



Papua New Guinea

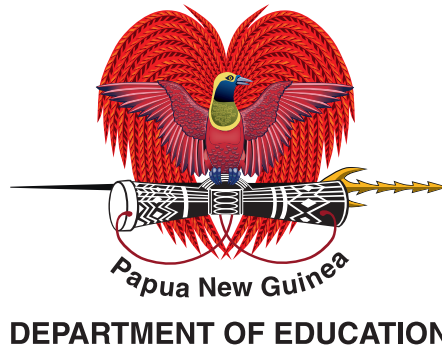
DEPARTMENT OF EDUCATION

CORPORATE PLAN

2022-2024

Stewards of Education Service Delivery

“ACHIEVING QUALITY EDUCATION FOR ALL”



Corporate Plan 2022-2024

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ABBREVIATIONS

AOFP	Annual Operational and Financial Plan	PEIP	Provincial Education Implementation Plan
CIMC	Consultative, Implementation & Monitoring Committee	PFD	Project Formulation Document
CSMT	Curriculum Standards Monitoring Test	PFMA	Public Finances (Management) Act
DHERST	Department of Higher Education, Research, Science & Technology	PEB	Provincial Education Board
DoE	Department of Education	PDOE	Provincial Division Education Officers
CBTNA	Competency Based Training & Assessment	PEIP	Provincial Education Implementation Plan
ECE	Early Childhood Education	PFD	Project Formulation Document
EMIS	Education Management Information System	PFMA	Public Finances (Management) Act
FAS	First Assistant Secretary	PNGTVET-NQF	Papua New Guinea Technical Vocational Education Training National Qualification Framework
FODE	Flexible, Open and Distance Education	PHQ	Provincial Head Quarters
GBV	Gender Based Violence	PILNA	Pacific Islands Literacy and Numeracy Assessment
G&C	Guidance and Counseling	PIP	Project Implementation Plan
GES	General Education Services	PIST	Provincial In-Service & Training
GoPNG	Government of PNG	PLLSM	Provincial Local Level Services Monitoring
HIV	Human Immunodeficiency Virus	PNG	Papua New Guinea
HQ	Head Quarters	PPP	Public Private Partnership
HRDP	Human Resource Development Program	PRC	Provincial Ratings Conference
HROD	Human Resources and Organization Division	SBC	Standard Based Curriculum
ICT	Information Communication Technology	SBE	Standard Based Education
ICTD	Information Communication Technology Division	SEOC	Senior Education Officers' Conference
IFMS	Integrated Financial Management System	SLIP	School Learning Improvement Plan
KPI	Key Performance Indicator	SOR	Statement of Results
M & E	Monitoring and Evaluation	SRGBV	School Related Gender Based Violence
M&EF	Monitoring and Evaluation Framework	SSM	Secretary's Senior Staff Member
MPR	Master Position Register	TMT	Top Management Team
MSD	Measurement Services Division	TSC	Teaching Service Commission
MTDP	Medium Term Development Plan	TVET	Technical Vocational Education and Training
NC3	National Certificate 3	TED	Teacher Education Division
NC4	National Certificate 4	TIMSS	Trends in International Maths & Science Study
NCD	National Capital District	UPNG	University of Papua New Guinea
NCDES	National Capital District Education Services		
NEB	National Education Board		
NEC	National Executive Council		
NDoE	National Department of Education		
PEA	Provincial Education Advisor		
NID	National Identification Document		
NLAS	National Literacy and Awareness Secretariat		
NQF	National Quality Framework		
NQSSF	National Quality School Standards Framework		
NRC	National Ratings Conference		
NIST	National In-Service & Training		
NTC	National Training Certificate		
OBE	Outcome Based Education		
OLA	Office of Libraries and Archives		
OOSCI	Out Of School Children Initiative		
PDoE	Provincial Division of Education		
PEB	Provincial Education Board		
PDOE	Provincial Division Education Officers		

Message from the Minister for Education



I am pleased to introduce the Corporate Plan for the Department of Education. This Corporate Plan 2022-2024 reflects a change of attitudes, structures, policies, and resource allocations that are closely aligned with the Government of Papua New Guinea’s overall policy and service delivery framework.

The Department of Education is one of the agencies under the Ministry of Education. The department has four major objectives, firstly DoE is committed to improving the wellbeing of children and young people thus raising standards for all, closing the performance gap between rural and urban population, secondly increasing access and equality and developing the education workforce, thirdly, improving the learning environment, and lastly improving planning, fiscal and financial management at all levels of the education system to deliver high quality education services.

The Corporate Plan will guide the Department of Education to achieve end results that are outlined in the National Education Plan 2020-2029. The Corporate plan is also well thought out and reflects the thinking and aspirations of the Government.

This plan will ensure that the capacity of the Department of Education is built to implement the Government’s key priorities for education and that is achieving 13 years of universal education, provision of vocational and lifelong education and a sound basis for proposed initiatives to improve the standard of education.

I now recommend the 2022-2024 DoE Corporate Plan to the Secretary, his staff and management, development partners and all stakeholders to take a collaborative approach and work together to achieve the targets set in the term of this Corporate Plan.

Happy Implementation.

A handwritten signature in blue ink, appearing to read 'Jimmy Uguro', written over a dotted line. The signature is stylized and somewhat abstract.

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

Message from the Secretary for Education



I am pleased to present the Department of Education Corporate Plan 2022-2024.

Papua New Guineans need to be equipped to prosper in the fast developing global environment. Our education system plays a huge part in this because it supports children, young people and adults to learn and achieve throughout their lives and to acquire the skills and knowledge for work and life.

The Vision 2050 calls for “education that empowers all citizens to become literate, creative and resourceful people with knowledge, abilities and skills for personal wellbeing and national development”. We all know that a great education is one of the strongest foundations for a successful life, a healthy society and a strong economy. The Department of Education and the other government education agencies have an important role in helping create an education system that supports this.

Over the past three years, DoE has focused on building our role as stewards of the education system and making sure the work we do improves the quality of education. We have positioned ourselves to support teachers and educators, principals and leaders, education providers and stakeholders, those who work directly with our children and young people to ensure standard of education is improved. We have embraced the use of technology to improve efficiency and productivity.

This Corporate Plan is a clear statement of the Departments direction, its goals and focus for the coming few years. The work programs set out here presents a great opportunity to build on our progress to date and continue improving the system so that it meets the needs of our people and communities and can respond effectively as these needs change over time.

I am glad that we have an inbuilt results framework to measure progress against the intended results of this plan. Over the next planning period, the DoE will review the degree of success that has been achieved, and will modify its strategies to ensure results are delivered as intended. DoE is confident and is committed to implement this Corporate Plan to the best of its ability.

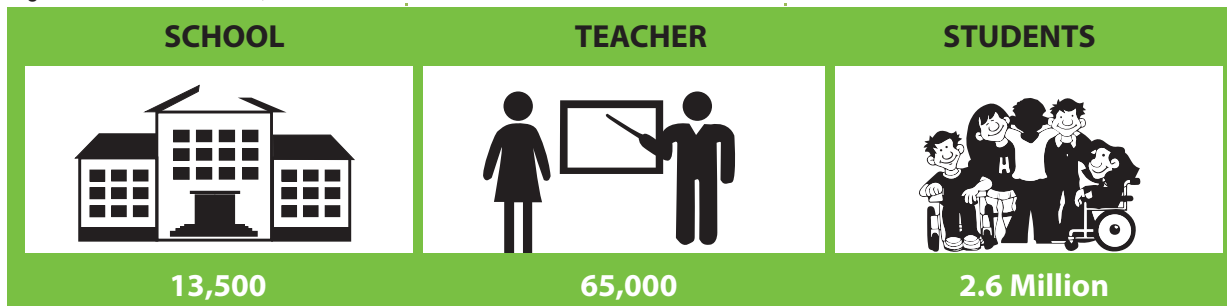
I would like to thank all those involved in producing this plan and remind all Divisions and Units to continue to work as a team to deliver these results. Together we can make it happen.
In God, We Trust.

Uke Kombra, PhD
Secretary for Education

1. The Education System

1.1 Our Coverage

Figure 1: Number of school, teacher and students in 2019



1.2 What we do

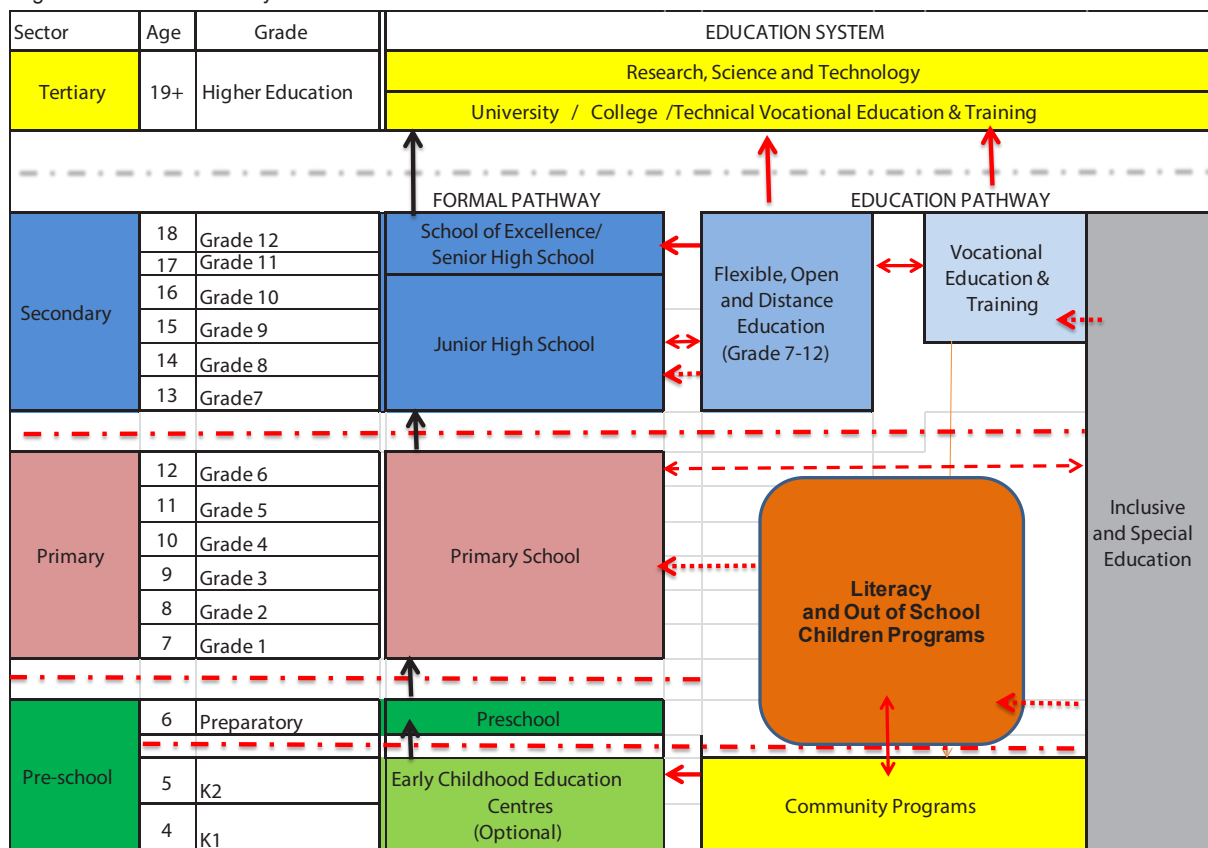
We lead the delivery of education services to children, young people and adults both;

- directly through government schools
- indirectly, through the regulation and funding of permitted private schools

We implement PNG government policy on early childhood, general school education and vocational training.

1.3 The system we manage and operate in

Figure 2: The Education System



1.1 Vision

Our vision is to be the lead advisor on Achieving Quality Education and Training, shaping direction for education agencies and providers and contributing to the Government's goals for education.

1.2 Mission Statements

- The Department of Education's mission, as defined by the National Executive Council, is fivefold:
- To facilitate and promote the integral development of every individual,
- To develop and encourage an education system which sat s the requirements of Papua New Guinea and its people,
- To establish, preserve, and improve the standards of education throughout Papua New Guinea,
- To make the benefits of such education available as widely as possible to all 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.

1.3 Corporate Goals

- Improving the wellbeing of children and young people, raising standards for all,
- Closing the performance gap, increasing access and equality, developing the education workforce,
- Improving the learning environment, and delivering high quality education services,
- Improve planning, fiscal and financial management at all levels of the education system.

2.4 Values and Principles

Education is a critical public service. As public sector employees, our staff in schools and offices should uphold the PNG public sector values:

Our values and principles are linked to the six (6) Public Service Values and ten (10) capabilities/competencies that reflect the way we should be behaving while performing our duties. This can be found in the approved Public Service Ethics and Values Based Executive Leadership Management Capability Framework.

Partnership

- The Department works together through mutual understanding and harmonizing approach with partners to achieve a high standard of education that is globally compatible for all children and citizens.
- We will openly communicate our processes and actions to all our stakeholders.

Commitment

- The Department is committed to deliver a high standard of services to the students, teachers, institutions and stakeholders.
- We will dedicate ourselves to our values, our work and our country.

Professionalism

- The Department endeavors to develop human capacity, resulting in professionally trained and competent workforce.
- We will work hard to be experts and specialists in our field.
- To be professional in our actions to our clients, partners and each other.

Integrity

- The Department maintains Christian principles and is committed to honesty, transparency, accountability and fairness in our actions and decisions.
- We will accept responsibility for our actions and conduct.

Equality and Respect

- The Department is committed to the GESI Policy.
- We will respect all people as they have the same rights and status and our actions will demonstrate this.
- We have zero tolerance on Gender Based Related Violence.

Selflessness

- The Department is a public office and so officers should take decisions solely in terms of the public interest.
- They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.

2.5 Objectives

The Department of Education has three primary objectives;

Objective 1

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 incrementally restructure the education system to allow all children the opportunity to complete 13 years of universal education.
- To develop, implement and assess the standards based curriculum that is seen to be relevant and based upon needs and appropriateness and embraces the 21st Century Skills.
- To provide skills education appropriate to the needs of Papua New Guineans at all levels and also those outside of the formal education system.
- To develop competency based training under the National Curriculum Framework.
- To provide sufficient places in the secondary sector through expansion programs.
- To train a cadre of education managers and education planners at the national, provincial, district and school levels to effectively plan for and manage the National Education System.

Objective 2

To provide relevant education for all children as this becomes financially feasible;

- To ensure 4 and 5 year old children participate in an early learning program
- To establish preparatory schools at the community level to allow all six year old children in Papua New Guinea the opportunity to enroll in a preparatory grade and to acquire basic literacy and numeracy skills.
- To complete the removal of elementary prep 1 and 2 classes from the elementary schools to primary schools and moving the grades 7 and 8 to high schools.
- To ensure out of school children are given the opportunity to complete basic education.
- To implement cost effective measures particularly in the area of teacher deployment and professional development
- To ensure that all children regardless of physical or mental incapacity have an opportunity to achieve a relevant and universal lifelong education.
- To ensure equity across the country in terms of access to schools.
- To provide school communities and Department of Education staff with the knowledge, attitudes, skills and means to prevent curable diseases and minimize Gender Based Violence and other gender and social inclusion related activities.
- To provide sufficient number of appropriately trained and committed teachers.

Objective 3

To help people understand the changes that are occurring in contemporary society through the provision of non-formal education and literacy programs.

- To support the work of the National Literacy and Awareness Secretariat in promoting literacy awareness across all parts of the country.
- To encourage the involvement of the churches and other Non-Government Organizations in the provision of non-formal programs.
- To ensure effectiveness and optimized productivity of literacy activities by other national government departments and provincial authorities.

2.6 Strategies

From the strategies above, DoE has developed a National Education Plan 2020-2029. Each DoE divisions implement these strategies according to their functions and government priority directions. These strategies are our plan of action designed to achieve our long-term or overall aim “**quality education for all**” . **The strategies are as follows;**

Early Childhood Education

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

Access

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

Equity

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

Teachers and teaching

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

Quality Learning

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

Education Pathways

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

Leadership and Partnership

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

Management and Administration

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

Citizenship and Values

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

3. Our Mandate

The Department is the executive and inspectorial branch of the National Education System and derives its powers from the Education Act 1983 (amended 1995) and any other law relating to education matters. DoE is also subjected to Section 42 of the Organic Law on Provincial Governments and Local level Governments.

3.1 Education Authorities

Under the Education Act (1983, consolidated 1995, p9), administration of the national education system is vested in the following authorities:

- Minister for Education
- National Education Board (NEB)
- Department Head (Secretary for Education)
- Office of Libraries and Archives
- Teaching Service Commission (TSC)
- Provincial governments
- Education boards
- Local-Level Governments (LLGs)
- Education agencies
- School Boards

3.2 Minister for Education

The Minister is the political head responsible for the overall management of education through the Ministry of Education, which comprises the National Department of Education (NDoE), the Office of Libraries and Archives (OLA) and the Teaching Service Commission (TSC).

The Minister for Education has responsibility for control of the curriculum, which includes curriculum content, standards and examinations, minimum entry age, the number of teaching days each year, the number of years of instruction, the maximum pupil-teacher ratios and the language of instruction.

3.3 National Department of Education

Under the Organic Law on Provincial Governments and Local-Level Governments, the NDoE determines national policies and standards and supports their implementation by the provinces with services such as planning, research, training and staff development.

The NDoE is responsible for: teacher in-service, inspection and registration; the national curriculum; curriculum materials; and examinations. It is also responsible for national institutions, namely national high schools, special education resource centers, flexible, open and distance education (FODE) centres and schools in the National Capital District.

DoE is also responsible for the disbursement and the supervision of the expenditure of money lawfully available for schools.

3.4 Office of Libraries and Archives

The Office of Libraries and Archives (OLA) comprise three divisions: the National Library Service of Papua New Guinea; the National Archives; and Corporate Services. Its major role is to co-ordinate the planning and development of libraries and archives throughout the country. The National Library Service's primary objective is to preserve all documents on Papua New Guinea life and society in the national collection for all Papua New Guineans to enjoy and learn from.

3.5 Teaching Service Commission

The Teaching Service Commission (TSC), established by an Act of Parliament, acts as the agent of the state for the employment of teachers. It oversees teachers' terms and conditions of service, salaries, allowances and welfare. It supports the rights of teachers.

3.6 National Education Board

The NEB is the highest education decision-making body in Papua New Guinea, overseeing the development and functioning of the education system and the implementation of the NEP. It advises the minister, in consultation with provincial governments, the TSC and education boards and agencies. The Secretary for Education, as head of the education department, is the statutory chairman of the NEB.

3.7 Department Head

The head of the Department of Education is the Secretary for Education. The Secretary also chairs the National Education Board.

The Secretary is the chief executive of the National Education System and is responsible under the Minister for the provision of administrative services to the National Education Board and is responsible for determining the qualifications and standards required for registration or provisional registration of teachers, for the inspection of all schools, and for the certification and assessment of teachers.

3.8 Provincial Governments

Provincial Governments through the provincial and district administrations and provincial education boards, have the responsibility for establishing, building and maintaining schools. The provinces deploy teachers and employ provincial and district education officers. A provincial education subsidy in the form of Education Function Grants must be spent on operating costs and maintenance, and at least half must be spent on the districts' minimum priority activities.

3.9 Education Boards

The Provincial Education Board (PEB) is the highest education decision-making body in a province. Most provincial boards are headed by a chairman, who is the Provincial Education Adviser. Powers and functions of the PEBs vary from province to province depending on the powers devolved to them through their provincial laws and subject to the capacity of the province.

District Education Boards are an integral part of the administration of education in the districts. Members are stakeholders within the districts. The powers and functions of the district boards vary from province to province depending on the powers devolved to them. The National Education Board can veto board decisions.

Local-Level Government is the third level of government. It plays a minimal role in education but its responsibilities include the funding and maintenance of elementary and primary schools and helping districts to develop district education plans consistent with provincial education plans.

3.10 Education Agencies

Education agencies are key partners that establish, maintain and conduct member schools within the National Education System. They include faith based and private agencies with well-established networks of schools in all education sectors. The agencies have varied student entry criteria and teacher terms and conditions.

They are also required to impose a common fee on the parents or guardians of students attending its schools to cover the responsibilities of the agency in respect of the operation of the schools including the payment of teachers and ancillary staff, learning materials, general maintenance of buildings and facilities, equipment and aids.

Each education agencies have an education secretary that acts as the channel of communication between the education agency and other education authorities.

3.11 School Boards

Governing boards are Boards of Management (BOMs) in elementary and primary schools and Boards of Governors (BOGs) in secondary and other post-primary schools. They are the schools' highest decision-making bodies and have financial and management powers. They also have disciplinary

powers but their decisions can be rejected by the Provincial or National Education Board.

Communities, through schools' governing bodies, share responsibility for infrastructure, including school buildings, teachers' houses and ancillary facilities and the overall up keeping of the school.

4. Corporate Profile

The Department of Education has grown over the years since its inception in the 1970s and has gone through numerous reforms but these have remained, in broadest terms, located within the framework of reforms to public administration. Such reforms have also been mediated through colonialism, its legacies and its emergence within a global system of capitalism. Reforms in the Department of Education have been an integral part of reforms which have taken place in the broader public sector. The Department has grown and is one of the biggest government departments with over 800 staff.

4.1 History

The colonial administration and the early churches ran education in Papua New Guinea independently until 1970. The Education Act of 1970 provided the legal framework for;

- a unified National Education System;
- a unified Teaching Service and;
- the establishment of the Teaching Service Commission

The Education Act of 1970 not only provided the legal framework but also defined the administrative and functional relationships of PNG education. Between 1970 and 1977 the control and relationship of educational functions was informed and framed by the decentralized model of devolution.

The Act remained in force until 1983 when it was revised and became known as the Education (revised) Act of 1983 amended 1995. The revision of the Act is informed and dictated by the original Act of 1970, and it is mostly the case that the revisions are due to the changing nature of the education system due to reforms.

Based on the Education Act of 1970, the powers to make decisions on education were centralized with the Ministry of Education and its agencies. The education functions such as education policies and new initiatives, curriculum, finance, management, appointment and employment conditions of teachers were directly controlled from the center. At that time the Ministry of Education was located at Konedobu before it was moved to Waigani in 1980.

From 1977 to 1994, the devolutionary reforms made under the Organic Law on Provincial Government (OLPG) was adopted and implemented. In 1995 the OLPG was repealed and the Organic Law on Provincial Governments and Local- Level Governments was enacted, giving the National Parliament the powers to grant and to withhold (through legislation) the powers of the provinces and also of local-level governments.

Power to participate in decision-making has been categorized under these main groups: national functions, provincial functions, local level functions and concurrent functions. As stipulated in the Education Act (amended 1995), national functions could only be decided upon by the Ministry of Education, namely the National Minister for Education, the Teaching Service Commission (TSC), National Department of Education, and National Education Board (NEB).

The provincial authorities, which include Provincial Government, Provincial Division of Education, Provincial Education Board (PEB), School Governing Boards and Administration, could make decisions with respect to provincial functions.

The education functions which are parallel are subject to consultation and negotiation between both the national and provincial authorities.

4.2 Decentralized Functions

Provinces and Local-level Governments have clearly identified service delivery roles and responsibilities through the Determination and Assignment of Service Delivery Function and Responsibilities (2009).

Education is a service that is highly decentralized function. Under a legal arrangement, the provincial functions which provincial governments become responsible for include:

- the appointment, suspension and administration of PEB,
- The planning, opening, recognition, administration and closing of schools (pre-schools, primary and high/secondary schools).
- the enrolment of pupils/students, obtaining land, providing buildings and materials (including teaching materials and textbooks and providing funding to schools
- the provision of school library and guidance services and public library,
- the appointment of teachers and their promotions in the provinces, and all matters related to adult education and community education.
- With similar arrangements the PEB could make decisions on these areas in consultation with the lower-level governments and education agencies draw up provincial education plans
- supervising the implementation of the approved plan
- giving approval to the list of entrants to pre- schools
- hearing and determining appeals on cases where the governing bodies expel a student
- determining the criteria of high-school selection criteria and the selection of students entering high school
- exercising on behalf of the TSC the appointments, promotions and transfers of teachers from one school to another, and disciplining teachers
- administering and accounting for the spending of the departmental funds
- organizing and providing adult education
- approving membership and functions of the governing council
- selecting teachers to attend professional courses which are approved by TSC.

The functions and the responsibilities which have been de-concentrated and delegated to PEBs have been further delegated to the school boards at the school and community levels. The school boards could make decisions on these specific responsibilities which include:

- planning and using the School Learning Improvement guidelines, building and maintaining the school facilities such as classrooms, teachers' houses, teachers' and children's toilets
- making available teachers' houses
- determining the aims and the goals of the schools
- making rules for the discipline of students
- suspending or expelling students

4.3 Aligning and Synergizing DoE Plans to Government of PNG Development Plans

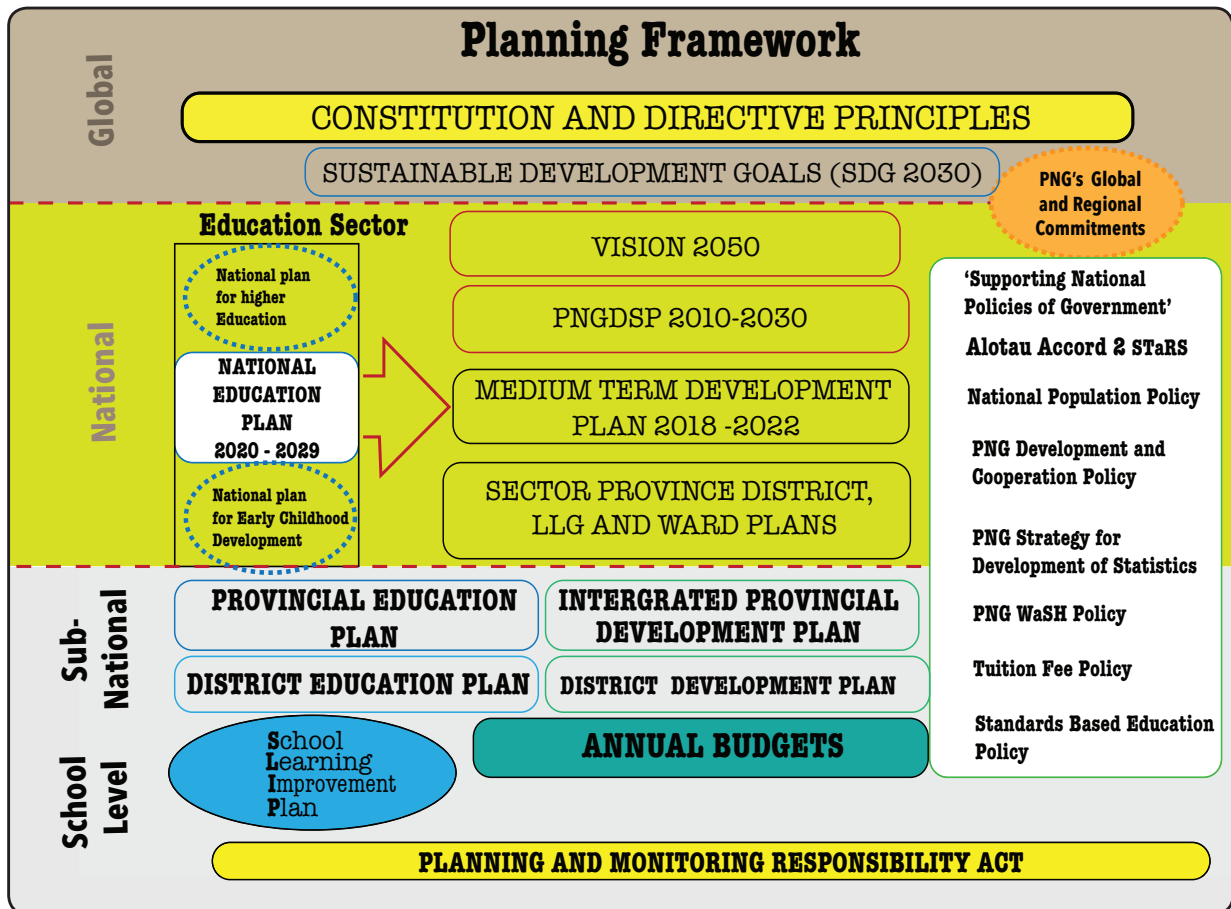
The DoE Planning Framework is customized to portray National **Planning Framework** and shows how the Department of Education Plans are aligned to the National Planning Framework.

The Constitution which provides the underlying directive principles, the National Strategy for Responsible Sustainable Development which prescribes the consequent development paradigm and the Vision 2050 Human Development Index objective, the MTDPs, the sector plans and the annual budgets relating to the implementation of the MTDP and government policies.

This Corporate Plan aligns with GoPNG national development plans and relevant international plans as depicted in the diagram below. The challenge for the Department of Education is to synergize and

consistently implement these plans to provide quality education and training to all and attain the Vision 2050 aspirations.

Figure 3: Planning Framework



(Source: National Education Plan 2020-2029)

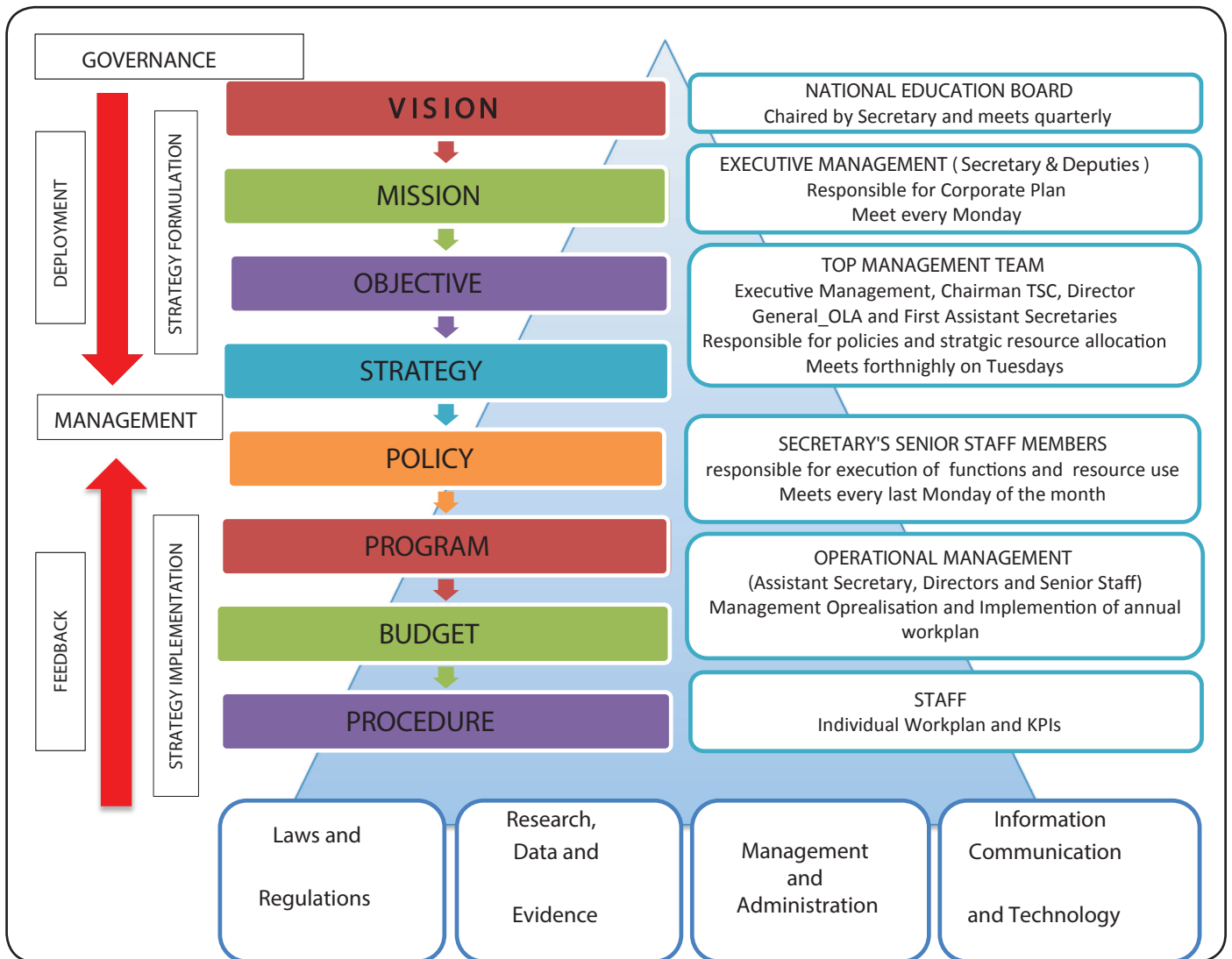


5. Governance Overview Framework and Organization Structure

5.1 Governance Framework

This is our governance framework and it aligns efforts across the DoE structure to achieve strategic objectives for improved productivity; reduced risk; faster and more effective decisions; and enhanced responsiveness to the environment in which the DoE operates to enable performance.

Figure 4: The following diagram depicts the management and governance structure.



5.2 Corporate Governance

The DoE corporate governance is a set of responsibilities and practices, policies and procedures used by DoE executives to provide strategic direction, ensure objectives are achieved, risks are managed and resources are responsibly managed in a transparent way.

The two main requirements for good governance are Performance and Accountability

5.2.1 Performance-DoE uses governance arrangements to contribute to the overall performance and the delivery of education outcomes:

- *to improve results- by effective use of performance information;*
- *for more equitable and cost-effective learning outcomes due to efficient use of resources;*
- *and to increase the value of our business using a cycle of continuous improvement.*

5.2.2 Accountability-DoE uses governance provisions to ensure that we meet the requirements of the law, regulations, published standards and community expectations:

- *to fulfill obligations and legislative requirements in the best interests of our stakeholders;*
- *with clear procedures, roles and responsibilities to ensure confidence in our decisions and actions;*
and
- *to act impartially and ethically to meet community expectations of integrity, transparency and openness*



5.3 Governance elements

These seven inter related elements guide our practices:

Governance Elements

Responsibilities: accountability and transparency for decisions through legislation compliance, information management, evaluation and corporate reporting.

Direction: shared understanding of our purpose and priorities through collaboration and effective planning and resource allocation.

Expectations: agreed performance expectations through effective communication and best practice management.

Alignment: functions, structures and culture that support our organizational goals through quality leadership, a clear line of sight, role clarity and empowered staff. All Wings and Divisions under the three (3) Directorates of the department relate to each other in the implementation of their roles and functions.

Risk Management: capability-building and internal control mechanisms regularly assess and respond to risks and opportunities as a part of our daily activities.

Improvement: enhance organizational performance through review and intervention.

Service Delivery: service delivery through effective resource management, monitoring, review and reporting.

5.4 Internal Coordination

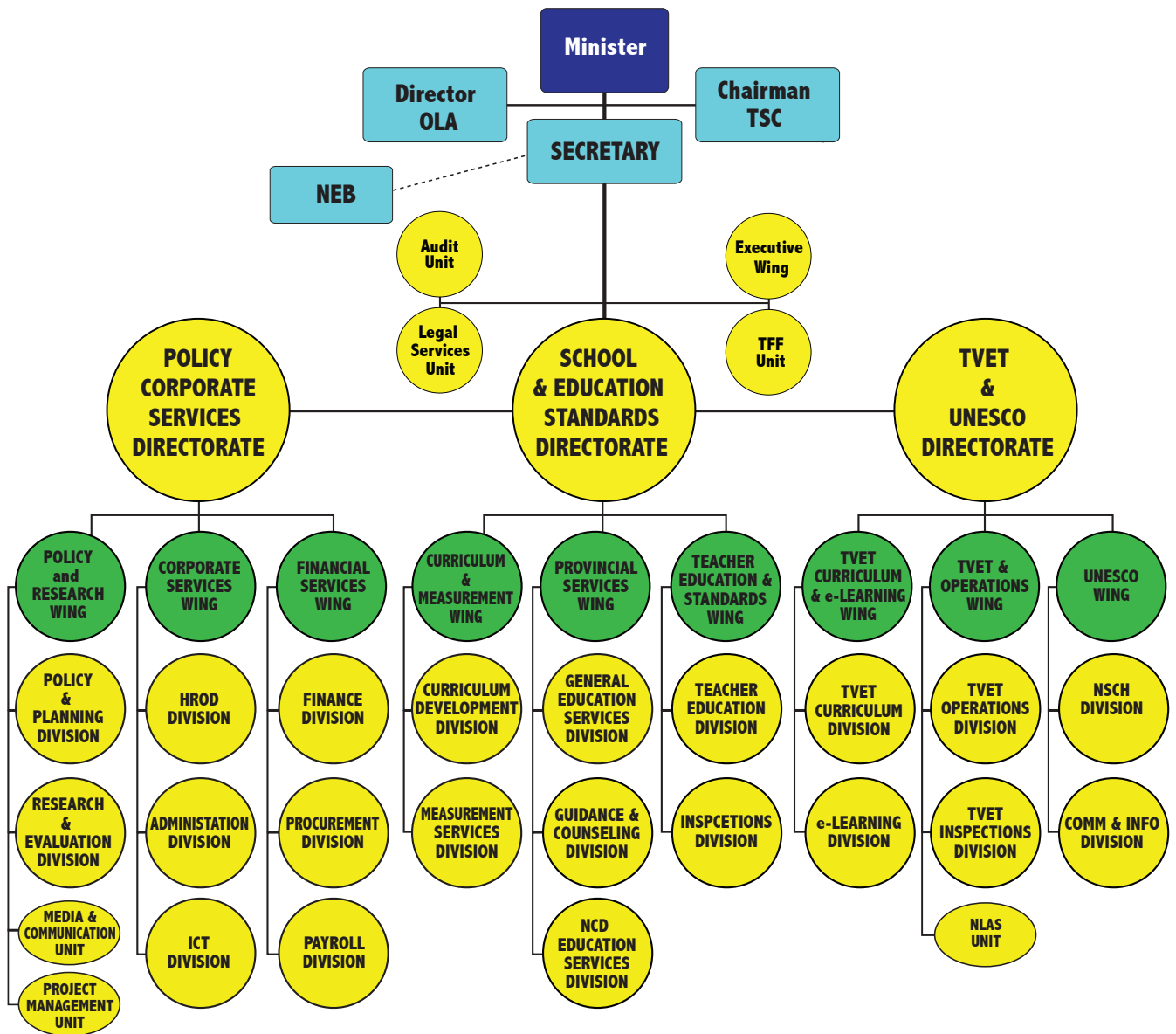
The Department of Education budget is based around four main programs. These main programs are then divided into a number of sub programs. These sub programs are shown in the table below. (Refer to annex A for full details)

Main Program 1	Pre-School, Primary and Secondary Education
Program	Basic Education
Program	Development & Implementation of Education Standards
Program	General Secondary Education
Program	Technical Education
Program	Top Management and General Administration
Program	Vocational Education
Program	Development & Implementation of Education Standards
Program	Management of Teachers’ Affairs
Program	Primary Education
Program	Coordination & Implementation of Education Standards
Main Program 2	Tertiary Education
Program	Basic Education
Program	Development & Implementation of Education Standards
Program	Teacher Education
Program	Technical Education
Program	Top Management and General Administration
Program	Management of Teachers’ Affairs
Main Program 3	Cultural Services
Program	Library Services
Main Program 4	Standards and Industrial Advancement Support
Program	Top Management and General Administration

5.5 Organizational Structure

The Department of Education organizational structure, approved in 2015, has been designed to address the needs of both the education reform and the Organic Law on Provincial and Local-level Governments. It is intended that this structure be reviewed periodically to reflect the Department’s needs.

Figure 5: DoE Organizational Structure

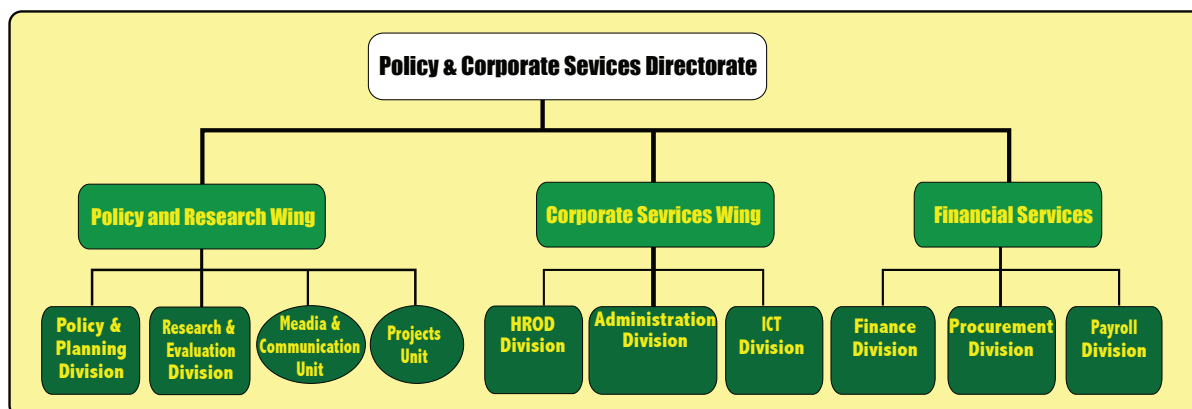


6. The Corporate Plan

Our Corporate Plan is a high level document which sets out our broad aspirations. There is more detail by Divisions.

6.1 Directorate One: Policy and Corporate Services

Figure 6: Policy and Corporate Services Organizational Structure



This Directorate is responsible for national policy, planning and corporate services and provides advice to the Minister and the Secretary on matters related to these functions.

The Corporate Services Directorate comprises three wings, eight divisions and two units responsible for a range of functions and activities falling into three main categories:

- i) national policy and planning
- ii) corporate services, and
- iii) administrative functions.

1 Policy and Research Wing

The Policy and Research Wing contains two divisions and ten units responsible for a range of functions falling in the categories of policy, planning, communication, donor liaison and education projects, research, monitoring and evaluation, statistics and administration.

Policy and Planning Division

Key Accountable Officer: Assistant Secretary – Policy and Planning

Core Division Functions: Provide planning and other technical assistance to provincial and national education divisions. Facilitate and monitor implementation of national education plan throughout the country. The Division 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.

Key Priorities/Key Performance Areas 2022-2024

No	Key Priority	Descriptive	Timeframe	Output Indicator
1.	Diagnosis of policy implementation	Assessment of policy implementation for relevance and impact	2022-2024	Number of policies diagnosed
2.	Management of Executive Meetings	Support regular SSM, TMT, NEB, and Education Management Forums and Conferences.	Annually for the next three years	Number of meetings and forums held
3.	Self-Reliance Policy (School Garden Project)	Policy for schools to establish self-reliance projects	2022-2024	Number of schools with established Self-Reliance Projects
4.	Policy Management System	Training PPD staff on the Policy Management System	2022	Number of PPD staff trained
5.	WaSH in Schools Policy	Advocacy and Awareness of WaSH Policy implementation in schools	2022-2023	Number of schools implementing WaSH Policy
6.	WaSH Monitoring and Evaluation	Conduct Monitoring to collect WaSH Data in all schools for all provinces	2022 - 2024	School WaSH Database established
7.	WaSH infrastructure in schools	WaSH infrastructure in schools with available water source	2022-2024	Number of schools with appropriate WaSH Infrastructure
8.	School Restructure (166)	Support provinces with school restructure implementation activities	2022-2024	Number of schools restructured
9.	NEP 2020-2029 Monitoring and Review	Conduct monitoring and midterm review to assess progress and achievements on the implementation of National Education Plan	2022-2024	Monitoring and Review Reports

Research and Evaluation Division

Key Accountable Officer: Assistant Secretary – Research and Evaluation

Core Division Functions: To identify and carry out research, monitoring, evaluation studies on educational issues of the country and develop and establish information database for the Department to make informed decisions on its projects, programs and policy progress and implementation. Lead and manage the ministry's research agenda in developing and implementing policies and programs that are evidence-based, research-informed and connected to the priority educational goals.

Key Priorities/Key Performance Areas 2022-2024

No	Key Priority	Descriptive	Timeframe	Output Indicator
No 1	Key Performance Assessment Framework(PAF) NEP Indicators	Conduct M&E for performance assessment on Key NEP Indicators	2022-2024	Performance Assessment Framework(PAF) Report
2	My PNG School App./ National School Census(NSC) data collection	Coordinate and monitor with subnational levels on implementation of MyPNG School App./NSC data collection	2022-2024	PNG Education statistical analysis and bulletins, Reliable data in place for decision making, policy and planning
3	PNG Education Statistical trends Dashboard Reports	Development of major key Statistical trends, Data visualizations and summaries for disaggregated reporting and Development of DoE website to host dashboard/reports	2022-2024	PNG Education Statistical trend dashboard/report display
4	NDoE Monitoring Evaluation Accountability and Learning (MEAL) Plan	Develop the Monitoring Evaluation Accountability and Learning (MEAL) Plan as a guide in monitoring and evaluating the NEP 2020-29, and other sector plans, policies, programs & projects.	2022	NDoE Monitoring Evaluation Accountability and Learning (MEAL) Plan
5	DOE Seminars	Coordinate and implement DoE Research Seminar Series	2022-2024	Research Semina report
6	Develop DoE research agenda Plan	Coordinate, Implement and monitor DoE research agenda plan	2022	DoE Research agenda Plan implemented



Media and Communication Unit

Key Accountable Officer: Director – Media and Communication

Core Division Functions: The unit is responsible for preparing and disseminating/distributing information about Government /Departmental priorities, policies and activities, including education reforms and education issues in general, for education administrators and teachers, other government and non-government organizations and personnel, and the general public. This includes producing and distributing media releases; education programs such as the weekly Education News broadcast and Pipeline newsletter; DOE Annual Report; Education Calendar; and education and reform awareness materials.

Key Priorities/Key Performance Areas 2022-2024

No	Key Priority	Descriptive	Timeframe	Output Indicator
1.	DoE Communication Strategy	Develop and implement a communication strategy for NEP 2020-2029	2022	Communication strategy
2.	Website content	Recruit a Content Website designer to re-design the website in consultation with ICT division.	2022	An attractive and easy to follow website with current news and information on education.
3.	To conduct Awareness on new policies and interventions	Communicate and coordinate policies and initiatives through writing, production and distribution of news, information and awareness material on a regular basis to education officers, schools and civil society through the different media organizations.	2022-2024	Number of circulars and media release done annually
4.	Coordinate preparation and printing of annual reports and education calendar.	Compile, print and distribute annual reports and calendars	Annually	Annual Report presented to Parliament Calendars distributed to 22 Provinces
5.	Graphic Designing	Use graphic design to finalize documents for publishing, printing or for electronic media	Annually	Number of books printed/published

2. Corporate Services Wing

The Corporate Services Wing has three divisions and 14 units responsible for a range of responsibilities to support the ongoing operations and wellbeing to service the department.

Human Resources & Organization Development Division

Key Accountable officer: Assistant Secretary – HRoD

Core Division Functions: The Human Resource & Organization Development Division provides the Department’s substantive programs including policy analysis, management of personnel affairs and organizational procedures, in-service training and staff development for non-teaching personnel, finance and accounting staff.

Key Priorities/Key Performance Areas 2022-2024

No	Key Priority	Descriptive	Timeframe	Output Indicator
1.	DoE Organisation Restructure	Develop revised structure, update job descriptions, advertisement, recruitment and selections.	January - May 2022	DoE restructure fully completed. All officers on new positions
2.	Training & Development	Development of annual training plan for both short term in-house and long term training for all DoE officers	2022 - 2023	Officer trained using short term or long term course mode.
3.	DoE Professional Filing	All professional files are completed manually and converted into electronic filing system	2022 - 2023	DoE professional filing is completed both manually and electronically
4.	Development of Policies	Leave management policy, contract of employment policy, discipline policy, Help Desk Management Policy,	2022 - 2023	All policies completed and implemented by DoE
5	Online training leave fare	Senior officers and non- citizens training conducted for on-line leave fare applications	January - June 2022	All DoE contract and non-citizens trained
6	Teachers / public servants NID	Roll out the NID exercise for all teachers and public servants	January - June 2022	Public Servants and Teachers have a NID and a birth certificate
7	Development of before and after recruitment kit	Every new recruitment and exiting officer must be issued with before and after recruitment kit	2022 - 2023	All officer have the before and after recruitment kit

Administration Division

Key Accountable officer: Assistant Secretary – Administration

Core Functions: 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.

Key Priorities/Key Performance Areas 2022-2024

No	Key Priority	Descriptive	Timeframe	Output Indicator
1	DoE vehicles	Effective management and administration of vehicles	2022-2024	Number of vehicles in use
2	DoE Transport Policy	Launch the Transport Policy for implementation	2023	Transport Policy used by divisions
3	Electronic Filing System	Support the use of e-filing system for all divisions	2023	Electronic filing system used by divisions
4	NDoE institutional land	Record all NDoE institutional land, CAO and land titles with Department of Lands and Physical Planning (DLPP)	2022-2024	DoE Land Register records in place
5	Annual Asset Management	Maintain and register new asset purchases, commission and decommission Continue annual stock take roll out to national institutions, FODE, NHS and IERC	2022-2024	Asset Management Manual is in use

Information, Communication and Technology Division

Key Accountable Officer: Assistant Secretary- ICT

Core Functions: The Information, Communication and Technology Division supports ICT services and infrastructure at the HQ, provincial education offices and district offices. The division is also responsible for enhancing teaching and learning using ICT services and infrastructure in schools. To establish and maintain consultative processes and strategic partnerships which lead to the realization of appropriate and sustainable Information and Communication Technology that are readily available and used effectively by personnel in the conduct of the business of the National Department of Education.

Key Priorities/Key Performance Areas 2022-2024

No	Key Priority	Descriptive	Timeframe	Output Indicator
1.	ICT Policy 2021 – 2025 for Education	Support the Development of ICT Policy	2022	ICT Policy developed, launched and in use
2.	ICT infrastructure, systems and services	Education EdNet Servers are expanded and sustained for all users	2022 - 2024	Number of EdNet users expanded
3.	Ministry of Education Databases and applications	Develop, Enhance and make available integrated databases and applications for the Ministry of Education	2022 - 2024	Appropriate Databases and Applications in use
4.	ICT infrastructure, systems and services in schools	Develop, support, enhance and install ICT Infrastructure systems and services to support teaching and learning	2022-2024	Number of schools accessing ICT services for teaching and learning
5.	ICT Capacity Building	Provide training to build knowledge and skills to effectively deliver and sustain education services through the use of ICT	2022- 2024	Number of officers trained on ICT increased

3. Financial Services Wing

The Financial Services Wing contains *three divisions* which are responsible for a range of responsibilities falling in the main categories of; Finance, Procurement and Payroll.

Finance Division

Key Accountable Officer: Assistant Secretary - Finance

Core Functions: The division is responsible for providing efficient, transparent, and accountable and client focused financial support services to all divisions within the Ministry. The Finance Division assists the Minister through the Secretary in the preparation, management, implementation and monitoring of the Ministry’s Budget and Accounts payables including preparation and submission of financial reports to Central Agencies and stakeholders.

• Key Priorities / Key Performance Areas 2022-2024

No	Key Priority	Descriptive	Timeframe	Output Indicator
1.	PFMA budget processes	Strengthening PFMA budget processes through the use of IFMS.	2022-2024	Improved budget process and payment system
2.	AOFP	Linking of AOFP to NEP 2020-2029	2022-2024	Transparent funding of divisional planned activities.
3.	Accounting Database	Proper and updated data base/ recording of acquittals of cash advances and Travel Allowances	2022-2024	Proper and updated records of acquittals
4.	RTMS Application	Review of RTMS Application to improve payment processing	2022 - 2024	Improved turnaround time for payments

Procurement Division

Key Accountable Officer: Assistant Secretary-Procurement

Core Functions: To provide responsive, effective and quality expert procurement services and business advice to all entities within the Ministry.

Key Priorities/Key Performance Areas 2022-2024

No	Key Priority	Descriptive	Timeframe	Output Indicator
1	Centralize Procurement functions	Centralize procurement functions and resource personnel	2022-2024	All procuring functions centralized
2.	Procurement Policy and Manuals.	Procurement Policy and Manual (Vol.1 & Vol.2) to be updated in par with current policies	2022-2024	Updated Procurement Manuals
3	Tenders	Implement centralized procurement for all major procurements in line with the Annual Procurement Plan	2022-2024	Number of tenders completed on time.
4	Provincial and Institutional Support	Support provinces, districts and institutions procure via legal procedures and processes	2022-2024	Number of workshop conducted in provinces, districts, secondary schools and colleges
5	National Institutions procurement systems	Procurement of goods and services carried out in all national institutions is supported	2022-2024	Number of status reports of current procurement systems used in provinces, districts and institutions
6	Schools Science labs refurbishment	Old Science labs in all primary and secondary schools refurbished	2022-2024	Number of science labs in national high schools, provincial high schools, secondary schools and primary schools refurbished
7	GTFS commodity component	Procurement of teaching and learning materials under GTFS commodity component is supported	2022-2024	Number of provinces and schools assisted.
8	Education House	A new building to house the Department of Education	2022-2024	New Education House is constructed

Payroll Division

Key Accountable Officer: Assistant Secretary-Payroll

Core Functions: Providing effective and efficient Salary Payroll functions and services to teachers and public servants in the Education system. Provide effective support services to DoE staff and teachers in provinces on matters relating to payroll.

Key Priorities/Key Performance Areas 2022-2024

No	Key Priority	Descriptive	Timeframe	Output Indicator
1	Decentralize salary functions to remaining seven provinces	Provinces to have Salary and Alesco functions transferred.	2022-2024	Provinces administer teachers' entitlements.
2	Training of PEOs and Payroll Officers on revised payroll processes and procedures by PwC	Conduct training on the revised processes and procedures.	2022-2024	Effective processing of teacher entitlements.
3	Develop an electronic filing system for public servants and teachers	Create an electronic filing system for teachers and public servants	2022-2024	Electronic filing system
4	Improved Graduate/New commencement processing	All graduates to be paid by 1st quarter	2022-2024	New Graduates paid within three months of resumption.
5	Implement one position, one person, one pay policy	All teachers to be paid on a position	2022-2024	Teachers paid on a position

Project Management Unit

Key Accountable Officer: Executive Director – Project Management Unit

Core Functions: The Unit is responsible for providing advice and assisting the Secretary and the Ministry of Education to support services to all projects that cover the components of project implementation, project monitoring and evaluations, supervision and other advisory services including capacity building in those competencies to the Government, Ministry, Department, Divisions, educational institutions and other project implementation units.

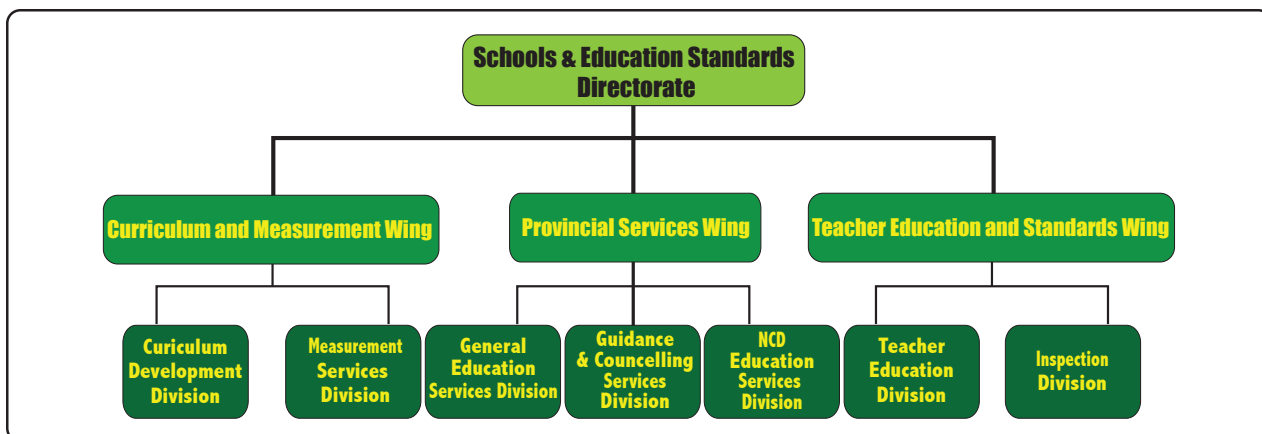


Key Priorities/Key Performance Areas 2022-2024

No	Key Priority	Descriptive	Timeframe	Output Indicator
1	Infrastructure Policy & Infrastructure Roll-Out Plan	Develop a National Education Infrastructure Policy and an Infrastructure Implementation Plan (IIP) for schools across the country.	2022-2024	A costed National Infrastructure Plan and Standard Infrastructure Policy to use. Evaluate the roll-out in Provinces
2	Sector Wide Management	Donor and Development Partners coordination and consultations Other PNG Govt Stakeholders coordination and consultations Monitoring & Evaluation of Donor funded Projects	2022-2024	Continued dialogue between NDoE and the Development & Donor Partners Projects are implemented and completed Timely reports are submitted to NDoE,
				DNPM and the Partners and Donors
3	Education Infrastructure Roll-Out	To provide assistance to implement the new infrastructure for schools to improve in Focus Area 1 of the NEP which is Access to provide quality Education	2022-2024	Construct new classrooms, staff houses and science labs to improve Access to learning which will improve on the quality of Teaching & Learning in schools
4	Institutional & Housing Scheme Policy Development & Implementation	To review the Institutional Housing Policy and to develop a Housing Scheme Policy for the Department	2022-2024	Officers live in decent homes and commute to work to give best service to the Department to improve access and quality in teaching and learning
5	Monitoring & Evaluation of Infrastructure Projects	To ensure that all infrastructure projects and other NDoE projects are implemented according to scope and completed	2022-2024	All projects are fully implemented and completed for use

6.2 Directorate Two: Schools and Education Standards

Figure 7: Schools and Education Standards Directorate



This Directorate is responsible for functions related to teaching, learning and education standards and advises the Minister and Secretary on matters related to these functions. The Directorate has two wings and five divisions as depicted below.

4 Curriculum and Measurement Wing

The Curriculum and Measurement Wing contains *two divisions* and is responsible for a range of responsibilities falling in the main categories of; Curriculum Development and Measurement Services

Curriculum Development Division

Key Accountable officer: Assistant Secretary – Curriculum Development.

Core functions: The Curriculum Development Division is responsible for providing advice to the Minister through the Secretary on issues relating to the development, procurement and distribution of all curriculum and associated materials for all schools and the administration of national examinations from elementary (Early Childhood) to Grade 12 levels. Curriculum development works within a cycle of: planning, developing, producing, and printing/distribution, implementing and monitoring/evaluating to support the curriculum including assessments, examination and certification.

Key Priorities/Key Performance Areas 2022-2024

No	Key Priority	Descriptive	Timeframe	Output Indicator
1	Standards Based Curriculum (SBC)	Review of Standards Based Curriculum for Prep to Gr 5	2022-2024	Syllabuses, Teachers’ Guides, Text Books and supporting resource materials reviewed, printed and distributed to schools.
2	School Journals	Develop school journals for Primary schools	2022-2024	School Journals printed and distributed
3	Citizenship & Christian Values Education (CCVE) Curriculum	Support resources and materials are developed and procured for Prep to Grade 6 to support implementation for all schools	2022-2024	Prep to Grade 6 teachers throughout the country teaching CCVE.
4	Textbooks and support materials	Development and procurement of SBC support materials and resources	2022-2024	Textbooks and other resource materials for all sectors are purchased and supplied to schools
5	Curriculum Policy	Review of Curriculum Policy in line with SBC	2022-2024	Curriculum policy reviewed and implemented.
6	Early Childhood Education Curriculum	ECE Curriculum distributed to communities for implementation	2022-2024	The ECE curriculum and resources are used by the Early learning centers
7	Science, Technology, Engineering & Mathematics (STEM)	Review of STEM Policy and curriculum for the secondary sector	2022-2024	The STEM teachers’ resource for grade 9 -12
8	Information Communication Technology (ICT)in Primary Sector	Curriculum on ICT for pre-school and primary sector	2022-2024	ICT curriculum is implemented at prep to grade 6.
9	Financial Literacy & Financial Education (FLFE)	Development of curriculum on financial literacy and financial education	2022-2024	FLFE contents are integrated into the Culture & Community, MAL and Business Studies Subjects

Measurement Services Division

Key Accountable officer: Assistant Secretary – Measurement Services

Core Functions: The Measurement Services Division (MSD) is responsible for providing advice to the Minister through the Secretary on issues relating to the development, procurement and distribution of all assessment materials for all schools and the administration of national examinations for Grades 8, 10 and 12. Manage, administer, monitor, and evaluate assessment, examination and certification of students.

The Measurement Services used to be under the Curriculum Development Division as a unit until early 2015. From 2016, it has been a Division of its own and it has four (4) branches which are mainly responsible for Examinations, Standards & Monitoring, Data Analysis and Operations.

				schools.
3	Curriculum Standards Monitoring	Enable CSMT to be a reliable in - country mechanism incorporating PILNA experiences, to promote harmony among intended, implemented and attained curriculum.	2022-2024	Curriculum standards monitoring tests developed, administered, analyzed and reported at least on a bi-annual basis
4	Online Marks data collection	Devise ways to collect students' nominations with marks data online.	2022-2024	SIBs data collection is collected and sent online.
5	PostPast exam papers (MCQ) online through the internet	PostPast exam papers (MCQ) delivered through online examination method	2022-2024	(MCQ exams) trial online.

5 Provincial Services Wing

The Provincial Services Wing contains *three divisions* and are responsible for a range of categories, general education service, guidance and counseling and NCD education services

General Education Services Division

Key Accountable officer: Assistant Secretary – General Education Services

Core functions: The General Education Services Division is responsible for providing quality effective support for the Ministry of Education and the Department. GES liaises, coordinates with other line Divisions and other key stakeholders such as churches and provinces, to effectively implement their core functions to achieve access, retention, equity, and quality education for all.

Supports the delivery of Basic and Secondary education services to National Institutions and provinces through effective coordination and liaison of policies and strategies towards providing access, equity and quality basic education to all school age children.

Key Priorities/Key Performance Areas 2022-2024

No	Key Priority	Descriptive	Timeframe	Output Indicator
1	Early Childhood Education	Development and rollout ECE programs	2024	Number of ECE centres established
2	1-6-6 Restructure	Registration of schools in compliance with 166 Structure	2024	Number of schools structured in models
3	Disadvantaged Schools	Assistance and support fo extremely remote schools	2024	A number of extremely remoteschools visited
4	National Schools of Excellence	Support the upgrading of existing National High Schools to meet the minimum standards of National Schools of Excellence	2024	All National School of Excellence met the operational minimum standard and operating.
5	FODE	Strengthening FODE services at subnational levels and expanding alternate pathways	2024	Number of FODE centres established.
6	E-School Registration	E-school registration is	2024	All new establishment to be registe

		rolled out to provinces to improve efficiency of the registration process.		electronically
7	Teacher Appointments	Strengthen the teacher appointment processes and procedures	2024	Qualified teachers appointed
8	NCDES to NCDC	Provide support to NCD Division of Education to transfer administrative functions to NCDC.	2024	Administrative functions transferred from Department of Education to National Capital District Commission.

Guidance and Counseling Division

Key Accountable officer: Assistant Secretary – Guidance and Counselling

Core functions: The Division is responsible for monitoring, supervising, advising, assessing and evaluating the quality of; School Leadership, Positive School Environment, Effective School Management and Learning Outcomes through school visits.

Key Priorities/Key Performance Areas 2022-2024

No	Key Priority	Descriptive	Timeframe	Output Indicator
1	Capacity Building	Build capacity of Guidance & Counseling staff, teacher counselors, and student leaders through various training both in-house and short courses as well as either through attachments or diploma & degree courses in country and overseas.	2022 - 2024	Help guidance officers gain qualification in Counseling
2	Policies & Programs	<ol style="list-style-type: none"> 1. Review Guidance Officers Handbook 2. Create a GCD Data base 3. Staff housing 4. Train NDoE staff on HIV/AIDS & Gender 5. Review Behaviour Management Policy (BMP) 6. Write new scout policy 7. Produce Mobile phone policy 	2022 - 2024	<ol style="list-style-type: none"> 1. GCD officer's handbook is reviewed & implemented. 2. Data Base for GCO's 3. 40% houses built 5 & 6. BMP and scout policies produced and printed 7. Mobile phone policy in draft form as of 2021 Rollout above policies in all the provinces and produce mobile phone policy.
3	School Visits	Officers visit schools to provide counseling career guidance and counseling services	2022 - 2024	Number of schools in all sectors visited
4	Liaising & Support Services	Supporting Education in Emergency (EiE) training in 6 Districts.	2022 -2024	We are in the forefront of the EiE training in the six districts, Telefomin, Vanimo, Madang, Lae, NCD and Kiunga.
	Training Manuals And Cards	Production of training manuals and cards for Psychosocial Support (PSS) and Disaster Risk Reduction training (DRM) Supporting the CCVE training and rollout	2022 -2024	Rollout PSS & DRM to country by Guidance Officers
5	Monitoring & Evaluation	Checking on programs and officers throughout the country.	2022 - 2024	Monitoring and evaluation reports

National Capital District Education Services Division

Key Accountable officer: Assistant Secretary – National Capital District Education Services

Core functions: The division is responsible for providing support to the Department through the coordination of all core functions and for the planning, management and coordination of quality education services in the NCD.

Key Priorities/Key Performance Areas 2022-2024

No	Key Priority	Descriptive	Timeframe	Output Indicator
1	Infrastructure – Classroom	Assist schools to plan and source funds to build additional classrooms to increase Junior and Senior High capacity for students' enrolment.	2022-2024	Classrooms are built in the schools especially for Junior and Senior High Schools.
2	Transfer of NCD Education Services to NCDC	Assist with Legislative document to transfer NCDES to NCDC.	2022	Approval of job descriptions and Staff Structure and Administrative functions.
3	Technical Systems management	Develop database for NCD teachers My School Application Data.	2022	Teachers Database
4	Shift Teaching at Secondary School	Plan & introduce shift teaching in NCD secondary schools.	2022	Shift Teaching Policy developed
5	Financial Management of TFF	Financial Management training for Head Teachers.	2022-2024	Head Teachers certified on Financial Management
6	Land Titles & Boundary Maps	Activities to obtain land titles from Lands Dept.	2022-2024	Schools Land Titles and Boundary Maps secured

6 Teacher Education and Standards Wing

The Teacher Education and Standards Wing contains two divisions and responsible for a range of responsibilities falling in the main categories of; teacher education and standards.

Teacher Education Division

Key Accountable officer: Assistant Secretary - Teacher Education

Core Function: Teacher Education Division is responsible for providing quality pre-service teacher education and professional development training opportunities for serving teachers, in a cost effective and sustainable way. 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 professional development activities for teachers in elementary, primary, high schools, secondary schools, technical colleges, business colleges, teachers colleges and inclusive education resource centres.

Key Priorities/Key Performance Areas 2022-2024

No	Key Priority	Descriptive	Timeframe	Output Indicator
	Teacher Qualification Audit and upgrading	All Teachers' Qualifications are audited and entered into electronic Database.	2022-2024	Qualifications for all teachers in all sectors of education are audited and entered into electronic data-base.
		Qualifications for all Teachers in all sectors are	2022-2024	* Certificate to Diploma * Diploma to Degree

		upgraded to next required level.		* Degree to Post Graduate Degree. * Diploma to Degree. * Degree to Post Graduate.
2	Capacity Building Trainings	Teachers to undergo short and long term trainings in-country and abroad.	2022-2024	Teachers from all levels especially primary to secondary to undertake specialized subject content training.
		All provinces to provide unified in-service training for primary and secondary teachers during NIST/PIST week.	2022-2024	Training topics are consistent for respective learning sectors
		Implement conversion programs for primary and secondary teachers and elementary teachers wanting to be primary teachers.	2022-2024	Competent teachers teaching at respective school levels
		Development and implementation of National In-service Policy for teachers	2022-2024	National In-service Policy is used to guide in-service programs
		Induction training for selected teachers who wish to become lecturers and school inspectors	2022-2024	Potential and Qualified teachers are appointed to be lectures or school inspectors
3	Implementation of Standard Based Curriculum	Standard Based Curriculum including Citizenship and Christian Values Education Roll out to all Districts and Schools.	2022-2024	All inspectors trained on Standard Based Curriculum
4	Teacher Registration Board	Establish Teacher Registration Board to issue licenses and oversee proper registration of teachers in all sectors.	2022-2024	Teacher Registration Board is fully functional and operational.
		Establish Teacher Registration and Standards Committee	2022-2024	The teacher Registration Board is functional and active as Quality Assurance for Teacher registration and Competency standards
5	Non School Leaver	Selection of non-school leavers to be trained to become teachers	2022-2024	New teachers trained and employed.
6	Inclusive Education	Rehabilitate and refurbish Inclusive Education centres	2022-2024	Inclusive Education Centres are refurbished and are in use.
		Establish Inclusive Education Teacher Training Institute and IERCS	2022-2024	Teachers are enrolled into the new established Inclusive Education Teacher training Institute
		Establish new Inclusive Education Resource centres in provinces without IERC.	2022-2024	New IERC for Gulf, Jiwaka, Oro, Hela and Central provinces are in operation
		Procurement of Special tools and equipment for CIEI and IERCs	2022-2024	Special tools and equipment for CIEI and IERCs such as Visual Impaired, hearing or Physical impaired equipment are in use.
		Construction of Inclusive Education Model Schools	2022-2024	The Model schools for inclusive education is utilized in the provinces
		Production and distribution	2022-2024	Support curriculum materials and

		of textbooks, brailled, sign language and speech support resources for students		resources are used in the IERCs.
		Inclusive Education Teachers to undergo teacher training and induction programs	2022-2024	Competent teachers teaching at IERCs and effective school inspectors monitoring inclusive Education centres.

Inspections Division

Key Accountable officer: Assistant Secretary – Inspections

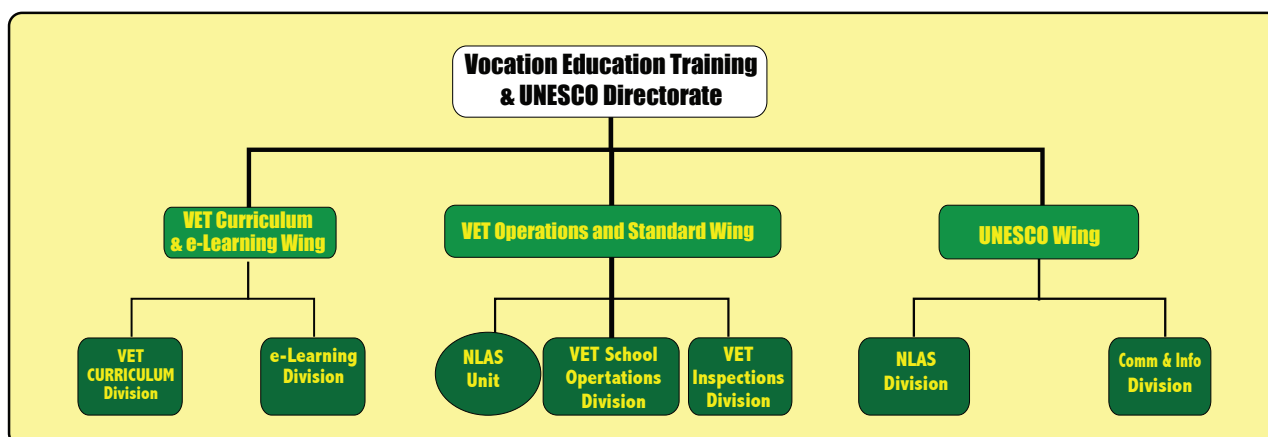
Core Function: The Inspections Division deals specifically with quality assurance and control and provides supervisory, advisory and appraisal functions to provinces and schools. It is also responsible for monitoring, supervision, advising, assessing and evaluating the quality of school leadership, positive school environment, effective school management and learning outcomes

Key Priorities/Key Performance Areas 2022-2024

No	Key Priority	Descriptive	Timeframe	Output Indicator
1	School Visits	Visit schools to assess teaching, learning, monitor and conduct awareness on implementation of major government policy reforms.	2022 - 2024	Number of schools visited per Inspector per Inspectorate
2	National Ratings Conference	Rate teachers' performance in all sectors through PRC and NRC.	2022 – 2024	The number and percentage of teachers' performance rated.
3	National Quality School Standards Framework	NQSSF operational and institutionalized based on standards (4), indicators (64) and multiple evidences using the NASSA software.	2022 – 2024	Percentage of use by School Inspectors and reports on schools using NASSA
4	National School Minimum Standards	Schools, teachers and students minimum standards are enforced and maintained in all sectors: Pre-School/ECE, Primary and Secondary.	2022 – 2024	Percentage of schools meeting the required minimum standards
5	Conduct Orientation/ induction for new School Inspectors	The training will equip and skill newly appointed officers to enable them to perform the duties and responsibilities of a School Inspector.	2022 – 2024	Detailed quarterly reports, improvement on acquittals and quality inspection reports on teachers

6.3 Directorate Three: Vocational Education Training and UNESCO

Figure 7: VET & UNESCO Directorate



The VET and UNESCO Directorate is responsible for the delivery of appropriate technical and vocational curriculum, maintenance of educational standards, and the efficient and effective provision of Vocational Education and designated schools’ operational functions. The Directorate provides strategic direction and maintains the quality of broad based vocational education and training that meets established national standards and is available to every person.

The Directorate contains three (3) wings and six (6) divisions responsible for a range of functions and activities falling into main categories: curriculum, e-learning, operations and standards, UNESCO and Communication and information.

7. VET Curriculum and e-Learning Wing

The VET Curriculum and E-Learning Wing contains two divisions responsible for a range of responsibilities falling in the main categories of; TVET Curriculum and E-Learning

VET Curriculum Division

Key Accountable officer: Assistant Secretary – VET Curriculum

Core functions: The Division is responsible for planning, designing, developing of VET curriculum and coordinating curriculum implementation in VET institutions including Technical Secondary Schools and Technical High Schools. The Division plans, designs, develops, validates and reviews VET programs/courses while the VET institutions implements and delivers

its relevant programs and courses to meet the ongoing demands of the local, community, public, private, commerce and industry nationally and globally. The courses and programs are aligned with PNGTVETNQF and benchmarked against National Industrial Competency Based Standards. The division has two branches namely; Trades and Non-Trades covering twelve (12) different sectors: Business, Community Services, Primary Industry, Tourism & Hospitality, Applied Science, Automotive, Building Construction & Civil, Mechanical, Electro Technology, Printing & Graphic Arts, Climate Change & Sustainable Energy and Flexible & Open Learning.

Key priorities/Key performance areas 2022-2024

No	Key Priority	Descriptive	Timeframe	Output Indicator
1.	VET Curriculum Policy	Develop VET Curriculum and Assessment Policy and Curriculum Implementation Plan	2022	VET Curriculum Policy launched and distributed
2.	Curriculum Development	Review and update National Certificate courses and programs to include new interventions including SMEs, Climate Change, etc.	2022- 2024	VET Curriculum with Training Resources revised
3.	Curriculum Audit	Conduct Curriculum Audits all VET Institutions, TSS & THS to align with PNGTVETNQF and Benchmarked against National Industrial Competency Based Standards.	2022-2024	VET institutions, TSS and THS audited annually
4.	Curriculum Implementation and InService training	Training of teachers including CBT&A in all registered institutions offering NC1 and NC2 and selected vocational Centres offering NC3 and NC4	2022– 2024	Teachers trained and certified on annually on the implementation of National Certificate Programs.
5.	VET Curriculum Database	Database on teacher training profile	2022	Database for teacher training established

e-Learning Division

Key Accountable Officer: Assistant Secretary – e-Learning

Core Division’s Functions: The e-Learning Division is responsible for the distribution of information, instructional programs and materials to schools, provincial and national educational institutions. It has six branches: TV/Radio, Multi Media/e-Learning, e-Curriculum, e-Corporate Services, Engineering and Operations. It liaises closely with all teaching and other Divisions including: TVET Curriculum, TVET Inspections, Standards, Teacher Education, Measurement Services, Curriculum Development, ICT, Procurement, Finance, Research and Evaluation, etc., to ensure relevant policy information and materials are disseminated.

Key Priorities/Key Performance Areas 2022-2024

No	Key Priority	Descriptive	Timeframe	Output Indicator
1.	Development of ECE Multimedia Programs	Develop and produce teaching and Learning resource materials for Early Childhood multimedia programs	2022-2024	Recorded multimedia programs Upload ECE programs on DoE Website
2.	e-Learning Content Development	Design and write grade 3-5 English, Math and Science e-Learning Programs	2022-2024	e-Curriculum multimedia resources uploaded on Website
3.	Production of Standard Based Curriculum	Production of Grade 1-3 English, math, science e-Programs Live Streaming for Grades 9-12 English Production of FODE Programs	2022-2024	e-Learning multimedia Programs produced and uploaded on Website Students access English Programs online/offline
4.	Distribution Broadcast	Distribution of TV Resource books and Training materials to receiving schools Broadcast of TV/Radio Programs	2022-2024	Access to TV/Radio and multimedia e-Learning Programs
5.	E-Learning Infrastructure	Installation of Education Power Devices and Satellite equipment in remote schools	2022-2024	No of Equipment set up in the 22 provinces No of Schools access e-Learning Multimedia Programs

8 VET Operations and Standards Wing

The VET Operations and Standards Wing consists of two Divisions and a Secretariat: VET School Operations, VET Inspections and Quality Assurance Divisions, and the National Literacy Awareness Secretariat. The Wing is responsible for a range of responsibilities falling in the main categories of: VET Schools Operations (VET Operations and Management) and Inspections.

VET Operations Division

Key Accountable Officer: Assistant Secretary- VET Operations

Core Division’s Functions The division is responsible for providing visionary leadership and strategic direction in the development and implementation of policies through programmed activities to maintain a quality VET system, and to ensure the effective management of vocational institutions and Technical High & Secondary schools throughout PNG. It has four branches: Provincial Institutions – Vocational & Technical Secondary Schools, Professional and Operations. The Division is required to liaise closely with other divisions including Finance, Procurement, HROD, TSC, Provincial Authorities, relevant Government Agencies Private Enterprises and donor agencies.

Key Priorities/Key Performance Areas 2022-2024

No	Key Priority	Descriptive	Timeframe	Output Indicator
1	VET Expansion	Assess, design and develop new and existing VET school proposals for provinces and partners. Align qualification/ programs pathway between VET schools, THS/TSS, FODE and Colleges through twinning. Training resource national qualification programs in Vocational	2022 - 2024	Number of provincial and district VET Schools assessed for development. Number of provinces and schools with establish linkages and pathways. Number of provincial/district VET Schools/graduates in NC 1 & 2

		Centres & THS/TSS.		level program.
2	VET Policy & Plan	<ul style="list-style-type: none"> Finalize VET Policy and handbook to harness career and technical skills pathway and continuing education. Review & develop VET Strategic Management Plan. 	2022 - 2023	<ul style="list-style-type: none"> VET Policy and handbook approved and implemented. VET Strategic Management Plan approved and implemented. 80% of schools assess achievements against revised targets.
3	Capacity Building	<ul style="list-style-type: none"> VET specialist teachers/trainers; HOD's; Principals trained in various teaching & management workplace competency skills & qualifications. Upgrade DOE officers work competency skills and qualification. 	2022 - 2024	<ul style="list-style-type: none"> 75% of student achieves competent grading in skills performance. 70% of teaches trained conduct competency-based training assessment and reports. 80% of DOE officers achieve over 80% rating in achievement of annual tasks.
4	Monitoring of VET school administration performance.	Monitor physical records for VET schools for accuracy and timely reporting.	2022 - 2024	<ul style="list-style-type: none"> 75% of schools provide accurate report on school performance and administration. 70% of school and environmental geospatial data and profile updated and registered on EMIS.

VET Inspections Division

Key Accountable Officer: Assistant Secretary - VET Inspections

Core Functions: The Division is responsible for monitoring and evaluating the performance standards of VET's Institutions, administration and teachers to ensure they comply and conform to set standards, policies and regulations of VET, TSC and DoE. Its core function is performed around quality assurance and ensures quality standards are maintained in all aspects of delivering VET's academic programs and operations.

Key Priorities/Key Performance Areas 2022-2024

No	Key Priority	Descriptive	Timeframe	Output Indicator
1.	Joint National Rating Conference	Conduct a mini rating to vet inspection reports prior to the National Rating Conference to rate VET Teachers based on the outcome of their inspection reports.	2022-2024	250 VET teachers are inspected and rated annually.
2.	Advisory & Final Inspection Visits	Conduct advisory and final inspection visits to VET institutions to monitor and evaluate performance standards of teachers and administrators and provide inspection reports.	2022-2024	250 VET teachers inspected and under various inspection categories and given reports.
3.	VET Inspectors Forum	Conduct VET Inspectors Forum to identify issues and challenges encountered by	2022-2024	21 VET Inspectors to attend and present their reports.

		inspectors in provinces. This is an avenue also to provide training and induction on new inspectors and introduce new policies from the department.		
4.	Audit Course Program for Quality Assurance	Carryout quality audits of course programs, training equipment and infrastructures in VET Institutions.	2022-2024	Quality audits carried out in 20 VET institutions out of 134 Provincial VET Institutions annually.
5.	Certificate for VET Institution	Prepare and process certificates for VET Institutions in consultation with Measurement Services Division	2022-2024	2,000 - Certificates are processed for graduating students in Provincial VET Institutions annually.

National Literacy Awareness Secretariat

Key Accountable Officer: Director - National Literacy Awareness Secretariat

Core Functions: The function of the Secretariat is to coordinate all literacy education incentives for the youth, adult and out of school children to develop functionally literate and skilled people to sustain quality, healthy and wealthy life. Thus, increase literacy rate of the constituents. This is done through collaboration and networking with state and non-state actors within and the international community

Key Priorities/Key Performance Areas 2022-2024

No	Key Priority	Descriptive	Timeframe	Output Indicator
1.	National Literacy Awareness Council (NLAC) re-establishment	Re-established the NLAC	2022	NLAC established and bi-annual meetings held once per quarter
2.	National Literacy Policy 2000 and draft NLAS plan review	Review and update the National Literacy Policy and the Plan	2022	National Literacy Policy and Plan endorsed and launched together
3.	Language and Literacy Act Development	Develop language and literacy Act	2022 -2024	Act passed by Parliament
4.	Curriculum Supplementary Documents development (Literacy Teachers Guide, Learners Workbook, Text Book & etc.)	Develop Literacy curriculum supplementary documents	2022 -2024	Literacy curriculum supplementary documents developed
5.	Literacy instructor and teacher training workshops	Recruit and train literacy instructors and teachers	2022	Progress report on the number of workshop conducted with number of participants recruited and trained
6.	Literacy and Out Of School education programs registration	Monitor and evaluate all Literacy and Out of School education programs	Annually	Literacy data reviewed and updated of registered literacy and OOSCI education programs
7.	Annual National Literacy Week Observance and Launching	Literacy awareness conducted during the launching of National Literacy Week in the host provinces	Annually	National Literacy Week conducted in the host province

9 UNESCO Wing

Key Accountable Officer: Executive Director - UNESCO National Commission

Core Functions: The United Nations Educational, Scientific and Cultural Organization is managed and coordinated by the UNESCO Wing within the VET & UNESCO Directorate of the Department of Education. The UNESCO Wing is preceded by the Executive Director. The Wing's core functions is to provide leadership, management and coordination, and implementation of UNESCO mandates/treaties/policies through its four (4) Divisions, which includes Educational Programs, Scientific Programs, Cultural Heritage Programs and Information & Communication Programs.

Key Priorities/Key Performance Areas 2022-2024

No	Key Priority	Descriptive	Timeframe	Output Indicator
1.	Establishing UNESCO Sub-Sector Committees	UNESCO restructured in line with NEC Decision No. 15/2018 and Public Sector Organization Reform. UNESCO 9 x sub-sector committees established.	2022-2024	Sub-Committees established and meetings held.
2.	Support & Promote alternate pathways in Education for illiterates & school leavers and ASP Net (Associated Schools Programmed Network)	Support Associated Schools project Network in schools. TVET skills based activities, qualification accreditation programs and ratification of related conventions.	2022-2024	Capacity Building Workshops established and rolled-out.
3.	Progress Global Observatory of Science & Technology Policy Instrument (GO-SPIN) initiatives	Consultation with UNESCO Technical Team (Paris) and relevant national stakeholders (PNG Science UPNG, NRI, DMP & GM) to progress GO-SPIN and Curriculum Development on Climate Change.	2022-2024	GO-SPIN Survey completed and consultation meetings held. Consultative workshops on Climate Change Curriculum Development are established.
4.	Progress & Promote Cultural diversity & Heritage for sustainable development	Workshops on UNESCO Culture Conventions with key stakeholders (NCC, NM & AG, CEPA, UNESCO. Stakeholder consultation on Tentative World Heritage Sites. Workshops with Responsible Education Agencies to initiate Culture Education Curriculum	2022-2024	Consultative workshops on Cultural Education Curriculum are conducted.
5.	Implementation of National ICT in Education Policy and Progress Community Radio Project.	National Baseline survey in all regions. Instruments piloted in NCD and Central schools. Consultations and submissions to IPDC/IFAP for Radio Projects in JIWAKA Province.	2022-2024	ICT Policy endorsed and awareness on the Policy conducted. *Established Radio Project.
6.	Development of National Cultural Policy	National Consultations on the Development of National Cultural Policy.	2022	National Cultural Policy is developed.

10 Executive

The Executive Unit reports directly to the Secretary. The units play the role of internal key advisor on internal policies and processes, coordination of documentation for meetings and travel and accommodation management for the Executives. The Unit also manages correspondence including that of a highly confidential nature and supporting the wider Executive Support team with general administration. Under the Executive are three units (Legal Services, School Grants and Audit Unit) that play key roles in the Department of Education.

Internal Audit Unit

Key Accountable Officer: Chief Internal Auditor – Internal Audit

Core Functions: The Internal Audit Unit reports directly to the Secretary. It provides an independent appraisal of various operations and systems control of the Department of Education. The Unit's objectives are:

- 1) It ensures established policies and processes in relation to accounting of finances, stores and personnel are consistent with the established standards.
- 2) It ensures that planned programs are carried out effectively and government resources are used efficiently and economically.
- 3) It ensures that, audit report recommendations are implemented.

Key Priorities/Key Performance Areas 2022-2024

No	Key Priority	Descriptive	Timeframe	Output Indicator
1.	Preparation and approval of annual Internal Audit Plan	Completion of 3 Annual Audit Plans and submit to Secretary for approval and DOE Audit Committee for its acknowledgement	January of each year.	Approval from the Secretary and the DOE Audit Committee.
2.	Implementation of the annual Internal Audit Activity Plan	Audit planned activities distributed to each Auditor through KPI's for implementation.	January of each year audit assignments is allocated and monitor performance throughout the year.	Completed Internal Audit Reports are received and submitted to the Secretary for approval and DOE Audit Committee for its deliberation.
3.	Convene DOE Audit Committee Meetings	Facilitate 4 meetings annually.	Quarterly and as per DOF Audit Committee Meeting Schedule.	Completion of DoE Meeting Minutes and implementation of Committee's decisions
4.	Capacity and Professional Development	Implementation of IAU three year Training Plan.	Every two years for degree program.	Awarding of Certificates.
5.	Recruitment to fill vacancies and ORT Submission to upgrade IAU positions	Liaise with HROD to advertise the vacancies and fill & revisit the ORT submission for its consideration.	2022 to 2024	All Vacancies are filled and ORT Approval received.

Legal Services Unit

Key Accountable Officer: Principal Legal Officer – Legal Services

Core Functions: The Unit is responsible for representing the Department in all legal matters such as litigation, drafting, advising, legal interpretation of legislations and investigations.

Key Priorities/Key Performance Areas 2022-2024

No	Key Priority	Descriptive	Timeframe	Output Indicator
1.	Litigations / Defend all cases against the department.	Defend all cases against the department	2022-2024	Number of cases defended
2.	Drafting legislation and Interpretation	<ul style="list-style-type: none"> • Education Act Review. • Assist and draft • Provincial Education Acts. • NCDES transfer of Powers to NCD. • Transfer of Teachers Colleges, Business Colleges and Technical College to DHERST. 	2022-2024	Revised National Education Act Number of Provincial Education Acts Completed. Transfer of powers Completed
3.	Provincial Education Boards	PEB are legally established and functioning in consultation with other relevant divisions and partners	2022-2024	Number of PEB legally established.

School Grants Unit

Key Accountable Officer: Executive Director – School Grants

Core Functions: The unit is responsible for providing TFF to schools registered under the NES to access universal education from Prep to Gr.12 including those in VET, FODE, Permitted and Inclusive Schools. It ensures that TFF is released to schools in a timely manner and consistently updating of School data and provide advice to Department of Education, the interdepartmental steering committee and the national government of the TFFE Policy implementation.

Key Priorities/Key Performance Areas 2022-2024

No	Key Priority	Descriptive	Timeframe	Output Indicator
1.	Distribution of TFF funds	Timely distribution of TFF funding to all eligible schools covered under the policy.	2022-2024	All eligible schools receive school grants on time resulting in increased access, quality education and infrastructural development.
2.	Commodity Component Awareness	Awareness on processes and procedures on procuring Teaching and Learning Materials at the province and district level.	2022	Awareness conducted in all provinces
3.	Procurement and Distribution of Teaching and Learning resource materials	Distribution of Teaching and Learning resources materials to all eligible schools covered in the policy.	2022-2024	All eligible schools receive standard and quality Teaching and Learning materials in School, Classroom and Student sets.

4.	Administration and Management of the GTFF Policy	Administer and manage the implementation of the Policy for the National Government.	2022-2024	Monitor school payments, address issues in payments, on- spot check to schools on expenditure, advocate on the Policy and conduct training for policy implementers.
5.	Reporting	Reports are generated and tabled for the Department, Minister and Parliament.	2022-2024	Payments reports are disseminated to the Government and stakeholders for information and records.
6.	Decentralization of management	Decentralized GTFS functions to Manus and Simbu provinces	2022-2024	Manus and Simbu provinces managing GTFS.
7.	Investigation & Audit	Schools reported for mismanaged funds will have the leaders investigated and books audited.	2022-2024	All schools comply with the TFF Policy & Guidelines and expend funds accordingly. Mismanagement can attract investigation and forced audit.
8.	Staff Training & Development	All staff trained on Excel applications and further education.	2022-2024	TFF officers are skillful and perform their roles efficiently and effectively.

7. Audit and Accountability Overview

7.1 Audit and Accountability

The Department of Education encourages good governance and transparent practices through vibrant and proactive leadership, management and administration. In the implementation of the Corporate Plan, annual internal and external audits are done to ensure the divisional priorities (and key performance indicators) are implemented resulting in tangible outcomes. The divisions are to carry out internal audits while the Department of Education will outsource external audit of the Corporate Plan. Such audits could be part of the Monitoring and Evaluation process.

An established Internal Audit Unit within the department carries out regular audits to obtain an independent view on the financial integrity and economic conduct of the department to draw attention and provide assurance to the senior management team.

An active Audit Committee in place assists the Secretary for Education and his/her senior executive management team in fulfilling their responsibilities for achieving good corporate governance within the department. This committee meets four times a year and has the authority to convene additional meetings as circumstances require.

All Assistant Secretaries are directly accountable for the implementation of the Corporate Plan. Each Assistant Secretary is responsible to report to the Top Management Team, through the First Assistant Secretaries and the Secretary’s Staff Meeting on a quarterly basis (End of March, June, September and December). The Policy and Planning Wing will monitor the reporting process to ensure consolidated quarterly Departmental reports are produced.

7.2 Monitoring and Evaluation

The Department of Education Corporate Plan clearly outlines major key priorities it intends to implement through divisions to achieve its goals. However, it is crucial that DoE and the divisions have the appropriate monitoring and evaluation tools to track its performance throughout the implementation of the plan. A Performance Management System will capture and monitor implementation activities and results. The information collected through the monitoring process will be used to assess and evaluate, systematically and objectively, the overall achievements of the Corporate Plan and impacts made on interventions carried out throughout the implementation.

Monitoring and Evaluation of the Corporate Plan is to be carried out at all levels throughout the implementation phase on a quarterly basis by the Planning Wing and the respective Divisions. The resultant reports will form part of the quarterly report presented to the Secretary Senior Staff Members meeting.

8. RISK MANAGEMENT

Risk management is the process of identifying, assessing and controlling threats that DoE faces. These risks stem from a variety of sources including political instability, financial uncertainties, legal liabilities, technology issues, strategic management errors, accidents and natural disasters.

In this Corporate Plan, there are uncertainties or unforeseen events that may have positive or negative impacts on the overall intended outcomes. Because of the uncertainty of occurrence, it is important for the success of the Corporate Plan that these uncertainties and their likely impacts are identified.

8.1 Types of Risks

Strategic Risk

- Strategic risk may have a positive or negative effect on achieving outcomes. These include inter-departmental/ whole-of government risks, and high and extreme risks that span from more than one DoE division.

Corporate Risk

- Corporate risk may affect the achievement of divisional objectives in operational plans, specific purpose plans, portfolio plans or programs of change.

Operational Risk

- Operational risk includes program and project risks as well as business as usual risks.

8.2 Levels of Risks

Level of risk	Action Required
Low	The risk owner from time to time monitors the risk and manages it through procedures and controls
Medium	The risk owner occasionally monitors the risk, manages it through procedures and controls and evaluates controls
High	The risk owner assesses controls and establishes a risk treatment plan Strategic and Corporate risks: TMT monitors and reviews treatment plan every six months Operational risks: Line managers review at least every quarter and inform SSM or TMT if deemed necessary
Extreme	The risk owner evaluates the effectiveness and cost effectiveness of controls as per a risk treatment plan. Strategic risk: TMT monitors and reviews and escalates to appropriate forum (Minister, NEB, CIMC, PLLSMA, SEOC etc...) Corporate risks: Take it to TMT Operation risk: Take it to SSM &TMT. If the activity is to continue the risk owner frequently monitors, reviews and reports the risk back to TMT.

Risk Management

No	Category	Risk	Level of Risk	Management Strategy
1	Human Resource	Human Resource gap	High	Recruit additional manpower
		Lack of capacity and specialised technical knowledge	High	Outsource where possible while embark on recruitment of people with skills and knowledge in those areas needed.
2	Leadership	No political Will and Support	Extreme	Only implement when there is authority. Authorities of all levels of government to provide support in the implementation of programs and projects
3	Management	Lost Management Focus	High	Regular monitoring and evaluation Report regularly and timely.
		Shift in Policy	Extreme	Review plan and budget to accommodate shift in policies. Secure additional funding from donor partners
4	Finance	Lack of funding or Inadequate funding	High	Proper planning to maximise outcome from limited financial resources. Prioritize activities
5	Equipment or Resources	Delay in procurement distribution	Medium	Proper asset management must be in place. All officers are to be fully equipped with necessary resources to execute their duties.
6	Processes and procedures	Delay in approval processes.	Medium	Seek intervention from authorities in DoE. Approval processes are tedious and therefore officers responsible for particular activities must be proactive in their discharge of duties.
7	Coordination	Lack of dialogue from stakeholders	Medium	Regular reporting between stakeholders should be maintained so that all agencies are on par with all others in information sharing.
		Lack of coordination with provincial authorities and district	Medium	Hold regular forums for effective communication
8	Time Management	Low work out-put and delay in implementing programs	Low	Regularly monitor officers performance and caution and charge those that don't meet requirements

Annex A: Budget Programs

Main Program	Pre-primary, Primary and Secondary Education	11792	Executive Wing
Program	Basic Education	11793	Information And Communication Technology
10417	Primary Schools Operations NCD	11794	Coordination Of Research And Analysis
10418	Elementary Education Coordination	11942	Procurement Division
10419	Coordination of Basic Education	22310	Education Infrastructure
10420	Elementary School Operations NCD	Program	Vocational Education
12985	Support to Regional Education Office	10427	Coordination of Vocational Education
23485	Education in Emergencies	10428	Vocational Schools Operations NCD
23523	Printing and Distribution of Textbooks and Materials	Program	Development & Implementation of Education Standards
23794	Economic and Social Development Program Textbook Printing	23122	Schools of Excellence Infrastructure Program (National High)
Program	Development & Implementation of Education Standards	Program	Management of Teachers' Affairs
10411	Curriculum Development & Assessment	10403	Teachers' Personnel Management Services
10412	Corporate Production & Distribution	23291	Strengthening Primary Teachers (Math's & Science)- JICA
10413	Inspection & Standards	Program	Primary Education
10414	Guidance & Counseling Services	23400	VET Sector impact Project
10415	Measurement Services Unit	Program	Coordination & Implementation of Education Standards
10416	National Education Media	23590	3-6-6 School Restructure (Multiskill Tech
11795	Curriculum Development Materials	23591	SBC Tender and Student Text Books
22144	Educational Training & HRD 2 (EDF9)	Main Program	Tertiary Education
22793	Improving the Quality of Mathematics & Science Education	Program	Basic Education
22830	Improvement of Quality of Teaching Materials	23664	Early Childhood Teachers Development Program
23027	Curriculum Development	Program	Development & Implementation of Education Standards
Program	General Secondary Education	23126	Vocational and Technical Secondary Schools Capacity Building
10422	FODE & National High Schools Coordination	23128	Alternate Pathways Program
10423	National High Schools Operations	Program	Teacher Education
10425	Flexible, Open & Distance Education	10433	Pre-Service Teacher Education
10426	Lower Secondary Schools Operations NCD	10434	Teachers InService Training
11663	Secondary Education Coordination	10435	Elementary Teachers Training
11796	Secondary School Equipment	11501	Inclusive Education
Program	Technical Education	Program	Technical Education
23663	District VET Intervention Program	10430	Technical Education Coordination Services
Program	Top Management and General Administration	10431	Technical Schools Operations
10400	Coordination, Communication & Legal Services	10432	Technical & Vocational Inspections
10401	Human Resource and Organizational Development	12023	Coordination of TVET Curriculum
10402	Teacher Education Development	22825	Post-Technical Education Program

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10404	Coordination of NCD Education Services	Program	Top Management and General Administration
10405	Finance	23242	ICT Development and Capacity Building
10406	Ministerial Support Services	Program	Management of Teachers' Affairs
10407	Audit and Fraud Control Branch	23125	Teachers Development and Training
10408	Education Subsidies	Main Program	Cultural Services
10409	National Commission for UNESCO	Program	Library Services
10410	Policy and Planning	11502	Literacy and Awareness Services
10756	Payroll	Main Program	Standards and Industrial Advancement Support
10757	Administration	Program	Top Management and General Administration
11499	Aid Coordination and Project Management	23290	Global Partnership in Education GPE
11500	Co-ordination of National Education Board		



Annex B Financial Projection

The tables below show the amount of expenditure required

235: Department of Education 2022 Consolidated Budget Estimates and Medium Term Outlook

	2020- Actuals	2021-Appropriations			2022-Estimate			2023-Projections			2024-Projections			2025-Projections			
		Total	Pes	G&Ss	Total	Pes	G&Ss	Total	Pes	G&Ss	Total	Pes	G&S	Total	Pes	G&S	
Total Recurrent	745,027.9	552,883.1	176,038.0	376,845.1	1,251,473.1	331,252.3	920,220.8	1,376,620.4	364,377.5	1,012,242.9	1,514,282.5	400,815.3	1,113,467.2	1,665,005.1	440,239.7	1,224,765.5	5,807,381.1
Total Project	27,000.0	59,000.1	-	51,000.1	49,200.1	-	54,200.1	55,200.9	-	56,201.0	55,201.7	-	56,201.8	55,202.5	-	56,202.7	434,610.4
Ongoing Project	26,000.0	43,000.0	-	43,000.0	43,200.0	-	48,200.0	49,200.6	-	52,200.6	49,201.1	-	52,201.2	49,201.7	-	52,201.8	86,606.6
New Project	1,000.0	16,000.1	-	8,000.1	6,000.1	-	6,000.1	6,000.4	-	6,000.4	6,000.6	-	6,000.6	6,000.9	-	6,000.9	48,003.8

WHERE ARE OUR OFFICERS LOCATED?

Office Location	
Department Of Education, Fincorp Haus P.O.Box 446 Independence Drive Waigani NCD PNG Enquiries@education.gov.pg Website: www.education.gov.pg	
Office of the Secretary	Level 6B
Top Management Team	
Deputy Secretary - Policy & Corporate Services Directorate	Level 6B
Deputy Secretary - Schools & Education Standards Directorate	Level 6B
Deputy Secretary – VET & UNESCO Directorate	Level 6A
FAS – Policy and Research Wing	Level 6A
FAS – Corporate Services Wing	Level 6A
FAS- Financial Services Wing	Level 6A
FAS – Curriculum & Measurement Wing	Level 6A
FAS – Provincial Services Wing	Level 6A
FAS – Teacher Education & Standards Wing	Level 6A
FAS – VET Curriculum Wing	Level 6A
FAS – VET Operations & Standards Wing	Level 6A
FAS– UNESCO Wing	Level 6A
Divisions	
Procurement	Ground A
Administration	Ground B
Policy & Planning	Level1a
UNESCO Wing - Divisions	Level1a
VET Operations & Management	Level2a
VET Curriculum and Inspections	Level2b
Human Resource & Organisation Development	Level 3A
Payroll	Level3b
Teacher Education	Level4a
Finance	Level4b
General Education Services	Level5a
Research & Evaluation	Level5b
ICT	Level5b
E-Learning	PNGEI
Curriculum Development	PNGEI
Measurement Services	PNGEI
Inspections	PNGEI
Guidance & Counseling	PNGEI 3256400
NCD Education Services	Mutual Rumana Haus
UNITS	
Internal Audit	Level 2b
Legal Services	Level 6 a
School Grants	Level 7 b
Media Communication	Level 1 a
National Literacy Awareness Secretariat	Level 2 a
Project Management	Level 5 b

Developed by Director Strategic Planning			
SOUTHERN REGIONAL OFFICE	NCD	-	PNGEI
MOMASE REGIONAL OFFICE	Madang	-	FODE Campus
HIGHLANDS REGIONAL OFFICE	MT HAGEN	-	Hagen Park Secondary
ISLANDS REGIONAL OFFICE	KOKOPO	-	Kokopo Secondary
Guidance and School Grants Officers are based in the province Inspectors are based in the Province and Districts			

Reference and Notes

National Education Plan 2020-2029, Department of Education, Waigani 2021

Corporate Plan 2019-2021 Department of Education, Waigani, 2019

Department of Education, Organisational Development approved Structure 03/02/15

