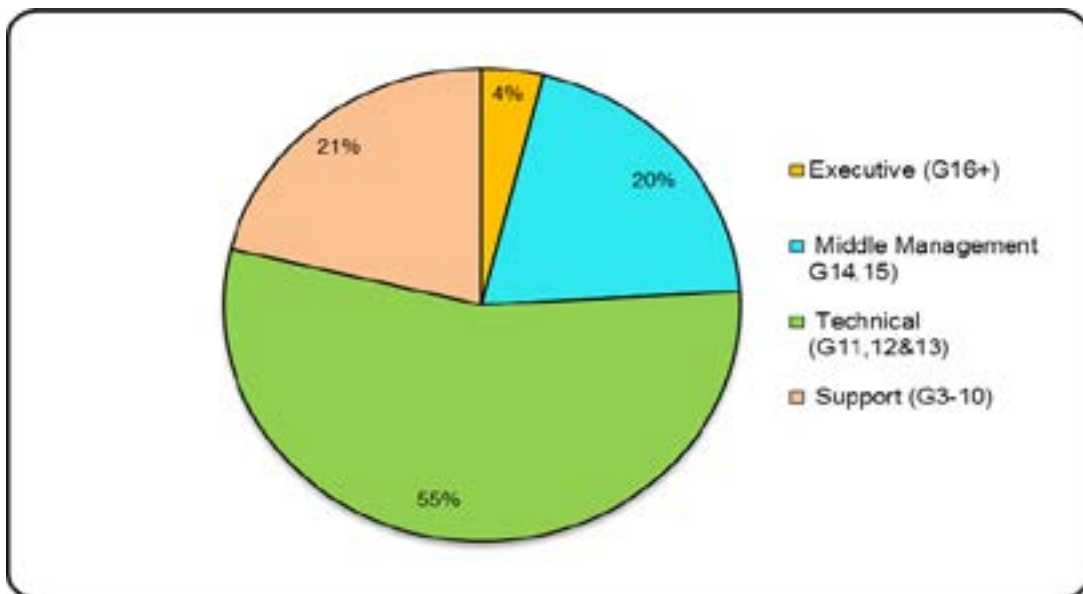


Figure 18 Total Ministry of Education 2019 public service manpower ceiling, by level.

Gender equity

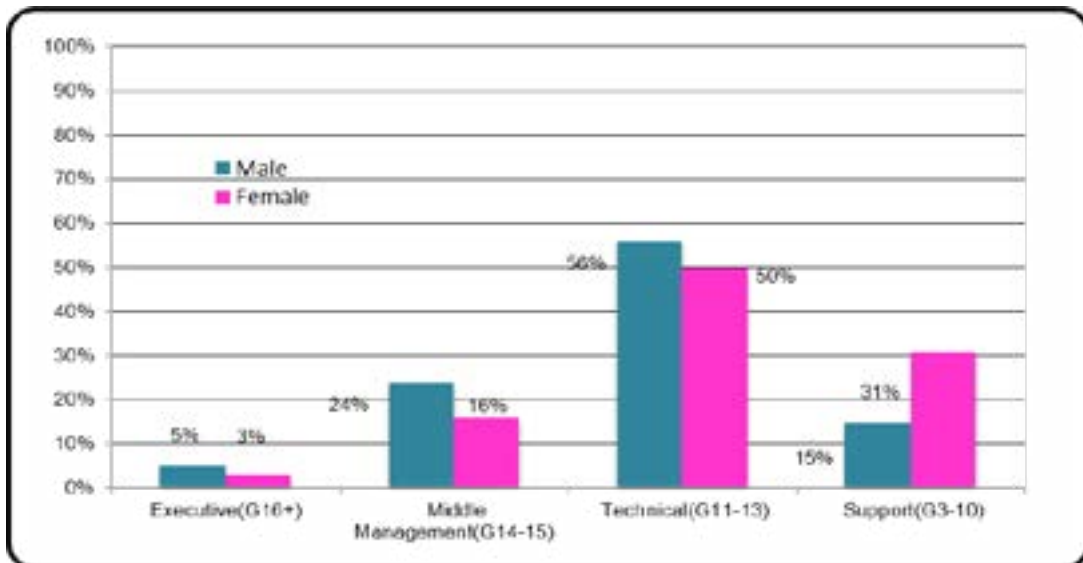


Figure 19 Gender equity – percentage female and male Ministry of Education public servants at different levels, quarter 4, 2019.

Localisation

Teachers

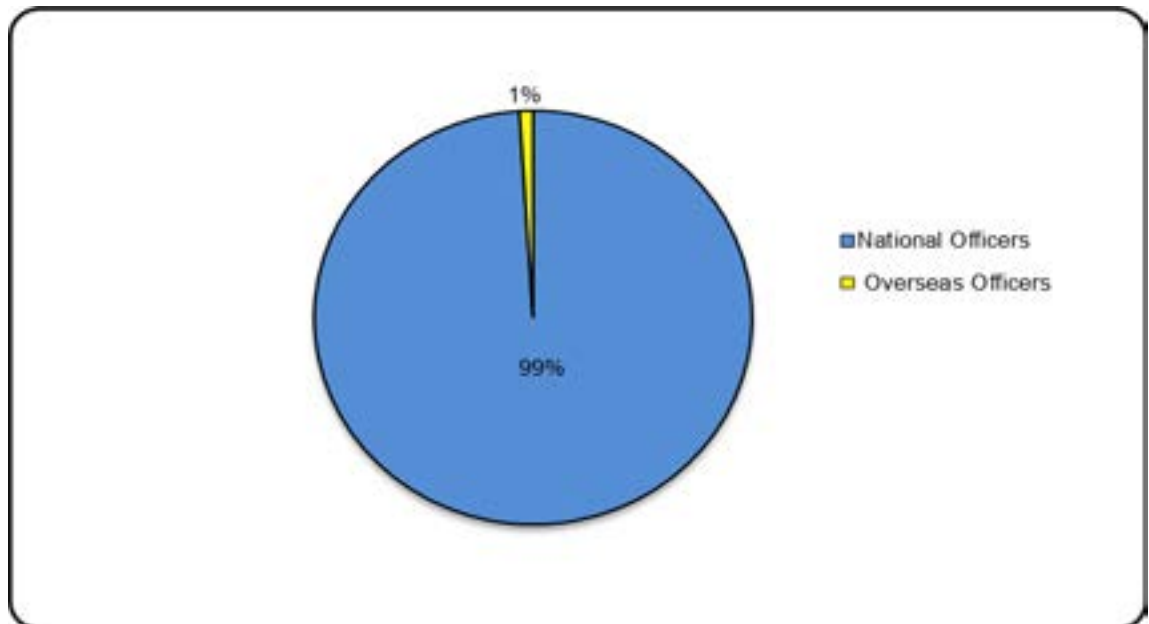


Figure 20: Localisation of the National Teaching Service – overall staff on strength, quarter 4, 2019.



EHP school children bearing gifts for participants of the 2019 Senior Education Officers Conference.

The Education Budget

Education and Training Sector 2019

The composition of the 2019 budget appropriation for the Education and Training Sector, by agency, is shown in Table 2.

Table 2 Education and Training Sector budget, including provincial grants

AGENCY	RECURRENT (K million)	PIP (K million)	TOTAL (K million)
Education	2,328,857.10	160,290.00	2,489,147.10
MINISTRY OF EDUCATION	812,802.80	160,290.00	973,092.80
UNESCO	2,144.80		2,144.80
TEACHERS' SALARIES (PROV)	1,365,343.00		1,365,343.00
TEACHERS' LEAVE FARES (PROV)	33,658.80		33,658.80
EDUCATION GRANTS (PROV)	114,907.70		114,907.70
Higher Education and Training			
OFFICE OF HIGHER EDUCATION (OHE)	89,344.70	101,800.00	191,144.70
UPNG	52,792.60	19,000.00	71,792.60
UOT	50,273.30	16,000.00	66,273.30
UOG	25,959.70	7,000.00	32,959.70
UENR	26,275.70	5,200.00	31,475.70
MARITIME COLLEGE	4,458.50	-	4,458.50
NATIONAL TRAINING COUNCIL	2,515.60	9,610.00	12,125.60
LEGAL TRAINING INSTITUTE	3,396.30	2,000.00	5,396.30
Total Education & Training Sector (K)	255,016.40	160,610.00	415,626.40
Total National Budget	2,583,873.50	320,900.00	2,904,773.50

- The total 2019 appropriation for the Education and Training Sector was K2, 904.77 million.

Ministry of Education budget 2019

- The 2019 budget appropriation for the Department of Education has two components, the Recurrent (Operational) and Development (Capital).
- The recurrent budget appropriation through budget division 235 in 2019 was K196,615.97 million across 52 recurrent activities. This was revised to K 228,123.00. A total of K194,485.44 was warranted and K 253,546.00 was actually spent.
- The Development Budget through budget division 235 had an appropriation of K 100,000.00 million across 11 projects. This was revised to K82,000.00. Of this amount K30,388.00 was warranted and K29,314.00 was actually spent.
- For Tuition Fee Free, a total of K617,866 was appropriated however, only K 801,763.00 was received and paid to schools.
- Therefore, in 2019 a total of K 914,481.97 was appropriated while the actual amount was K801,763.00.
- For higher education and training the total appropriation was K415.6 million.
- Thus the total Education and Training Budget in 2019 was K1,217.4 billion.
- The budget through budget division 235 covers the NDoE (including NCD Education Services), The Teaching Service Commission (TSC), The Office of Library and Archives (OLA) which included The National Literacy and Awareness Secretariat (NLAS).

Table 3 Ministry of Education 2019 budget by agency (in K'000 000)

Agency	Recurrent	PIP	Total
Department of Education (less subsidy)	196,615.97	160,290.00	356,905.97
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	812,802.97	160,290.00	973,092.97

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

2017 Appropriation by program	Recurrent	PIP	TOTAL
Top Management & general administration	640,313.80	-	640,313.80
Development & Implementation of Education standards	61,313.70	78,690.00	140,003.70
Basic Education	31,676.20	23,600.00	55,276.20
Literacy & awareness	625.40	-	625.40
General Secondary Education	35,053.60	18,000.00	53,053.60
Vocational Education & Training	3,724.40	-	3,724.40
Technical Education & Training	9,483.80	30,000.00	39,483.80
Teacher Education	21,022.50	-	21,022.50
Library Services	7,506.60	5,000.00	12,506.60
Management of Teacher Affairs	1,400.30	5,000.00	6,400.30
Government Records & Achieves	682.60		682.60
Total Appropriation	812,802.90	160,290.00	973,092.90



Technical staff from the Policy and Planning Division doing final preparations for the 28th Senior Education Officers Conference in Goroka, Eastern Highlands Province.

Table 5 Overview of Ministry of Education 2019 recurrent budget by item (K,000,000)

RECURRENT BUDGET	APPRO	APPRO	APPRO	APPRO	APPRO
SUMMARY	2015	2016	2017	2018	2019
Education Subsidy (Item 143)	605,000.0	602,000.0	602,000.0	601,302.0	616,187.0
Grants to National Inst & Churs agencies (Item 144)	15,436.9	7,194.5	4,066.3	2,494.2	2,619.0
Personnel Emoluments (items 111,112,113,114,116,141)	146,499.9	145,072.4	108,620.0	115,330.0	116,671.0
Teachers	108,026.0	102,292.4	76,797.5	80,260.1	82,341.0
Public Servants	38,473.9	42,780.0	31,822.5	35,069.9	34,330.0
Goods & Services (other items)	172,407.5	199,118.2	153,414.7	157,696.8	238,235.0
Total	939,344.3	953,385.1	868,101.0	876,823.0	973,712.0
COMPONENTS					
Education Subsidy	602,000.0	602,000.0	602,000.0	601,302.0	616,187.0
NCD Education Services					
Personal Emoluments-public servant	643.9	678.2	492.8	538.1	553.5
Personnel emolument-teachers	53,879.4	55,619.7	41,654.9	41,690.8	42,712.3
Goods & Services	3,691.6	2,588.5	1,805.0	1,896.0	1,821.1
Sub Total	58,214.9	58,886.4	43,952.7	44,124.9	45,086.9
Library & Archives					
personnel emoluments-public servants	1,187.3	1,187.3	1,111.1	1,081.1	1,258.9
Goods & Services	2,912.7	2,912.7	1,358.5	1,687.7	1,930.4
Sub Total	4,100.0	4,100.0	2,469.6	2,768.8	3,189.3
TSC					
personnel emoluments-public servants	2,217.60	2,157.20	1,847.70	2,243.40	2,304.30
Goods & Services	2,165.2	1,808.7	890.7	4,287.5	4,096.0
Sub-total	4,382.80	3,965.90	2,738.40	6,530.90	6,400.30
National Institution					
personnel emoluments-teachers	54,146.6	46,672.7	35,142.6	38,569.3	39,628.7
Grants to National Inst & Churs agencies (Item 144)	15,436.9	7,194.5	4,066.3	2,494.2	2,619.0
Goods & Services	11,110.5	7,882.1	13,317.7	45,128.4	30,877.9
Sub-total	80,694.0	61,749.3	52,526.6	86,191.9	73,125.6
National Literacy Secretariat					
personnel emoluments-public servants	294.7	377.3	229.3	251.4	257.5
Goods & Services	1,930.3	721.5	392.7	383.0	367.8
Sub-total	2,225.00	1,098.80	622.00	634.40	625.30
Department of Education					
personnel emoluments-public servants	34,130.4	38,380.0	28,141.6	30,955.9	29,955.8
Goods & Services	150,597.2	183,204.7	135,650.1	104,314.2	199,141.8
Sub-total	184,727.6	221,584.7	163,791.7	135,270.1	229,097.6
MINISTRY OF EDUCATION TOTAL	936,344.3	953,385.1	868,101.0	876,823.0	973,712.0

- The Department of Education's operational funds were used to carry out the core function of coordinating and supporting education and training for more than 2 million students in all sectors of education throughout Papua New Guinea in 2019.
- 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 16-18 on page 112-113. The 2019 PIP appropriation for the Ministry was K160.2 million.
- The appropriation of K160.2 million is represented by the GoPNG Counterpart funding of K60.2 million and Donor Funding of K100.00 million.
- From the (11) projects approved in the 2019 National Budget, two (2) projects are co-financed by GoPNG as counterpart support funding and three (7) GoPNG fully funded, while two (2) projects are fully donor funded.

- 37.6% of the Ministry's Development Budget appropriation was from overseas donors, in particular EU (K33.3 million – 20.7%), AusAID (K23.6 million – 14.7%), JICA (K 3.43 million – 2.1%), The GoPNG allocation was K100.0 million in total allocation for 2019, which is 62.4%.

In 2019 donor support again contributed significantly to the implementation of the National Education Plan 2015 to 2019 and the Universal Basic Education Plan 2010 - 2019. Project funds continue to be required for implementation of the reforms, supply of school materials and library books, increased access, maintenance and upgrading of buildings and facilities, and the training of teachers.



Official handover and takeover of the head of the Ministry of Education and farewell ceremony for former Education Minister, Hon. Nick Kuman, MP.

DIVISION REPORTS

Policy and Planning

Division Objectives

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

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

Budget activity Policy and Planning 10410 (235-2101-1111)			
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs	733.2	733.2	766.8
Total costs <i>(including staffing)</i>	855.6	882.7	915.2
Targets	Achievements and non-achievements		
Coordinate and review all provincial plans in accordance with NEP 2015-2019	6/22 Provinces have completed their plans and launched, 15 are near completion or completed but waiting PEC endorsement while 1 province is yet to start.		
Conduct Senior Education Officers Conference.	A successful weeklong paperless conference held in Goroka, EHP.		
Coordinate SSM/TMT meetings and support policy analysis and review	There were 9 SSM meetings and 15 TMT meetings held in 2019.		
Complete Review of Education Act Bill and review development of new DoE Policies	There has been little progress made with the review of the Education Act Bill. The Legal Services Branch is now coordinating this task. There has been 8 new policies developed and 1 review completed this year per the priority task list.		
School Structure (1-6-6)			
School Restructure Awareness in all provinces	Awareness done in all provinces All provinces have established subnational school restructure committees (22 provincial School Restructure Committees and 87 District Restructure Teams)		
School mapping and clustering in provinces	Workshop was held to equip provincial planners with the school profiling and clustering tools and template. No provincial visits made yet.		
National and Subnational conferences	None held; school restructure is promoted in Senior Education Officers Conference in Goroka, EHP and other conferences held within NCD and Central Province.		
Provinces implementing school restructure	No additional new schools implementing school restructure in NCD this year.		

	Provinces gave names of schools to commence in 2020, however, no confirmation from PEB nor PEC and no submission endorsed by national School Restructure Task Force.		
Water Sanitation and Hygiene			
Support NDoE to develop national guidelines, designs & implementation protocols for school WaSH Infrastructure	1. A main scheduled activity: "Policy and Standards for WaSH in Schools" was successfully developed and launched on 27th of August, 2018 at PNGEI. (No GoPNG funding, but Donor as main source of funding.) 2. The scheduled activity "School WaSH Infrastructure" has deferred to 2019 for there is no funding		
WaSH Publication and Awareness	National, regional, Provincial Awareness Programs carried forward to next year.		
1.8.4. Core Group Workshop in finalizing SLIP Policy for Secretary's & Minister's Endorsement	The scheduled activity "Core Group Workshop in finalizing SLIP Policy" which carried forward to 2019.		
1.8.5. Four (4) Regional Advocacy Workshops on "WaSH in Schools Policy-2018-2023" for all Senior School Inspectors & other key stakeholders	The scheduled activity "Four (4) Regional Advocacy Workshops..." carried forward to early 2019.		
1.8.6. Four (4) National WaSH in School Advocacy Meeting	The scheduled activity "Four (4) National WaSH in School Advocacy Meeting ..." carried forward to early 2019.		
1.8.7. WaSH Capacity building with DoE Officers	The scheduled activity "WaSH Capacity building ..." carry forward in early 2019.		
Mid Term Review of NEP 2015-2019	Draft review completed and awaiting formal approval.		
Commentary and way forward			
<p>Lessons</p> <ul style="list-style-type: none"> • 27th Senior Education Officers Conference was cost effective as the department embarked on the drive to be paperless in its activities especially conferences, meetings and workshops. • Two new unit/branches were created in the Policy and Planning Division midyear and therefore they relied on donor funding to carry out their activities. • Provinces to take ownership of their provincial plans and provide sufficient funds for completion. Printing of the plans that are ready to be printed. • Awareness to stakeholders in the provinces is done through various meetings, conferences, and workshop held in NCD and Central Provinces through piggy-backing on other divisions. • Provinces and districts are to support schools that pilot implementation in districts and provinces. • More collaborative effort from the divisions within DoE greatly implicated in the school restructure. • Provinces to establish management structures to plan, oversee, authorize and implement school restructure. • Education WaSH Unit was recently created and into tough and challenging operational year. • An urgent need to equip all necessary facilities in Education WaSH Office. • NDoE WaSH Team and UNICEF-Educ. WaSH Team to improve communication, coordination and cooperation. • UNICEF discloses Funding Allocation in advance will help DoE WaSH Team to plan and prepare activities on schedule 			
Budget activity Support to Regional Education Offices 12985 (235-2101-1118)			
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Total costs (<i>including staffing</i>)	227.0	245.2	245.2
Of which staffing costs	N/A	N/A	N/A
Targets		Achievements and non-achievements	
Capacity building at the regional level / Full finance resourced and functioning regional office facilities	Due to funding constrains and vacancies to 2 regional positions(Momase and Highlands) Regional officer NGI was recalled to operate from headquarters		
Regional Workshops for Planners/DEAs to develop District Plans	Workshops not held due to insufficient cash flow		
Quarterly Strategic Planning Meetings	Meetings held in NCD only as the officers are all in NCD.		
Commentary and way forward			

1. Review to the MOA signed between DOE and provinces regarding the regional officers in the provinces 2. Sufficient funding be allocated to the unit to carry out priority tasks			
Budget activity	Coordination of National Education Board (NEB)		11500 (235-2101-1113)
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs	N/A	N/A	N/A
Total costs	351.0	360.0	360.0
Targets	Achievements and non-achievements		
Convene 4 NEB meetings	Achieved		
Convene Special NEB meetings	Achieved		
Produce Annual Report	Produced		
Scribe Senior Education Officers Conference and produce resolutions and Report	Produced		
Convene 24 Top Management meetings	16 meetings held, minuted and actions taken		
Convene 12 Senior Staff Members (SSM)	9 meetings held, minuted and actions taken		
5 Policies were reviewed and/or developed including drafting of Ministerial Policy Statements/Instructions, Secretary's Circulars, and technical support to the Department	Achieved		
Commentary and way forward			
Some major NEB decisions: <ul style="list-style-type: none"> • Staff appointments for national institutions (National High Schools, technical and business colleges and National Polytechnic Institute) and special and inclusive education centres; • Synchronized the expiry and appointment of Governing Councils for efficient coordination and monitoring • Endorsement of National Schools Minimum Standards Policy (NSMS) • Endorsement of the National Quality Schools Standards Framework (NQSSF) and Policy • Decisions on NEB Students' Appeals and Teachers' Discipline • Normalising Port Moresby Business College Major TMT/SSM decisions: <ul style="list-style-type: none"> • Adoption and implementation of the 1-6-6 School Restructure • WaSH Policy addressing focus areas of the National Education Plan • Strategies to improvements to the education payroll system • Reforms to strengthen school examinations • TFF options for 2019 to NEB • Electronic School Registration Process • My PNG School Application Pilot • SBC Rollout and Training 			

Media & Communications

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)
Total costs (including staffing)	850.0	850.0	3,104.0
Of which staffing costs	491.0	491.0	2,745
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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 70,000 2020 Education Calendars printed by Logan Imprint at the cost of K89,000. The calendars were delivered to the Unit in January 2020 and airlifted by Air Niugini to all the provinces. 		
Production of Reports.	Achievements <ul style="list-style-type: none"> The 2019 DoE Annual Report was completed in December 2019 however, it was finalized in January 2020 and printed for presentation to Parliament in March.. 		
Develop and implement a DOE Awareness Policy	Non-achievement <ul style="list-style-type: none"> A draft is in place for further deliberation and input. 		
Commentary and way forward			
<ol style="list-style-type: none"> The Unit will start preparatory work for the different reports and materials 1 to 2 months in advance in order to complete them by the given deadlines. The Branch requires more funding that it is getting to sustain awareness initiatives for Government Priorities. 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	599.9	599.9	585.4
Total costs (including staffing)	762.0	766.4	794.4
Targets	Achievements and non-achievements		
AID Coordination			
Quarterly Project and Program Managers Consultative(PPMC) meetings	Non-Achievement <ul style="list-style-type: none"> None conducted this year –2 officers already overloaded with other responsibilities/tasks. Office responsible was on full-time study leave. *Some preparatory work was done, but actual meetings were not convened. Plans to convene 1st meeting in February 2019. 		
Quarterly ESIP/LEG Steering Committee meetings with donor and development partners	Achievement <ul style="list-style-type: none"> LEG TOR finalized and endorsed. LEG membership inclusive of all stakeholders(DPs/CSOs/NGOs/line agencies) 5 LEG meetings conducted –supported the NDoE’s bid for GPE funding in 2019 LEG endorsed GPE ESPIG & Multiplier Fund application – submission to GPE Secretariat, 21st November 2018 		
Stakeholder consultations with DPs/PDoEs /FBOs/CSOs and government departments	Achievement Meetings with following donor partners: DFAT/AHC, JICA, EU, World Bank, ADB and GPE. <ul style="list-style-type: none"> Meetings with following development partners: UNICEF, Save the Children, World Vision, Care International, Child Fund, Anglicare PNG,CIMC,PEAN, Water-Aid, NRL in PNG, SIL-PNG, Digicel Foundation, British High Commission, SPC-EQAP, Non-Achievement <ul style="list-style-type: none"> Some partners are yet to be reached; this will be in 2019 work plan. Lack of funding has hindered officers to conduct monitoring visits to program sites. Monitoring should be quarterly to verify reports presented to NDoE. 		
NDoE-UNICEF Roll out Plan 2018-2019	Non-Achievement <ul style="list-style-type: none"> Not coordinated by PMU, as instructed by the Secretary, however, it is coordinated by PPD. 		
Education Projects			
4X PNG Polytechnic Project	Achievement <ul style="list-style-type: none"> Completed 1 concept design & tender documentation for the Simbu Polytechnic institution. Procuring of tender Documentation of Simbu Polytechnic Institute Non-Achievement <ul style="list-style-type: none"> Yet to progress work on 3 other proposed projects, (Enga, ENB, ESP) due to no funding and will commence in 2019. 		
3X Secondary School Science Infrastructure Project	Achievement <ul style="list-style-type: none"> Projects on construction phase. DoE providing supervision 		
HRDP 2 TVET Infrastructure Supply Project	Achievement <ul style="list-style-type: none"> Completed Tender Procedure. Signing of Contract and Supervision of works Update monthly progressive reports 		

<p>NDoE Infrastructure Policy - Standards and Guidelines</p>	<p>Achievement</p> <ul style="list-style-type: none"> Document in draft form <p>Non-Achievement</p> <ul style="list-style-type: none"> Yet to be approved for consultation phase due to funding constraints.
<p>Commentary and way forward</p>	
<p>Aid Coordination</p>	
<ol style="list-style-type: none"> Increase staffing (1 or 2 more) to cover areas not covered by existing staff. Maintain an up to date data base of all programs/projects NDoE Maintain an up to date database of programs/projects implemented by development partners Provide regular updates to SSM/TMT on donor and development partners support, challenges, etc. 	
<p>Education Projects</p>	
<ol style="list-style-type: none"> Lack of funding is a major constraint to conduct site inspections. Officers need computers to complete assigned tasks and maintain communication. Urgent need for Unit vehicle to support movement of officers to conduct official business and site inspections. 	



Official opening of double classroom in 2019 by Minister for Education Hon. Joseph Yopyyopy, MP. The classroom was constructed by Pantreid.

Research, Evaluation and Statistics

Division Objectives

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

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

Budget activity			
Coordination of Research and Analysis 11794 (235-2101-1116)			
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Of which staffing costs	445.0	324.0	427.0
Total costs <i>(including staffing)</i>	769.0	648.0	528.0
Targets	Achievements and non-achievements		
Research			
An investigation into students' attitudes towards school work, homework and assignments	Achievement <ul style="list-style-type: none"> • 4 provinces visited and collected data and preliminary findings reported 		
Out of school children initiative	Achievement <ul style="list-style-type: none"> • OOSCI report completed and printed. 		
1-6-6 School structure: Education sector financing and resource study	Achievement <ul style="list-style-type: none"> • Task accomplished with DFAT funding 		
TFF Cost Benefit Analysis	Achievement <ul style="list-style-type: none"> • Inter-Department research by NDoE, Department of PM and NEC and the National Economic and Fiscal Commission. • Survey commenced in November 2019 in 4 provinces with the remaining provinces to be covered by quarter 2 of 2020 		
Research Committee meetings.	Achievement <ul style="list-style-type: none"> • 1 x research steering committee meeting held. 		
DoE seminar series.	Achievement <ul style="list-style-type: none"> • 1 seminar held 		
Monitoring and Evaluation			

Inclusive education Review and consultation	<p>Achievements</p> <ul style="list-style-type: none"> • A final draft Inclusive Education Policy completed and circulated for comments
NEP M&E Framework	<p>Achievements</p> <ul style="list-style-type: none"> • Complete and integrated into the NEP 2020 - 2029
Performance Assessment Framework	<p>Achievements</p> <ul style="list-style-type: none"> • Completed for comments from TMT and SSM
Statistics and EMIS	
2018 Statistical Bulletin	<p>Achievements</p> <ul style="list-style-type: none"> • 2019 Bulletin completed
PNG at a Glance 2018.	<p>Achievements</p> <ul style="list-style-type: none"> • PNG at a Glance completed.
Roll out of EMIS to provinces.	<p>Achievements</p> <ul style="list-style-type: none"> • EMIS Offices established in EHP, Morobe, WHP, Manus, Simbu, Enga, Milne Bay, WNB, New Ireland and Jiwaka. <p>Non-achievements</p> <ul style="list-style-type: none"> • 12 provinces yet to establish EMIS officer position due to capacity issues (manpower, position, funding) in these provinces.
My School Application	<p>Achievements</p> <ul style="list-style-type: none"> • Successful roll out in 20 provinces in 2019. <p>Non-achievements</p> <ul style="list-style-type: none"> • 2 provinces yet to be rolled out due to funding issue.
Staff capacity building.	<p>Achievements</p> <ul style="list-style-type: none"> • Internal capacity building conducted by EMIS Advisor under DFAT focusing on data analysis interpretation of data is on-going. • Internal capacity building on SPSS in housed training conducted by EMIS advisor seconded by DFAT. • 1 Statistics officer and the Divisional Head attended a workshop on strengthening use of Education information in Vanuatu sponsored by Secretariat of the Pacific Community (SPC) and UNESCO Institute of Statistics (UIS).
Commentary and way forward	
<p>Research</p> <ul style="list-style-type: none"> • Lack of timely recruitment to fill vacant positions is a major issue. 	
<p>Statistics and EMIS</p> <ul style="list-style-type: none"> • Lack of funding is a major constraint that impedes most of our statistics activities. 	
Other comments	
<p>Research, evaluation and statistics 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.</p>	

Information, Communication and Technology

Division Objectives

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

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

Information and Communication Technology 11793 (235-2101-1115)			
Budget activity	Revised appropriation (K'000s)	Warrant authorized (K'000s)	Expenditure (K'000s) (add P if preliminary)
Staffing costs	698	591	897
Total costs (including staffing)	1,072	984	1,244
Targets	Achievements and non-achievements		
1. Provide and sustain relevant and cost-effective ICT infrastructure, systems and services to the Department of Education and sub-national levels	<p>Achievements</p> <ul style="list-style-type: none"> • All 22 provincial Education offices have been connected back to DoE network. EMIS and Alesco are accessible at those sites. • 18 of the 22 provincial sites have access to Education network • DoE network ran uninterrupted throughout 2019 except for power interruptions that affected office networks and systems. This network provided e-mail services, storage, common printing, Education Management Information System (EMIS), Tuition Fee Free (TFF) 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 on management floors. • 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 TFF, EMIS, MyPnGSchool. • Software developed for 2019 include enhancement to EMIS to include WASH and OSCHI. • MySchool Application developed to collect data electronically and its phase one was rolled out to 20 provinces. Phase 2 is completed and will be rolled out in early 2020. • 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. • All servers migrated and systems installed • Wireless connectivity was set up to provide wireless access to DoE network. • Supported IFMS and Alesco. • Software licenses are current. <p>Non-achievements</p> <ul style="list-style-type: none"> • 4 provinces are offline (Western, WNB, SHP and Gulf) No support from provincial administration to have vital ICT services provided. • Some outstanding payment for support from suppliers since 2016 is still outstanding. 		
2. Establish and make available integrated and accessible database for DoE and Provincial DoE officers to manage and use all education data for planning and decision-making to improve service delivery	<p>Achievements</p> <ul style="list-style-type: none"> • The TFF system has been successfully disbursing schools subsidies directly to schools. • EMIS is has been enhanced further to include field to capture information on OSCHI and WASH. Testing is yet to be completed • The MyPnGSchool Application was developed to collect real time data from schools to go through quality checks and also be able to give school location using the GIS positioning/location. The first phase has been used and rolled out to 20 provinces. The 		

	<p>and training has been conducted. This tool has not been fully rolled out due to funding issues</p> <ul style="list-style-type: none"> • EMIS enhancements done to improve artificial intelligence to be able to provide reports during data entries. The enhancements also cater for TFF, School registration and data upload and synchronization from other applications such as the mypngSchool. • Grade 11 selection's application is now developed to be used via web. NCD Grade 9 selection application has been also developed to be used by NCD Education to select Gr.9 students in secondary schools. • Support was provided for major database systems, including those for EMIS, Grade 11 selections, NCD Grade 9 selection, Teachers Resumption of Duty, TED application and TFF. • Teachers Payslip application being developed and has so far about 10,000 teachers using the application. It can be accessed on the web as well as through mobile application. • Teachers leave fare has been developed and is going through testing hopefully it will be fully used in 2020. • Document Management System being implemented in Payroll, General Education Services and Audit and Accounts including management • Automation of requisition processes being developed and yet to be fully rolled out. It is hope that this will be implemented in 2020. <p>Non-achievements</p> <ul style="list-style-type: none"> • School registration yet to be fully rolled out • School Management Information System to be developed • Server migration to be fully implemented.
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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 Marape Davies 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 to craft and 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. 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 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).

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***

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.

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.

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.



Minister for Education Hon. Joseph Yopyyopy, MP cuts the ribbon to launch the My School Application at Mercy Secondary School in East Sepik Province while the Secretary, Dr. Kombra looks on.

Human Resources & Organization Development

Division Objectives

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

- Manage and monitor organizational review and conduct training for public servants and support staff.
- Providing administrative and logistical services to branches and facilitate contracts for both Senior Nationals and Non – Citizens and 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	N/A	N/A																																																
Total costs (including staffing)	2,312.0	2312.0	1,708.0																																															
Targets	Achievements and non-achievements																																																	
Divisional & Contract Administration																																																		
National and Non-Citizen Contract Status	Senior National Contract Status																																																	
	a) <u>Senior Officers</u> (substantive contract drawn)																																																	
	<table border="1"> <thead> <tr> <th>Areas Specified</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Total number of contract positions</td> <td>34</td> </tr> <tr> <td>Substantive Holders</td> <td>24</td> </tr> <tr> <td>Acting Officers</td> <td>10</td> </tr> </tbody> </table>			Areas Specified	Total	Total number of contract positions	34	Substantive Holders	24	Acting Officers	10																																							
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	Acting Officers	10																																																
	<u>Note</u> : Executive Director –School Grants, Executive Director – Projects and Executive Manager positions are excluded from the above because they are pending to be made contract positions.																																																	
	<u>Position Titles, Substantive and Acting Status</u>																																																	
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<ul style="list-style-type: none"> Training 	<p><u>Training</u></p> <table border="1"> <thead> <tr> <th>Specific Areas</th> <th>In-Country</th> <th>Overseas</th> <th>Total</th> <th>Remarks</th> </tr> </thead> <tbody> <tr> <td>Long Term Training</td> <td>35</td> <td>2</td> <td>37</td> <td></td> </tr> <tr> <td>Short Term Training</td> <td></td> <td>3</td> <td>3</td> <td>Completed</td> </tr> <tr> <td>Training Conference/workshops</td> <td></td> <td>3</td> <td>3</td> <td></td> </tr> <tr> <td>Skill Competency</td> <td>15</td> <td></td> <td>15</td> <td>In-house</td> </tr> </tbody> </table>	Specific Areas	In-Country	Overseas	Total	Remarks	Long Term Training	35	2	37		Short Term Training		3	3	Completed	Training Conference/workshops		3	3		Skill Competency	15		15	In-house																	
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Qualification Status

Qualification	Male	Female	Total
Certificates	-	-	-
Diploma	6	6	12
Degree	2	1	3
Masters	3	2	5
Higher Degree	1	0	1

Summary of the Tuition Fees

Institution	Amount (K)	GST 10%	TOTAL
Divine Word – POM Campus	207, 200.00		
PILAG	129, 250.00		
Port Moresby Business College	50, 466.00		
UNRE	30, 000.00		
UPNG	104, 550.00		
TOTAL	521, 466.00	52, 146.60	573, 612.60

Approved Studies 2019/2020

Qualification	In-Country	Overseas	Sub. Total
Certificate	-	-	
Diploma	12	-	12
Degree	3	-	3
Masters	3	2	5
Higher Degree		1	1
TOTAL			21

- Training Policy, TOR and Plan

The Final Draft of the Training Policy, TOR and the plan are completed and are submitted for Secretary's comments before getting it to TMT for their approval.

- Induction Training for Public Savants

The Induction Program for the year was put on hold by DPM until further notice.

Training Needs Analysis:

Training needs and analysis for 2018 is pending and will be done together with 2019 one.

Weekly (every Monday) devotions

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

Commentary and way forward
Lessons:

The outcomes of the Division Key Priority Areas and HR operational activities were achieved as follows;

	Key Priority Area (KPA)	Done	Partly Done	Remark
1	NID Registration	√		Department have done its part.
2	Policies implementation - Training Policy & Plan	√		Documents are submitted to Secretary's Office.
3	Organization Structure Review – Minor/major		√	Major will be done in 2020. The submission is now in Secretary's Office for his approval.
4	Implementation of Positive Workplace Culture	√		Most of the activities planned were carried out successfully.
5	Human Resource Practices	√		All human resource practices were achieved. The branches have reported as above.
6	Performance and Achievements	√		The Division has performed. There are other areas that need improvements.

Other comments: All planned activities are carried out by the respective branches of the Division. The quarterly budgets were done. 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 authorized (K'000s)	Expenditure (K'000s)
Staffing costs	1,329.2	1, 329.2	973.5
Total costs (including staffing)	1, 820. 00	1,778.1	1,424.7
Targets	Achievements and non-achievements		
Payroll Support			
Manpower Reconciliation	<ol style="list-style-type: none"> 1. Reconciliation of Public Servant positions on a quarterly basis. SR15 reports must match with the occupancy records on Alesco System in terms of position numbers and classifications. 		
2018 & 2019 Outstanding payment of DOE deceased employee final entitlement	<ol style="list-style-type: none"> 1. Partially achieved - 69 out of 300 identified deceased officers outstanding payments have been refer to Finance to facilitate transfer into Public Curators Trust Account to be paid to next of kin 2. So far only 3 are paid while the rest are still pending. 3. PSS Branch is negotiating with Finance to get this done over with. 4. For Public Servants are paid thru the windows accounts. 		
Payroll Work shop	<ol style="list-style-type: none"> 1. Workshop for Payroll activities with PDOE, TSC, TED and other divisions affiliated with teacher's salary matters for a way forward to address teacher's issues. 2. Share ideas and experiences from all parties concerned so we shall learn from one and other and to successfully minimize salary queries. 		
Employee Services			
Roll-out of Teacher Resumption	<ol style="list-style-type: none"> 1. 12 decentralized provinces this year have managed their teacher resumption exercises with assistance by Payroll Officers 		
Teacher Resumption Exercise	<ol style="list-style-type: none"> 1. Registered a total of 62,340 teachers as of pay 7 of 2019 2. Suspended 6, 653 from payroll for failure to submit their RoDSS. 		
Salary updating exercise	<ol style="list-style-type: none"> 1. PBSS for teachers all completed 2. Permanent appointment for all divisions completed due to mini-restructure. 3. 4, 085 elementary teachers salary adjusted to correct levels. 		
New Graduates	<ol style="list-style-type: none"> 1. 2019 New Graduates of 3, 237 registered by TED from all recognized colleges. Out of that number 2, 283 new graduates are on payroll. 71% on payroll. 2. Outstanding of 954 new graduates whose documents had been received are pending processing 		
File Creation for New Graduates and new commencements	<ol style="list-style-type: none"> 1. 2,073 new graduates files created 2. 293 new commencement/re-admission files created 3. 2,660 files transfer to provinces and other organizations 		
Providing Client Counter Service	<ol style="list-style-type: none"> 1. Vacation Period starts Monday 16th December – 24th January 2020. 		
Administration			

<p>Printing and distribution of teachers resumption forms</p> <p>Installation of CCTV</p>	<p>Organized printing and dispatching of teacher resumption forms to all provinces:</p> <ol style="list-style-type: none"> 1. 5,300 Teacher Record of Appointment pads 2. 1, 300 RoDSS pads 3. 400 EDB018 pads 4. Dispatching of Resumption of printing forms have been dispatch and delivered to all provinces. <ol style="list-style-type: none"> 1. As per the sensitivity of the Division it is important for staffs safety at all times. 2. Be able to monitor who comes in and out of the Division to minimized error.
<p>Quality Assurance</p>	
<p>Quality checks made on a fortnightly basis.</p> <p>Quality checking of new teacher files and documentations</p>	<ol style="list-style-type: none"> 1. Analyzed of threshold payroll reports on fortnightly basis. 2. Coordinate final threshold processing – 26 fortnight 3. 26 fortnight payrolls checked and completed 4. Provided 26 fortnight threshold reports to provinces and Audits on fortnight basis. <ol style="list-style-type: none"> 1. Audit of New Graduates, New Commencement, Re-admission and Admission documents before sending to Establishment for processing.
<p>Others</p>	
<p>Decentralization of NCD and Central</p>	<ol style="list-style-type: none"> 1. NCD filing cabinets are purchased at the cost of K30, 415.00 by Payroll. Alesco is Live & files have been transferred. Decentralization yet to be implemented. 2. Central teacher's personnel files are transferred. Alesco is live. Decentralization yet to take place. Province to create a salary unit to manage its payroll. Decentralization still not implemented
<p style="text-align: center;">Commentary and way forward</p>	
<ol style="list-style-type: none"> 1. Decentralization of Alesco to the remaining provinces so that provinces can be able to serve the teachers at their door steps. Down the road it serves time and money. 2. Ednet connectivity to all provinces 3. DMS – Scanning of teacher's personnel files to make it much easier to have access to when need be. 4. Teachers can access their pay slips from their respective Provincial Education office via the electronic pay slip and also most teachers have being encourage to use the banking system and forgo the manual cheque method. 5. Most teachers do not understand or know the teaching service act. Education act and also they don't understand the process and procedures and the channel of communication process 6. Most files have being transferred to respective decentralized provinces for active files. 7. Most administration duties need funding from DoE to carry out its daily operational task to achieve its aims and goals. 8. Need more capacity building training to efficiently provide reports and identify errors. 9. Furthermore, another dilemma is the Division manpower at its worst. We need to advertise the vacant positions so people can apply to minimize. 	
<p>Lessons</p> <ol style="list-style-type: none"> 1. Provincial Educational officers need more capacity building trainings so they relay the right information to the concerned individuals. 2. PEOs need more capacity building training to better deliver services at their respective province. 	

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 authorized (K'000s)	Expenditure (K'000s)
Staffing costs	1,011	918	971
Total costs (including staffing)	4,419	4,279	5,439
Targets	Achievements and non-achievements		
Priority undertaken to ensure smooth operation of new Government Accounting system (IFMS)	Full implementation and use of IFMS system to process payments and receipt of funding has been achieved.		
Guided the Ministry through the 2019 Budget Planning Cycle including preparation of four QBRs, preparation of 2019 Budget Estimates and of the 2019 AAFP.	1. Implementation of the 1 st stage budget for NDoE. 2. Formulation and consolidation of 2019 NDoE annual operational financial plan. 3. Yearly 4 quarter budget reviews. 4. Completed 2019 budget estimates.		
	1. Bank reconciliations for Recurrent/Trust Accounts for 1 st , 2 nd & 3 rd quarters completed and submitted to DOF also presented to Audit Committee. 2. Management Letter response to AGO 2016 Audit completed and submitted to AGO.		
2019 close of Accounts Exercise	Exercise currently implemented ensuring there is no over or under expenditure occurring should be completed in two weeks' time.		
Commentary and way forward			
<ul style="list-style-type: none"> • One of the biggest challenges that we have experienced in the Finance Division is, paying of utility bills for the entities under budget division 235. The Budget appropriation given under item 231 is insufficient as the Government centralized item 231 (Utility Bills) which is taken care of by Department of Finance. This means we need to negotiate with DOF to bail our utility bills. • We have experienced a challenge in the IFMS training, since the transition of PGAS to IFMS. There was no funds made available under item 228-Training. There was a huge need for training of staff in IFMS in order to train the IFMS users in the department. 			
Other comments			
1. Few Key Planned activities were not successfully implemented in the Finance Division due to insufficient funding released under many Budget Activity items by Treasury due to the cuts in 2019 appropriation to support the 2019 Government's Supplementary budget. 2. The Ministry's 2019 initial appropriation has been reduced which had hit hard on many planned activities in 2019. With reduced appropriation, it is most likely to realize less achievement in 2019 as some planned activities are not being implemented.			

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 authorized (K'000s)	Expenditure (K'000s)	
Staffing costs		1,296.0	1,296.0	-	
Total costs (including staffing)		2,909.0	2,909.0	1,960.0	
Targets		Achievements and non-achievements			
LOGISTICS MANAGEMENT					
Management of Contracts/Agreements/Memorandums of Understanding for the Department Operational		<p>1) Refleet/maintenance and Operation of Department Vehicles</p> <p>a) BOS 38 vehicles, reports presented to Works Dept./CSTB/NPC. b) Purchased 5 new vehicles as in refleet plan c) Received a donation of 25 seater bus from APEC d) Retrieved 1 x vehicle from previous custodians e) Paid K358,504.08 for vehicle maintenance and renewal of vehicles. f) Commenced Pick Up/Drop Off for Dept. officers to and from work g) Fuel Station managed and controlled.</p> <p>2) Maintenance of Minor Operational Contracts</p> <p>a) Engaged a new Security Services at CDD b) Replaced Security Firm at Fincorp Haus c) Engaged a new/temporary fuel station (credit facility) d) Engaged the third mechanical workshop e) Engaged a new telephone contractor for VOIP – a trial on 6th floor f) Assessed and recommended for a tracking system for Department vehicles which was approved for 2019 budget.</p> <p>3) File Management</p> <p>a) Electronic Filing commenced with ICT and Payroll 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</p> <p>4) Payment of Utility Bills</p> <p>a) Utility bills payment is now DoFinance responsibility. b) Continuous follow up with Finance for payment of bills to Educational Institutions etc. c) Assisted and continue to do so following up rental payments for Fincorp Haus assisting Grand Columbia. d) Supply Fuel for the genset to keep the building operational.</p>			
ASSETS MANAGEMENT					
Maintain an updated asset register for the department for the purpose of maintenance, disposal and replacement.		<ul style="list-style-type: none"> ▪ Annual NDoE Stock take 2019 rolled out to National Institutions in Provinces. This includes NDOE, and National Institutions including (State & Church run) Teachers colleges, National High Schools, Business Colleges, TVET Colleges and Special Education Centres. ▪ Stock Take Roll out exercise into East New Britain, Western Highlands, Eastern Highlands, Morobe & Madang Provinces. ▪ Awareness on Asset Registration was done in these five provinces. Also awareness was done at the SEOC 2019 and the TVET Principals conference. ▪ Twenty nine (29) National Institutions sites were visited by Admin Division staff made up of two (2) separate teams. ▪ Field Data collected and bulk loaded into IFMS Asset Register to maintain Master Asset Register for NDOE. ▪ 2019 Mater Asset Register printed and will be distributed to Audit Committee members and relevant staff including TMT AND SSM. ▪ Audit Reports presented to DOE Audit Committee Meetings. 			

	<ul style="list-style-type: none"> ▪ Board of Survey (BOS) Reports compiled for ten (10) divisional requests for replacement/disposals of assets. ▪ Staff undergoing training on maintenance of IFMS Asset Register in bulk loading data, cost adjustments and generally to navigate IFMS Asset Module.
AMMENITIES AND PLANNING	
Maintenance and operations of DoE amenities	<ul style="list-style-type: none"> ▪ 13 Office Attendants stationed at various Divisions at Fincorp, CDD blocks and NCDES ▪ Purchased 3750 fluorescent tubes and a electric circular saw to service on call request by all divisions & TSC. ▪ Jointly carried inspection on all floors within Fincorp Haus & identify areas for carpet & tiles cleaning.
OPERATIONS	
Quarter budget reviews 1, 2 & 3 including 2019 annual budget.	<ul style="list-style-type: none"> • Done and submitted all quarter review reports to budgets. • 2018 AMP revised for 2019. • 2018 AOFPP reviewed for 2019.
Establish and upgrade staff data, (leave fares, furlough leave, sick leave and compassionate leave, absences, etc and staff performance appraisals.	<ul style="list-style-type: none"> • All leave fares raised and processed for officers due for 2018 Rec-leave • Not all appraisals for 2018 done and submitted to HROD
Payment of claims.	<ul style="list-style-type: none"> • Paid a few claims for the Division.
Commentary and way forward	
<p>Vehicles</p> <ul style="list-style-type: none"> • Get 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 3 25 seater buses to pick up and drop off officers. <p>Security</p> <ul style="list-style-type: none"> • Seek guidance from TMT in January to have only the firm engaged by the Landlord at Fincorp Haus. <p>Records</p> <ul style="list-style-type: none"> • Seek donor or recurrent funding to erect a new archives building for the Department alone. <p>Utility Bills/Rental</p> <ul style="list-style-type: none"> • Resubmit Secretary's letters in January to return item 222 back to the Department. <p>Assets register</p> <ul style="list-style-type: none"> • Complete rest of NCD early February 2019 and roll out to provinces in May 2019. • Train the Asset officers within or abroad to capture and maintain the Assets Register. • 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. <p>Amenities</p> <ul style="list-style-type: none"> • 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. • Implement in January the visitors pass into Fincorp Haus carpark and building • Carry out carpet & tiles cleaning within Fincorp Haus in December 2019 & January 2020. • 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 <p>Maintenance of Fincorp Haus</p> <ul style="list-style-type: none"> • 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)	2,374.9	1,874.3	2,047.6
Of which staffing costs	527.2	527.2N/A	725.1
Targets	Achievements and non-achievements		
<p>Reviewed the Phase Centralization of Procurement for the Department of Education.</p> <p>Review of the DoE Procurement Plans to guide officers to align activity costing with appropriate expenditure items.</p>	<ul style="list-style-type: none"> • Continue implementation of Phase 1, 2, & 3 and strengthen Centralisation of Procurement processes as per Secretary's Circular 64/2014. Implementation effectively started in 2016 and continued in to 2017 and up to 2018, with focus on minor and major contracts with local Stationary Suppliers ie Theodist Ltd Edgemek (PNG0 Ltd and Tokiwa (PNG) Ltd. Moreover, Contracts for the Stationery Suppliers review is still due however it is pending by TMT. • Consolidate procurement plans developed with appropriate expenditure items, including Category of Procurement methods presented to TMT, fully supported and endorsed in 2017 and it is being utilized as extravagant tool for the Procurement Division to reduce costs and maximise utility in DOE. • Summarised Activity costing to determine the procurement methods that are used by DoE, TSC, OL&A and NL&A. 		
<p>Evaluation of TFF tenders for the (1) Science equipment projects in PNG school, procurement of basic education materials for 4 regions (Momase, NGI, Southern, Highlands) and delivery of basic materials to schools for 4 regions.</p>	<ul style="list-style-type: none"> • The 15% governments' support Grant of K90.0 million on the Commodity component on Tuition Fee Free (TFF) is a new initiative approved by National Executive Council (NEC) since 2012 towards achieving greater outcome by Procuring and delivery of Science Kits, construction of Laboratories and Purchase and Delivery of Basic Education Materials for the 4 Regions (Southern, Highland, Momase and New Guinea Islands) through the development of good procurement methods as stipulated in the CSTB's Procurement manual and PFMA simultaneously. • Implementation of all major tenders in the respective regions is continuing and expected to be completed in 2019, whilst new Tenders for the 4 regions on the delivery of Elementary Learners Phonics materials for Pre - Grade 8 launched and evaluation is expected to be completed in November 2018 for award of Tenders. Furthermore, our first and second quarter achievements and non- achievements were reported to the Internal Quarterly Budget Review Committee meetings held in the recent past. It emphasises weaknesses and improved governance structures in DoE with the use of government funded resources. • DoE's Technical Evaluation Committee (EC) members are appointed by the CSTB for the evaluation of major CSTB tenders. Also, new tenders for Construction of 15 Science laboratories and delivery of Elementary schools phonics and Teachers guides for Grade 3 to grade 8 advertised and launched. 		
<p>Vetting and inspection of services providers under goods, services and works</p>	<p>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</p>		

	downgraded the companies down to 600.
Commentary and way forward	
<p>Lessons:</p> <p>As a major expenditure Department, with increases in 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.</p> <p>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).</p> <p>Procurement division will continue to engage itself to centralise activities and become fully pledged centralised department 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.</p> <p>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.</p> <p>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.</p> <p>Our major stakeholders, the CSTB, 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.</p> <p>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.</p> <p>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.</p>	



2019 SEOC participants listening to presentations.

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)	8, 445.0	8,445.0	10,104.2
Total costs (including staffing)	9,276.0	9,276.0	10,913.4
Targets	Achievements and non-achievements		
Education Standards: Quality Standards Improvement in all schools	<p>Achievement</p> <ul style="list-style-type: none"> • Average schools visited by Inspectors are: Elementary – 71%, Primary - 83% and Secondary – 80%. <p>Non Achievement</p> <ul style="list-style-type: none"> • No funding in the first 3 quarters until CDD assisted in the last quarter. school improvement visits. 		
Quality Teaching & Learning: Teacher Quality Performance, Assessment, Appraisal, Ratings for Registration and Promotion.	<p>Achievements</p> <ul style="list-style-type: none"> • Despite funding constraints, level of quality of Teaching and Learning remain consistent. • Total inspection reports for 2018 rated in 2019 during the National Ratings was 4,762 (62%) SID – 4,467 (93.8%), TED – 73 (1.5%). TVET – 222 (4.7%). Funding continues to be a challenge affecting Inspectors' movements to remote schools. 		
Monitoring and Evaluation: Monitor and Evaluate the work of Standard Officers and the impacts at the school level.	<p>Achievements</p> <ul style="list-style-type: none"> • Despite Financial constraints, 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) 92% completed. Logistical constraints and remoteness of Inspectors is a challenge. 		
Commentary and way forward			
<p>Lessons:</p> <p>In the first 3 quarters Inspectors piggy back on other partners movements to schools until CDD assisted in the 4th quarter. Good diplomacy displayed by some of our Inspectors gained minimal or little support from provinces in terms of fuel and logistics.</p>			

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)	876.9	876.9	1,537.2
Total costs (including staffing)	1,203.2	1,217.7	1,875.3
Targets	Achievements and non-achievements		
School visits to carry out DAT testing give career guidance to students as well as carry out student leadership training for student leaders. Monitor performance of the SBC's.	Achievement <ul style="list-style-type: none"> • 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 		
ARoB, EHP, WHP, Jiwaka – School Base Counselors (SBC) training. 1. Review & audit the Behaviour Management Policy (BMP). 2. School Career expo. 3. SBC training modules 1-3. 4. School Related Gender Base Violence workshop (SRGBV).(UNICEF)	Achievements <ul style="list-style-type: none"> • The Behaviour Management Policy (BMP) was reviewed presented to TMT & SSM. Final Stakeholders review of BMP done now await Editing & printing. • Production of ICT Mobile Phone Policy still in draft and was presented to TMT & SSM. Final draft ready for editing/Printing & distribution • School Career Expos were held in Morobe, East New Britain and NCD provinces as well as WHP, with the help of the Schools and Provincial Education Divisions. • SRGBV reporting done only two provinces reported East New Britain & ARoB. • SBC training manuals reviewed now awaiting funds for printing.. Non-achievements <ul style="list-style-type: none"> • 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. • SRGBV rollout in ARoB & ENBP not done UNICEF funds in frozen accounts. 		
Grade 11/12 Selections Nearly all Guidance Officers (GO) attended selections for Grade 11 & 12 students in 2018.	Achievement <ul style="list-style-type: none"> • 99% of GC Officers attended selections 2018 only one did not turn up. • An estimate of 35,000 Grade 10 students selected into Grade 11 from 67,793 students – (final national grade 11 selections) • First time all the other students were selected for FODE institutions in the country. (no grade 10 student was left out in this year's selections) • Department of Higher Education Research and Technology introduced on line selections for the first time in history. Full scale online done results will be online for students to access. Non-achievements <ul style="list-style-type: none"> • Many students missed out on selections. Government funding for scholarship needs to increase to cater for a large number of students to be selected. • Too many Grade 10 Leavers missed out 35,000 students • Funds marked for Guidance Officer s to attend the national selections 		

	was diverted elsewhere and this could have affected the national selections
Monitoring & supervision	<p>Achievement</p> <ul style="list-style-type: none"> • Guidance Officers visited nearly all their schools using provincial support and sharing of resources with Standard Officers. • Manage to visit four provinces for the first time by Assistant Secretary <p>Non – Achievements</p> <ul style="list-style-type: none"> • Lack of funding to visit all provinces by the Regional Directors and the Assistant Secretary
Commentary and way forward	
Internal organization for all Officers to be responsible for a project within the Division and have working committees, use the expertise of officers in running training during conferences and workshops. Mini restructure have two more officers in place to work as Directors for Training and Projects.	
<p>Lessons</p> <ul style="list-style-type: none"> • 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 for them to use. 	



Students from Butuka Academy in the Nation's capital practice oral hygiene at the school.

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		1,630	1,234.9	1,337.8			
Total costs (including staffing)		1,271.3	1,652.8	1,718.3			
Targets		Achievements and non-achievements					
Coordinate Divisional Operations		<p>All of the division's operational costs including staff leave entitlements, utility bills and administrative costs were paid, except November and December utility bills (water bill) and maintenance work on the CDD main conference room and air condition in all buildings. Others idea that need urgent attention are the fencing, security house and security lights and the maintenance of the CDD generator, (urgent as we are facing frequent) power.</p> <p>This function is placed under Administration Division and therefore should be transfer back to CDD under a special arrangement or through another mini Divisional restructure. This is a must as we are facing lots of problems.</p>					
Development of SBC for Elementary schools		<ul style="list-style-type: none"> • Elementary SBC has been completed and delivered to all Elementary schools through PNG. This is three (3) 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 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		<ul style="list-style-type: none"> • Junior Primary (Grades 3, 4 & 5) SBC has been completed, printed and delivered to all four (4) Regions. This is 1 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 2020 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 2019. 					
Development of SBC for Secondary schools		<ul style="list-style-type: none"> • 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 					

	<p>written under Humanities, Sciences and Business and Technology pathways or Learning Areas and are in all final designing prior to printing.</p> <ul style="list-style-type: none"> • 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 2019. • 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. • All Teacher Guides Sciences pathway with exception of Agriculture have been completed and are undergoing final stages of designing prior to printing. • 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 2020 after designing is completed. • External editors will be engaged to edit all Business and Technology TG
<p>Development Citizenship & Christian Values Education (CCVE) under SBC for Preparatory Grade to Grade 12 under 1-6-6 education structure</p>	<ul style="list-style-type: none"> • CCVE Framework for completed and is with GPO for printing, (Delayed) • Preparatory CCVE Syllabus and Teacher Guides have been written, edited and printed and delivered to CDD warehouse by the printer. • Grades 1, & 3 CCVE Syllabuses and Teacher Guides have been printed and delivered to CDD warehouse. • CCVE Framework, and Prep, Grades 1, 2 & 3 Syllabuses and Teacher Guides will be delivered to school early 2020 for implementation. • Grades 4 to 6 CCVE Syllabuses written by Curriculum Officers and external experts. • Grades 4 to 6 CCVE Teacher written by Curriculum Officers and external experts. • Editing of Grades 4-6 Syllabus and 3 x Teacher Guides have been edited by external editor and returned. • These books are undergoing graphics and designing and will be printed in early 2020. • Tender for printing of CCVE Grades 4-6 completed and 30% payments made. Printing will be done early 2020. Delivery thereafter for implementation. • Grades 7 to 12 CCVE Syllabuses are been written by Curriculum Officers and external experts through workshops. • Grades 7 to 12 CCVE Teacher Guides will be outsource to external writers in January 2020. • Guidelines templates and TOR for the contract writers have been finalized and writers have been identified for Secretary to endorse. • Funds had been budgeted for in both Project and recurrent under CDM and CDD will ensure all Syllabuses Prep to Grade 4-6 are completed while similar funding will be made available to complete Grades 7-12. • The implementation for prep and Grades 1, 2 & 3 will be January 2020, while Grades 4-12 will be implemented in 2020, upon completion. • All CCVE from Prep to Grades 12 will be completed by by June, 2020 and implemented thereafter. • This is a new Government Initiative that is successfully delivered by CDD
<p>Development of National Curriculum Standards Framework, (NCSF)</p>	<ul style="list-style-type: none"> • 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.
<p>Hold Board of Studies and Subject Advisory Committee meetings</p>	<ul style="list-style-type: none"> • 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 2020. • Prior to SAC & BOS a series of SCG committees meet and Curriculum panels are held regularly.
<p>Develop School Journals</p>	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> This activity must be revived and CDD has budgeted for it in 2020. Budget will come from CDM to revive these important reading books. 		
Develop Text Books with JICA partnership	<ul style="list-style-type: none"> The text development for Mathematics and Science subjects are progressing very well. Content for the text books have been written and are now been validated with teachers from NCD and Central. Grades 3&4 Text books for Mathematics and Sciences were completed, printed in Japan and delivered to PNG main ports, then to provinces and end up in the 89 districts throughout PNG. Many already arrived while others are going there. 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 are undergoing printing in Japan. Delivery will be same as Grades 3&4 and to the districts funded by Japan's grant aid. <p>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 2020.</p>		
Procurement Supply of text books & support resources through the NEC Submission	<p>CDD has made a massive submission for around K600.0million with a list of text books and support resources based on text ratio of 1:1, 1 text book to 1 student. Due to changes in Government and ministers this submission is still pending</p> <p>There is a great need to revive this project with other PIP</p>		
Commentary and way forward			
<ol style="list-style-type: none"> Many repair and maintenance jobs are still outstanding at the print shop and in the warehouse / stores where a state of Art printing machine is also installed. This must be attend in early 2020. Air condition is not working and is now a health hazard. This must be attended to in early 2020. The CDD main conference room must be renovated. The funding for this is made available and construction will start in January 2020. It will be priority in 2020 with additional Funding for brown goods from recurrent. 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. 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 aircon companies to carry out this task in early 2020. Senior Primary (Grades 6, 7 & 8) SBC materials delivery to all 4 regions must be completed by April, 2020. Printing for CCVE Prep, and Grades 1-3 as well grades 4-5 must be completed by January, 2020 and delivery in February/March, 2020 for implementation thereafter. CCVE Grades 7-12 Syllabuses and Teacher Guides must be written and completed in June, 2020 for printing and delivery thereafter. Secondary (Grades 7-12) SBC materials must be printed by March, 2020, for delivery in May/June, 2020 and implementation thereafter. 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 its deferred to January 2020. Funding for this is committed from the 2019 budget. Mathematics Text Books for Grades 3&4 must be delivered to schools from the Cluster for implementation in January 2020. CDD must support or monitor to make sure the books are in school. This is a requirement from Japanese Government and must be done and reported. Monitoring of all Curriculum implementation is a must for CDD. Inspections have been requested to assist the monitoring and CDD will partner with them to monitor SBC, CCVE, Text Books implementations. STEM/STEAM curriculum has been proposed and CDD 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. Desk tops were purchased for all Curriculum Officers and are yet to be configured and installed. This is a priority over the festive period for use in in February, 2019 by the officers. Aging computers and Laptops need complete purchase and is still outstanding. Aging photocopiers and Data Projectors need complete purchase and is still outstanding. Stationery for CDD staff have not been given this year by Procurement and this is an issues to date 			
Budget activity	Corporate Production and Distribution, (CPD)	10412 (235-2101-2102)	
	Revised appropriation (K'000s)	Warrants authorised (K'000s)	Expenditure (K'000s)
Staffing costs	138,600	138,600	135,000
Total costs (including staffing)	278,700	278,700	246,200
Targets	Achievements and non-achievements		
Procure text books for primary and secondary schools	Non-achievement Not achieved. Not procured due to no funds. NEC Submission of K600.0m with Minister for NEC submission		
Printing of six full-colour issues for Bridging School Journals.	Non-achievement Nothing was printed.		

Printing of SBC Primary materials Grades 3-8.	Achieved 100% Successfully accomplished. All printing through tender. 4 x TG not printed but will be printed in January, 2020 with companies paid in December 2019.		
Distribution of SBC materials for Junior Primary Distribution of SBC materials for Senior Primary Distribution of other resources materials purchased by Pearson Education such as the Shappy's books Distribution of Bridging School Journals	Achieved 100% all 4 regions. Successfully accomplished. Achieved 60% for Completed. Need urgent attention and push the company hard to complete delivery by end of January 2020. All final SBC materials were distributed to districts only. 4 x TG not printed but companies paid to print in January 2020. Delivery will be together with SBC Secondary and CCVE Prep to Grades 6 in March / April, 2020.in Achieved 100% These materials have now been packed with the Junior Primary SBC and have been delivered to all districts across the country. Those in the Highlands and Momase have received theirs while those in NGI and Southern beginning to receive them. All will get them by end of April, 2019. No publication for school Journals and there were no delivery done.		
Improved Management of Inventories PMSO Annual workshop and logistic update, Monitoring and evaluation stock take to 8 provinces, wireless phone & phone cards, warehouse maintenance for fire safety & cleaning and standalone back up computer and UPS	Non-achievement Not achieved. This function is now transferred to Procurement Division under the recent restructure. CDD only looks after the Graphics. However, in actual practice CDD is doing the tendering, procurement, printing and distribution. This function therefore should be transferred back to CDD under a special arrangement or through another mini Divisional restructure.		
Publishing/Graphics activities: Design storyboards, do illustrations, design covers and layout for SBC Junior Primary, (Grades 3, 4 & 5) Syllabus & Teacher guides for 7 Syllabuses and 21 Teacher Guides.	Achievement 100% <ul style="list-style-type: none"> Junior Primary SBC Syllabuses and Teacher Guides (7 x Syllabuses and 21 x Teacher Guides) were designed. These documents are all printed, packed and label and delivered to all Districts throughout the country. Designing of Grades 7-12 Syllabuses and TG for Humanities and Sciences are coming to an end and will be ready for print mid-December, 2020 All funding for this was budgeted under CDM and payments already raised for those companies that won the tender bid. 		
Print-shop activities: maintenance of printing machines and purchase of ink and distribution packing materials	100% Achievement <ul style="list-style-type: none"> Machine set to rollout with parts are missing from the guillotine machine purchased and installed. Commissioned by Secretary and machine in operations now. Will need to sustain this machine and a Trust accounts is required for other DoE divisions and others to pay. Warehouse and print shop needs major refurbishment. 		
Commentary and way forward			
<ul style="list-style-type: none"> Most activities were not achieved as the division's focused on Standards-Based Curriculum development. The publishing/graphics section did not have Mac computers to do designs and layout of developed curriculum materials. Most draft curriculum materials were printed externally at very high costs. When funds become available in 2019 a plate burner and ink master will be bought for the fast printer at the print-shop to allow cheaper printing done in-house. The Ryobi printer at the print-shop also needs an ink master to replace the photocopier in the operations section for mass printing of curriculum materials. Machine set to rollout, except some parts missing for the guillotine machine. Commissioning will be done in March 2019 and training by Japanese experts on how to operate the machines will follow. By March 2019, the machine will be operational. Ware house and print shop needs major refurbishment. 			
Budget activity	Curriculum Development Materials, (CDM)		11795 (235-2101-2107)
	Revised appropriation (K'000s)	Warrants authorised (K'000s)	Expenditure (K'000s)
Staffing costs	N/A	N/A	N/A
Total costs (including staffing)	15,924,000	15,922,656	K16,010,611
Targets	Achievements and non-achievements		

<p>Develop Standard Based Curriculum resource materials for Elementary</p>	<p>Achievements 100%</p> <ul style="list-style-type: none"> • Developed four (4) Elementary Standard Based Curriculum Syllabuses (English, Language, Mathematics and Culture and Community). • Developed 12 SBC Elementary Teacher Guides (three each for English, Language, Mathematics and Culture and Community). • Five phonics materials developed, Phonics Training Manual, Teacher Module, Mathematics, Language and Culture & Community. • Three small Children Readers were developed. • Training manual developed to be used during Cluster Training. • Training of Trainers (TOT) for SBC Elementary implementation done successfully • Cluster Training on SBC Elementary successful completed in all 22 provinces • SBC Elementary materials packed in crates, labeled and shrink wrapped and strapped for delivery by Treid Pacific. • Delivered to all schools through PNG • Training of teachers done for all teachers in PNG • 2019 is the third year of Implementation. • Needs to monitor its successes and failures.
<p>Develop Standard Based Curriculum resource materials for Primary</p>	<p>Achievements 100% complete</p> <ul style="list-style-type: none"> • Developed 7 Standard Based Curriculum Junior Primary Syllabuses and 21 Teacher Guides for Mathematics, English, Science, Community Living, Arts, Physical Education and Health. • Printed, packed and delivered all district and provinces in 4 Regions. • • The delivery of the above materials completed in April, 2019. <p>90%-achievements</p> <ul style="list-style-type: none"> • 7 Senior Primary Syllabuses (English, Mathematics, Science, Personal Development, Arts, Making a Living and Social Science), Not done. • 21 Teacher Guides for senior Primary, (English, Mathematics, Science, Personal Development, Arts, Making a Living and Social Science), • Writing& editing completed. • Designing/Formatting going on and ready for printing by end December, 2018. • Printers paid in December 2019 and awaiting printing by 4 local companies.
<p>Development of SBC for Secondary schools</p>	<ul style="list-style-type: none"> • 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 are in all final designing prior to printing. • 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 2019. • 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. • All Teacher Guides Sciences pathway with exception of Agriculture have been completed and are undergoing final stages of designing prior to printing. • 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 2020 after designing is completed. • External editors will be engaged to edit all Business and Technology TG
<p>Development Citizenship & Christian Values Education (CCVE) under SBC for Preparatory Grade to Grade 12 under 1-6-6 education structure</p>	<ul style="list-style-type: none"> • CCVE Framework for completed and is with GPO for printing, (Delayed) • Preparatory CCVE Syllabus and Teacher Guides have been written, edited and printed and delivered to CDD warehouse by the printer. • Grades 1, & 3 CCVE Syllabuses and Teacher Guides have been printed and delivered to CDD warehouse. • CCVE Framework, and Prep, Grades 1, 2 & 3 Syllabuses and Teacher Guides will be delivered to school early 2020 for implementation. • Grades 4 to 6 CCVE Syllabuses written by Curriculum Officers and external experts. • Grades 4 to 6 CCVE Teacher written by Curriculum Officers and external experts. • Editing of Grades 4-6 Syllabus and 3 x Teacher Guides have been

	<p>edited by external editor and returned.</p> <ul style="list-style-type: none"> • These books are undergoing graphics and designing and will be printed in early 2020. • Tender for printing of CCVE Grades 4-6 completed and 30% payments made. Printing will be done early 2020. Delivery thereafter for implementation. • Grades 7 to 12 CCVE Syllabuses are been written by Curriculum Officers and external experts through workshops. • Grades 7 to 12 CCVE Teacher Guides will be outsource to external writers in January 2020. • Guidelines templates and TOR for the contract writers have been finalized and writers have been identified for Secretary to endorse. • Funds had been budgeted for in both Project and recurrent under CDM and CDD will ensure all Syllabuses Prep to Grade 4-6 are completed while similar funding will be made available to complete Grades 7-12. • The implementation for prep and Grades 1, 2 & 3 will be January 2020, while Grades 4-12 will be implemented in 2020, upon completion. • All CCVE from Prep to Grades 12 will be completed by by June, 2020 and implemented thereafter. • This is a new Government Initiative that is successfully delivered by CDD
Development of National Curriculum Standards Framework, (NCSF)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 2020. • Prior to SAC & BOS a series of SCG committees meet and Curriculum panels are held regularly.
Develop School Journals	<ul style="list-style-type: none"> • 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 2020. • Budget will come from CDM to revive these important reading books.
Develop Text Books with JICA partnership	<ul style="list-style-type: none"> • The text development for Mathematics and Science subjects are progressing very well. • Content for the text books have be written and are now been validated with teachers from NCD and Central. • 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 going there. 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 are undergoing printing in Japan. Delivery will be same as Grades 3&4 and to the districts funded by Japan's grant aid. <p>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 2020.</p>
Procurement Supply of text books & support resources through the NEC Submission	<p>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 still pending</p> <p>There is a great need to revive this project with other PIP</p>
Policy document review in line with SBC	<p>Non-achievements</p> <ul style="list-style-type: none"> • Reviewed Curriculum management Plan, Curriculum Writers' Handbook, National Assessment and Reporting Policy. NOT Done • National Curriculum Framework was done by Task and renamed

	National Currently reviewed by Curriculum Officers as content specialists. <ul style="list-style-type: none"> Priority in 2020 		
Procure text books both locally and abroad to support SBC implementation	Non-achievement Text books procurement will be done in 2016 and they will be distributed with SBC materials. (See NEC submission above)		
Print/publish curriculum materials developed for SBC	Achievement 100% Printed final version SBC Junior Primary Syllabus and Teacher Guides: <ul style="list-style-type: none"> 10,000 copies of 7 x Syllabuses and 21 x Teacher Guides. Implementation in 2020 School year. 		
Distribute curriculum materials to schools	Achievement 100% Delivery to all 4 regions across the county. All final SBC materials were distributed to districts only.		
SBC capacity building for curriculum officers	Achievement <ul style="list-style-type: none"> Japanese Professor Isoda held two information meetings (two–three days) for curriculum officers developing Elementary and Primary Mathematics materials. Mathematics and Science Curriculum Officers attended short term (4 weeks) training in Naruto University of Education, Japan. This is the only ongoing support CDD has. There is a real need for staff professional support in other areas such as English and Social Science. 		
Commentary and way forward			
<ol style="list-style-type: none"> Most targets were not achieved because Officers were engaged in developing Elementary and Primary SBC materials and attended training on SBC to implement in 2016/2017 in elementary and Primary schools. All SBC materials for Junior Primary has been completed in 2019 while text books for Elementary will be developed through Private Public partnership. Cluster training for Primary SBC will be completed by end 2018 by TED and implementation starts in 2019. Printing of Junior Primary SBC materials is completed 100% and schools are resourced to implement SBC in 2018, (2019 will be the first year of Implementation). Distribution of Junior Primary SBC materials were completed 2019 and schools are already resourced and are implementing SBC in 2019. Senior Primary (Grades 6, 7 & 8) SBC materials delivery to all 4 regions must be completed by April, 2020. Printing for CCVE Prep, and Grades 1-3 as well grades 4-5 must be completed by January, 2020 and delivery in February/March, 2020 for implementation thereafter. CCVE Grades 7-12 Syllabuses and Teacher Guides must be written and completed in June, 2020 for printing and delivery thereafter. Secondary (Grades 7-12) SBC materials must be printed by March, 2010, for delivery in May/June, 2020 and implementation thereafter. 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 was deferred to January 2020. Funding for this is committed from the 2019 budget. Mathematics Text Books for Grades 3&4 must be delivered to schools from the Cluster for implementation in January 2020. CDD must support or monitor to make sure the books are in school. This is a requirement from Japanese Government and must be done and reported. Monitoring of all Curriculum implementation is a must for CDD. Inspections have been requested to assist the monitoring and CDD will partner with them to monitor SBC, CCVE, Text Books implementations. STEM/STEAM curriculum has been proposed and CDD 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. 			
Budget activity	Improving the Quality of Mathematics and Science (QUIZ-ME PROJECT)		(235-2101-2107-Quis-me) (22793-IFMS)
	Revised appropriation (K'000s)	Warrants authorised (K'000s)	Expenditure (K'000s)
Staffing costs	N/A	N/A	N/A
Total costs (including staffing)	4,970,000	1,999,991	1,999,991
Targets	Achievements and non-achievements		
Develop Text Books with JICA partnership	Mathematics and Science Text Book Projects <ul style="list-style-type: none"> The text development for Mathematics and Science subjects are progressing very well. Content for the text books have be written and are now been validated with teachers from NCD and Central. 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 going there. Printing and distribution was 		

	funded by Japanese Grant Aid through the people and Government of Japan implemented by JICA PNG office. <ul style="list-style-type: none"> 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. 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 2020.		
Commentary and way forward			
1. Mathematics and Science text books re developed in line with the SBC to support raise standards in these two important subjects. 2. Mathematics and Science Teacher and students' text books for Grades 3, 4 & 5 have been developed and Grades 6, 7 & 8 have started. 3. Content validation for the text books already written and been carried out with teacher and students in selected NCD and Central Teachers. 4. CDD has translated this into a Project with GOPNG budget allocation of K2.5m in 2018 5. This activity must extend to Elementary and Secondary sector. 6. This activity must now be reported to Assistant Secretary who is the manager on monthly basis and a divisional report to TMT must carry this activity. This is the start of reporting, it was not reported earlier.			
Budget activity	Curriculum Development Project	(235-2101-2107-CDP) (23027-IFMS)	
	Revised appropriation (K'000s)	Warrants authorised (K'000s)	Expenditure (K'000s)
Staffing costs	N/A	N/A	N/A
Total costs (including staffing)	400,000	K391,322	K391,322
Targets	Achievements and non-achievements		
Secondary schools SBC development Project (GoPNG funded PIP 23027)	<ul style="list-style-type: none"> 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 are in all final designing prior to printing. 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 2019. 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. All Teacher Guides Sciences pathway with exception of Agriculture have been completed and are undergoing final stages of designing prior to printing. 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 2020 after designing is completed. External editors will be engaged to edit all Business and Technology TG 		
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 its 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.			
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)	2,460,000	2,000,000	2,000,000
Targets	Achievements and non-achievements		
Procurement of Quality Teaching and Learning materials	<ul style="list-style-type: none"> • Purchase of Science experiment Kits for Primary schools • Purchase of Mathematics, English & Science text Books for Grades 1 & 2 • Both of these purchases are done through open Tender 		
Commentary and way forward			
<ol style="list-style-type: none"> 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. 			



Education Minister Hon. Joseph Yopyyopy, MP and Provincial Education Adviser EHP, Thomas Jonduo share a light moment after the official opening of 28th SEOC in Goroka.

Measurement Services

Division Objectives

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

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

Budget activity		Measurement Services		
		10415 (235-2101-2105)		
		Revised appropriation (K'000s)	Warrants authorised (K'000s)	Expenditure (K'000s)
Staffing costs		790.8	598.0	1,100.786
Total costs (including staffing)		18.900	18.802	18.492
Targets		Achievements and non-achievements		
2019 Grade 8, Grade 10 & Grade 12 National Examinations Printing		Timely and security controls included National Exams & Certification: <ul style="list-style-type: none"> • Grade 8 x 4 papers x 120,000 students & 125,000 Certificates • Grade 10 x 12 papers x 70,000 students & 72,000 Certificates • Grade 12 x17 papers x 29,000 students & 30,000 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. <u>Yet to</u> ; Input of QR Code into Certificates for easy trace and verification.		
Exam Development workshops and running trial tests - 2019		<ul style="list-style-type: none"> • Item writing & Provincial Examination Supervisors' workshops for grades 8, 10 and 12 conducted. • Trialing of grade 8 & grade 10 and CSMT items in four regions done. • CSMT reports are expected by the end of Quarter Q4 2019. 		
Mal-practices free Exams and Certifications		<ul style="list-style-type: none"> • National Examinations have been fairly mal-practices free and Certificates have 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. Grade 8 Certificates are being printed at MSD for Provincial Distribution, avoiding delays and non-issuance. 		
Marking of grade 12 Written Expression and Objective Exams in Port Moresby.		<ul style="list-style-type: none"> • Collected student performance data for WEX involving 240 markers. • Collected student performance data from 16 nationally examinable subjects (Gr12) involving 570 teachers, Lecturers and MSD facilitating. 		
Dispatch of Examination Papers, Results & Certificates.		<ul style="list-style-type: none"> • Submission of results for 10 & 12 for Selection Meetings • For the 2nd time, secure release of results online for Grades 10 and 12 will be implemented, for the benefit of parents and students. • Examinations & school certificates reached schools nationwide on time. 		
Commentary and way forward				
<ul style="list-style-type: none"> • MSD has continued to be more innovative in its approach to facilitate fair Examinations. Security features of Certificates need to be improved further, with the inclusion of QR Codes for quick verification and follow ups. • Grade 12 Exams have been conducted within a week to have greater control over its administration for the 2nd year. Number of Examinable Subjects may be reduced in consultation with tertiary subject requirements. • Grade 12 Examination has been brought to 1 week to have greater control over its administration. • Large scale assessments (CSMT & PILNA) have been supported and getting re-energized. • 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 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. 				

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 authorized (K'000s)	Expenditure (K'000s)		
Staffing costs	573.2	573.2	573.2		
Total costs (including staffing)	791.1	791.1	791.1		
Targets	Achievements and non-achievements				
2018 Schools Broadcast programs.	NBC Airtime for school Radio programs. Achievements <ul style="list-style-type: none"> • 253 out of 303 Radio programs broadcast for 2019 (Grade 4,5&6 Radio Science, Grade 5 Stories from the Bible, Grade 6 Christian Education, Grades 5&6 Current Events and Education News) Non-achievements <ul style="list-style-type: none"> • Outstanding bills since 2017 totaling up to K300, 000.00+ for NBC. Airtime – Brought forward to 2019 due to funding constraints. • Non production due delays of scripts to production time. • 50 radio programs were not aired due to disruptions by NBC linked to non-payment of NBC Bills. 				
	EMTV Airtime for school TV programs. Achievements <ul style="list-style-type: none"> • Only 355 out of 557 TV programs broadcast for 2019 (Grade 6,7 & 8 math and Science Programs). Non-achievements <ul style="list-style-type: none"> • Outstanding bills for this year 2019 totaling up to K600, 000.00+ for EMTV Airtime (K180, 000.00 paid) – Brought forward to 2020 due to funding constraints. • 202 TV programs were not aired due to non-payment of airtime 				
	NBCTV Airtime for Secondary Schools. Achievements <ul style="list-style-type: none"> • In 2019, 364 programs broadcast for free (Grade 11 Geography, Grade 11 Math A & Grade 11 Physics). • All Grade 11 programs were broadcast free on Non-achievements <ul style="list-style-type: none"> • Nil 				
Development of TV resource Books for Pre-School Teachers/Students	Development of TV Pre-School resource Books for Students. Achievements <ul style="list-style-type: none"> • Completion of all Pre-School TV resource Books/FODE TV resource Books • Development of Pre-School Storyboards and power-points for (Math,Science,English and Arts programs) • Development of Grade 1 (Math, Science, English and Arts programs) Non- Achievement <ul style="list-style-type: none"> • Due to transition from Outcomes Based Curriculum to Standards Based Curriculum, the Review of grade 7 & 8 Mathematics and Science is yet to be done. • Review of Grade 6&7 Making a Living to be brought forward to 2020 as concentration was on math and science. 				

<p>Rollout of EQUITV Program</p>	<p>Achievements Non-achievements</p> <ul style="list-style-type: none"> • Installations of satellite equipment in 2019 did not eventuate due to insufficient budget. The activity is brought forward to 2020.
<p>Commentary and way forward</p>	
<p>Lessons:</p> <ol style="list-style-type: none"> 1. Outstanding fees for NBC and EMTV to be paid on quarterly basis. MCU to assist in the payment as Education News is one of its activity. Continuous diversion of funds has caused the bills to be inflated. 2. The completion of the development of the new pre-school books was a plus for the division as this will be used to convert to multimedia in 2020 respectively. All the books were developed in line with the new curriculum and done in-house. 3. All storyboards and power-points to be reviewed and have it ready for production in 2020 4. Roll out of EQUITV Program is one of the core activities of e-Learning Division which reaches out to schools to have accessibility to quality education via the math and science TV programs. The program is now duplicated and will be sent out to schools in DVDs and at the same time be uploaded onto the DoE Website. 5. The distribution of this particular activity is targeting the most remote schools in PNG. Therefore, is very costly. With limited funding in the recurrent budget the division couldn't do much to execute the tasks this year. However, the activity will be done in 2020. 	



Minister for Education and Australian High Commissioner in 2019 for PNG, Brue Davis seal the signing of the Agreement to PNG to join the Pacific Secondary School Scholarships program in 2020

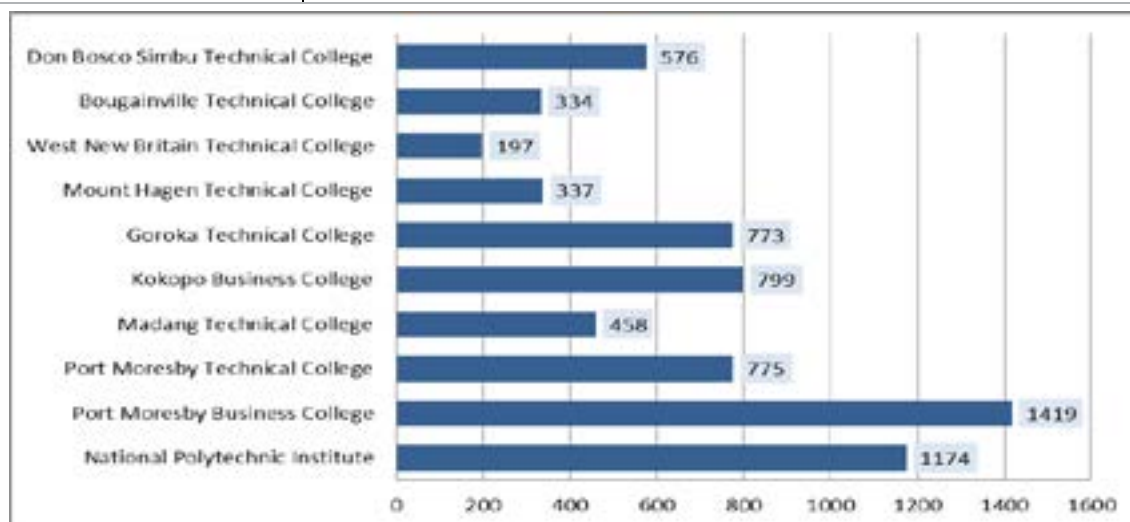
TVET Schools Operations

Division Objectives

- The Technical Vocational Education and Training (TVET) Wing provides broad – based Technical and Vocational Education and Training that meets National Competency Standards and the ongoing needs of the Community, Government, Commerce and Industry. The TVET School Operations Division’s main objectives are to:
- Coordinate and distribute funds to the 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 Technical Vocational Education and Vocational training programmes to foster enhance and sustain the socio – economic growth. Implement Government directives, Ministerial Policy Statements and Departmental Policy Guidelines for Education reform and efficient management of Technical/ Business Colleges, National Polytechnic Institutions and Vocational Training Centres throughout Papua New Guinea to support social and economic growth.

Budget activity: TVET Coordination Services 10430 (235–2102–1101)			
	Revised appropriation (K'000s)	Warrants authorized (K'000s)	Expenditure (K'000s)
Staffing costs	612.1	612.1	395
Total costs (including staffing)	959.4	959.4	702
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		
Secure & pay operational grants to TVET Colleges.	Insufficient Annual Budget appropriation of K400,000.00 by Finance for DOE’s activity budget. Able to distribute 250,00.00 to Goroka Technical college and West New Britain Technical colleges. K150,000.00 which was earmarked for Bougainville Technical college was not processed on time. (<i>Achievement: 50%</i>).		
School fee (SF) subsidy contract officers children	10 Non – Citizen teachers with 14 children attending schools in PNG. Total School fee subsidy for all is K237,880.00 and is fully paid for in full and there is no outstanding fee.		
Rental Accommodation – Overseas contract officers (OCO)	Rentals outstanding from 2014 – 2018 for 36 Contract officers total is K3,182,866.00. Settled (paid) K3,102,490.00 for the FY 2019. The remaining balance is K80,376.00 + 2019 outstanding balance of K3,003,000.00 = total outstanding as at end of 2019 is K3,083,376.00		
Attend and actively participate in institutions’ Governing Council meetings	Six Governing Council meetings held at Madang Technical college and Port Moresby Business college were attended by Ms M Maluan – FAS TSO & Inspections & Ms Lino Bakaka , Director – Technical School Operations.		
Commentary and way forward			
1. The annual targets for operational expenditure were not fully achieved because of insufficient funding. More funding to clear outstanding commitments and starting on a new balance sheet is the probable solution. 2. Operational Visits is a need to step up key operational responsibilities with the Administration and the staff matters of each college. 3. Governing council meetings are very crucial for Head office staff to attend to give clear effect to administrative & policy support in their aspiration and strengthen established and new collaborations.			
Budget activity: TVET Schools Operations 10431 (235–2102–1102)			

	Revised appropriation (K'000s)	Warrants authorized (K'000s)	Expenditure (K'000s)																												
Staffing costs	11,276.0	11,276.0	11,710.0																												
Total costs (including staffing)	15,242.6	15,242.6	15,970.2																												
Targets	Achievements and non-achievements																														
Conduct & facilitate Principals & Governing Council Chairpersons Conference (5 days)	The 2019 Principal's Conference was conducted successfully in Goroka as scheduled. 100% achievement.																														
Recreational leave entitlement for eligible Head Office Staff; Nat. Teachers & Contract teachers.	<ul style="list-style-type: none"> All 12x Head office staff leave fares processed. 56 National teachers – processed & paid. 18x National teachers –worth K78,625.99 not processed. 16X applications processed and paid - Current K533,190.1 & Outstanding K259,693.3. 5x Contract teachers claims still in process 15x Outstanding claims not processed. Held in Accounts office 																														
Operational visit to college administration for finance & project related purpose.	Planned visits to 7 x Technical Colleges. (Pom Tech, Pom Buscoll, Ht. Hagen, Don Bosco – Simbu, Goroka, Madang and Nat. Polytechnic Inst.) NGI Region was not visited due to funding constraints																														
TVET Expansion of Tertiary Institutions.	<ul style="list-style-type: none"> 2 x technical assessment visit to Rabaraba VTC to upgrade status to Alotau Technical College. Request for SRCC and Alotau JDBPC submitted for approval and to fund development budget. 1 x technical survey to Samarai/Murua district to assess Kaubwaga VTC for elevation to Agriculture, Allied and Business College. Appraisal report submitted to JDBPC and DOE for recommendations and funding for further technical and budget support. 																														
Enrollment and staffing are kept to maximum in all prescribed qualifications programs in all colleges.	<table border="1"> <thead> <tr> <th colspan="4">Summary Information for NPI & Colleges</th> </tr> <tr> <th>Details</th> <th>Male</th> <th>Female</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Student enrolment</td> <td>4560</td> <td>2282</td> <td>6842</td> </tr> <tr> <td>No. of national teachers</td> <td>237</td> <td>68</td> <td>305</td> </tr> <tr> <td>Contract teachers</td> <td>27</td> <td>14</td> <td>41</td> </tr> <tr> <td>Part-time teachers</td> <td>12</td> <td>7</td> <td>19</td> </tr> <tr> <td>Teacher/Student ratio</td> <td></td> <td></td> <td>1:21</td> </tr> </tbody> </table>			Summary Information for NPI & Colleges				Details	Male	Female	Total	Student enrolment	4560	2282	6842	No. of national teachers	237	68	305	Contract teachers	27	14	41	Part-time teachers	12	7	19	Teacher/Student ratio			1:21
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Teacher student ratio of 1:25 maintained for sustainable and quality delivery.	An indicative teacher student ratio of 1: 21 reflects a nominal increase in student enrollment and gradual deterioration of college facilities & amenities in higher student density institutions.
Maintain acceptable level of gender balance in all TVET programs and colleges	A gender disparity of 67% male to 3% female enrollment is fairly good considering more industrial trade program on offer. It is the opposite 49.4% male to 50.6% female in Business Management and Hospitality qualifications majoring Colleges.

Commentary and way forward

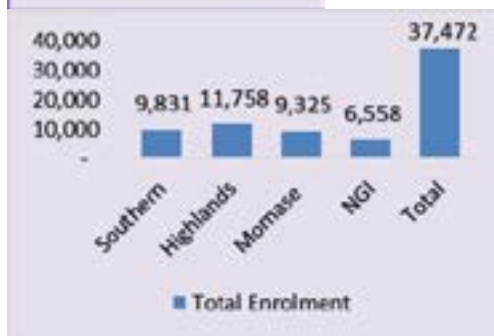
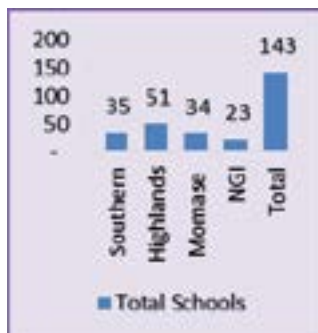
1. Despite budget reduction, Funding support from line divisions enable the settlement of all accrued rentals from 2014 – 2018 for Non-citizens contract officers. These reduced the outstanding of K 3,083,376.00. Two litigations on outstanding rentals were received by aggrieved service providers in 2019 and being resolved internally.
2. A high number of over 70 National Teachers Leave fare application was processed. Support from surplus budget enabled this high achievement from the previous years. Administrative processes and recording must be improved to enable efficient client service and clear budget forecasting.
3. Southern region remains highly in need of Technical & Business Colleges as the demand is on NCD institutions. Requests were received for establishment of Technical College in Milne Bay province. The conversion of existing Rabaraba Vocational Centre to Alotau Technical College was a feasible proposal supported by the Province. Further improvements were proposed to enable delivery of National Certificate 3 – 4 and Diploma programs. Kwikila Technical college proposal was submitted for 2020. Other requests are assessed under the TVET quality framework for registration.
4. The Southern Highlands Technical College remains closed since destruction by the massive earthquake recorded in the province. Responsible authorities in the province were requested to work on a practical solution to stop the transfer of assets to another institution. Close consultation is required in 2020 with the provincial administration on reopen the college.
5. The transfer of National TVET Institutions to DHERST is continuing on a very slow pace. TVET in the Department will undergo restructure which will be key to identifying roles and responsibilities that will transfer to DHERTS. All college and Polytechnic principals remain informed of the changes taking place.
6. The highest annual budget expenditure is on the Non-citizen rental costs. The Secretary's directive has been sent to all Technical and Business college and Polytechnic to be cost-effective in providing housing for them in the respective institutions. Other necessary steps are taken such as localization of positions and college acquiring of land to build houses for rent. This are all in progress for action as college development plans.
7. Funds are highly required to meet the TVET expansion plans to meet the national demand for access, quality and management under good governance. Training resources are in need of replacement and facilities in need of improvement to current industry standards.

Budget activity	Coordination of Vocational Education		10427 (235-2101-6101)
	Revised appropriation (K'000s)	Warrants authorized (K'000s)	Expenditure (K'000s)
Staffing costs	264.7	247.0	411.1
Total costs (including staffing)	522.3	502.5	652.1
Targets	Achievements and non-achievements		
Provide access to all Post Grade 8 and 10 leavers to maintain school to TVET pathway.	Staffing:		
	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	

Institutions Staffing and Enrolment:

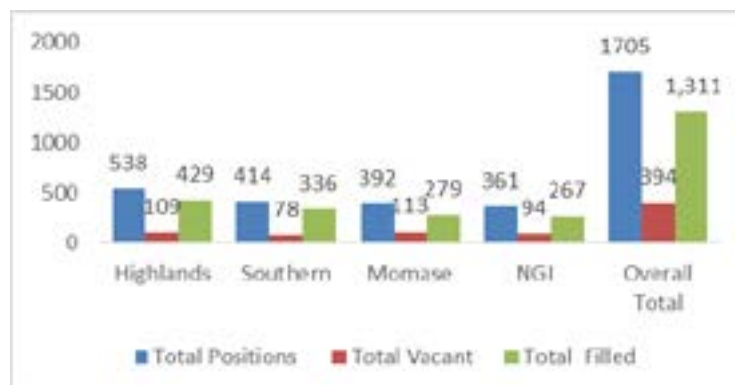
1. Total schools and Enrolment by Region

Region	Total Schools	Total Enrolment
Southern	35	9,831
Highlands	51	11,758
Momase	34	9,325
NGI	23	6,558
Total	143	37,472



2. Total Positions & Staffing

Regions	Total Positions	Total Vacant	Total Filled
Highlands	538	109	429
Southern	414	78	336
Momase	392	113	279
NGI	361	94	267
Overall Total	1705	394	1,311



	Total	Total Male	Total Female	Total Staffing
Highlands		291	138	429
Momase		181	98	279
Southern		172	164	336
NGI		145	122	267
Overall Total		789	522	1,311

3. Total Staffing by Regions (Source:MPR)

• The programs implemented up to 2 full years, due to age intake from post grade 8.

• 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 will decline as the uptake for TVET National Certificate (NC) qualifications curriculum roll-out.

Administrative support to:

- Teachers salary and allowance;
- Provincial TVET School Administration Policy, Project Planning and budgetary advise;
- Policy Implementation and monitoring;
- Donor project liaison & coordination to province & schools.

- Provided technical support to Jiwaka (Lutheran Church College Banz), Ihu (re-open), Terebona(re-registration), East Sepik (Ovaw Gawa-ongoing), Mainohana (TSS registration), East Sepik (Ndrekikir HS & St John Bosco HS), Hela (Ibau & Hewate-ongoing)
- Consultation with Provinces for Conversion of 9 High/Secondary Schools to THS/TSS (Iarowari SS – Central, Balimo HS – Western, Kuiuaro HS – Milne Bay, Kainantu SS – Eastern Highlands, Hoiebia HS – Hela, Ndrekikir HS – East Sepik, Vanimo SS – Sandaun, Kokopo SS – East New Britain, St Gregory (Koromira) SS – AROB
- Fifty plus (50+) new commencement teachers assisted for registration and payroll related query.
- Provincial TVET Coordinators conference reprioritized for 2020 due to funding constraints. (0% - Deferred).
- TVET Strategic Management Plan 2011-2020 document in Review. It accomplished the preparatory review stage and currently on Data Collection stage. Nil funding to facilitate (0% achievement)
- Project Submissions - 3 x VTC'S - Kamaliki VTC, St. Mary's Mingende & Kiunga VTC submitted infrastructure extension project submission. Iarowari Secondary & Kainantu Secondary School submitted funding proposal for infrastructure and teaching equipment support to transfer school registration to Technical Secondary School status.

TVET Officers Qualifications/Skills upgrading – Diploma/Degree

DWU – 6 officers for Masters/Diploma in Management.
 DWU – 4 officers undergoing Master's Program/2 officer for Diploma in Management.
 PNGHRI – 1 officer for Higher Management Certificate.
 PNGEI – 154 Teachers completed Diploma in teaching (2018) and graduated this year 2019 (100% Achievement)
 PNGEI – 30 officers for completed Diploma in teaching and graduated. (100% Achievement) Cost fees not paid and certificates withheld by PNGEI

	<p>Madang : Leadership and Financial Management 2-weeks Training for 26 teachers (Managers, Deputies, Senior Teachers), 7 Inspectors, Provincial Coordinators, 3 Regional Coordinators</p> <p>APTC: Cert IV in TAE -13 sat for entry test and 11 were successful for full training for 2019 but did not commence due to funding.</p>																								
<p>Facilitate Colombo Plan Staff College (CPSC) invites and participations</p>	<table border="1"> <thead> <tr> <th>Date</th> <th>No. Officers</th> <th>Venue</th> <th>Achievement</th> </tr> </thead> <tbody> <tr> <td>Feb. 18 – 22</td> <td>1 x TVET officer 1 x NP&M</td> <td>Chennai, India</td> <td>100% achieved</td> </tr> <tr> <td>April 22- 26</td> <td>1 x TVET Officer</td> <td>Manila, Philippines</td> <td>100% achieved</td> </tr> <tr> <td>April 29 – 10 May</td> <td>1 x TVET Officer</td> <td>Hangzhou, China</td> <td>100% achieved</td> </tr> <tr> <td>October 22 – 25</td> <td>2 x TVET Officers</td> <td>Manila, Philippines</td> <td>100% achieved</td> </tr> </tbody> </table>	Date	No. Officers	Venue	Achievement	Feb. 18 – 22	1 x TVET officer 1 x NP&M	Chennai, India	100% achieved	April 22- 26	1 x TVET Officer	Manila, Philippines	100% achieved	April 29 – 10 May	1 x TVET Officer	Hangzhou, China	100% achieved	October 22 – 25	2 x TVET Officers	Manila, Philippines	100% achieved				
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<p>Procure and distribute trades skill certificates for conventional programs for up Vocational skills in 131 TVET Training Schools.</p>	<p>Fully Achieved</p> <p>I. 15,653 conventional trade skills certificate procured and dispatched in Q4/2019.</p>																								
<p>EU/PNG HRDP2 project coordination for Vocational Secondary School development in PNG.</p> <p>A. Teacher Qualifications Upgrading Project.</p>	<p>A. Coordinate with provinces for Cohort 2 candidates for Teacher Qualifications Upgrading Program from December 2018 – September 2019. Trainees from thirteen (13) other provinces not covered under HRDP2 PORJECT were included. Also included were (NCD, Enga, EHP, ESP, Morobe, ENB) to complete the projected ceiling of 154; K2,300,000.00 (100% Achievement)</p> <ul style="list-style-type: none"> Of the 154 screened and selected, two were discontinued due to personal reasons. Graduated 152 teachers from nineteen (19) provinces Diploma in Vocational Education Training (DOVET - In-service) (DOVET qualification program at PNGEI in October 2019. <table border="1"> <thead> <tr> <th>Details by Provinces</th> <th>Male</th> <th>Female</th> <th>Totals</th> </tr> </thead> <tbody> <tr> <td>Highlands</td> <td>67</td> <td>10</td> <td>77</td> </tr> <tr> <td>MOMASE</td> <td>10</td> <td>3</td> <td>13</td> </tr> <tr> <td>NGI</td> <td>34</td> <td>6</td> <td>40</td> </tr> <tr> <td>Southern</td> <td>17</td> <td>7</td> <td>24</td> </tr> <tr> <td>TOTAL</td> <td>128</td> <td>26</td> <td>154</td> </tr> </tbody> </table> <p>* Details by region</p>	Details by Provinces	Male	Female	Totals	Highlands	67	10	77	MOMASE	10	3	13	NGI	34	6	40	Southern	17	7	24	TOTAL	128	26	154
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Eastern Highlands	1	0	1
East New Britain	1	1	2
Enga	3	3	6
East Sepik	2	0	2
Gulf	1	0	1
Jiwaka	9	1	10
Madang	4	2	6
Milne Bay	3	3	6
NCD	2	0	2
New Ireland	8	5	13
Oro	6	2	8
Southern Highlands	10	1	11
Simbu	30	3	33
Western Highlands	14	2	16
West New Britain	12	0	12
Western	5	2	7
Sandaun	4	1	5
TOTAL	128	26	154

Region	Male	Female
ARCS	13	0
Eastern Highlands	1	0
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Gulf	1	0
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Madang	4	2
Milne Bay	3	3
NCD	2	0
New Ireland	8	5
Oro	6	2
Southern Highland	10	1
Simbu	30	3
Western Highlands	14	2
West New Britain	12	0
Western	5	2
Sandaun	4	1

Budget activity		Development Budget Alternate Pathway Program (FODE & TVET) 23128 (IFMS 2357) Item: 228 – Training Allocation by GES													
	Revised appropriation (K'000s)	Warrant authorized (K'000s)	Expenditure (K'000s)												
Staffing costs	N/A	N/A	N/A												
Total costs (including staffing)	0.250.0	0.05.0	0												
Targets	Achievements and non-achievements														
TVET Instructors/Lecturers qualifications up-grading	18 X GoPNG sponsored Teachers selected for DOVET program at PNGEI and had undergone training and could not be funded due to no warrants released.														
EU/PNG HRDP2 project coordination for Vocational Secondary School development in PNG.	<ul style="list-style-type: none"> TVET School Infrastructure development in 10 VTC's. Only 1 VTC has been opened and used, while 9 x VTC's to be ready by start of 2020 school year. Total value – K 37.0 M. Updated status as follows ; <table border="1"> <thead> <tr> <th>Region/School</th> <th>Buildings</th> <th>% Complete</th> </tr> </thead> <tbody> <tr> <td>Southern – Badili VTC</td> <td>5 x w/shops, 2x ablution blks, 10 w/tanks.</td> <td>75%</td> </tr> <tr> <td>Southern – Morata VTC</td> <td>4x w/shops, 2x dbl c/room, 2x ablution blks, 12 w/tanks.</td> <td>100%</td> </tr> <tr> <td>MOMASE – Umi VTC</td> <td>4x w/shops, 2x staff duplex hse. 2x ablution blks., 12 w/tanks.</td> <td>100%</td> </tr> </tbody> </table>			Region/School	Buildings	% Complete	Southern – Badili VTC	5 x w/shops, 2x ablution blks, 10 w/tanks.	75%	Southern – Morata VTC	4x w/shops, 2x dbl c/room, 2x ablution blks, 12 w/tanks.	100%	MOMASE – Umi VTC	4x w/shops, 2x staff duplex hse. 2x ablution blks., 12 w/tanks.	100%
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Commentary and way forward

1. TVET has now trained very large number of teachers in qualification upgrading for its teachers. Most were not registered to be on DOE payroll and others were to be put off the payroll due to not meeting TSC minimum qualification as Diploma. This has eased the pressure on the supply of teachers to lower TVET sector.
2. The HRDP2 officially came to a close on 14th December, 2019. As of the date a significant development has taken place as most are reported in this report. The Department and National Planning will now go through all inputs and make an assessment for management and monitoring of these inputs. This includes making final payments to service providers.
3. Most of the infrastructure development under HRDP2 program is still going through the completion phase. Most will be completed by February 2020 and prepared for use for training. A budget and planning is required to conduct opening and handover of the facilities to the six province's & ten schools in February 2020.
4. The Technical Secondary School's will be roll-out with the policy guideline in 2020. Most preparatory work has been carried out in 2019 under HRDP2. Warrants must be released early in 2020 to start to implement this sector as it has being delayed since 2014, when the policy was approved.
5. Training of TVET teachers is to be an ongoing activity and budgeted for implementation. There is high number of aging teachers, teacher movement to higher tertiary institutions and skills upgrading of existing teachers to use current technology and work practices in workplace. There is also the increasingly new Technical Secondary Schools that needs TVET teachers annually.
6. Outstanding payment for teacher training will be met in 2020 for selected teachers under GoPNG funding at PNGEI.



2019 National Literacy Week celebrations in the Autonomous Region of Bougainville.

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	1,256.0	1,256.0	1,134.2
Total costs (including staffing)	2,320.1	2,315.2	2,168.1
Targets	Achievements and non-achievements		
Design & develop TVET Reform National Curricula	<p>Achievements/milestones</p> <ul style="list-style-type: none"> ▪ 14 x National Advance Diploma programs completed ▪ 17 x National Diploma completed ▪ 126 Cert 1- 4 Training packages completed ▪ 159 x total National Training packages completed (159/224) ▪ 5 x Curricula vetting/validation workshops conducted successfully, ▪ Vetted and validated Training packages for <p>Non Achievements</p> <ul style="list-style-type: none"> ▪ 65x identified training packages to complete ▪ Launching not achieved and deferred to 2020 ▪ 3 x vetting/validation workshop deferred to 2020 ▪ Printing and Applied Science sectors delayed in curricula development, 		
TVET Curriculum Capacity Building in CBTA training & Awareness	<p>Achievements</p> <ul style="list-style-type: none"> • 216 x teachers trained of 500 planned, • 11/22 x provinces consulted and made aware on new TVET Curriculum, • 15/158 x TVET institutions consulted and awareness made, • 5 x graduations attended by division <p>Non-achievement</p> <ul style="list-style-type: none"> • 11x provinces and TVET institutions to be visited and awareness to be made, • 133 x institutions yet to receive training and awareness and be audited, • More than 4000+ teachers to be trained. 		
Development of the TVET Curriculum related policies	<p>Achievements</p> <ul style="list-style-type: none"> • TVET Curriculum policy in draft - in progress • BOS – submission in draft- 95% complete (have legal implications) • AAC Membership approved thru Secretary's Circular 1/2018, • Curriculum Advisory Committee TOR complete and in draft, • Accreditation policy statement completed by unit and in draft, • DoE & NFA MOA reviewed and signed by DoE Secretary & MD, NFA. <p>Non Achievements</p> <ul style="list-style-type: none"> • Curriculum policy delayed – non - compliance issue and commissioned to new chairman. • Assessment policy yet to complete. • BOS membership and approval delayed – legal implications (EARC) 		
Establish and strengthen public and private partnerships	<p>Achievement</p> <ul style="list-style-type: none"> • 3 x universities, 10x Industries and 10 x TVET institutions involved in vetting /validations/review • 15 x AAC meetings in TVET institutions attended, • 1x curriculum officer assigned to each province, • 70+x stakeholders attended vetting/validation workshops 		

	<p>Non Achievements</p> <ul style="list-style-type: none"> • More liaison and awareness with industry & other stakeholders. • Delayed MOU for teacher/CO training and OJT with Industries.
Teacher and Student Guide development	<p>Achievements</p> <ul style="list-style-type: none"> • No work done yet, <p>Non achievements</p> <ul style="list-style-type: none"> • Yet to start, will outsource in 2020
Establish Board of Studies	<p>Achievements</p> <ul style="list-style-type: none"> ▪ 3 x statutory instruments complete ▪ 3 x Terms of reference complete <p>Non Achievements</p> <ul style="list-style-type: none"> ▪ Profiling of members for 3x BOS to be done ▪ Yet to submit to Minister for approval
Commentary and way forward	
<p>Milestone achievements:</p> <ol style="list-style-type: none"> a) 159 out of 224 Training packages completed, vetted and validated, b) Five (5) major vetting and validation workshops successfully conducted with over K400,000+ c) Eighteen (18) Laptops procured for staff, d) Five (5) x curriculum/program audits done to 5x TVET institutions, e) 216 x teachers trained on CBT&A/CIIT f) 15 x AAC meetings at 8 x colleges, g) 8 x officer recreational leave warrants processed and paid. h) Issue Secretary Circular Direction for Phase Out of Conventional TVET Curriculum, <p>The division has made significant progress in priority number One: (1) <i>Design and Development</i> of the TVET National Curriculum. We have achieved more using limited resources and will look forward to 2020 with a positive, satisfied mindset.</p>	
<p>Way forward</p> <ol style="list-style-type: none"> a) 3 x vetting/validation workshops to be conducted, b) Complete the 65x remaining training packages, c) Launch the TVET Reform Curricula in May 2020, d) Establish 3 x Board of Studies (Vocational, THS/Technical/Business Colleges/Polytechnics) e) Conduct TVET teacher training to use new curriculum (CIIT/CBT&A) f) Complete the TVET Curriculum Policy. g) Carry out Curriculum Audits to all TVET Institutions h) Print, Pack and Distribute Training packages i) Embark on developing student and teacher guides, 	

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			10413 (235-2101-2103)
	Revised appropriation (K'000s)	Warrants authorized (K'000s)	Expenditure (K'000s)	
Staffing costs - (247)	840.0	840.0	968.0	
Total costs (including staffing)	1,089.0	1,095.0	1,214.0	
Targets	Achievements and non-achievements			
Education Standards: Quality Standards Improvement in all schools	<p>Achievement</p> <ul style="list-style-type: none"> • Average schools visited by Inspectors remained the same: Elementary – 4586 (52%), Primary – 2915 (62%) and Secondary – 215 (62%). <p>Non-Achievement</p> <ul style="list-style-type: none"> • Funding constraints continue to impede Inspectors not to complete all school improvement visits. 			
Quality Teaching & Learning: Teacher Quality Performance, Assessment, Appraisal, Ratings for Registration and Promotion.	<p>Achievements</p> <ul style="list-style-type: none"> • Despite funding constraints in 2017, Quality Teaching and Learning continues to show gradual improvements. • Total inspection reports for 2017 rated in 2018 during the Joint National Ratings Conference was 3276 (75.3%) compared to previous 2016 total of 4351. A significant decrease of 25%. By sector: Elementary – 168, Primary – 2493, Secondary – 298 and TVET – 61 and TED -256. • Overall this is a good result despite funding constraints. <p>Non Achievement</p> <ul style="list-style-type: none"> • Lack of funding for school visits impedes on teacher appraisal and professional growth. 			
Monitoring and Evaluation: Monitor and Evaluate the work of School Inspectors and the impacts at the school level.	<p>Achievements</p> <ul style="list-style-type: none"> • Despite Financial constraints, most provinces in the four regions were visited by the Regional Directors. Highlands 7/7 – 100%, Momase 3/4 – 75%, Southern 3/6 – 50 % and NGI 3/5 – 60%. Senior School Inspectors' reports done with notable impacts. 90% of Staff Performance Appraisals (SPA) completed. 			
Commentary and way forward				
<p>Lessons:</p> <p>No School Inspector received any school visit funds this year due to financial constraints. Despite of this, Inspectors continue to make school visits to accessible schools. Some provinces assisted with fuel. Inspectors continue to capitalize on other provincial programs to make visits. Not all provinces are assisting under the PSIP, DSIP, LLGSIP and Functional Grants. All these continue to contribute to the decline in teachers' appraisal, quality school improvement and consistent monitoring and evaluation.</p>				

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	3,267.0	3,267.0	5,259.0		
Total costs (including staffing)	7,518.0	7,488.0	9,499.0		
Targets	Achievements and non-achievements				
Visit to Colleges for Administrative issues and attending Governing Council Meetings	College	Admin	G.C	Total	
	Gaulim	2	1	3	
	PNGEI	6	4	10	
	Sacred Heart (Bomana)	15	4	19	
	Enga	3	0	3	
	Holy Trinity	2	2	4	
	Dauli	2	0	2	
	Nazarene (MNTC)	2	3	5	
	Balob	2	0	2	
	Madang	2	2	4	
	Simbu	3	2	5	
	Rev. Maru	2	4	6	
	St. Peter Chanel	1	0	1	
	Inclusive Edu Inst (CSNI)	3	2	5	
	Total	43	22	65	
Inspection Visits:					
College	Male Lecturers	Female Lecturers	Total	Comments	
Gaulim	0	0	0	Not inspected	

Complete advisory/inspection visits to all 10 teachers colleges	PNGEI	0	0	0	Not inspected	
	Sacred Heart (Bomana)	0	0	0	Not inspected	
	Enga	2	1	3	Inspected	
	Holy Trinity	4	2	6	Inspected	
	Dauli	0	0	0	Not inspected	
	Nazarene (MNTC)	3	2	5	Inspected	
	Balob	0	0	0	Not inspected	
	Madang	0	0	0	Not inspected	
	Simbu	0	0	0	Not inspected	
	Rev. Maru	0	0	0	Not inspected	
	Southern Highlands TC	Newly approved college resumed operations this year 2019.				
	St. Peter Chanel	0	0	0	Not inspected	
	Inclusive Edu Inst (CSNI)	0	0	0	Not inspected	
	Total	9	5	14		
Distribute financial support to all primary teachers colleges and PNG Education Institute quarterly for program implementation and teaching/learning resources 2019, K900,000 was allocated for College Grants which is not enough for the operation of the colleges.	K1.421 million was distributed:					
	College	Distribution (K900,000)				
		Q1	Q2	Q3	Q4	Total
	PNGEI	100				
	Madang	100				
	Balob	70				
	Inclusive Education Institute Callan	50				
	Gaulim	70				
	Holy Trinity	70				
	Nazarene	60				
	Enga	60				
	Dauli	60				
	Simbu	60				
	Sacred Heart (Bomana)	50				
	St Peter Chanel	50				
	Rev Maru	50				
	Southern Highlands Trs Coll	50				
TOTAL	900					
	Activity in progress • For 2018 Due to Funding issues, one-off payment was distributed to some colleges as indicated above.					
Complete academic staff database	1. Done 2. Partly Done 3. Not Done					
	Colleges	Q1	Q2	Q3	Q4	Comments
	Balob	1	1	1	1	Completed
	Madang	1	1	1	1	Completed
	Gaulim	1	1	1	1	Completed
	Inclusive Edu Inst (CSNI)	1	1	1	1	Completed
	HTTC	1	1	1	1	Completed
	Nazarene	1	1	1	1	Completed
	Enga	1	1	1	1	Completed
Simbu	1	1	1	1	Completed	

	<table border="1"> <tbody> <tr> <td>Dauli</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>Completed</td> </tr> <tr> <td>SHTC (Bomana)</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>Completed</td> </tr> <tr> <td>PNGEI</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>Completed</td> </tr> <tr> <td>Rev. Maru</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>Completed</td> </tr> <tr> <td>St. Peter Chanel</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>Completed</td> </tr> </tbody> </table>	Dauli	1	1	1	1	Completed	SHTC (Bomana)	1	1	1	1	Completed	PNGEI	1	1	1	1	Completed	Rev. Maru	1	1	1	1	Completed	St. Peter Chanel	1	1	1	1	Completed
Dauli	1	1	1	1	Completed																										
SHTC (Bomana)	1	1	1	1	Completed																										
PNGEI	1	1	1	1	Completed																										
Rev. Maru	1	1	1	1	Completed																										
St. Peter Chanel	1	1	1	1	Completed																										
Implement two-year diploma ECE	PNGEI is running the Diploma in Early Childhood Education																														
Implement three-year diploma in teaching	All Teacher Training Institutions fully implementing the 3 year Diploma program.																														
Implement four -year degree in teaching	Holy Trinity is offering the four year degree program. The program belongs to Divine Word University.																														
Implement four -year degree in secondary teaching	St Peter Chanel Catholic College of Secondary Teacher Education is fully implementing the four year Bachelor in Secondary Teaching.																														
Teachers In-service Training programs at PNGEI	<ul style="list-style-type: none"> 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. 																														
Implement one year Certificate in Elementary Teaching	PNGEI, Enga, Dauli, MNTC, Rev. Maru and Madang are implementing one year Certificate in Elementary Teaching.																														
Principals Meetings	Principals & TED had only one meeting.																														
Joint National Rating Conferences	<ul style="list-style-type: none"> Achieved Joint National Rating in April. Five (5) for personal report and twelve (12) for inspection/acceptability for TTC lecturers. 																														
Induction Report	<ul style="list-style-type: none"> 64 reports received 54 rated successful while remaining to submit incomplete sections of their reports and resubmit for final rating. 																														
Teacher Registration	<ul style="list-style-type: none"> 2758 graduates information were registered into the new Teacher education Registration Application (TERA) data base. Through the vetting 32 teachers in Primary sector and 92 teachers from elementary sector were deregistered for entering college through fraudulent means. 																														
Commentary and Way Forward																															
<ol style="list-style-type: none"> Inspections will continue to all Teacher Training Institutions. Improve on the Non School Leavers Vetting Process. Inductions of New Lecturers will continue to all Teacher Training Institutions Continue to collate academic staff data in 2019 Teacher Registration is a big mammoth task which needs to sort out. 																															
Lessons																															
Although there was limited funding, team work by officers Curriculum & Inspection Section and Operations Section combined well with available funds to achieve some major core functions of the Division. More are yet to be achieved if more funds are allocated to the Division.																															
Budget activity	In-service teacher training 10434 (235-2101-2102)																														
	<table border="1"> <thead> <tr> <th></th> <th>Revised appropriation (K'000s)</th> <th>Warrants authorised (K'000s)</th> <th>Expenditure (K'000s)</th> </tr> </thead> <tbody> <tr> <td>Staffing costs</td> <td style="text-align: center;">3,596.3</td> <td style="text-align: center;">3,596.3</td> <td style="text-align: center;">1,999.0</td> </tr> <tr> <td>Total costs (including staffing)</td> <td style="text-align: center;">3,867.7</td> <td style="text-align: center;">3,916.6</td> <td style="text-align: center;">2,269.4</td> </tr> </tbody> </table>		Revised appropriation (K'000s)	Warrants authorised (K'000s)	Expenditure (K'000s)	Staffing costs	3,596.3	3,596.3	1,999.0	Total costs (including staffing)	3,867.7	3,916.6	2,269.4																		
	Revised appropriation (K'000s)	Warrants authorised (K'000s)	Expenditure (K'000s)																												
Staffing costs	3,596.3	3,596.3	1,999.0																												
Total costs (including staffing)	3,867.7	3,916.6	2,269.4																												
Targets	Achievements and Non-Achievements																														
Teachers In-service Training programs at PNGEI	<ul style="list-style-type: none"> 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. 																														
Content based training for teachers college lecturers	Grants given to three colleges to provide content based in service training for the colleges. These include PNGEI = K62, 000 , Madang = K60, 000 and Gaulim = K50, 000																														

Conduct Standard Base Curriculum (SBC) & Citizenship and Christian Values Education (CCVE) training	<ul style="list-style-type: none"> SBC training roll out achieve except for Hela Province due to social issues. CCVE Provincial TOT Trainings covered in all the Provinces except Hela Province
Short Term Trainings oversea	<ul style="list-style-type: none"> Eight officers attended 6 weeks Maths/Science training organized by JICA in Japan Two officers attend two UNESCO sponsored workshops in South Korea and Indonesia
Conduct In-service Diploma of Vocational Training (DoVET) program	European Union in partnership with TVET Schools Operations, Teacher Education and PNGEI providing training for trade skilled people.
Maths & Science In-service training	Meeting have been held with UOG, UOT, UPNG to organize short training for Math and Science for Secondary and High Schools
Conversion courses for Elementary & Primary Teachers	TED & PNGEI officers did Conversion Course writing workshop for Language & Literature, Maths and Science
Staff Development Committee (SDC) Meeting	Held three SDC meeting
Executive Development Committee (EDC)	Held three EDC meeting
Revive of Special Education Gazette	Workshop held and achieved

Commentary and Way Forward

- The universities will tailor courses for Teachers in all Sectors to upgrade their qualifications.
- The Universities will also develop content courses for Teacher upgrading programs (Math/Science).
- The other In-Service Programs need to be funded to enhance quality teaching and learning.
- Continue with the rollout In-service Training on SBC/CCVE.
- Development of conversion courses to cater for 1-6-6 structure.

Lessons:

- The training budget should be increased for 2019 to allow the institute to introduce short courses in the provinces so that more teachers can benefit, especially female teachers.

Budget activity	Elementary teacher training 10435 (235-2102-2103)		
	Revised appropriation (K'000s)	Warrants authorised (K'000s)	Expenditure (K'000s)
Staffing costs	4,646.2	4,646.2	5, 267.6
Total costs (including staffing)	5,034.1	5,112.4	5,672.6
Targets	Achievements and Non-Achievements		
Conducted workshop to vet elementary documents	Officers Teaching Service Commission, Payroll, Measurement Service and Teacher Education Divisions vetted 9950 elementary teachers		
Printing of elementary certificates	In the process of finalizing the elementary certificates		
Elementary Grants	K100, 000 given to PNGEI to assist vetting of elementary teachers documents		
Training of Mixed Mode	Kokoda Track Foundation funding assistance was able to get two provinces training out of the way.		
Revive National Content Guidelines	Workshop carried out on the revive to incorporate Early Childhood Education		

Commentary and Way Forward

Lessons

- Much of the elementary activities were funded in partnership with NGOs as GoPNG funds were too long to be released. As a result you will note that not much was expended. We must be seen to improve in this area in 2018 so that funds can be appropriately expended as per planned AOF – AMP.

Budget activity	Inclusive Education 11501 (235-2102-2104)		
	Revised appropriation (K'000s)	Warrants authorised (K'000s)	Expenditure (K'000s)
Staffing costs	2,623.7	2,623.7	4,702.4
Total costs (including staffing)	2,888.4	2,900.4	4,979.

Targets	Achievements and Non-Achievements		
Inspection to Education Resource Centres (IERCS)	Inspections to IERCs were not conducted due to funding constraints.		
Distribute Operational Grants to all 23 Inclusive Education Resource Centres.	This was not done due to insufficient funding.		
Run induction program for new and senior officers of IERCs.	Not done due to financial constraints.		
Management meeting.	Not done due to financial constraints.		
Curriculum workshop/ Research/ Monitoring for SBC Elementary and Primary and PTCs.	Not done due to financial constraints.		
Inclusive Education Policy review.	UNICEF funded the policy review.		
Commentary and Way Forward			
<p>Way Forward:</p> <ol style="list-style-type: none"> Increase staffing for Inclusive Education section TED to efficiently and diligently execute all Inclusive Education prioritized activities. In this case four inspectors for each region, three more curriculum officers for each level of education, revive Training and Development Officer position for Inclusive Education that was abolished or moved elsewhere. Induction programs for new officers and senior officers in 23 IERCs and Callan Studies National Institute (CSNI) to commence immediately Management meetings for principals, coordinators and senior officers in 23 IERCs and CSNI biannually Curriculum workshop/research/monitoring for realigning Inclusive Education to SBC Advisory and Supervisory inspection visits to all 23 IERCs and CSNI biannually Consistent with disbursement of Operational Grants for all 23 IERCs annually <p>Lessons: The special education section's manpower shortage prevented it from fully carrying out its planned activities for 2018. It was not possible for the single inspector and curriculum officer to cover all 23 IERCs and Callan Studies National Institute due to financial constraints.</p>			
Budget activity	Teacher Education Development	10402 (235-2101-1103)	
	Revised appropriation (K'000s)	Warrants authorised (K'000s)	Expenditure (K'000s)
Staffing costs	917.5	1,127.6	2,693.7
Total costs (including staffing)	1,135.5	1,127.6	2,693.7
Targets	Achievements and Non-Achievements		
Upgrade teacher qualifications	Due to funding constrains, no sponsorship for teachers request for studies		
Teacher Development & Training Project (from PIP)	Conversion Courses to address 1-6-6 structure were developed. PNGEI and University of Goroka		
Arrange with Universities for Master's program for Lecturers beginning 2019 - 2020	Visited UOG, DWU and UPNG to: <ol style="list-style-type: none"> Negotiated with universities to introduce Master's program in individual subject areas for Teachers College lecturers in 2019. Negotiate for Mathematics and Sciences refresher courses for Science Teachers in Secondary Schools. Negotiate to tailor the subject content base courses for teachers in all sectors. Negotiate to develop conversion courses to cater for 1-6-6 structure. 		
Commentary and Way Forward			
<ol style="list-style-type: none"> Sponsorship of teachers for various programs will increase to 1500. 1,000 Secondary and High School teachers to attend Special Math and Science programs offered at the University of Technology. Review, update and print Special Education Gazette for courses in March, 2019. <p>Lessons</p> <ol style="list-style-type: none"> Training funds for SBC is from CDM Vote. Accessing it has been a problematic. 			

Institutional data, 2019 year						
Institution	Levels	Number of staff			Student Enrolment	Programs Offered
		M	F			
PNG Education Institute	12	29	22	51	284 (Residential students) 3000 plus (Non-residential students)	<ul style="list-style-type: none"> • 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) • Certificate in Elementary Teacher Trainer (CETT)
St. Peter's Chanel	12			23	209	Bachelor in Secondary Teaching Math/Science
Madang	11	25	15	40	826	Diploma in Primary Teaching Pre-service
Balob	11	29	20	49	1006	Diploma in Primary Teaching Pre-service
Gaulim	11	22	10	32	813	Diploma in Primary Teaching Pre-service
Dauli	10	18	6	24	333	Diploma in Primary Teaching Pre-service and CET
Holy Trinity	10	19	13	32	610	Diploma in Primary Teaching Pre-service
Enga	10	21	8	29	390	Diploma in Primary Teaching Pre-service and CET
Nazarene	10	18	8	26	198	Diploma in Primary Teaching Pre-service
Simbu	10	18	8	26	825	Diploma in Primary Teaching Pre-service
Sacred Heart	10	17	6	23	245	Diploma in Primary Teaching Pre-service
Rev. Maru	9	25	19	44	303	Diploma in Primary Teaching Pre-service and CET
Southern Highlands TC	8	7	1	8	22	Diploma in Primary Teaching Pre-service
Inclusive Edu Inst Callan	10			10	45	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	718,557	597,720	1,065,797
Total costs (including staffing)	NA	NA	NA
Targets	Achievements and non-achievements		
Make recruitment trip to four colleges	<ul style="list-style-type: none"> • This activity is supposed to be carried out annually to replace aging and retiring teachers. • It was not effective due to funding constraints. 		
District Education Board	<ul style="list-style-type: none"> • New DEB Members sworn in in June 2019. • Three meetings held. • Teacher appointments meeting for year 2020 was held on November 8 to endorse Appointment Committee recommendations. • No disciplinary meetings held. No disciplinary cases to be dealt with. 		
Career Expo for grades 10, 12 and vocational students	<ul style="list-style-type: none"> • This was successfully staged by schools; however, NCDES could not fund the activity due to funding issues. • Future career expo to be held for grade 12 and vocational students. 		
Conduct grades 8 and 10 national examinations	<ul style="list-style-type: none"> • Examinations were successfully completed in October. • Funding for these two activities sourced and expended as required. • Coting for monitoring of examinations progress by school inspectors and logistic needs to be factored into future examinations funding. 		
Grade 9 Selections	<ul style="list-style-type: none"> • NISWT for NCDES schools was conducted successfully. • The major activities were based on Standards Based Education and Citizenship and Christian Values Education/Curriculum. 		
Commentary and way forward			
Lessons			
<ol style="list-style-type: none"> 1. Funding constraints continue to affect the major operations of the division. 2. Secure funds in advance with the Division cash flow commitment from Budget Branch. 3. Work in partnership with NCDC Education Services to fund some activities including development partners and Public Private Partners (PPP). 			
Budget activity	NCD Elementary Schools Operations 10420 (235-2101-3107)		
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs	7,579,207	6,317,446	9,553,963
Total costs (including staffing)	N/A	N/A	N/A
Targets	Achievements and non-achievements		
Teacher Appointments	<ul style="list-style-type: none"> • Frequent head teacher changes are an issue. • No transfer in teachers from other provinces to be appointed. 		

	<ul style="list-style-type: none"> More elementary teachers needed in NCD. 		
Cluster training, monitoring of programs (SBE/SBC, SLIP, CCVE, Phonics)	<ul style="list-style-type: none"> Teacher in-service training and implementation of these activities have been successfully carried out. Constant monitoring and supervision of teachers in the activities to be done by inspectors. 		
Management and Leadership training for head teachers	<ul style="list-style-type: none"> Funding has affected this activity. Leadership and management skills need to be addressed. 		
Support teacher Training and Education	<ul style="list-style-type: none"> Funding issues has affected this activity. Despite that 500 teachers have registered at FODE to do upper secondary studies on self-sponsor. Port Moresby South MP has sponsored 30 teachers annually to take up computer studies. 		
Commentary and way forward			
Lessons			
<ol style="list-style-type: none"> Address frequent head teacher changes. Inspectors to identify management issues to in-service teachers about. Most teachers are reluctant to teach CCVE, thus, suggest specialist teachers to teach the subject. Phonics to be made compulsory in elementary and teachers must be trained to teach phonics. All elementary teachers to upgrade their education to grade 12. Annual budget appropriation is less due to the salaries for teachers included. 			
Budget activity	NCD Primary Schools Operations	10417 (235-2101-3104)	
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs	22,916,596	20,470,487	35,063,942
Total costs (including staffing)	N/A	N/A	N/A
Targets	Achievements and non-achievements		
Teacher Appointments	<ul style="list-style-type: none"> This was successfully completed. Teachers to be challenged to go for personal inspections to gain eligibility to secure tenure positions at higher levels. Most senior teaching positions have no tenure appointees in schools. Teacher need to be in-serviced on how to complete teacher appointments applications. Consequential appointments for 2020 completed. 		
Teacher Training and In-Service	<ul style="list-style-type: none"> NIST was successfully conducted. Training on SBE/SBC and CCVE progressing well. Funding constraints has affected sending teachers for further studies. A few teachers are studying at UoG and PNGEI on self-sponsor. 		
Annual Teacher Leave Fare 2019	<ul style="list-style-type: none"> A total of K2.5 million is required for annual leave. Major challenge is the number of fraudulent claims by teachers on the number of dependents which affects effective processing of claims. 		
Grade 8 examinations and grade 9 selections	<ul style="list-style-type: none"> National examinations conducted successfully in October. Grade 9 selections conducted in time. 		
Commentary and way forward			
Lessons			
<ol style="list-style-type: none"> Teacher need to be in-serviced on how to complete teacher appointment application forms. Teachers need to be encouraged to go for personal inspection to secure tenure appointments on promotional positions. Sponsorship of teachers by DoE is lacking despite teachers selected for further studies by institutions. Fraudulent leave fare applications by teachers need to be discouraged by having in place an effective data management system. An electronic grade 9 selection system has been developed for NCDES to be used for grade 9 selection in 2020. This will cut down on the number of fraudulent deals. 			
Budget activity	NCD Secondary Schools Operations	10426 (235-2101-5105)	
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs	10,635,455	9,125,089	14,228,667
Total costs (including staffing)	N/A	N/A	N/A
Targets	Achievements and non-achievements		

Teacher Appointment	<ul style="list-style-type: none"> Successfully completed for 2020 Teachers to be challenged to go for personal inspections to gain eligibility to secure tenure positions at higher levels. Most senior teaching positions have no tenure appointees in schools. Teacher need to be in-serviced on how to complete teacher appointments applications. Consequential appointments for 2020 completed. No secondary school inspector since 2017 thus denied opportunities for personal inspections for eligibility to promotional positions. 		
Teacher In-Service and Training	<ul style="list-style-type: none"> NIST was successfully conducted. Further training for teachers in higher institutions affected by funding issues. Induction for new and transferred teachers is required. 		
Teacher Annual Recreation Leave 2019	<ul style="list-style-type: none"> A total of K1.5 million is required annually for recreation leave fares. Number of fraudulent claims annually affects the efficient and timely processing of applications for many teachers. There is a back log of recreation leave fare claims for teachers that need to be addressed. 		
Contract expatriate teachers accommodation rentals	<ul style="list-style-type: none"> This activity is underfunded resulting in accumulation of rentals which currently stands at K3.5 million. Contract officers are frequently evicted by landlords due to rental arrears. K1million was secured from Treasury to pay arrears from 2015-2017. 		
Commentary and way forward			
Lessons			
<ol style="list-style-type: none"> Secondary school inspector to teacher ratio is 1:468. An additional inspector is needed. Supervision and management training is required for teachers in senior positions as deputies and principals. Fraudulent claims in teacher leave fare applications need to be eradicated. A way forward to easing the back log of teacher repatriation would be to use any surplus funds from teacher annual leave fares. Accommodation rental arrears for contract teachers accumulating each year. Annual budget appropriation is less due to the salaries for teachers included. 			
Budget activity	NCD Vocational Schools Operations		10428 (235-2101-6102)
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs	3,139,958	2,670,558	3,437,700
Total costs (including staffing)	N/A	N/A	N/A
Targets	Achievements and non-achievements		
Teacher Appointment	<ul style="list-style-type: none"> Successfully completed for 2020 Teachers to be challenged to go for personal inspections to gain eligibility to secure tenure positions at higher levels. Most senior teaching positions have no tenure appointees in schools. Teacher need to be in-serviced on how to complete teacher appointments applications. Consequential appointments for 2020 completed. 		
Teacher In-Service and Training	<ul style="list-style-type: none"> NIST was successfully conducted. Most instructors are skilled tradesmen with no teaching qualifications. Sending teachers for further studies in colleges and universities for teacher qualification upgrading. 		
Teacher Annual Recreation Leave 2019	<ul style="list-style-type: none"> A total of K0.5 million is required annually for recreation leave fares. Number of fraudulent claims annually affects the efficient and timely processing of applications for many teachers. Vocational teachers leave fare applications are usually fraudulent free. There is a back log of teacher repatriation due to underfunding. 		
Renovation of workshops in 5 centres	<ul style="list-style-type: none"> NCDES does not have the funds to carry out this activity. Morata and Badili VCs are being assisted by European Union infrastructure development and supply of tools and machinery. Maino Heduru is being assisted with tools and equipment by EU. 		
Commentary and way forward			
Lessons			
<ol style="list-style-type: none"> Most instructors have trade skills and no teaching qualification. They need to have teaching certificates. 			

2. A way forward to easing the back log of teacher repatriation would be to use any surplus funds from teacher annual leave fares.
3. Annual budget appropriation is less due to the salaries for teachers included.

Institutional data, 2019 year				
Institution	Grades	Number of institutions	Enrolment	Number of teachers
National education system				
Elementary		42	22,394	479
Primary		39	49,976	1,036
Secondary		11	15,181	468
Vocational centres		5	2,991	131
Permitted - Primary		17		
Permitted - Secondary		07		



Acting Deputy Secretary, Policy and Corporate Services, Mr. Titus Hatagen officiates at the graduation ceremony for Hood Point High School Grade 10 in 2019.

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	199.7	199.7	199.7
Total costs (including staffing)	266.9	266.9	266.9
Targets	Achievements and non-achievements		
1. Teachers Eligibility Certificates Type and print teachers' eligibility certificates.	Achievements 2000 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 2. Updated of the Schools Register and printing of the Books	Achievements <ul style="list-style-type: none"> • Three (3) meetings held • SRCC visited 30 new high schools for registration. • SRCC approved 140 new schools to become member schools. • SRCC approved 13 High School for secondary status • SRCC Approved 8 Permitted schools. • Reviewed EDA 212 to application form in consistent to 1 6 6 school restructure • A total of 13956 schools registered in the National Education System. • A total of 158 Permitted Schools Registered with Department of Education 		
3. Maintained Teachers' Professional Files	Achievements Completed scanning Teachers Professional files for NHS and FODE in E-Document Management System. Work is continuing for Elementary, Primary, High/Secondary Teachers files.		
4. School registration e-process program developed	Non-achievement <ul style="list-style-type: none"> • School registration e-process not implemented, due to funding constraints 		
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 are removed for PONATS to GESD to be scanned into e-DMS 3. School registration e-process is fast tracked to minimize wastage, bottlenecks and improve the turnaround time in dissemination of information to all stakeholders. 4. 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. 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. 4. Purchased necessary stationery item on time to support branch's work to efficiently deliver its services to the provinces.																		
Budget activity Basic Education Coordination – Renamed Provincial Support Services 10419(235-2101-3106)																		
		Revised appropriation (K'0 00s)	Warrant authorized (K'000s)	Expenditure (K'000s)														
Staffing costs		430.7	430.7	430.7														
Total costs (including staffing)		635.2	625.2	635.2														
Targets		Achievements and non-achievements																
1. National Teacher Appointments		Achievements																
a) Updated Master Position Register (MPR)	a) One (1) workshop held and updated all data anomalies in the MPR. b) Compiled the Education Vacancy gazette Vol 42.01, Waigani, Friday 26th July, 2019																	
a. Education Advertised Vacancy Gazette Procured & Advertised all positions in Education Vacancy Gazette.	<table border="1"> <thead> <tr> <th>Schools Gazetted</th> <th>Positions advertised</th> <th>Positions appointed</th> <th>Success rate</th> <th>Positions not approved</th> <th>Non success rate</th> </tr> </thead> <tbody> <tr> <td>4206</td> <td>23071</td> <td>7650</td> <td>33%</td> <td>15421</td> <td>67 %</td> </tr> </tbody> </table>						Schools Gazetted	Positions advertised	Positions appointed	Success rate	Positions not approved	Non success rate	4206	23071	7650	33%	15421	67 %
Schools Gazetted	Positions advertised	Positions appointed	Success rate	Positions not approved	Non success rate													
4206	23071	7650	33%	15421	67 %													
b. Teacher Appointments Conduct teacher appointments in provinces with PEB subcommittees	c) GESD/TSC officers conducted teacher appointments with PEB teacher appointment committees in the 23 provinces.																	
c. Tenure Confirmation Gazette Compiled	d) Confirmed 7650 teachers for tenure appointments in 2020. Printed and distributed Tenure Confirmation Gazette 2020 to 23. Provinces and National Institutions.																	
Provincial Matters & Cross cutting issues		Achievements																
a. Monitor PEB's operations in the provinces.	a) 18 provinces PEBs' active and operational. 5 provinces PEBs' non active term expired																	
b. Coordinate Transfer of NCDESD to NCDC its Powers and Functions	b) Transfer of NCDESD to NCDC, Joint Working Committee maintains its dialogue and work is in progress and ongoing. One (1) meeting held.																	
	c) Two (2) JIG meetings held.																	
	Non-achievement																	
	a) 5 provinces PEBs term expired to be re-instituted in 2020 for effectively delivery of education services.																	
c. Monitor PEB operations	e) Three (3) provinces PEBs' non active and not operational																	
Commentary and way forward																		
Lessons																		
1. Five (5) 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 authorized (K'000s)	Expenditure (K'000s)
Staffing costs	563.6	563.6	281,476
Total costs (including staffing)	792,028	791,996	509,872
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 (1 st /12 – 13 th /12/2019)	More than 120 principals and 6 National High Schools & Secondary schools selected over 31 000 students to enroll in year 11 in 2020.		
Attend Governing Council Meetings.			
Attend to 28 Governing Council meetings	Attended all Governing Council meetings for FODE and PoM Nats and Sogeri NHS. Couldn't attend Passam NHS, Wawin NHS, Aiyura NHS & Kerevat NHS due to funding constraint.		
2019 Staff recruitment & appointments for 2020	Recruited over 30 new teachers to the 6 NHSs and 29 FODE provincial and Headquarters staff		
Tenure Appointment - 2020	<ul style="list-style-type: none"> Conducted NEB Professional Committee meeting for tenure recommendation for FODE & NHSs. More than 40 teachers were given tenure in 2019 for 2020 for FODE & NHSs. 		
Consequential Appointment	<ul style="list-style-type: none"> Had 2020 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.	Four meetings conducted plus one special meeting for teacher appointments.		
Process Personnel Emoluments for teachers at NHS & FODE.	Achievements: All teachers paid on correct salary level. Boarding duty and other allowances paid including recreational leave fares.		
Provide professional support to teachers in NHS/FODE	Teacher Registration and certificates organized eligibility certificates and Inspection reports distributed.		
National High School & FODE Principals meeting	Conducted 3x Principals meeting to discuss issues to do with all schools and appointments		
Organize and Support NIST week activities at schools.	Non Achievement: No financial support from DOE so all school-based NIST Week not supported.		
Commentary and way forward			
Lessons: <ul style="list-style-type: none"> Needs school visits in 2020 by GESD Officers. School inspection to be done by FODE & NHS inspectors. 			
Other comments			
All planned activities were carried out by the respective branches of the Division based on core functions.			
Budget activity Flexible Open and Distance Education 10425 (235-2101-5104)			
	Revised appropriation (K'000s)	Warrants authorized (K'000s)	Expenditure (K'000s)
Staffing costs	1,970,734	1,970,700	2,797,770
Total costs (including staffing)	2,845,662	2,836,454	3,663,524

Targets		Achievements and non-achievements		
16 Provincial Centers visited, 10 outside of Port Moresby.		Target achieved (10 x Provincial Centers visited – Lae, Mt Hagen, Hela, Jiwaka, Rabaul, Wewak, Simbu, Goroka, Buka) East –West Sepik, Madang, Morobe		
4 x Governing Council Meetings attended.		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 K1.5 million for printing alone. Distributed to all FODE Centres		
Grade 11 Selected for 2019		211 selected to do grade 11 in system schools in 2019		
Infrastructure		Renovated PC –Daru, Lae , Vanimo, Madang,		
Staff Capacity Building & Awareness		Held three conferences , Financial management, New Curriculum Implementation, General FODE operations and management		
Commentary and way forward				
Lessons: FODE has operations in all 23 Provinces managed from Head Office therefore continuous visits and sufficient funding is required. Also, sufficient funding needs to be appropriated annually for the 22 Provincial Centres' Operations and maintenance.				
Institutional data, 2019 year				
Institution	Grades	Number of institutions	Enrolment	Number of teachers
Upper secondary		11 and 12		
FODE	7–12	23	11,893 students 30,464 students (by subjects)	45
Budget activity FODE Project 235 – 2101 – 5104				
		Revised appropriation (K'000s)	Warrants authorized (K'000s)	Expenditure (K'000s)
Staffing costs				
Total costs (including staffing)		3000.0		
Targets		Achievements and non-achievements		
Civil Works		Achievement Renovations –PC Daru, NCD, Central, Lae, Madang, Head Office, Vanimo, Madang		
Goods & Services		Achievements 1. Milne Bay received funds for furniture, Learning materials 2. Buka received support for Library and books		
Curriculum Development (Workshops & Training)		Achievements 1. Awareness and training on implementation of new curriculum		
Commentary and way forward				
Lessons: 1. 2015 Funding of K1m not released in full. Only K 260,000.00 paid. 2. K740, 000.00 of 3 rd Quarter was committed, and when claim was submitted for transfer to FODE Rehabilitation Trust Account, it was not approved. 3. Planned activities on identified Civil Works were urgent, but non commitment of funds was the main concern. 4. Sufficient funding required for major and minor infrastructure developments in the 22 Provincial Centres.				
Budget Activity National High Schools Co-ordination 10423 (235-2101-5102)				
		Revised appropriation (K'000s)	Warrants authorized (K'000s)	Expenditure (K'000s)
Staffing costs		5,650,079	5,650,000	7,600,500
Total costs (including staffing)		6,706,079	6,705,914	8,656,298

Targets	Achievements and non-achievements		
Coordinate Grade 11 Selections.			
Prepare and distribute Grade 10 school leaver forms.	Achievements: Already sent E copy of SLFs to GO & PEAs to distribute to their schools.		
Receive and compile Grade 10 SLF in preparation for selections	Received SLF forms from all high schools and secondary schools and uploaded online.		
Conducted Selections.	More than 120 principals of NHSs and Secondary schools with came and selected over 31,000 students to enroll in year 11 in 2020		
Attend Governing Council Meetings.			
Attend to 12/28 Governing Council meetings	Not all Governing Council meetings attended because of funding constraints. National High Schools outside of Port Moresby were affected: Aiyura, Wawin, Passam & Kerevat. Attended only Sogeri, POM NHS and FODE GC meetings.		
End of year Student Travel for NHS students	<ul style="list-style-type: none"> All Grade 12 students have been transported to their homes already. Grade 11 student's travel is still pending, waiting for approval from finance. 		
Teachers Recreational Leaves	Achievement:		
	All Rec Leaves for FODE & NHS teachers have been paid. No outstanding.		
Process Personnel Emoluments for teachers at NHS & FODE.	Achievements: 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.		
Organize and Support NIST week activities at schools.	Non Achievement: No financial support from DOE so all school-based NIST Week not supported.		
Inspection & School Visits	<ul style="list-style-type: none"> No teacher inspection for FODE & NHSs done due to funding constraint. No school visits by GESD staff to FODE Centers and NHSs due to funding constraint. Increase in budgets for 2020. 		
Commentary and way forward			
Lessons:			
<ul style="list-style-type: none"> 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. 			
Budget activity	Secondary Education Coordination 11663		(235-2101-5106)
	Revised appropriation (K'000s)	Warrants authorised (K'000s)	Expenditure (K'000s)
Staffing costs	139.3	139.3	
Total costs (including staffing)	327,298.00	327,298.00	400,594.00
Targets	Achievements and non-achievements		
Provide technical advice to PEA's & Provincial Education Authorities	<p>Achieved 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.</p> <p>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 2019 approximately 45% of monthly /quarterly returns received</p>		

Printing of admin materials – Roll-books, Record Cards, Stock books.	Non-achievement Due to funding constraints we were unable to print these materials. However electronic copies of the Roll Book and Record Cards were devised with the help from ICT and disbursed to PEA's.		
Provincial Visits to Up-date MPR and Data Base for Teachers' and students in High/Secondary schools.	Partly Achieved This initiative was taken this year and we were able to capture 40% on data records. We plan this program for the next 4years to fully achieve the division's desire.		
Commentary and way forward			
Lessons			
1. Revisit Quarterly Return program developed by ICT in 2019 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 item 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'0 00s)	Warrant authorized (K'000s)	Expenditure (K'000s)
Staffing costs	-	-	9,861,445.00
Total costs (including staffing)	9,324,000.00	9,324,000.00	-537,245.00
Targets	Achievements and non-achievements		
Delivery of 2018/2019 Science Kits for 276 selected Primary, High and Secondary School in the country.	Achievements <ul style="list-style-type: none"> • 2018/19 Science Kits delivery included primary schools as per NEC Decision of 72/2017. • Total of 222 Primary Schools, 40 High Schools and 14 Secondary Schools received science kits in the country in May -June, 2019 valued at the cost of K29.9m from contractor - MH Supplies LTD. • Southern Region: 72 Primary, 4 High Schools and 2 Secondary. • Highlands Region: 65 Primary 12 High Schools, and 5 Secondary. • MOMASE Region: 40 Primary, 15 High Schools, and 4 Secondary. • NGI Region: 45 Primary, 9 High Schools, and 3 Secondary. <ul style="list-style-type: none"> • 2019/2020 Science Kits for 222 Primary, 40 High and 14 Secondary Science kits will be delivered in Feb-March, 2020. (1 year extension) <ul style="list-style-type: none"> • APC approved 19 Sept, 2019. • 4 x CSTB Contracts by 4 Regions approved and contract awarded to MH Supplies Ltd in September, 2019 valued at K29.9m. 		
Monitoring and Evaluation of the SSSEP 2018/19.	Achievements All 23 Provinces plus Kiunga Lake Murray District were visited. 2018/19 Science Kits were delivered successfully to the total of 276 selected Primary, High and Secondary Schools. Provincial and Regional reports compiled by 4 regional coordinators. 2018/19 Annual Secondary Schools Equipment Implementation Report was completed in June 30th, 2019 approved by Secretary for Education. Copies distributed to all stake holders.		
Commentary and way forward			
Lessons			
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.			

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:	2,111.8	2,110.0	921.1
Staffing costs	1,180.2	1,180.2	-
Total costs (including staffing)	Achievements and non-achievements		
Full Implementation of National Commission for UNESCO Budget Activity 10409	Budget Appropriation 2018, K2.1 million parked under 235, Department of Education / National Commission for UNESCO Budget Activity 10409		
National Commission and Sub Sector Committees Reactivation	The National Court in February 2019 cleared the prolonged obstacles facing the National Commission and therefore normal implementation of programme activities commenced immediately, thereafter.		
Participation Programme projects for 2018/2019	<p>Funds for 3 projects out of 8 submitted have been approved by UNESCO this biennium. The project beneficiaries include the following. Various contractors have been tasked to implement the projects.</p> <ol style="list-style-type: none"> 1. ICT in Education Policy Development Project, DoE and Project Implementation Consultant Ltd, Port Moresby 2. Juha Technical Secondary School, Education Materials and Wari Ker Ltd, Port Moresby. 3. Development Journalism workshop, UPNG School of Journalism. <p>National Commission for UNESCO Trust Account has been created; all PP funds have been disbursed through the trust account.</p> <p>All implementation reports are due at UNESCO HQs by end of February 2020. However, to date no progress reports have been received from the project implementers.</p>		
Manam Volcano Emergency & Relief Assistance Education materials for affected schools	Funds were approved by UNESCO for the biennium for the project. The Stran Ltd, Port Moresby was contracted to deliver the education materials to disaster affected schools in Manam, Madang. A progress report is expected from the implementer soon.		
National World Heritage Tentative Sites	Initial and preliminary consultation held involving land holders and WWF project officers for the Kikori Basin and Trans-Fly/ Tonda Conservation		

	<p>areas in Gulf Province. Intense consultation with all stakeholders commencing 2019 onwards. This project is active and on-going.</p>
Kuk W.H Management Plan 2017	<p>The management Plan was completed through stakeholder's consultations and is ready for submission to the World Heritage Committee. Follow up work is done by UNESCO National Commission on possibilities of immediate implementation of the plan in 2019. The project is on-going.</p>
2 x International Conference celebrating Cultural/ Linguistic Diversity in the Pacific, Laguna Hotel, Port Moresby.	<p>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).</p> <p>A roadmap PNG to ratify the 2005 International Convention on Cultural Diversity with UNESCO.</p> <p>International Conference hosted by the Linguistic Society of PNG from the 22 – 24 September 2019 to mark and celebrate 2019 as the International Year of Indigenous Languages as declared by UNGA/UNESCO. Participants included international experts from (USA, Australia, NZ, and Russia) and national stakeholders and the academia.</p>
ICT in Education Policy Development Project	<p>The project is a brain-child of DoE conceptualized and scoped in 2016. Through concerted effort by the department and UNESCO National Commission an instrument for baseline data collection formulated and is ready for use in selected schools in NCD and Central province. Seed funds for the project are provided by UNESCO under its Participation Programme, 2018/2019. The RED division of DoE is the lead agency. This project is on-going.</p>
Disaster Risk management "Reducing the loss of lives of school children from Tsunamis in Asia Pacific(PNG) through Better Awareness and Preparedness"	<p>Joint awareness executed with other key stakeholders including UNDP, JICA, National Disaster Officer and National Department of Geo-hazards Planning and Monitoring.</p> <p>Tsunami drills in 3 different provinces conducted: ENBP, MBP and AROB. Funded by UNDP and will continue to other provinces in the country in 2020 and is expected to continue.</p>
Press Freedom Day celebrations May 2019	<p>Booklets and other materials support towards the celebrations at University of PNG, Waigani Campus. A complementary effort has been made by UNESCO funding the National Workshop on Journalism and Development in early 2019. This project is on-going.</p>
National capacity building through UNESCO Joint programme(2018/2019)	<p>One candidate studying Master programme in China under UNESCO/Chinese Government joint Fellowship Programme. Successfully completed the programme and is back in PNG.</p> <p>15 candidates recommended under UNESCO Young Professionals Programme 2018, doing online interviews. None was successful this time.</p> <p>Several of DoE candidates nominated and participated in training/workshops related to specific areas of their work in Fiji, Solomon Islands, and Indonesia.</p>
Participation at the 40 th session of UNESCO General Conference 12-27 November 2019 in Paris France	<p>A three –men delegation from PNG attended the 40th session of UNESCO General Conference held in Paris, France headed by the Minister for Education with strong input from PNG Permanent Delegate to UNESCO based in Brussels, Belgium.</p> <p>PNG 's interventions at the conference included General Policy Debates(Country Statement) delivered by the Minister of Education, Pacific team audience with the Director General on issues facing the region, Elections/Voting on the Executive Board and other intergovernmental subsidiary organs/ committees and key consultations and dialogue established with PRC, Qatar, Tunisia and Saudi Arabia related to their Draft Resolutions; that may stimulate opportunities for future bilateral relations with PNG. Separate report and information papers being organized to that effect.</p>
Commentary and way forward	
<p>Lessons:</p> <ul style="list-style-type: none"> • 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. • UNESCO has been sharing office with Policy and Planning Division. When fully staffed, a separate and fully equipped office will be needed. 	

- UNESCO has been operating without a board and sub sector committees. This will be reactivated in 2020.
- Constant communications with UNESCO HQ and field offices have been maintained and will continue into 2020 onwards.

NOTE: *The above situation as commented have not been improved even in 2019. Therefore, UNESCO Wing seeks with anticipation that in 2020 almost all of the issues/challenges raised get resolved for the office to fully normalize the work of UNESCO in the country.*

Other comments

1. As per the NEC Decision No. 15/2018 and Public Sector Organizational Reform directives UNESCO will need to review and restructure current set up within DoE in 2019. This option has not been exhausted and will continue to pursue even into the possibility of seeking for autonomy of the National Commission again.



Dr. Uke Kombra with senior DoE UNESCO officers pose for a group photo with Mr. Ernesto Fernandez-Polcuch, Chief of the Science Policy and Partnerships Section, UNESCO, Paris, France and Ms Ai Sugiura, Science Program Specialist (UNESCO) Jakarta Regional Science Bureau for Asia and Pacific) after a courtesy call to the Office of the Secretary.

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 authorized (K'000s)	Expenditure (K'000s)
Staffing costs	389	449	708
Total costs (including staffing)	594	594	879
Targets	Achievements and non-achievements		
Facilitate 4 DOE Audit Committee Meetings.	Meetings convened for all 4 Quarters.		
4 NCD schools to be audited. (Evedahana, Sevese Morea, Hagara and Ward strip Dem. Primary Schools, Tokarara and Badihagwa Secondary Schools)	Routine audits were conducted for Badihagwa Secondary School and Wardstrip Primary School and reports completed. Routine audit for Tokarara Secondary School is to be repeated in future. (See Complementary notes below for non-achievement)		
4 National Education Institutions to be audited. (Passam, Aiyura, Wawin, Port Moresby and Sogeri National High Schools)	All National High Schools were covered by routine audits except Port Moresby National High School. (See complementary notes below for non – achievement).		
8 Provinces to be audited on the use of TFF funds.	None audited as planned due to non- allocation of funds under the TFF budget vote and staffing constraints.		
Payroll Losses to be investigated. (Alapa Maipao, Warea Kurumu, Susan Aya, Christine Kiyei David Balem and Ruth Solulu)	Loss Reports released for loss of salaries by teachers (Elenora Ofoi, Lona Dai Katam, Paul Lulue and Sabina Nor) While investigation is still continuing on the remaining teachers. (See complementary notes below for non – achievement)		
6 Allegations of misuse of public funds to be investigated: <ul style="list-style-type: none"> • Un-authorized Loans with ESILoan using teachers' files. • Payroll Losses – 4 Teachers (Lebale Sologo, Vincent Tagune, Lawrence Kongum, Roselyn Okun) • Theft of K10, 000.00 Chq in Accounts Section. • K2.0 million TFF fund paid to a school in WHP. • Loss Salaries of Jacob Maima. • Verification of Dopays Offline-Insufficient information(Christine Janip, Francis Baili, Andy Siwi, David Ess & Alus Lale 	Investigations still continuing. (See Complementary notes below for non – achievement)		
4 NDOE Offices to be audited. (19 Divisions & 6 Units)	None audited. Current focus is on Payroll & Finance Divisions as the high risk areas. (See Complementary Notes below for non-achievement)		
Capacity Development, Training : <ul style="list-style-type: none"> • 1 Principal Internal 	The PIA – Compliance has been confirmed to have successfully completed		

<p>Auditor and 1 Senior Internal Auditor to undertake degree studies at DWU- POM Open Campus.</p> <ul style="list-style-type: none"> • 1 SIA - Compliance to attend Diploma program at PNGIPA. • Attend 2 Days IIA Conference by all Internal Auditors • Attend 2 Days Workshop on Data Analytics • 2 Internal Auditors nominated to undertake "Certified Fraud Examiners – CFE" on-line course. 	<p>the study program and will graduate next year April.</p> <p>For Senior Internal Auditor – Compliance not yet confirmed.</p> <p>The officer will be graduating in March next year for completing diploma studies which ended in November 2019.</p> <p>Activity accomplished. All officers attended.</p> <p>Activity fully achieved. All Internal Auditors attended the workshop.</p> <p>Both have been registered and currently doing the course.</p>
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Commentary and way forward

1. Influx of urgent requests to pre-audit selected Goods and Services claims prior to processing of payments, has placed some planned audits and special audit investigations on hold in Head Office.
2. Three (3) NCD schools not audited due to influx of request to investigate teachers' salary complaints.
3. TFF audit for schools in 8 Provinces not done due to nil allocation under the appropriate TFF budget vote. Will include in 2020 Internal Audit Plan.
4. 10 investigations not done due to reason stated on point (1) coupled with budget constraint.

Lessons Learnt:

With the under staffing issues and budget cuts in 2019, the Internal Audit Unit was unable to complete all of its planned activities. These activities will be included in 2020 Annual Internal Audit Plan.



DoE Senior Staff being show around the Curriculum Development Division Printing Section and equipment which were launched last year.

Executive Branch

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	1,145.0	1,105.0	3,227.0
Total costs (including staffing)	1,662.0	1,661.0	3,783.0
Targets	Achievements and non-achievements		
Support national government policy and directives.	1. Circulars Issued: 45 2. Circular Instruction issued: 13 3. NEC Decisions:7 4. Chief Secretary Meetings:4 5. NEB Meetings : 3		
Monitor and evaluate the education system and develop policies.	<ul style="list-style-type: none"> • Minister, Secretary, TSC and OLA attended the Ministry of Education Devotion Day in January 2019 at PNGEI Hall. • Secretary opened the first WaSH in Schools Policy (2018-2023) Advocacy workshop for Inspectors in the Highlands Region, WHP. • Minister attended a successful 2019 SEOC in Goroka from July 8-12. That was where he challenged the senior officers to "Take back PNG by Giving Quality Education to All and Leaving No One Behind " • Minister launched the "My PNG School Application – East Sepik Roll out" on July 15, 2019 at Mercy Secondary School, ESP. • 		
Provide administration.	Successfully administered all office and administration support for the TMT, SSM and Secretary Office.		
Commentary and way forward			
<ul style="list-style-type: none"> • One main challenge faced in 2019 was funding arrangements for Minister's and Secretary's including the Executives frequent travels in a timely and efficient manner. • Due to cuts from Treasury funding allocated to the Executive Wing activity it was insufficient to effectively execute Secretary's mandated responsibilities. • As a way forward the travels have been centralized, this strategy will hopefully solve this issue. 			
Budget activity	Ministerial Support Services 10406 (235-2101-1107)		
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs	N/A	N/A	N/A
Total costs	192.0	192.0	192.0

Targets	Achievements and non-achievements
Provide leadership and direction to the Department of Education through the Secretary for Education.	The Minister Challenged the 2019 SEOC to think and contribute to the next 10 years education plan that will be the national system’s blue print to give every child every opportunity to receive quality education and leave no one behind. The conference agreed through the number of resolutions to respond to the Prime Minister’s and the Minister’s calls to make every Papua New Guinean literate and a quality education that will help make PNG the richest black Christian country.
Liaise with development partners and regional governments.	The Minister hosted a successful Early Childhood Symposium in October 2019. The inaugural Papua New Guinea (PNG) National Early Childhood Development (ECD) Symposium is a half-day high-level gathering for key government officials, development partners, and public/private stakeholders in PNG to further their understanding of and commitment towards high-quality, equitable, and inclusive early childhood development in the country. The symposium is organized by the PNG ECD Multi-sectoral Coordination Committee – comprised of key representatives from Department for Community Development & Religion, Department of Treasury, National Department of Planning and Monitoring, the National Department of Education National Department of Health, and development partners – with support from UNICEF and the Government of Australia.
Run minister’s office.	Successfully administered all office and administration support for the Minister’s Office.
Commentary and way forward	
<ul style="list-style-type: none"> Insufficient funding is a challenge. 	



Members of the SSM who attended the 2019 Senior Education Officers' Conference in Goroko, EHP

TFF and School Grant
Unit Objective

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

Budget Activity		Tuition Fee Free (TFF) 10408 (235-2101-1109)		
	Revised appropriation	Warrants authorized and Released	Expenditure	
			ITEM DESCRIPTION	ACTUAL COST
Administration	1,779,211	912,954	Salaries & Allowance	866,211
			Travel & Subsistence	151,991
			Office Materials & Supplies	95,000
			Operational Materials & Supplies	49,992
			Transport & Fuel	51,000
			Other Operational Expense	399,971
			Routine Maintenance	20,000
			Office Equipment	45,000
			Leave fares	99,388
			Grants to Schools	616,187,000
Total costs	617,866,211	K530,512,954		K420,836,355.91
Targets	Achievements and non-achievements			
Decentralize TFF functions to NIP, Enga, Morobe, MBP and ENBP	Achievements <ul style="list-style-type: none"> • 5 MOA signed with NIP, Morobe, ENBP, MBP and Enga • TFF Trust Deeds for Trust Accounts Gazetted • Trust Accounts Established • Fund disbursed into TFF Provincial Trust Accounts 			
Review of the TFF Policy	Achievement <ul style="list-style-type: none"> • Developed and circulated to key stakeholders • Revised TFF Policy approved by NEB Second Review Of TFF Policy due to budget cut by 21% <ul style="list-style-type: none"> • Government Tuition Fee Subsidy Policy submitted to NEB • NEB endorsed for Policy for 2020 implementation • NEC Submission done on the same. 			
Audit 106 schools by DoF	Achievements <ul style="list-style-type: none"> • Request approved by NEC for schools Audit • TOR developed and approved • Funding secured and approved by NEC • Audit to commence in March 2020 			
Performance audit by Auditor General's Office	Achievements <ul style="list-style-type: none"> • Audit undertaken in Headquarters and selected provinces in 2019 Non Achievement <ul style="list-style-type: none"> • Final report pending 			
Cost Benefit Analysis	Achievements <ul style="list-style-type: none"> • TOR developed and approved • Funding secured and approved by NEC • Data collection to commenced this year(2019) Non Achievement			

	<ul style="list-style-type: none"> Data Analysis and Report pending 																																																																				
NEB Fee Limit	<p>Achievement</p> <ul style="list-style-type: none"> Revised NEB FEE Limit presented and approved MPS and Secretary Circular Instruction circulated 																																																																				
Teaching and Learning Resources materials	<p>Achievement</p> <ul style="list-style-type: none"> T&L Contracts awarded in 2018 Procurement and Supply – MH Supplies Distribution – Highlands – Protocol, MOMASE – LD Logistics, NGI – Kots Investment, Southern – L&Z Enterprise Management – VESI Contractors All procuring and distribution of T&L Material completed with payments to service providers processed Tender for Distribution and of T&L material 2020 advertised <p>Non Achievement</p> <ul style="list-style-type: none"> Pending notification for CSTB on contract awardees 																																																																				
Public Accounts Committee enquiry	<p>Achievement</p> <ul style="list-style-type: none"> Payment report for 2012 -2019 done and presented in limited time frame <p>Non Achievement</p> <p>Yet to attend PAC Inquiry.</p>																																																																				
Ombudsman Commission enquiry	<p>Achievement</p> <ul style="list-style-type: none"> Request for Information on Allegation on TFF Payment report done and presented in limited time frame. 																																																																				
Establishment of District Education Implementation Committees	<p>Achievement</p> <ul style="list-style-type: none"> 90% Responses rate on membership received 1 pilot program conducted in EHP this year <p>Non Achievement</p> <ul style="list-style-type: none"> 10% yet to respond Endorsement 																																																																				
TFF disbursement report	<p>Achievement</p> <ul style="list-style-type: none"> Payment report disseminated to PDOE, Inspectors and all concerned stakeholders after every payment Payment report and announcement published in Media(Newspaper) Payment report submitted to individual Members of Parliament Payment reports disseminated in meetings in SSM, TMT, NEB and NEC 																																																																				
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2019 TFF Payment by Sectors

SECTOR	Sch.	Enrol	Amount
ELEMENTARY	6,733	780,341	54,998,937.07
PRIMARY	3,657	1,032,434	123,999,522.95
HIGH/SECONDARY	290	200,098	138,129,561.37
VOCATIONAL	6	3,224	2,785,259.69
NATIONAL HIGH	129	39,528	28,041,762.75
FODE	20	60,207	6,622,770.00
SERC	21	11,231	2,246,200.00
PERMITTED	33	21,000	2,100,000.00
TOTAL	10,889	2,148,063	358,924,013.83

2019 TFF PAYMENT BY PROVINCE

PROVINCE	ELEMENTARY		COMMUNITY/PRIMARY		HIGH/SECONDARY		NATIONAL HIGH		VOCATIONAL		FODE		SERC		PERMITTED		TOTAL		
	Enrol	Amount	Enrol	Amount	Enrol	Amount	Enrol	Amount	Enrol	Amount	Enrol	Amount	Enrol	Amount	Enrol	Amount	Sch.	Enrol	Amount
WESTERN	11,824	845,473.36	16,208	1,987,947.87	2,126	1,334,666.58			779	558,813.04	448	49,280.00	1,365	273,000.00			258	32,750	5,049,180.85
GULF	8,107	568,296.78	17,115	2,003,221.50	2,258	1,486,944.60			799	513,688.90							177	28,279	4,572,151.78
CENTRAL	24,307	1,740,526.69	36,735	4,402,502.63	6,584	5,095,232.85	600	592,670.93	786	660,437.20	1,412	155,320.00					428	70,424	12,646,690.30
MBP	32,620	2,344,319.46	39,484	4,896,924.35	5,490	4,651,123.22			1,856	1,748,412.90	465	51,150.00	74	14,800.00			672	79,989	13,706,729.93
NORTHERN	23,645	1,666,337.67	25,799	3,206,947.89	3,212	2,117,004.04			1,044	705,151.82	206	22,660.00					326	53,906	7,718,101.42
SHP	53,938	3,688,532.34	64,436	7,563,967.95	12,462	9,365,894.40			1,383	1,045,611.48	5,026	552,860.00	653	130,600.00	74	7,400.00	753	137,972	22,354,866.17
EHP	65,991	4,669,846.46	93,600	11,037,003.35	25,292	16,467,798.89	560	392,670.31	3,053	2,080,169.92	8,696	956,560.00	636	127,200.00	2,399	239,900.00	690	200,227	35,971,148.93
SIMBU	37,200	2,663,830.16	42,316	5,189,181.25	13,112	9,175,644.70			3,183	2,431,651.43	273	30,030.00	1,640	328,000.00			553	97,724	19,818,337.54
WHP	49,238	3,511,327.62	62,366	7,712,738.12	20,365	13,531,949.66			2,026	1,319,603.96	3,468	381,480.00	620	124,000.00			457	138,083	26,581,099.36
WSP	25,135	1,780,553.92	38,401	4,541,098.13	4,328	3,225,694.16			1,450	1,056,971.55	390	42,900.00	216	43,200.00			545	69,920	10,690,417.76
ESP	41,904	2,790,551.55	71,181	8,143,480.06	11,477	6,916,212.21	493	484,842.21	2,590	1,714,057.37	6,232	685,520.00	339	67,800.00			580	134,216	20,802,463.40
MADANG	63,556	4,462,536.86	78,915	9,462,107.15	10,781	6,712,163.70			1,882	1,101,899.16	905	99,550.00	599	119,800.00	1,244	124,400.00	780	157,882	22,082,456.87
MOROBE	73,808	5,266,218.56	106,322	13,027,511.86	16,686	12,233,655.75	450	445,063.01	2,562	1,887,298.85	8,186	900,460.00	503	100,600.00	873	87,300.00	978	209,390	33,948,108.03
WNPB	32,782	2,292,380.69	37,607	4,409,394.83	6,432	4,663,570.54			1,822	1,233,518.15	2,196	241,560.00			2,346	234,600.00	425	83,185	13,075,024.21
ENBP	29,019	2,098,695.70	46,289	5,765,206.96	9,555	6,743,467.12	529	505,453.42	3,484	2,891,953.78	6,728	740,080.00	1,055	211,000.00	92	9,200.00	514	96,751	18,965,056.98
NIP	19,437	1,386,498.68	23,836	2,987,452.42	4,840	3,709,771.50			1,326	1,331,477.24	2,505	275,550.00	144	28,800.00			456	52,088	9,719,549.84
AROB	27,745	1,940,749.60	40,687	4,943,716.85	5,531	4,329,159.38			1,109	853,775.98	425	46,750.00	726	145,200.00			601	76,223	12,259,351.81
MANUS	5,975	431,124.26	9,314	1,155,564.37	2,198	1,827,699.21			116	83,212.21							206	17,603	3,497,600.05
NCD	28,022	1,991,854.42	51,907	6,373,242.70	12,749	7,357,979.42	592	364,559.81	5,207	2,477,478.14	9,564	1,052,040.00	1,117	223,400.00	11,053	1,105,300.00	117	120,211	20,945,854.49
ENGA	54,242	3,842,086.50	53,741	6,221,814.36	10,577	7,511,685.01			1,093	828,006.32	71	7,810.00	1,086	217,200.00	1,912	191,200.00	560	122,722	18,819,802.19
KLM	9,476	678,866.43	13,307	1,643,229.08	2,601	1,840,736.52			467	322,088.62			458	91,600.00			184	26,309	4,576,520.65
JIWAKA	37,206	2,623,012.46	37,306	4,400,497.00	7,460	4,975,999.18			1,378	1,115,939.62	747	82,170.00			866	86,600.00	337	84,963	13,284,218.26
HELA	25,164	1,715,316.90	25,562	2,924,772.27	3,982	2,855,508.73			133	80,545.11	2,264	249,040.00			141	14,100.00	292	57,246	7,839,283.01
TOTAL	780,341	54,998,937.07	1,032,434	123,999,522.95	200,098	138,129,561.37	3,224	2,785,259.69	39,528	28,041,762.75	60,207	6,622,770.00	11,231	2,246,200.00	21,000	2,100,000.00	10,889	2,148,063	358,924,013.83

Achievements

- 10,889 schools paid with a Total of **K358,924,013.83** into school accounts

Non Achievement

- Many schools dropped off and were not paid due to various issues including: school status, school code related issues, account queried, borrowed code, account closed, duplication, nil data, no account details, not in TFF System, suspended and unknown status.

Capacity Development for TFF Staff.

Achievements

- Two officers doing diploma at DWU Open Campus

Lessons:

Schools with issues were identified and the team is communicating with the provinces to pay those that are operating and deregister those that are not operating.

- Ensure provinces submit reliable and accurate data from all schools
- Liaise with relevant department 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 revised TFF 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 authorized (K'000s)	Expenditure (K'000s)	
Staffing costs (6)	210.7	210.7	278.5	
Total costs (including staffing)	619.4	628.8	691.2	
Targets	Achievements and non-achievements			
Review and revise the National Literacy Policy.	Achievement <ul style="list-style-type: none"> 3rd National Literacy Policy Review conducted 26-30 November funded by UNICEF. Attended by DoE Personnel to produce workable draft for presentation to stakeholders' for final comments, printing and distribution. 			
Alternate Education (AE) Facilitators Handbook finalized through workshop, printed and distributed.	Achievement <ul style="list-style-type: none"> Included National Curriculum Framework for National Alternate Education Program as part B of the National Literacy Policy Non-achievement <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Invitations received, planned for second quarter. Visits made to Literacy Programs in Southern Highlands, Western Highlands, Jiwaka and Simbu LAMP Centre. Non-achievement <ul style="list-style-type: none"> Not many programs visited due to insufficient funds for NLAS Operations. 			
The Annual National Literacy Week (NLW) to be held in conjunction with the International Literacy Day (8th September) at the cost of over K200 000 in the National Capital District.	Achievement <ul style="list-style-type: none"> Completed approval process for launching. Technical Team visited National Capital District electorates and established working committee to prepare for the launching of the NLW 3-8 September, 2018 in the National Capital District. K10,000 seed capital released to NCD NLW Committee 75 000 NLW Posters were inserted in the National, distributed to Literacy Programs and schools within Central and NCD Ten Banners printed for advocacy Successfully celebrated in all the three Districts of National Capital District. Literacy Torch handed over to the ARoB to host NLW 2019. Received by Honorable Joe Lera, Regional Member, AROB and Honorable Timothy Masiu, Deputy Opposition Leader Non-achievement <ul style="list-style-type: none"> 2018 NLW Report in progress. 			
Establish the National Alternate Education Council (NAEC) in place of the former National Literacy and Awareness Council (NLAC).	Achievement <ul style="list-style-type: none"> Candidates identified for Membership. Non-achievement <ul style="list-style-type: none"> Candidates not endorsed and commissioned by the Minister for Education. 			
Provide Literacy Grants to AE Projects, Monitor project.	Achievement <ul style="list-style-type: none"> Provided Literacy Grants to 5 organizations' to the value of K50 000 Non-achievement <ul style="list-style-type: none"> Over 100 Alternate Education Programs missed out in the distribution due to insufficient funding allocation 			
Alternate Education Curriculum and Out of school	Achievement <ul style="list-style-type: none"> Discussions with UNICEF to fund the Alternate Education Curriculum 			

children Initiative.	<p>during the one week National Literacy Policy Review Workshop 26-30 November, 2018.</p> <ul style="list-style-type: none"> • OOSCI PNG report to TMT endorsed <p>Non-achievement</p> <ul style="list-style-type: none"> • OOSCI population projection Assumption pending endorsement from NSO. • NLAS not informed of its role in OOSCI
NLAS Staff Capacity Development	<p>Achievement</p> <ul style="list-style-type: none"> • Staff Development Plan submitted to HROD. • One staff continuing studies with ITI in IT
CS Rehabilitation Program	<p>Achievement</p> <ul style="list-style-type: none"> • CS Inmates book in literacy being edited and finalized • CS rehabilitation program continuing • Inmates literacy students graduating with certificates • Business Literacy Program in video being edited
Telikom Foundation	<p>Achievement</p> <ul style="list-style-type: none"> • Telikom Foundation assisted with NLW 2018 and supplied computer equipment worth more than K80 000.00 to four institutions.
Commentary and way forward	
<ol style="list-style-type: none"> 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 support to the Alternate 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 five Alternate Education Programs with the K50 000 that was allocated for 2018. 	
<p>Lessons</p> <ul style="list-style-type: none"> • Inadequate funding affected many planned activities. These activities are planned for next year 2019 • NLAS direct link to Alternate Education Programs was through grants to Non-Profit organizations that provide Alternate Education Programs to communities throughout PNG. 	



Secretary for Education Dr. Uke Kombra, PhD poses for a photograph with the representatives of the development partners and NGOs at the 2019 Senior Education Officers' Conference in Goroka, EHP.

Legal Services Branch

Objective

The main objective of the Legal Services Branch is to coordinate and provide legal advice or 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)	3	N/A	N/A
Of which staffing costs		N/A	N/A
Targets	Achievements and non-achievements		
Litigation	<ol style="list-style-type: none"> Contractor cases (i) NCDES (ii) OLA (iii) RESI, total number of Writs served on DoE/SolGen 178 including (100 plus) cases registered in Court. General cases (5) Section 5 Notices (200 plus) 		
Drafting of Legislations	<ol style="list-style-type: none"> Education Act Review (on-going) Provincial Education Act drafting and advise (on-going 3 Provinces) 		
Legal brief(s) and Advising	<ol style="list-style-type: none"> Provided both legal advices to the Secretary and to the Minister through the Secretary's office on the (1) Contractor's cases (ii) issues and position of the DoE and DHERST on the appointment of POMBUS (iii) Distinction of Roles and Function between DoE and TSC. Preparing of Charges and providing advice to Committees. Investigations are done as per the request of the Secretary. 		
Commentary and way forward			
<p>Lessons:</p> <ol style="list-style-type: none"> The Unit coped well in the main areas of its responsibility and functions as per there job description. Court matters were attended too, cooperated well with our colleagues especially Sol Gen and the Team. 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. The Legal Unit needs to work together as a Team and cooperate as a Unit. The Team has to associate more closely amongst themselves.. The Team requires support in terms of Stationery, Logistics and funding. Stationery and Logistics has been very poor this year (2018). 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. This year (2018) the two lawyers did not get registered. It would be fair to have a small allocation of K60 000.00 to K 80 000.00 to be used by the Unit to maintain its demands and office. 			

Appendix

Data sources and notes

Sources

General

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

Population data

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

Education system structure (Figure 1, page 1)

- *National Education Plan 2015–2019*, NDoE

Enrolments (Figure 3–Figure 5, Table 6, Table 7)

- *Education Statistics of Papua New Guinea*, Statistics and EMIS, NDoE, for each year 1995–2019.
- 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 7, Figure 8)

- EMIS

National Examinations (Table 8)

- Measurement Services Division (MSD), 2019

Teachers, Manpower and Establishment (Figure 6, Figure 17–Figure 20, Table 1)

- Manpower Review, quarter 4, 2019
- *Education Statistics of Papua New Guinea* for 2018

Gender statistics (Figure 19) are from O&D records (for public servants) and 2018 enrolment and staffing returns from provinces to Statistics & EMIS, PP. Also DoE division reports, *DoE 2019 Annual Report*.

Education Budget and Tuition Fee Free (Education and *Training Sector 2019*)

The composition of the 2019 budget appropriation for the Education and Training Sector, by agency, is shown in Table 2.

Table 2 Tables 10–13 and Tables 17–20)

- Finance Division, Accounts and Budgets sections records
- TFF Secretariat Records for 2019

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 1995 to 2018. Confirmed official enrolment statistics from EMIS
2. **Growth in education from 1995 to 2018 through the education reforms** (Figure 8, Table 8)
Growths in enrolments are from the 2018 data.
3. **Number of students counted by grade or level** (Figure 3, Figure 4, Table 6, Table 7)
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 7, Table 8)
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 2017 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 before and after the reform (by type of institution)

Type of Institution	Grades	1992	1995	2000	2005	2010	2015	2016	2017	2018	2019
Elementary	EP, E1, E2	0	1,497	148,808	414,000	580,741	802,281	872,932	889,990	1,005,329	1,055,595
Prim /Comm	1 to 8	433,592	521,018	610,282	558000	837,282	957,410	1,008,418	1,005,261	1,047,034	1,097,286
Prov. High/Sec.	7 to 12	54,165	70,214	76,778	78,800	106,164	167,049	181,740	179,995	204,022	374,040
NHS	11,12	1,965	2,051	2,382	2,800	3,467	2,645	3,069	3,101	3,266	3,260
Voc. Centres	after G6/7	8,750	9,807	13,714	17,200	24,631	40,004	39,355	40,596	38,814	40,755
Tech./Bus. Coll.	after G10/12	1,182	2,005	2,077	3,700	5,531	6,106	6,572	5,617	7,519	7,895
Prim. Teachers Coll.	after G10/12	1,208	1,718	1,758	3,400	2,662	5,247	5,877	5,600	5,720	6,006
Total NES		500,862	608,310	855,799	1,077,900	1,560,478	1,980,742	2,117,963	2,130,160	2,311,704	2,584,837
Permitted schools (IEA)											
Permitted Prim.	1 to 8	8,955	9,741	11,100	8,700	4,103	6,099	7,996	10,854	11,397	11,967
Perm Sec.	7 to 12	1,489	2,091	1,901	2,100	1,342	7,451	8,995	6,369	6,687	7,022
SDA Teacher Ed.	after G1/12		242	81	400	0	0	0	0	0	0
Total Permitted		10,444	12,074	13,082	11,200	5,445	4,636	4,468	17,223	18,084	18,989
Total enrolments		511,306	620,384	868,881	1,089,200	1,565,923	1,985,378	2,183,990	2,115,697	2,329,788	2,603,826
Upper Sec. (G11/ 12)											
NHS		1,965	2,051	2,382	2,800	3,467	2,645	3,069	3,101	3,266	3,260
Secondary Schools		0	1,621	5,942	16,200	25,121	45,560	50,311	54,432	204,022	374,040
Permitted Sec. School		123	263	625	1,100	531	3,366	4,509	2,718	2,854	2,997
Total grade 11 & 12		2,088	3,935	8,949	20,100	29,119	51,571	57,889	60,251	210,142	380,297
National Education System teachers		18,785	21,775	28,439	35,386	41,402	53,848	58,419	53,891	56,197	59,007

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

Table 7 National Education System enrolment by level and type of school - 2019 compared with 1992

Grade /level	Enrolment		Change	
	1992	2019	Number	%
EP		398,142	398,142	100%
E1/G1	99,879	351,347	251,468	72%
E2/G2	87,815	306,107	218,292	71%
Total elem. level	187,694	1,055,595	867,901	82%
Grade 3	76,650	225,923	149,273	66%
Grade 4	66,706	203,868	137,162	67%
Grade 5	56,021	192,167	136,146	71%
Total lower prim.(G3-5)	199,377	621,958	422,581	68%
Grade 6	47,521	176,365	128,844	73%
Grade 7	17,323	156,538	139,215	89%
Grade 8	14,481	142,424	127,943	90%
Total upper prim.(G6-8)	79,325	475,328	396,003	83%
Total prim.level(G3-8)	278,702	1,097,286	818,584	75%
Grade 9	11,684	79,252	67,568	85%
Grade 10	10,677	73,855	63,178	86%
Total lower sec.	22,361	153,107	130,746	85%
Grade 11	1,002	34,812	33,810	97%
Grade 12	963	29,755	28,792	97%
Total upper sec.	1,965	64,567	62,602	97%
Total sec. level (G9-12)	24,326	217,673	193,347	89%
Vocational	8,750	40,755	32,005	79%
Tech & Bus.Coll.	1,182	7,895	6,713	85%
Prim.Teachers Coll.	1,208	6,006	4,798	80%
Special Educ. all grades		9,724	9,724	100%
FODE*	10,500	20,591	10,091	49%
TOTAL NES	512,362	2,455,525	1,943,163	79%

Source: Education Statistics of PNG 1992 & EMIS 2018 plus estimates for non-responding schools.

Table 8 Candidates nominated to sit the national examinations 2014 - 2019

Examination	2014	2015	2016	2017	2018	2019
Certificate of Basic Education (Gr 8)	116,430	119,791	122,657	122,232	133,745	120,000
Lower Secondary School Certificate (Gr 10)	66,757	59,841	63,604	66,051	72,012	66,450
Upper Secondary School Certificate (Gr 12)	21,057	23,411	23,839	26,352	30,662	29,000
Total	204,244	203,043	210,100	214,635	236,412	215,450

Source: Measurement Services Section Unit, CDAD records.

Note: Numbers for Grades 8, 10 and 12 are for the number of students nominated to sit for the Examinations.

Table 9 Ministry of Education manpower and establishment 2019 - by division

Division /Category		TSC/PSC Establishment ceiling	Staff on Strength/ Payroll Q4 2019	Vacant Positions	Unattached officers
Public Service positions	Executive	35	37	10	1
	PP	27	20	13	-
DoE Line Divisions	RED	26	20	8	-
	HROD	34	37	12	2
	Payroll	52	42	23	14
	Finance	37	36	16	3
	Administration	64	45	29	-
	Procurement	20	13	11	-
	Inspections	247	242	69	-
	Guidance & Counseling	40	37	10	-
	CDD	56	47	27	-
	Measurement Services Division	43	31	19	-
	E-Learning	44	21	19	-
	TVET Schs Ops	27	26	10	-
	TVET Curriculum	31	27	12	-
	TVET Inspections	37	31	9	-
	TED	38	32	9	-
	GES	28	23	11	-
	ICT	30	18	15	-
	NCDES	24	24	5	-
	Internal Audit	21	13	10	-
	TFF Secretariat	29	29	10	-
NLAS	6	6	-	-	
UNESCO	24	17	8	-	
MCU	9	5	7	-	
PMU	12	11	12	-	
Total DoE Approved Staff Ceiling		1,041	890	384	20

Sources: Staff on strength for quarter 4, 2019: as reported by Organisation and Development Branch, HROD.

*Information for TSC & OLA were not available at the time of printing.

Table 10 National Education System budget appropriations, 2014–2019

COMPONENT	2014	2015	2016	2017	2018	2019
Department of Education	1,082,254.4	1,140,977.60	953,385.00	868,101.00	876,823.00	973,092.80
Provinces-Teachers' Salaries	706,174.5	936,473.6	1,023,286.70	1,103,622.90	1,164,223.60	1,365,343.00
Provinces-Teachers' Leave Fares	26,899.6	34,828.4	30,637.80	28,835.00	29,410.00	33,658.80
Provinces-Education Subsidy	96,262.9	115,925.80	120,200.00	118,115.90	116,566.80	114,907.70
Total National System	1,911,591.4	2,228,205.4	2,127,509.50	2,118,674.80	2,187,023.40	2,487,002.30

Table 11 Ministry of Education recurrent budget by program, 2014–2019

Program	2014	2015	2016	2017	2018	2019
TMT & General Administration	635,841.30	636,459.30	624,617.60	622,005.70	623,780.30	640,313.80
Development & Implementation of Education Standards	38,834.00	96,045.00	36,048.20	46,648.90	50,911.40	61,313.70
Basic Education	22,398.10	42,075.80	86,664.40	31,471.50	31,067.90	31,676.20
Literacy & Awareness	1,000.00	2,225.00	1,098.90	621.90	634.40	625.40
General Secondary Education	48,001.00	56,020.00	47,104.10	31,586.60	34,844.30	35,053.60
Vocational Education	185,255.00	5,228.00	4,995.80	3,302.20	3,700.40	3,724.40
Technical Education	30036	37,980.50	20,685.60	19,293.30	19,480.20	9,483.80
Teacher Education	34332	39,937.00	34,389.40	20,843.20	20,574.30	21,022.50
Library Services	3,100.00	8,599.20	3,254.80	1,801.70	2,076.60	7,506.60
Management of Teachers Affairs	3,437.00	4,382.80	3,965.90	2,738.40	6,530.90	1,400.30
Government Records and Archives	1000	1,810.00	1,050.30	667.60	692.20	682.60
TOTAL	1,003,234.40	930,762.60	863,875.00	780,981.00	794,292.90	812,802.90

Table 12 Ministry of Education recurrent budget, 2014-2019
- amount available for administration and service delivery for general education

[Total without NCD teachers salaries, Education subsidies]

Program	2014	2015	2016	2017	2018	2019
TMT & General Administration	30,841.30	31,459.30	22,617.60	20,005.70	21,780.30	38,313.80
Education Standards	38,834.00	96,045.00	36,048.20	46,648.90	50,911.40	61,313.70
Primary Education	9,718.90	3,598.40	47,674.00	1,199.70	2,642.90	-53,795.70
Literacy & Awareness	1,000.00	2,225.00	1,098.90	621.90	634.40	625.40
Secondary Education	38,362.90	44,553.10	34,324.70	22,784.50	24,390.10	8,292.40
Vocational Education	181,777.90	1,292.90	1,145.90	721.20	500.10	-4,672.50
Technical Education	30,036.00	37,980.50	20,685.60	19,293.30	19,480.20	9,483.80
Teacher Education	34,332.00	39,937.00	34,389.40	20,843.20	20,574.30	21,022.50
Library Services	3,100.00	8,599.20	3,254.80	1,801.70	2,076.60	7,506.60
Government Records and Archives	1,000.00	1,810.00	1,050.30	667.60	692.20	682.60
Total	349,565.20	267,500.40	202,289.40	134,587.70	138,396.70	88,772.60

Source: Table 14- Table 24: 2019 Budget Books

Table 13 Ministry of Education recurrent budget - summary by item, 2014-2019

Expenditure Items	2014	2015	2016	2017	2018	2019
Personnel Emoluments	117,945.00	146,499.90	145,072.40	108,620.00	115,330.00	116,671.00
Goods & other Services	317,023.80	123,571.50	159,286.30	133,794.40	136,118.30	77,945.00
Education Subsidy	605,000.00	605,000.00	602,000.00	602,000.00	601,302.00	616,187.00
Other current transfers	11,089.60	15,436.85	7,194.50	4,066.30	2,494.20	2,619.00
Capital Expenditure	31,196.00	48,836.00	7,331.80	19,620.30	21,578.50	160,290.00
TOTAL	1,082,254.40	939,344.25	920,885.00	868,101.00	876,823.00	973,712.00

Table 14 Ministry of Education development budget by program, 2014–2019

Program	Appropriation (K,000)						
	2014	2015	2016	2017	2018	2019	
TMT & General Admin	10,379.00	9,600.00	300.00	1,900.00	-	38,313.80	
Development and Implementation of Education Standards	22,854.00	64,505.00	23,790.00	42,820.00	41,530.00	61,313.70	
Primary Education	12,060.00	95,300.00	46,670.00	25,000.00	30,000.00	-53,795.70	
Literacy & Awareness	-	-	-	-	-	625.40	
Vocational Education	6,201.00	3,500.00	29,890.00	7,400.00	1,000.00	8,292.40	
General Secondary	180,455.00	5,200.00	2,680.00	-	-	-4,672.50	
Technical Education	18,336.00	18,000.00	5,000.00	10,000.00	10,000.00	9,483.80	
Teacher Education		192,605.00	-	-	-	21,022.50	
Library Services	-	-	-	-	-	7,506.60	
Government Records and Archives	-	-	-	-	-	682.60	
TOTAL	250,285.00	388,710.00	108,330.00	87,120.00	82,530.00	88,772.60	

Table 15 Percentage of development budget by program, 2014–2019

Program	Appropriation (K,000)						
	2014	2015	2016	2017	2018	2019	
TMT & General Admin	4%	2%	0%	2%	0%	0%	
Development and Implementation of Education Standards	9%	17%	22%	49%	50%	49%	
Primary Education	5%	25%	43%	29%	36%	15%	
Literacy & Awareness	0%	0%	0%	0%	0%	0%	
Vocational Education	2%	1%	28%	8%	1%	11%	
General Secondary	72%	1%	2%	0%	0%	0%	
Technical Education	7%	5%	5%	11%	12%	19%	
Teacher Education	0%	50%	0%	0%	0%	0%	
Library Services	0%	0%	0%	0%	0%	3%	
Government Records and Archives	0%	0%	0%	0%	0%	3%	
TOTAL	100%	100%	100%	100%	100%	100%	

Table 16 Share of development budget appropriation by donor, 2014–2019

Donor	2014	2015	2016	2017	2018	2019
World Bank	1.0%	21.9%	1.0%	1.0%	0.0%	0.0%
AusAID	27.5%	0.0%	27.5%	27.5%	36.4%	14.7%
EU	41.6%	42.3%	41.6%	41.6%	37.7%	20.7%
New Zealand	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
JICA	5.3%	1.6%	5.3%	5.3%	4.1%	2.1%
GoPNG	22.4%	34.2%	22.4%	22.4%	21.8%	62.4%
UN	2.2%	0.0%	2.2%	2.2%	0.0%	0.0%
China	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 17 Education 2019 development budget appropriation by program and donor (K000s)

Vote code	Description	Original Appropriation	2018								Total	
			GoPNG	AusAID	EU	NZ	CHINA	UN	WB	JICA		
235-2101-3232 IFMS 21361	PNG Education Program		23,600.00									23,600.00
New IFMS 22126 IFMS 22144	TVET Capacity building in Secondary Schools	5,000.00										5,000.00
235-2101-1201 IFMS 22793	Education Training & HRD 2 (EDF9)			33,260.00								33,260.00
235-2101-1228 IFMS 22825	Improving the Quality of Mathematics & Science	5,000.00							2,970.0			7,970.00
235-2101-1238 IFMS 22830	Polytechnic Institutions Development Program	20,000.00										20,000.00
235-2101-1240 IFMS 23027	Improving the Quality of Teaching Materials	2,000.00							460.00			2,460.00
Existing IFMS 23122	Curriculum Development	10,000.00								-		10,000.00
New IFMS 23123	School Structure Reform Program (Science Labs)	10,000.00										10,000.00
GRAND TOTAL		18,000.00										18,000.00

Table 19 Education appropriations in provincial budgets

Item 114 teachers leave fares, 2015–2019 (K,000)

	Province	Appropriation				
		2015	2016	2017	2018	2019
1	FLY	1,001.2	1,593.60	3,571.00	2,500.00	2,500.00
	Gulf	699.6	937.7	800.00	600.00	600.00
3	Central	2,316.8	2,548.50	2,316.80	2,300.00	2,300.00
4	NCD					
5	Milne Bay	1,163.7	1,163.70	1,500.00	1,000.00	1,000.00
6	Oro	1,478.0	1,478.00	1,400.00	1,100.00	1,100.00
7	SHP	890.4	890.4	800.00	750.00	750.00
8	Hela	333.9	333.9	250.00	260.00	1,000.00
9	Enga	1,068.0	1,068.00	900.00	1,000.00	1,050.00
10	WHP	1,311.3	1,311.30	1,100.00	1,050.00	800.00
11	Jiwaka	524.5	524.5	400.00	125.00	1,000.00
12	Simbu	778.5	978.5	800.00	800.00	5,000.00
13	EHP	1,156.5	1,156.50	1,000.00	1,000.00	2,000.00
14	Morobe	3,008.1	7,008.10	5,000.00	5,000.00	1,000.00
15	Madang	1,711.5	2,711.50	1,700.00	2,000.00	1,000.00
16	ESP	1,163.7	1,163.70	1,000.00	1,000.00	500.00
17	Sandaun	1,144.7	1,296.60	1,100.00	1,000.00	750.00
18	Manus	614.3	614.3	550.00	500.00	1,200.00
19	NIP	890.7	890.7	850.00	750.00	2,800.00
20	ENBP	1,274.1	1,490.40	1,100.00	1,200.00	2,400.00
21	WNBP	3,019.6	3,567.60	3,000.00	2,800.00	260.00
22	AROB	1,350.5	2,100.90	1,500.00	2,100.00	400.00
	TOTAL	26,899.6	34,828.4	30,637.8	28,835.0	29,410.0

Source: 2019 Budget Books. See note below:

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

Table 18 Education appropriations in provincial budgets

Item 111 teachers' (TSC) salaries, 2015–2019 (K,000)

	Province	Appropriation				
		2015	2016	2017	2018	2019
1	FLY	1,394.00	2,980.00	7,889.9	7,689.30	6,942.40
2	Gulf	3,906.80	4,844.60	4,027.4	4,522.50	4,069.30
3	Central	6,328.10	6,289.00	6,098.5	5,716.50	1,737.80
4	NCD					
5	Milne Bay	7,719.50	7,804.20	7,652.6	6,666.60	7,027.10
6	Oro	4,145.40	4,426.90	3,954.5	4,042.80	3,990.00
7	SHP	4,378.30	3,414.10	4,844.1	7,672.20	7,225.70
	Hela	5,186.70	5,231.80	4,843.1	4,073.20	3,970.80
8	Enga	4,378.30	6,092.90	6,336.7	2,488.80	3,217.60
9	WHP	9,285.60	9,362.20	8,463.3	9,607.30	11,040.80
	Jiwaka	9,579.10	10,811.40	10,552.5	11,450.70	10,971.80
10	Simbu	2,000.00	2,000.00	-	-	-
11	EHP	9,022.70	9,450.80	8,463.5	9,422.40	9,449.40
12	Morobe	12,464.10	12,755.50	12,227.5	12,278.50	11,264.60
13	Madang	9,675.60	10,061.80	9,046.3	9,251.80	9,686.40
14	ESP	3,092.90	2,977.90	1,698.0	1,015.40	820.20
15	Sandaun	555.40	965.50	721.4	-	-
16	Manus	3,713.00	5,868.10	4,337.6	3,066.40	2,598.30
17	NIP	6,127.40	6,567.70	7,626.6	4,983.60	7,418.30
18	WNBP					
19	ENBP	2,009.70	2,673.30	3,718.70	5,308.70	5,683.20
20	AROB	3,660.30	5,613.70	5,613.70	7,310.10	7,794.00
	Total Provinces	936,473.60	706,174.50	108,622.9	120,191.4	118,115.9

Table 21 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 General Secondary Education	Coordination & Provision of Literacy & Awareness Services Secondary Education Coordination, including all costs for National High School, and FODE. Includes costs of secondary education in NCD
Tertiary Education	Vocational Education	Vocational Education Coordination and Special Education. Includes costs of vocational education in NCD
	Technical Education	All aspects of Technical Education
	Teacher Education	Pre-service & in-service teacher education
	Library Services	Library operations
Cultural Services Government Archives Maintenance	Government Records & Archives	Maintenance & storage of Government archives

Table 20 Education appropriations in provincial budgets Item 143

*Education Function Grants, 2015–2019 (K,000,000)

Province	2015	2016	2017	2018	2019
1 FLY	1,394.00	2,980.00	7,889.9	7,689.30	6,942.40
2 Gulf	3,906.80	4,844.60	4,027.4	4,522.50	4,069.30
3 Central	6,328.10	6,289.00	6,098.5	5,716.50	1,737.80
4 NCD					
5 M/Bay	7,719.50	7,804.20	7,652.6	6,666.60	7,027.10
6 Oro	4,145.40	4,426.90	3,954.5	4,042.80	3,990.00
7 SHP	4,378.30	3,414.10	4,844.1	7,672.20	7,225.70
8 Hela	5,186.70	5,231.80	4,843.1	4,073.20	3,970.80
9 Enga	4,378.30	6,092.90	6,336.7	2,488.80	3,217.60
10 WHP	9,285.60	9,362.20	8,463.3	9,607.30	11,040.80
11 Jiwaka	9,579.10	10,811.40	10,552.5	11,450.70	10,971.80
12 Simbu	2,000.00	2,000.00	-	-	-
13 EHP	9,022.70	9,450.80	8,463.5	9,422.40	9,449.40
14 Morobe	12,464.10	12,755.50	12,227.5	12,278.50	11,264.60
15 Madang	9,675.60	10,061.80	9,046.3	9,251.80	9,686.40
16 ESP	3,092.90	2,977.90	1,698.0	1,015.40	820.20
17 Sandaun	555.40	965.50	721.4	-	-
18 Manus	3,713.00	5,868.10	4,337.6	3,066.40	2,598.30
19 NIP	6,127.40	6,567.70	7,626.6	4,983.60	7,418.30
20 ENBP					-
21 WNBWP	2,009.70	2,673.30	3,718.70	5,308.70	5,683.20
22 AROB	3,660.30	5,613.70	5,613.70	7,310.10	7,794.00
TOTAL	108,622.9	120,191.4	118,115.9	116,566.8	114,907.7

Source: 2019 Budget Books

Notes:

1. NCD included in DoE Budget – no equivalent to provincial component.

National Education System Directory 2019**MINISTRY OF EDUCATION**

Minister for Education

Hon. Joseph Yopyyopy, MP

DEPARTMENT OF EDUCATION

Secretary for Education

Uke Kombra, PhD

Acting Deputy Secretary – Policy & Corporate Services

Mr. Titus Romano Hatagen

Deputy Secretary – Schools & Education Standards

Mr. Walipe Wingi

Acting Deputy Secretary – TVET & UNESCO

Mr. Wini Leka

FAS – Policy & Planning

Mr. Peter Kants

FAS – Corporate Services

Mr. Andrew Angobe

FAS – Financial Services

Mr. Camilus Kanau

FAS – TVET Operations and Standards

Mrs. Monica Maluan

Acting FAS – TVET and e-Learning

Mrs. Rossa Apelis

FAS – Teacher Education and Standards

Mr. Joseph Moide

FAS – Curriculum & Measurement

Mrs. Annemarie Kona

FAS – UNESCO

Mr. Wesley Lakain

FAS – Provincial Services

Mr. Maxton Essy

AS – Policy and Planning

Mr. John Kawage

Acting AS – Research, Evaluation and Statistics

Mr. Brian Monie

AS – Information Communication Technology

Mr. Thomas Podarua

AS – Human Resources & Organizational Development

Mr. Hams Mipil

AS – Payroll

Ms. Kures Riwa

AS – Finance

Mr. Linz Waimba

Acting AS – Procurement

Mr. Joe Eka

Acting AS – Administration

Mr. Andrew Kuk

AS – Teacher Education

Mr. Allan Jim

AS – TVET Operations and Management

Mr. Rueben Aue

Acting AS – TVET Curriculum

Mr. Wilson Garu

Acting AS – TVET Inspections

Mrs. Stellina Sergius

AS – General Education Services

Mrs. Joyce Tepu

AS – National Capital District Education Services

Mr. Sam Lora

AS – Curriculum Development

Mr. Steven Tandale

AS – Measurement Services

Mr. Packiam Arulappan

AS – e-Learning

Ms. Hatsie Mirou

AS – Guidance and Counseling

Mr. Philip So'on

AS – Standards

Mr. Paul Ainui

TEACHING SERVICE COMMISSION

Chairman

Mr. Baran Sori

Commissioner – Policy

Mr. Samson Wangihomie

Commissioner – Operations

Mr. Mathew Pobaya

OFFICE OF LIBRARIES AND ARCHIVES

Director-General Office of Libraries and Archives

Mr. Kakaito Kasi

HEADS OF PROVINCIAL EDUCATION DIVISIONS

Western

Mr. Charlie Buia

Gulf

Mr. Gabriel Opa

Central

Mr. Philip Alu

Milne Bay

Mr. Roma Tuidam

Oro

Mr. Maino Vegoli

Southern Highlands

Mr. Che Mephio

Simbu

Mr. Matthew Geglua

Eastern Highlands

Mr. Thomas Jonduo

Western Highlands

Mr. Knox Kiap

Enga

Mr. Was Rowatina

Sandaun

Mr. Daniel Yaman

East Sepik

Mr. Raymond Bakavi

Madang

Mr. John Sigara

Morobe

Mr. Keith Jiram

West New Britain

Mr. Paul Laore

East New Britain

Mr. Hubert Wangum

New Ireland

Mr. Benson Apelis

Autonomous Region of Bougainville

Dr. Justin Kehatsin

Manus

Mr. Joel Lolou

Hela

Mrs. Joan Puname

Jiwaka

Mr. Erwin Us



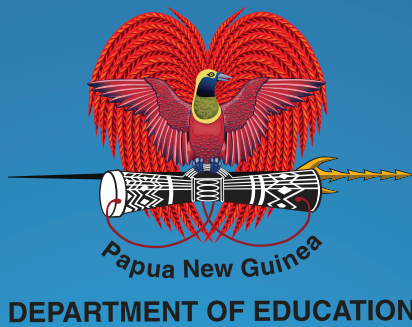
EHP Division of Education hands over a mudman mask to Morobe PEA Keith Jiram signifying the hosting of SEOC by Sandaun in 2020



Last SSM for 2019



ICT staff in Wewak for launch of MSA



DEPARTMENT OF EDUCATION