Papua New Guinea
DEPARTMENT OF EDUCATION

Annual Report 2017

MINISTRY OF EDUCATION

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Vice Minister for Education	Hon. Gisuwat Sinuwin, MP

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AS – General Education Services	Mrs Joyce Tepu
Acting AS – National Capital District Education Services	Mr Sam Lora
Acting AS – Curriculum Development	Mr Steven Tandale
Acting AS – Measurement Services	Mr Packiam Arulappan
AS – e-Learning	Ms Hatsi Mirou
AS – Guidance and Counseling	Mr Philip So'on
AS – Standards	Mr Paul Ainui

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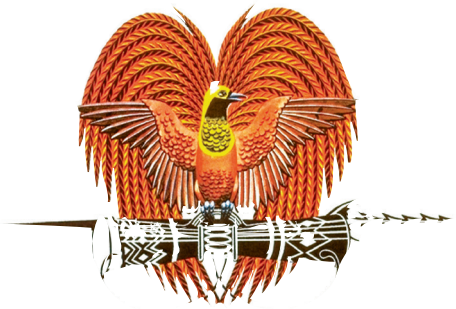
2017 ANNUAL REPORT



PAPUA NEW GUINEA
DEPARTMENT OF EDUCATION

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Abbreviation

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

Abbreviation

Q	Q1, Q2, Q3, Q4: Quarter 1,2, 3, 4 of the year
SBC	School Based Counsellor
SDA	Seventh Day Adventist
SDC	Staff Development Committee
Sec	Secondary – post grade 8
SERC	Special Education Resource Centre
SEOC	Senior Education Officers' Conference
SGD	Standards & Guidance Division
SHP	Southern Highlands Province
SIU	Self-Instructional Unit (CET)
SLIP	School Learning Improvement Plan
SSM	Secretary's Staff Meeting (all DoE ASs, & above, TSC Chairman & Commissioners, Director Generals OLA & OHE)
SSO-Prim	Senior Standards Officer – Primary
SSO-Sec	Senior Standards Officer – Secondary
SWAp	Sector Wide Approach (to Aid programs)
TA	Technical Adviser, Technical Assistanc/ Travel Allowance (depending on context)
TC	Technical College
TDT	Trainer Directed Training (CET)
TED	Teacher Education Division
TFF	Tuition Fee Free
TMT	Top Management Team (DoE Secretary,
D/	Ss, FASs)
TSC	Teaching Service Commission
TTC	Technical Training Certificate
TV	Television
TVET	Technical and Vocational Education & Training
UBE	Universal Basic Education
UNESCO	United Nations Educational, Scientific & Cultural Organisation
UNICEF	United Nations Children Fund
UOG	University of Goroka
UOT	University of Technology
UPNG	University of Papua New Guinea
VocC	(Voc.) Vocational Centre (see VTC)
VTC	Vocational Training Centre
WHP	Western Highlands Province
WNB(P)	West New Britain (Province)
SBC	Standards Based Curriculum
SBE	Standards Based Education
MCU	Media and Communication unit
OLA	Office of Labraries and Archives
PEP	Provincial Education Plan
SDG	Sustainable Development Goals

Minister's Message

Education is a tool for success therefore; it remains the Government's number one priority.

Education influences all forms of development by increasing the productivity of the labour force and growth in the economy which is envisioned in the Development Strategic Plan and laid out in the country's Vision 2050.

The Government's focus is on delivering quality education to rural areas, through the District Services Improvement Program.

There were quality interventions that the Government have approved to improve the quality and standard of teaching and learning. These included:

1. 2 - 3 years of primary teacher training;
2. Supply of science kits and recruitment of science and mathematics teachers;
3. Minimum entry to teachers college is Grade 12;
4. Institutionalizing all elementary teachers training;
5. Meeting standards in the establishment of schools;
6. Regional benchmarking in Assessment;
7. Recruitment of specialist teachers;
8. A single integrated TFF policy to improve transparency and bring out accountability at the school level.

We have also made improvements in other key areas of the education sector especially in the implementation of the Standards Based Education.

For the first time in a couple of years, the Ministry was able to conduct the national examinations without major incidences of cheating. This was a result of the quality control measures already in place for a number of years to curb cheating which include the marking process, moderation of internal and external marks and security from starting from the writing of the exam to packing and distribution to schools.

I thank and acknowledge the commitment and support from all staff in the Ministry and also our partners like the churches, NGOs and donor agencies. Without your support we would not have been able to progress education in 2017. I look forward to your continued commitment and support in 2018.

.....

Honourable Nick Kuman, MP
Minister for Education

Secretary's Message

The Annual Report for 2017 shows that overall very good progress was made in implementing government policies and priorities despite the tough economic situation facing the country.

We have achieved some milestones in 2017 despite the tough financial situation that was faced by the Government and the country.

I thank the staff of the Department for their commitment, hard work and contributions ensuring that we achieved these milestones:

- Successfully conducted the national examinations for grades 8, 10 and 12 and graduated more than 200,000 students with various awards in general education as well as the Vocational Centres, Technical and Business Colleges and National Polytechnic Institute and Teacher Training Colleges around the country.
- We have successfully paid Tuition Fee Free money worth more than K400 million to schools in elementary up to secondary and national high schools, vocational centres and one-off payments to Permitted schools and Flexible Open and Distance Education (FODE) centres.
- The successful launching of the basic materials under the Teaching and Learning Resources component of the TFF Policy
- The successfully launch and roll out out of the Elementary Standards Based Curriculum materials. The Elementary SBC teaching and learning materials to the schools throughout the country.
- The start of training for teachers in the primary sector.
- The launch of the web application called the 'MySchool Application' which will help the department to collect accurate and real time data.
- The Department also launched its corporate uniform.

I would like to thank the officers in the Department, Teaching Service Commission and Office of Libraries and Archives for their commitment, support and hard work which have paid off in achieving these milestones.

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.

.....
Uke Kombra, PhD
Secretary for Education

The Education Sector

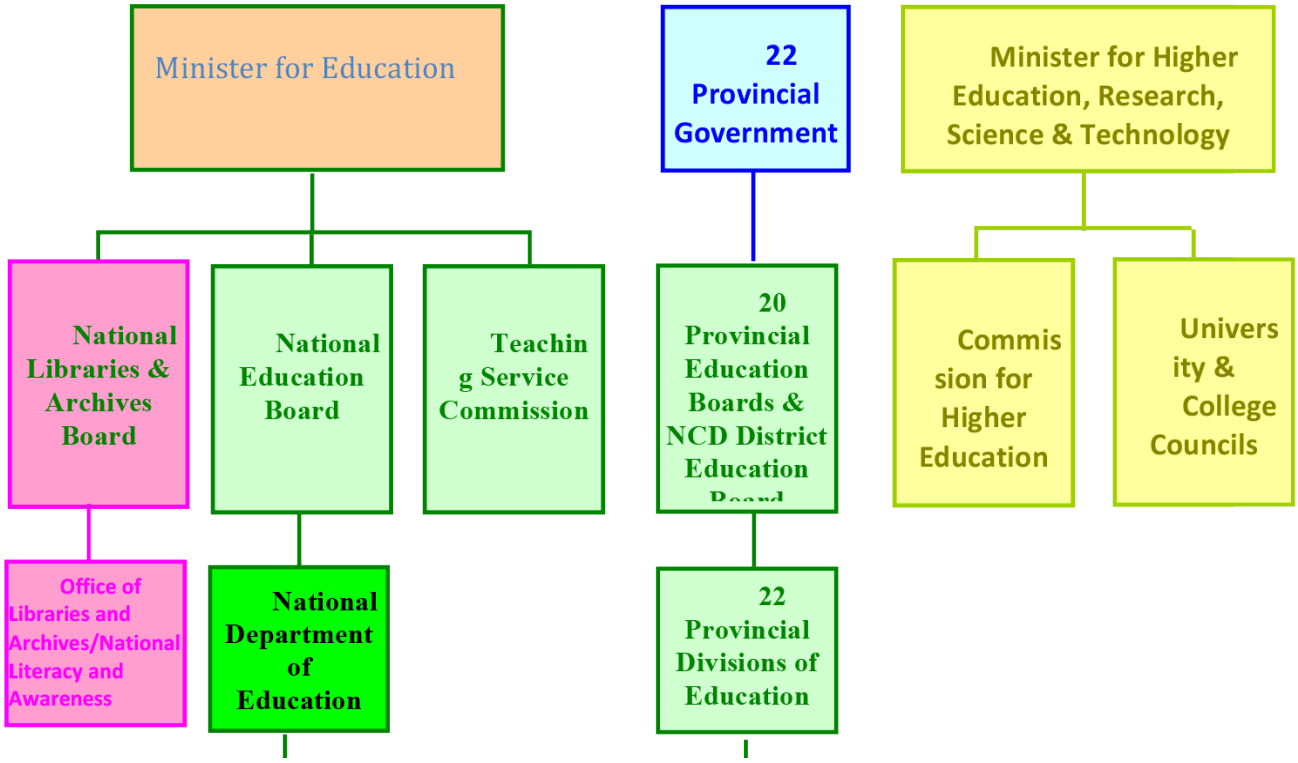

Figure 1: Overview of the PNG education sector

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

This is the 2017 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 & 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.

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A group of officers who received their certificates after a successful completion of the public service induction course.

General Education Services staff hand over the Appointment Gazettes to EMS to be delivered to the provinces.

Structure of the Education System

Current Structure

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

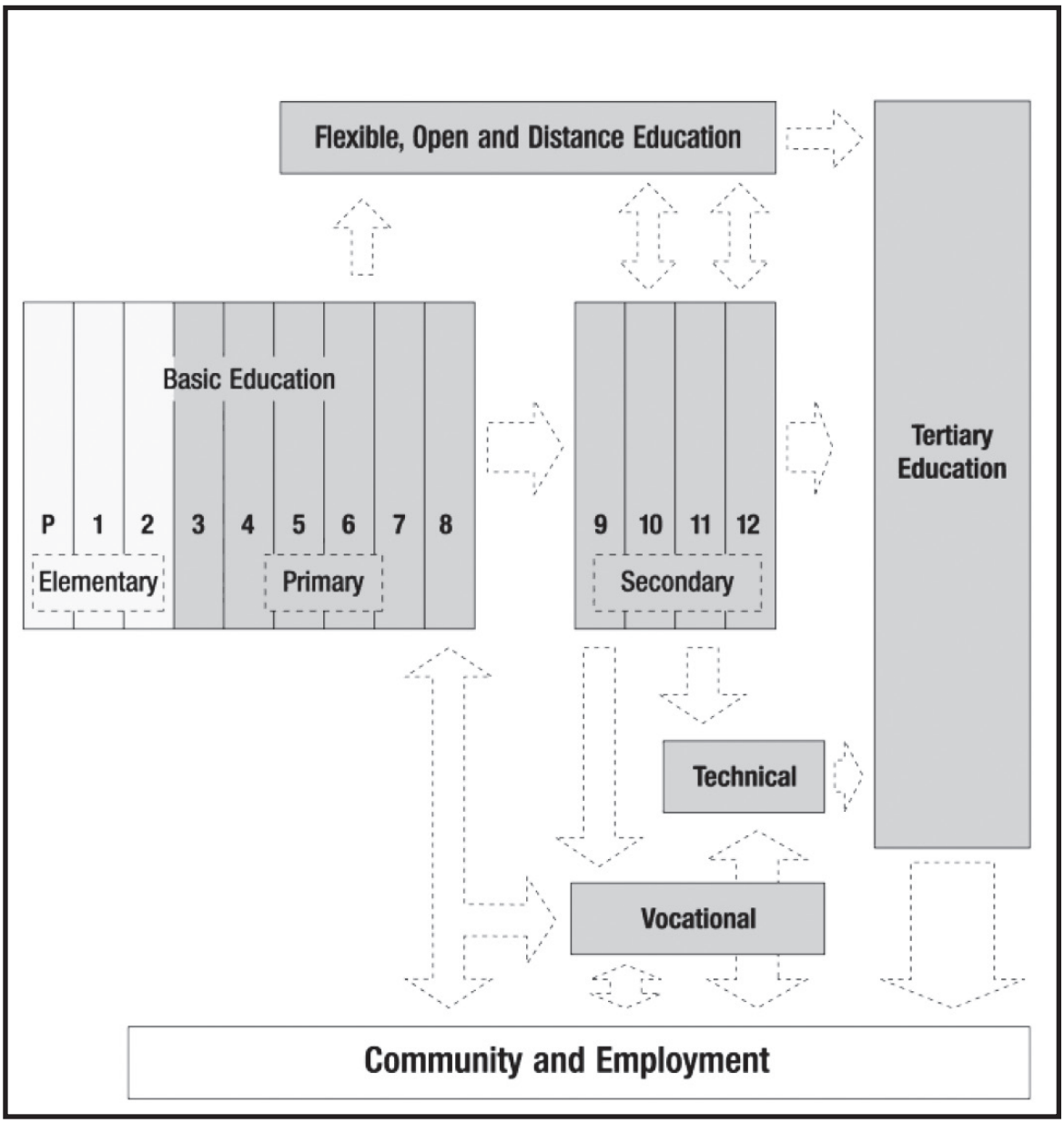


Figure 2 Structure of the National Education System

The National Education System

Students

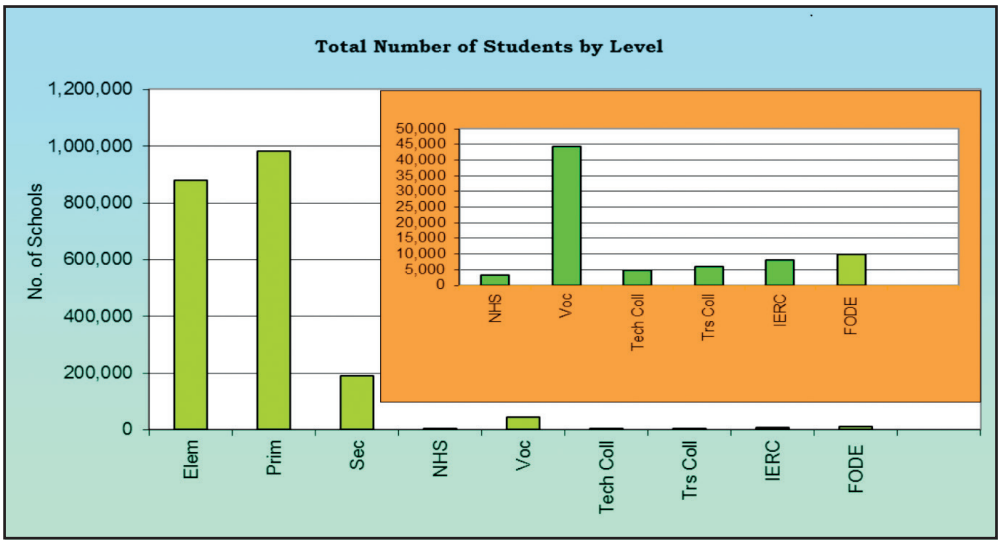


Figure 3 National Education System 2017 mid year enrolments by sectors

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

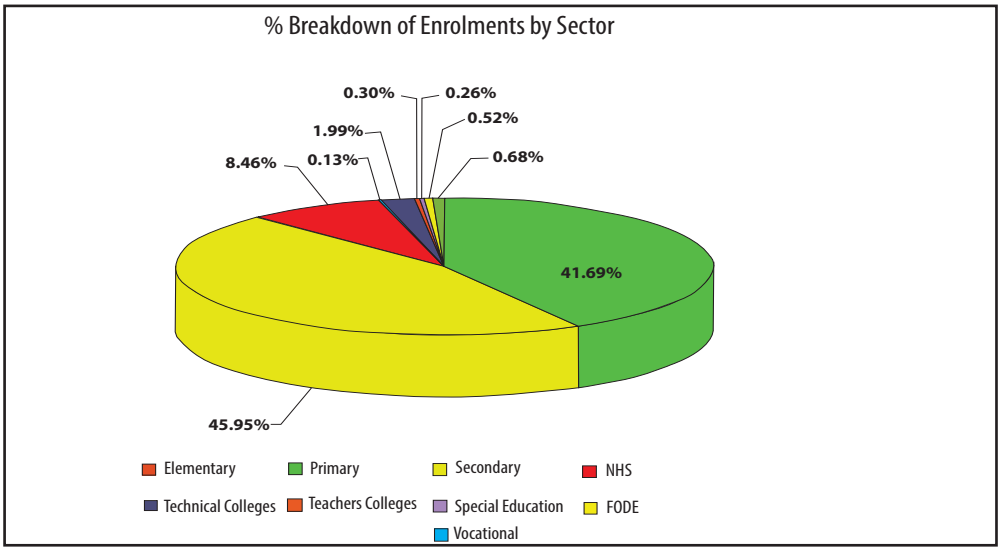


Figure 4 NES 2017 mid year enrolments - by level of education (not type of school)

Gender Equity

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

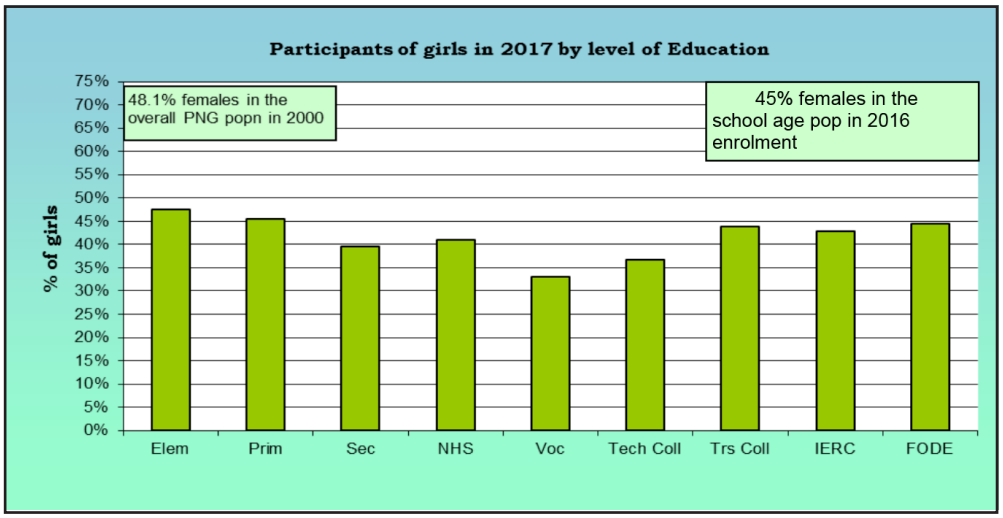


Figure 5 Participation of girls in education in 2017 by type of school.

Teachers

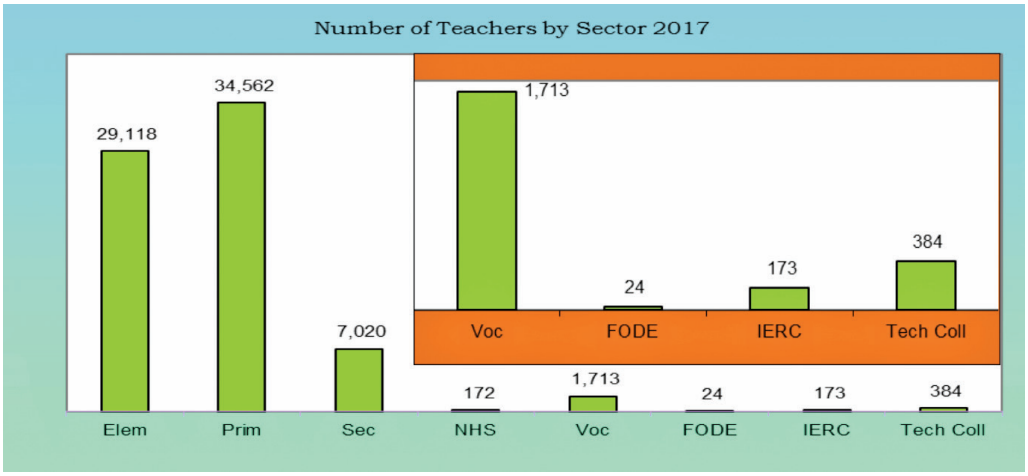


Figure 6 The National Teaching Service (by type of school)- quarter 4, 2017

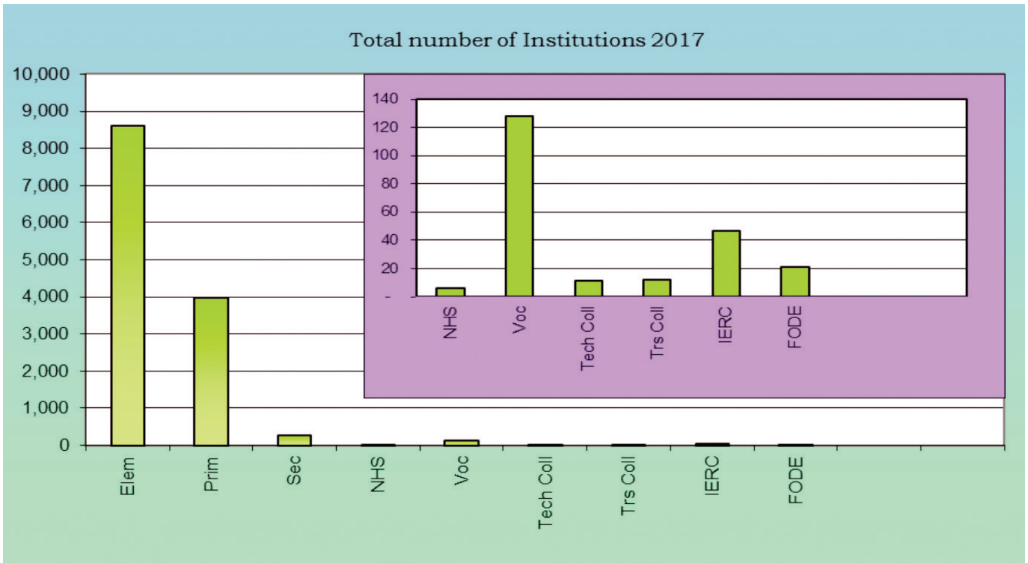


Figure 7 The National Education System – number of institutions in 2017 (by type of school)

Total Enrolment

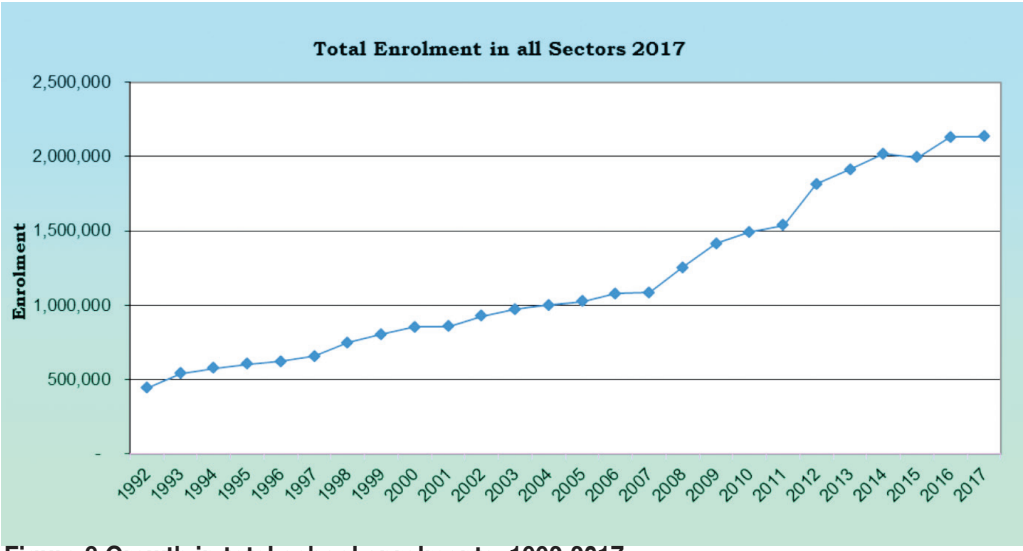


Figure 8 Growth in total school enrolments ,1992-2017.

Schools

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

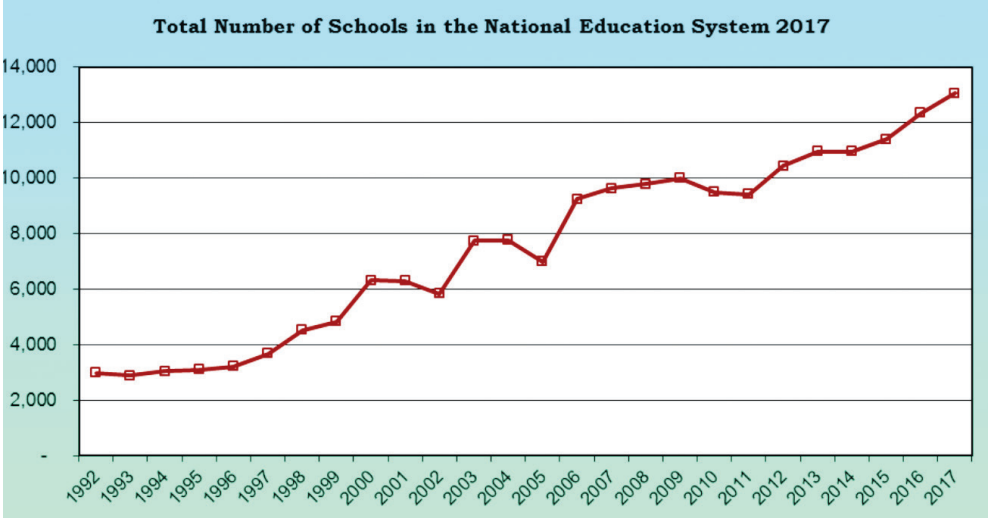


Figure 9 Growth in the total number of schools in the NES, 1992–2017.

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

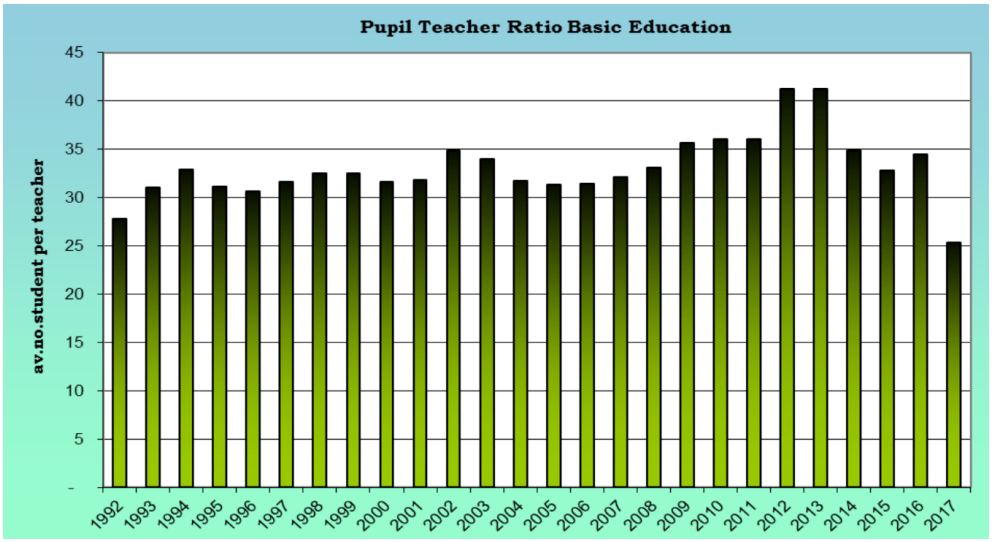


Figure 10 Student to teacher ratio, 1992–2017 – the total number of students for each year divided by the total number of teachers

Growth in enrolment in different sectors

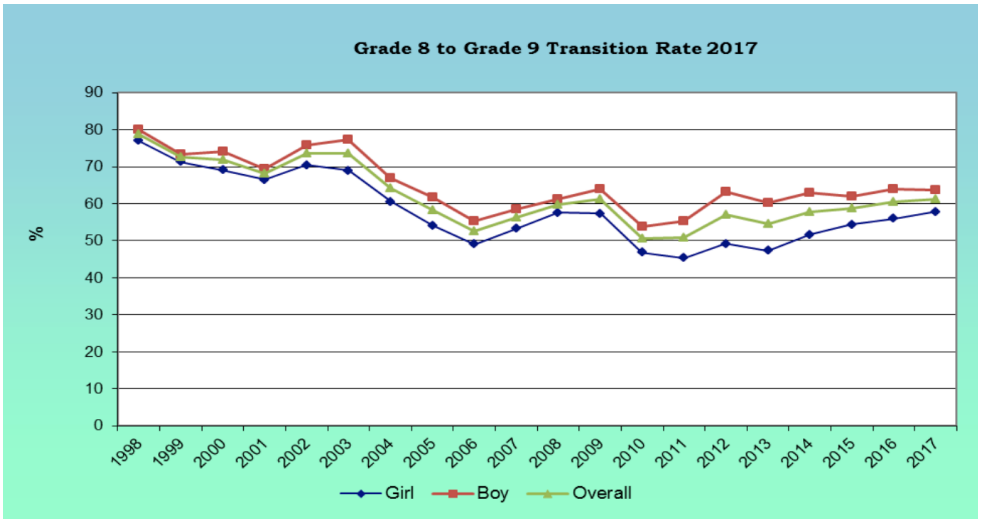


Figure 11 Transition from grade 8 to grade 9, 1998-2017

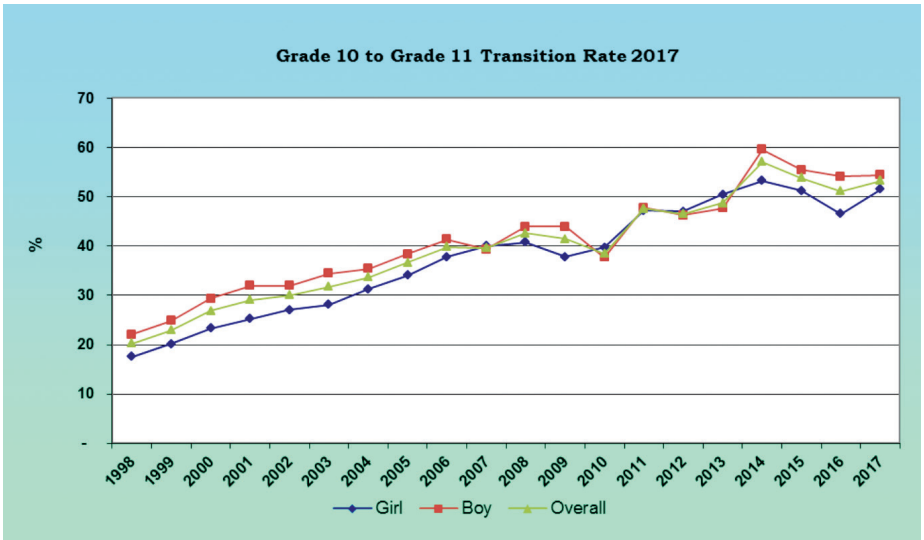
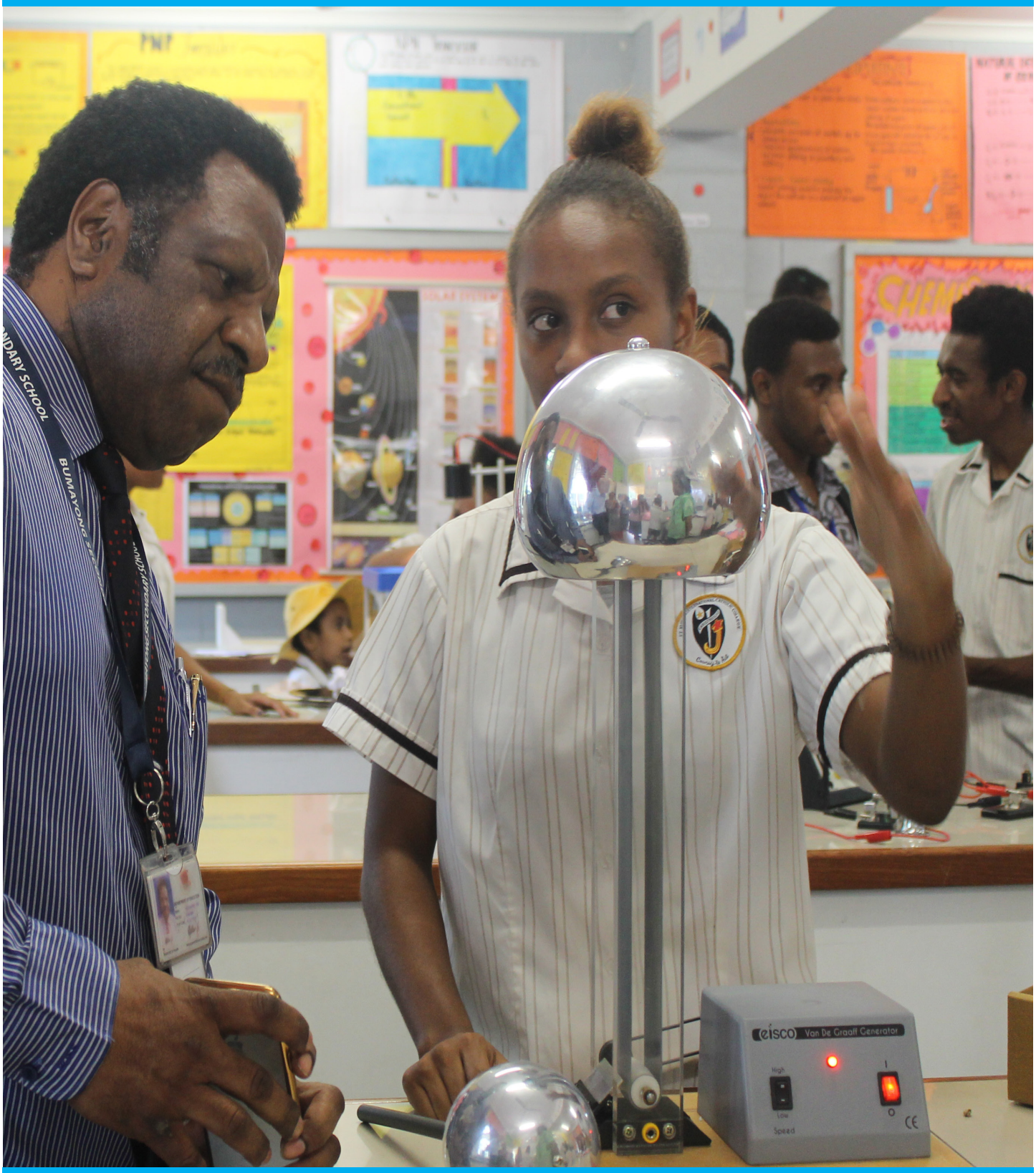


Figure 12: Transition from grade 10 to grade 11, 1998-2017

National Book Week celebrations at the American Corner, National Library, Waigani.



Secretary Dr Kombra is shown a simple science experiment by a secondary school student of St Joseph's International School during its 100 years centenary celebrations in 2017.

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 National Education Plan 2005–2014, the *National Education Plan 2015 – 2019 and* the *Education Sector Strategic Plan 2011 – 2030.*

Policy framework

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

1. National Goals and Directive Principles

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

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

2. Major Government policies and international obligations

- Vision 2050
- Papua New Guinea Development Strategic Plan (DSP) 2010-2030
- Medium Term Development Plan (MTDP2) 2011-2017
- Recovery and Development
- Reduction in the size and cost of the public service
- Provision of services at the provincial and district level.

- Sustainable 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 (MTDP2) 2016-2017 was the Government's policy document for development. The MTDP guides the development of sector policies, plans and strategies. The MTDP2 was for two years only but is effectively describing the priorities and actions of the O'Neill/Dion Government with a five-year outlook from 2013. This will allow the development planning process to begin with the five-year parliamentary cycle. The over-arching goals stemming from Vision 2050 and StaRS are:

- Increasing the countries Human Development Index (HDI) rating in 2016-2017 towards PNG becoming one of the top 50 countries in the HDI by 2050; and
- Achieving this by and through becoming a world leader in responsible, sustainable development.

6. StaRS

Papua New Guinea (PNG) achieved its independence from colonial rule in 1975. The development goals of the independent PNG, as directed by the national constitution, are to achieve a high quality of life of all Papua New Guineans through:

- Integral human development
- Equality and participation of all
- Enhancement of national sovereignty and self-reliance
- Responsible management and use of natural resources for environmental sustainability, and
- Sharing of resources in Papua New Guinean ways for the benefit of clans, tribes & communities rather than for individual benefit.

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 2015–2014
- 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; and
- 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; and
- 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 embued 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 2015–2019 : Major goals and initiatives

The NEP 2015-19 builds on NEP 2005-14 and the Education Sector Strategic Plan 2010-2030. Despite tangible progress in education over the past decade, much more remains to be done to improve access, retention, quality, equity and management to address remaining challenges in education. The NEP 2015–19 is designed to give everyone in Papua New Guinea, regardless of their ability, gender or socioeconomic background, an opportunity to be educated and to transform their lives, using a holistic, inclusive and integrated approach. There have been many changes in the country's education system and policies since independence 40 years ago, and the plan is designed to build on past successes and experience and to speed up progress towards universal and high-quality education and training.

The NEP is based on a logical planning framework that addresses the problems facing education in Papua New Guinea by establishing six focus areas:

- ***Access and Equity***

All Papua New Guineans will have access to 13 years of education and training. This should be irrespective of economic circumstances, location and gender and in a positive learning environment that is safe and hygienic.

- ***Teachers and teaching***

Well-trained and qualified teachers will be in place to meet student demand. There should be enough resources, support and accommodation at schools for quality teaching and learning.

- ***Learning***

Relevant curriculum will be in place for learners to acquire skills and knowledge for a happy and healthy life. A learning assessment system will focus on improving learning.

- ***Alternate pathways***

Students will be able to choose easy-to-access pathways to attain technical, work and life skills, and move between those and more traditional education sectors.

- ***Local management***

Schools will have strong educational leadership and be well managed, to achieve maximum student learning while being accountable to the community. Parents and wider communities will be encouraged to actively support schools.

- ***System strengthening***

National, provincial and district systems will improve their planning and operations to support schools to focus on improving student learning. Technology will be used to improve systems and access to information.

13. National Education Plan 2015–2019: Major Outcomes

- All children and youth have access to a complete quality education
- All students achieve learning standards retention benchmarks
- Education systems operate in a timely, proactive and coordinated manner.

The NEP 2015-2019 will lay the foundation to ensure PNG is on track to achieve Sustainable Development Goals and Education 2030 targets, An exciting and highly significant step forward for PNG is the introduction of 13 years universal education which will be under pinned by quality standards for schools, teachers, leadership, learning.

14. Sustainable Development Goals

Compared to Education for All (EFA) the global focus in education development has now shifted from enrolment to learning that is inclusive, equitable, effective and relevant, as stated in the SDG4-Education 2030 Agenda.

It should also be noted that the agenda clearly recognizes that learning occurs throughout life (lifelong learning) and therefore the SDG4 targets cover all levels of education, formal and non-formal (sector-wide). Another key feature of the new agenda is its reaffirmation of the right to education for all, as well as its recognition of education as a public good and its social benefits beyond economic progress and national development, emphasizing education's critical role for sustainable development. Countries, regardless of their development contexts, are encouraged to contextualize and translate these global goals to reflect their unique national and sub-national situations. (Mainstreaming SDG4-Education 2030 in sector-wide policy and planning).

These commitments are articulated as global targets, either quantitative or qualitative:

- Target 4.1: Ensuring that all children and young people have access to 12 years of quality prima ry and secondary education, of which at least nine years are to be compulsory, publicly funded and free.

- Target 4.2: Ensuring that all children have access to quality early childhood development, care and at least one year of pre-primary education.
- Target 4.3: Ensuring expanded and equal access to all forms of post-basic education and training.
- Target 4.4: Ensuring relevant skills for the world of work.
- Target 4.5: Ensuring gender parity at all levels of education.
- Target 4.6: Ensuring that all youth (15-24 age groups) have adequate literacy and numeracy skills.
- Target 4.7: Ensuring relevant learning for citizenship in a global world.
- Target 4.a: Ensuring safe and inclusive learning environments.
- Target 4.c: Ensuring adequate recruitment, training, professional development and working condi tions for teachers.

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); and
- 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 2015-2019, and the Medium Term Development Plan (MTDP) 2011-2015

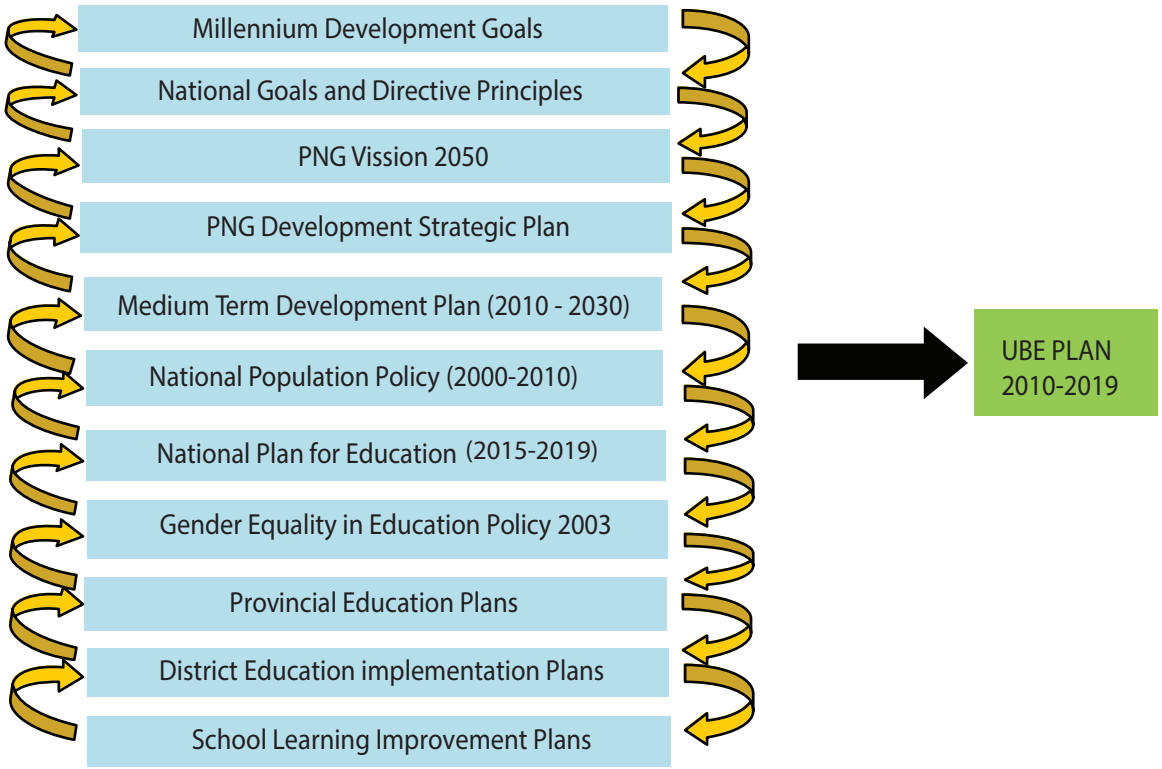
PNG, are now of the view that nine years of basic education is required to prepare its people for life in an increasingly sophisticated world. Papua New Guinea's UBE is defined is education from elementary to grade eight.

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; and
- Quality - All children should reach a required standard of literacy and numeracy at the end of these years of education.

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

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



17. Education Sector Improvement Program

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

18. Education For All (EFA)

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

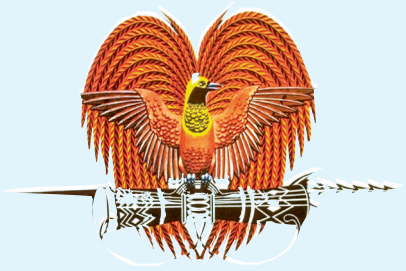
- To expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- To ensure that by 2015 all children have access to free and compulsory primary education of good quality;
- To ensure that the learning needs of all young people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

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

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

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

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



Department of Education

ORGANISATIONAL STRUCTURE, MANPOWER, BUDGET & TFF SECTIONS

Establishment and Manpower Ceiling

The Education Payroll

- Figure 14 p.20 provides an overview of the total employees on the 'Education Payroll', both public servants and teachers in 2017.
- 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 in 14 provinces for teachers.
- Personnel and salaries functions have been decentralised to 15 provinces as of 2017. These provinces process and maintain personnel and salaries records for their employees (teachers) and only 2 provinces forwarded the data to Payroll Division for input to the payroll system. Payroll Division carries out these functions for the 7 remaining provinces, and the public servants in the Ministry of Education.
- The Payroll Division continues to provide fortnightly payroll reports to provinces and divisions. However the provinces and divisions continue to fail each year to provide appropriate documents (EDB.023 & RoDSS) to effect the changes on the Payroll System.

Ministry of Education Establishment and Manpower Ceiling

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

Table 1: Ministry of Education staff ceiling and establishment, quarter 4, 2017.

Staff Establishment Register for 2015	
Approved Staff Ceiling	1,049
Approved Budget Ceiling	0
Staff on strength	813
Substantive	619
Acting	223
Unattached	171
Short Term Contract	31
vacancies	430

- The manpower ceiling approved for the Ministry in the 2017 National Budget appropriation was 1,049 public service positions and 3,238 teaching service positions in National Institutions and National Capital District Schools.

Public Servants

- Figure 14 and 15, page 20, and Table 12, page 89 provide information about public servants in the Ministry of Education in 2017.

- There are 813 public servants on strength in the Ministry of Education structure in quarter 4, 2017. 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 26 in 2017 was 54,816.

Gender Equity

- Figure 20, p.22 shows the percentage of females employed at different levels in the public service in the Ministry of Education. Similar information for students and teachers were not available at the time of printing.

- In 2017, overall 33% of the Ministry's public servants were female and 66% were male. The highest percentage of females (47.4%) was as 'support staff' category (grades 3–10)

Localisation

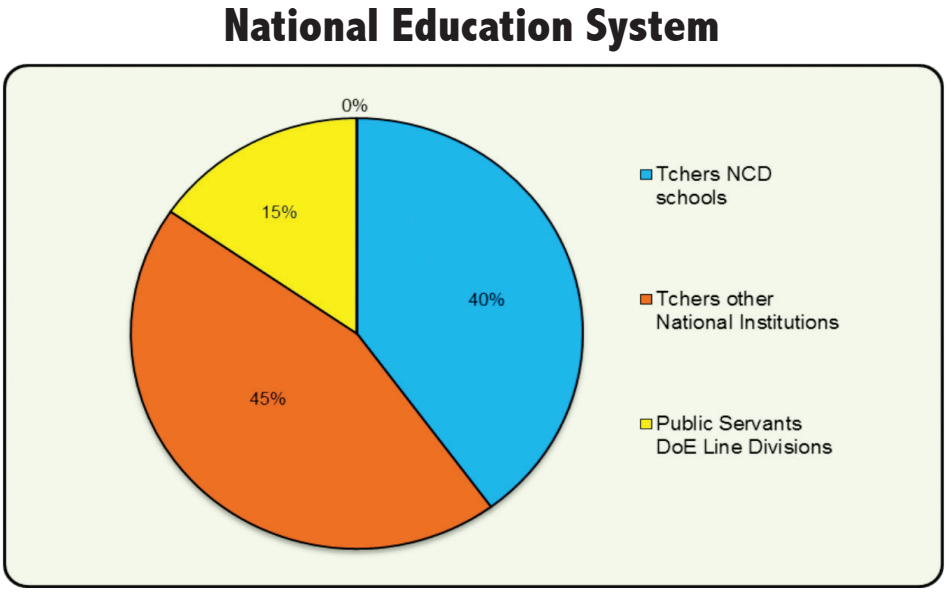
- The extent of localisation of the teaching service and the public service within the Ministry of Education is summarised in Figure 21, p.22.

- More than 98% of teachers, and 99% of the public servants, are national staff. The number of non-local officers continues to be reduced.

- Elementary, primary and special education teaching positions are fully localised.

Staff on strength

Figure 14: Staff on strength /payroll in the National Education System quarter 4 2017, excluding provincial public servants.



Ministry of Education manpower

Figure 15: Ministry of Education manpower budget ceiling 2017.

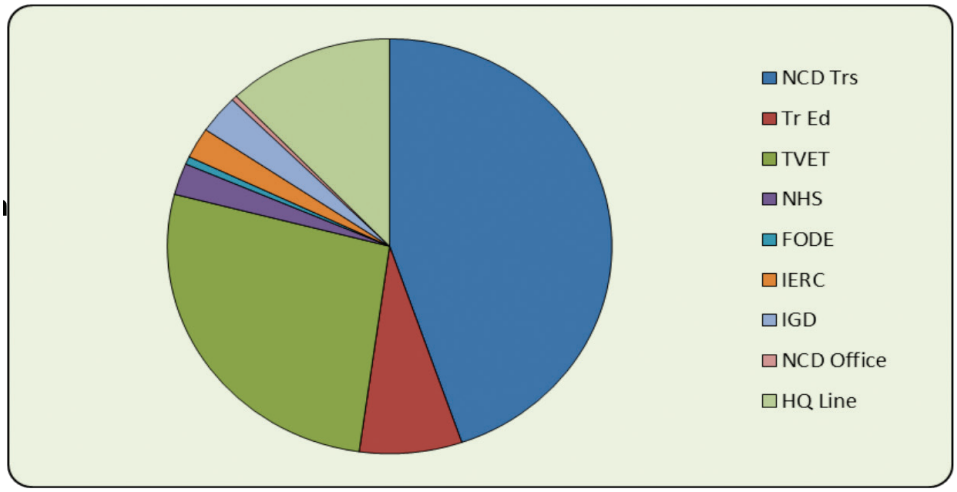
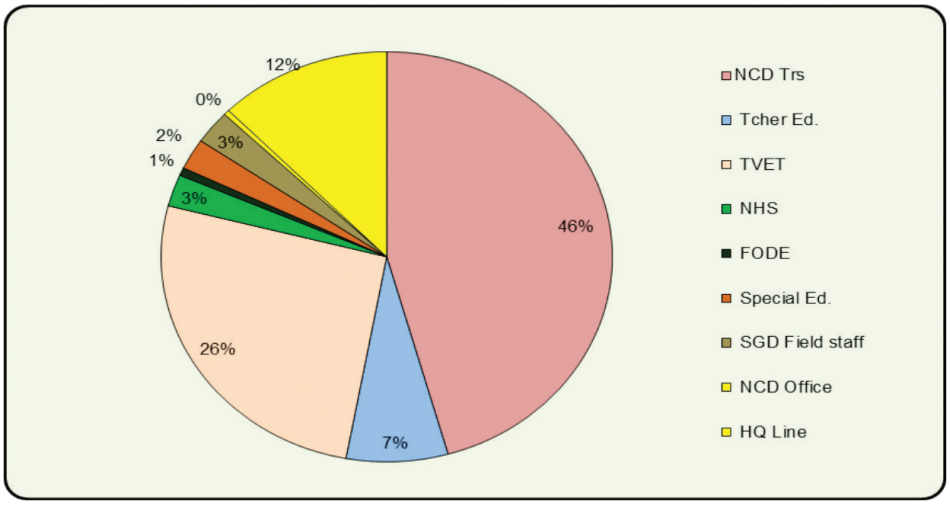
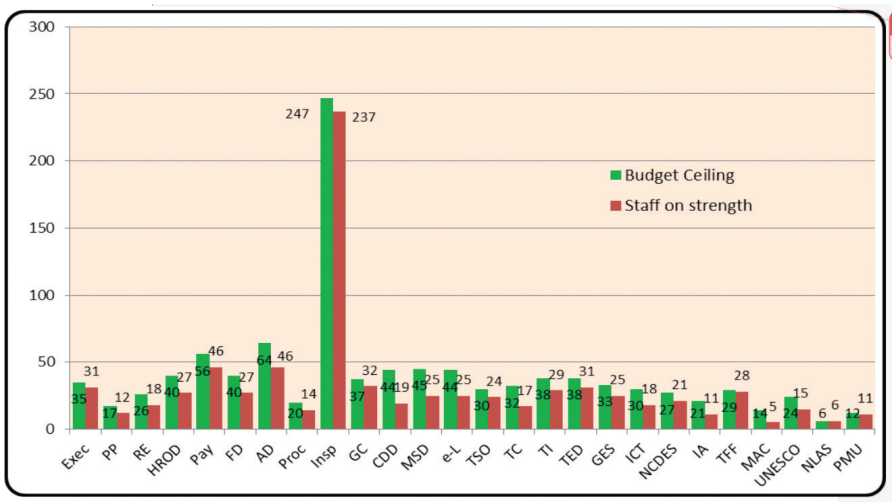


Figure 16: Ministry of Education staff on strength, quarter 4 2017.



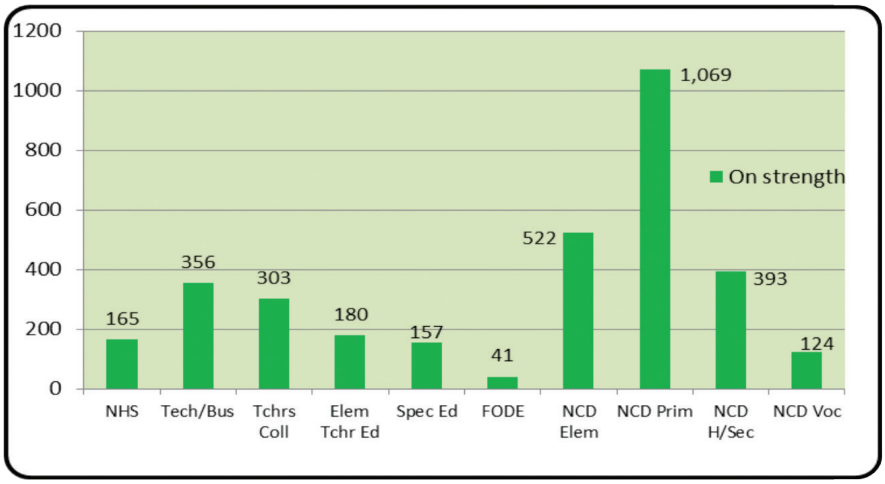
Public Servants

Figure 17:
Public servants in the Ministry of Education manpower establishment, Q4 2017



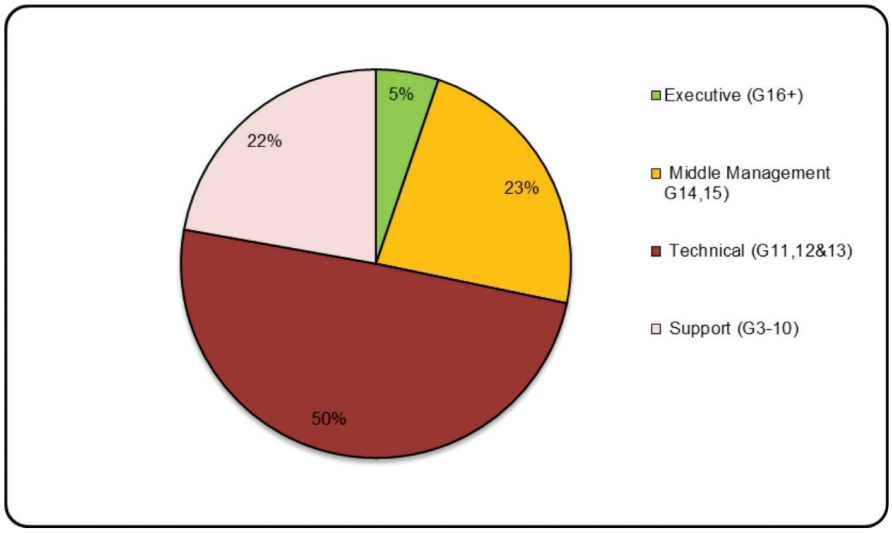
Teachers

Figure 18:
Teachers in the Department of Education establishment, Q4, 2017



Public Service Position

Figure 19:
Total Ministry of Education 2017 public service manpower ceiling, by level.



Gender Equity

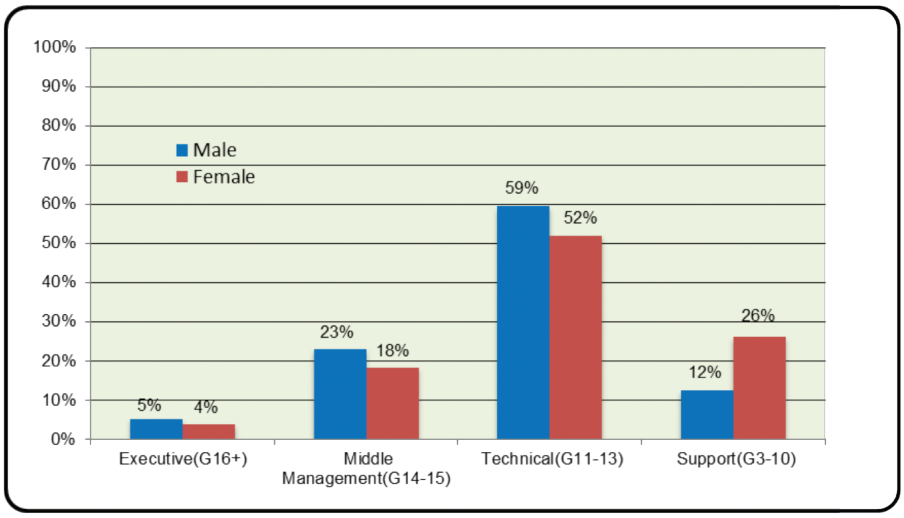


Figure 20: Gender equity – percentage female and male Ministry of Education public servants at different levels, quarter 4, 2017.

Localisation Teachers

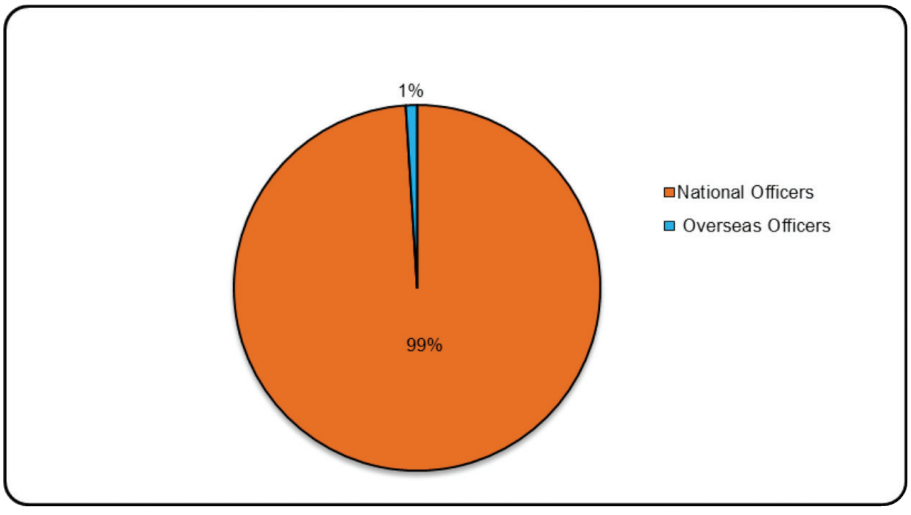


Figure 21: Localisation of the National Teaching Service – overall staff on strength, quarter 4, 2017.

Education and Training Sector 2017

The composition of the 2017 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	**2,034,154.80**	**87,120.00**	**2,121,274.80**
MINISTRY OF EDUCATION	780,981.00	87,120.00	868,101.00
UNESCO	2,600.00		2,600.00
TEACHERS' SALARIES (PROV)	1,103,622.90		1,103,622.90
TEACHERS' LEAVE FARES(PROV)	28,835.00		28,835.00
EDUCATION GRANTS(PROV)	118,115.90		118,115.90
Higher Education and Training			
OFFICE OF HIGHER EDUCATION (OHE)	61,112.40	54,900.00	116,012.40
UPNG	49,254.70	20,000.00	69,254.70
UOT	40,318.00	10,000.00	50,318.00
UOG	18,574.40	1,000.00	19,574.40
UENR	18,038.90	5,000.00	23,038.90
MARITIME COLLEGE	3,932.40	4,000.00	7,932.40
NATIONAL TRAINING COUNCIL	1,643.10	35,900.00	37,543.10
LEGAL TRAINING INSTITUTE	2,457.80	-	2,457.80
Total Education & Training Sector (K)	**195,331.70**	**130,800.00**	**326,131.70**
Total National Budget	**2,229,486.50**	**217,920.00**	**2,447,406.50**

The total 2017 appropriation for the Education and Training Sector was K2, 4474.06 million.

Ministry of Education budget 2017

- The 2017 budget appropriation for the Department of Education has two components, the Recur rent and Development.
- The recurrent budget appropriation through budget division 235 in 2017 was K780.9 million across 52 recurrent activities.
- The Development Budget through budget division 235 had an appropriation of K87.12 million across 10 projects.
- For higher education and training the total appropriation was K326.1 million.
- Thus the total Education and Training Budget in 2017 was K2, 4474.06 million.
- The budget through budget division 235 covers the NDoE (including NCD Education Services), The

Teaching Service Commission (TSC), The Office of Library and Archives (OLA) which included The National Literacy and Awareness Secretariat (NLAS).

Table 3: Ministry of Education 2017 budget by agency (in K'000 000)

AGENCY	RECURRENT (K million)	Development	TOTAL
Department of Education (less subsidy)	173,819.00	87,120.00	260,939.00
Education subsidy	602,000.00		602,000.00
Teaching service Commission (TSC)	2,738.40		2,738.40
Office of Libraries & Archives (OLA)	1,801.70		1,801.70
National Literacy Awareness Secretariat (NLAS)	621.90		621.90
Total	**780,981.00**	**87,120.00**	**868,101.00**

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	622,005.70	1,900.00	623,905.70
Development & Implementation of Education standards	46,648.90	42,820.00	89,468.90
Basic Education	31,471.50	25,000.00	56,471.50
Literacy & awareness	621.90	-	621.90
General Secondary Education	31,586.60	7,400.00	38,986.60
Vocational Education & Training	3,302.20	-	3,302.20
Technical Education & Training	19,293.30	10,000.00	29,293.30
Teacher Education	20,843.20	-	20,843.20
Library Services	1,801.70	-	1,801.70
Management of Teacher Affairs	2,738.40	-	2,738.40
Government Records & Archives	667.60	-	667.60
Total Appropriation	**780,981.00**	**87,120.00**	**868,101.00**

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

RECURRENT BUDGET	APPRO	APPRO	APPRO	APPRO	APPRO
SUMMARY	2013	2014	2015	2016	2017
Education Subsidy (Item 143)	652,181.0	605,000.0	605,000.0	602,000.0	602,000.0
Grants to National Inst & Church agencies (Item 144)	9,100.0	11,089.6	15,436.9	7,194.5	4,066.3
Personnel Emoluments (items 111,112,113,114,116,141)	**117,945.0**	**117,945.0**	**146,499.9**	**145,072.4**	**108,620.0**
Teachers	89,149.1	89,149.1	108,026.0	102,292.4	76,797.5
Public Servants	28,795.9	28,795.9	38,473.9	42,780.0	31,822.5
Goods & Services (other items)	**78,884.8**	**97,934.8**	**172,407.5**	**166,618.1**	**153,414.7**
Total	**857,929.8**	**831,969.4**	**939,344.3**	**92,885.0**	**868101.0**
COMPONENTS					

Education Subsidy	652,000.0	605,000.0	602,000.0	602,000.0	602,000.0
NCD Education Services					
Personal Emoluments-public servant	643.3	643.3	643.9	678.2	492.8
Personnel emolument-teachers	45,232.2	45,232.2	53,9879.4	55, 619.7	41,654.9
Goods & Services	2,124.8	2,842.6	3,691.6	2,588.5	1,805.0
Sub Total	48,000.3	48,718.1	58,214.9	58,886.4	43,952.7
Library & Archives					
personnel emoluments-public servants	1,187.3	1,187.3	1,187.3	1,187.3	1,111.1
Goods & Services	1,410.2	2,912.7	2,912.7	2,912.7	1,358.5
Sub Total	**2,597.5**	**4,100.0**	**4,100.0**	**4,100.0**	**2,469.6**
TSC					
personnel emoluments-public servants	1,490.5	1,490.5	2,217.60	2,157.20	1,847.70
Goods & Services	181.0	1,946.5	2,165.2	1,808.7	890.7
Sub-total	**1,671.5**	**3,437.0**	**4,382.80**	**3,965.90**	**2,738.40**
National Institution					
personnel emoluments-teachers	43,916.9	43,916.9	54,146.6	46,672.7	35,142.6
Grants to National Inst & Church agencies (Item 144)	9,100.0	11,089.6	15,436.9	7,194.5	4,066.3
Goods & Services	4,756.6	5,045.8	11,110.5	7,882.1	13,317.7
Sub-total	**57,773.5**	**60,052.3**	**80,694.0**	**61,749.3**	**52,526.6**
National Literacy Secretariat					
personnel emoluments-public servants	232.7	232.7	294.7	377.3	229.3
Goods & Services	410.7	767.3	1,930.3	721.5	392.7
Sub-total	**643.4**	**1,000.0**	**2,225.00**	**1,098.80**	**622.00**
Department of Education					
personnel emoluments-public servants	25,242.1	25,242.1	34,130.4	38,380.0	28,141.6
Goods & Services	70,001.5	84,419.9	150,597.2	150,704.6	135,650.1
Sub-total	**95,243.6**	**109,662.0**	**184,727.6**	**189,084.6**	**163,791.7**
MINISTRY OF EDUCATION TOTAL	**857,929.8**	**831,969.4**	**936,344.3**	**920,885.0**	**868,101.0**

- The Department of Education's operational funds are used to carry out the core function of coordinating and supporting education and training for more than 2 million students in all sectors of education throughout Papua New Guinea in 2017.

- The Department's core functions required by legislation include inspections, curriculum development, national examinations and teacher development. Funds are also required for operating national institutions – teachers', technical and business colleges, national high schools, special education resource centres and NCD schools and vocational centres.

Ministry of Education Development Budget

- The development budget and donor activity are shown in Tables 18-21 on page 136-137. The 2017 PIP appropriation for the Ministry was K87. 1 million.

- The appropriation of K87.1 million is represented by GoPNG Counterpart funding of K19.5 million and Donor Funding of K67.62 million.

- From the (10) projects approved in the 2017 National Budget, four (4) projects are co-financed by GoPNG as counterpart support funding and three (3) GoPNG fully funded, while three projects is fully donor funded.

- 77.6% of the Ministry's Development Budget appropriation was from overseas donors, in particular

- EU (K36.22 million – 41.6%), AusAID (K24.0 million – 27.5%), JICA (K 4.6 million – 5.3%), UN (K 1.9 million – 2.2%), WB (K 0.9 million – 1.0%), The GoPNG allocation was K19.5 million in total allocation for 2017, which is 22.4%.

In 2017 donor support again contributed significantly to the implementation of the National Education Plan 2013 to 2017 and the Universal Basic Education Plan 2010 - 2019. Project funds continue to be required for implementation of the reforms, supply of school materials and library books, increased access, maintenance and upgrading of buildings and facilities, and the training of teachers.

Tuition Fee Free Subsidy

2017 Tuition Fee Free

11,275 schools benefited from the tuition-fee free education. This includes: 7,163 elementary schools, 3,632 primary/community schools, 267 high/secondary Schools, 128 vocational schools, 21 FODE Schools, 6 National High Schools, 35 Permitted Schools and 23 inclusive education resource centres.

Budget appropriation

The Government of Papua New Guinea NEC appropriated K602 million for the implementation of the TFF Policy in 2017.

The break up for 2017 was as follows:

1. Cash Administration (40%)

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

II. Infrastructure (30%)

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

III. Teaching and Learning (30%)

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

Table 6 Summary of payments by province and sector in 2017

Province	SCH.	AMOUNT	SCH.	AMOUNT	SCH.	AMOUNT	SCH.	AMOUNT	SCH.	AMOUNT	SCH.	AMOUNT	SCH.	AMOUNT	SCH.	AMOUNT	SCH.	ENROL	AMOUNT
WESTERN PROVINCE	177	843,426.90	90	2,434,678.53	3	1,698,615.93			2	1,335,644.54	1	19,250.00	1	100,800.00			274	31,590	6,432,415.90
GULF PROVINCE	102	624,294.85	81	2,382,008.28	6	1,895,286.65			3	349,350.48	1	22,550.00					193	27,894	5,273,490.27
CENTRAL PROVINCE	255	1,821,641.97	187	5,635,183.10	12	5,954,823.95	1	1,023,998.14	4	1,124,212.10	1	161,150.00					460	71,693	15,721,009.26
MILNE BAY PROVINCE	443	2,328,447.53	197	6,182,044.29	9	5,605,986.17			8	2,379,898.52	1	31,460.00	1	10,400.00			659	79,194	16,538,236.51
NORTHERN PROVINCE	237	1,592,849.26	106	3,688,797.96	7	2,705,343.33			4	847,253.26	1	57,640.00					355	52,551	8,891,883.81
SHP	520	3,739,290.51	198	9,144,138.72	16	11,925,993.62			6	1,238,884.44	1	145,860.00	1	219,400.00	2	28,700.00	744	126,424	26,442,267.29
EHP	441	4,697,747.79	233	13,954,586.46	17	16,917,053.13	1	853,432.79	6	3,116,304.11	1	441,320.00	1	165,000.00	5	212,700.00	705	185,031	40,358,144.29
SIMBU PROVINCE	362	2,681,639.55	152	6,376,872.40	20	12,397,036.76			14	2,413,844.43	1	114,950.00	2	332,400.00			551	93,534	24,316,743.14
WHP	289	3,685,882.32	124	9,656,199.23	22	15,282,627.15			4	1,394,528.06	1	94,820.00	1	236,600.00	1	10,500.00	442	132,751	30,361,156.76
WSP	339	1,653,017.68	202	5,588,126.22	10	4,507,851.59			9	1,047,627.74	1	110,220.00	2	68,400.00			563	67,885	12,975,243.23
ESP	367	3,373,909.76	254	10,762,856.82	20	11,576,234.13	1	579,472.13	8	2,518,354.40	1	112,420.00	1	87,600.00			652	133,590	29,010,847.24
MADANG PROVINCE	535	4,595,794.74	265	12,119,953.27	11	9,706,156.99			8	2,185,650.65	1	1,760.00	1	141,200.00	1	70,100.00	822	155,172	28,820,615.65
MOROBE PROVINCE	649	5,534,187.50	343	16,320,365.24	21	16,037,069.66	1	750,349.15	8	2,684,859.57	1	486,310.00	1	89,200.00			1,024	204,674	41,902,341.12
WNBP	278	2,434,237.53	161	5,792,607.78	8	4,920,674.71			3	2,426,392.79	1	205,370.00	1	101,400.00	2	172,900.00	454	82,925	16,053,582.81
ENBP	343	2,243,996.54	156	7,281,753.01	12	8,650,069.17	1	712,223.89	8	3,426,329.02	1	482,460.00	1	162,000.00			522	94,797	22,958,831.63
NIP	292	1,232,570.82	136	3,704,542.01	10	4,053,585.75			5	1,449,549.00	1	12,760.00	1	42,200.00	1	19,400.00	446	46,524	10,514,607.58
AROB	371	2,016,524.62	229	6,697,469.29	11	5,906,572.75			6	1,454,995.60	1	45,430.00	1	203,600.00			619	77,667	16,324,592.26
MANUS PROVINCE	116	439,335.93	89	1,417,613.71	4	2,198,676.30			1	99,597.91	1	8,580.00	1	11,800.00			212	16,968	4,175,603.85
NCD	42	1,944,829.00	38	7,931,341.08	10	8,900,577.23	1	654,382.06	5	2,384,864.34	1	706,530.00	4	193,000.00	17	1,171,600.00	118	110,810	23,887,123.71
ENGA PROVINCE	426	3,700,818.87	152	7,550,371.33	14	9,066,571.34			10	953,269.34	1	22,330.00	1	85,000.00	2	63,400.00	606	113,278	21,441,760.88
KLM	139	703,889.60	69	2,043,384.95	5	1,657,021.63			1	547,118.08			1	50,800.00			215	26,691	5,002,214.26
JIWAKA	219	2,300,565.81	90	5,641,000.01	13	6,349,990.75			4	1,565,450.80	1	30,360.00			4	108,300.00	331	77,083	15,995,667.37
HELA	221	1,420,392.68	80	3,692,165.68	6	3,571,259.99			1	73,055.17							308	46,533	8,756,873.52

Sch

The distribution of TFF policy funding to educational institutions and schools were done according to the data collected from the 2016 and 2017 school census.

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

Table 7 School Registration in Papua New Guinea

2017 Registered Schools	
Sector	2017
Elementary	8,615
Primary	3,969
Secondary	274
National High	6
TVET	128
FODE	47
Inclusive Education	21
Permitted Schools	35
Total	13,060

On-The-Job Training students sponsored by HRDP2 posing with Mr Roger Kara, Manager of NAO with the Dept. of Nat. Planning & Monitoring and AS-Schools Operations Division, TVET

DIVISIONAL REPORTS

Policy and Planning

Division Objectives

The Policy and Planning Division (PP) advises and assists the Minister and Secretary in the development of relevant policies, 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	469	469	469
Total costs (including staffing)	914.0	903.	970.
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.		
Review Education Act and develop DoE Policies	Consultations are underway with relevant state agencies like DJAG, PM&NEC and CLRC to proceed with the 2nd Draft and an NEC Submission.		
Capacity building in Province and District levels.	Capacity building was minimal to districts due to disruptions caused by election and cash flow problem.		
Coordinate and review all provincial plans in accordance with NEP 2014-2019	6/22 Provinces completed their plans and launched, 15 are near completion or completed but waiting PEC endorsement while 1 province is yet to start.		
Commentary and way forward			

Lessons

- 26th 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.
- The national election shifted the attention of the provinces and capacity building for subnational level was minimal tied to those provinces who are able to send officers to the headquarter.
- Provinces to take ownership of their provincial plans and provide sufficient funds for completion. Printing of the plans are ready to be printed.

Budget activity			Support to Regional Education Offices 12985 (235-2101-1118)
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Total costs (including staffing)	58	50	54
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)
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure
	(K'000s)	N/A	N/A
Total costs	402	210	244
Targets	**Achievements and non-achievements**		
Hold four NEB meetings and six NEB committee meetings. A special meeting was also called in January which was held to endorse 2017 staff appointments for all National Institutions. Produce NEB annual report.	Achieved the targets.		
Organise Top Management Team (TMT) meetings and Senior Staff Members (SSM)	Meetings held in 2017: • 22 Top Management Team and, • 8 Senior Staff Members (SSM)		
Review of the Education Act 1983 consultations	Informed NEB on the progress. Legal officer from the Department appointed to progress to drafting and subsequent submission to NEC and Parliament in 2018.		
Commentary and way forward			
Some major NEB decisions: • Staff appointments for national institutions (National High Schools, technical and business colleges and National Polytechnic Institute) and special and inclusive education centres; • Endorsement of Governing Councils • Endorsement of new Teachers College in Southern Highlands Province; Some major TMT/SSM decisions: • 2017 Priorities • Review of the Education Act 1983 recommendations • My school application • Strategies to eliminate cheating in examinations, and • 1-6-6 School Structure			

Budget activity	Aid Coordination and Project Management		11499 (235-2101-1112)
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
			790.7
Total costs (including staffing)	636	636	793.8
Targets	**Achievements and non-achievements**		
Development of Monitoring and Evaluation Framework	EU – Infrastructures at 3 Primary Teachers Colleges. Weekly visits by Mr Motamota to project sites. AHC – Fabricated Kit Houses distribution for Selected 10 schools in each Province. Conducted 4 visits to NIP,WSP, ESP, WNBP and Hela Province in partnership with Health & Education Procurement Facility. Completed Phase 1 of the SSQIP Projects in selected schools in which MOA's were signed between the NDoE and the District Administrations. Completed Phase 2 of the SSQIP Projects in which PMU Officers/DoF were sent out to Districts which received SSQIP Funding to physically inspect and monitor the progress of individual projects in the selected schools. PMU Officers conducted visits to Disaster Prone areas under the BSRP Projects funded by UNICEF and managed by DPLLG through the National Disaster Center. Phase 1 for Momase has been completed in October 2017.		

Development of Monitoring and Evaluation Framework	Not done as yet due to funding.
Enhance the Capacity of NDoE Staff to facilitate M&E activities in 2017	M & E Training was planned but not carried out due to no funding.
Targets	**Achievements and non-achievements**
Develop DoE Standard School Infrastructure Policies for 2018 – 2023	Completed the first draft and circulated for perusal and edition by Directors and Management.
Targets	**Achievements and non-achievements**
Establish good dialogue with Development partners in 2017 for new programs and projects in 2018	Partly achieved but will improve in 2018
Remit all assistance provided by Development Partners in 2017 to DoE operation accounts by March 2018	Work in progress and should be completed in March 2018
Participate in Bilateral activities within PNG and abroad to gauge support for DoE.	Worked with Donor Partners to identify needs for DoE in 2018 and beyond.
Targets	**Achievements and non-achievements**
Coordinate and support Senior Education Officers Conference at Dixie's Bungalows in Port Moresby	Done as the Branch assisted with some funding to host the SEOC in 2017
Four ESIP Steering meeting conducted and minutes of the meetings shared and actions taken.	Not fully implemented. Only one ESIP Meeting conducted in the 4th Qtr of 2017
Facilitate Projects under the Education Projects and Donor Projects as well.	Education Haus Project – Survey completed awaiting release of Land Title from DLPP, Concept Master Plan completed and awaiting Financing options to be approved. National Polytechnic College(Simbu) Province) – Surveying done, Survey Plan Registered, Fencing completed, Civil Works partly completed, Architectural Designs completed and certified by DoW for the Infrastructures, Tenders for Construction works have been called through CSTB awaiting Technical Evaluation and Land Acquisition Process partly completed so that once completed the Land in Gumine will be State Land. Science Lab Construction – 3 Schools were selected for implementation, Tenders were called through CSTB and evaluated and successful bidders have been selected. Mobilization Payments made in 2017 and Construction has commenced. NDoE Housing Scheme – Land secured awaiting Land Board Meeting for the release of the Undeveloped Lease to be released to the NDoE HRDP 1 – Program completed Standard Officers Housing & Motor Vehicle – Physical Inspections and Investigations were supposed to be carried out in 2017 but no funding available.

Commentary and way forward
Many of the targeted activities did not eventuate due to the following reasons. (i)Not much funding was given to Project Management Unit as it was newly established. (ii) Projects Funds were also given directly to the respective Divisions in which the projects are categorized under in which accessibility was a problem. (iii) Lack of Transport availability to assist officers in attending meetings and carrying out their duties when in need. Lessons: (i) The funds appropriated for projects must be readily available for use. (ii) Funds requested be facilitated efficiently by Operations and Finance to avoid delay with implementation of Planned activities. (iii) Most of the planned activities were not implemented due to inadequate funding. (iv) In future all projects should be coordinated by the Project Management Unit. The Unit will be used as the focal point between NDoE, the State and Donor Partners. Other comments: •PMU Donor Projects Unit to have dialogues with all Donor Partners to see that PMU must be kept in loop for all Donor Funded projects in the Education Sector. •PMU Education Projects must also involve in all projects funded by GoPNG and implemented by the Divisions within the Ministry.

Budget activity	**Aid Coordination and Project Management**		**10400 (235-2101-1101)**
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
			790.7
Total costs (including staffing)	615	570	570

Targets	**Achievements and non-achievements**
Development of Monitoring and Evaluation Framework	**Achievements** •Wrote and disseminated 50 press statements for the Minister and Secretary. •Wrote 30 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** • K60,000 2017 Education Calendars printed by Social Press printing company at the cost of K25,465. The calendars were delivered to the Unit in January 2018 and airlifted by Air Niugini in the same month to all the provinces.
Production of Reports.	**Non-achievements** • Completed the editing and formatting of the 2015 and 2016 DOE Annual Reports and submitted to the Koyasi Printing company to start printing. • Printing of the two reports began in March 2018. • The 2017 DOE Annual Report is scheduled to be printed in March 2018.
Develop and implement a DOE Awareness Policy	**Non-achievement** • This task has been outstanding for 4 years now. Nothing was done because the focus was on other tasks. The Unit plans to develop the Policy and an Action Plan for implementation beginning in 2018.

Commentary and way forward
1. The Unit will start preparatory work for the different reports and materials 1 to 2 months in advance in order to complete them by the given deadlines. 2. The Branch requires more funding that it is getting to sustain awareness initiatives for Government Priorities.

Research, Evaluation and Statistics

Division Objectives

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

- identify, design, plan and carry out research studies on educational policy issues affecting the development of education in the country. The information it provides supports the department make informed policy strategic decisions.

- identify, plan and carry out monitoring and evaluation studies and measure performances of policies, plans, programs and projects against the educational goals and objectives. It provides policy, plan and program performance reports on its efficiency, effectiveness, impact and sustainability on the Department's major policies, plans and programs performance against the anticipated education outcomes.

- design and develop appropriate Department's statistical and education management information systems. It provides technical and performance advice on the Department's key performance areas, assists and liaises 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)		
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	N/A	N/A	482,084
Total costs *(including staffing)*	1, 600,000	945,900	970,788

Targets	Achievements and non-achievements
Assessment of WaSH in Schools" A) WaSH in inclusion of WaSH in National School Census-2017 ii) New Model in wash in EMIS and software enhancement iii)WaSH monitoring using RapidPro b) Menstrual Hygiene Management study. c) Stakeholders workshop on the finalization of the standard guidelines for WaSH in schools including Hygiene promotion materials. d) Stakeholders workshop on drafting the DOE WaSH in school . Policy e) Inclusion of WaSH in the Health promoting Curriculum & teaching training colleges f) Training of teachers on Hygiene education & School inspectors & monitoring WaSH in schools, g) PCA with Anglicare for modeling of best WaSH promotion including MHM in 11 schools h) small scale funding agreement with ATCD Uni. Lae Tech , Design and printing of practical guide on toilet construction i) World water day March 22nd, Global Hand washing day October 15th, World toilet day 19th November j) Hydrogeological study in one or two provinces k)Wash Assessment in health care facilities with NDoH and WHO l) WaSH capacity needs assessment with DNPM m) WaSH and Nutrition workshop.	**Achievements** • WASH (Water Sanitation & Hygiene) study in school was completed. • Report completed and printed for distribution. The study investigated different types of toilets, school water systems, health and hygiene, hand washing facilities and impact on teaching and learning in all sectors of education. • Establishment of the WaSH in Schools Advisory Committee chaired by NDoE Deputy Secretary –Policy & Corporate Services & Co-chair by NDoH Deputy Secretary- Health Department. • Inclusion of WaSH in Schools Global Indicators in the Annual National School Census Form completed. • Policy and Standards for WaSH in schools finalized and awaiting Secretary and Education Minsiter's endorsement before launching and distribution to all schools in 2018 • WaSH in School Unit in place **Non-achievement** Lack of funding
Research	

Unit Cost Study	**Achievement** • Preliminary report submitted to TMT, SSM in June & was recommended for expansion. • 8 provinces were selected and study conducted, only one Province Madang yet to complete. DoE accounts system slow in processing cheques. • Data collection completed in all other provinces. • The findings from preliminary report submitted in June to TMT, SSM was used to calculate TFF Fees for 2017. • UNIT Cost report completed.
PaBER	**Achievement** • Data collection completed. • Data analysis completed for qualitative and quantitative data. • Report writing is in progress. The final report will be used to benchmark with Solomon Islands & Samoa. • PaBER report produced.
Low Retention of Girls in Primary schools in the Highlands Province	**Achievements** • Data collection completed. • Data analysis completed. • First draft report completed. Progress towards completing the final report.
Students Behavioral Problems in Schools	**Achievements** • Data collection completed. • Data analysis completed. • First draft report completed. Progress towards completing the final report.
Roles of school boards in the implementation of education policies in PNG (RESEARCH PROPOSAL).	**Achievement** • Proposal completed and presented to DoE Research Steering Committee. • Steering Committee endorsed for implementation. **Non-achievement** • Not implemented this year (2017) due to no funding and will commence in 2018.
Investigation into the factors influencing low levels of literacy and numeracy in primary schools in PNG (RESEARCH PROPOSAL).	**Achievement** • Proposal completed and presented to DoE Research Steering Committee. • Steering Committee endorsed for implementation. **Non-achievement** • Not implemented this year (2017) due to no funding and will commence in 2018.
Study on teachers' absenteeism and the impact of curriculum implementation and students learning in schools in PNG (RESEARCH PROPOSAL).	**Achievement** • Proposal completed and presented to DoE Research Steering Committee. • Steering Committee endorsed for implementation. • Implemented only in 3 provinces in 2017. **Non-achievement** • Will progress implementation (2018) if funding becomes available.
Assessment of the effectiveness utilizations of educational path-ways in PNG (RESEARCH PROPOSAL).	**Achievement** • Proposal completed and presented to DoE Research Steering Committee. • Steering Committee endorsed for implementation. **Non-achievement** • Not implemented this year (2017) due to no funding and will commence in 2018.
Impact of Grade 8 and 10 examinations on internal assessment of teaching in primary and high schools in PNG (RESEARCH PROPOSAL).	**Achievement** • Proposal completed and presented to DoE Research Steering Committee. • Steering Committee endorsed for implementation. **Non-achievement** • Not implemented this year (2017) due to no funding and will commence in 2018.Research and evaluation ethics.

Study of teacher quality in PNG elementary, primary, secondary and vocational schools RESEARCH PROPOSAL).	**Achievement** • Proposal completed and presented to DoE Research Steering Committee. • Steering Committee endorsed for implementation. **Non-achievement** • Not implemented this year (2017) due to no funding and will commence in 2018.
Research Committee meetings.	**Achievement** • Conducted only one committee meeting in August. Approved five master degree and 3 PhD proposals consistent with DOE Research Ethics. • Endorsed 5 DoE research proposals for implementation.
DoE seminar series.	**Achievement** • Designed and advertised the rejuvenation of DoE seminar series. **Non-achievement** • No seminar have been conducted in 2017, planning in progress to hold quarterly seminars in 2018
Research and evaluation ethics.	**Non-achievement** • Reviewing the current DOE Research Ethics. Template was developed and writing of Ethics has begun, however, this activity is not completed due to lack of funding.
Assessment and benchmarking.	**Achievements** • Completed the Pacific Islands Literacy and Numeracy Assessment report. • Completed six policy and system analyses of for benchmarking with Solomon Islands and Fiji.
Monitoring and Evaluation	
Monitoring and evaluation studies.	**Achievements** • TFF Monitoring in the Enga province has been completed and awaiting the Secretary's comments before it's presented to the TMT/SSM. • New NEP M&E Framework was completed including all indicators baseline for the new NEP from which, progress will be monitored. **Non-achievement** • Formative evaluation of Secondary schools was completed including the evaluation proposal and data collection instruments, but because of unavailability of funds, it was difficult to complete the study.
Monitoring and evaluation framework and Performance Assessment Framework.	**Achievements** • Completed designing the DOE Performance Assessment Framework. Tentative program for the PAF has been developed. • The reference materials for developing the framework have been produced as well and the Template for Monitoring & Evaluation Framework has also been developed. • Work began on developing the framework which will be carried over into the 2017 work plan. **Non-achievement** • Designing of DOE M&E framework template was completed. However, funding limitation made it difficult to complete the framework. This will be carried over into 2017 work plan.
District Education Advisers Basic M&E Training.	**Achievements** • A training program was developed as well as logistics were organized. • Training and reference materials were prepared for one week workshop. Release Letters were prepared for District Education Advisers' approval to attend Training in POM. • An M&E expert from UNICEF was invited as the main facilitator. • 64 districts out of 89 complete training in 2017. **Non-achievement** • However, lack of funding made it difficult to complete work.

Baseline Survey on Inclusive Education Policy Review	**Achievements** • Completed 50% of Baseline. • Draft Policy & Guideline in place. **Non-Achievement** • However, lack of funding made it difficult to complete work.
Monitoring and Evaluation Code of Ethics and Guidance	**Achievements** • Completed and approved by Research Committee and TMT for implementation.
NEP M&E Framework	**Achievements** • Draft in place. **Non-Achievement** • Due to lack of staff capacity resources & funding, difficult to complete work.
Baseline Survey on ICT Policy	**Achievements** • TOR & Research Tool completed. **Non-Achievement** • Delay in progressing due to funding issue.
Statistics and EMIS	
Out of school children initiative (OOSCI).	**Achievement** • OOSCI Steering Committee and Technical Working Team established. • 2nd OOSCI technical Training completed. • Engagement of OOSCI national consultant completed. • Completion of Bottleneck Barrier Analysis workshop. • Establish working relationships with National Statistics Office DOE data needs. • Presentation to NSO of school aged population data for 2011-2017 single years. **Non-Achievement** • Completion of the OOSCI report. • School aged population data for 2011-2017 single years not submitted by NSO. • Incomplete activities moved to 2018.
National School Census 2017.	**Achievement** • Received 70% 2017 School Census forms from schools in the country. **Non-Achievement** • There are 30% yet to be received from the provinces. • NSC requires an estimation budget of K 200,000 annually. Over the years there has been limited funding. • Few data are yet to be completed due to the very late submission of NSC forms.
Statistical Bulletin 2017.	**Achievement** • 90% of the 2017 Bulletin is completed. **Non-Achievement** • 2017 Bulletin not completed due to missing date from Teacher Education Division and IEA institutions.
PNG at a Glance 2017.	**Achievement** • 90% of the PNG at a Glance is completed. **Non-Achievement** • Yet to start on 2017 PNG Education at a Glance as the 2017 Statistical Bulletin is not completed yet due to missing dataset.

Roll out of EMIS to provinces.	**Achievement** • EMIS Provincial usage - Eastern Highlands, Morobe, Manus, Milne Bay are fully using EMIS at provincial level. **Non-Achievement** • Rest of the provinces not yet due to no funding at provincial and national level.
My School Application	**Achievements** **Non-achievements** • Remaining of training & roll out due to no funding.
Staff capacity building.	**Achievements** • Internal capacity building conducted focusing on data analysis interpretation of data is on-going. • Internal capacity building on SPSS in house training conducted by EMIS advisor seconded by DFAT. • 1 Statistics officer graduated in Diploma in Management at Divine word University through NDoE HR program sponsored by DFAT-Palladium • 1 Statistics officer still doing her Degree program at UPNG self-sponsored. • 1 Statistics officer attended course on strengthening use of Education information in Fiji sponsored by South Pacific Commission (SPC) and UIS. • 1 officer attended MHS training in-country.

Commentary and way forward

Research

(1) Lack of timely recruitment to fill vacant positions is a major problem. Lack of officers has prevented the Division from carrying out its functions as required.

(2) Time lapsed in data collection is causing data inputting and reporting. A new initiative to use SMS technology is developed. Trialing is now in progress awaiting NICTA and Digicel contracts.

(3) Lack of funding is a major constraint that impedes most of our research activities.

Statistics and EMIS

(1) Lack of funding is a major constraint that impedes most of our statistics activities.

Other comments

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

Information and Communication 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. It's major objective are:

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

Budget activity	**Information and Communication Technology 11793 (235-2101–1115)**		
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	632	632	1,004
Total costs *(including staffing)*	1,398	1,388	1,767

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.	**Achievements** • All 22 provincial Education offices have been connected back to DoE network. EMIS and Alesco is accessible at those sites. • 9 provincial division education websites are being developed and published (West Sepik, Manus, Simbu, Enga, AROB, Milne Bay, Morobe, Eastern Highlands and East Sepik) • DoE network ran uninterrupted throughout 2017 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, Flexible Open Distance Education (FODE) student management information system, payroll services and teacher bio-data to Teaching Service Commission. • New Servers are installed and configured for production. Data from older servers that hold our databases and systems have been migrated. • 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). • 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. • Wireless connectivity was set up to provide wireless access to DoE network. • Assisted in supporting the IFMS system to deliver accounting transactions for the Ministry of Education as well as staff and teachers payroll through the support of the Alesco System. • Software licenses such as the Microsoft for servers and officer, Oracle and MSQL for the databases, Share Point of K2 for Edu Portal and the workflow are current. **Non-Achievements** • 5 provinces are offline (WHP, Western, WNBP, SHP and Gulf) No support from provincial administration to have vital ICT services provided. • Some tasks for server migration will be completed in first quarter of 2018. • Not all licenses are paid in full due to limited budget allocation in 2017.

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.	1. Establish and make available integrated and accessible database for DoE and Provincial DoE officers to manage and use all education data for planning and decision-making to improve service delivery. **Achievements** • The TFF system was developed and further enhanced to disbursed funds according to DoE TFF policy. The application has been weaked to accommodate changes required by Management based on the allocation of funds by central agency for the TFF. The TFF application disbursed K431,992,379 to 10,870 school assisting 2,011,662 students from elementary to grade 12. • The School Registration Application has been developed to automate the process of registering schools. It needs testing by General Education Services Division as system owners and the users in TSC and Payroll. • The Teachers Leave Fare has been developed but is pending testing before it can be used in production starting with NCD and Central. • EMIS is has been enhanced further to include field to capture information on OSCHI and WASH. • Resumption of Duty Application has been developed and being used by the Payroll Division for teacher resumption. • The Measurement Services Student Assessment System was developed but pending testing by the Measurement Services Division to go into production. • Teachers Registration Application has been developed to track teachers, award provisional and full registration, inspections for promotion and training for teachers. • The MyPNGSchool Application was developed to collect real time data from schools to go through quality checks and also to be able to give school location using the GIS positioning/location. This was launched by the Prime Minister on the 27th September 2017. • The Inspectors' tool (NASSA) for inspections has been developed to be tested in 2018 and to go into production. • Completed the development and delivery of Travel Acquittal system for the Department and provided training to the users. • 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. • Support was provided for major database systems, including those for EMIS, Grade 11 selections, FODE, MSU Assessment application, TED application and TFF. **Non-Achievements** • Testing by system owners is the cause of most delays in application deployment into production. This is due to other commitments system owners have thus testing is very slow affecting project allocated time of delivery. • MPR and Applicant tracking yet to be developed.

3. Develop and deliver professional and efficient ICT infrastructure, systems and services while enhancing teaching and learning in national institutions and schools	**Achievements** • The TFF system was developed and further enhanced to disbursed funds according to DoE TFF policy. The application has been tweaked to accommodate changes required by Management based on the allocation of funds by central agency for the TFF. The TFF application disbursed K431,992,379 to 10,870 school assisting 2,011,662 students from elementary to grade 12. • The School Registration Application has been developed to automate the process of registering schools. It needs testing by General Education Services Division as system owners and the users in TSC and Payroll. • The Teachers Leave Fare has been developed but is pending testing before it can be used in production starting with NCD and Central Province. • EMIS is has been enhanced further to include field to capture information on OSCHI and WASH. • Resumption of Duty Application has been developed and being used by the Payroll Division for teacher resumption. • The Measurement Services Student Assessment System was developed but pending testing by the Measurement Services Division to go into production. • Teachers Registration Application has been developed to track teachers, award provisional and full registration, inspections for promotion and training for teachers. • 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. This was launched by the Prime Minister on the 27th September 2017. • The Inspectors' tool (NASSA) for inspections has been developed to be tested in 2018 and to go into production. • Completed the development and delivery of Travel Acquittal system for the Department and provided training to the users • 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. • Support was provided for major database systems, including those for EMIS, Grade 11 selections, FODE, MSU Assessment application, TED application and TFF. **Non-Achievements** • Testing by system owners is the cause of most delays in application deployment into production. This is due to other commitments system owners have thus testing is very slow affecting project allocated time of delivery. • MPR and Applicant tracking yet to be developed.
4. To strengthen the knowledge and skills of ICT technical staff to manage and maintain ICT infrastructure and services	**Achievements** • Librarians and technical support teachers of 8 teachers' college were trained in the second quarter of 2017 on server 2012 R2 management, administration and support. Their training also covered Digital library. • ICT officers underwent training in Server 2012 configuration and management, Oracle 11g administration and management. • Accounts Receivable officers (AROs) were trained on the use of the Travel and Acquittal System • NCD Head Teachers from Elementary, Primary, Vocational, Secondary Schools and Natioanl High Schools were trained to use the MyPNGSchool application in the 3rd Quarter of 2017. **Non-Achievements** • Some technical ICT courses such as the ITIL, Virtual machine Vmware did not take place due to funding issues. • Newly appointed officers did not have an opportunity to do professional development courses.

Commentary and way forward

Lessons:

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

Challenges

The demand for Education services throughout the country has increased. The O'neill Abel Government has again made 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 o 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. 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 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 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

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 affect the development of systems as well as its implementations of systems. The system owners don't show the urgency to ensure new automated systems are developed, tested and implemented thus affecting development and timely implementation of application.

Huge lack of budgetary support to maintain 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

3. Develop and deliver professional and efficient ICT infrastructure, systems and services while enhancing teaching and learning in national institutions and schools

Challenges

There are inconsistencies in standard devices in schools. Thus makes support for these devices challenging for technical support at school level.

Most schools lack the understanding of the use of technology to enhance teaching and learning as well as to use Digital libraries to help provide an alternative to traditional libraries to provide content for both teaching and learning.

A need to have an ICT policy for schools is critical. Schools will need to have a plan or policy to guide their implementation of ICT to support teaching and learning.

Adding content to the e-library for schools will need the collaboration of the department's teaching and learning divisions.

School administrators lack understanding of technology and its budgetary requirement.

Way forward:

ICT is expensive and will require the DoE and schools to have dedicated budgets. School administrators will have to understand the need to provide efficient budget for ICT to ensure the services are maintained and sustained to improve learning, enhance teaching and support communication.

Develop the ICT policy to guide and pave way forward to ICT in schools.

4. To strengthen the knowledge and skills of ICT technical staff to manage and maintain ICT infrastructure and services

Challenge:

The DoE's ICT infrastructure has grown to support government policy as well as the department's operational needs, but skills and knowledge are lacking in specific special areas of ICT.

Lack of funding to run training in provinces.

Lack of training equipment to run training both at Head office and at the provinces including schools.

Way forward:

Budget to run training at National and subnational levels.

Procurement of devices and materials for training.

A proper ICT training room for Training purposes.

Training has to be hands-on and related to workplace applications.

A test bench or training area is needed to allow the ICT team and technical officers to have hands-on exposure to hardware and technology in order to be confident in supporting the ICT infrastructure.

Training and mentoring are crucial. Skilled, experienced and knowledgeable mentors should be employed as consultants to build the confidence of ICT staff.

Officers trained in ICT ought to be remunerated to compensate for staying for an agreed period before being allowed to move on to other organizations.

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 to:

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

Budget activity			**2101-1102 (IFMS 10401) (HROD)**
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	N/A	N/A	
Total costs *(including staffing)*	2,239.600	3,334,200	1,760,090
Targets	**Achievements and non-achievements**		
Divisional & Contract Administration. Both National and Non-Citizen contract officers' contracts of employment are renewed on time.	**Contracts Renewal** **a) Senior Officers - Contract Status (Contracts are drawn for officers on Substantive Position only) in the process for Secretary's approval.** Substantive (Contracts Drawn) 1x First Assistant Secretaries, 6x Assistant Secretaries, 1x Executive Director - To confirm with DPM whether it's a contract position and 1x Chief Internal Auditor Acting Appointments 3x Deputy Secretaries, 6x First Assistant Secretaries, 1 Exec Director UNESCO and 4x Assistant Secretaries **b) Non-Citizen – 41 intent of contract renewal received** Contracts awarded - 30 offices Contract intent with DPM - 2 officers Contract intent with Education - 9 officers		
Visa Extensions for Non-Citizen contract officers.	**Visa Extensions** – All non-citizen contract officers temporary and full visas were extended, with only 1 visa pending collection at Immigration. 142 non-citizen contract officers' files were created.		
Annual/Quarterly Report for the Division for one calendar year	**Divisional Report** •Presented four (4) Quarterly reports for Human Resource & Organizational Development (HROD) Division the Budget Review Committee.		

Public Servants Leave Fare Management	Payments of public servants leave fares (Information provided is based on the leave fare applications received. • Leave Application Received – 225 • Paid – 225
Staff Support Services	
Officers selected/recruited to fill the vacant positions	**Overseas Recruitment (Non-Citizen)** The Overseas Recruitment Committee (ORC) had one meeting this year 2017. Agendas discussed were: 1. Managing the non-citizen contract officers 2. Submission request from West Sepik Province HROD Contract Administration is asked to give its report on non-citizens contract administration to the committee to deliberate on some strategies to manage and administer on the contract officers teaching in Papua New Guinea. The ORC made a decision in their meeting for West Sepik to verify the submission including some areas to be included and improved. The ORC will ensure that the management and administration of the contract officers are tightened for improvements due to financial constraints faced by the country. 1. Selection hearing completed on 17/10/17 and report compiled and sent to Secretary for his approval and letters of notifications on successful and unsuccessful applicants were given the letters. 2. Permanent appointment – Position Ex.002 – Deputy Secretary Schools & Education Standards. 3. Positions withdrawn – Ex.003 – Deputy Secretary – TVET & Unesco, Ex.004 – Deputy Secretary, Policy & Corporate Services, Ex.010 – First Assistant Secretary – Finance. 4. External Advertisement will go out again early next year 2018. Internal Advertisement 1/2017 was made on 01 August, 2017. Selection Hearing was completed on 15 November 2017. Report compiled and submitted for Secretary's approval. Results of the Secretary's approval will be made known through a Secretary's Circular. Vacant technical positions for various divisions will be advertised externally in 2018. **NDoE Staff Welfare Activities** The Department of Education have carried out retirement, retrenchment and resignation exercise including the deceased officers. • 14 retired. • 20 resigned. • 5 officers are considered for retrenchment exercise.

	NDOE Occupational Health & Safety Divisions were asked to submit the checklist for health checks. Few divisions submitted others yet to submit. **TAMS:** Implementation of TAMS was another priority area for HROD in 2017 and will continue in 2018.
Organizational Development	
(Major Organizational Review on DoE Structure) • Work Force Planning	Manpower reconciliation • NDoE Manpower (Employees & Positions) reconciliation is fully completed and chart referred to Establishment Unit of Payroll Division. • All Job Description (JDs) per NDoE Restructure and creation of positions have been completed but need more improvement. • Minor restructure submission received, ORT meeting held however there is a need for a final meeting and seek Secretary's approval for implementation. • DMA and HDA processed for the officers who were entitled to. • Personnel emoluments analyzed and presented to DPM. • Department IDs ran for all the officers including field officers. • Form A and B – facilitated all travels through Chief Secretary.
• Training	Training: <u>Coordinated Induction Training for Public Savants</u> 172 officers completed Induction Training Successfully and graduated with Certificates. Training was conducted by DPM staff and HROD personnel of DoE. • Approved & sponsored 8 officers for studies @ overseas institutions. - 3 on Masters Programs in Japan. 1 completed and returned. - 3 on Masters Program in NZ. 2 completed and returned. - 1 on Masters and another on PhD in Australia. PhD candidate did not complete and returned. <u>Short approved training overseas</u> - 15 participated in conferences, seminars, workshops, symposiums <u>Approved and sponsored for programs in Country – 2017</u> - 2 sponsored for Masters program. - 6 officers approved for bachelors program. 2 completed. - 7 officers approved for diploma. 5 completed and returned. - 5 officers approved for certificates program. All completed. <u>In – House Training Plan:</u> - Plan was completed however did not implement due to staff heavily committed in other immediate urgent tasks. <u>Training Needs Analysis:</u> -The department TNA is completed for 2017. It is an ongoing task. <u>Staff Performance Appraisal 2016 & 2017 SPAs:</u> - All 2016 & 2107 SPAs were coordinated well with positive respond from all divisions. Assessed and submitted to Payroll Division. <u>Coordinated Staff Uniforms</u> Purchased uniforms for all staff in Fincorp & PNGEI except field officers. A success!! Weekly (every Monday) devotions. Has been one of the highlights of all achievements for HROD.

Commentary and way forward
Lessons: The outcomes of the planned activities are determined by several factors; however funding is the highest common factor. The above results clearly indicate some of the Division vital planned activities not implemented due to financial constraints.
Other comments: All planned activities are carried out by the respective branches of the Division based. Therefore, the Division's Budget Estimates should be treated with relevance or may result in activities not implemented the following year.

Ministry of Education officers attending the 2017 Dedication Service at the PNG Education Institute Hall

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	**Human Resources and Organisation Development 152-2101**		
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	N/A	N/A	
Total costs *(including staffing)*	1,860,000	1,875,000	593,000
Targets	**Achievements and non-achievements**		
Payroll			
Dispatching of printed payroll to provinces Cheque Reconciliation for 2017	1. Dispatched 26 fortnights provincial payrolls. 2. Completed reconciliation for Jan to August with the rest of the months to go. 3. Printed a total of 262 salary cheques. 4. Sent 26 fortnights's teachers' pay slips to Provincial Education offices on a fortnightly basis via email, CD-ROMS and through intranet.		
Employee Services			
Teacher Resumption and Salary updating exercise	**1**. Registered a total of 54,816 teachers. **2**. Suspended 9,655 from payroll for failure to submit their RoDSS. **3**. Placed 1,249 graduates on payroll. **4**. 322 Public Servants promotions appointment and 48 acting appointments processed. **5**. 3,189 elementary teachers' salaries adjusted.		
Client Services			
File Creation for New Graduates and new commencements Providing Client Counter Service	**1**. 1,614 new graduates files created. **2**. 293 new commencement/re-admission files created. **3**. 2,660 files transfer to provinces and other organizations. **4**. 7,406 closed files archived. **5**. 8,968 plus active centralized files kept at NDoE – PARS. Counter Service is opened two times a week on Tuesdays and Thursdays only.		
Administration			
Printing and distribution of teachers resumption forms.	Organized printing and dispatching of teacher resumption forms to all provinces: **1**. 1,500 Teacher Record of Appointment pads. **2**. 1,000 RoDSS pads. **3**. 100 EDB020 pads.		
Quality Assurance			
Quality checks made on a fortnightly basis. Checking of new teacher files and documentations	26 fortnight payrolls checked. Provide 26 fortnight threshold reports to Audits and Provinces. Checked 44 elem teachers files from SHP and Hela.		

Others	
Capacity Building for Provincial Education officers on Resumption Management	5 Payroll officers traveled to 5 provinces and conducted training on teacher resumption exercise.

Commentary and way forward

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

Lessons

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

Payroll Division officers in front of Fincorp Haus Waigani

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)**
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	948.0	948.0	1,697.0
Total costs *(including staffing)*	3,391.0	3040.0	4,094.0
Targets	**Achievements and non-achievements**		
Priority undertaken to ensure smooth operation of new Government Accounting system (IFMS)	Full implementation and use of IFMS system to process payments and receipting achieved.		
Guided the Ministry through the 2018 Budget Planning Cycle including preparation of four QBRs, preparation of 2018 Budget Estimates and of the 2018 AOFP.	**1.** Implementation of the 1st stage budget for NDoE. **2.** Formulation and consolidation of 2018 NDoE annual operational financial plan. **3.** Conducted four quarterly budget reviews for the department. **4.** Completed the 2018 budget estimates.		
2017 close of Accounts Exercise	Successfully completed the close of accounts.		
Commentary and way forward			
1. One of the biggest challenges that was experienced in 2017 was to do with paying of utility bills for the entities under budget division 235. The Budget appropriation appropriated under item 231 was insufficient as the Finance and Admin division is a Budget Cross Cutting branches. Meaning that we have to cater for all bills under the department compared to our appropriation is always insufficient. **2.** Challenges were experienced in the training of staff to use the IFMS. There was no funding made available under item 228 for Training. The department transited from PGAS to IFMS therefore; there was a huge need for training of staff in IFMS in order to train the 100 plus IFMS users in the department.			
Other comments			
1. Some key planned activities were not successfully implemented due to insufficient funding released under many Budget Activity items by Treasury due to the cuts in 2018 appropriation to support the 2018 budget. **2.** The Ministry's 2018 initial appropriation has been reduced which will hit hard many activities in the remaining parts of the year. With reduced appropriation it is unlikely that much will be achieved in 2018.			

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	**Finance and administration**		**2101–1106**
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	3,146	1,817	469
Total costs *(including staffing)*	3,146	1,817	469
Targets		**Achievements and non-achievements**	
LOGISTICS BRANCH			
Implementation of Transport Policy	• Equitable allocation of vehicles and reallocation of existing vehicles across the Department including the inspectors in the Provinces. • Conducted BOS for 24 vehicles. Tender requirements for the first 10 vehicles 95% completed while the rest to be done in Jan 2018. • Updating of DoE vehicle assets register (registration stickers, safety stickers, service are on-going). • Submitted budget for re-fleet of Department vehicles for 2018 • Maintenance of Department fleet to workshops throughout the year. • Unpaid bills brought forward to 2018 due to funding constraints.		
Management of Operational Contracts/Agreements/ Memorandums of Understanding for the Department	• Security Services to Fincorp and CDD offices placed on tender and a new contract awarded for a new start in 2018. • Vehicle Maintenance Contracts up for renewal for the new year. • Telephone PABX Maintenance Contract to be renewed to enable faults. and other mainte nance work to be carried out on all extensions in the Department. • A Credit facility established with Post PNG to enable the Department's mail to be airlifted without delay.		
Refurbishment of office and approvals for occupancy of office space	• Funding constraints have left this job unfinished to be considered in 2018. • DPM has not approved occupancy of 1st and 7th floors due to budget cuts this year		
ASSETS MANAGEMENT			
An updated **Fixed Asset Register** for DoE maintained for the purpose of service maintenance, registration and safety stickers, disposal and replacement valuations by June/July 2016	• Assets register updated. • Updated all vehicles register and replacement schedules. • Ongoing activity. PFD completed and forwarded to Finance and budget to secure funding for comprehensive Asset Management Review. • Division unable to boost activity due to extreme financial crisis. Asset Management Software incompatible with DoE ICT network in the country.		

Formulate a **DoE Assets Management Systems** that captures: a) Up-dated Fixed Asset Register b) Current Fixed Assets A **Fixed Assets Valuation** Report compile for all purposes that covers: a) replacement costs, insurance covers for buildings & its contents by July/August 2016 A **Fixed Asset Management Policy** that shall guide the department in efficient and effective Assets Management systems. Develop a **DoE Housing Policy** and deliver on Housing Project in consultation with various stake holders (NHc, BSP, Nambawan Supa, Lands Dept and other Land Owners	Work plans, implementation schedules, timeframes/lines & cost estimates prepared for this activity ongoing activity. PFD completed and forwarded to Finance & Budgets to secure funding for ongoing activity. PFD completed and forwarded to Budget Branch to secure funding for comprehensive Asset Management Review. Work plans, implementation schedules, time frames/ lines & cost estimates prepared for these activities Draft policy currently developed and will be circulated for comments, inputs by relevant officers Need to capture inputs from relevant departments on good Asset Management practices Draft Policy developed and will be circulated for comments, inputs by relevant officers An ongoing activity that require Inputs from relevant departments to guide formulate policy
Department Fleet Registration	• All vehicles to carry ZED plate numbers – Completed except for five at H/Q and the Stand ards Officers in the Provinces.
AMENITIES AND PLANNING	
Erection of Ministry Sign Board Department Vehicle Pass	The Ministry of Education Head Quarters has been hidden behind the Financial Company (Fincorp) all this time so the sign board now plays a vital role identifying the location of DoE HQs To avoid the influx of vehicles using staff and clients car park by visitors going to the National Library, Court house, Museum and Parliament we have created the vehicle pass for monitoring at the main gate which has become very effective.
OPERATIONS	
Plan for quarter budget reviews 1, 2, 3 and 4 including 2017 annual budget.	Done and submitted all quarterly review reports to the Budget Branch.
Establish and upgrade staff data, (leave fares, furlough leave, sick leave and compassionate leave, absences, etc and staff performance appraisals.	• All leave fares raised and processed for officers due for recreation leave in 2017. • All appraisals for 2017 were done and submitted to the HROD.
• Office space renovation • Centralization of utility bills • Stationery for the Division • Purchase of computers, work stations and office furniture to cater for new Division • Time and Access Management • Replacement of curtains	• Renovated ground floor office to accommodate the new established Admin Division with its staff. Claim raised and submitted but due to funding constraints it's still pending. • Due to budget cut all utilities bills were centralized by Finance Department. • Submitted estimates and AMP to Budgets. • Submitted claim to budget, but still had funding constraints/ and budget cut. • Due to funding constraints we only purchased computers but not the others. • All outstanding claims for 2014/2015/2016 were submitted but due to budget constraints/ budget cut they were not processed. • Time and Access Management ongoing. • Old curtains been replaced by new ones in Acting AS office and two Managers offices. Part payment of claim processed while the other part still pending due to funding constraints.

Commentary and way forward
1. Conducted BOS for 24 vehicles, 10 vehicles 95% completed. **2**. Submitted budget for re-fleeting of Department for 2018. **3**. Submitted all Budgetary Requirements for the Division to Budget Division. **4**. Updated the Department Asset Register. **5**. Erection of Ministry of Education sign board. **6**. No separate budget allocation for Administration Division. A separate budget activity needs to be created to address issues affecting DoE across the board. **7**. Office space and its allocation have been a very frustrating and very slow process. **8**. Lack of adequate operational resources such as proper workstations for staff. **9**. Separate budget provided was diverted elsewhere. Need to ensure funding is appropriated in 2018 to procure workstations, computers, printers, office furniture to allow the division to be effective and efficient in addressing DoE issues.

50 students from Kabaira Girls Vocational Centre posing with HRDP2's Ralf Strier & dignitaries from the ENBP Government and industries.

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 & National Literacy Awareness Secretariat.

The Division's major objectives are;

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

Budget activity	**Procurement**		**11942 (235-2101-1117)**
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	N/A		
Total costs *(including staffing)*	1,105	942.0	1,097.0
Targets		**Achievements and non-achievements**	
LOGISTICS BRANCH Implementation of Transport Policy.	• Developed a Consolidated Annual Procurement Plan 2017 that was submitted to Central Supply and Tenders Board. Centralization began in the first quarter. • All 2017 major procurements were paid for, although some payments were late. Among other major tenders, are procurements for Science Equipment for Secondary Schools for the four regions and Accommodations for markers for Grade 12 Witten Expression Exam and Grade 12 Final Examinations of which Written Expression marking was marked as major tender and all the other five subjects renegotiated at minor procurement methods. • Carried out a centralized procurement awareness exercise, in the DoE, the Office of Libraries and Archives, the Teaching Service Commission and the CDAD Lower Primary Syllabus and Teachers guides printing and supply on the of Procurement and delivery to be continued in 2018.		
Major tender for the Procurement of Elementary Kits funded under DFAT/AHC	The whole tender of 3442, 3523 and 3524 was successfully implemented in 2015 – 2017 of which only some technical issues were encountered towards end of 2017.		
Evaluation of TFF tenders for (1) procurement of basic materials for schools x 4 regions and (2) delivery of basic materials to schools x 4 regions	• The implementation of Govt TFF policy on procurement, supply and distribution of the School Materials for the schools continued for the whole country in the four regions – Highlands, Momase, New Guinea Islands and Southern.		
Complete Procurement Operational Manual, Volumes 1 and 2	Issued draft manuals for feed-back and approval. The review on the draft manual is continuing in 2016 and final copies to be distributed in 2017.		
Vetting and inspection of service providers	A total of 384 companies expressed interest to do business with the department. All companies were screened and inspected and only 222 were selected and approved to do business with the department in 2017. Works Companies–164 Goods Companies–87 Services–183 Total–381		

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

Commentary and way forward

1. The Secretary's Circular 64/14 launched the first phase of centralised procurement, of expenditure items, in the third quarter. Photocopying paper was the first item bought centrally. By the end of the year, the purchasing, servicing and refueling of vehicles, printing and duty travel for the minister and the top management had all been centralised.
2. The Procurement Operational Manual was finalised by financial management adviser Judith Flowers, with input from the Procurement Division.
3. Phase 1 of centralised procurement was not completed because of non-compliance by divisions.
4. Stocktaking began in quarter 4, but was stopped because of lack of funding. Discussions were held with ICT as well as IFMS from Department of Finance to use the IFMS module for IFMS team.

Other comments

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

Division Objectives

The Standards Division deals specifically with quality assurance and quality control with the provision of setting "SMART standards', supervisory, monitoring, quality checks, and advisory, appraisal and evaluation functions to teachers, schools and provinces. The Division's main objectives are:

- To allow for "quality improvements" through a structured and systematized approach that involves the establishment, development and interaction of enabling elements that brings forth quality improvements in teachers, schools, provinces, regions and the education system.
- To ensure that quality leadership standard, plus positive school environment standard, plus effective school management standard allows for quality learning outcomes standards that can be quality assured and quality controlled through the National Quality Schools Standards Framework (NQSSF).
- To provide directions in the areas of curriculum implementation & monitoring, teacher performance and inspections, teaching and learning and school management systems.
- To facilitate needs based teacher professional capacity building and capacity development programmes.
- To promote and create a conducive environment for personalization, ownership and institutionalization, of SMR, NQSSF and NASSA.
- To collect and use data as a tool for planning, implementation and decision-making to improve the performance of the division.
- Ensure DoE initiatives and priority activities are implemented, monitored, reviewed and reported.
- Conduct teacher appraisals and inspections in elementary, primary and secondary schools.

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

Commentary and way forward

Lessons:

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

Minister for National Planning & Monitoring, Hon. Richard Maru, EU Ambassador His Excellency Ioannis Giogkarakis-Argyropolous and Secretary for the Department of National Planning & Monitoring Ms. Hakaua Harry visiting the HRDP1 booth at the PNG-EU 40 Years Open Day.

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 Services 10414 (235-2101-2104)**		
Staffing costs (229)	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	8511.0	8265.0	10647.0
Total costs *(including staffing)*	7662.0	7662.0	9839.0
Targets	**Achievements and non-achievements**		
Education Standards: Quality Standards Improvement in all schools	**Achievement** •Average schools visited by Inspectors remained the same: Elementary – 70%, Primary - 80% and Secondary – 80%. **Non-Achievement** •Funding constraints continue to impede Inspectors not to complete all school improvement visits.		
Quality Teaching & Learning: Teacher Quality Performance, Assessment, Appraisal, Ratings for Registration and Promotion.	**Achievements** • Despite funding constraints in 2016, Quality Teaching and Learning continues to show gradual improvements. • Total inspection reports for 2016 rated in 2017 during the National Ratings was 4,351 (65%) compared to previous 2015 total of 4169.An insignificant increase of only 3% by sector: Elementary –161, Primary – 3146, Secondary – 691 and TVET – 165 and TED -188.Overall this is only 3% increase despite funding constraints. **Non Achievement** Lack of funding for school visits impedes on teacher appraisal and professional growth.		
Monitoring and Evaluation: Monitor and Evaluate the work of Standard Officers and the impacts at the school level.	**Achievements** • Despite Financial constraints, most provinces in the four regions were visited by the Regional Directors. Highlands 7/7 – 100%, Momase 3/4 – 7%, Southern 4/6 – 67 % and NGI 2 /5 – 40%. Senior School Inspectors' reports done with notable impacts. 96% of Staff Performance Appraisals (SPA) completed.		

Commentary and way forward
Lessons: Inspectors continue to make-do with the little funding given. Only 11 out of 222 Inspectors were given K2,500 each hence not all Inspectorates were funded. Some provinces assisted with fuel. Inspectors continued to capitalize on other provincial programs to make visits. Not all provinces are assisted under the PSIP, DSIP, LLGSIP and Functional Grants. All these have contributed to a decline in teachers appraisal, quality school improvement and consistent monitoring and evaluation.

Department of Education staff won one of the prizes for the best banner in the TIPNG Walk Against Corruption.

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 10411 (235-2101–2101)**		
Staffing costs (229)	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	1,234.9	1,234.9	1,337.8
Total costs *(including staffing)*	1,652.8	1,652.8	1,718.3
Targets	**Achievements and non-achievements**		
Coordinate divisional operations.	All of the division's operational costs including staff leave entitlements, utility bills and administrative costs were paid, except November and December utility bills (water bill) and maintenance work on the toilets blocks, buildings and air condition in all buildings. This function is placed under Administration Division and therefore should be transfered back to CDD under a special arrangement or through another mini Divisional restructure. This is a must as we are facing lots of problems.		
Development of SBC for Elementary schools	Elementary SBC has been completed and delivered to all Elementary schools throughout PNG. This is one full year of SBC implementation. It is crucially important that immediate interventions on issues with current content are addressed by CDD. There is also a need to develop support resources and monitoring to ascertain the status of the implementation.		

Development of SBC for Primary schools	• Junior Primary Grades 3, 4 & 5 SBC have been completed and delivered to printers to print them. They will be delivered early 2018. Funds have been budgeted for in both Project and recurrent under CDM. • Implementation of SBC for Junior Primary will begin after the receipt of the materials. Therefore teacher training is now very crucial. • Work on the Senior Primary Grades 6, 7 & 8 materials have started and will be completed by the end of this year. Funds have been budgeted for in both Project and recurrent under CDM and CDD will ensure all is completed by end of 2018.
Development of SBC for Secondary schools	• Work on the Junior Secondary Grades 9 & 10 have started and will be completed by the end of this year. Funds have been budgeted for in both Project and recurrent under CDM and CDD will ensure all is completed by end of 2018.
Hold Board of Studies and Subject Advisory Committee meetings	• 1 x Subject Advisory Committee for Primary and Secondary Education and 1 x Board of Studies meeting for Basic Education and Secondary in September 2017 to approve Primary SBC and Secondary SBC Plans. • SAC and BOS are a must to meet all approval processes and CDD has planned for 2 SAC & 2 BOS and budgeted for it in 2018.
Develop School Journals	• Came to a halt after 6 Bridging School Journals were developed with assistance from VSO under the Every Child Reading, (ECR Phase 2) in 2015. The VSO support has eventually ended and DoE will have to fund this. • This activity must be revived and CDD has budgeted for it in 2018.
Develop Text Books with JICA partnership	• The text development for Mathematics and Science subjects are progressing very well. Content for the text books have been written and are now being validated by teachers from NCD and Central. • This activity must be extended to the Elementary and Secondary sectors. CDD has translated this into a Project with GoPNG budget allocation of K2.5m in 2018.
Supply of reading materials through the ReadingPNG Project	• This project activity has been completed and World Bank has pulled the plug with their funding support. The results are good with improvements in English speaking, reading and writing in the provinces piloted including Madang and WHP and others. • There is a great need to revive this project with other PIP.

Commentary and way forward

1. Many repair and maintenance jobs are still outstanding at the print shop and CDD blocks.
2. The two toilet blocks in block B and warehouse needs full maintenance.
3. All 4 blocks air conditioning need maintenance or replacement. Only Block 1 fully maintained & completed.
4. Junior Primary (Grades 3, 4 & 5) SBC materials completed and awaiting printing.
5. Printing of SBC Primary, (Grades 3-5) is still outstanding and is priority once development ends.
6. Senior Primary (Grades 6, 7 & 8) SBC materials still under development and need full financial support.
7. Printing of SBC Primary, (Grades 6, 7 & 8) is still outstanding and is priority once development completes.
8. Aging computers and laptops need complete overhaul but is still outstanding.
9. Aging photocopiers and multi-media projectors need replacement but is still outstanding.
10. Stationery for CDD staff have not been given this year by Procurement and this is an issue to date.

Budget activity	Corporate Production and Distribution, (CPD)		10412 (235-2101–2102)
Staffing costs (229)	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	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.		
Printing of six full-colour issues for Bridging School Journals. Printing of SBC Elementary materials.	**Non-achievement** Nothing was printed. **Achieved 100%** Successfully accomplished. All printing was done by Tokiwa & Treid Pacific through tender.		
Distribution of SBC materials for Elementary Distribution of other resources materials purchased by Pearson Education such as the Shappy's books Distribution of Bridging School Journals	**Achieved 100%** Successfully accomplished. All final SBC materials were distributed to all provinces in PNG. **Non Achievement** Other resources and Shappy's books were never distributed although been part of the tender that was won by Treid Pacific. Need to check and take appropriate action. 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 Elementary, Syllabus & Teacher guides for Maths, English, Language and Culture & Community.	**Achievement 100%** Elementary SBC Syllabuses and Teacher Guides (Maths, English, Language and Culture & Community) were designed. These documents are all printed, packed and label and waiting for distributions by Treid Pacific to all schools throughout PNGi in 2016. 2017 marks the first year of implementation.		
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% Junior Primary (Grades 3, 4 & 5) SBC 7 Syllabuses and 21 Teacher Guides have been completed These documents are all printed now.		
Print-shop activities: maintenance of printing machines and purchase of ink and distribution packing materials	**Partly Achievement** Machine set to rollout, except some parts are missing from the guillotine machine. Commissioning will be done in March 2017 and training by Japanese experts on how to operate the machines. To date the contractor has NOT been paid. Ware house and print shop needs major refurbishment.		

Commentary and way forward
• Most activities were not achieved as the division's focused on Standards-Based Curriculum development. • The publishing/graphics section did not have Mac computers to do designs and layout of developed curriculum materials. • Most draft curriculum materials were printed externally at very high costs. • When funds become available in 2017 a plate burner and ink master will be bought for the fast printer at the print-shop to allow cheaper printing done in-house. The Ryobi printer at the print-shop also needs an ink master to replace the photocopier in the operations section for mass printing of curriculum materials. • Machine set to rollout, except some parts missing for the guillotine machine. Commissioning will be done in March 2017 and training by Japanese experts on how to operate the machines will follow. By March 2017, the machine will be operational. • Ware house and print shop needs major refurbishment.

Budget activity	**Curriculum Development Materials, (CDM)**		**11795 (235-2101-2107)**
Staffing costs (229)	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	N/A	N/A	N/A
Total costs *(including staffing)*	18,700,300	18,700,300	K18,480,300
Targets	**Achievements and non-achievements**		
Develop Standard Based Curriculum resource materials for Elementary	**Achievements 100%** • 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. • 2017 is the first year of Implementation.		
Develop Standard Based Curriculum resource materials for Primary	**Achievements 100% complete** • Developed 7 Standard Based Curriculum Junior Primary Syllabuses and 21 Teacher Guides for Mathematics, English, Science, Community Living, Arts, Physical Education and Health. • Delivered to Printers for printing in November/December 2017 • SBC Senior Primary Syllabuses and Teacher Guides are still been development and will be completed in 2018. **Non-achievements** • 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), Not done.		

Develop Standard Based Curriculum resource materials for Secondary	**Non-Achievement** • Secondary officers assisted Elementary & Primary Officers. • Secondary SBC development planning done into 2017, actual writing will start in January, 2018.
Policy document review in line with SBC	**Non-Achievement** • Reviewed Curriculum management Plan, Curriculum Writers' Handbook, National Assessment and Reporting Policy. NOT Done. • National Curriculum Framework was done by Task and renamed National Curriculum Standards Framework. (90% completed. • Currently reviewed by Curriculum Officers as content specialists.
Procure text books both locally and abroad to support SBC implementation	**Non-achievement** • Text books procurement will be done in 2016 and they will be distributed with SBC materials.
Print/publish curriculum materials developed for SBC	**Achievement 100%** • Printed final version SBC Syllabus and Teacher Guides: • 16,500 copies of 4 x Syllabuses and 12 x Teacher Guides. • Elementary teachers trained using these materials in each of the regions.
Distribute curriculum materials to schools	**Achievement 100%** • SBC Elementary final version packed and labeled by provinces, district, cluster and school throughout PNG.
SBC capacity building for curriculum officers	**Achievement 100%** • 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

- 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 Primary will be completed by June 2018 while text books for Elementary will be developed through Private Public partnership.
- Cluster training for Primary SBC will be completed by end 2018 and implementation starts in 2018/2019.
- Printing of Elementary SBC materials is completed 100% and schools are resourced to implement SBC in 2017, (this year been the first year of Implementation).
- Distribution of Elementary SBC materials were completed 2016 and early 2017 and schools are already resourced and are implementing SBC in 2017.

Budget activity	Research and Innovation, (This position is abolished under the minor restructure with officer moved to RED)		(21064 (235-2101-1234
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	N/A	N/A	N/A
Total costs *(including staffing)*			
Targets	**Achievements and non-achievements**		
No target as it was a new activity in 2015 Officer does not report to AS-CDD	• No Activities in 2015 and even in 2016 although the Review of All Curriculum policy & Research in SBC was assigned to an officer. • This warrants an appropriate penalty for defying lawful instructions. Officers stripped off the position and moved to another division is appropriate.		
Commentary and way forward			
1. Research & Innovation is a New Branch headed by a Director under the new restructure. Its main function is to Research and Innovate Curriculum & resources and recommend to Assistant Secretary CDD. 2. This officer has NOT produced the tasks. For example, Research on SBC and support was not there. The Director has been opposing SBC and to date still the same. Many tasks assigned have not been done and the officer seems to be not at work. Attendance is very poor and she does not report to AS-CDD as required. This position has now been abolished under the mini restructure and the officer moved to Research and Evaluation, Division, (RED). I recommend for Editorial Office to be set up in place of Research and Innovation and should be headed by a Principal Editors taking direction from Director Publishing and Assistant Secretary, CDD			

Budget activity	Pacific Benchmarking for Education Results		
Staffing costs (229)	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	N/A	N/A	N/A
Total costs *(including staffing)*			
Targets	**Achievements and non-achievements**		
Component 1: Diagnoses of Year 6 (Grade 5) students' performance are used to inform policy development for improving learning outcomes in literacy and numeracy	**Achievements** 2015 PILNA PNG report – Data of 10,000+ PNG grade 5 students was analyzed and a comprehensive report was compiled. Dissemination of findings to education stakeholders will be in 2017.		
Component 2: National benchmarks are established that better reflect regional and international norms which are publicised and approved for implementation.	Institutional Policy Capacity Analysis (IPCA) report –Training, data collection, data analysis, report writing and benchmarking workshop. [Note: The purpose of the IPCA is to assess the quality of key policy areas within the National Department of Education]		
Component 3: Evidence is available and used to inform policy reform and effect whole of systems educational change and school improvement	• PaBER PNG report - Triangulation of all key evidences from various reports generated since 2013. Consultations between DoE officials and EQAP, hence the final country report. • PaBER PNG Research report – engaged Australian Council for Education Research (ACER) and Tebbut Research, PNG in collaboration with DoE Research Division. Data collection in 22 provinces, Qual and Quan data analysis, report writing. Findings disseminated at TMT/SSM by Research Division.		

Launching of Reports	Non-achievement

Commentary and way forward

- 1. The project has been successfully completed in June 2016. PNG Ministry of Education has several country reports.
- 2. The findings from the above learning assessments, policy analysis and field research, together with data on an agreed set of overall system performance indicators was consolidated and for dissemination.
- 3. This will provide PNG MoE/DoE with evidence-based guidance on concrete steps to be taken to improve learning outcomes. It is now up to MoE/DoE to act on the findings and the potential interventions will not be financed through PaBER. It will be the responsibility of GoPNG through the MoE/DoE to plan and implement the new interventions arising from PaBER evidence with financial and technical support from the development partners.
- 4. The way forward is for immediate dissemination of PaBER findings and recommendations to all stakeholders and the sustainability of the PaBER work within the Ministry of Education/Department of Education.
- 5. This Program is now part of MSD and the officer concern reports directly to AS-MSD. AS-MSD will report on this activity from 2018 onwards.

Budget activity	**QUIZE-ME PROJECT Improvement of Science and Mathematics Curriculum**		**(235-2101-2107-CDM) (11795-IFMS)**
Staffing costs (229)	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	N/A	N/A	N/A
Total costs *(including staffing)*			

Targets	**Achievements and non-achievements**
Develop Text Books with JICA partnership	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 & Central. This activity must extend to Elementary and Secondary sector. CDD has translated this into a Project with GOPNG budget allocation of K2.5m in 2018.

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.

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)**		
Staffing costs	Original appropriation (K14,672,000.00)	Warrants authorized (K14,248, 000-00)	Expenditure (K17,057,000-00)
	K5,360,000-00	K5,360,000-00	K2,856,000-00
Total costs *(including staffing)*	K14,672,000.00	K14,248,000-00	K17,057,000-00

Targets	**Achievements and non-achievements**
2017 Grade 8, Grade 10 & Grade 12 National Examinations Printing.	**Achievements** National Examinations & Certification: • Grade 8 x 4 papers x 115,000 students & 115,000 Certificates • Grade 10 x 12 papers x 67,500 students & 65,500 Certificates • Grade 12 x17 papers x 27,966 students & 27,966 Certificates • All certificates with increased security features effected.
Exam Development workshops and running trial tests - 2017	**Achievements** •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.
Containment of Exam malpractices	**Achievements** •Implemented the critical recommendations of EMIR team (Secure Grade 12 Item writing, printing, verifying the packing and dispatching of Exams nationwide, Monitoring teams to Highlands, Using task force to apprehend rogue elements during the Exam Duration and Effective collaboration with Inspection Officers at provincial levels done.
Dispatch of Examination Papers & Certificates.	**Achievement** •Examinations & school certificates reached schools nationwide on time. •Submission of results for 10 & 12 for Selection Meetings.

Commentary and way forward
•While MSD has been given a face-lift with our focused work, system strengthening needs to be consolidated. •Large scale assessment (CSMT & PILNA) on sample population nationwide to be done concurrently. •Manpower shortage, subject & skills expertise have to be attended to and enabled through concentrated in-service & resource activities starting from within the Division –remain as an ongoing issue.

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)**		
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K17 000.0)	Expenditure (K18 187.3)
	508,911	508,911	916,933
Total costs *(including staffing)*	649,596	649,200	1,057,222
Targets	**Achievements and non-achievements**		
NBC Airtime for school radio programs.	**Achievement** • A total of 313 Radio programs for primary schools were broadcast through NBC this year 2017. **Non-achievements** • Outstanding bills since 2015-2017 totaling up to K300, 000.00+ for NBC Airtime – Brought forward to 2018 due to funding constraints. •Non production due to technical problems. •Delay of scripts to production time.		
EMTV Airtime for school TV programs	**Achievement** A total of 616 TV programs for primary schools were broadcast through EMTV this year 2017. **Non-achievements** • Outstanding bills for this year 2017 totaling up to K300, 000.00+ for EMTV Airtime – Brought forward to 2018 due to funding constraints.		
Develop 40 elementary phonics radio programs.	**Achievement** • 40 English lesson drafts developed individually without funding for 2017. **Non Achievement** • No consultation and validation of the lesson due to no funding.		
Review of English programs	**Achievement** • Grade 1 Radio programs redesigned and draft completed. **Non Achievement** • No consultation and validation of the lesson due to no funding.		

Develop 40 EP Science programs	**Achievement** • 40 Elementary Prep math lesson drafts developed individually without funding for 2017. **Non Achievement** • No consultation and validation of the lesson due to no funding.
EP Culture and Community 40 programs	**Achievement** • 120 Elementary Prep Culture & Community lesson drafts developed individually without funding for 2017. **Non Achievement** • No consultation and validation of the lesson due to no funding.
Review of Grade 7 & 8 Mathematics & Science Programs	**Non Achievement** • 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.

Commentary and way forward

1. Most of the Radio activities were on hold due to manpower & funding were sourced out to carry out the 100 day task for EQUITV activities.
2. All workshops for content development were done in-house as there was insufficient funding.
3. The design and development of Elementary Prep English Phonics, Science, Mathematics, Culture and Community lesson drafts are completed. The lesson programs will be ready for production of lessons in 2018. 40 English phonics and Science radio programs scope and sequence ready for radio productions. Apart from English phonics lesson 40 English short stories listening and Grammar lessons for grade 1 were developed for productions.

Budget activity	**Enhancing Quality through TV**		**20774 (235-2101-3214)**
Staffing costs (229)	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	N/A	N/A	N/A
Total costs *(including staffing)*	1,000	883,996	984,616

Targets	**Achievements and non-achievements**
Installation of TV satellite equipment and EMTV decoders for Primary schools.	**Non-achievements** • Only K250,000.00 packed under 227 – other operational activities but clearance to access funding was very slow until Quarter 4. • Not enough funding available to complete 9 Primary Schools in Jiwaka, 5 Primary Schools in SHP, 6 Primary Schools in WHP, 15 Primary Schools in Gulf due to geography (flying Schools). • Nil counterparts funding from respective provinces slowed the activities. (Western, Oro and Gulf provinces) • All the above activities will be brought forward to 2018.
Training of teachers on use of EQUITV in SHP & ARoB Provinces.	**Non-achievements** • Training in SHP did not eventuate as funding from UNICEF was late. Will be done in 2018 for both SHP and ARoB. • Gulf, Western and Oro Provinces await counterpart funding (Provincial component).
Production of Grade Six (6) Math & Science TV lessons	**Achievement** • A total of 162 Grade Six (6) Math & Science TV lessons for primary schools were produced this year 2017. • G6 Math – 88 TV lessons • G6 Science – 84 TV lessons **Non-achievements** • Editing of 162 Grade Six (6) Math & Science TV lessons for primary schools pending and brought forward to be completed in 2018.

Printing of EQUITV program materials	**Achievement** • Only K115,000+ was used to EQUITV Posters 50,000 pcs of 5 kinds **Non Achievement** • Only K750,000.00 packed under 224 – printing but clearance to access funding was very slow until Quarter 4. • Only K115,000 00+ out of K750,000.00 was used and remaining balance Miss Used/ Diverted to other Divison's printing jobs. • Not enough funding available to complete ALL EQUITV program materials. • All the above activities will be brought forward to 2018.
Distributed TV resource materials to Milne bay, Central Provinces in the Southern Region and Western Highlands Province.	**Achievement** • 2017 Distribution was done in the Southern, NGI and Highlands Regions only. **1. Southern** **2. NGI** **3. Highlands**
Develop provincial dissemination plan.	**Non Achievement** • SHP yet to complete their final draft (follow up in 2018). • No funding for printing and distribution to provinces (Print and distribute if funds are available in 2018).
Review of National Education Media Policy.	**Achievement** • Completed the review of the policy

1. Southern

Province	CHS	Grade 8 Math		Grade 8 Science		Grade 7 Math		Grade 7 Science	
		TRB 20	SWB 25	TRB 10	SWB 35	TRB 10	SWB 15	TRB 10	SWB 30
Milne Bay	78	78	1, 560	78	1, 560	78	1, 560	78	1, 560
Central	4	6	115	6	115	6	115	6	115

2. NGI

Province	CHS	Grade 8 Math		Grade 8 Science		Grade 7 Math		Grade 7 Science	
		TRB 20	SWB 25	TRB 10	SWB 35	TRB 10	SWB 15	TRB 10	SWB 30
AROB	128	128	1, 280	128	1, 280	128	1, 280	128	1, 280

3. Highlands

Province	CHS	Grade 8 Math		Grade 8 Science		Grade 7 Math		Grade 7 Science	
		TRB 20	SWB 25	TRB 10	SWB 35	TRB 10	SWB 15	TRB 10	SWB 30
WHP	2	4	45	4	45	4	45	4	45

Commentary and way forward

1. Funding was available but was diverted to other Divisions' activities resulting in some activities being brought forward to 2018.
2. EQUITV program at a very slow pace due to lack of funding.
3. Nil counterparts funding from respective provinces slowed the activities.

TVET Schools Operations and Management

Division Objectives

- The Technical Vocational Education and Training (TVET) Wing provides broad – based Technical and Vocational Education and Training that meets National Competency Standards and the ongoing needs of the Community, Government, Commerce and Industry. The TVET School Operations Division's main objectives are to:

- Coordinate and distribute funds to the 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.

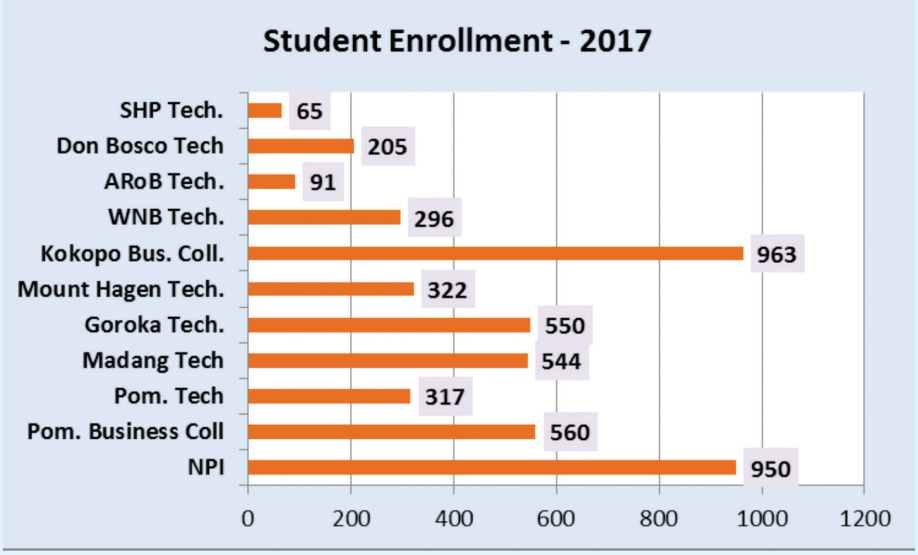
- Provide facilitate and promote integral human development through the delivery of relevant demand driven and nationally recognised Technical Vocational Education and Vocational training programmes to foster enhance and sustain the socio – economic growth. Implement Government directives, Ministerial 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)**		
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	701.0	701.0	562.0
Total costs *(including staffing)*	970.0	883.0	780.0
Targets	**Achievements and non-achievements**		
Maintain a Division's head-office staff ceiling of 30 staff	**Overall Division Staff Ceiling: 30** Staff on Strength: 23 Funded Vacancies: 4 Position Transfers Out: 3 positions to TFF unit.		
Secure & pay operational grants to TVET Colleges.	Insufficient annual budget appropriation by Finance for DOE's activity budget. No operational grants to colleges in 2016. Funds used on existing/outstanding commitments – See below. (Achievement: 0%)		
School fee (SF) subsidy contract officers children	15 officers SF subsidy in-country paid in full. 7 officers require K70,000.0 for overseas SF subsidy payment dating back to 2015 academic year. (Achieve: 53%)		
Rental Accommodation – Overseas contract officers (OCO)	12 Officers – Not paid entirely for 2017 16 Officers – Not paid for Qtr. 3/2017 36 Officers – Not paid for Qtr. 4/2017 Outstanding: K1, 528,650.00 – Recommend: K 2,0 M to cover 2017/2018 for rentals alone.		
Attend and actively participate in institutions' Governing Council meetings	No Governing Council meeting was attended by a head office representative due to funding constraints. (Achievement: 0%)		
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 for further information of operations to the Administration and the staff of each college. 3. Governing council meetings are very crucial for Head office staff to attend and administrative & policy support in their aspiration for further improvement.			

Budget activity	TVET Schools Operations		10431 (235–2102–1102)
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	11,642.0	11,642.0	17,904.04
Total costs *(including staffing)*	13,949.0	13,936.0	20,208.0

Targets	Achievements and non-achievements
Conduct & facilitate Principals & Governing Council Chairpersons, Conference (5 days)	The conference was fully attended by all partners & invited guests with success. K250,000.00 was expended for the Conference from the 14 – 18th August, 2017. (Achieve: 100%)
Recreational leave entitlement for eligible Head Office Staff; Nat. Teachers & Contract teachers.	• All head office staff leave fares processed. • 26 National teachers – processed & paid. • 55 national teachers – committed but not processed. • Outstanding for payment: K 806, 946.85 (Nationals) • 11 contract teachers – processed & paid. • 17 contract teachers – not processed. • Outstanding for payment: K 314, 239.70 (Contract)
Operational visit to college administration for finance & project related purpose.	Planned visits to colleges not carried out due to funding constraints. Communication established through telephone.
TVET tertiary Course awareness to provincial centers.	The annual secondary school visit discontinued due to insufficient funding and student demand for college studies have increased.
Enrollment and staffing are kept to maximum in all prescribed qualifications programs in all colleges.	

Details	Male	Female	Totals
Student Enrolment	3019	1844	4863
Student Enrolment	221	58	79
No. of National Teachers	34	21	5
Contract Teachers	10	7	7
Part-Time Teachers			1:15
Teacher/Student Ratio			



Teacher student ratio of 1:25+ maintained for sustainable and quality delivery.	An indicative teacher student ratio of 1: 15 is evident due to 2017 national election 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 62% male to 38% female enrollment is fairly good considering more industrial trade program on offer. It is the opposite 37.5% male to 62.5% female in Business Management and Hospitality qualifications majoring Colleges.

Commentary and way forward

1. Funding budget overrun and deficit in Teachers recreational leave fares, rental and school fee subsidy support expenditure must be covered at all cost to maintain their high spirit in service delivery to the enthusiastic student population.
2. Post-election year is likely to see increase enrollment to substantial levels and supported by good appointment turnout.
3. Funding and support for the annual Principals & Chairpersons consultative annual conference is highly recommended. It is an innovative way for college operators and key stakeholders in DOE, DHERST, DOLIR, DNPM, DPM and key Industry partners to play a proactive role towards building better PNG technician workforce in this global economy and technological advancing era.
4. Linkages with enrollment quota for lower TVET VTC's, Technical Secondary School and higher specialized qualifications must be maintained to strengthen pathway for students – likewise strengthen the school to industry partnership for training and employment. TVET Strategic Management Plan and Skills Development Authority strongly advocates this drive.
5. Funds are required to counter-support provincial proposals to upgrade existing institutions or new TVET colleges to meet the Secondary School leaver demands.

Budget activity	**Coordination of Vocational Education**		**10427 (235-2101-6101)**
Staffing costs (229)	Revised appropriation (K'000s)	Warrant authorised (K17 000.0)	Expenditure (K18 187.3)
	305.0	305.0	305.0
Total costs *(including staffing)*	437.0	576.0	572.0

Targets	**Achievements and non-achievements**
Provide access to all Post Grade 8 and 10 leavers to maintain school to TVET pathway.	**TStaffing:** **1.Provincial Operations Branch:** **a)** Ceiling:12 **b)** On Strength: 8 **c)** Vacancy: 4 (funded) **2. Professional Branch:** **a)** Ceiling: 6 **b)** On strength: 4 **c)** Vacancy: 2 (funded) **Institutions:** **a)** Vocational Centres: 131 **b)** Community Colleges: 4 (VTC's running parallel comm. College programs) **Teachers & Student data:** **a)** Teachers: I. MPR ceiling: 1,533 II. Vocational Centres: 1379 (Approx. on strength) III. Teacher/student ratio : 1:18 **b** Students I. Total Enrollment: 24, 325 II. Vocational Graduates: **Conventional Trades: 14,219 Community College: 1,254 Total: 15,473** • Retention of 35% in school for student's option to do 2 full years, due to age intake from post grade 8. • Teacher/student ratio of 1:18 is an attribute of more short term programs attracting higher attendance of up to 200 on average per school annually. This needs further verification. • 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, Planning and budgetary advise; • Policy Implementation and monitoring; Donor project liaison & coordination to province & schools.	• Provided technical support to Madang, Jiwaka, SHP, Western and Simbu provinces for new establishment and registration of TVET schools. (ongoing) • Consulted provinces for new TVET school in Madang (Amron, Kabak), SHP (Pimaga), Jiwaka (South Waghi). (with SRC & IMG - ongoing). • Twenty (20) new commencement teachers assisted for registration and payroll related query. • Provincial TVET Coordinators conference reprioritized for 2018 due to delay in National curriculum responsibilities to support provinces. (0% - Deferred). • TVET Management study report on existing and proposed Technical Secondary Schools - WNB – (Ponini THS, Hoskins Girls THS), Central – (Iarowari TSS), Simbu – (St. Mary Immaculate THS), Morobe – (Malahang THS), EHP – (Kainantu TSS), ESP – (Hawain THS), ENB- (Malaguna TSS, Ramoaina THS), Western – (St Gabriel TSS), AROB – (Bishop Wade TSS), NCD – (Badihagwa TSS) through Provincial Authorities, Inspectors and Coordinators. (Achievement: 100%) • Facilitated Central Province TVET SLIP Project Identification & Formulation 3-days' workshop for 25 District Education Advisors, School Heads and BOM representatives. (Achievement - 90% completion)
Facilitate assistance towards new teacher registration, salary and allowance queries for the teaching staff.	• Had consultative meetings with TSC and PEB for TSC Admission, Teacher Registration & appointment of 47 New Commencement teachers: ENB (9), NCD (3), EHP (16), Enga (15), ESP (5), and Morobe (9) for TVET trades-skilled teachers attending PNGEI Diploma Program. (Achievement: 100%)
Procure and distribute trades skill certificates for conventional programs for up Vocational skills in 131 TVET Training Schools.	**Fully Achieved** • 14,219 conventional trade skills certificate procured and dispatched in Q4/2017. • 15 schools have yet to report on graduates list. Follow-up with Inspectors. • 1,254 Community College program certificates dispatched on time. • Report on delayed certificate investigated and process now fully reviewed for improvement in full this year. • School data inflation now put on notice for full investigation for TFF and certificate abuse.
EU/PNG HRDP2 project coordination for Vocational Secondary School development in PNG.	**Coordinate with provinces for phase one activities in six selected provinces (NCD, Enga, EHP, ESP, Morobe & ENB) to complete the following; (100% Achievement)** • Coordinate Implementation of subsidized 600 'Students Industry Work Experience Program' for students in 10 vocational schools in Enga, EHP, Morobe, ESP & NCD for 2016/17. Next annual program for 600 more students for 2017/2018 underway. • 120 teachers from six provinces currently undergoing Diploma in TVET qualification program at PNGEI for completion in April 2018. ENBP-26, EHP–26, Morobe–28, Enga–18, ESP–14 and NCD–08. • 2 x 2 days regional workshops 60 participants conducted to design development & monitoring framework for 10 impacted vocational schools SLIP plans. • 1 x 2 days national TVET consultation workshop for total of 60 participants from selected TVET schools, BOM, Inspectors, Industry and provincial education reps. presented 10 completed SLIP and monitoring Plans. • Evaluation for 26 bidders on K35.3M 'Prefabricated Infrastructure Supply tender' for 10 schools completed. Presented to European Union Delegation for report appraisal & award. • 5 x Technical Steering Committee meetings and 2 x Project Steering Committee meetings conducted for HRDP2. • Technical specifications for K13.5M 'Tools & Equipment Supply tender' reviewed in October and sent to NAOSU and EU Delegation in preparation for 'Negotiated Tender Procedure' under EU Practical Guidelines.

Commentary and way forward
1. The deferred annual conference for provincial TVET Coordinators is planned to be held in 2018. 2. An audit towards schools to be done by TVET Inspectors & Coordinators in Q2 onwards. Funding support and clear communication protocol need to be laid out to officers responsible. More needs to be done to be vigilant on schools monthly and quarterly reporting for inflated data and misreporting. HRDP2 project will provide the resources and support to resolve it sooner. 3. The EU/PNG HRDP2 Infrastructure tender approval is on schedule for signing in April 2018 after final tender negotiated procedure and evaluation late February, 2018. Tools & equipment tender to follow directly after the infrastructure tender for approval and signing within the same deadline. 4. The Technical Steering Committee for the EU/PNG HRDP2 project has proposed to the EU Delegation to increase its scope within remaining budget for; I. Teacher Qualification upgrading for further 240 teachers in 16 other provinces; II. Student Work Experience Program (OJT) for further 600 plus students in 16 other provinces. 5. The delay in dispatch of certificate for 2017 has been investigated and solutions based on recommendations are now put in place. Funding is not the problem, but the process in data and procurement procedures to be improved. Communication and reporting procedures and staffing measures put in place for 2018. 6. Provincial planners resolved that review of Provincial Education Plans to capture Technical Colleges, High/Secondary Schools, Community Colleges and Vocational Institutions are well captured, extended and developed in line with the Government's vision and DOE's plan. 7. Professional development for job related competency skills updating for national officers and provincial TVET coordinators is highly needed for effective coordination and facilitation of service delivery at the national level. 8. Procedures on TVET Institutions Establishment and Registration should be developed and used by stake holders. 9. The Community College budget activity has now ceased to exist and all activities for this sector will be a recurrent activity under the TVET Schools Operations Division. Any legal mandate or decisions by NEC on the matter will be the responsibility of the Department and facilitated through responsible divisions in consultation with DOE Management and line Departments.

Budget activity	**Education Training & HRD 22144**		**(235-2101-1201)**
Staffing costs (229)	Revised appropriation (K'000s)	Warrant authorised (K17,000.0)	Expenditure (K18,87.3)
	N/A	N/A	N/A
Total costs *(including staffing)*	1,000.0	1,000.0	1,000.0
Targets	**Achievements and non-achievements**		
EXIM bank loan repayment.	DWU – 6 officers for Masters/Diploma in Management. PNGHRI – 1 officer for Higher Management Certificate. PNGEI – 1 officer for undergoing Diploma in teaching. (100% Achievement)		
TVET Instructors/Lecturers qualifications up-grading	PNGEI – 35 trade-skilled teachers in Vocational & technical Institutions undergoing Diploma in Teaching. K390.0 (100% Achievement)		
Entrepreneurship Education & training (KAB) expansion	15 x Trades teachers trained to plan, program & deliver 'Know About Business' for 10 schools – ENB (2), NCD (2), Morobe (2), Enga (2), EHP (1), ESP (1) facilitated by Small & Medium Enterprise Corporation & TVET in Lae. (80% Achievement – Implementation/Monitoring Plan to be in place)		
Provincial TVET Planning For Education Planners	Conducted 2 days consultative Provincial TVET Planning workshop for 24 Provincial Education planners & Regional TVET Coordinators at Dixie (POM) in November and draft TVET Plans established. (Achievement: 75% of Plans produced)		
Procure ICT equipment support to TVET Officers	3 x laptop computers distributed to TVET Regional Officers. 2 x desktop computers distributed to TVET head office staff. (Achievement: 100%)		

Administration support to PNG/EU HRDP2 project Building Board Approval for Designs of Building.	Morata VTC (NCD) – Settled outstanding schools services rates by NCD Commission to obtain NCD building board permits for designs. (Achievement – 100%) Badili VTC (NCD) – Paid application Fee's to Department of Lands & Physical Planning for approval to obtain an official 'Certificate of Authority to Occupy State land' and Building Board Approval for designs. (Achievement – 100%)

Commentary and way forward

1. Established MOU with SMEC and National Fisheries Authority needs strengthening. Reviews of formal agreement, prudent use of resources provided, and quality monitoring & reporting of impact on training is vital.
2. TVET has begun its leap forward in qualification upgrading for its teachers. Almost 65% of teachers-More teachers-New highly skilled both mid-age and young teachers is very vital for TVET Teachers and TVET Head Office Staff for retention and up-skilling of industry product development skills.
3. Consistent planning and training of TVET Human Resource should be of paramount importance with evolving workplace competencies and technological development of products and systems.
4. Planning and budgeting is vital for new TVET intervention to increase training needs towards emerging & unmet employment demands and generate interest.

The Project and DoE staff who manned the HRDP2 booth at the PNG-EU 40 Years Open Day at the Rita Flynn Indoor Courts.

Division Objectives

The Technical Vocational Education and Training (TVET) Curriculum was established in 2012. The division's main objectives are to:

- 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)**		
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K17,000.0)	Expenditure (K18,187.3)
	N/A	N/A	-
Total costs *(including staffing)*	4,032	3,920	2,370
Targets	**Achievements and non-achievements**		
Design & develop TVET Curriculum from National Certificate1,2,3,4, National Diploma & National Advance Diploma course programs	**Achievements** • Diploma of Mechanical Engineering completed & validated • Recruitment of SCO – Business sector and design/development of HRM, Management & Marketing management in draft. • All sectors on advance stage of d/d- Cert 4. • Design and developed Cert 1-4 curriculum on Climate Change & Adaptation – complete & validated • Climate Change curriculum awareness to 8 x selected provinces done. • Secured financial support from EU Pac TVET in Suva-Fiji for design and development of CCA & SE Curriculum. • Non Achievements • Design & Development of Diploma & NAD programs delayed staff shortage by 16 officers – did not attract application from internal advertisement, • Did not secure funds and approval for 6 x weeks writing workshop.		
TVET Curriculum Capacity Building in CBTA training & Awareness	**Achievements** • 300+ teachers trained of 200 planned, • 15 x provinces consulted and made aware on new TVET Curriculum. • 17 x TVET institutions consulted and awareness made. • Approximately 2.4m people reached thru 8 x provincial radio stations on awareness of CCA& SE and TVET awareness,(8 x 300,000 approx /province) • 25 x teachers received TOT. • 5 x CO received TOT training. **Non-achievement** • 6 x provinces yet to be consulted and awareness made. • 100+ institutions yet to receive training and awareness and be audited. • More than 4000+ teachers to be trained.		

Development of the TVET Curriculum Policy Statement	**Achievements** • Policy Work in progress. • BOS – submission in draft- 95% complete. • AAC – Reviewed and approved by Secretary. • Assessment policy in draft. • Submission made to EARC for inclusion of; TVET BOS, Community Colleges, Technical high/secondary schools, inclusion of Polytechnics in Education Act. **Non-achievements** • Curriculum policy delayed - non - compliance by officer assigned. • Assessment policy delayed.
Establish and strengthen public and private partnerships	**Achievement** • Complete PNG Power Industry Standard in HEF. • Attend 3 x AAC meetings in private institutions. • 1x curriculum officer assigned to each province for communication & dialogue. • Curriculum In-service training for DBTI. **Non Achievements** • More liaision and awareness with industry & other stakeholders.
Alignment of TVET courses	**Achievement** • Diploma of mechanical engineering validated and aligned. • POM Business college re-alignment continuation & consultation done. • Understanding & resolution reached with colleges for effective cooperation. • Madang & Lae Colleges consulted for course alignment & mapping. **Non Achievements** • Need to consult more colleges. • Conduct workshop specifically for mapping/alignment of programs with new curriculum.
Establish Board of Studies	**Achievement** • 3 x statutory instruments complete. • 3 x Terms of reference complete. • 3x committee members profiling to 50%. **Non Achievements** • Profiling of members for 3x BOS. • Yet to submit to Minister for approval.
Establish Curriculum Advisory Committee	**Achievements** • Draft TOR complete. **Non Achievements** • Yet to complete. • submit to Secretary's office for approval.
Staff meetings	**Achievements** • 4 x planned meetings held and minutes on file. • 90% of resolutions achieved. **Non Achievements**
Directors Meeting	**Achievements** • 3 x meeting held. • Active formal discussions – frequent. **Non Achievements** • 1x meeting missed due to 1 directors non attendance.
Monday morning brief/reporting	**Achievements** • Planned brief held consistently. • Reporting from officers on assigned tasks effective. **Non Achievements** • 5 x brief missed due to other engagements outside of POM.

Staff Performance Appraisals	**Achievements** • 16 x officers SPA complete and submitted to HROD (1st & 2nd part) **Non-achievements** • 1 x late submission due to officer being absent

Commentary and way forward

1. Milestone achievement in completion & validation of the Diploma of Mechanical Engineering program and certificate 1-4 training packages. on Climate Change & Sustainable Energy. Other design & development progressed to 75%.
2. The division has made significant progress in all priority areas including the establishment of TVET BOS which was not present for the last 5 years.
3. We are determined and passionate to complete the TVET Curriculum and anticipate to achieve this in 2018.

Way Forward

1. Secure funding for planned six (6) weeks writing workshop to complete design & development of training packages for six levels. (Cert 1-4, National Diploma & National Advance Diploma) by June 2018.
2. Submit three (3) BOS for Ministers approval in February 2018.
3. Complete the TVET Curriculum Policy & Framework by June 2018.

The new State-of-the-Art Printing and Graphic Pre-Press Machines at Port Moresby Technical College funded by the Australian Government.

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/ress 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	**TVET Coordination Services 10430 (235–2102–1101)**		
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K17,000.0)	Expenditure (K18,187.3)
	1.589,292	1.242,955	1.153,178
Total costs *(including staffing)*	2,500,000	1,724,700	782,069.45

Targets	**Achievements and non-achievements**
Carry out Advisory Inspections of 300 teachers in all TVET Institutions for "normal inspections, registrations, personal and other inspections such as immediate or compulsory inspections. Carry out Final Inspections of 300 teachers in all TVET Institutions.	**Non-achievement** The target set for advisory inspection was not achieved. Out of 300 teachers, only 225 vocational teachers were inspected due to insufficient funds. (refer to table below) For national institutions; no inspections carried out due to following reasons; • Funding problems prevented inspection activities to proceed. • No inspector in Business Studies to inspect teachers at Port Moresby Business College • No proper Administration in place at Port Moresby Technical College Overall, lack of funding support/ budget cuts has greatly affected inspection activities both at provincial and national institutions. Previously, all institutions would be covered however, the last two years has been so terrible with many institutions not inspected due to severe budget cuts. **Non-achievement** Partially achieved in the final inspections. Only 225 teachers inspected in Provincial TVET Institutions.

Summary of 2016 Final Inspections Tally

Vocational Teachers Inspected			**Technical and Business College Teachers Inspected**		
No	Province	Total	No	Trades	Total
1	Sandaun	10	1	Building & Civil	7
2	Madang	15	2	Business Studies	10
3	New Ireland	45	3	Mechanical	3
4	WNB	8			
5	Enga	25			
6	WHP	6			
7	Simbu	3			
8	EHP	23			
9	Oro	11			
10	Central	50			
11	NCD	25			
13	Gulf	5			
14	Western	17			

Vocational Teachers – 2015
Tec/Buuscol Teachers – 20
Total Trs Inspected – 225
Note:
Provinces not inspected:
SHP, Hela, Jiwaka, East Sepik, Manus, ENB, AROB and Milne Bay.

National institutions not inspected:
Hagen Tech, Madang Tech, Moramora Tech and Kokopo Business College.

Induct 22 new inspectors	**Non-achievement** No induction conducted due to lack of funding.
Conduct National TVET Inspectors Forum for 22 Provincial and National Inspectors including Head Office Personnel, TSC, PNG-TA representatives, the Duty Secretary of Education and Provincial Education Advisor.	**Non-achievement** National Inspectors' Forum was not conducted due to lack of funding. It is unfortunate that the forum has been consecutively put off in the last three years. The forum is significantly important as SEOC and Principals' conference and therefore sufficient funds must be made available annually to conduct the forum. It's an important event for inspectors to meet annually to address inspection issues prior to the National Ratings Conference and it must be conducted annually.
Conduct National Ratings Conference	**Non-achievement** No ratings conference for 2016. It will be considered for first quarter 2017 if funding permits.
Issuance of National Certificates for successful completion of National Programs in TVET Institutions	**Achievement:** Total number of National Certificates issued in 2016: 6,697 • NC = 3,239 • TTC= 419 • CHTE =175 • Certificates =1,267 • Diploma = 1,559 • PETT = 38

Commentary and way forward

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

Lessons:

1. GoPNG to increase TVET Inspection budget to cover all inspection activities for effectiveness and efficiency. The implications in the budget cuts are so severe it affects the quality outcomes of teaching and learning as well as performances of teachers and administrators, etc.

2. GoPNG to provide special development budget for TVET Inspectors' housing and vehicles in the provinces for smooth operations of inspection duties. This is a major and on-going problem for TVET Inspectors and affects both the performance of inspectors and teachers/students in the institutions.

3. Shared costs and responsibilities between the Department and Provinces are necessary to collaboratively execute planned activities for TVET Provincial Inspectors and to produce intended results.

4. Seek funding from Development Partners to implement the planned activities for the coordination of TVET Inspections as it plays a significant role in monitoring, evaluation, advisory and maintaining standards in Technical and Vocational training in accordance with set guidelines and procedures.

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, supervisery, administrative, curriculum resource allocation and staff development activities.
- provide, coordinate, administer and monitor in-service and upgrading programs for teacher through short courses, workshops, seminars and in-country or overseas study programs.
- provide administrative, professional curriculum and resource support to Special Education Resource centres.
- support and coordinate gender awareness and equity programs.
- support and coordinate project activities designed to promote the above objectives.
- carry out registration and de-registration of teachers within the National Education System.

Budget activity	**Pre-service teacher training**		**10433 (235-2102–2101)**
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	10,619,088.00	2,469,000.00	9,566.7
Total costs *(including staffing)*			9,566.7

Targets

Complete advisory/inspection visits to all 10 teachers colleges.

Achievements and non-achievements

College	Male Lecturers	Female	Total	Comments
Gaulim	1	2	3	Inspected
PNGEI	0	2	2	Inspected
Sacred Heart Bomana	0	0	0	Not Inspected
Enga	2	0	2	Inspected
Holy Trinity	2	3	5	Inspected
Balob	2	1	3	Inspected
Nazarene (MNTC)	1	1	2	Inspected
Madang	0	0	0	Inspected
Simbu	0	0	0	Not Inspected
Inclusive Edu Inst (CSNI)	12	9	21	Not Inspected
Total	21	19	40	

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<tr>
<td>Distribute financial support to all primary teachers colleges and PNG Education Institute quarterly for program implementation and teaching/learning resources</td>
<td>K1.421 million was distributed:
<table>
<tr><th>College</th><th colspan="5">Distribution (K)</th></tr>
<tr><td>Quarters</td><td>1st</td><td>2nd</td><td>3rd</td><td>4th</td><td>Total</td></tr>
<tr><td>Madang</td><td></td><td></td><td></td><td></td><td>50 000.00</td></tr>
<tr><td>Balob</td><td></td><td></td><td></td><td></td><td>90 000.00</td></tr>
<tr><td>Inclusive Education Institute Callan</td><td></td><td></td><td></td><td></td><td>90 000.00</td></tr>
<tr><td>Gaulim</td><td></td><td></td><td></td><td></td><td>90 000.00</td></tr>
<tr><td>Holy Trinity</td><td></td><td></td><td></td><td></td><td>90 000.00</td></tr>
<tr><td>Nazarene</td><td></td><td></td><td></td><td></td><td>95 000.00</td></tr>
<tr><td>Enga</td><td></td><td></td><td></td><td></td><td>90 000.00</td></tr>
<tr><td>Dauli</td><td></td><td></td><td></td><td></td><td>90 000.00</td></tr>
<tr><td>Simbu</td><td></td><td></td><td></td><td></td><td>216 000.00</td></tr>
<tr><td>Sacred Heart (Bomana)</td><td></td><td></td><td></td><td></td><td>90 000.00</td></tr>
<tr><td>PNG Education Institute</td><td></td><td></td><td></td><td></td><td>150 000.00</td></tr>
<tr><td>St Peter Chanel</td><td></td><td></td><td></td><td></td><td>90 000.00</td></tr>
<tr><td>Rev Maru</td><td></td><td></td><td></td><td></td><td>90 000.00</td></tr>
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<tr>
<td>Conduct workshop to review & develop policy guidelines for practicum & assessment</td>
<td>Activity in progress</td>
</tr>
<tr>
<td>Complete academic staff database</td>
<td>Completed for all the colleges except Dauli and PNGEI and Kabaleo, which will be done in March 2018.
<table>
<tr><th>College</th><th colspan="5">1. Done 2. Partly Done 3. Not Done</th></tr>
<tr><td>Quarters</td><td>1st</td><td>2nd</td><td>3rd</td><td>4th</td><td>Comments</td></tr>
<tr><td>Madang</td><td>2</td><td>2</td><td>2</td><td>2</td><td>All Partly Done</td></tr>
<tr><td>Balob</td><td>2</td><td>2</td><td>2</td><td>2</td><td>All Partly Done</td></tr>
<tr><td>Inclusive Education Institute Callan</td><td>2</td><td>2</td><td>2</td><td>2</td><td>All Partly Done</td></tr>
<tr><td>Gaulim</td><td>2</td><td>2</td><td>2</td><td>2</td><td>All Partly Done</td></tr>
<tr><td>Holy Trinity</td><td>2</td><td>2</td><td>2</td><td>2</td><td>All Partly Done</td></tr>
<tr><td>Nazarene</td><td>2</td><td>2</td><td>2</td><td>2</td><td>All Partly Done</td></tr>
<tr><td>Enga</td><td>2</td><td>2</td><td>2</td><td>2</td><td>All Partly Done</td></tr>
<tr><td>Dauli</td><td>2</td><td>2</td><td>2</td><td>2</td><td>All Partly Done</td></tr>
<tr><td>Simbu</td><td>2</td><td>2</td><td>2</td><td>2</td><td>All Partly Done</td></tr>
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<tr><td>PNG Education Institute</td><td>2</td><td>2</td><td>2</td><td>2</td><td>All Partly Done</td></tr>
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<tr><td>Rev Maru</td><td>2</td><td>2</td><td>2</td><td>2</td><td>All Partly Done</td></tr>
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<tr>
<td>Implement three-year diploma in teaching</td>
<td>All Teacher Training Institutions fully implementing the 3 year Diploma program.</td>
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Teachers In-service Training	PNGEI is implementing Certificate in Elementary, Diploma in Primary In-service, Diploma in Vocational/ Technical Education Training, Diploma in Inclusive Education & Bachelor in School Management and Leadership. Callan Inclusive Education Institute is implementing Applied Diploma in Special Education.
Attend at least two Academic Advisory Council and two Governing Council meetings for each Primary Teachers College	Attended one AAC and one Governing Council meeting at: Dauli, Nazarene; Holy Trinity; Enga; Simbu; Gaulim; Madang; Sacred Heart; PNGEI; St Peter Chanel. Yet to visit Rev Maru.
Principals meetings	Principals & TED achieved Quarterly Meeting.
Joint National Rating Conferences	Achieved Joint National Rating in April.

Commentary and Way Forward

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

Lessons

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

Budget activity	**Teacher Education Development**		**10432 (235-2101–1103)**
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	1,934,900.00	1,934,900.00	1,934,900.00
Total costs *(including staffing)*			

Targets	**Achievements and non-achievements**
Upgrade teacher qualifications	Haven't sponsored any teachers for long and short study programes at training institutions at home and overseas in 2017 due to funding constrains. **All tuition fees not paid for all students in all institutions except PNGEI as stated below:**

Training provider	**Paid (K)**	**Unpaid (K)**
University of Goroka	K50, 000.00	
University of Papua New Guinea	NIL	
Divine Word University	K15, 000.00	
University of Technology	NIL	
PNG Education Institute	NIL	
Total	K65, 000.00	

Sponsor teachers and public servants to upgrade their qualification at various universities in PNG and overseas	• A total of 250 teachers and Public Servants will be sponsored for undergraduate and Post graduate programs at UOG, DWU, PNGEI and UPNG. • Four teachers studying overseas will be given subsidized allowance for rentals and re-union fees.
Audit on Staff Qualification for Teachers Colleges	Visit Staff at all teachers colleges and audit their qualification for proper data keeping and plan for further training, especially Master's Program for Lecturers.
Arrange with Universities for Master's program for Lecturers beginning 2019 SBC Primary Roll Out for Primary Schools in PNG	1x Visit each to UOG, DWU and UoT to: • 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. • Execute the SBC Roll Out Training Plan for Primary in 2018: • Capacity Building at the Teachers Colleges. • Cluster Training in the Provinces.

Commentary and Way Forward

1. Standard based Education is a Priority Task for Teacher education.
2. Capacity building Plan was done but due to funding it was deferred to the beginning of 2018. Some colleges have already conducted the capacity building training for its officers and provincial staff. Others will do that in the beginning of the year.
3. Cluster Training for Primary SBC will be done during Term 1 Holiday in 2018.

Lessons: Training funds for SBC is from CDM Vote. Accessing these funds has been a problem.

Institutional data, 2017 year

Institution	Levels	Number of staff			Student Enrolment	Programs Offered
PNG Education Institute	12	29	22	51	284 (Residential students) 3,000 plus (Non-residential students	• Bachelor of School Leadership & Management (In-service) - BSLM • Diploma in Education Primary • (In-service) • Diploma in Inclusive Education (In-service) • Diploma in Vocational Education and Training • Diploma in Teaching Technical & Vocational Education • Certificate in Elementary Teaching • Diploma in Education Primary (In-service) • Certificate in Elementary Teaching (CET) • Certificate in Elementary Teacher Trainer (CETT)
Peter's Chanel	12			23	213	Bachelor in Secondary Teaching Math/Science
Madang	11	25	15	40	843	Diploma in Primary Teaching Pre-service
Balob	11	29	20	49	1094	Diploma in Primary Teaching Pre-service
Gaulim	11	22	10	32	839	Diploma in Primary Teaching Pre-service
Dauli	10	18	6	24	368	Diploma in Primary Teaching Pre-service and CET
Holy Trinity	10	19	13	32	686	Diploma in Primary Teaching Pre-service
Enga	10	21	8	29	408	Diploma in Primary Teaching Pre-service and CET
Nazarene	10	18	8	26	228	Diploma in Primary Teaching Pre-service
Simbu	10	18	8	26	866	Diploma in Primary Teaching Pre-service
Sacred Heart	10	17	6	23	277	Diploma in Primary Teaching Pre-service
Rev. Maru	9	25	19	44	324	Diploma in Primary Teaching Pre-service and
Inclusive Edu Inst Callan	10			10	32	Applied Diploma in SPED (In-service)

National Capital District Education Services

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)**
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	493.0	123.3	197.0
Total costs *(including staffing)*	752.0	204.0	225.0
Targets	**Achievements and non-achievements**		
Teacher Appointment 2017	• School Boards Teacher Appointment recommendations were completed on time for DEB Appointment Committee deliberation. • DEB Appointment Committee successfully completed the 2017 Teacher Appointment. • Consequential Appointment meeting held; Elementary 40, Primary 17, Lower Secondary 31, and Vocational 13 Teachers appointment in March, 2017. • Teacher appointment for year 2017 was very successful.		
Utility Bills	• Centralized item under Finance Department payments made however over long delays.		
District Education Board meeting	• 4x quarterly meetings held however usually postponed due to funding constrains. • 3x DEB disciplinary Committee meeting held to deal with teacher discipline. Total teachers charged so far 10 awaiting TSC decision.		
Administration staff & Teacher In-services Training.	• Planned but not held due to financial constrain. • One Officer NCDES – Director Examinations at UoG on study. • 15 Primary school teachers on self-sponsor PNGEI.		
Office Supplies/Materials	• Even though materials were purchased the procurement and funding processes are lengthy and cumbersome.		
Commentary and way forward			
Lessons 1. A major challenge is the timely implementation of targeted tasks being affected by financial constraints and prolonged process of funding. 2. Way forward is to secure the funds well in advance and park them in Divisional Trust Account to fund the targeted activities on time. 3. More administration staff need skills training to enhance their performance and improve their work output.			

Budget activity	NCD Elementary Schools Operations		10420 (235-2101-3107)
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs	6,647.0	1,661.0	2,191.0
Total costs *(including staffing)*	6,702.0	1,675.0	2,191.0
Targets	**Achievements and non-achievements**		
School Quality Inspections by Standard Officers.	• Done quality visit, however reports yet to be submitted by school inspectors.		
Teachers Personnel & Registration Inspections	• Total of 49 Inspection Reports completed ready for Rating Conference in year April 2018.		
School Teacher In-Services	• Planned but not carried out due to financial constraints. • Training sponsored by AUSAID which was more focused on policy and process however has not actually addressed basic accounting and bookkeeping issues.		
Commentary and way forward			
Lessons 1. Basic financial management skills lacking with most TICs of elementary schools. 2. Urgently need basic accounting skills in budgeting, book keeping- CCB, procurement process, monthly financial report, petty cash records and TFF acquittals. 3. Due to the shortage of school inspectors most schools had not had a quality school inspection done. Most visits were done for teacher inspections and registration only. 4. Year 2018 there are 6 Basic Education school Inspectors so it is anticipated that all schools will be inspected.			

Budget activity	NCD Primary Schools Operations		10417 (235-2101-3104)
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs	23,624.0	5,898.0	7,673.0
Total costs *(including staffing)*	23,768.0	5,943.0	7,690.0
Targets	**Achievements and non-achievements**		
School Quality Inspections by Standard Officers	• Did quality visits except reports yet to be submitted by school inspectors.		
Teachers Personnel & Registration Inspections	• Total of 130 for Personal Reports & 27 Inspection Reports completed ready for National Rating Conference in April 2018.		
School Teacher In-Services	• Planned but not carried out due to financial constraints. • Financial management conducted for Head Teachers by AusAID. It was more policy and process rather than addressing basic book keeping, budgeting, monthly financial etc.		
Annual Teacher Leave Fare	• 300 Teachers missed out on year 2016 leave fares were paid in 2017. • 2017 Leave Fares were completed on time. • Extended route claims cuts were made due to financial constraints. • Despite teachers being advised they have continued to provide fraudulent information on leave fares.		
Teacher Appointments	• Appointments were successfully done. • Numbers of Teachers were still off the payroll due to displacement of Resumption Documents between NCDES, TSC & Salaries Division.		
Commentary and way forward			

Lessons

1. Teacher inspection though was satisfactory more teachers be encouraged to go for personal inspection for promotion or for quality assessment of their professional performance.
2. Way forward regular quarterly school inspection visit will promote teacher performance.
3. Administration and processing of year 2017 Recreational Leave Fare were generally satisfactory.
4. The way forward to this activity was that Leave application and procession was done in April then in June as usual. NCDES officers despite lack of funding for overtime, sacrifice time after hours and weekends to screen leave fare application and process them.
5. Teachers not been paid due to misplacement of documents. It is suggested all sectors involved in this process should maintain log books to monitor movement of documents.
6. Also to avoid unnecessary waste of time and fraudulent leave fare claims NCDES Teacher Data Base needs to be developed.

Budget activity	**NCD Secondary Schools Operations**		**10426 (235-2101-5105)**
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	8,802.0	2,201.0	
Total costs *(including staffing)*	9,854.0	2,470.0	

Targets	**Achievements and non-achievements**
School Quality Inspections by School Inspector	• No Inspector this period from 2016-2017. School quality visit and reports could not be done for secondary schools.
Teachers Personnel & Registration Inspections	• Teachers Inspection Reports for NCD secondary schools were assisted by National High & Central Province Secondary Inspectors. All reports ready for National Rating Conference.
School Teacher In-Services Financial Management for Head Teachers	• Planned but not carried out due to financial constraints. • Conducted by AusAID. Same observation as reported in Elementary & Primary Sector reports.
Annual Teacher Leave Fare	• 300 Teachers missed out in 2016 were paid in 2017. • 2017 Leave Fares were completed on time. • Extended Routes cuts were made due to financial constraints. • Teachers continue to provide fraudulent information for leave fares.
Teacher Appointments	• Appointments were successfully done. • Numbers of Teachers were still off the payroll due to displacement of Resumption Documents between NCDES, TSC & Salaries Division.

Commentary and way forward

Lessons

1. This year2018 Secondary Schools Inspector has been appointed for NCDES. This should enhance teacher inspections and quality school inspections visits.
2. Establishment of teacher data base should improve teacher recreation leave issues and others.
3. Actual annual accommodation budget for contract officers is K3 million. It has been underfunded over the last five years by K1.3 million each year resulting accumulation of outstanding rental arrears. The way forward is to increase annual rental budget to K3.5 million. From this amount K500, 000 can be used to gradually offset the rental arrears each year.

Budget activity	**NCD Vocational Schools Operations**		**10428 (235-2101-6102)**
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	2,580.0	645.0	783.0
Total costs *(including staffing)*	2,864.0	801.0	783.0

Targets	**Achievements and non-achievements**
School Quality Inspections by School Inspector	• Quarterly School Inspections were carried for all 5 vocational schools. • Many challenging issues pertaining school administration and management have been positively addressed for improvement. • School reports completed and presented by the inspector.

Teacher registration and personal inspections	• A total of 23 teachers have been inspected with inspection reports completed for National Rating Conference in April 2018.
Contract Officers Accommodation Rentals	• This activity is under budgeted for and there is accumulation of outstanding Rental arrears over the years.
Annual Teacher Leave Fare	• 300 Teachers missed out in 2016 were paid in 2017. • 2017 Leave Fares were completed on time. • Extended Routes cuts were made due to financial constraints. • Teachers continue to provide fraudulent information for leave fares.
Contract Officers School Fees Subsidy	• All settled except one officer from Maino Heduru Vocational. Officers leave fare application was misplaced at the accounts division.
Local Teachers' Annual Leave Fares	• All officers eligible for year 2017 annual leave fare received their fares.

Commentary and way forward

Lessons

1. School quality inspections have been carried out well with many positive input made to improve school Management, administration and governance for quality teaching and learning. A number of teachers and managers have been either cautioned or charged as a result of prudent quality school inspection.
2. More teachers need to be encouraged to go for personal inspections for professional competence assessment to improve quality of teacher preparation and teaching.
3. Most often school visits are affected by logistic issues; however officers visiting schools use personal vehicles and funds to accomplish tasks.
4. Contract officers have been subjected to being locked out of their residences by landlords due to delayed rental payments. There is a continued accumulation of outstanding rental arrears over the years. A similar situation is that of contract officers in secondary schools.

Institutional data, 2017 year

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

General Education Services

Division Objectives

The General Education Services Division (GESD) is responsible for providing ongoing support to the Ministry of Education, Provinces and other stake holders in the National Education System with the implementation of Government and Education policies towards the delivery of basic education.

The division ensures its 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	**NCD Primary Schools Operations 10417 (235-2101-3104)**		
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	148.00	36,000	16,109
Total costs *(including staffing)*	N/A	920.0	920.0
Targets	**Achievements and non-achievements**		
Maintain and upkeep of teachers' professional files.	**Non Achievements:** Upgrading of the storage facility to house the teachers' professional files was not done due to funding constraints. No new files created.		
Teachers' Eligibility Certificate: Typing and printing of teachers' eligibility certificates.	**Achievement:** More than 3,200 teachers' eligibility certificates typed, printed and distributed for teachers to apply on the vacancy Gazette. **Non Achievement:** The slow process of procuring necessary materials for printing of certificates. The printing got delayed and not completed due to technical fault in the printer. Another impediment is, the reports from Standards Division are not received on time for branch to process the Eligibility Certificates.		
Printing and distribution of Administrative materials: Printing and distribution of school administration materials such as roll books, combined cash book, transfer books.	**Non-achievement** • Lack of funding to dispatch 30,000 combined cash books in the storage container back dating to 2014. • Lack of finding to print administrative materials.		
Commentary and way forward			

Lessons

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

Budget activity	**Basic Education Coordination**		**10419(235-2101-3106)**
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	446,224	108,000	174,917
Total costs *(including staffing)*	742,873	184,600	200,444

Targets	**Achievements and non-achievements**
Central Sorting Unit **a.** Master Position Register (MPR): Cleansing of the Master Position Register. **b.** Advertised Vacancy Gazette Procurement & Advertising Vacancy Gazette **c.** Teacher Appointments Conduct teacher appointments in provinces with Appointing Authorities and compilation of Tenure Confirmation Gazette.	**Achievements** • A workshop held in April cleansed the Master Position Register for 22 provinces. All PEAs and appointment officers were trained on the appointment process. • Vacancy Gazette 2017 for advertisement for all teaching positions was produced for all sectors from Primary, High/Secondary, TEVT and National Institutions (Teachers Colleges, IERC, National High, and Technical Colleges). • Confirmation of Appointments conducted in 20 provinces, quality checks were done. Gazette compiled, printed and distributed. **Non-achievement** • Confirmation of Appointment could not be conducted in 2 provinces; Eastern Highlands and East Sepik as the PEB did not make any appointments.
Provincial Transfers & Cross cutting issues **a.** Monitor PEB's operations in the provinces. **b.** Transfer of Powers and Functions **c.** HIV/Gender Desk Awareness campaign on importance of HIV and Gender and social issues.	**Achievements** • Confirmed 15 Provinces with provincial laws which PEBs are operational. • Developed an ABG Education registration process and procedures. • Transfer of NCDESD to NCDC Memorandum of Understanding (MoU) signed on 13th March, 2016 at Crown Plaza to progress the work on the transfer of education powers and functions to NCDC. Draft MoA developed to be further discussed at the Joint Committee meetings in 2017. • Attended three (3) Intergovernmental meetings on whole government approach to Gender and social inclusive issues. • Participated in two (2) workshops on Community participation in Gender and social issues. • Participated in VSO research in Teachers Colleges on Gender Studies in ENB and Highlands regions. A Report is being produced. • Selected women leaders attended a seminar on women empowerment in leadership in Public Service. **Non-achievement** • Three non- approved memberships by their PEC or Minister. • Establish effective linkages with all provinces through regular dialogue and monitoring mechanism.

School Registration: Manage and administer school registration. • Processing of EDA 212 applications for registration • Development of school registration e-process program • Updating of the Schools Register and printing of the Books • IMG and School Registration Committee Amalgamation **School Registration and Compliance Committee (SRCC)**	**Achievement:** • Approved total of 130 primary school, 9 Permitted Schools, 5 Permitted Secondary/ Technical schools, 9 High Schools, 7 Secondary Schools, 6 Technical/Vocational Schools to become member schools. • Approved 7 schools for amendments to be made to registration information. • School registration e-process developed to manage smooth flow of documents from one division to another. The program was pre-trialled by DoE officers. • School Register updated and total of 13,856 schools registered in the National Education System of which 13,737 are operational and 29 closed. **Non-achievement** • Approved schools for Jiwaka, Hela and Enga provinces pending justification by PEB for endorsing too many schools to be established. IMG matters: 38 applications mainly new high schools/ secondary's/vocational schools were referred to SRCC for further visits to be conducted. • 46 applications for New High and Vocational Schools pending PEB endorsements and visit by School Registration and Compliance Committee (SRCC). Four (4) private schools' applications requesting for approved permitted status are pending full documentations to be resubmitted before approvals are granted. • During the pre-trialled exercise of the e-process of school registration, some areas were identified to be improved. The developer took note of these areas for improvements. • School Register not printed due to funding constraints. • All Elementary Schools Registration was on hold as per Secretary's Direction.

Commentary and way forward

Lessons

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

Budget activity	**FODE & National High Schools Co-ordination**		**10422 (235-2101-5101)**
	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
Staffing costs	438,548	107,000	48,465
Total costs *(including staffing)*	736,688	183,500	78,913

Targets	**Achievements and non-achievements**
Coordinate Grade 11 Selection	
Prepare and distribute Grade 10 School Leaver Forms (SLF)	**Achievement:** More than 305 high schools and secondary schools were sent Grade 10 school leaver forms.
Receive and compile Grade 10 SLF in preparation for selections	• Received SLF forms from all high schools and secondary schools by Mid-November.
Conducted Selections	• 156 National High Schools & Secondary schools selected over 31,000 students to enroll in year 11 in 2018.

Attend Governing Council Meetings	
Attend to 15 Governing Council meetings	• Not all Governing Council meetings attended because of funding constraints. National High Schools outside of Port Moresby were affected: Aiyura, Wawin, Passam & Keravat.
2017 staff recruitment & appointments Recruit teachers for NHS & FODE	• Appointed 165 teachers for NHS and 41 staff for FODE for 2017.
Conduct NEB Committee Meetings.	
Organise NEB Committee meetings quarterly.	• Five meetings conducted plus one special meeting for teacher appointments.
Process Personnel Emoluments for teachers at NHS & FODE.	**Achievements** • All teachers were paid on correct salary level. Boarding duty and other allowances paid including recreational leave fares.
Organise and Support NIST week activities at schools.	**Non-achievement** • No financial support from DoE so all school-based NIST Week activities were not supported.
Commentary and way forward	
Lessons: The results of achievements and non-achievements were determined by availability was funding. **Other comments** All planned activities were carried out by the respective branches of the Division based on core functions.	

Budget activity	**Flexible Open and Distance Education**		**10425 (235-2101-5104)**
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	1,145,718	285,000	299,454
Total costs *(including staffing)*	4,167,644	996,700	591,637
Targets	**Achievements and non-achievements**		
12 Provincial Centres visited, 10 outside of Port Moresby.	Target achieved (10 x Provincial Centres visited – Lae, Mt Hagen, Mendi, Hela, Jiwaka, Rabaul, Wewak, Simbu, Goroka, Buka)		
4 x Governing Council Meetings attended.	Target achieved (4 x GC Meetings attended in each quarter plus 2 x special GC Meetings).		
All grants distributed to Centres.	• Not achieved.		
Printing of student study materials.	• Partly achieved.		
Commentary and way forward			
Lessons: 1. Targets # 1 & 2 were achieved due to funding availability. 2. Target # 3 was not achieved because funding was not appropriated for the year. 3. Target # 4 was not fully achieved because commitments of funds were not appropriated in Q1, Q2, & Q3 as projected. FODE has operations in all 22 Provinces which is managed from the Head Office therefore continuous visits and sufficient funding are required. Also, sufficient funding needs to be appropriated annually for the 22 Provincial Centres' operations and maintenance.			

Budget activity	**FODE Project**		**235 – 2101 – 5104**
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	3,900,000	1,000,000	89,973
Total costs *(including staffing)*	3,900,000	1,000,000	89,973
Targets	**Achievements and non-achievements**		

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

Commentary and way forward

Lessons:

1. 2017 funding of K1m was not released in full.
2. K740,000.00 of 3rd Quarter was committed, and when the 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 is required for major and minor infrastructure developments in the 22 provincial centres.

Ministry of Education officers and their family participating in the 2017 TIPNG Walk Against Corruption.

PNG NATIONAL COMMISSION FOR UNESCO

Division Objectives

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			
Total costs: approx. From Treasury, K 2.1 million DOE_UNESCO (RECUREENT)	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	2.1 million	K 1.5 Million	K1,129,043.21
Of which staffing costs…100,000.00 from DOE	1.6 million	N/A	N/A
Targets		**Achievements and non-achievements**	
Amalgamation Process • DoE Restructure and Legal Matters • Budget Appropriation • Staff Appointments	Restructure and staff appointments (officers in both new and the old setups) done. • Budget Appropriation 2017, 2.1 million parked under TVET Curriculum vote: • In October 2017, three submissions for additional funding was compiled and sent to Treasury Department through Secretary's Office. Treasury approved two submissions and released K200,000.00 to cater for UNESCO General Conference held in Paris, France in November 2017. Treasury also released K 500,000.00 to pay incurred UNESCO bills which has been long overdue. Unfortunately, UNESCO Wing did not commit that K500,000.00; the funding was used by the Department of Education for their own interest whilst UNESCO claims were pending pre audits. • DoE will reimburse special Treasury Department allocated funds to UNESCO Wing for payment of service providers still outstanding in 2018.		
UNESCO Associated School Project Network (ASPNet) Activities. Disseminate SDG4 & Lifelong Learning school activities.	Support appropriate organizations to observe International Days like, Literacy Day, Tsunami Awareness Day, World Teachers' Day and many other International days. Activities put on hold due to lack of funding. Disseminate classroom activities/lessons from Regional Office, Apia and Head Quarter, France to implement SDG#4. Allocate funds to motivate students and staff at selected organizations like Schools, Disability Care Centers and such to support disseminate class-room activities to implement SDG4. Activities put on hold due to lack of funding.		

BuK Bilong Pikinini Library	Transport Library Books to rural centers. Assist Buk Bilong Pikinini Library organization for transporting library books for children in the remote parts of nation like Gulf. K100,000.00. Activity put on hold due to lack of funding.
Disaster Relief	Manam (Madang Prov.) Volcanic Eruption Relief (School Materials) Preliminary visit to the affected schools in Manam Island in 2017. NatCom for UNESCO to assist number of affected schools by providing Text books, Reading book/ Stationery items; (K100,000). Ongoing.
Teach and Learn French Language in PNG	PNG NatCom for UNESCO and the France Ambassador had agreed to propose a submission to the Top Management Team to pilot the project at the Universities and at Primary and Secondary schools. Working committee comprises of 3 members from the France Embassy, 7 officers from PNG NatCom for UNESCO. Costs involved in organizing meetings with Universities and schools, transport, technical officers' administration cost and such. K50,000.
Networking with National Disaster Centre (NDC), Dept. Geohazards & Implementation, Observatories, MRA and relevant stakeholders with PNG Education systems through schools in supporting, awareness on "Education in Emergencies".	Groundwork in place for Drills on earthquakes and tsunamis to be carried out in schools in ENB, Sandaun, AROB & Milne Bay. Stakeholders UNESCO, UNDP, NDC, POM & Rabaul Observatories will be in Rabaul ENBP. Ongoing.
Liaise with the office of Climate Change and Adaptation under CEPA and Curriculum Development Division of NDoE for the mainstreaming and adaptation of Climate change into the existing education curricula.	PNG Primary Schools Ozone Awareness Poster Design Competition: Theme: BE SUN SAFE. Ongoing. PGK 10Million is the current proposal by Office of Climate change to NEC. 3 x workshops planned. 6 x meetings held
Liaise with the University Industry Science Partnership Programme (UniSPAR) under UNESCO's call for Scientists and Policy Makers to promote research, innovation and set principles that underpin the crucial role of science for sustainable development. And subsequently raise investment in science.	The purpose of the team of UNESCO Program Directors is to mobilize, raise awareness and establish contact points with Higher academic Science teaching and learning institutions and Research Centers to enhance access and interaction. Raise investment in Science University of Technology, University of Goroka, UPNG, PAU and University of Natural Resources – Vudal 4 Research institution are visited, 3 unis and 1 research center is visited- NARI and Binatang, Medical Research.
Liaise and rally support for Sciences Sector Committee Membership to the National Commission Board under which the Minister Education is the Chair.	Related state agencies and their leaders invited through the Chair of the Natcom Board to have a functioning sciences sector program for PNG Natcom, UN Bodies IOC, IGCP, IHP, UIS ICP, MAB. 5 subsector committee members have been appointed.
National Capacity-building in Culture & Heritage for Sustainable Development: (a) Kuk World Heritage Property. (b) 7 x Tentative Listed Sites (c) Traditional Shark Calling Practice in NIP	(a) Completion of Kuk World Heritage Site Management Plan. Launching due December 2017 postponed to early 2018. Plan to be deposited into World Heritage Committee for vetting and approval. (b) Two (2) of the seven (7) Tentative Listed sites yet to be prioritized for the World Heritage nomination. National Heritage Committee chaired by CEPA needs to take the lead. (c) Documentary and engagement of local experts has not been possible due to staff shortage and funding limitations.
National ICT in Education Policy Project	Held 3 ICT Steering/Planning Committee meetings, 2 Steering Committee meetings, 7 series of planning/technical committee meetings and a baseline Survey Instrument designed for ICT in readiness completed and ready for piloting. This project caught a snag with nil financial support from the government. All technical work fully completed by relevant DoE officers, however funding to execute the planned Baseline Survey was not made available despite Special Submission(K200, 000.00) for that purpose et al to the Department of Treasury mid-2017.

National Capacity-building in Communication & Information for Development: 1. Rehabilitation of Gumine Community Radio 2. Establishment of JIWAKA Community Radio	Visits to the project site not possible due to funding constraints. As such this was deferred to 2017. JIWAKA radio funding support from UNESCO IPDC sought. The project will be developed in 2018/2019 with further inputs from UNESCO and GoPNG. The visit and resourcing of this up and running project further deferred to 2018. A project submission will again be made to UNESCO HQ for 2018/2019 funding support under organization's Participation Program (PP).
3. Press Freedom Day celebrations	To support the PNG Media Council and UPNG promote the celebrations marking the Press Freedom Day (May 3). Activities were planned but not implemented due to lack of funding. A project submission will again be made to UNESCO HQ for 2018/2019 funding support under organization's Participation Program (PP).
National Qualifications Framework (NQF)	A regional network of stakeholders on Qualification Assurances and Accreditation created in the Asia –Pacific brainchild by UNESCO bolstered through kindest support with the Commonwealth Education Facilities in Malaysia.

Commentary and way forward

Lessons:

- Staff salaries are vital to boosting performance.
- Genuine service providers' claims will be settled (in installments).
- Legal clearance given by courts on the amalgamation.
- Release of warrants from Treasury has been a hindrance to progress.
- Proper office space and office stationery/IT/equipment is a necessity to lifting performance.
- It was realized that the DoE needs to allocate funding to the wing for operational activities per the restructure.
- Reconsider the amalgamation process and take heed of NEC Decision 168/2017 dated 05th June 2017.
- Reviews at Treasury are vital in the amalgamation process.
- Subsector Committee re-establishment is important for policy directives.
- Clearance from DPM on the completion of Amalgamation becomes necessary.
- Sub Sectors must have separate budget allocation for effective management of programs.
- Constant communication with UNESCO HQ and field offices is very important for the effective operation of the National Commission.

However, certain planned activities for 2014, 2015, 2016 and 2017 have been implemented and objectives achieved with concerted support from the Department of Education. That included the Ministerial/national experts participation at UNESCO organized Conferences and Meetings, the completion of National EFA 2015 Report, UNESCO funded projects under Participation Programme 2018/2019.
Certain programme activities are expected to run into 2018 and will be integral part of that years projected activities with the funding support directly from Treasury and UNESCO HQ.

Other comments

1. The UNESCO financial warrants from Treasury Department need to be followed up.
2. Urgent need to change signatories to UNESCO Trust Account at Westpac Bank.
3. Print and distribute National EFA 2015 Review Report. Soft copy is in the network.
4. MOU between Department of Education and Department of Foreign Affairs (job secondment to UNESCO, based in Brussels). This will be revisited in 2018.
5. UNESCO Funded PP (2018/2019) biennium project proposals to be completed by February 2018. Re-imbursement of missing funds complete and new PP proposals are expected for implementation in 2018/19.

Internal Audit

Division Objectives

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

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

Budget activity	**Internal Audit & Fraud Control Branch**		**10407 (235-2101-1108)**
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	344	344	531
Total costs *(including staffing)*	517	494	708
Targets	**Achievements and non-achievements**		
4 NDOE offices to be audited. (19 Divisions & 6 Units were covered by Management Audit)	Desk-Top Audit was completed for all 19 divisions and 6 Units, Pre-audit on financial non- compliance affecting 18 claims were completed. Desk-Top Audit of Trust Accounts still in progress.		
4 NCD schools to be audited. (Evedahana, Sevese Morea, Hagara and Bavoroko P/Schools, Tokarara and Badihagwa Secondary Schools)	• None of the schools in NCD were covered by audit even though planned. (Reasons for non-achievement is below under complementary).		
4 National Education Institutions to be audited. (Madang Technical/ Madang Teachers college, POM Tech. Coll., Sogeri National High School & POM Business Coll.	Madang Teachers Coll., Madang and POM Technical Coll. Only were covered by routine audit inspections and reports has been released. Kokopo Business Coll., although not planned but was affected by bribery incident was not done. All other institutions are planned for audit in 2018. A follow-up audit on Keravat National High School jointly conducted with the DOF and DOE.		
8 Provinces to be audited on TFF funds.	None audited due to non- allocation of funds under the TFF budget vote and staffing constraints.		
Payroll Losses to be investigated. (Luke Nepo, Elenora Ofoi, Lona Dai Katam, Alapa Maipao, Paul Lulue, Sabina Nor, Warea Kurumu, Susan Aya, Christine Klyei))	Only Luke Nepo's case was completed. Investigation into the remaining teachers' file still in progress.		
6 Allegations of misuse of public funds to be investigated.	Kokopo Business College (K17950.00), UNESCO-JBL Holdings (K185,650.00),Nambawan Superfund Contribution, CPM –National Library Services (K141,801.86), DEHERST Funds Misuse by POM Tech. Coll. (427,000.00) & E-Learning Division (K97,590.00 misused) were investigated and reports released to the management to take corrective actions..		
4 Audit Committee meetings to be conducted.	First, Second, Third and Fourth Quarter DOE Audit Committee Meetings were conducted.		
Commentary and way forward			

1. Influx of urgent requests to pre-audit Goods and Services claims prior to processing of payments, has placed some planned audits on hold in Head Offices.
2. Six (6 NCD schools not audited due to cash flow issues affected immobility of the official audit vehicle.
3. TFF audit for schools in 8 Provinces not done due to no allocation under the appropriate budget vote (TFF)
4. Three investigations not done due to reasons stated on point (1) and (2).
5. officers did not commenced their degree program as planned due to late release of budget cash flows.

Participants of TVET Strategic Planning Consultative workshop.

Executive Branch

Division Objectives

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

- To advise and assist the Minister in the development of relevant policies in accordance with the legislation.
- Meet requirements and National Education objectives, in the management of the Department in accordance with its established tasks and responsibilities.
- To support the Departments substantive programs including policy analysis, management of personnel affairs, organizational procedures in services, staff development of non-teaching personnel, finance and accounting staff.
- Coordination of TMT/SSM Meetings.
- Coordination and management of executives.
- To ensure implementation of NEC decisions are effectively and efficiently implemented.
- Strengthen the work of regional consultative committees through IMG.
- Learning, coordination and management of Education Services in the regions.
- Constant consultation with Teaching Services Commission, Office of Library and Archives, provinces, Development Partners, Church Organizations, NGOs 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)**
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	1420.00	1420.00	2283.00
Total costs *(including staffing)*	1420.00	1420.00	2283.00
Targets	**Achievements and non-achievements**		
Support national government policy and directives	1. Circulars Issued: 60 2. Circular Instruction issued: 0 3. NEC Decisions:7 4. Chief Secretary Meetings:4 5. NEB Meetings : 4		
Monitor and evaluate the education system and develop policies	• Minister, Secretary, TSC and OLA attended the Ministry of Education Devotion Day in January 2017 at PNGEI Hall. • Minister and Secretary including other high profile delegates from Government Department accompanied the Prime Minister of PNG in November 2016 for the Launching of the Simbu Polytechnic in Dirima, Gumine District of Simbu Province. • Secretary travelled to Goroka in October 2016 for the Opening of the new and renovated infrastructure at Goroka Technical College. • Secretary travelled to Lae in October 2016 to open the new and refurbished infrastructure at St. Joseph Technical College. • Minister and Secretary travelled to in May 2016, Menyamya to officially open the Menyamya Technical School.		
Provide administration.	Successfully administered all office and administration support for the TMT, SSM and Secretary Office.		
Commentary and way forward			
• One main challenge faced in 2016 was funding arrangements for Minister's and Secretary's including the Executives frequent travels in a timely and efficient manner. • Due to cuts from Treasury funding allocated to the Executive Wing activity it was insufficient to effectively execute Secretary's mandated responsibilities. • As a way forward the travels have been centralized, this strategy will hopefully solve this issue.			

Budget activity	Ministerial Support Services		10406 (235-2101-1107)
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	N/A	N/A	N/A
Total costs *(including staffing)*	451.4	451.4	451.4

Targets	Achievements and non-achievements
Support national government policy and directives	• Memorandum of Understanding was signed by Minister for Education and NCD Governor in 2016 at Crown Plaza on the Transfer of Powers and Function of NCDES to NCDC.
Liaise with development partners and regional governments	• Ministerial delegation travelled to Malaysia in November 2016 to attend the Conference on alternative learning pathways through FODE.
Run minister's office	Successfully administered all office and administration support for the Minister's Office.

Commentary and way forward

- Insufficient funding is a challenge.

Minister Kuman standing in front of one of the containers carrying basic teaching and learning resource materials under the TFF which was launched at Port Moresby National High School in 2017.

TFF and School Grant Unit

Division Objectives

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

Budget activity	**Tuition Fee Free (TFF)**		**10408 (235-2101-1109)**
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	No TFF Positions		
Total costs *(including staffing)*	TFF Staff paid from borrowed positions within GES, PP and TVET		

Targets	**Achievements and non-achievements**
Completion of the TFF Policy and TFF Implementation Guide	**Achievementv** • TFF Policy and Implementation Guide developed. • Actual Implementation of the TFF Policy on Component Payment. Administration 40%, Infrastructure 30%, and Teaching & Learning 15%. • T&L 15% was set aside for procuring and distribution for resource material for schools. *All components were paid to the schools and not as prescribed in the policy to submit 30% of Infrastructure to District Account. **Non-achievement** Delay in printing of the document due to lack of funds.
Establishment of Inter-Departmental Steering Committee	**Achievement** Membership of Committee appointed from DoF, DoT, National Planning & Monitoring, PM&NEC, DoE, Church Rep, Women Rep.
Establishment of the District Education Implementation Committee	**Achievement** Notification letters were sent to all PEAs in the Provinces on the establishment of the DEIC. **Non-achievement** All establishment training and awareness on DEIC could not eventuate due to funding constraints.
Recruitment and establishment of the Provincial Coordinators	**Achievement** 18 TFF Provincial coordinators recruited and are operating in the provinces. **Non-achievement** • TFF Coordinators Induction Program did not eventuate due to funding. • No Funds allocated for the TFF officers operational runs.
TFF Policy Advocacy and awareness	**Achievement** • NIL **Non-achievement** TFF Advocacy and awareness could not eventuate due to funding constraints.
District TFF Trust Account	**Achievement** Trust Deed developed and District Trust Account rollout plan in place.
TFF Teaching and Learning Resources materials distributed	**Achievement** • Tendering of the T&LR materials. • Successful Awarding Of Contracts to Procuring and Distributing Companies. • Successful Launching of the T&LR materials Distributed to schools. **Non-achievement** Delay in distributing materials to schools due to Christmas holidays.

2017 TFF payments

2012	2013	2014	2015	2016	2017	Total
K278m	K652m	K605m	K605m	K602m	K602m	K3.344b

2017 TFF PAYMENT REPORT SUMMARY	
APPROPRIATION FOR 2017	602,000,000.00
QUARTERLY EXPECTED WARRANT	150,500,000.00
QUARTERLY EXPECTED WARRANT	150,500,000.00
TOTAL TFF PAYMENTS TO SCHOOLS	435,056,932.57
TOTAL TFF COMMODITY COMPONENT	67,600,000.00
TFF PAYMENTS FOR 2017	502,656,932.57
TOTAL OUTSTANDING FUNDS FOR 2017 *(Yet to be released)*	97,300,000.00

PAYMENT REPORT PER SECTOR

Sector	Total No.of Schools Paid	Total Enrolment	Total Aount
ELEMENTARY	7,163	785,482	55,609,29.77
PRIMARY/COMM	3,632	976,616	155,998,059.37
HIGH/SECONDARY	267	188,530	171,485,078.68
NATIONAL HIGH SCHOOL	6	3,015	4,573,858.16
VOCATIONAL	128	41,413	37,017,0034.35
FODE	21	30,123	3,313,530.00
INCLUSIVE EDUCATION	23	11,504	2,300,800.00
PERMITTED	35	18,576	1,857,600.00
TOLAL	**11,275**	**2,055,259**	**432,155,252.33**

- **From a total of some 13,720 schools registered with the National Education System, 11,275 schools were paid their TFF.**

Targets	Achievements and non-achievements
TFF payments report by province by sector	**Achievement** A total of K432,155,252.33 paid to11,275 schools from elementary to vocational centres, FODE and IERCs. One-off payments were paid to permitted schools. **Non-achievement** Another 2,904 schools were not paid due to various including: school status, school code related issues, account queried, borrowed code, account closed, duplicated, nil data, no account details, not in TFF System, suspended and unknown status.
Capacity Development for TFF staff	No training conducted so far due to non-availability of funds

Commentary and way forward

Lessons

1. Delay in the timely release of funds on a quarterly basis.
2. Very slow responses from provinces and schools in providing accurate information on status of schools and student enrollment on time to enable calculation of TFF Funds.
3. Many newly created and unregistered schools missing out on TFF Funds.
4. Schools with continuous account problems.
5. Manage and monitor TFF Funds paid to schools.

Way Forward

1. For the TFF secretariat to be fully funded to monitor the Administration of the TFF Policy and the grants disbursed to schools.
2. A total of 3,459 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.

The Project and DoE staff who manned the HRDP1 booth at the PNG-EU 40 Years Open Day at Rita Flynn Indoor Courts.

Teaching Service Commission

Division Objectives

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

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

Budget activity (TSC 1.2)	**Attend to Investigations, Graduations, Court Cases, Regional visits and Commissioners' visits.**		
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	80,000	15,000	15,000
Total costs *(including staffing)*	N/A	N/A	
Targets		**Achievements and non-achievements**	
Timely attendance to Teachers College Graduations, Conduct Investigations where required, attends Court Cases and Regional visits.	**Achievements** • 6 Teachers college Graduations attended by the Commission. • One Regional visit conducted by TSC. • In-service conducted for newly appointed TSC Provincial Advisors on TSC Policies. • A meeting conducted and attended by Officers from Ministry of Education and Treasury Department on Budget issues for Teachers Emoluments (Salaries & entitlements). • TSC visited the selected Provinces conducting Audit on Teachers 2017 Resumption exercise. • Attended two Court Cases.		
Commentary and way forward			
Lessons: There was a huge Budget cut in 2017 that saw many activities not implemented by the Commission.			

Budget activity (TSC 1.3 & TSC 1.4)			
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	500,000	426,000	301,000
Total costs *(including staffing)*			
Targets		**Achievements and non-achievements**	

Timely attendance to Teachers College Graduations, Conduct Investigations where required, attends Court Cases and Regional visits.	• Policy manual is formulated to regulate entry requirements to teachers training Institutions, Teachers are appropriately trained and qualified to meet International Standards, suitable and appropriate Salaries and Allowances for teachers re determined and implemented, a mandatory teachers in-service professional Development Program is formulated and implemented by 2018, effective and efficient management and operation of teachers terms and conditions of service of employment and welfare, Effective management and reporting system on teachers performance and presence in schools on quarterly basis. • Teachers' Salaries and Agreement signed, Teacher Appointment functions fully transferred to Provinces, reconfiguring the alesco payroll system to include specifications of salaries and entitlements for Teachers, MPR Cleansing and Teachers emoluments budget framework established, Transfer of payroll Division to TSC, Annual Teachers leave fares Audit, Bi-annual update of teachers resumption against SOS, Conduct a review into the process and procedures on retirement, retrenchment and resignation of teachers in the Teaching Service, Develop a modern standardized electronic system of keeping records of the member of the Teaching Service. The system should be transferable to allow Provincial Education Offices to access and update the data on teachers from time to time, Review functions of the Teaching Service Commission with a view to increasing its manpower capacity and to manage the teachers payroll system, Establishment of TSC Office in Provinces.
Two meetings each conducted for every meeting – 2017.	**Achievements** • One meeting conducted between the Commissioners and the TSC Provincial Advisors in POM. • Two meetings conducted for Teachers Emoluments Budget. • Commission's involvement in the 2017 SEOC. • Establishment of TSC Office in Simbu and Enga. **Non-achievements** • No workshops conducted.
Commentary and way forward	
Lessons: Most activities were not funded and implemented due to Economic issues faced in the Country by the Government.	

Budget activity	**Ministerial Support Services**		**10406 (235-2101-1107)**
Staffing costs	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	18,000	18,000	18,000
Total costs *(including staffing)*	N/A	N/A	
Targets		**Achievements and non-achievements**	
Support national government policy and directives	**Achievement** • Two TSC Officers are currently doing Diploma Studies at PNGIPA. • One completed studies at New Zealand.		
Commentary and way forward			
Lessons: • The Commission recognizes the importance of STAFF Development to increase Productivity at work place.			

National Literacy and Awareness Secretariat

Division Objectives

The National Literacy Awareness Secretariat main objectives are to:

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

Budget activity (TSC 1.2)	**National Literacy & Awareness Services**		**11502 (235-2802-1102)**
Staffing costs (38)	Revised appropriation (K'000s)	Warrant authorised (K'000s)	Expenditure (K'000s)
	377,282.0	269,100.0	226,830.0
Total costs *(including staffing)*	1,020,382.0	912,150.0	773,607.0

Targets	**Achievements and non-achievements**
Review and revise the National Literacy Policy	**Achievement** • Received draft data from stakeholders. **Non-achievement** • 2nd National Literacy Policy Review not conducted due to insufficient funds.
Establish the National Alternate Basic Education Council (NABEC) in place of the former National Literacy and Awareness Council (NLAC).	**Achievement** • Candidates identified for Membership. **Non-achievement** • Candidates not endorsed and commissioned by the Minister for Education. • Insufficient funds available therefore it was not accessed to establish the NABEC.
Alternate Basic Education (ABE) Facilitators Handbook finalised through workshop, printed and distributed.	**Non-achievement** • This Priority activity was planned for 3rd Quarter but was never achieved for almost two years due to insufficient funds not accessed on time.
Monitor and assess literacy program providers.	**Achievement** • Invitations received, planned for Quarter Two of 2016. **Non-achievement** • This activity was never fully achieved due to insufficient funds not accessible on time.
The Annual National Literacy Week (NLW) to be held in conjunction with the International Literacy Day (8th September) at the cost of over K200,000 in East New Britain Province.	**Achievement** • Completed approval process for launching. Technical Team visited ENB and established working committee to prepare for the launching of the NLW 5-9 September, 2016 in ENBP. • K70,000 seed capital released to E.N.B Ground Committee • Literacy Torch handed over to Central Province • NLW Posters were distributed to Literacy schools within NCD • 2016 NLW Report Completed and distributed to various stakeholders. **Non-achievement** • Literacy Torch Handover not formally done between Governor from E.N.P and Governor for Central Province. • 2016 NLW Report not uploaded on NLAS Website.

Commentary and way forward

Lessons:
There was a huge Budget cut in 2017 that saw many activities not implemented by the Commission.

NLAS Staff Capacity Development	**Achievement** • Staff Development Plan submitted to HROD. • Mr. Bembe Gerepo – Project Officer, currently attending ITI doing Project Management Studies. He will continue in 2017. • Mr. Nicholas Nembo – Program Manager, completed Diploma in Education Management with Divine Word University. He will graduate on the 12th of March 2017.

Commentary and way forward

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

Lessons

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

Project Monitoring Unit staff

Data sources and notes

Sources

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

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

Education system structure (Figure 1, page 1)
- *National Education Plan 2005–2014,* NDoE

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

Institutions (Figure 6, Figure 7)
- EMIS

National Examinations (Table 11)
- Measurement Services Division (MSD), 2015

Teachers, Manpower and Establishment (Figure 6, Figure 23–Figure 29, Table 1)
- Manpower Review, quarter 4, 2015
- *Education Statistics of Papua New Guinea* for 2014

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

Education Budget and Tuition Fee Free (Education and Training Sector 2015.
The composition of the 2015 budget appropriation for the Education and Training Sector, by agency, is shown in Table 2.

Table 2-8, (Tables 13–17 and Tables 21-24)
- Finance and Administration Division, Accounts and Budgets sections records.
- 2014 Education Subsidy Report to Subsidy Committee and Department of Treasury.

Notes for data in Figure 3 to Figure 20

1. **Enrolment data** is from Education Statistics of Papua New Guinea for the each of the years 1995 to 2017. Confirmed official enrolment statistics from EMIS.

2. **Growth in education from 1995 to 2017 through the education reforms** (Figure 8, Table 9)
Growths in enrolments are from the 2017 data.

3. **Number of students counted by grade or level** (Figure 3, Figure 4, Table 9, Table 10)
Students are counted according to their grade /level in the reform education structure, regardless of the type of school they attend (see Figure 4). Elementary level counts students in grades 1 and 2 in community and primary schools as well as students in grades elementary prep, elementary 1 and elementary 2 in elementary schools. Similarly primary counts students in grades 3–8 in primary schools as well as those in schools still called community schools. It also includes students in grade 7 and 8 classes still in high schools. Secondary counts students in grades 9–12 and includes students in provincial high schools, secondary schools and national high schools.

4. **Number of students, teachers and institutions counted according to the type of institution** (Figure 3 – Figure 4, Table 9, Table 10)
The number of institutions, teachers, and students in 'elementary' includes only schools registered as elementary schools, and teachers and students in those schools (i.e. those involved with grades Elementary Prep, Elementary 1 and Elementary 2). The number of teachers and institutions for 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 8 Total enrolments 1992-2017 (by type of institution)

Type of Institution	Grades	1992	1995	2000	2005	2010	2011	2012	2013	2014	2015	2016	2017
Elementary	EP, E1, E2	0	1,497	148,808	414,000	580,741	612,322	727,115	773,807	814,131	802,281	950,654	850,854
Prim /Comm	1 to 8	433,592	521,018	610,282	558000	837,282	833,175	915,970	942,998	950,583	957,410	988,617	1,014,265
Prov. High/Sec.	7 to 12	54,165	70,214	76,778	78,800	106,164	113,927	127,089	140,123	152,964	167,049	184,902	188,466
NHS	11,12	1,965	2,051	2,382	2,800	3,467	2,474	2,078	2,189	2,240	2,645	3.071	3,388
Voc. Centres	after G6/7	8,750	9,807	13,714	17,200	24,631	21,962	27,873	31,546	41,331	40,004	46,401	44,499
Tech./Bus. Coll.	after G10/12	1,182	2,005	2,077	3,700	5,531	5,082	4,131	5,047	3,496	6,106		4,763
Prim. Teachers Coll	after G10/12	1,208	1,718	1,758	3,400	2,662	3,339	4,728	4,997	5,378	5,247	5,877	9,462
Total NES		500,862	608,310	855,799	1,077,900	1,560,478	1,592,282	1,808,984	1,900,707	1,970,123	1,980,742	2,179,522	2,115,697
Permitted schools (IEA)													
Permitted Prim.	1 to 8	8,955	9,741	11,100	8,700	4,103	5,622	3,129	3,140	3,381	3,556	3,511	
Perm Sec.	7 to 12	1,489	2,091	1,901	2,100	1,342	1,342	1,304	1,338	941	1,080	1,362	
SDA Teacher Ed.	after G1/12		242	81	400	0	0	0	0	0	-		
Total Permitted		10,444	12,074	13,082	11,200	5,445	6,964	4,433	4,478	4,322	4,636	4,468	2,115,697
Total enrolments		511,306	620,384	868,881	1,089,200	1,565,923	1,599,246	1,813,417	1,905,185	1,974,445	1,985,378	2,183,990	2,115,697
Upper Sec. (G11/ 12)													
NHS		1,965	2,051	2,382	2,900	3,467	2,474	2,078	2,189	2,240	2,645	3,071	3,388
Secondary Schools		0	1,621	5,942	16,200	25,121	29,274	31,316	36,045	152,964	167,049	50,311	54,432
Permitted Sec. School		123	263	625	1,100	531	531	406	406	941	1,080	1,362	
Total grade 11 & 12		**2,088**	**3,935**	**8,949**	**20,200**	**29,119**	**32,279**	**33,800**	**38,640**	**156,145**	**170,774**	**54,339**	**57,820**
National Education System teachers	18,785	**21,775**	**28,439**	**35,386**	**41,402**	**45,168**	**45,776**	**48,055**	**51,256**	**53,848**	**55,805**	**53,727**	

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

Table 9 National Education System enrolment by level and type of school - 2017 compared with 1992

Grade /level	Enrolment	Change		
	1992	**2017**	**number**	**%**
EP	-	351,901	N/A	N/A
E1/G1	99,879	279,738	204,853	205%
E2/G2	87,815	249,800	180,762	206%
Total Elem. level	**187,694**	**881,439**	**762,960**	406%
Grade 3	76,650	200,770	132,580	173%
Grade 4	66,706	182,431	124,218	186%
Grade 5	56,021	173,702	114,626	205%
Total lower prim. (G3-5)	**199,377**	**556,903**	**371,423**	**186%**
Grade 6	47,521	157,626	111,613	235%
Grade 7	17,323	140,679	119,364	689%
Grade 8	14,481	128,472	107,516	742%
Total upper prim. (G6-8)	**79,325**	**426,777**	**338,492**	**427%**
Total prim. level (G3-8)	**278,702**	**983,680**	**709,915**	**255%**
Grade 9	11,684	70,285	60,015	514%
Grade 10	10,677	63,749	52,215	489%
Total lower sec.	**22,361**	**134,034**	**112,230**	**502%**
Grade 11	1,002	30,857	28,723	2867%
Grade 12	963	26,964	22,693	2356%
Total upper sec.	**1,965**	**57,820**	**51,417**	**2617%**
Total sec. level (G9-12)	**24,326**	**191,854**	**163,647**	**673%**
Vocational	8,750	44,499	37,651	430%
Tech & Bus. Coll.	1,182	4,763	- 1,182	-100%
Prim. Teachers Coll.	1,208	5,874	4,666	386%
Special Educ. all grades		8,231	8,640	#DIV/0!
FODE	10,500	9,866	- 634	-6%
TOTAL NES	**512,362**	**2,130,206**	**1,685,663**	**329%**

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

Table 10 Candidates nominated to sit the national examinations 2013 - 2017

Examination	2013	2014	2015	2016	2017
Certificate of Basic Education (Gr 8)	106,087	116,430	119,791	122,657	122,232
Lower Secondary School Certificate (Gr 10)	45,654	66,757	59,841	63,604	66.051
Upper Secondary School Certificate (Gr 12)	17,454	21,057	23,411	23,839	26.352
Total	169,195	204,244	203,043	210,100	214,635

Table 11 Ministry of Education manpower and establishment 2017 - by division

Division /Category		TSC/PSC Establishment ceiling	Staff on Strength/ Payroll Q4 2015	Vacant Positions	Unattached officers
Public Service positions	Executive	35	31	13	21
DoE Line Divisions	PP	17	12	8	2
	RED	26	18	8	0
	HROD	40	27	15	1
	Payroll	56	46	15	4
	Finance	40	27	16	3
	Administration	64	46	31	12
	Procurement	20	14	11	5
	Inspections	247	249	78	81
	Guidance & Counseling	37	32	11	6
	CDD	44	19	26	6
	Measurement Services Division	45	25	26	3
	E-Learning	44	25	27	2
	TVET Schs Ops	30	24	9	3
	TVET Curriculum	32	17	16	4
	TVET Inspections	38	29	13	4
	TED	38	31	14	6
	GES	33	25	16	8
	ICT	30	18	18	3
	NCDES	27	21	14	7
	Internal Audit	21	11	13	1
	TFF Secretariat	29	28	13	8
	NLAS	6	6	0	0
Total DoE Line Divisions		**1,049**	**813**	**443**	**194**

*Sources: Staff on strength for quarter 4, 2017: as reported by Organisation and Development Branch, HROD. *Information for TSC & OLA were not available at the time of printing

Table 12 National Education System budget appropriations, 2013–2017

COMPONENT	2013	2014	2015	2016	2017
Department of Education	857,929.8	1,082,254.4	1,140,977.60	953,385.00	868,101.00
Provinces-Teachers' Salaries	695,846.5	706,174.5	936,473.6	1,023,286.70	1,103,622.90
Provinces-Teachers' Leave Fares	24,434.1	26,899.6	34,828.4	30,637.80	28,835.00
Provinces-Education Subsidy	76,600.0	96,262.9	115,925.80	120,200.00	118,115.90

Table 13 Ministry of Education recurrent budget by program, 2013–2017

Program	2013	2014	2015	2016	2017
TMT & General Administration	669,805.90	635,841.30	636,459.30	624,617.60	622,005.70
Development & Implementation of Education Standards	50,615.40	38,834.00	96,045.00	36,048.20	46,648.90
Basic Education	33,248.20	22,398.10	42,075.80	86,664.40	31,471.50
Literacy & Awareness	643.40	1,000.00	2,225.00	1,098.90	621.90
General Secondary Education	43,332.00	48,001.00	56,020.00	47,104.10	31,586.60
Vocational Education	4,575.30	185,255.00	5,228.00	4,995.80	3,302.20
Technical Education	19,844.90	30036	37,980.50	20,685.60	19,293.30
Teacher Education	31,229.00	34332	39,937.00	34,389.40	20,843.20
Library Services	2,335.20	3,100.00	8,599.20	3,254.80	1,801.70
Management of Teachers Affairs	1,671.50	3,437.00	4,382.80	3,965.90	2,738.40
Government Records and Archives	629.00	1000	1,810.00	1,050.30	667.60
TOTAL	857,929.80	1,003,234.40	930,762.60	863,875.00	780,981.00

Table 14 Ministry of Education recurrent budget, 2013–2017

- amount available for administration and service delivery for general education [Total without NCD teachers salaries, Education subsidies)]

Program	2013	2014	2015	2016	2017
TMT &General Administration	17,805.90	30,841.30	31,459.30	22,617.60	20,005.70
Education Standards	50,615.40	38,834.00	96,045.00	36,048.20	46,648.90
Primary Education	1,131.20	9,718.90	3,598.40	47,674.00	1,199.70
Literacy & Awareness	643.40	1,000.00	2,225.00	1,098.90	621.90
Secondary Education	33,693.90	38,362.90	44,553.10	34,324.70	22,784.50
Vocational Education	1,098.20	181,777.90	1,292.90	1,145.90	721.20
Technical Education	19,844.90	30,036.00	37,980.50	20,685.60	19,293.30
Teacher Education	31,229.00	34,332.00	39,937.00	34,389.40	20,843.20
Library Services	2,335.20	3,100.00	8,599.20	3,254.80	1,801.70
Government Records and Archives	629.00	1,000.00	1,810.00	1,050.30	667.60
TOTAL	159,026.10	349,565.20	267,500.40	202,289.40	134,587.70

*Source: Table 14–Table 24: 2017 Budget Books

Table 15 Ministry of Education recurrent budget - summary by item, 2013–2017

Expenditure Items	2013	2014	2015	2016	2017
Personnel Emoluments	117,945.00	117,945.00	146,499.90	145,072.40	108,620.00
Goods & other Services	57,684.80	317,023.80	123,571.50	159,286.30	133,794.40
Education Subsidy	652,000.00	605,000.00	605,000.00	602,000.00	602,000.00
Other current transfers	9,100.00	11,089.60	15,436.85	7,194.50	4,066.30
Capital Expenditure	21,200.00	31,196.00	48,836.00	7,331.80	19,620.30
TOTAL	857,929.80	1,082,254.40	939,344.25	920,885.00	868,101.00

Table 16 Ministry of Education development budget by program, 2013–2017

Program	Appropriation (K,000)				
	2013	2014	2015	2016	2017
TMT &General Admin	10,825.00	10,379.00	9,600.00	300.00	1,900.00
Development and Implementation of Education Standards	19,925.00	22,854.00	64,505.00	23,790.00	42,820.00
Primary Education	22,691.00	12,060.00	95,300.00	46,670.00	25,000.00
Literacy & Awareness	-	-	-	-	-
Vocational Education	173,817.00	6,201.00	3,500.00	29,890.00	7,400.00
General Secondary	4,074.00	180,455.00	5,200.00	2,680.00	-
Technical Education	24,890.00	18,336.00	18,000.00	5,000.00	10,000.00
Teacher Education	3,725.00		192,605.00	-	-
Library Services	-	-	-	-	-
Government Records and Archives	-	-	-	-	-
TOTAL	259,947.00	250,285.00	388,710.00	108,330.00	87,120.00

Table 17 Percentage of development budget by program, 2013–2017

Program	Appropriation (K,000)				
	2013	2014	2015	2016	2017
TMT &General Admin	4%	4%	2%	0%	2%
Development and Implementation of Education Standards	8%	9%	17%	22%	49%
Primary Education	9%	5%	25%	43%	29%
Literacy & Awareness	0%	0%	0%	0%	0%
Vocational Education	67%	2%	1%	28%	8%
General Secondary	2%	72%	1%	2%	0%
Technical Education	10%	7%	5%	5%	11%
Teacher Education	1%	0%	50%	0%	0%
Library Services	0%	0%	0%	0%	0%
Government Records and Archives	0%	0%	0%	0%	0%
TOTAL	100%	100%	100%	100%	100%

Table 18 Share of development budget appropriation by donor, 2013–2017

	2013	2014	2015	2016	2017
World Bank	10.4%	1.0%	21.9%	1.0%	1.0%
AusAID	63.0%	27.5%	0.0%	27.5%	27.5%
EU	8.0%	41.6%	42.3%	41.6%	41.6%
New Zealand	1.4%	0.0%	0.0%	0.0%	0.0%
JICA	1.8%	5.3%	1.6%	5.3%	5.3%
GoPNG	11.2%	22.4%	34.2%	22.4%	22.4%
UN	3.5%	2.2%	0.0%	2.2%	2.2%
China	0.6%	0.0%	0.0%	0.0%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Government Records and Archives	0%	0%	0%	0%	0%
TOTAL	100%	100%	100%	100%	100%

Table 19 Education 2017 development budget appropriation by program and donor (K000s)

Table 19: Education 2017 Development Budget Appropriation by program and donor (K000s)										
Vote code	**Description**	**Original Appropriation**								
Capacity Building		**GoPNG**	**AusAID**	**EU**	**NZ**	**CHINA**	**UN**	**WB**	**JICA**	**Total**
235-2101-3214 IFMS 20774	Enhancing Quality in Teaching Thro.TV	1,000.00								**1,000.00**
235-2101-3232IFMS 21361	PNG Education Program		24,000.00							**24,000.00**
235-2101-2213 IFMS 20149	Education Training & HRD prog 1-EDF	1000		9,120.00						**10,120.00**
235-2101-1201 IFMS 22144	Education Training & HRD prog 2-EDF	1,000.00		27,100.00						**28,100.00**
235-2101-1239 IFMS 22793	Improving Quality of Mathemat-ics & Science								4,000.00	**4,000.00**
235-2101-1240IFMS 22830	Improvement. Of Quality of Teaching Materials								600.00	**600.00**
235-2101-5221 IFMS 21227	FODE Project	3,000.00						900.00		**3,900.00**
235-2101-5228 IFMS 22846	Science Infrastructure Program	3,500.00						-		**3,500.00**
235-2101-1228IFMS 21064	UN Assistance to the Education Sector						1,900.00			**1,900.00**
235-2101-1238 IFMS 22825	**Polytechnic Institutions Development Program**	**10,000.00**								**10,000.00**
GRAND TOTAL		**19,500.00**	**24,000.00**	**36,220.00**	**-**	**-**	**1,900.00**	**900.00**	**4,600.00**	**87,120.00**

Table 20 Education appropriations in provincial budgets _Item 111 teachers' (TSC) salaries, 2013–2017 (K,000)

Province	**Appropriation (K,000)**				
	2013	**2014**	**2015**	**2016**	**2017**
FLY	23,363.5	23,362.6	25,713.4	25,713.70	32,042.00
Gulf	11,628.0	10,255.1	15,758.1	17,719.20	17,120.00
Central	33,876.0	34,300.0	37,730.0	41,186.20	43,431.10
NCD					
M/Bay	24,759.0	32,485.9	49,810.0	54,291.10	54,963.00
Oro	16,414.0	15,422.2	16,993.4	18,692.70	24,882.00
SHP	40,000.0	45,407.8	49,948.6	54,943.40	64,801.00
Hela	16,453.0	16,453.2	17,687.2	19,455.90	19,343.00
Enga	29,170.0	29,169.7	32,086.7	35,295.30	44,660.80
WHP	58,241.0	58,241.2	64,065.3	70,471.80	77,632.00
Jiwaka	21,978.0	21,977.8	24,175.6	26,593.10	29,830.00
Simbu	45,839.0	45,840.1	50,424.1	55,466.00	60,402.00
EHP	42,163.0	42,161.5	66,846.2	73,530.80	83,168.00
Morobe	59,128.0	59,313.6	120,500.0	129,550.60	122,900.00
Madang	43,900.0	41,935.5	66,200.0	72,321.40	85,220.00
ESP	40,395.0	40,395.1	44,434.6	48,647.20	63,667.70
Sandaun	34,576.0	34,543.7	44,321.3	48,753.30	41,475.00
Manus	14,057.0	14,057.3	19,847.7	21,832.40	19,355.00
NIP	22,206.0	22,206.0	44,601.8	49,062.00	40,200.00
WNBP	31,600.0	31,647.0	40,643.9	44,708.00	47,273.00
ENBP	45,300.0	46,196.5	57,440.0	63,082.40	69,640.80
AROB	40,800.0	40,802.7	47,245.7	51,970.20	61,616.50
Total Provinces	**695,846.50**	**706,174.50**	**936,473.60**	**1,023,286.70**	**1,103,622.90**

Table 21 Education appropriations in provincial budgets Item 114 teachers leave fares, 2007–2017(K,000)

Province	Appropriation (K,000)				
	2013	2014	2015	2016	2017
FLY	807.2	699.6	937.7	800.00	600.00
Gulf	2,316.8	2,316.8	2,548.5	2,316.80	2,300.00
Central					
NCD	1,163.7	1,163.7	1,163.7	1,500.00	1,000.00
M/Bay	1,478.0	1,478.0	1,478.0	1,400.00	1,100.00
Oro	890.4	890.4	890.4	800.00	750.00
SHP		333.9	333.9	250.00	260.00
Hela	1,068.0	1,068.0	1,068.0	900.00	1,000.00
Enga	1,311.3	1,311.3	1,311.3	1,100.00	1,050.00
WHP		524.5	524.5	400.00	125.00
Jiwaka	778.5	778.5	978.5	800.00	800.00
Simbu	1,156.5	1,156.5	1,156.5	1,000.00	1,000.00
EHP	3,008.1	3,008.1	7,008.1	5,000.00	5,000.00
Morobe	1,711.5	1,711.5	2,711.5	1,700.00	2,000.00
Madang	1,163.7	1,163.7	1,163.7	1,000.00	1,000.00
ESP	723.4	1,144.7	1,296.6	1,100.00	1,000.00
Sandaun	614.3	614.3	614.3	550.00	500.00
Manus	366.7	890.7	890.7	850.00	750.00
NIP	504.7	1,274.1	1,490.4	1,100.00	1,200.00
WNBP	3,019.6	3,019.6	3,567.6	3,000.00	2,800.00
ENBP	1,350.5	1,350.5	2,100.9	1,500.00	2,100.00
AROB	24,434.1	26,899.6	34,828.4	30,637.8	28,835.0
Total Provinces	**695,846.50**	**706,174.50**	**936,473.60**	**1,023,286.70**	**1,103,622.90**

Table 22 Education appropriations in provincial budgets Item 143 *Education Function Grants, 2013–2017 (K,000,000)

Province	Appropriation (K,000)				
	2013	2014	2015	2016	2017
FLY	657.3	657.3	1,394.00	2,980.00	7,889.9
Gulf	2,998.9	3,906.8	3,906.80	4,844.60	4,027.4
Central	3,570.7	4,998.3	6,328.10	6,289.00	6,098.5
NCD					
M/Bay	6,977.7	7,433.3	7,719.50	7,804.20	7,652.6
Oro	3,529.3	3,599.4	4,145.40	4,426.90	3,954.5
SHP	2,567.5	3,861.0	4,378.30	3,414.10	4,844.1
Hela	1,470.4	3,713.4	5,186.70	5,231.80	4,843.1
Enga	4,549.7	4,406.2	4,378.30	6,092.90	6,336.7
WHP	6,069.3	8,133.9	9,285.60	9,362.20	8,463.3
Jiwaka	5,648.4	6,437.3	9,579.10	10,811.40	10,552.5
Simbu	2,000.0	2,000.0	2,000.00	2,000.00	-
EHP	5,161.7	8,148.0	9,022.70	9,450.80	8,463.5
Morobe	6,646.0	11,184.1	12,464.10	12,755.50	12,227.5
Madang	7,498.4	9,102.7	9,675.60	10,061.80	9,046.3
ESP	2,660.7	3,047.1	3,092.90	2,977.90	1,698.0
Sandaun	555.4	555.4	555.40	965.50	721.4
Manus	4,521.7	3,619.5	3,713.00	5,868.10	4,337.6
NIP	6,343.4	6,127.4	6,127.40	6,567.70	7,626.6
WNBP					
ENBP	1,478.4	1,769.5	2,009.70	2,673.30	3,718.70
AROB	3,526.9	3,562.2	3,660.30	5,613.70	5,613.70
Total Provinces	**78,431.8**	**96,262.8**	**108,622.9**	**120,191.4**	**118,115.9**

Table 23 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	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	Includes costs of elementary and primary education in the NCD
	Literacy and Awareness	Coordination & Provision of Literacy & Awareness Services
Tertiary Education	General Secondary Education	Secondary Education Coordination, including all costs for National High School, and FODE.
	Includes costs of secondary education in NCD	Includes costs of secondary education in NCD
Cultural Services	Vocational Education	Vocational Education Coordination and Special Education.
Government Archives Maintenance	Includes costs of vocational education in NCD	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
	Government Records & Archives	Maintenance & storage of Government archives

Finance Division Officers

Teacher Education Division Officers

Planning and Policy Division Officers

Payroll Division Officers

Human Resources and Ogranisational Division Officers

Administation Division Officers

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