Papua New Guinea

DEPARTMENT OF EDUCATION

2004
ANNUAL REPORT

Prosperity through Self-reliance

National Education System Directory 2004

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DEPARTMENT OF EDUCATION

2004
Annual Report

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PHOTOGRAPHS

Above:	**Department of Education Top Management Team (TMT)**
Left to right:	Daniel Paraide, Damien Rapese, Alan Jogioba, Dr. Joseph Pagelio, Peter Baki CBE, Louis Keamau, Luke Taita, Pala Wari, Patrick Modakewau
Cover :	Elementary school presentation of a traditional dance, *New Ireland Province*

Students at a Mechanics class at Koki Vocational Centre,
National Capital District

Elementary school students in class, *West Sepik Province*

Minister’s Message

Education and training continues to be an essential investment in the recovery, sustainable development and future of Papua New Guinea. Education is a long term priority activity for the Government along with health, law and order and infrastructure maintenance.

The Government's priorities for education are, as stated in the Medium Term Development Strategy, basic education and literacy, technical and vocational education, secondary education and open learning, and tertiary education.

These are also the priorities in the National Education Plan for 2005 to 2014, which the National Executive Council approved on December 14 2004. This Plan will be our roadmap for the next ten years towards a better future for our nation through education. I have directed that this year’s theme, *‘Prosperity through Self-reliance’*, should continue to be the overall theme for the ten year life of this Plan.

I am pleased to have provided leadership in ensuring that the Government’s policies have been implemented by the Department of Education through 2004.

This Annual Report shows that overall in 2004 we made good progress in many areas, despite difficulties. The progress and problems reported here are noted. These experiences should serve to challenge, encourage and guide us to keep moving forward in 2005.

I thank all who have contributed to the continued growth and development of education in Papua New Guinea in 2004, and look forward to your continued support in 2005 and beyond.

HONOURABLE MICHAEL LAIMO CBE MP
Minister for Education

Members of the Secretary's Staff Meeting (SSM) at the National Ratings Conference 2004

Left to right: Winsley Degoba, Uke Kombra, Etwin Apai, Patrick Modakewau, Erama Ugaia, Damien Rapese, Daniel Paraide, Alan Jogioba, Oscar Iguarek, Peter Baki CBE, Pala Wari, Dr. Joseph Pagelio, Dr. Michael Tapo, Louis Keamau, Ouka Lavaki, Michael Pearson, Jerry Kuhena. **Inset** *from left:* Luke Taita, John Josephs, Godfrey Yerua, Henao Tau Nauna

Provincial Education Advisors at the National Ratings Conference, 2004

L*eft to right:* Francis Yoke, Kini Puele, William Varmari, Stephen Lapan (obscured), James Numbaru, Mefearamu Mero, John Bossi, Josephine Kiak, Ignas Wunum, John Malagisa, Evare Kulau, Jonah Posikai, Anthony Tsora, Joseph Yaga, Pompiran Kuyei, Murika Bihoro

Secretary's Message

This is the National Department of Education Annual Report for 2004. It reports on our progress and use of resources in implementing Government policies and programs in the year to December 31, 2004.

Education is an investment and foundation for national development and our children's future. The mission of education in the 21^{st} Century is to develop an education system that will enable Papua New Guinea become a more literate, educated, skilled and self-reliant nation.

The government's vision is to upgrade the education and skill level of the population through greatly increased access, quality and relevance for all levels of education. The four main programs in education include access and expansion, quality and relevant education, literacy and awareness, and higher education.

The total government and donor investment allocated for the National Education System in the original 2004 Budget appropriation was K578 million or 13% of the total national budget. This included Department of Education operating costs, education subsidy and education projects, as well as teachers' salaries and entitlements and education function grants included in provincial budgets.

The return from this significant national investment in the National Education System was the satisfactory continuation of education for more than one million students, taught by more than 35,000 teachers in approximately 8,000 schools and other institutions. Despite difficulties we have continued to move forward.

We have continued to expand access to education broadly in line with National Education Plan targets. In 1993, before the reform, total enrolment was only 500,000. Since then enrolments have grown two to three times faster than population growth and have doubled without increasing Education's share of the national budget.

Our other achievements in 2004 have included:

- continued reform of the curriculum to provide quality and relevant education;
- continued development of self-reliance projects in schools
- national examinations for some 90,000 grade 8, 10 and 12 students;
- distribution of the K40 million national component of education subsidy;
- continued pre-service and in-service training for 10,000 new and active teachers;
- advisory and inspection visits to more than 16,000 teachers
- signing of the MoA between the teachers and the Teaching Service Commission regarding teachers' salary fixation agreement for 2005 and 2006, and
- wide ranging consultations with stakeholders to complete the National Education Plan for 2005 to 2014.

The major difficulties experienced in 2004 were similar to 2003. They related to financing core functions, and funding schools, infrastructure, law and order, and provincial capacity to provide education services. In addition, parents have been finding the fees that schools need to charge increasingly difficult to afford, and only some provincial governments have passed operational funding on to their schools.

The education theme for 2004 was '*Prosperity through Self-reliance'*. As the Minister for Education, Honourable Michael Laimo CBE MP, has said, this must be our major theme for the next ten years, because it is the only way that we will be able to move our schools and our country forward.

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

In conclusion, we made good progress in 2004, despite difficulties. Many challenges remain to be faced, but together we must move education forward because our children and teachers deserve better quality education services.

I thank all our partners for their commitment, vision and contribution to developing education in 2004 and look forward to your continued support in 2005.

PETER M. BAKI, CBE
Secretary for Education

Kusbau Primary School students recite the National Pledge togetehr with participants at the Combined Conference of Senior Education Officers and Council of Education Chairmen, July 2004, *Madang Province*

A young boy (left) is taught the skills of fitting a thatched roof, *East Sepik Province*

Contents

Divisional Reports

Tables

Figures

Furniture making at a Technology class, *Western Highlands Province*

Provincial education officers and others admire products from self-reliance project at schools in Simbu Province during the 2004 Combined Conference of Senior Education Officers and Council of Education Chairmen, *Madang Province*

Fruit, vegetables and other products of self-reliance projects at schools in Simbu Province on display at the 2004 Combined Conference of Senior Education Officers and Council of Education Chairmen, *Madang Province*

Introduction

The Education Sector

Figure 1, below, shows the relationship of different bodies in the Education sector in Papua New Guinea.

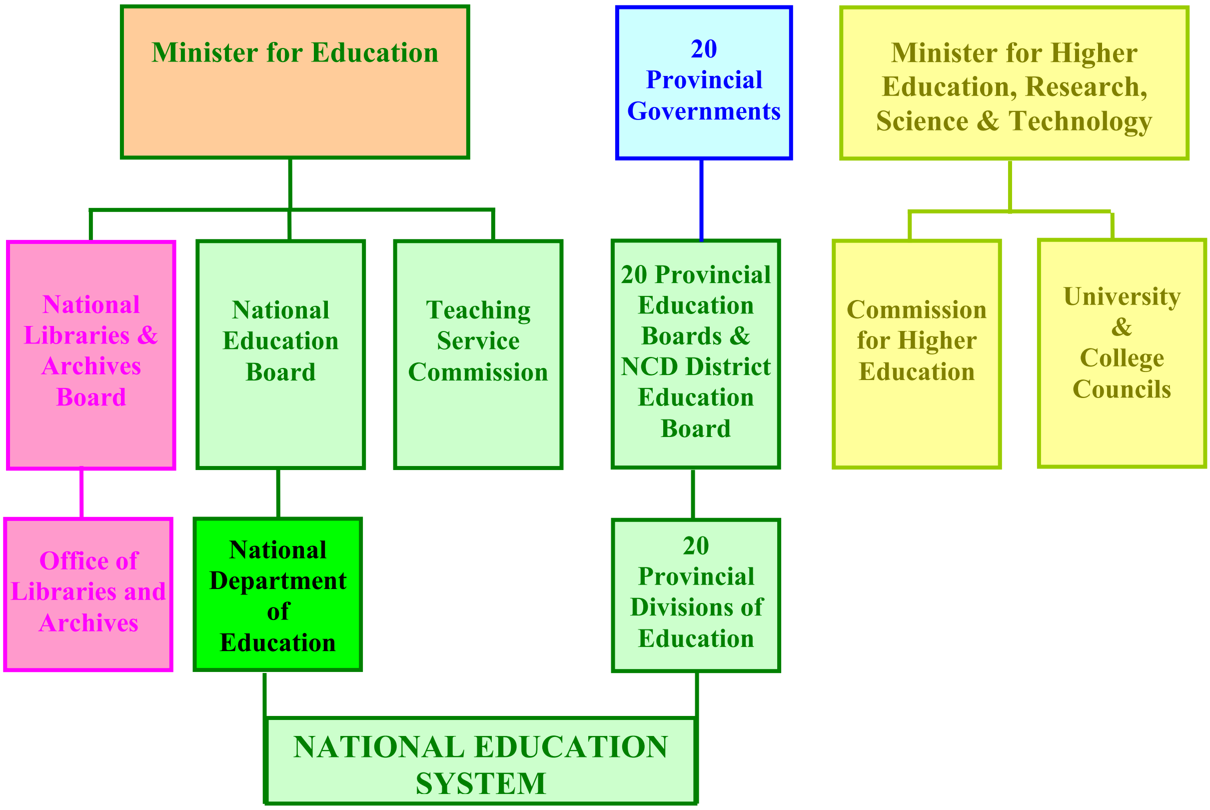


Figure 1 Overview of the PNG education sector

The National Education Board, Department of Education, Teaching Service Commission and Libraries and Archives Board all report separately to the Minister for Education.

Department of Education Annual Report

This is the report of the National Department of Education. It, therefore, reports on the responsibilities and activities of the Department of Education, and the ten Divisions within the Department's structure. It does not report in detail on the activities of the other bodies in the Ministry.

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

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

The National Education System and Education Reform

The National Education System

National Education System administrative authorities

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

- the Minister
- the Secretary for Education
- provincial governments
- district administrations
- education agencies
- the National Education Board (NEB)
- the Teaching Service Commission (TSC)
- education boards
- local-level governments (LLGs)
- the governing bodies of member schools

The National Education Board

The National Education Board (NEB) is responsible for overseeing the development and functioning of the National Education System (NES) and implementation of the National Education Plan (NEP). It is responsible for providing advice to the Minister on these matters, in consultation with provincial governments, the Teaching Service Commission (TSC), and education boards and agencies. The Secretary for Education, as the departmental head, is Chairman of the National Education Board.

National Department of Education functions

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

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

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

National Education System - national component

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

86% of the Department's staff are deployed in the field, namely the teachers in national institutions and the inspectors who are based in provincial and district centres. The remaining management, advisory, technical and support staff are based at the Department's headquarters, where their functions include providing technical and advisory support for the provinces.

Secondary, primary, elementary and vocational inspectors are key Department officers for supporting service delivery and policy implementation at provincial and school level.

Their main roles are to provide advice and to maintain and monitor education standards in terms of teaching and learning in the schools. School performances are monitored regularly at the same time as the teachers' performances are assessed and are rated at the annual rating conferences at the end of every year.

National Education System - provincial component

The provincial component of the National Education System is all the registered elementary, primary, and secondary level (including vocational) schools in each province.

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

These arrangements were reaffirmed under the *National Charter for Reconstruction and Development 2000–2002*. The National Charter, signed with the Governors of the provinces in November 1999, re-stated that the investment and cost of education are shared amongst the three tiers of government and the parents.

The provinces' education staff includes all the teachers in their elementary, primary, high and secondary schools and vocational centres, as well as the officers in their provincial and district education offices. 93% of all teachers are employed by the provinces.

Partners and responsibilities

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

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

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

The *National Charter for Reconstruction and Development 2000–2002* called for ownership of elementary, lower and upper primary schools by local-level government councils; and lower and upper secondary, including vocational, schools, by provincial governments. Providing and rehabiliting elementary and primary school infrastructure was one of the priorities.

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

The National Education Plan and education reform

The education reform was the result of more than ten years of research, consultation and planning by many people. It has now been in place for a decade under the *National Education Plan 1995-2004* and the *National Education Plan Update Number 1, 1999*.

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

Successes

There have been many successes since the first elements of the reform began in 1993, but there still remain challenges ahead. The successes include: increases in enrolments by 104 per cent since 1992; increases in transition rates from grade 6 to grade 7 and grade 8 to grade 9; community support for elementary education; lowering of unit costs with the introduction of elementary schools and transferring of grades 7 and 8 from secondary to primary, and completing the reformed curriculum for elementary and primary education.

The reform has resulted in significant increases in access and participation at all levels of the system. Enrolments have approximately doubled since the reform began and have increased two to three times more than could have been expected from the average national population growth rate of 2.7% per year (see Table 11, p.98).

According to data returned from provinces during 2003 and 2004 there were more than 1,000,000 students in the National Education System, compared with just over 500,000 in 1992 (the year before the reforms began in a small way). In 2004 our students were taught by around 34,000 teachers in approximately 8,000 schools and other institutions throughout the country. In 1992 there were approximately 18,000 teachers and 3,000 schools (see Table 10, p.97).

Challenges

The challenges include: improving retention through the years of basic education; improving delivery of education services in rural and remote areas; completing reform of the secondary curriculum and supporting effective implementation of the curriculum at all levels, strengthening the vocational education and training sector to support appropriate courses and to make better use of partnerships with the private sector and community agencies; and securing adequate government budget support for the reform to match the enrolment growth.

The rapid expansion of the education system since 1995 has also created new problems for the system. While access to education has been improved significantly, the quality of that education becomes a concern as the school population increases and the system struggles to adequately plan for, fund and administer those increases. There is considerable pressure in areas such as infrastructure and teacher numbers, teacher training, materials development and distribution, and the capacity of all levels of the system to monitor and administer the education reform, as well as greater community and parental demands for access to education.

Further information about the reform and education policy

The reforms have been guided by the Government's *Medium Term Development Strategy 1997–2001* and *2003–2007,* the *National Education Plan 1995–2004*, *National Education Plan Update 1(1999)* (NEPU1), and the 20 Provincial Education Plans that are based on the National Plan.

The *Department of Education Corporate Plan 2003–2007* was completed in 2002. It contains objectives and strategies for updating and continuing to achieve the goals of the reforms.

Development of the *National Education Plan 2005–2014* began in 2003 and was completed in quarter 4, 2004. After being endorsed by the National Education Board (NEB) and Central Agencies Coordinating Committee (CACC), it was approved by the National Executive Council (NEC), on December 14, 2004, for implementation from 2005 (NEC Decision 236/2004).

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

The State of Education in Papua New Guinea, which is produced at regular intervals by the Policy, Planning, Research and Communication Wing, details implementation progress and concerns at the time of publication. (The most recent edition was produced in March 2003). The *National Education Plan 2005–2014* also includes an analysis of education reform progress and difficulties.

Further detail about the education reform is presented elsewhere in this report. Information on the system structure is below in Figure 2. Information about targets, objectives and achievements is presented under *Education policy and objectives* in the section following, in Table 1, page 8 and Figure 4–Figure 30, pages 6–17. The Divisional activity reports that follow in the second half of the document from page 51 report elements of the reform relevant to each Division's responsibilities. For sources of data, and other information, relating to Figure 2–Figure 30, see pages 95–96.

Structure of the Education System

Current structure

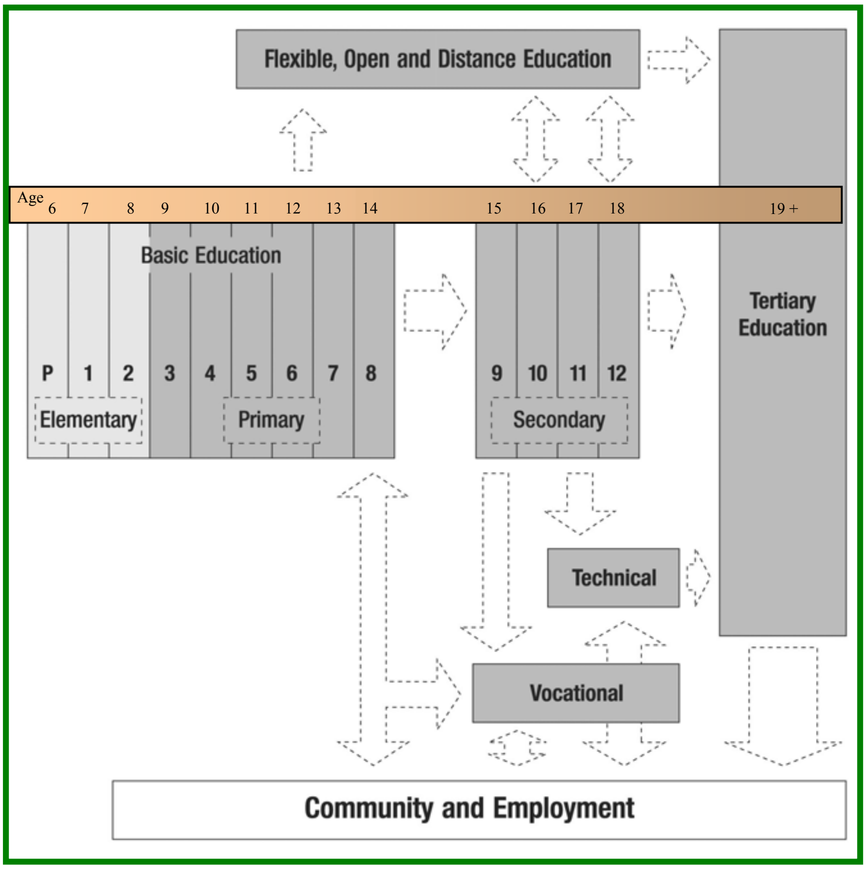


Figure 2 Current (reform) structure of the National Education System

Old structure

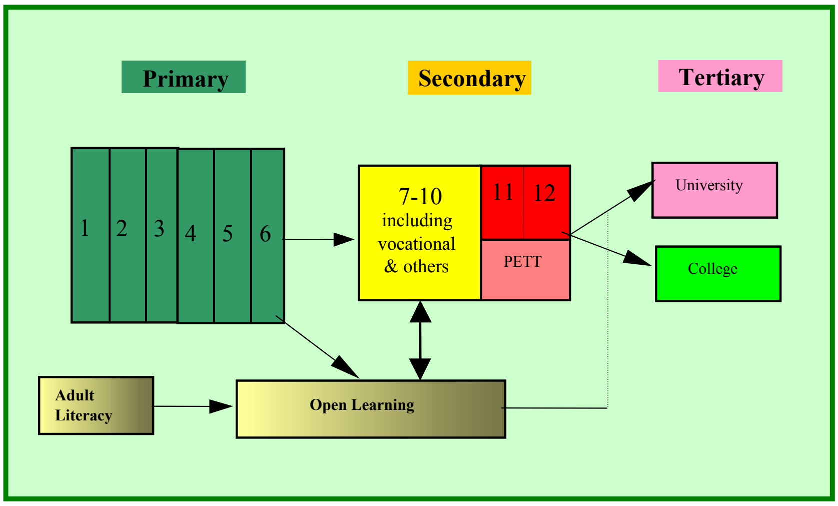


Figure 3 Old structure of the National Education System

The National Education System

Students

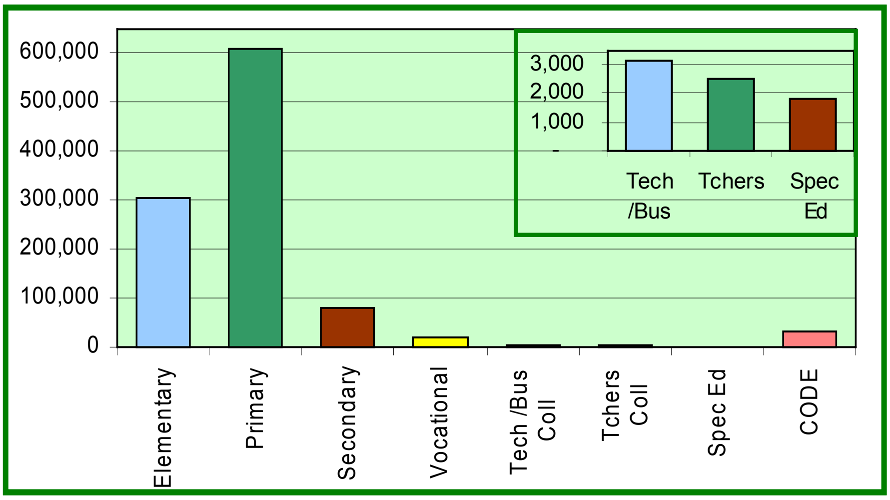


Figure 4 National Education System 2004 mid year enrolments - by type of school

NOTE

Data for Figure 4–Figure 30

See Appendix pp.95–100 for sources, explanatory notes and data (Table 10–Table 14).

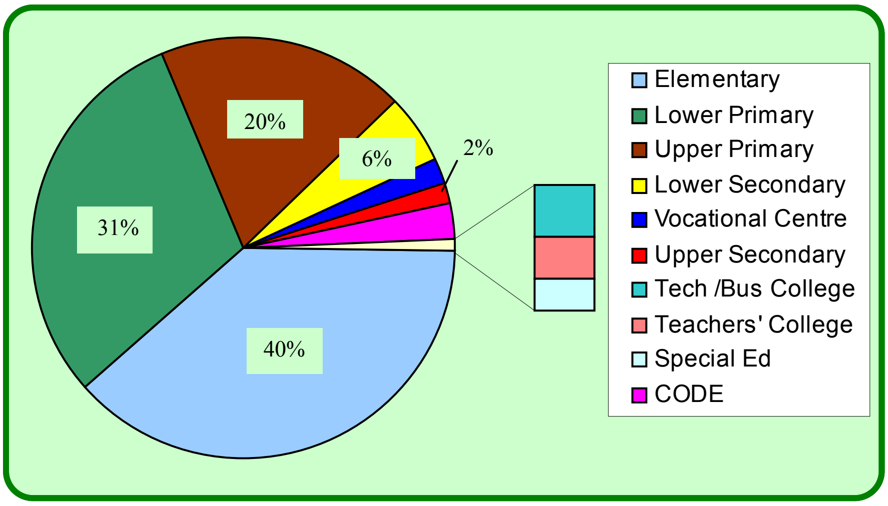


Figure 5 National Education System 2004 mid year enrolments - by level of education (not type of school)

In Figure 5, elementary includes all children in grades EP, 1 and 2, whether in elementary schools or primary schools.

Upper primary includes all children in grades 6–8, whether in primary school or provincial high school.

Gender equity

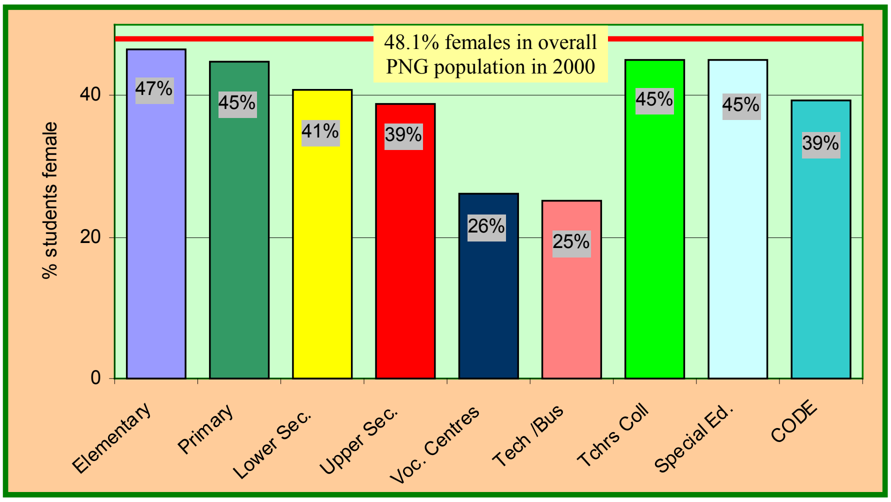


Figure 6 Participation of girls in education in 2004 (by type of school)

There has been a gradual increase in the percentage of girls attending school since the start of the education reform (see Table 13, p.99).

For % female teachers & public servants see Figure 39, Figure 40, p.34.

Teachers

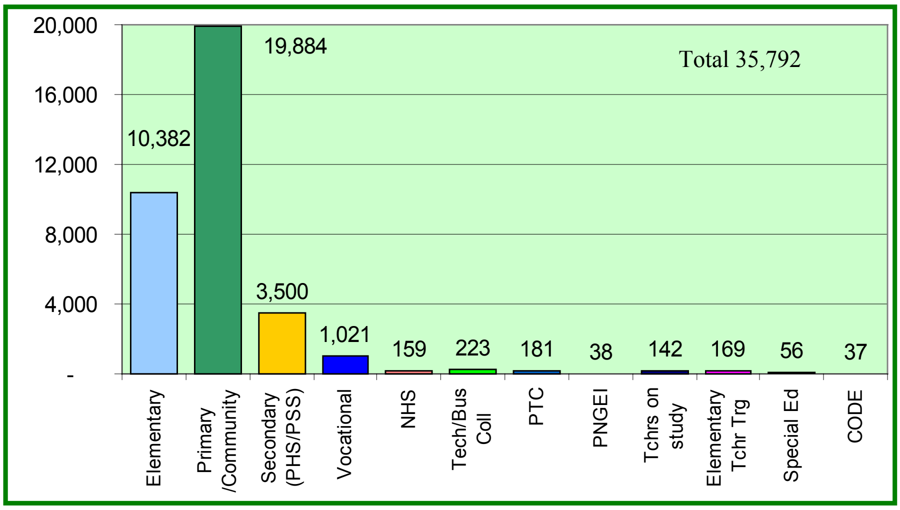


Figure 7 The National Teaching Service (by type of school) - teachers reported on strength by IGD and DoE teaching divisions, quarter 4, 2004. (See Table 14, p.100.)

Institutions

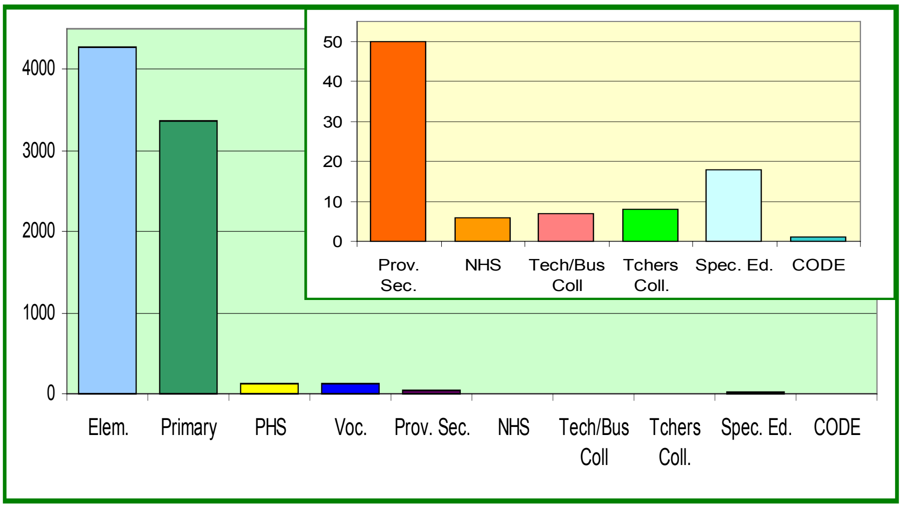


Figure 8 National Education System – number of institutions in 2004 (by type of school)

Partners

Non government agencies operate approximately 50% of the institutions in the National Education System.

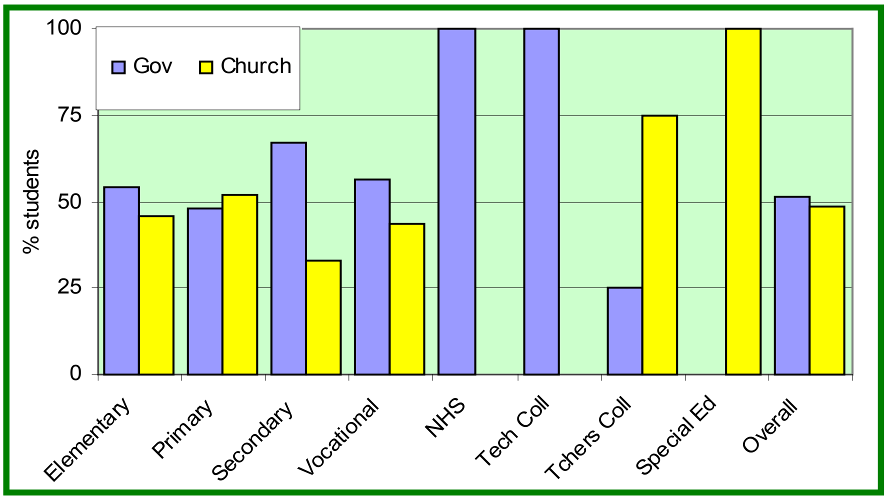


Figure 9 Percentage of institutions run by churches and other agencies compared with the government, in 2002 (by type of school)

Table 1 Education reform 2004 – progress, achievements and constraints

Sector /level	2004 **	Comments /change since 1992 **	Comments / Constraints / Issues
Total **See notes at end of table	Students doubled - 2003 more than 1 million Teachers 35,000 (overall average of 29–30 students per teacher) Institutions 8,000 2004 numbers include projections for data not yet returned by some provinces**	1992 Students 500,000 Teachers (26.7 students per teacher) 19,000 Institutions 3,000 Up to 98% of children enrolled in school at some time in the 10 years 1995–2004.	Data return from provinces at an all time low. Worst so far in 2000–2004. Still a very high attrition rate. More than half (55%) of those who enroll still drop out & do not complete grade 8. Large variations between provinces.
Elementary Elementary Preparatory (EP) at age 6 Elementary 1 (E1) Elementary 2 (E2)	Students (estimated) more than double Elementary schools approx 300,000 Approx 70% G1 enrolment in elementary schools and 30% still in community schools Participation of girls 47% (PNG population % females 48.1%) Elementary schools approx. 4,000 (in all provinces) Elementary teachers approx. 10,000 In training (CET) 5,400 Inspection of el. teachers commenced with 2,500 inspected in 2001 & approx. 1,000/yr since. Children learning in more than 200 languages. 103 orthographies developed by 2002. Nil since	1992 G1/2 188,000 No elementary schools, all children started school in English. Large drop out in G1/2. % females 45% First EP in Milne Bay 1994. 24 schools in 1995 1995 EP, E1 students 1,500 Primary/comm. school G1/2 220,000 Elementary schools in 2 provinces 24 Elementary teachers (all in training) 51 Approx. 70% of children now starting school learning in their own language, not in a community school learning in English Curriculum –new syllabuses & teachers' guides distributed in 2003/early 2004 for use from 2004	Poor planning by provinces in establishing el. schools and providing trainers for teachers. Opening of new elementary schools slowed for 2003/4 due to funding constraints. Supervision by trainers & inspectors. Funding for training & orthography development, following end of ETESP. User pay applied to CET has reduced number of trainees. Local development of curriculum & reading materials inadequate & under resourced. Trainer &inspector positions in provinces – funding & status of these officers still not clear. Unit cost estimated as K290/student/yr in 2003.
Lower Primary Grades 3–5	Students approx 320,000 Reform curriculum bilingual /bicultural - bridge to learning in English by end of G5. New syllabuses & teachers' guides completed for distribution in 2005. Supported by CRIP.	Students 198,000 Before reform children were learning in English All provinces now have former elementary children learning in bilingual lower primary curriculum	Teacher shortage in remote areas CRIP supporting teacher inservice. Need materials & skills for bridging into English. *Affordability Study* in 2003 estimated Unit cost for 1 year as K648/ primary student.
Upper Primary Grades 6–8	Students G6–8 more than 200,000 G7/8 approx 120,000 94 % G7/8 in primary schools. 6% still in PHS. More than 1,000 primary schools with G7/8. 85% of G6 (2003) stayed for G7 (2004) Participation of girls - primary G7/8 45%	In 1992 G6–8 79,000 G7/8 students 32,000 All G7/8 in high schools only 17,000 G7 places No primary schools with G7/8 Less than 40% G6 students could stay for G7 Participation of girls in G7/8 40.5%	Standards. Inspectors not visiting most schools. Approx 60% primary /community schools visited in 2004, compared with 43% 2003 & 38% 2002. Curriculum development supported by CRIP New syllabuses & teachers' guides distributed in 2003/early 2004 for use in all schools from 2004

Sector /level	2004 **	Comments /change since 1992 **	Comments / Constraints / Issues
	High school G7/8 only 37% girls	Day school cheaper, and opportunities close to home seem to help more girls stay at school.	(including G7/8 still in PHS). Subjects include *Making a Living* - practical skills.
Secondary Lower (G9/10) Upper (G11/12)	Large increase in enrolments in all grades Students 2004 G9/10 nearly 60,000 G11/12 over 15,000 Exams 2003 G10 candidates 26,000 G12 candidates 8,000 NES schools with G11/12 56 High schools phasing out G 7/8 & adding G9/10 New schools with G11 in 2004 Yarapos, Benabena 3,000-5,000 places available for G12 leavers in universities, and colleges including nursing, teaching, technical, business, maritime etc	1992 G9/10 22,000 G11/12 2,000 Schools - 4 NHS, 3 permitted schools, no provincial secondary schools. Participation of girls still low G9/10 2004 - 41% girls 1992 - 40% G11/12 2004 - 39% 1992 -30% G8 to G9 transition dropping in some provinces - not enough G9 places because of slow phasing out of G7/8 to primary. Transition rate Approx 60% G8 from 2003 enrolled in G9 Approx 35% G10 from 2003 enrolled in G11	G9/10 curriculum reviewed & new curriculum framework endorsed by BOS. New curriculum materials to be developed by end 2005 for 2006. Too rapid expansion in some provinces for school infrastructure, learning resources and supply of qualified suitable teachers. Despite the dramatic progress, nearly 18,000 grade 10 leavers could not continue into grade 11 in 2004. Grade 12 leaver numbers considerably greater than the number of tertiary student places available. *Affordability Study* in 2003 estimated unit cost as K2,229/student /yr.
Technical & vocational (See TVET pp.76–79	Increasing % VTC students have completed G8 or 10 (100% in NCD). Technical & vocational education administration merged in 1999. CBT trade testing centres institutionalised, including in tech/bus colleges. Courses being converted to modularised CBT format - 13 VTC courses converted & TTC courses to be completed in 2005. Diploma & demand driven short courses nearly doubled in 2 years.	100% increase in VTC enrolments since 1992 In 2004 VTC students approx 19,000 Tech/bus. college 2,280 full time, 838 part time Tech/bus. college enrolment now 97% 2 year certificate (TTC) instead of 1 year PETT. More than 140 short flexible entry skills courses relevant to community members developed by STRU since 2002. More needed. Draft TVET policy being finalised to guide and improve coordination & rationalisation of TVET.	High unit cost K2,757/student/yr for VTC, K8,645/student for technical /business colleges. Many VTCs under utilised with low number of students /instructor. Small number of vocational high schools provide G9/10 skills & academic education. Supply of qualified instructors for different levels of technical /business college & VTC courses. High percentage of contract officers.
Teacher education (See TE&SD pp.80–83	Elementary Certificate of Elementary Teaching (CET) - 3 yrs through PNGEI. 5,400 trainees in 2004, including 1,900 on academic probation requiring assistance in 2005 to complete course requirements. Primary preservice - 6 trimester Diploma PTC intake completed G12 90%	Elementary none in 1992 Primary preservice in 1992 2 yr certificate Teachers' colleges intake completed G10 Total students 1,208 Graduates per year approx 600 Secondary preservice 1992 - 3 year diploma Goroka Teachers College. Graduates per year approx 100	Ongoing need for resources for preservice and in-service teacher education. 254 elementary teacher trainers trained through PNGEI since 1997. Inservice Management Plan 2001-2005 launched in 2001. Inservice on reform curriculum for all elementary & primary teachers & inspectors by

Sector /level	2004 **	Comments /change since 1992 **	Comments / Constraints / Issues
Teacher education (cont.)	Total students 2,500 Graduates 2004 1,060 Unit cost reduced & output increased by change to trimester system (6 semesters in 2 years) Primary inservice DEP(I) program through PNGEI Participants 2004 2,200 Offered at 5 PTCs & provincial workshops to increase availability.	Now upgraded to 4 year degree at UOG, with approx. 130 new teachers qualifying in 2004. Secondary inservice BEd Inservice /PGDE 2004 150 2 yr UOG Lahara PGDE /PVTE. started in 2000 to increase qualified graduate sec. tchers 2002 intake 211, graduates 200. 2003 - graduates 300. No intake 2004/5 - no funding. Vocational inservice - DoVET at PNGEI Teaching diploma for trade instructors. 2003 - 170 graduates. Nil in 2004 because no funding.	2005. Supported by CRIP – K3.6m in 2003/2004. Self paced inservice units produced & distributed. In 2003, 194 primary inspectors & senior teachers & 200 elementary trainers trained as PNGEI accredited inservice assessors, to facilitate & assess teachers' progress in inservice units. Assessors now in every district. Teachers gain credit for DEP(I) if tasks completed. Reform Implementation Support Program helps develop & support provincial inservice plans for district cluster workshops. In 2003/2004 approx 3,100 teachers in 165 cluster workshops.
Distance education (see CODE pp.85, 86)	CODE 2004. Total enrolment: 32,000 students /54,000 subjects. Average 1.7 subjects /student. Subject completions 3,600. Approx. 40% female.	CODE 1992 New enrolments 10,500 students /18,500 subjects New students 47% G7/8 53% G9/10 Increasing % G9/10 - 67% G9/10 in 2002.	Distance education provides alternative access, (esp. for remote populations). Resources required to provide for G11/12, update G7–10 course, improve supply of materials & speed of marking
Education administration & planning	Staff clerks - 1 clerk to 643 teachers salaries prepared in 2003. 1 to 400 salaries desirable. District education administrators (DEAs) appointed for all districts in all provinces, but not all located in districts due to lack of housing, etc. NEP 2005–2014 approved by NEC 14/12/2004. Incorporates EFA objectives. New 10 year PEPs need to be written in line with new NEP. All previously complete, but 10 never ratified by PEC AusAID Education Capacity Building Program (ECBP) commenced 2004.	National Education Task Force established 1992 *Organic Law on Provincial Governments and Local-level Governments* passed 1995. District Education Plans need to be developed in accordance with Organic Law. Education Act amended 1995. NEC endorsed National Education Plan (NEP) 1995–2004 1997. 8 reform prov. education acts known to be enacted & enforced by prov. assemblies. 10 still to be completed or approved by PECs. DoE Corporate Plan 2003–2007 completed 2002.	Growth in system much greater than growth in administrative resources to support it. Shortage of managerial, administrative and planning capacity at all levels of the system. Shortage of operating funds & material. PEAs appointed by provinces - rapid turnover, varying quality of DEAs, inadequate district infrastructure. PNG Education Affordability Study completed in 2003. UPE not affordable with current practices.

Data sources: *Education Statistics of Papua New Guinea* for 1992–2002, *The State of Education in Papua New Guinea*, 2002 and 2003, divisional reports in *DoE Annual Reports* 2000–2004, and Corporate Data projections (for 2003, 2004) from provinces' data returns. For enrolment data 1992–2004, see also Table 10–Table 11, pp.97, 98.

Notes **

1. In this table most figures are rounded to provide a simplified overview. Where available, more precise data is provided in this document in divisional reports, in Figure 4–Figure 30, pp.6–17, and in Table 10–Table 15, pp.97–101. See also *Education Statistics of Papua New Guinea* for 1992 & 2000.
2. 2003/4 figures are based on divisional reports and data returns from provinces. 2003 & 2004 data is interim only, subject to audit prior to publishing of *Education Statistics.* Confirmed official enrolment statistics for 2003 and 2004 not complete at time of publication due to incomplete data returns from some provinces.

Growth in education 1992–2004: improving access through education reform

Gross enrolment

The enrolment in Elementary Prep was equivalent to approx. 65% of the 6 year old age group in the population.

The higher enrolment for age 7 (G1) includes children who started school in a community /primary school at G1.

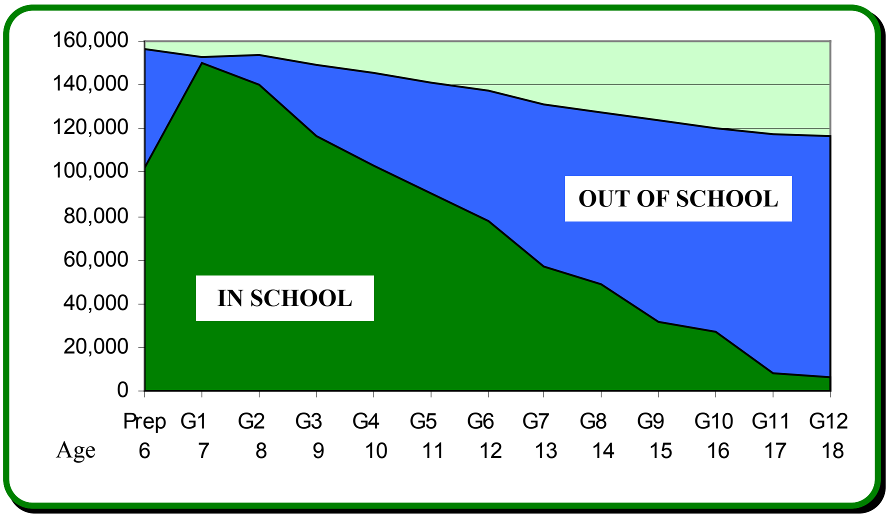


Figure 10 Gross enrolment – school enrolment in 2003 compared with the population for each age group (as derived from National Census data)

Total enrolment

NOTE
For Figure 4–Figure 30, 2003 and 2004 enrolments are interim estimates based on incomplete data returns from provinces & national divisons of education.

Confirmed official enrolment statistics for 2003 & 2004 not available at time of publication.

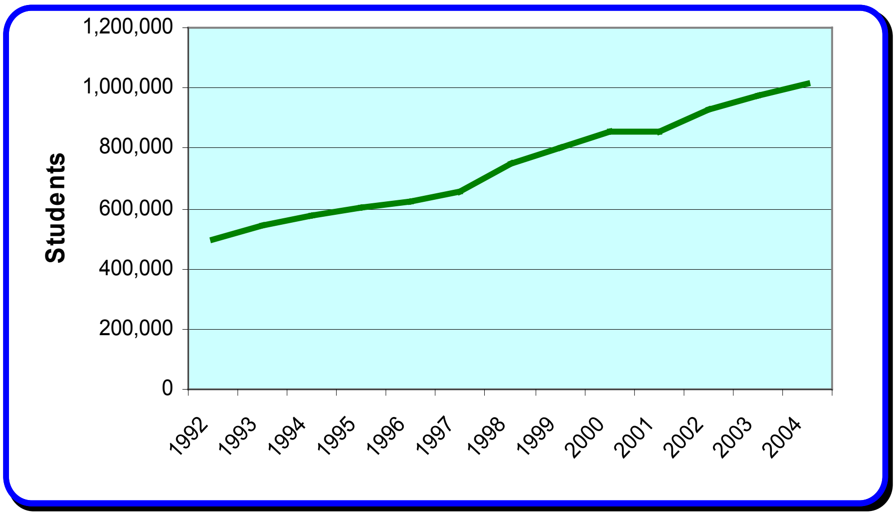


Figure 11 Growth in total school enrolments 1992–2004

Teachers

For Figure 12–Figure 14, 2000 to 2004 figures are quarter 4 payroll, staff on strength & school registration data as published in the DoE Annual Report.

1992–1999 figures are from *Education Statistics of PNG* for each year.

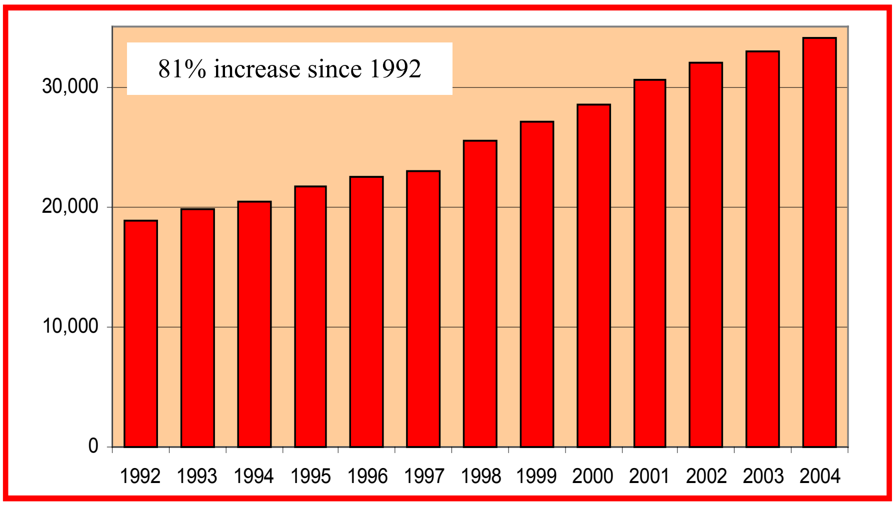


Figure 12 Growth in the total number of teachers in the National Education System, 1992–2004

Schools

Most of the increase in schools is in elementary schools. There were none before 1994. See Table 10, p.97.

Elementary schools often have only 2 or 3 teachers. They are close to children's homes and provide easier access to school for many young children.

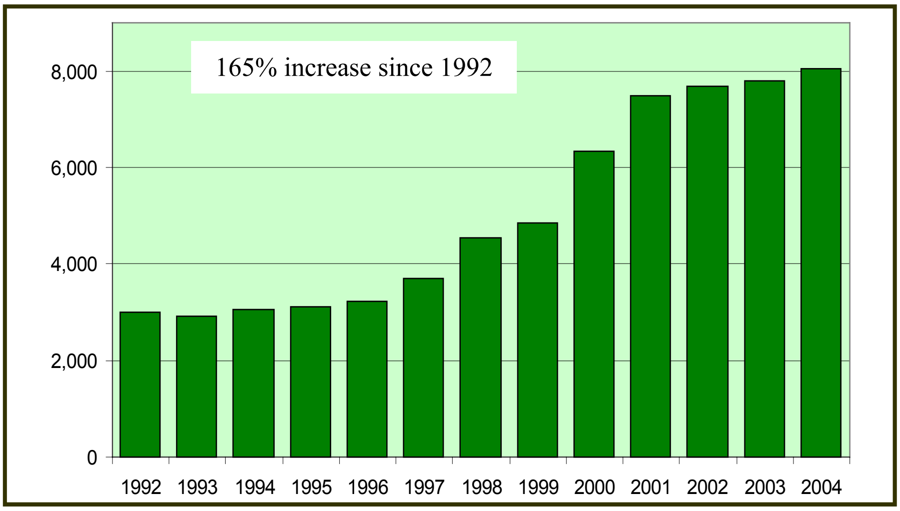


Figure 13 Growth in the total number of schools in the National Education System, 1992–2004

Number of students per teacher

Growth in teacher numbers has been required to cater for continuous growth in student numbers

However, due to improved efficiencies in teacher deployment, the number of students per teacher has increased 10% since 1992. As a result, while the number of students has increased by over 100%, the number of teachers has increased by only 80%.

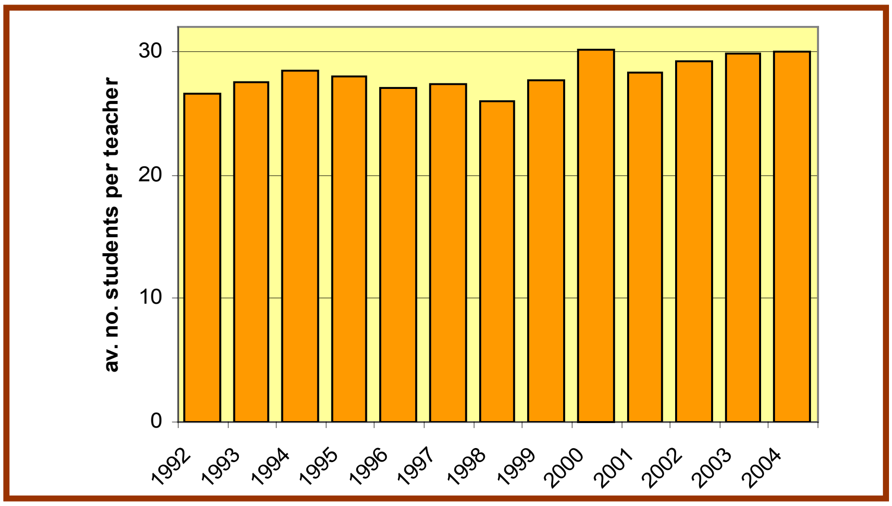


Figure 14 Student to teacher ratio, 1992–2004 – the total number of students for each year divided by the total number of teachers

Growth in enrolment in different sectors

The most dramatic growth has been in the elementary sector where children learn the early literacy and numeracy in their own language.

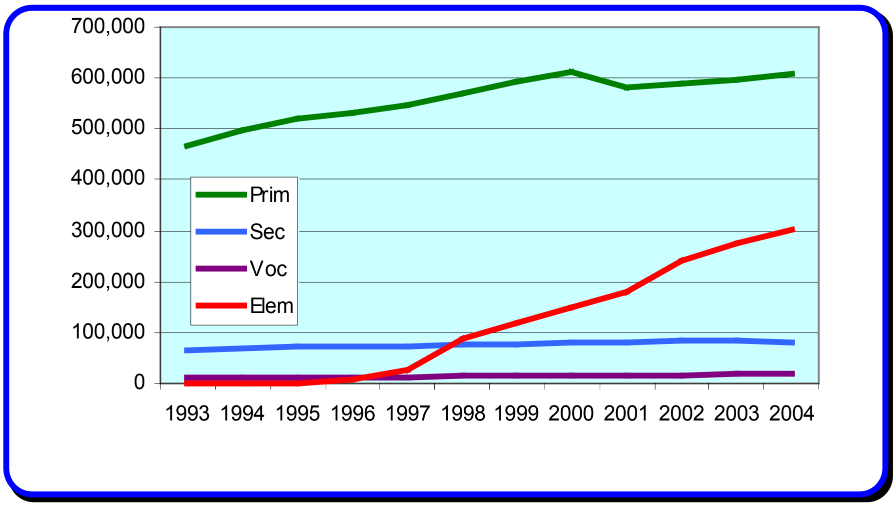


Figure 15 Growth in enrolment for different sectors of the National Education System, 1992–2004

Elementary

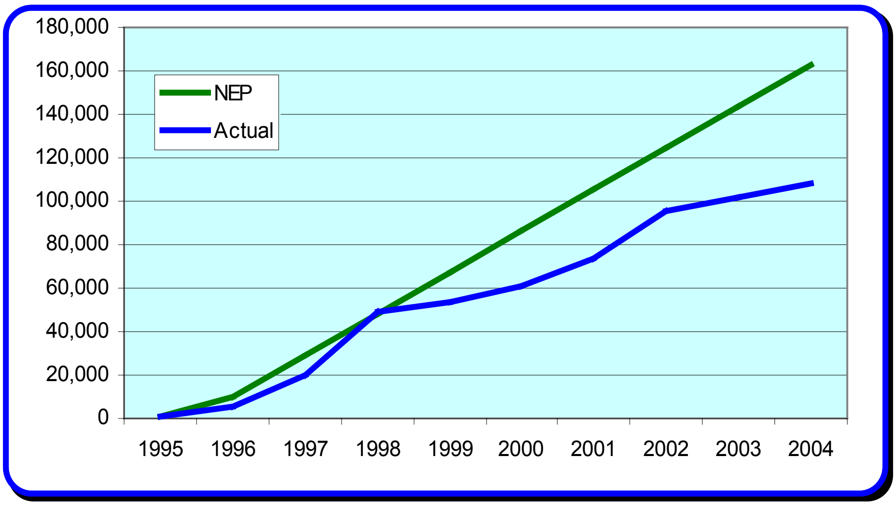


Figure 16 Elementary Prep enrolments, 1995–2004

Primary

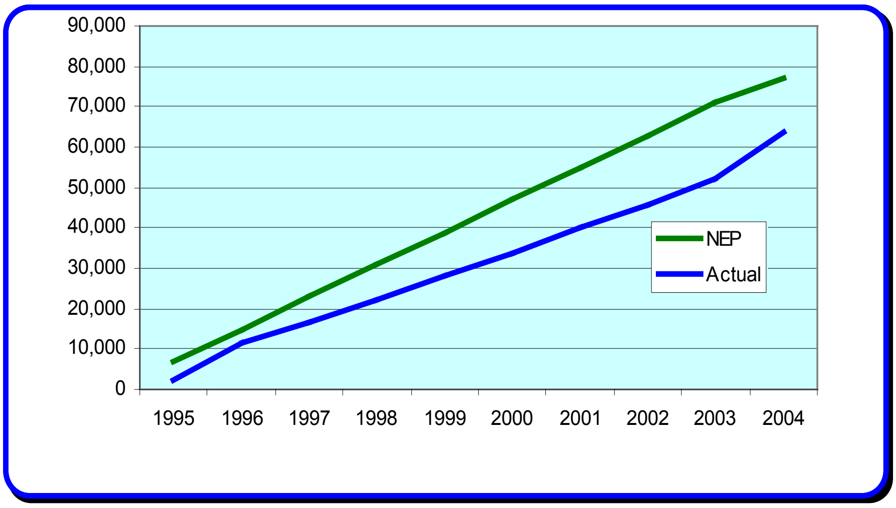


Figure 17 Growth in grade 7 enrolment in primary schools, 1995–2004

Secondary

Total enrolments increased to more than 6 times pre-reform enrolmen (600% increase since 1992).

Enrolments now exceed number of eligible students meeting minimum selection criteria (4 Upper Passes).

Actual enrolment at schools exceeds official selections by National Selection Committee.

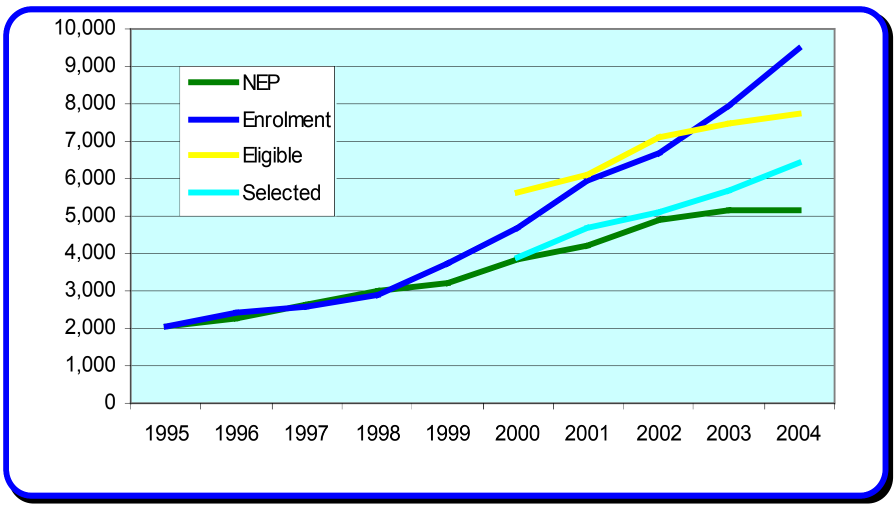


Figure 18 Growth in grade 11 enrolment, 1995–2004

Enrolments in other sectors

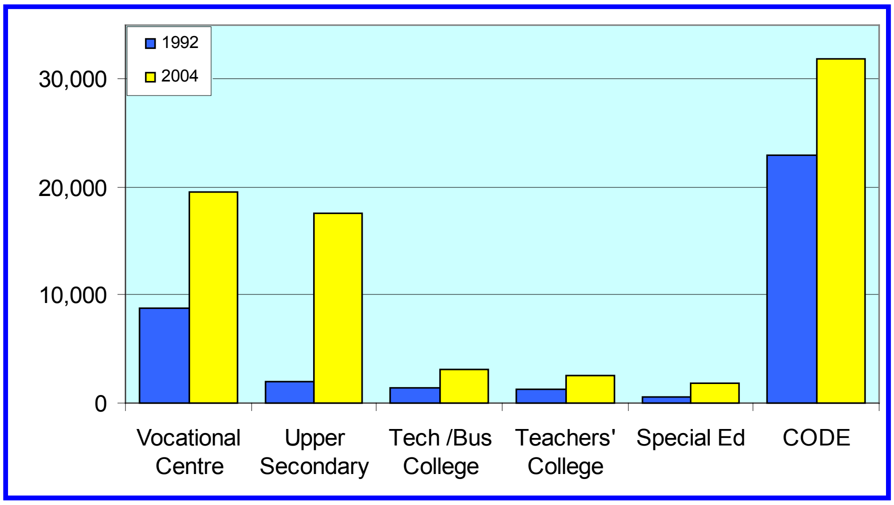


Figure 19 Enrolments in various sectors - 2004 and 1992 compared

Progress towards education reform targets

Primary teacher education

1992 100% G10 intake
2004 90% G12 intake
Special case grade 10 intake places reserved for students from remote areas.

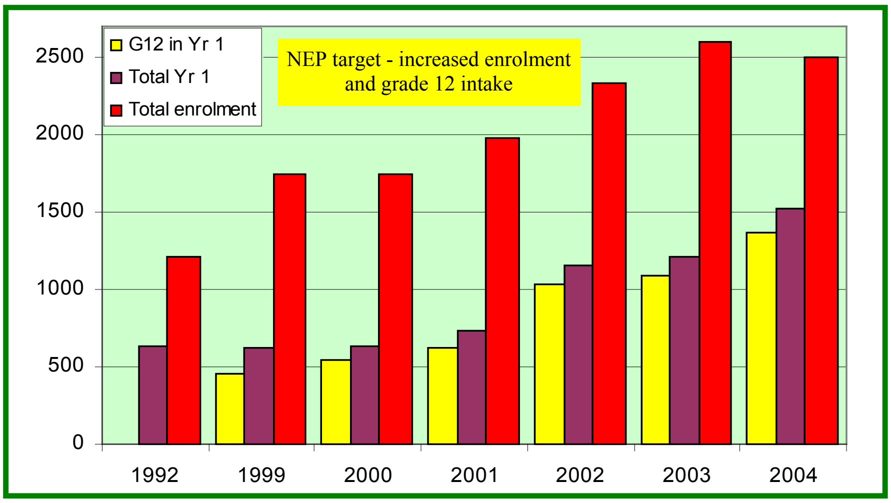


Figure 20 Teacher education - enrolment and entry level for primary teacher training, 1992, 1999–2004

National examinations

Includes students in permitted schools.

No. G8, 10, 12 candidates has increased parallel to enrolment. Increased resources to fund exams are also required.

G6 exam discontinued in 2001 because no longer required nationwide for G7 selection.

See MSU, p.72.

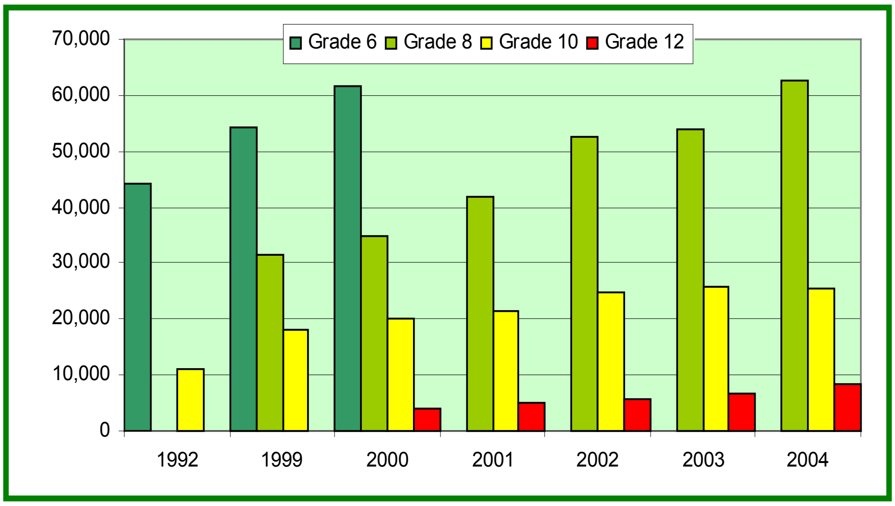


Figure 21 Candidates sitting for national examinations, 1992, 1999–2004

Upper primary

Target: to phase G7/8 out of high schools into primary schools, to increase access for day students close to home.

Progress: By 2004 94% of grade 7s were in primary schools & 6% were still in high schools. Enrolment had increased to nearly 4 times the 1992 level, (by 49,000 students).

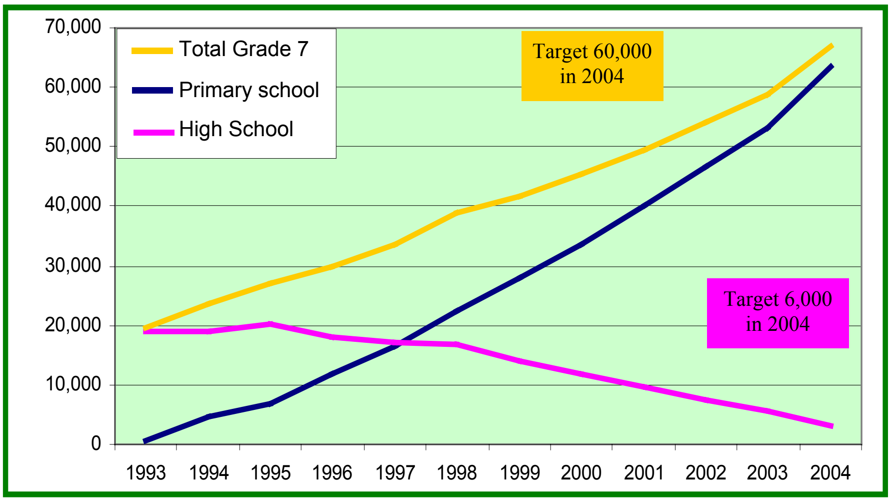


Figure 22 Enrolment of grade 7 in primary and high schools since the start of the education reform, 1993–2004

Upper primary
- access to grade 7

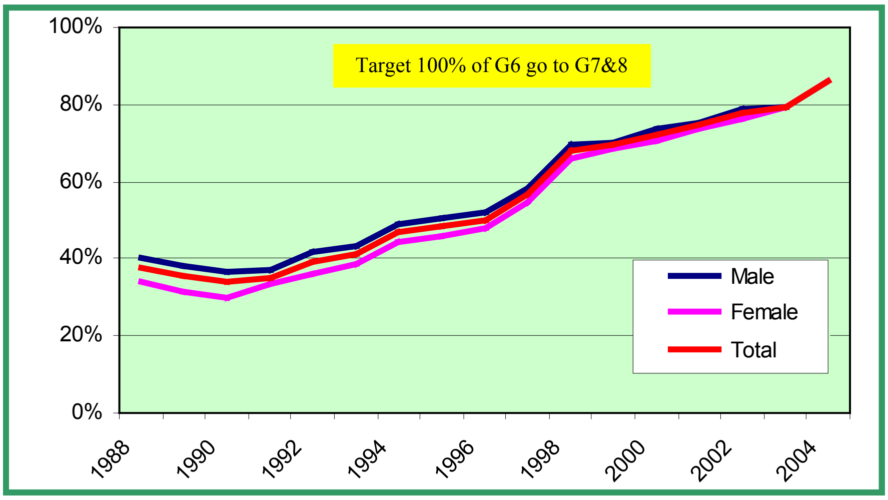


Figure 23 Transition from grade 6 to 7 - % grade 6 students staying at school for grade 7, 1998–2004

Lower secondary

Target to double G9/10 places from 1992, & provide access for more than 50% of G8.

In 2004, G9 enrolment already more than double 1992 (increase 160% from 12,000 to over 30,000.

As G8 enrolment increases % going to G9 decreases even no. G9 increases.

Large increase in G9 in 2002 may have been due to high school subsidy.

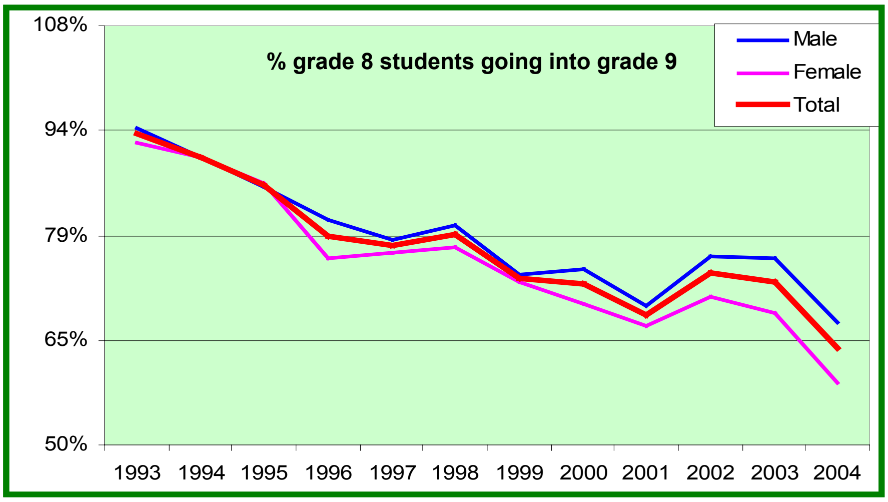


Figure 24 Transition from grade 8 to grade 9 - % grade 8 students staying at school for grade 9, 1993–2004

Upper secondary

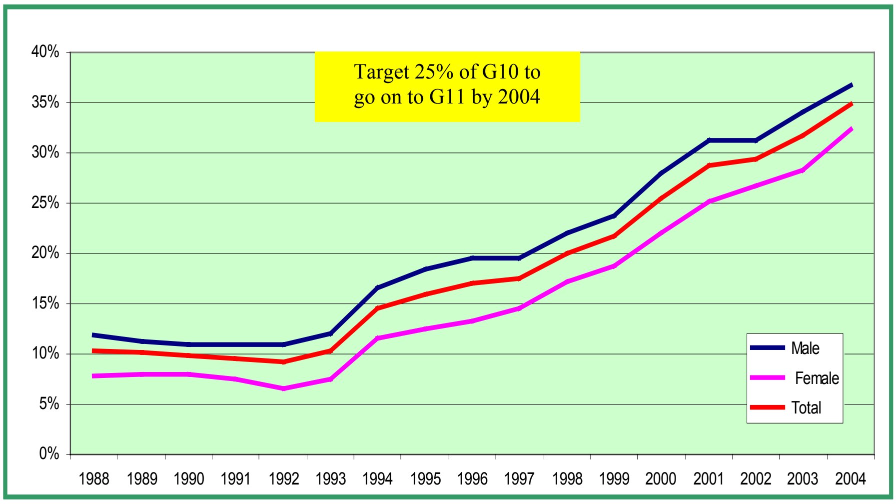


Figure 25 Transition from grade 10 to grade 11 - % of grade 10 students staying at school for grade 11, 1988–2004

Permitted schools

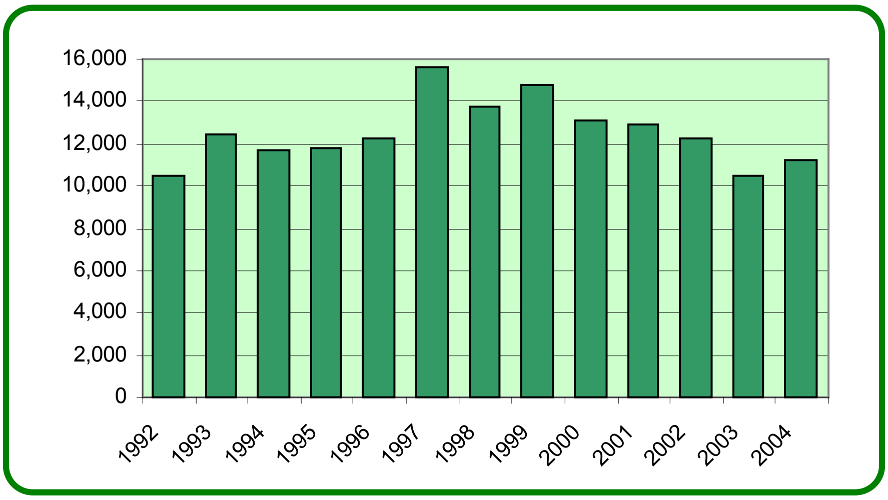


Figure 26 Number of students reported to be enrolled in IEA and SDA permitted schools, 1992–2004 (all grades)

Considerable variation between provinces

Enrolment

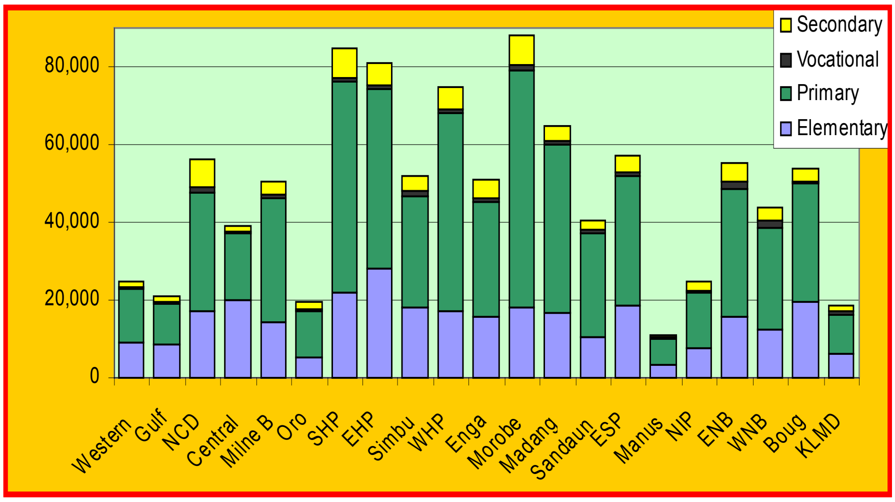


Figure 27 Enrolment in each province, in 2004, by type of school

Access to grade 7

Rate of more than 100% in NCD suggests children moving into NCD to go to school in grade 7

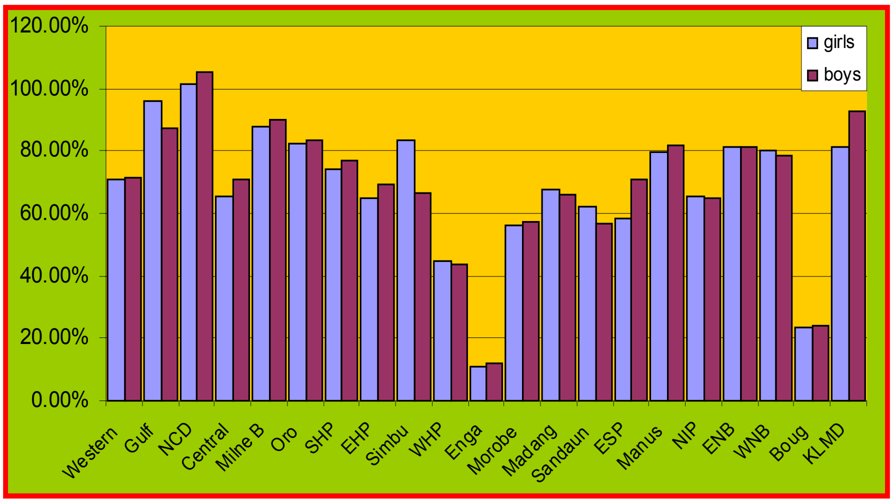


Figure 28 Transition from grade 6 to grade 7 – The percentage of grade 6 students staying at school for grade 7 in 2002

Retention at primary level

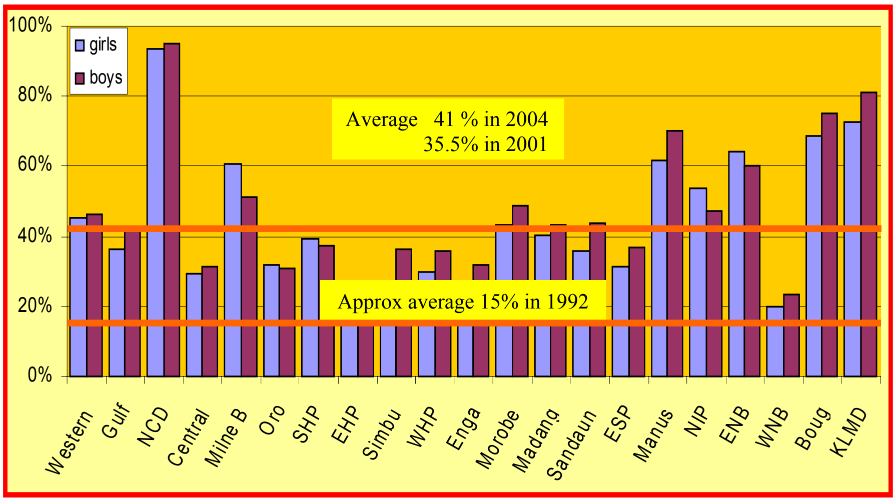


Figure 29 Grade 8 retention - the percentage of children at school in E1/G1 in 1997 who were still at school in grade 8 in 2004

Enrolment rate for grades 1-6

Rate of more than 100% caused by children older than 12 and younger than 7 also enrolled in grades 1–7

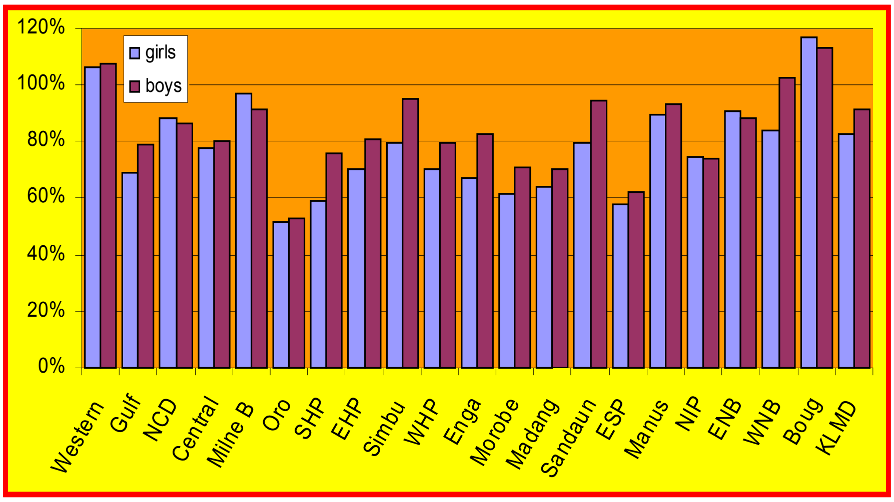


Figure 30 Percentage of 7 to 12 year old children in school in 2004

Education Policy and Objectives

Legal framework

The National Education System, and the Department of Education's functions and responsibilities are governed mainly by the following Laws:

- *The Organic Law on Provincial Governments and Local-Level Governments*, 1995, as amended 1996 - 1998
- *The Education Act*, 1983, as amended 1995
- *The Teaching Service Act*, 1988, as amended 1995
- *The National Libraries and Archives Act* 1993.
- *The Higher Education Act*, 1983, as amended 1995 and 2000

Department of Education objectives and strategies

These are determined by the legal framework and policy. They are detailed in the *Department of Education Corporate Plan 2003–2007,* the *National Education Plan 1995–2004* updated in 2000 and the *National Education Plan 2005–2014*.

Policy framework

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

1. National Goals and Directive Principles

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

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

2. Major Government policies and international obligations

- Medium Term Development Strategy (MTDS) 1997–2001 and 2005–2010
- Recovery and Development
- Reduction in the size and cost of the public service
- Provision of services at the provincial and district level.
- Millennium Development Goals
- Education For All goals
- UN Convention on the Rights of the Child.

3. Medium Term Development Strategy

The Medium Term Development Strategy (MTDS) is the Government's policy document for development. It requires Papua New Guineans to be empowered to mobilise their own resources for higher living standards.

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

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

4. Policy on Recovery and Development

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

The Policy's objectives are to:

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

5. Policies specific to education

- Integral Human Development
- Education for All
- Universal Primary Education
- Increased access to education at all levels
- Government subsidy for school fees
- A priority for support for quality elementary, primary and secondary education
- Reform of the curriculum to provide quality education that is relevant to the life of the people – 'skills development for life'
- Increased retention of children at school at all levels
- Equal participation by females and males at all levels of education
- Increased participation by the poor, people with physical and, mental disabilities, and those who are socially or educationally disadvantaged
- Development of literacy skills for all
- Improved technical and vocational education
- Rationalisation of higher education, rehabilitation of facilities and a reduction of cost to government on higher education
- Strengthening, rationalisation and increased availability of distance education
- Partnership in education between governments and NGOs including churches as well as parents and communities
- Self-reliance in schools
- Upgrading the PNG National Commission for UNESCO to an autonomous body
- Teaching Service Salary and Allowance Fixation Agreements 2000–2002, 2003, 2004 and 2004–2006
- National Higher Education Plan 2000-2004.

3. Objects and purposes of the National Education System

The Education Act, as amended, 1995, Section 4 Subsection (1) states that:
Bearing in mind the National Goals and Directive Principles of the Constitution, the objects and purposes of the National Education System, by maximum involvement and co-operative effort by persons and bodies interested in education in the country (including the State, the teaching profession, provincial governments, local-level governments, churches and the

community as a whole) and the maximum utilization of the resources available from all sources, are:

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

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

4. National objectives

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

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

5. Mission Statement

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

The mission is fivefold:

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

6. Aims of education

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

- gives value and status back to appropriate community attitudes, knowledge and skills which are relevant to community development, and
- supplements this with a degree of competence in English, mathematics and science in order to ensure the development of Papua New Guinean citizens who are:
    - ➢ committed to their own personal development and view education as a continuing life-long process

- embued with a productive work ethic, and value both rural and urban community development activities in the context of national development
- prepared for the realities of life in most communities; and
- have the capacity to participate in further training for manpower needs.

7. Aims of the National Education Plan 1995–2004

The aims of the National Education Plan are to provide an education system that will adequately prepare:

- school leavers to return to their communities where there is, and always has been, traditional work and opportunities for community-based employment.
    - This covers approximately eighty-five percent of the population. The major source of employment for these citizens will be their own subsistence and small-scale, community-based commercial enterprises.
    - Their education will have prepared them and/or their parents for this reality
- the approximately fifteen percent of the population who will find paid employment in the slowly increasing government, business, and service industries.
    - Their education will have provided them with the academic and technical skills to allow them to partake in tertiary education.
- the small number of children, like those of any other nation, who will perform at top international standards.
- the small, but growing, number of marginalised urban youth for the realities of life in an urban situation.

8. National Education Plan 1995–2004 objectives and targets

- Access to 9 years of relevant basic education for all children at elementary and primary schools close to home.
- All children to begin their learning at age 6, in a language they use and understand.
- An increase in retention rates.
- Equal participation by females at all levels of education.
- Strengthening of all areas of the curriculum - improvement in standards and relevance.
- Reduction in cost structure of the system, and improved capacity for planning and management.
- At least 50 % of grade 8 children to go on to grade 9 and 10 (a doubling of access).
- At least 5000 grade 12 students per year by 2004 (four times increase in access).
- Access to two years quality secondary level vocational education for grade 8 students in each province, and development of short courses that meet communities' skill needs.
- Rationalisation and upgrading of courses in technical education, and development of links with the Trade Testing and Certification System.
- Upgrading of the professional level of college programs and their graduates (eg. primary teaching, nursing) by changing to an intake of grade 12 leavers instead of grade 10, and an increase in the supply of new teachers at all levels.

For information on progress and achievements towards these objectives and targets see Table 1 and Figure 4–Figure 30, pp.6–17.

9. Millennium Development Goals

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

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

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

10. Universal Primary Education (UPE)

There are three components of universal primary education:

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

11. Education For All (EFA)

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

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

Every effort is being made to give children the opportunity to achieve a primary education, but, in the current economic climate it is difficult to see how the second Education For All goal can be realised in the time frame. The National Education Plan 2005-2014 aims to achieve the fifth EFA goal within the timeframe of the Plan as opposed to that stipulated.

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

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

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

Table 2 Recent policy and planning initiatives

Major policy and planning initiatives since the National Education Plan (NEP) was approved by the National Executive Council (NEC) in 1997 are outlined in the table below. **Source:** Updated from *National Education Plan Update 1* (1999)

Initiative	Target Group	Description	Status	Linkages	Implementation Plan	Resource Implications
Medium Term Development Strategy (MTDS)	System wide	National priorities, objectives & strategies for development.	MTDS 1997–2001 presented to Parliament in 1996. MTDS for 2005 –2010 approved by Parliament in 2004.	National Constitution, Recovery & Development Policy, NEP, PEPs.	NEPs 1995–2004 and 2005–2014 consistent with MTDS priorities.	Detailed in MTDS document.
Education Subsidy Policy 2004	All institutions in National Education System and registered permitted schools.	2004 budget allocated K40m to DoE for national component of subsidy, and K17.7m to provinces for 'Education Function' Grants'.	See details pp.46–49. National component - K25.6m distributed to schools or in trust pending acquittal. K14.4m for quality support activities, admin, & research.	Schools require funding for operational costs and maintenance. Supports education quality and services in districts.	Details in MPS 2/2004, Secretary's Circular 11/2004. School payments distributed as School Infrastructure Maintenance Grant (SIMG).	Subsidy appropriation similar to 2001 & 2003 despite rising enrolments. Remaining school operating costs met by school fees, which are increasingly difficult for parents to afford.
DoE Corporate Plan	System wide	Objectives and strategies for DoE 2003–2007.	Replaced Corporate Plan 1998–2002.	NEP. NEC require-ment for all Departments.	Integral part of NEP 1995–2004 and NEP 2005–2014.	Included in NEP 1995 –2004, NEP update 2000, and NEP 2005–2014.
National Education Plan (NEP) 1995–2004	System wide	Growth and development of education system.	NEC approved 1996. Implementation to end 2004.	MTDS, Corporate Plan, PEPs, EFA.	Detailed in Plan and Update 1999.	In plan. Funding for update from QIPE.
National Education Plan (NEP) 2005–2014	System wide	Presents outcomes for education in PNG and main strategies for achieving them from 2005 to 2014.	Approved by NEC Decision 236/2004, 14/12/2004. To be launched March 2005.	MTDS, Corporate Plan, PEPs, EFA, Millennium Dev Goals, NEP 1995–2004.	Implementation to commence 2005.	Plan includes cost projections. Funding for development & printing plan from ECBP.
Provincial Education Plans (PEPs)	All provincial institutions.	Plans & implementation schedules to guide projected education development within each province.	All completed. Only 10 so far approved by PEC.	NEP, other PEP & district plans, NMA, LLGs, & Recovery and Development Policy.	Preliminary work began in 1996, based on NEP. Documented in each plan. Work on updates continues.	Documented in each plan.

Initiative	Target Group	Description	Status	Linkages	Implementation Plan	Resource Implications
PNG Education Affordability Study	System wide, planners and policy makers.	Study commissioned by DoE to establish education cost structures, and financial planning model.	Conducted and completed in 2003.	MTDS, NEP 2005 –2014, Corporate Plan, PEPs, EFA Plan of Action.	Incorporated into NEP 2005–2014 development & implementation.	Study funded by AusAID. UPE not possible without changes to reduce unit costs.
Provincial Education Acts	All provincial institutions.	New Act required by Organic Law since 1997, to provide for provincial & LLG reforms and education reform.	8 enacted & enforced. 10 not yet approved by PEC. 2 exempt.	Organic Law on Prov. Governments & LLGs, Education Act & Teaching Service Act	DoE has provided template draft Act, technical assistance & advice to PDoEs & legal sections.	Legislating for resources already in education plans.
Education For All (EFA) Dakar Framework for Action	System wide	International agreement for all children to have access to free & compulsory primary education by 2015 & to improve early childhood care, skills training for youth & levels of adult literacy.	PNG is a signatory to EFA Declaration Implementation integrated into NEPs and PEPs.	NEP, PEPs, NGOs, school fees subsidy, National Literacy & Health Policies, UN Rights of the Child, Millennium Development Goals.	NEB is endorsed as the National EFA Forum to ensure Dakar goals are achieved. EFA National Plan for Action 2004–2015 endorsed by NEB in 2003. Incorporated into NEP & PEPs.	Additional resources needed to reach those beyond the reach of the present system, especially remote rural and urban and rural poor.
Annual education theme	System wide & general public.	Provides specific vision & focus for year's education activities and development.	Endorsed by TMT.	NEP	2004: *Prosperity through Self-reliance*. Minister has directed this be over arching theme for ten years to 2014.	Incorporated in existing activities & developments.
Policy for Language in Schools	All schools	PNG languages as medium of instruction in elementary, bilingual to G5, vernacular maintenance after G5.	Released September 1999.	CDD, TE&SD, National Literacy Policy, National Curriculum Statement.	Immediate	Mainly at elementary and lower primary levels – teacher training and development of curriculum materials.
National Literacy Policy	All schools and youth/adult community.	Designed to improve the rate of literacy from 45% to achievable targets still to be determined.	NEC approved. Launched by Minister in 2000.	NLAS, PEPs, NGOs, CDD, Dept Community Development, LIFE.	NEP, National Literacy Survey recommendations, LIFE (Literacy Is For Everyone Project - see p.74).	Additional resources required for Government & NGOs. LIFE.
Self-reliance Policy	All institutions in National Education System.	Promotion of self-reliance projects in schools for income-raising projects to supplement school budgets and self-reliant students.	Endorsed by NEB & NEC Decision 22/2001. More schools with projects – est. 70% of secondary, vocational & 50% primary in 2004.	NEP, NESP, National Curriculum, Recovery & Development Policy.	2004 theme '*Prosperity through self-reliance*'. To continue through curriculum & NEP 2005–2014.	Limited. Targeted start up support needed for schools, from provinces, DoE, EOSDP. Reduce school costs and fees if managed well, – problems reported.

Initiative	Target Group	Description	Status	Linkages	Implementation Plan	Resource Implications
National Education Skills Plan (NESP)	Nation wide	Designed to promote the development of skills for living within and beyond schooling.	Endorsed by CECC, NEB and NEC.	Curriculum, Assessment,TE&SD, TVET, community activities.	Incorporated in NEP 2005–2014. Supported by reform curriculum in G6–8 & 9,10 (to be developed in 2005).	Included in NEP 2005–2014. Targeted support for schools & provinces desirable.
National Curriculum Statement	All teachers & students EP–G12.	Overview of objectives, structure & requirements of PNG National Curriculum.	Launched by Minister, Oct. 2002. Being implemented.	NEP, PNG Constitution, Policies for languages in schools, relevant quality education, self-reliance, NESP, gender equity in education.	Reform materials in schools: for EP–G2, G6–8 for 2004, G3–5 in 2005 and G9–10 in 2006.	Support from AusAID CRIP project. Requires ongoing counterpart recurrent funding to 2005.
Curriculum Management Plan 2001–2005	All teachers & students EP–G8.	Plan & guidelines for completing development & review of reform curriculum.	Launched by Minister, July 2001. Being implemented.		Complete development & review of the reform curriculum for elementary & primary by 2005.	
In-service Management Plan 2001–2005	All teachers EP–G8.	Plan & guidelines for in-service training on reform curriculum.	Launched by Minister, July 2001. Being implemented.		Detailed in plan. Training for all elementary & primary teachers, head teachers, inspectors & DEAs by 2005.	
National Assessment & Reporting Policy	All teachers & students EP–G12.	Designed to promote transparency in assessing and reporting.	For implementation from 2005.	MSU, CDD, schools, students and parents.	To be implemented from 2005 in conjunction with reform curriculum.	Incorporated in existing recurrent activities.
National Materials Distribution Policy	DoE, provinces, schools, BOMs.	Policy to guide procurements, distribution and storage at all levels.	Implementation from 2004.	DoE, provinces, districts, schools, suppliers.	Distributed in 2004 for implementation by schools and provinces.	Incorporated in existing recurrent activities.
Special Education Plan 2004–08	Children with disabilities.	Recognition of educational needs of disabled.	Endorsed by NEB, Feb 2003. Updates 1994 plan.	CDD, TE&SD, Teachers' Colleges, Special Ed. Centres.	Detailed in plan.	59 teachers salaries in budget.
Boarding Primary School Policy	System wide	Policy to guide establishment of rural boarding primary schools.	Endorsed by NEB for implementation in 2003.	NEP, EFA, PEPs. Improved access in remote areas.	Pending decision by TSC on teachers' boarding allowance.	Dependent on TSC decision.
NGO participation in Education	System wide, NGOs.	Policy to guide integration of NGO activities in all sectors of education.	Report endorsed by NEB in 2003. Policy being drafted.	NEP, PEP, District Plans, EFA.	To be incorporated in PEPs.	To be incorporated in PEPs.
Draft TVET Policy	TVET institutions NGOs.	Policy to guide and chart a new direction for government /TVET System.	Final draft for finalisation.	NEP, MTDS and TVET Corporate Plan.	To be implemented as soon as approved by TMT, NEB and NEC.	Strategic Plan, costs to be completed. Teacher projections in NEP to 2014.

Organisational Structure and Manpower

Structure

Details of the Organisational and Functional Structure of the Department of Education are shown in Figure 31, p.27, and Figure 38, p.34. This also shows the Department's relationships with other organisations within the Ministry that are most closely related to its functioning.

- The current structure was developed in accordance with the 1999 National Budget directives for restructuring and reduction of manpower ceilings in the public service, as well as National Executive Council Decision No. 28/99 on Manpower and Personal Emolument Ceiling. It was approved by the Secretary of the Department of Personnel Management in April 1999.
- Amendments to the structure and manpower ceiling have since been made in accordance with the 1999 Supplementary Budget and DPM Circular Instruction 36/99. The most recent amendments were approved on 4/2/00 and 15/12/00 to provide for elementary inspections and the counterpart requirements of current projects. Further minor adjustments to accommodate project requirements were approved on 12/2/01 and 17/7/01.
- The position of Director-General Office of Libraries and Archives was endorsed by the NEC on 21/9/00. It was gazetted by the Minister for Education in National Gazette G123 of 12/10/00, in accordance with Section 7(2) of the National Libraries & Archives Act 1993. A revised structure for the Office of Libraries and Archives has yet to be submitted to DPM for approval and inclusion in the structure.
- NEC Decision No. 63/2000 endorsed a proposal for the UNESCO branch within Policy, Research, and Communication Division to become an autonomous agency, as is the practice in other UNESCO member countries. A new autonomous structure was approved by DPM on 11/11/04 to be actioned when budget is made available. It will be known as the PNG National Commission for UNESCO.

Organisation and Function

Executive
Secretary for Education
Deputy Secretary Policy and Administration (P&A)
Deputy Secretary Human Resource Development (HRD)

Management and Administration - Wings
There are 4 wings. Each is headed by a First Assistant Secretary (FAS) who is responsible to one of the Deputy Secretaries, as shown in Figure 31, on the following page.

Operations – Divisions, Branches and Sections
There are 10 divisions, as shown below. Each division is headed by an Assistant Secretary (AS) as the divisional head. The divisions are further divided into branches or units that in turn are divided into sections. A superintendent, or equivalent, heads each branch, while the sections have a section head.

Finance and Administration Wing
- General Administration & Personnel Division (GAP)
- Finance and Budgets Division (F&B)

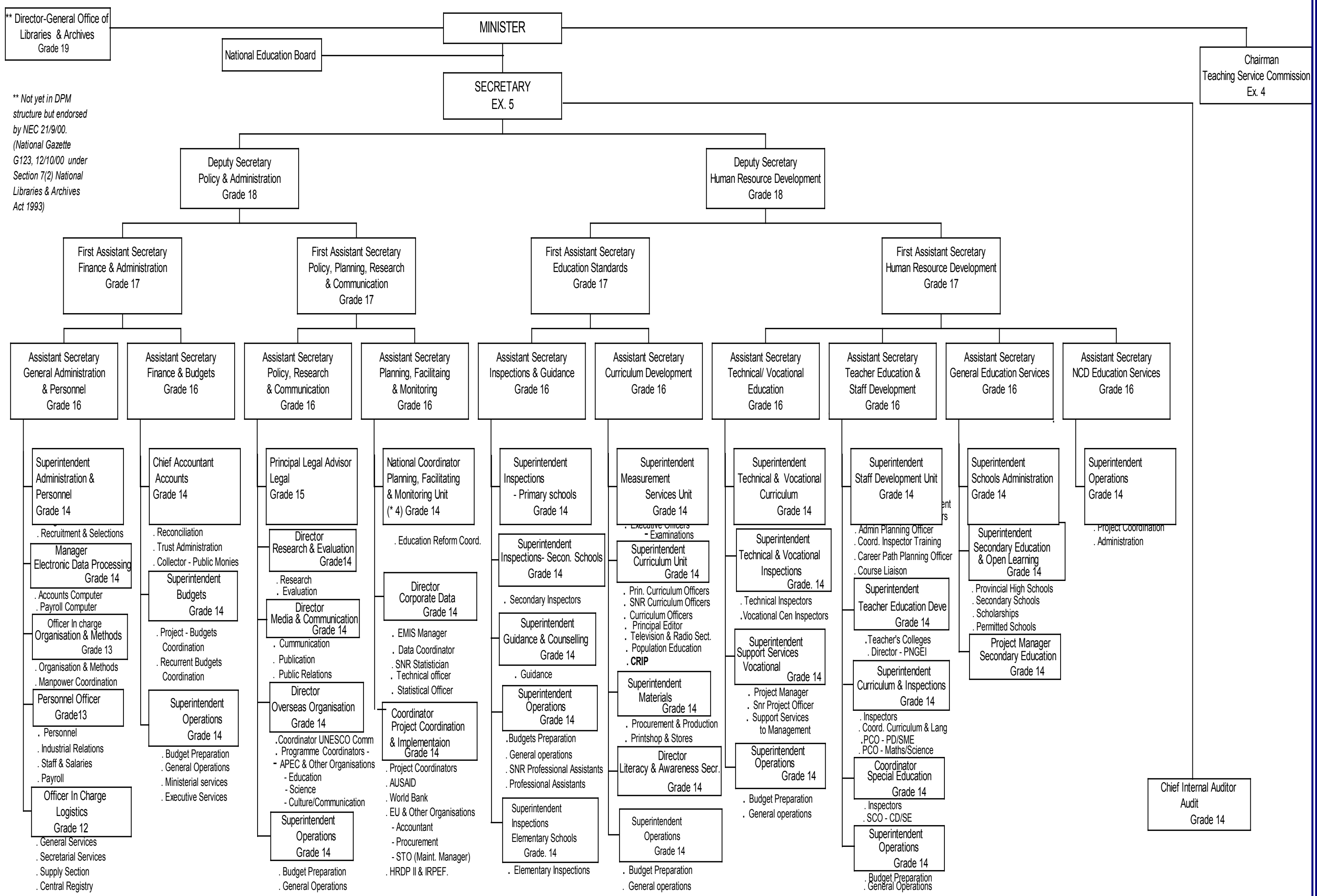
Policy, Planning, Research and Communication Wing
- Policy, Research and Communication Division (PRC)
- Planning, Facilitating & Monitoring Division (PFM)

Education Standards Wing
- Inspections and Guidance Division (IGD)
- Curriculum Development Division (CDD)

Human Resource Development Wing
- Technical Vocational Education and Training Division (TVET)
- Teacher Education and Staff Development Division (TE&SD)
- General Education Services Division (GES)
- National Capital District Education Services Division (NCDES)

Figure 31

NATIONAL DEPARTMENT OF EDUCATION ORGANISATIONAL/FUNCTIONAL STRUCTURE CHART
as approved by DPM 15/12/2000



Review of Organisational Capacity (ROC)

- A Review of Organisational Capacity (ROC) within DoE, TSC and OLA commenced in Quarter 3, 2004, and will be completed at the end of Quarter 1, 2005. The review is being carried out by a team of Department officers, with a technical adviser and other support from the Education Capacity Building Project (ECBP). The team is guided by a steering committee that includes representation from DPM, DoT and DoF, and is chaired by a member of the Top Management Team (TMT).
- The review is expected to provide evidence that will guide proposals for an organisational restructure to better match current functions and responsibilities, and improve the Department's capacity for efficient and effective service delivery. See also pp.54, 63.

Establishment and Manpower Ceiling

The Education Payroll

- Figure 32 and Figure 33, p.32, and Table 14, p.100, provide an overview of the total employees on the 'Education Payroll', both public servants and teachers.
- More than 98% of the total employees are teachers, while the remaining, less than 2%, are public servants.
- Less than 10% of the total number of public servants and teachers on the Education Payroll are employed within the organisational stuctures and budgets of agencies and institutions within the Ministry of Education.
- The remaining, more than 90%, come within the stuctures and budgets of the Ministry of Higher Education, Research, Science and Technology and the provinces. This includes public servants in the Office of Higher Education (OHE), provincial education offices and provincial libraries, and all teachers in provincial institutions. (See also Figure 53, p.44.)
- *The Department of Education 2003 Annual Report,* Table 13, p.90, showed that for Pay 21 in 2003 (17/10/2003), 65% of the 941 public servants then on the Eductaion Payroll were on positions within DoE's structure. Another 6% were within the Ministry of Education in the Teaching Service Commission (TSC) or Office of Libraries and Archives (OLA), and 4% were in OHE. The remaining 17% of public servants, and 93% of the 32,894 teachers, then on the payroll, were provincial officers, and were paid from provincial budget appropriations. Equivalent payroll data for 2004 had not been made available at the time of publication of this report (see below).
- All data input for the 'Education Payroll' is processed by the Electronic Data Processing (EDP) Branch of DoE's General Administration and Personnel (GAP) Division.
- Personnel and salaries functions have been decentralised to 12 provinces. These provinces process and maintain personnel and salaries records for their employees (both teachers and public servants) and forward the data to EDP for input to the payroll system. Personnel Section, GAP, carries out these functions for approximately 18,000 employees in the remaining provinces, the Ministry of Education and OHE.
- GAP Division officers contined to work closely with 'Project Maoro' throughout 2004 to continue to implement the Government's new Human Resource Management (HRM) payroll system. Phase 1 was completed when Education went live on the HRM system for pay 22, 31/10/2003. Cleansing of data (phase 2) has continued in 2004, with leave records 99% completed and salary history records 50% completed. Phase 3, implementation of the Human Resources Management System, will continue in 2005. Entry of HRM position data (qualifications, skill and competency ratings) has been completed. Work on Personal HR data will continue. (See also GAP, pp.62–64.)

- However, by the end of 2004, no mechanism had yet been established to report data from the HRM Payroll System to DoE divisions and management. Management and monitoring data, that was previously available fortnightly under the old system, has not been made available to DoE management since the move to the HRM System. This includes information such as the employees paid on different votes and locations, and has prevented monitoring of manpower ceilings and budget by divisions.
- As a result, information that was reported in previous annual reports as 'staff on payroll' is reported in this report for 2004 as 'staff on strength as reported by DoE divisions'. Data previously reported that has not been available in 2004 is recorded in this document as 'na'. (See Table 14 and Table 15, pp.100, 101.)

Ministry of Education Establishment and Manpower Ceiling

- Table 3 below, Figure 34–Figure 37, pp.32–33, and Table 15, p.101, summarise the Ministry of Education's staff ceilings and establishment in 2004.

Table 3 Ministry of Education staff ceiling and establishment, quarter 4, 2004

	PSC	TSC	Total	General Labourers	Casuals
Staff on strength (SOS)	679	2,809	3,488	33	0
Active payroll	na	na	na	na	na
Budget approved ceiling	752	3,145	3,897	33	0
DPM /TSC approved establishment	779	2,793	3,572	33	0

- The manpower ceiling approved for the Ministry in the 2004 National Budget appropriation was 752 public service positions and 3,145 teaching service positions - a total of 3,897. 81% of the positions were for teachers. The budget ceiling for public servants was 27 less than the DPM approved establishment of 779.
- The public service staff on strength was 73 (8%) below the budget ceiling and 100 (13%) below the DPM approved structure ceiling. The teachers on strength were 336 (10.5%) below the budget ceiling, and 16 more than the number of TSC approved positions. The shortfalls were due mainly to positions not able to be filled with suitable applicants.
- Figure 35, p.33, shows that 87% of all the Ministry's employees are deployed in the field, in provinces, and only 13% are located in headquarters.

Public Servants

- Figure 36, Figure 38, Figure 39 and Figure 43, pp.33–35, and Table 15, p.101, provide information about public servants in the Ministry of Education in 2004.
- There were 679 public servants on strength in the Ministry of Education structure in quarter 4, 2004. This was 90% of the positions funded in the budget, and 87% of the positions in the approved structure.
- 598 of the staff on strength were in line divisions providing support services for general education, teacher education and technical and vocational education.
- The remaining 81 officers were under the Office of Libraries and Archives, the Teaching Service Commission, the PNG National Commission for UNESCO, the National Literacy and Awareness Secretariat (NLAS) and the NCD Education Services Office (NCDES).
- By the end of 2004, 48 positions (6%) of the positions within the budget ceiling were without substantive appointments, compared with 99 at the end of 2003.

- 40 appointments were made during 2004 as a result of external advertisement of vacancies in November 2003. 23 of the appointments were from outside the Department, including from outside the Public Service, enabling recruitment of new capacity to the Department. (See also GAP, p.63.)
- 48 positions were advertised internally in August and October, 2004. 4 appointments were made and the remainder were to be finalised during first quarter 2005.

Teachers

- Table 14 and Table 15, pp.100, 101, Figure 32–Figure 35, Figure 37, Figure 40, pp.32–34, and Figure 7, p.7, provide information about the teachers in the Ministry of Education, and in the National Education System overall.
- The number of teacher positions approved by TSC is based on the number of teachers expected to be required for the number of children who enrol in each school. The 2004 Teaching Service Commission Budget Estimates (updated December 2003) set the total national ceiling for approved teaching service positions at 39,213 for 2004.
- In the case of the NCD teaching positions the actual number of teachers required by the enrolments in 2004 was lower than the TSC and budget ceilings for elementary level, but greater than the ceilings for primary, secondary and vocational.
- The number of teachers, reported by the inspectorate and teaching divisions, to be actually on strength by quarter 4 was 35,792. By comparison, the total numbr of teachers reported to be on the payroll by Pay 23, 12/11/04 was 34,139.
- The shortfall between TSC approved positions and the number of teachers represents unfilled positions, and officers not on the payroll for various reasons. The shortfall was 9% (3,421 positions), according to the reported quarter 4 staff on strength, and 13% (5,074 positions) according to the payroll for Pay 23.
- Teachers in positions approved for the Department of Education budget represented less than 8% of the total National Teaching Service in quarter 4. The remaining, 92% of teachers were employed in provincial institutions and provided for in the various provincial government manpower ceilings and budgets.
- 2,016 of the teaching positions approved for the Department of Education budget were for schools in the National Capital District. The remaining 1,129 were in the other national institutions. 520 were in the 6 national high schools, 7 technical and business colleges, the College of Distance Education and 18 special education resource centres.
- The remaining 609 were teacher education positions, which included lecturers in the 7 primary teachers' colleges (193), elementary teacher training coordinators and trainers (200), and teacher inservice training (216), which includes lecturers at the PNG Education Institute (PNGEI), as well as teachers studying to upgrade their qualifications.
- Elementary teacher training positions, which were originally provincial positions, have been brought under DoE's structure to enable better coordination and supervision of their work. (See also TE&SD, p.81.) The shortfall of 31 positions between staff on strength and the budget ceiling was because, although the positions are filled, the process of transferring them to positions under DoE had not been completed. For Inservice Teacher Education, the positions for the teachers in study have not yet been created within the TSC approved structure, even though they are funded in the budget.
- The number of teachers on payroll has continued to increase at a slower rate than student enrolment. In three years since November 2001 (pay 22) the number of teachers on the payroll has increased by 3,328 (11%) while student enrolment has increased by more than 150,000 (18%). The relatively small increase in teachers, compared with students, is a result of improvements in teacher deployment and payroll procedures. These measures,

which are aimed at improving the cost efficiency of the teaching service, will continue to be implemented and strengthened under the National Education Plan 2005–2014.

- Figure 33 shows how the number of teachers on the payroll changes through the year. Teachers are suspended from the payroll after receiving their holiday pay at the end of the year but are then automatically restored at the beginning of the next school year (Pay 3). To remain on the payroll after Pay 6, valid documentation must be received by Personnel Branch, through respective provincial and DoE divisional education offices, to confirm that they have resumed duty in a valid registered position.
- The sudden decrease in teachers on the payroll at Pay 7, at the beginning of April, shows the 'autosuspension' of those for whom valid resumption documentation had not been received by that time. The progressive increase in payroll numbers in subsequent pays shows the result of new teachers continuing to be added to the payroll and existing teachers being restored as valid resumption documents were processed.
- In 2004, 33,340 teachers were on the payroll after the autoresumption on Pay 3, and 4,915 were suspended as a result of autosuspension on Pay 7. By Pay 23, in November, the number of teachers on payroll had risen to 34,139, with the largest increase, as expected, being in the months immediately following the autosuspension as the documentation required is recieved and processed. In addition to autosuspensions being restored to the payroll, 1,014 new graduate teachers were added during the year. See GAP, p.62.
- In 2004 some new procedures were introduced, in conjunction with the HRM Payroll System, to improve the speed and accuracy of the resumption exercise. However, while there was some improvement, inaccurate information on resumption forms, lack of checking at school and provincial level, and delays in forwarding and processing forms, all still contributed to delays in teachers being paid. See GAP, pp.62–64.

Gender Equity

- Figure 39 and Figure 40, p.34, and Table 13, p.99, show the percentage of females employed at different levels in the public service in the Ministry of Education, and in different types of schools in the National Education System. Similar information for students is shown in Figure 6, p.6 and Table 13.
- In 2004, overall 27% of the Ministry's public servants were female and 73% were male. The highest percentage of females (31%) was as 'support staff' category (grades 3–10).
- According to provincial enrolment and staffing returns to Corporate Data section, overall 40% of teachers are female, although the percentage varies considerably between different provinces and types of schools. For example, while 42% of elementary teachers and 40% of primary teachers are female, only 34% of secondary teachers, and 24–30% of teachers and lecturers in vocational centres, teachers' colleges and technical and business collegs are female.

Localisation

- The extent of localisation of the teaching service and the public service within the Ministry of Education is summarised in Figure 41–Figure 43, p.35, and GAP, p.63.
- More than 99% of teachers, and 98% of the public servants, are national staff. The number of non-local officers continues to be progressively reduced.
- Elementary, primary and special education teaching positions are fully localised. A total of less than 300 contract and volunteer overseas officers are employed in specialist positions, mainly in secondary, technical and distance education.

National Education System

Staff on strength

Sources of data for Figure 32–Figure 43

- For source details and data tables see pp. 95, 99–101
- 2004 *Budget Estimates*, DoT, Nov. 2003, TSC
- *TSC 2004 Budget Staff Ceilings*, Dec. 2003
- Manpower Review Q3/4, 2004, F&B, DoE
- DoE records, O&M, IGD, NCD, Corporate Data, TVET, TE&SD, GES, 2003, 2004 *DoE Annual Report*
- EDP/Project Maoro data, 2004; Fortnightly payroll analysis, Pay 21, 2003 EDP, GAP

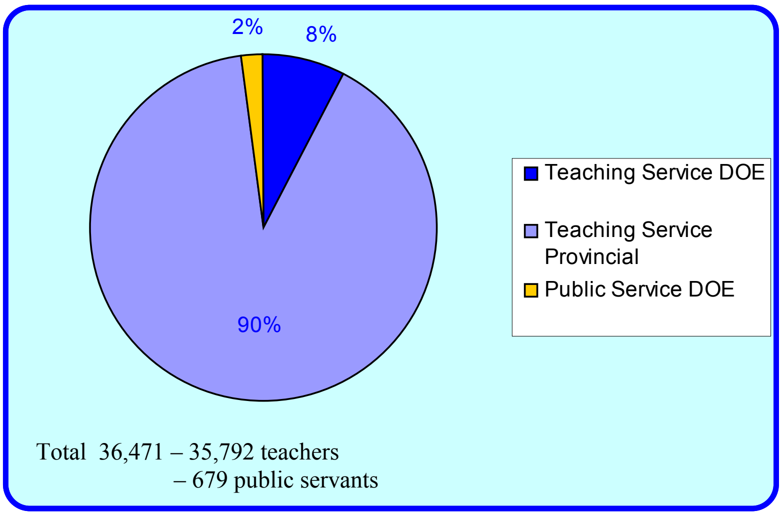


Figure 32 Staff on strength in the National Education System quarter 4, 2004, excluding provincial public servants
(For teachers in each level of education see Figure 7, p.7, Table 14, p.100)

Teachers on payroll

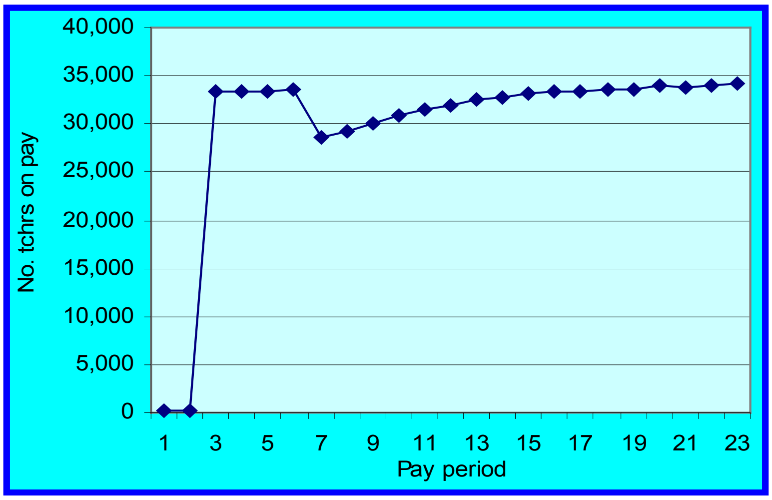


Figure 33 National Education System teachers on payroll, Pays 1–23 2004

Ministry of Education manpower

Ministry of Education manpower budget ceiling

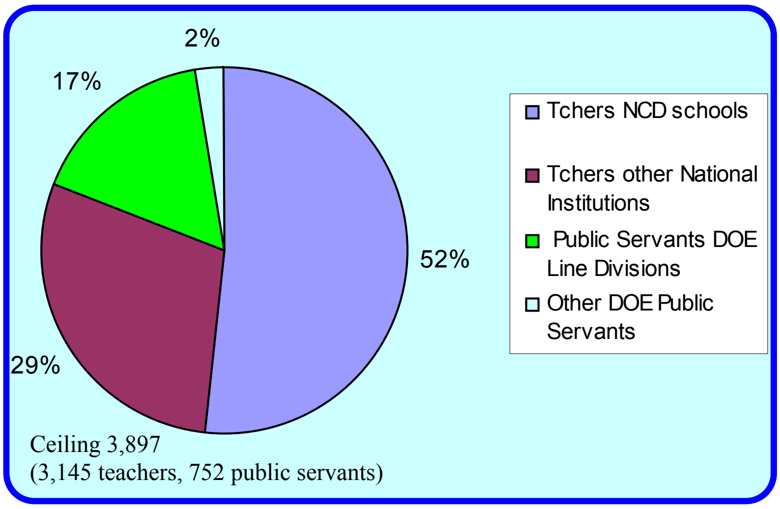


Figure 34 Ministry of Education manpower budget ceiling 2004

Ministry of Education manpower (cont.)

Location and function

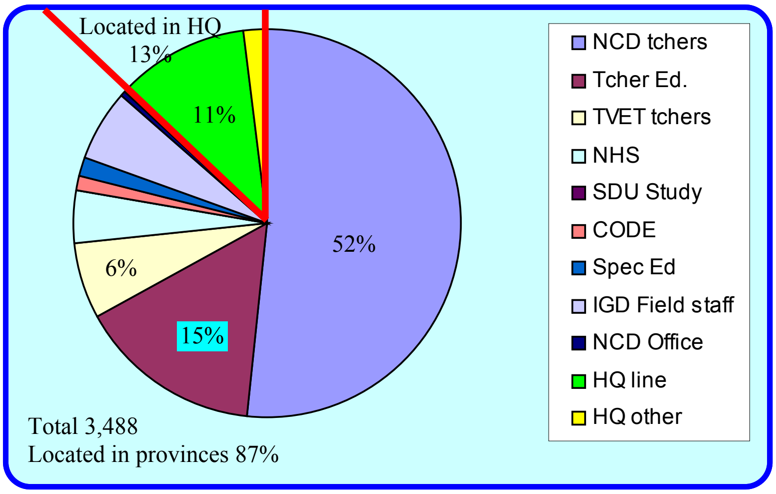


Figure 35 Ministry of Education staff on strength, quarter 4 2004

Public servants

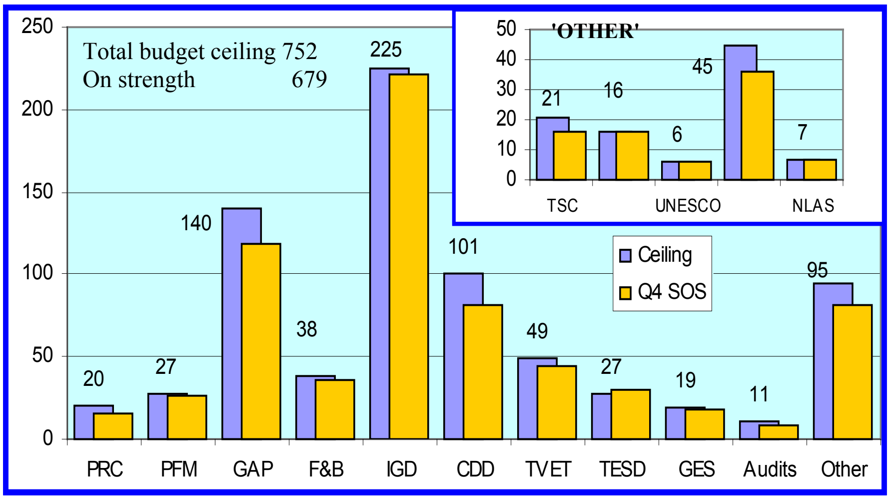


Figure 36 Public servants in the Ministry of Education manpower establishment, quarter 4 2004

Teachers

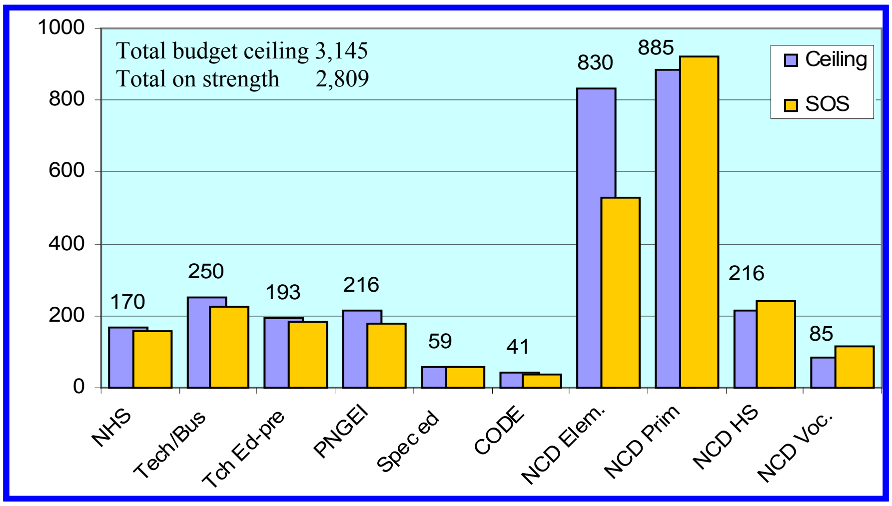


Figure 37 Teachers in the Department of Education establishment, quarter 4, 2004

Public Service position levels

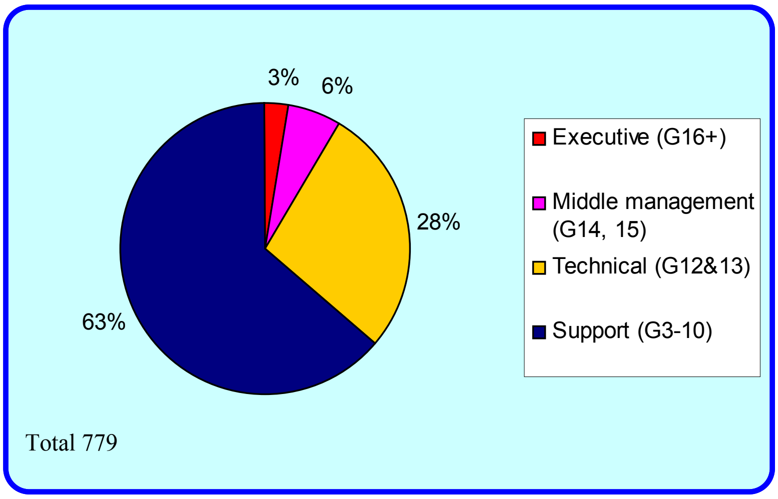


Figure 38 Total Ministry of Education 2004 public service manpower ceiling, by level

Gender equity

Public service

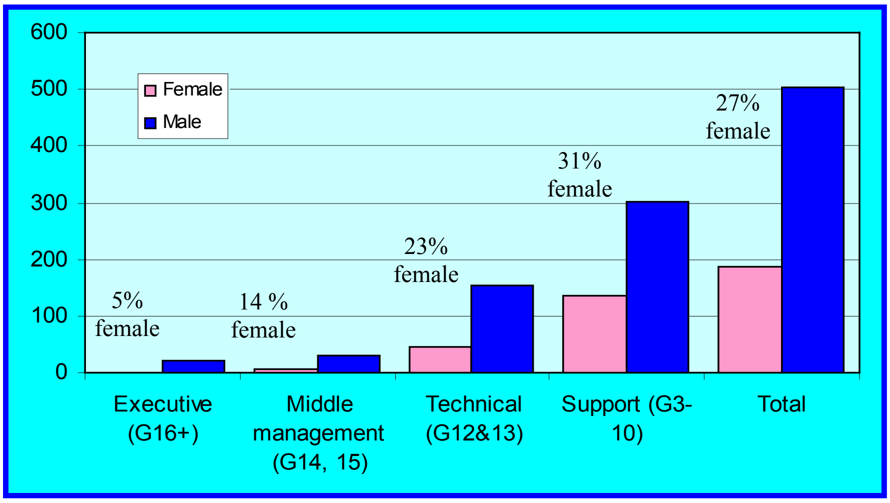


Figure 39 Gender equity - % female and male Ministry of Education public servants at different levels, quarter 4, 2004

Teachers

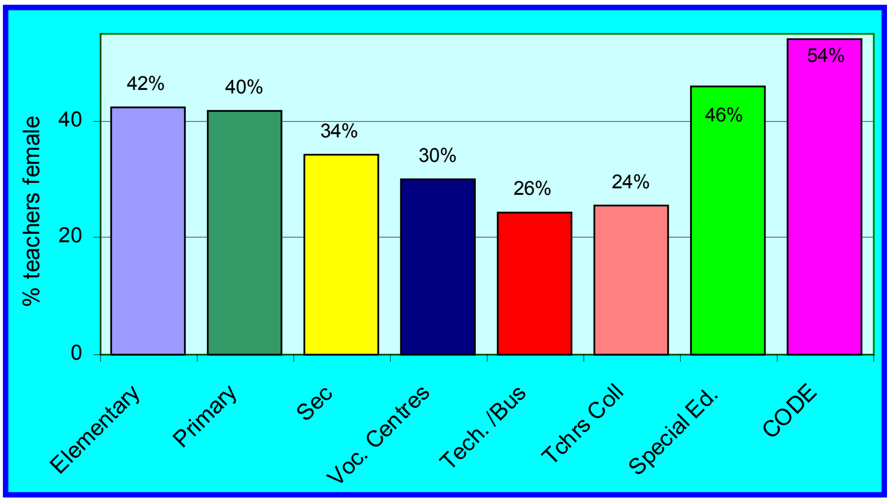


Figure 40 Gender equity - % female teachers in the National Teaching Service in 2004

Localisation

Teachers

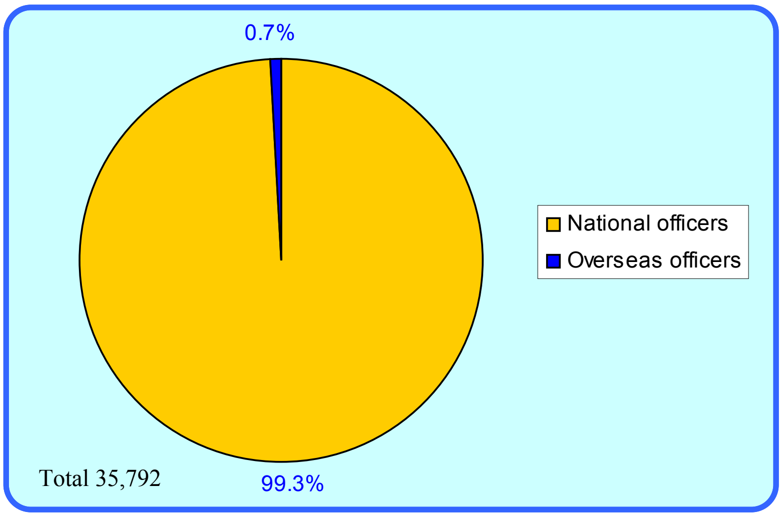


Figure 41 Localisation of the National Teaching Service – overall staff on strength, quarter 4, 2004. (See also GAP, p.63.)

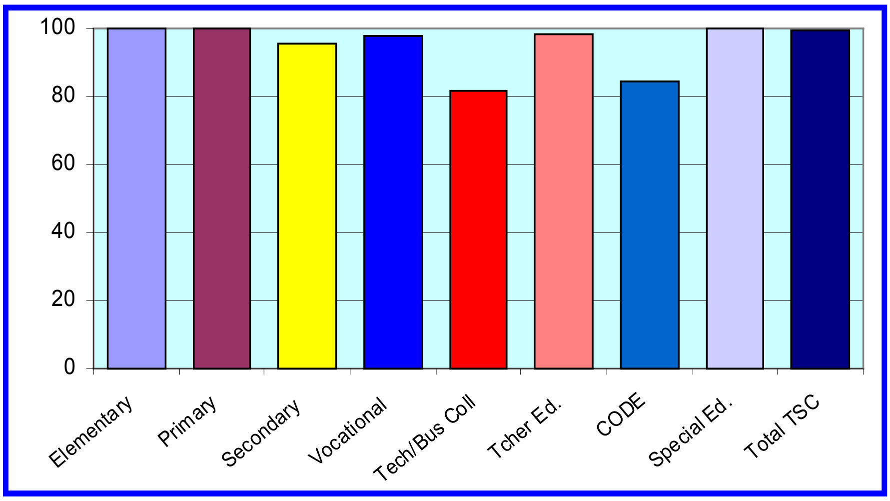


Figure 42 Localisation of the National Teaching Service, by type of school, on payday 17/10/2003

Public servants

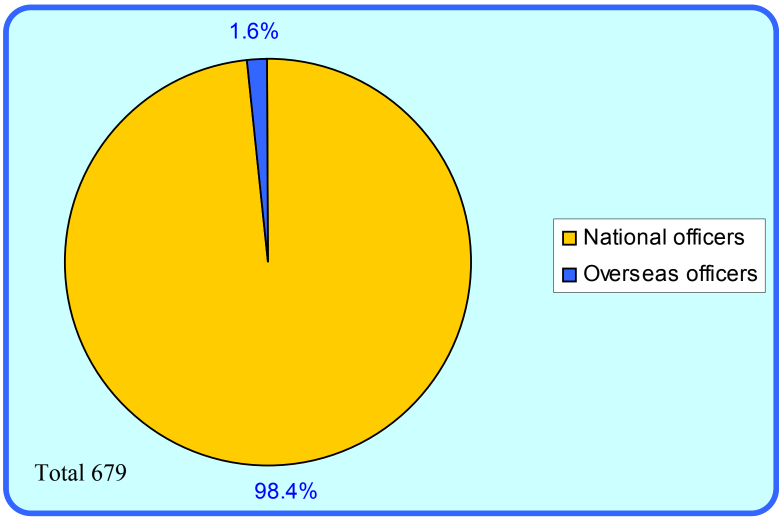


Figure 43 Localisation of the Ministry of Education public service, staff on strength, quarter 4, 2004. (See also GAP, p.63.)

The Education Budget

Education and Training Sector 2004

The composition of the 2004 budget appropriation for the Education and Training Sector, by agency, is shown in Table 4, below, and Figure 44–Figure 46, on the following page.

Table 4 Education and Training Sector budget, including provincial grants

Agency	Recurrent (K million)	Development (K million)	Total (K million)	% Total National	% Total sector
National Education System	**470.7**	**107.3**	**577.9**	**12.8**	**76.0**
Ministry of Education	109.2	107.3	216.4	4.8	28.4
Provinces: Teachers' Salaries	331.1		331.1	7.3	43.6
Teachers' Leave Fares	12.7		12.7	0.3	1.7
Education Function Grant	17.7		17.7	0.4	2.3
Higher Education & Training	**115.4**	**66.7**	**182.1**	**4.0**	**24.0**
Commission for Higher Education	26.4		26.4	0.5	3.5
University of Papua New Guinea	28.7	45.0	73.7	2.5	15.5
University of Technology, Lae	27.3	1.6	28.9		
University of Goroka	9.7		9.7		
University of Vudal	5.3		5.3		
Maritime College	2.3		2.3	1.0	6.0
National Training Council	0.6		0.6		
Legal Training Institute	0.7		0.7		
Institute of Public Administration	3.9		3.9		
Health Training	10.5	0.1	10.6		
Empl Skills Dev. Project (EOSDP)		**20.0**	20.0		
TOTAL Ed /Training Sector	**586.1**	**174.0**	**760.1**	**16.8**	**100**
Total National Budget	3,256.1	1,276.6	4,532.7	100	
% total National Budget (K4.5 bn)	13.0	3.8	16.8		
% National Recurrent /Development	18.0	13.6			
% Education & Training Sector	77.1	22.9			

- The total 2004 appropriation for the Education and Training Sector was K760 million. This was approximately 17% of the total 2004 National Budget of K4.5 billion.
- The Sector's total recurrent budget appropriation of K586 million was approximately 18% of the total national recurrent budget of K3.2 billion, and 77% of the Sector budget.
- The Sector's development budget appropriation (K174 million) was nearly 14% of the Government's total development budget of K1.3 billion, and 23% of the Sector's total (see Figure 44). This does not include Public Investment Projects (PIP) in provincial budgets.

Higher Education and Training

- As shown in Table 4, and Figure 45, p.37, K182 million (24%) of the Sector's appropriation was allocated to the Ministry of Higher Education, the Department of Industrial Relations, and other agencies, to fund various higher education and training institutions and programs. This was 4% of the total national budget.

Education and Training Sector budget 2004

Total

Sources of data for Figure 44–Figure 59

- *Budget Estimates* 1998 –2005, Department of Treasury
- Finance & Budget Division, Budget section records

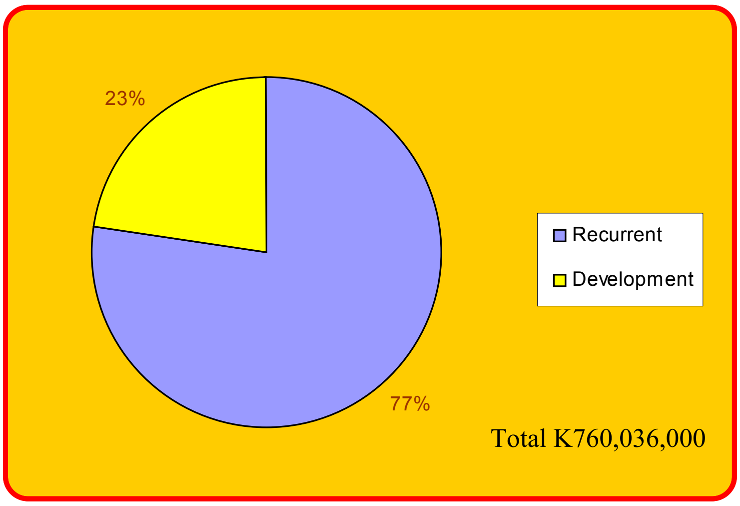


Figure 44 Overall Education and Training Sector 2004 budget appropriation – recurrent compared with development

Total

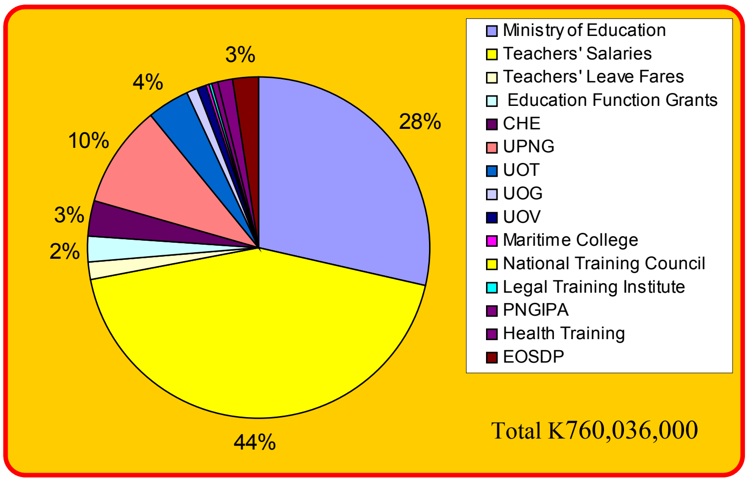


Figure 45 Overall Education and Training Sector 2004 budget appropriation, by agency

Recurrent

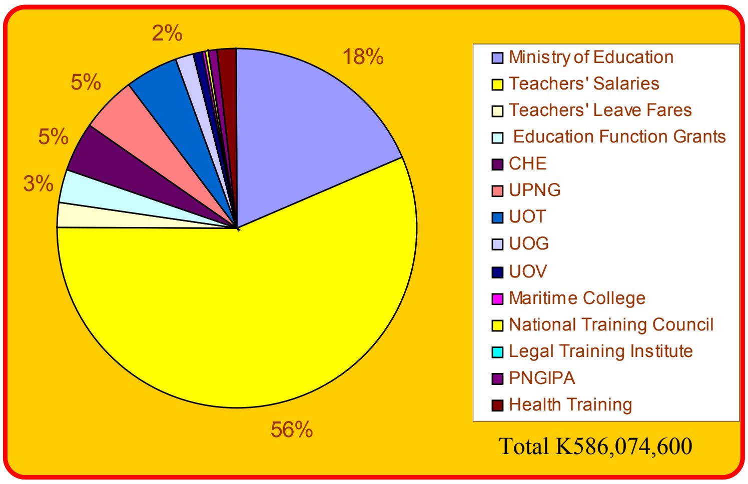


Figure 46 Education and Training Sector recurrent budget appropriation by agency

National Education System – national and provincial components

- The remaining K578 million (76%) of the Education and Training Sector budget in 2004 was allocated to fund the coordination, operation and development of the National Education System (seeFigure 45, p.37). This was nearly 13% of the total national budget.
- K362 million (63%) of the total National Education System funding was appropriated to provincial education services through provincial budgets, for teachers' salaries and leave fares and education function grants. This amount does not include funding for provincial and district education administrations (salaries, goods and services, etc), or Public Investment Projects (PIP) included elsewhere in provincial budgets.
- Further details of national and provincial allocations for the National Education System are given in Table 16, p.102, which also compares appropriations from 2000 to 2005.
- In 2004, appropriations in provincial budgets made up 77% of the recurrent funding for the National Education System, 48% of the total Sector budget, and 62% of recurrent funding for the Sector (see Figure 45, and Figure 46, p.37). This was equivalent to 8% of the total national budget.
- The balance of K216 million was appropriated to the Ministry of Education. The Ministry's appropriation was 5% of the total national budget and 28% of the Education and Training Sector budget (see Table 4, Figure 45).

Education Subsidy

- The Department of Education's 2004 recurrent budget included an appropriation of K40 million for the national component of education subsidy. An additional K17.7 million was appropriated in provincial budgets as education function grants, which replaced the provincial component of education subsidy in 2004. For further detail see pp.46–50, and Table 26–Table 28, pp.106, 107.

Ministry of Education

- Figure 47–Figure 49, p.39, and Table 5, Table 6 and Table 7, pp.40, 41, analyse the Ministry of Education's budget appropriation for 2004.
- The appropriations for the different agencies within the Ministry, as shown in Table 5, all appear in the *Budget Estimates* under 'Department of Education'. DoE's Finance and Budget Division manages and administers the appropriations for each agency regardless of whether it is within the Department's structure. (See Figure 1, p.1, Figure 31, p.27.)
- Figure 47 and Table 6 show that approximately 50% of the Ministry's K216.4 million budget appropriation was for recurrent expenditure, and 50% for development budget expenditure (projects).
- Table 5, Table 7 and Figure 48 show that K192 million (89%) of the Ministry's appropriation was allocated to the Department of Education. The balance of K24 million was appropriated for the operations of the other agencies within the Ministry, including the Teaching Service Commission (K0.8 million), Office of Libraries & Archives (K1.3 million), and NCD Education Services (K21.3 million), which included salaries and entitlements for teachers in NCD schools (K20.5 million).
- The Department of Education's allocation included the development budget appropriations for the various education projects (K107 million), and the recurrent appropriations for education subsidy (K40 million), salaries and entitlements for teachers in national institutions (K18 million) and DOE public servants (K19 million).
- Figure 49–Figure 55 and Table 6, as well as Table 16–Table 21, pp.102, 103, analyse the Ministry's budget by program. The programs that make up the budget are described in Table 29, p.108.

MInistry of Education budget 2004

Total

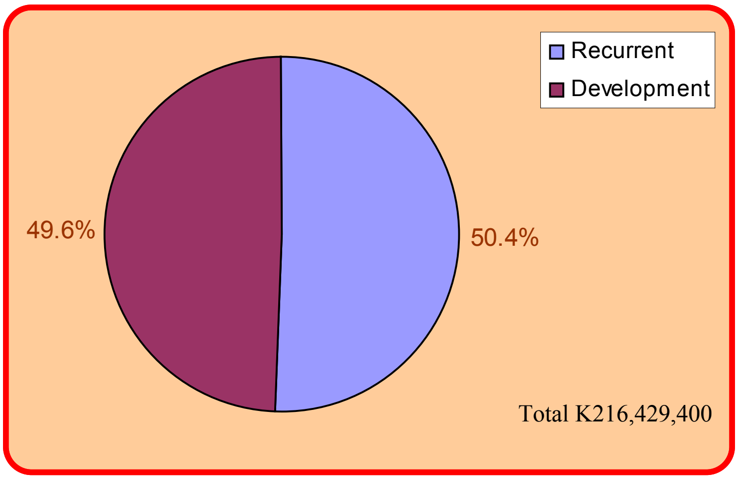


Figure 47 Ministry of Education 2004 budget – total appropriation

Recurrent

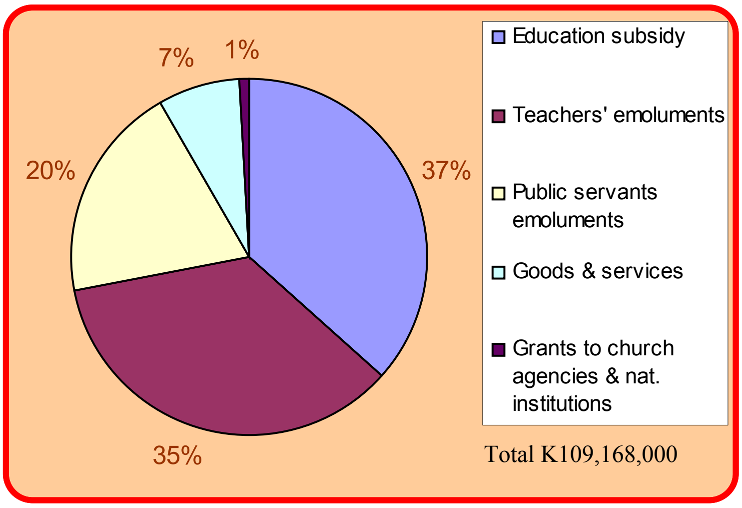


Figure 48 Ministry of Education 2004 budget - recurrent appropriation by item

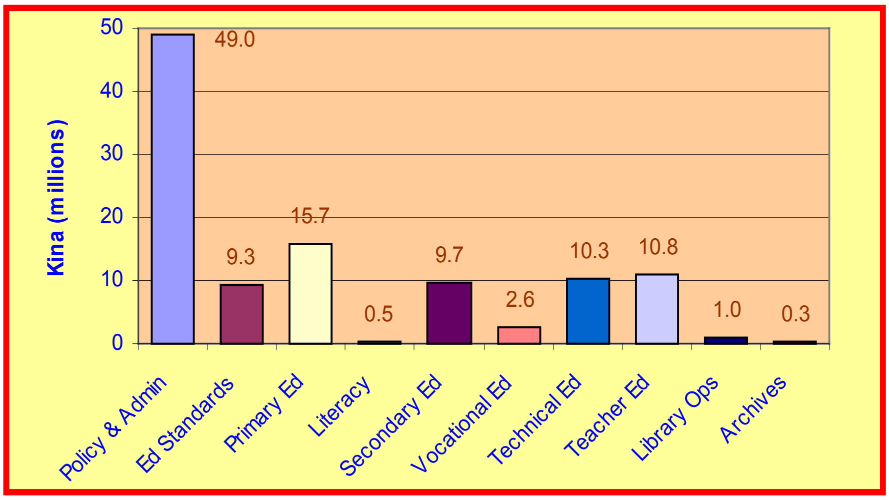


Figure 49 Ministry of Education 2004 budget – recurrent appropriation by program

Table 5 Ministry of Education 2004 budget by agency (in K'000)

Agency	Recurrent	Development	Total	%
Department of Education	85,036.7	107,261.4	192,296.1	88.9%
Teaching Service Commission (TSC)	816.4	0	816.4	0.4%
Office of Libraries & Archives (OLA)	1,311.4	0	1,311.4	0.6%
PNG National Commission for UNESCO	262.7	0	262.7	0.1%
National Literacy Awareness Secretariat (NLAS)	474.1	0	474.1	0.2%
NCD Education Services (NCDES)	21,266.7	0	21,266.7	9.8%
Total	**109,168.0**	**107,261.4**	**216,429.4**	100.0%

Table 6 Summary of Ministry of Education budget appropriation by program

2004 Appropriation by program	Recurrent (K,000)	PIP (K,000)	TOTAL (K,000)	%
Policy formulation & general administration	49,001.3	30,204.6	79,205.9	37%
Development & Implementation of Education Standards	9,274.7	23,659.5	32,934.2	15%
Primary Education	15,704.2	20,565.6	36,269.8	17%
Literacy & Awareness	474.1	0	474.1	0.2%
General Secondary Education	9,711.5	1,046.7	10,758.2	5%
Vocational Education & Training	2,550.5	16,964.0	19,514.5	9%
Technical Education & Training	10,313.7	2,512.0	12,825.7	6%
Teacher Education	10,826.6	12,309.0	23,135.6	11%
Library Services	969.6	0	969.6	0.4%
Government Records & Archives	341.8	0	341.8	0.2%
Total Appropriation	**109,168.0**	**107,261.4**	**216,429.4**	100%
	50.44%	49.56%		

Recurrent Budget - goods and services

- The Ministry's recurrent budget of K109.2 million was 18% of the total sector's recurrent budget. The Department of Education's recurrent budget of K85 million was 39% of the Ministry's total budget, and 78% of its recurrent budget. (See Table 4, Figure 46.)
- Figure 48, p.39, and Table 7, p.41, show the Ministry's recurrent budget appropriation by item. 93% (K101 million) was appropriated for education subsidy (K40 million) personnel emoluments for public servants (K21 million) and teachers in NCD schools and other national institutions (K39 million), and grants for church agencies and national institutions (K1 million).
- Only K8 million (7%) of the Ministry's recurrent budget was available for goods and services to operate the Department of Education and the other agencies and institutions within the Ministry.
- For the Department of Education, the total appropriation for operational goods and services was approximately K4.6 million, with an additional K3 million appropriated for the operations of national institutions and NCD Education Services. These amounts represented 4% and 3% of the Ministry's total 2004 recurrent appropriation, respectively.

Table 7 Overview of Ministry of Education 2004 recurrent budget by item

RECURRENT BUDGET		APPROPRIATION (K)			
SUMMARY		2002	2003	2004	
Education Subsidy (Item 143)		35,000,000	40,000,000	40,000,000	36.6%
Grants to National Institutions & Church Agencies (Item 144)		2,200,000	855,000	1,000,000	0.9%
Personnel Emoluments (Items 111, 112,113,114,116,141)		44,776,600	53,458,300	60,053,000	55.0%
Goods & Services (Other Items)		6,057,900	4,972,400	8,115,000	7.4%
Total		**188,034,500**	**99,285,700**	**109,168,000**	100.0%
COMPONENTS					
1	**Education Subsidy**	**135,000,000**	**40,000,000**	40,000,000	36.6%
2	**NCD Education Services**				
	Personnel Emoluments -Public service	318,100	345,800	430,500	0.4%
	Personnel Emoluments -Teachers	14,856,800	17,113,900	20,451,800	18.7%
	Goods & Services	531,000	245,500	384,400	0.4%
	Sub total	**15,705,900**	**17,705,200**	**21,266,700**	19.5%
3	**Library & Archives**				
	Personnel Emoluments	706,700	697,400	846,600	0.8%
	Goods & Services	316,000	391,200	464,800	0.4%
	Sub total	**1,022,700**	**1,088,600**	**1,311,400**	1.2%
4	**TSC**				
	Personnel Emoluments	595,500	654,800	680,900	0.6%
	Goods & Services	89,000	76,500	135,500	0.1%
	Sub total	**684,500**	**731,300**	**816,400**	0.7%
5	**National Institution - Teachers**				
	Personnel Emoluments	15,372,900	13,796,700	18,233,300	16.7%
	Grants to N/Institution & Church Agencies (Item 144)	2,200,000	855,000	1,000,000	0.9%
	Goods & Services	1,984,300	254,400	2,565,800	2.4%
	Sub-Total	**19,557,200**	**14,906,100**	**21,799,100**	20.0%
6	**Department of Education**				
	Personnel Emoluments	13,276,600	20,849,700	19,409,900	17.8%
	Goods & Services	2,787,600	4,057,300	4,564,500	4.2%
	Sub total	**16,064,200**	**24,907,000**	**23,974,400**	22.0%
MINISTRY OF EDUCATION TOTAL		**188,034,500**	**99,338,200**	**109,168,000**	100.0%

- The Department of Education's operational funds are used to carry out the core function of coordinating and supporting education and training for more than 1 million students throughout Papua New Guinea each year.
- The Department's core functions required by legislation include inspections, curriculum development, national examinations and teacher development. Funds are also required for operating national institutions – teachers', technical and business colleges, national high schools, special education resource centres and NCD schools and vocational centres.
- In 2004 some core functions were only able to operate effectively because of donor funding through projects, particularly QIPE, CRIP and ECBP, and funding from the quality support components of education subsidy. (See pp.46–50, and Table 27, p.106.)

Changes in the Education Budget over time - 1998–2004

- Figure 50–Figure 52, below, and Table 16–Table 20, pp.102–103, compare the 2004 Education Budget with other years. Further discussion is presented in *The State of Education in Papua New Guinea Update*, *March 2003*, pp.49–50.

Total recurrent budget since 1998

2002 inflated by K150m subsidy apropriation compared with usual around. K40m

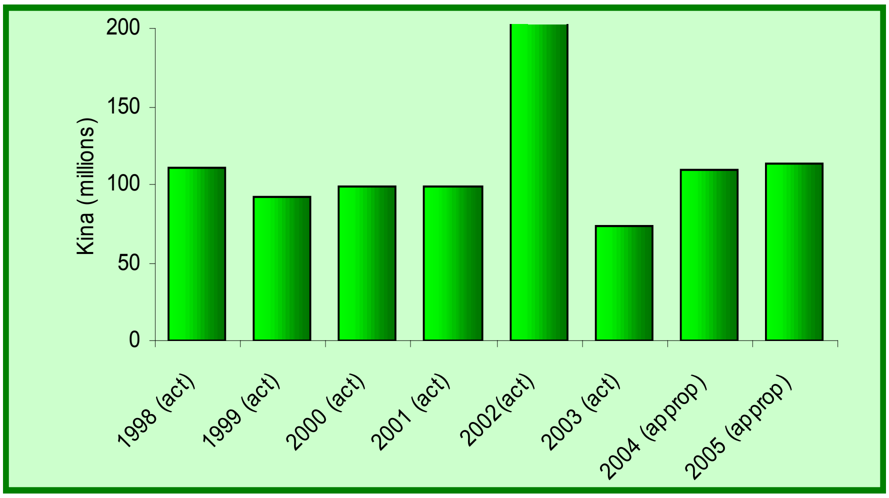


Figure 50 Ministry of Education total recurrent budget 1998–2005 (K million)

- The Ministry of Education's 2004 recurrent budget appropriation of K109 million was K3.7 million more than in 2003, but only K1.6 million more than the 1998 actual appropriation. In that time the recurrent appropriation has not increased, and has been as low as K73 million (2003). In the same period enrolments have increased by around 35%, while salaries and goods and service prices have also risen.

DoE recurrent budget since 1998

Amount available for DoE operations to support General Education nationwide

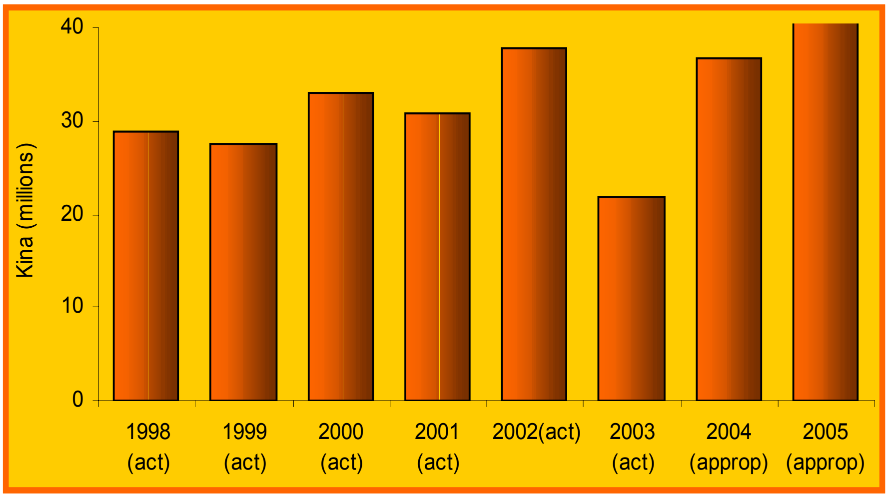


Figure 51 Ministry of Education recurrent budget for General Education, 1998–2005 (K million)

- Figure 51 above, and Table 18, p.102, show the DoE recurrent budget without allocations for NCD teacher salaries, Education Subsidy, Technical Education and Libraries and Archives. This represents the actual amount available for administering the National Education System, and coordinating and developing general education nationwide.
- The 2004 appropriation was a decrease from the Kina amount appropriated for administering the National Education System in 2000, and was only a 13% increase from 1998 Kina amounts. With cost and enrolment increases, this represents a significant drop in real operational funding over the past five years.

DoE recurrent budget allocation since 1998

Kina per student allocation available for DoE operations to support General Education nationwide

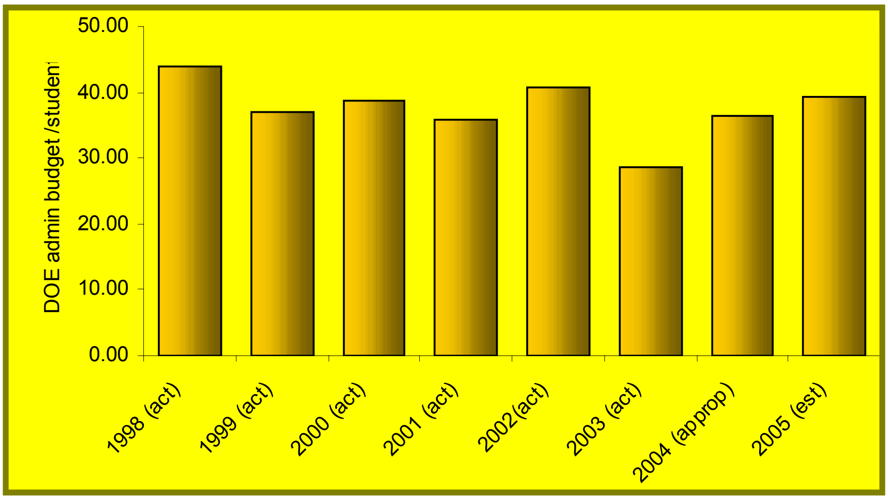


Figure 52 DoE Recurrent budget allocation per student for administering and developing the National Education System 1998–2005

- Figure 52, above, shows that the administrative budget for the National Education System has ranged from around K40 per student in 1998 and 2000 to a little below K30 in 2003. The 2004 allocation was in the mid range for the period, between K35 and K40 per student.

Salaries and entitlements

- The largest cost in the Education Budget is teachers' emoluments (salaries and leave fares). In 2004, approximately 34,000 teachers were teaching more than 1 million students nationwide. 93% of teachers work in provincial institutions and are provided for in provincial budgets.
- Figure 53 and Figure 54, p.44, and Table 24 and Table 25, p.105, show details of the appropriations for teachers' salaries and leave fares in provincial budgets for 1999–2005. Figure 48, p.39, and Table 7, p.41, show the 2004 allocations in the Ministry of Education Budget for teachers in national institutions and NCD schools.
- Appropriations for teachers' emoluments totalled K383 million in 2004. This was 81% of the total recurrent appropriations for the National Education System (K471 million).
- K344 million was provided in provincial budgets for teachers in provincial institutions. A further K39 million was under the Ministry of Education budget, for teachers and lecturers in NCD schools (K21 million), and other national institutions (K18 million).
- Another K21 million of the Ministry of Education's budget was appropriated for public servants within the Ministry. Salaries and entiltlements for teachers and public servants together accounted for 55% of the Ministry's total recurrent appropriation.
- Since 2001, student enrolments have increased by more than 150,000 (18%), while the number of teachers on the payroll has increased by just over 3,000 (less than 12%). The relatively small increase in the number of teachers, compared with students, is a result of improvements in teacher deployment and payroll procedures aimed at improving the cost efficiency of the teaching service. Figure 14, p.12, shows a gradual increase in the number of students per teacher since 1992.
- Implementation of the National Education Plan 1995-2004 has resulted in a number of strategies to reduce the unit cost of education per student (see *The State of Education in PNG, 2003*, pp.114-118). The greatest expansion has been in the lower cost areas,

particularly elementary education. The National Education Plan 2005-2014 will continue cost reduction strategies.

Teachers' salaries

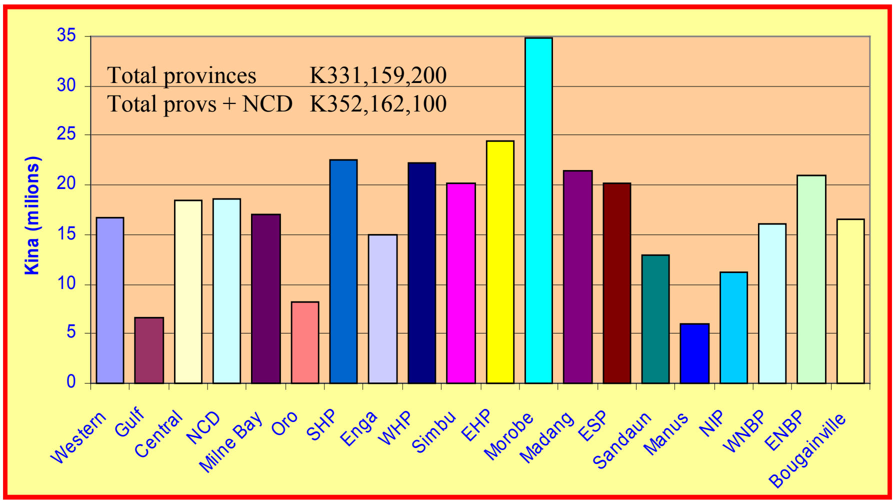


Figure 53 2004 budget appropriations in provincial budgets for teachers' salaries

Teachers' leave fares

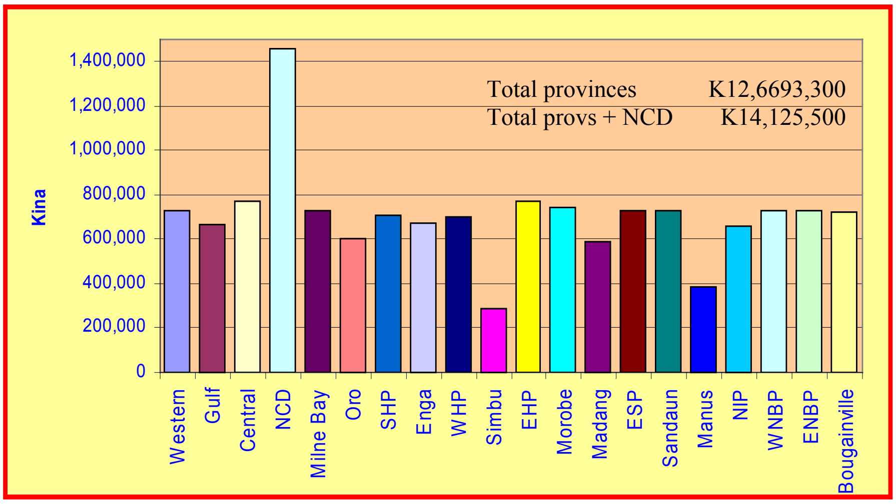


Figure 54 2004 budget appropriations in provincial budgets for teachers' leave fares

- Conversion of the Education Payroll to the new HRM Payroll System is being accompanied by an audit of all teaching positions and payroll data. In addition TSC has been progressively auditing teacher deployment and, since July 1999, abolishing positions when not justified according to student numbers. The efficiency of teacher deployment is also slowly being improved by increased use of multi-grade teaching where appropriate.
- It is Government policy to continue to reduce the size and cost of the public service, in order to make more resources available for services at provincial and local level. The Department of Education continues to work towards efficient administration, but also has an obligation to provide services for a client base that continues to increase in size.
- Providing education services to more than 1 million children requires an appropriate number of teachers. School enrolments are expected to continue to increase, particularly at the elementary level, both from population growth, and from children staying at school for longer, due to opportunities provided by education reform.
- For further details on the Education Payroll, see pp.28–35.

Ministry of Education Development Budget (PIP)

- The development budget and donor activity are shown in Figure 55 and Figure 56, below. Further detail is presented in Table 20–Table 23 and Table 30, pp.103, 104, 108. The 2004 PIP appropriation for the Ministry of Education was K107.3 million, which was 8% of the National Development Budget of K1.3 billion. This was an increase of K4 million (4%) from the original 2003 budget appropriation.

Development budget (Projects)

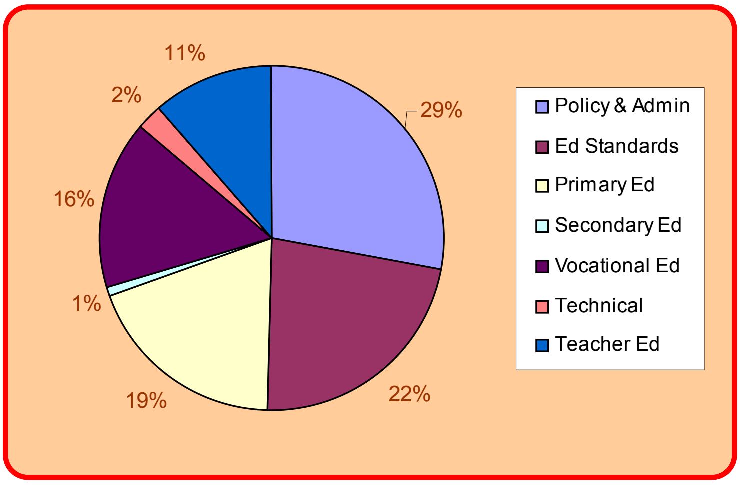


Figure 55 Ministry of Education 2004 budget - development appropriation by program

Projects & Donors
For further details about projects & donors see Table 30, p 108, and Table 21–23, pp.103–104.

Donors

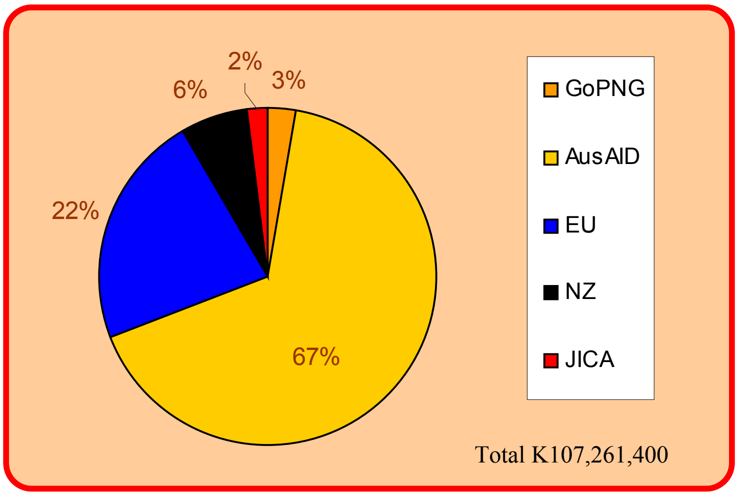


Figure 56 Ministry of Education 2004 budget - development appropriation by donor

- 97% of the Ministry's Development Budget was from grants from overseas donors, in particular AusAID (K71 million –67%) and the European Union (K24 million –22%). The PNG Government component was K3.0 million (2.8%), compared with K3.2 million and K1.5 million in the 2003 original and revised appropriations, respectively.
- In 2004 donor support again contributed significantly to the progress of education reform. Project funds will continue to be required for curriculum reform, supply of school materials and library books, increased access, maintenance and upgrading of buildings and facilities, and the training of teachers and lecturers.
- Economic constraints continue to restrict Government capacity to meet counterpart funding obligations, resulting in planned services not delivered within timeframes.
- Table 30, p.108, summarises project activity in each of the Ministry's programs. More detail about the activities of the different projects is presented in *The State of Education in Papua New Guinea*, *March, 2002*, pp.134–143.

Education Subsidy

2004 Education Subsidy policy

- Education subsidy policy and implementation strategies are detailed in Ministerial Policy Statement (MPS) No. 2 and Secretary's Circular No. 11 of 2004.
- Information about the policy and subsidy distribution was issued to all education authorities and heads of institutions within the education system. Details were also published as public notices in the national newspapers, and news releases to radio and television stations.

Budget appropriation

- In the 2004 budget estimates K40 million was allocated in the Department of Education's recurrent budget to fund the National Government contribution to education subsidy. An additional K17.7 million was included in provincial government budgets as '*Education Function Grants*' to replace the provincial component of education subsidy.
- The combined 2004 appropriation of K57.7 million for subsidy and Education Function Grants was a similar amount to the 2001 and 2003 appropriations that totaled K60 million. However, real funding per student from these appropriations has decreased, because enrolments have increased approximately 18% since 2001, and schools operating costs have increased with inflation.

Subsidy allocation

- Table 8, below, summarises how education subsidy was allocated in 2004. 64% was allocated to schools as *School Infrastructure Maintenance Grants* (SIMG), while the rest was allocated to programs that support education quality (32%) administration, auditing and research and evaluation (4%). Further details are presented in Table 27 and Table 28, pp.106–107.

Table 8 Allocation of 2004 national component of education subsidy, by program

<table>
<tr><th>Component</th><th>Allocated (K)</th><th>Expenditure (K)</th><th>Funds available (K)</th><th>Allocated (%)</th><th>Expenditure (%)</th></tr>
<tr><td>Schools (SIMG)</td><td>25,599,313</td><td>24,893,486</td><td>705,827</td><td>64%</td><td>62%</td></tr>
<tr><td>Quality Control Programs</td><td>6,072,700</td><td>5,957,878</td><td>114,822</td><td rowspan="3">32%</td><td rowspan="3">32%</td></tr>
<tr><td>Teacher development</td><td>2,615,000</td><td>2,614,644</td><td>356</td></tr>
<tr><td>Support to church agencies</td><td>4,000,000</td><td>3,999,910</td><td>90</td></tr>
<tr><td>Admin, audit & research</td><td>1,712,987</td><td>1,712,987</td><td>0</td><td>4%</td><td>4%</td></tr>
<tr><td>Total</td><td>40,000,000</td><td>39,178,905</td><td>821,095</td><td>100%</td><td>Available
2%</td></tr>
</table>

- By December 8, 2004, a total of K2,257,405 was held in the National Education Trust Account (NETA) for future payments to schools and quality support activities. K821,095 of this amount was from payments not raised due to differences between estimated and actual activity costs and school enrolments. The remaining K1,436,310 was from school cheques paid into NETA because they had been unable to be issued, due to closure of schools or non acquittal of previous sunsidy payments.

Payments to schools - School Infrastructure Maintenance Grant (SIMG)

- As in 2003, the subsidy payments to schools in 2004 were known as 'School Infrastructure Maintenance Grants (SIMG)'. They were required to be directed towards maintenance of school facilities, in order to supplement provincial and school responsibilities and initiatives, and support the need for ongoing school maintenance.

SIMG allocation per student

- Table 9, below, shows the amount of National Government contribution to education subsidy for 2004 that was allocated as SIMG to each level of education. Further details are shown in Table 28, p.107.

Table 9 Education subsidy (SIMG), 2004 allocation per student

School Level	NEB Maximum (K/student)	National Government Contribution		
		1st payment	2nd payment	Total (K/student)
Elementary EP – Grade 2	100	7	8	15
Primary Grade 3 - 6	150	10	10	20
Primary Grade 7 - 8	400	15	15	30
Secondary /Vocational Gr 7–10 (day)	700	25	25	50
Secondary /Voc. Gr 7–10 (boarder)	1,100	25	25	50
Grade 11 - 12 (day)	1,200	50	50	100
Grade 11 - 12 (boarder)	1,600	50	50	100
College of Distance Education (CODE)	80	10	10	20

2004 SIMG distribution - beneficiaries

- A total of K25.6 million was allocated for SIMG subsidy payments to schools in every province, including national high schools, permitted schools, distance education (CODE) centres and special education centres. This represented 64% of the total subsidy funds.

- The total amount paid to schools in each province was determined by enrolments at each level of education. By December 8, 2004, K24.9 million had been raised in cheques for schools. Details of the amounts paid to each province, level of education and type of institution are shown in Figure 57, below, Figure 58, pp.48, and Table 28, p.107.

SIMG Subsidy payments to provinces

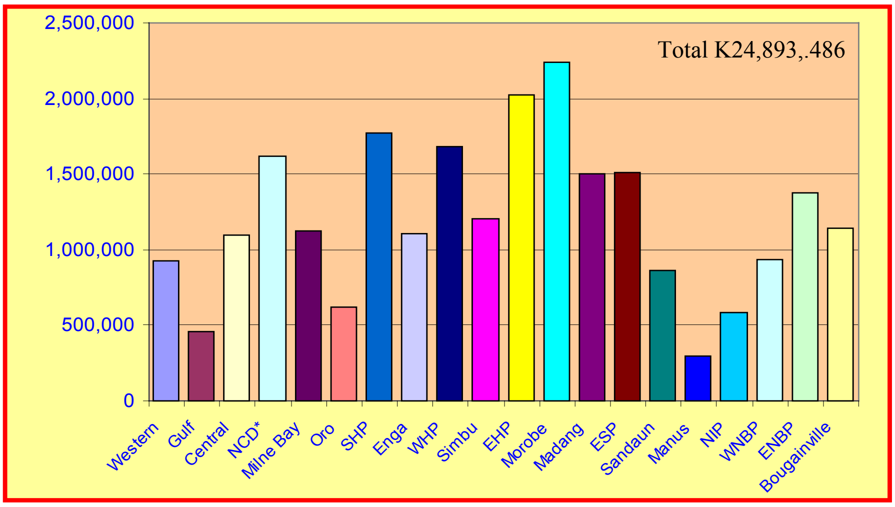


Figure 57 National component of 2004 education subsidy payments raised for schools in each province as SIMG payments

- SIMG was distributed as two payments, each following the release of K20 million by the Department of Finance (in quarters 1 and 3 respectively). More than 16,000 cheques were raised for the two payments, for more than 1 million students in more than 8,000 schools.

Administration of 2004 subsidy policy

- Administration of the subsidy was coordinated by the Education Subsidy Committee. This committee was established by the Secretary for Education and chaired by the Deputy Secretary for Policy and Administration.
- Allocations for each school were calculated using 2003 enrolment figures.
- Approved permitted schools received a one off payment based on enrolment at the rate paid to National Education System schools of the same level for the second payment.

Subsidy distribution strategies

- Subsidy cheques were paid into school bank accounts, distributed to schools, or held pending verification of bank account details or acquittal of previous payments.
- For the first payment, cheques were deposited into school bank accounts for schools whose account details were known, and a copy of the deposit slip and cheque forwarded to the school. Department of Education officers delivered the remaining cheques to each provincial education office, for re-distribution to the schools.
- In the second distribution subsidy cheques were only released after schools had acquitted the first payment and provided school bank account details. Following considerable publicity, by the second payment, all secondary and vocational institutions and most primary schools had supplied bank account details. However, many elementary schools still did not have accounts, or had not supplied details.
- For the second payment, in order to minimise distribution costs for the remaining schools, DoE officers visited only 5 problem provinces. Cheques for the remaining provinces were held for Provincial Education Advisers to collect when visiting Port Moresby, providing acquittals were verified.

Share of subsidy for different levels of education

- Figure 58, below, and Table 28, p.107, show the proportion of SIMG paid to each sector (or level) of education. Figure 59, on the following page, compares the subsidy paid with the total enrolments in each sector.

Share of SIMG for each sector

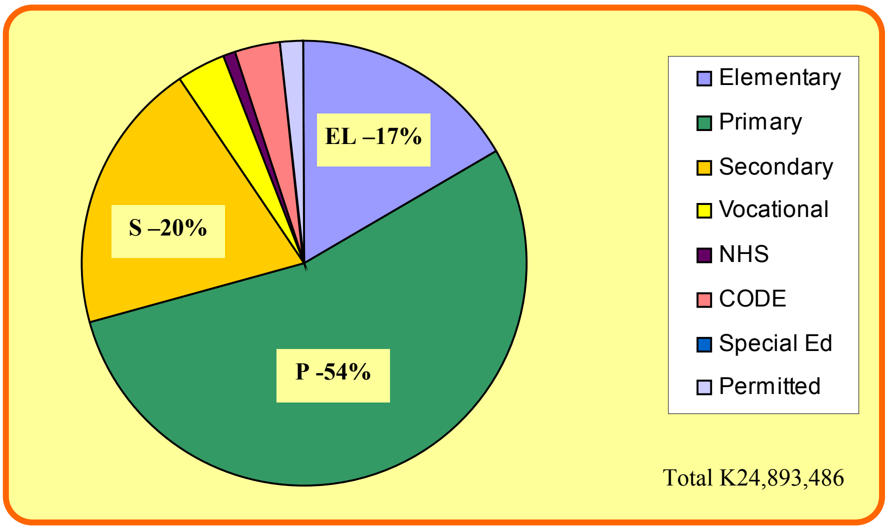


Figure 58 Break up 2004 national education subsidy (SIMG) payments by sector

- Basic education students (elementary and primary level) make up nearly 90% of students in the education system. However, because of the relatively low fee level for these grades, basic education received only approximately 70% of the SIMG.

- Post primary students (secondary, vocational, national high schools and CODE) make just over 10% of school enrolments but they received nearly 30% of the total subsidy paid. in 2004.

Subsidy (SIMG) compared with enrolment

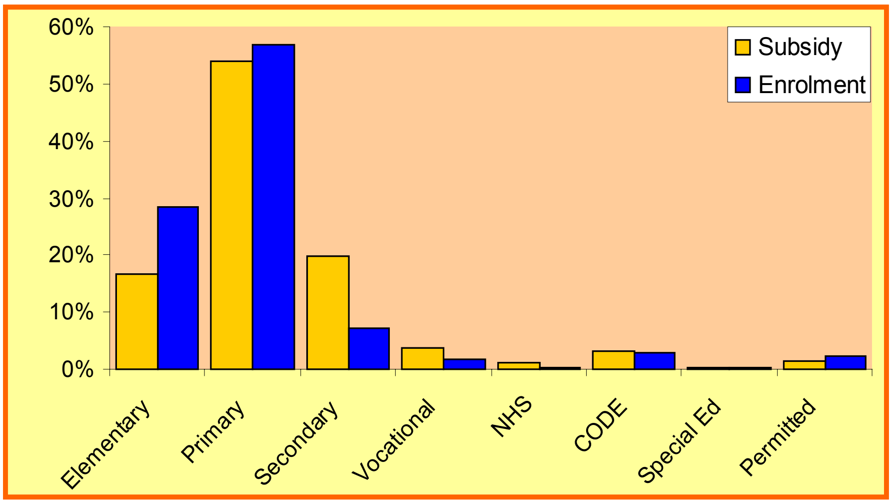


Figure 59 Percentage of national education subsidy (SIMG) for each sector compared with enrolment

- The proportion of the national component of education subsidy paid to basic education in 2004 was an increase from 54% in 2003.

- The increased proportion of subsidy paid to basic education was consistent with basic education being the first priority in both the Government's Medium Term Development Strategy and the National Education Plan. It was achieved by paying the same rate of post primary subsidy for both boarding and day students. Previously a higher subsidy was paid for boarding students, but in 2004 the responsibility of paying for the living expenses of boarding students was left with parents and provincial governments.

Parents and school boards' responsibility in relation to fees

- The Government's education subsidy policy is that the costs of education are a shared responsibility. The subsidy is to help parents with the burden of paying fees, but only represents a small component of a school's budget.

- Based on the NEB recommended maximum fee as an indication of costs, the national component of subsidy represented less than 10% of schools' total operating costs. The larger component of the school budget has to come from the fees paid by the parents and provincial and local level government funding.

- At the same time, it is recognised that fees are a considerable burden for many parents and problems in paying fees can prevent children attending school. Secretary's Circular No. 11 /2004 instructed school administrators and boards to be flexible in arrangements for collecting fees and to ensure that all children were given the opportunity to enroll at the beginning of the year.

- As in previous years, schools were required to allow children to start the school year on payment of a portion of the fee that is reasonable and affordable by the parent, with the balance of the fees to be paid in installments during the year.

- Where parents genuinely do not have the cash to pay school fees, schools were instructed to consider reduced fees for special circumstances, and to provide the opportunity to negotiate payments in kind. Payments in 'kind' are alternatives to cash, and can include students working on school maintenance at weekends or in their holidays, and parents providing labour or building materials or food for boarding students. The decision as to which component should be paid in "cash" and what should constitute "kind" was left to individual school boards to decide.

Education Quality Support programs

- For the education system to continue to progress, it is necessary to match support for increased student access to education with strategies that support the quality of education. K12.7 million (32%) of the 2004 Education Subsidy appropriation was allocated to support programs necessary to maintain the quality of education that were not provided for sufficiently elsewhere in the Department's recurrent budget appropriation.
- The Education Quality Support Programs included support for inspections and guidance visits to schools, curriculum development and implementation initiatives, conducting the national examinations. They also included support for the National Literacy and Awareness Secretariat, teacher upgrading and inservice and grants to church education agency secretariats. Details of the objectives and expenditure for each quality component, are shown in Table 27, p.106.
- The remaining K1.7 million (4%) of the subsidy appropriation, was used to administer and audit the subsidy distribution and research the running costs of schools and ability of parents to pay school fees.

Education Function Grants - provincial component of education subsidy

- K17.7 million was appropriated in provincial government budgets in 2004 as Education Function Grants. These grants replaced the provincial component of education subsidy in the 2004 budget, following amendments to the Organic Law on Provincial Governments and Local-Level Governments passed in 2003.
- According to the amended Organic Law, Education Function Grants are to be spent in the districts and are to help with the operating costs of provincial institutions. Figure 60, below, and Table 26, p.106, show the appropriation for each province.

Education Function Grant appropriations in provincial budgets

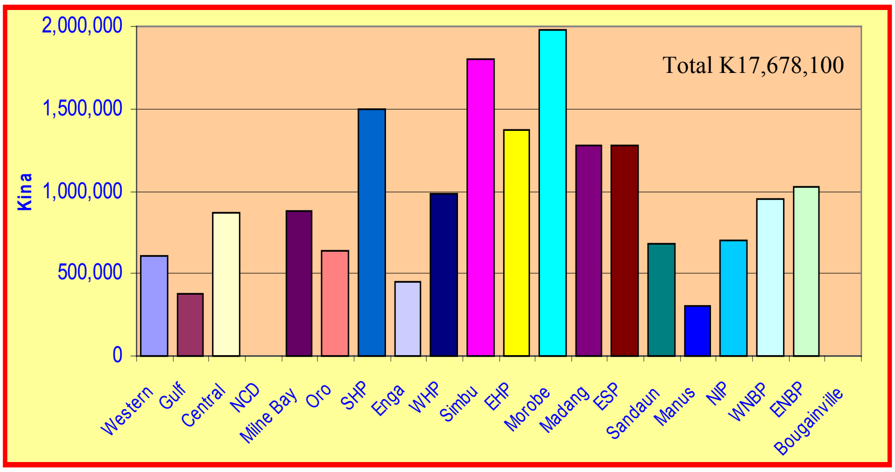


Figure 60 Total 2004 provincial government appropriations for Education Function Grants

- Details of Education Function Grant appropriations released to provinces by the Department of Treasury, and amounts paid out to schools by provinces are not available. Only a few provinces are known to have passed the grants on to their schools. This has been a recurring pattern over a number of years.

Divisional

Reports

The Secretary's Staff Meeting (SSM) in session in the National Library Conference Room

Policy, Research and Communication

Division Objectives

Policy Research and Communication (PRC) Division provides advice and assists the Minister, through the Secretary for Education, in the development of relevant policies in accordance with legislative requirements and national education objectives. The Division's main objectives are:

- To coordinate the work of various executive committees and conferences.
- To provide advice on education policies.
- To provide the Department with legal services, including advice and legal representation.
- To identify and carry out research and evaluation studies for the Department, and disseminate research findings.
- To communicate Departmental policies and information to the media, policy makers, education professionals and other public officials at national and provincial level.
- To coordinate and promote Departmental strategies for promoting awareness of education reform amongst the general public, policy makers, educational professionals and public officials at both national and provincial level.
- To co-ordinate UNESCO Commission activities in PNG.

Activities and Outcomes

Policy Coordination

Activities	Outcomes	2003	2004
NEC submissions Prepared & approved	Approved by NEC SIMG status, Commencement and Resumption 2004, 2003 DoE Annual Report, NEP 2005-2014, Progress of Curriculum Reform	6	5
Prepared & submitted Waiting NEC consideration	SHP Rehabilitation Recovery Plan, 2003 NEB Annual Report, Implementation of Self reliance in schools		
Statements to Parliament	Written & printed. Presented to Parliament SIMG Status, 2003 DoE Annual Report, Commencement and Resumption	4	3
NEB functions Meetings organised and minuted. Correspondence attended to	Full board meetings. (March meeting in Manus)	4	4
	Special NEB meeting (NEP) NEP 2005-2014 endorsed for presentation to NEC	0	1
	Appeals committee	7	4
	Appeals heard	50	56
NEB Annual Report: 2002	Printed in 2003, 2 colour process	300 copies	K5,500
2003	Completed and printed 2004. Full colour	300 books	K14,575
NEB Circular	Maximum School Fees 2005 distributed December		
Combined SEOC/CECC Theme: *'Prosperity through self reliance'*	Minister & Secretary's consultation with Provincial Education Chairpersons & PEAs. Madang Resort, Madang, 12–16 July Conference endorsed draft NEP Planning & coordination led by Policy Unit, in collaboration with PPRC Operations, MCU, and GES Operations. Report compiled for distribution at next conference		
NEB Grants-in-Aid to church education agencies (Administration & Kina for Kina Building Grants)	Grants approved by NEB. Funds managed in NETA HQ Trust A/c Total appropriation received	nil	nil
	Grants approved from Education Subsidy quality support component. (See Finance & Budget, p.66)		K4m
TMT/SSM matters	Meetings organised and minuted. Correspondence attended to		
TMT meetings	TMT weekly meetings	41	44
SSM meetings	SSM monthly meetings	12	11

Activities	Outcomes 2003 2004
Special meetings Liaison/Follow up on matters arising from meetings Venues	Special SSM 1 3 Special TMT 2 2 Assistance to action officers to formalise responses to decisions 25 External liaison for TMT/SSM brief on relevant issues 10 Meetings arranged at schools outside Fincorp House4 3 External venues used to observe and promote developments in education such as agriculture, technical, gender and curriculum
Reform Implementation and Monitoring Group (IMG)	Meetings organised and minuted. Correspondence attended to Meetings in 2004 5 6 Responsibility for providing executive services to IMG was transferred to PRC from PFM in July 2003

Legal Coordination

Legislative amendments	Drafting instructions for amendments to TSC and Education Acts at State Solicitors Office for Certificate of Necessity to be issued
Provincial Education Acts Status of Provincial Education Acts Technical assistance to provinces	Enacted by Provincial Assembly 7 9 Draft not yet approved by PEC 10 10 Not applicable (Bougainville & NCD) 2 2 All provinces now have draft for further development in province. Assistance ongoing, on request. Assistance provided to Central, EHP, Morobe, Madang, Simbu and Bougainville for finalising draft Act for submission to PEC
Strengthening Governance through NEB & PEBs Capacity building Instrument of Appointment	Swearing in ceremonies conducted for NEB members, and PEB members for Madang Workshop on PEB functions and responsibilities conducted for PEB members Madang Instrument of Appointment for Southern Highlands and East Sepik PEB members prepared & endorsed by Minister for Education.
Legal representation	DoE represented in court. Cases 2 3 Cases referred to Solicitor General 1 2
Review of role & appointment procedures for PEAs	Workshop to gauge views of other line departments organised and facilitated. Draft NEC submission prepared for comment.
Strengthening Governance: Printing and distribution of relevant updated legal documents for education managers	Distributed to PEAs /PDoEs, DoE divisions, inspectors, principals national institutions & secondary schools 2003: Public Service General Orders 75 copies K8,413 2004: Public Service General Orders, Public Service Management Act, Code of Business Ethics & Conduct (700 copies each), Organic Law on Provincial Governments & LLGs (500 copies), Teaching Service Act (1,000 copies) Funding QIPE K1210,700

Research and Evaluation

Research projects Project completed in 2004 Field studies	Projects completed 1 4 Study on grade 11 selections, private education providers, NEB 2005 Max. School Fee Limits, State of facilities at Sogeri NHS Studies awaiting funding 8 1 A Study of HIV/AIDS in schools
Submissions written NEB, TMT, SSM	Total submissions 9 3 Private education providers, NGO partnership, NEB fee limits 2005
Research & Evaluation Committee (REC)	Research Steering Committee Meetings 3 3 Forums & seminars 0 3
Research proposals approved	PhD (1) MEd (2) BEd Honours (5)

Activities	Outcomes	2003	2004
by REC	UNICEF (School readiness/response to HIV/AIDS)		1
Other activities Organisational reviews (SeeGAP, p.63 and IGD, p.69)	Member of Review of Organisational Capacity (ROC) and Inspectorate Review teams. Participation included designing survey instruments, conducting data collection workshops, supervising data entry, data analysis aand writing sections of the ROC report. organisation and compiling of proceedings for. Contributed to data analysis and writing of ROC report.		
Church /NGO education providers' forum	Assisted with organising forum, facilitating discussion groups and compiling proceedings.		
Impact studies	Provided advisory support to impact studies on implementation of reformed curriculum, 2004 National Curriculum Conference Steering Committee		
Evaluation capacity building & networking (International)	Participated in 2005 International Evaluation Conference in Adelaide, Australia. Funded by ECBP		
National Economic and Fiscal Commission, (NEFC) service delivery review	Member of NEFC review team. Collected and compiled data on service delivery costs in 2 provinces and organised and facilitated data collection workshop for DoE cost		
PNG Journal of Education Liaison	Collected drafts from writers and liaised with editorial committee based at UOG and DoE. Organise dprinting in conjunction with PRC operations and distributed journals to subscribers		
Publication & distribution	Vol 38 No. 2 and Vol. 39 No. 1 & No. 2	500 copies	500 copies

Media and Communication

DoE Annual Report 2003	Printed February 2004. 110 pages 500 copies K22,175 NEC submission & Parliamentary statement prepared. Presented to Parliament in November.		
2004	Completed for printing in January 2005 500 copies K25,000		
Education Calendar 2004	Printed Dec. 2003. Dispatched to provinces early Jan. 2004 10,000 copies K6,000 Air freight K10,000 Layout CDD graphics section		
2005	Printed Dec. 2004. Dispatched to provinces early Jan. 2005 10,000 copies K6,000 Air freight K10,000		
Education News broadcast	Weekly 20 minute program on NBC	47	43
	Broadcast airtime @K15/minute. Total cost:		K12,900
	Script and narration by MCU, PRC. Recorded by NEMC, CDD		
Pipeline newsletter Education Gazette	Nil due to shortage of staff. Publication Officer position vacant due to substantive officer acting EO Policy		
Media publicity & liaison written and disseminated	Media releases & letters to editor	79	118
	Public notices (including condolences)	10	5
	Secretary's column in Post Courier	49	50
	Other press liaison /supply of information	84	70
Speeches & papers	Written for Minister, Secretary, senior officers	70	66
State of Education (SoE) in PNG Overview of reform progress, issues & needs	Awareness document compiled by PFM, printing & distribution coordinated by MCU. 2003: 5,000 copies, 110 pp, K31,000. SoE 2002 and 2003 continued to be distributed on request. Not produced in 2004 due to activity developing NEP 2005-2014, which will serve same purpose in 2005		
Education Awareness ECBP	Designed Education Awareness Activity and secured approval for funding from ECBP AAG. Commenced awareness work for NEP 2005-2014 with ECBP advisor. Newspaper insert and radio and TV programs produced by RTA with support from DoE.		

Activities	Outcomes	2003	2004
CRIP awareness materials for use by inspectors	Assisted in designing, writing and editing series of brochures, flipcharts and posters to support reform and curriculum awareness.		

UNESCO

UNESCO National Commission (NatCom) Executive support	NatCom meetings Program meetings: Education, Communication Sciences APEC Education subcommittee activities	4 2 0 0	4 2 2 3
Overseas conferences UNESCO Annual Program Other Programs	Organized travel for country representatives, assisted with preparation of country papers Headquarters (Paris), Regional (Bangkok), Sub-regional (Samoa) Education Directors (Fiji), Education Ministers (Samoa) APEC (Japan)		
In country conferences/consultancy visits	Education (EFA) Sciences (Biosphere) Culture	1 1 2	2 1 3
UNESCO Program Activities 2002-2003 2004-2005 Pacific Education Directors' Meeting	K150,000 approved funding released from Paris in 2003. Implementation, disbursement and monitoring of funds continuing. Screening of requests for funding program activities completed. Proposal submitted to Paris in February 2004 Working committee established to organise and promote the Pacific Education Directors Meeting in Port Moresby in March 2005		
Education Sector programs Community Learning Centres (CLC)	Adult Literacy Programs based at Sakarip, Upper Lai area Enga Province continuing. Site visits Funds required in 2005 for site visits to monitor and update reports.		1
Associated Schools Project (ASP)	Combined International Education Conference for educationists, EFA co-ordinators and ASP NET co-ordinators held in Adelaide, Australia, Nov 28-Dec 3. DoE participants		3
Science and Social Science Sector activities -CSI Projects	Development in Coastal Regions in Small Islands (CSI) Projects Baruni completed 2004. Trobriand Is. continuing Facilitated visits of 2 consultants to evaluate projects Arranged CSI committee meetings.		
Culture Sector programs World Heritage Listing Kuk Historical Site	Kuk Nomination Document, draft no.7 reviewed by International Review Panel. Further work recommended. To be submitted to World Heritage Committee in June 2005 in conjunction with publication of Kuk book '*9,000 Years of Gardening'*		
Communication Sector Sirunki Community Radio	Completed appraisal of studio and submitted proposal to Paris for funding to purchase broadcast license and studio equipment		
Natcom Autonomy proposal submission	Autonomy status approved Nov 2004, following NEC Decision 2000. Job descriptions completed. K1.9 million budget required for decision to be implemented		

Operations

Coordination and monitoring of Divisional budget and activities	Budget reduced from K1,808,300 in 2003 to K742,700. Maintained within ceiling. Quarterly reviews, monthly cash flow & performance reports, staff appraisals, 2005 budget estimates prepared & submitted		
Equipment ICT New workstations	No funding in divisional budget for purchasing equipment. Minimum 10 computers and other equipment needed to replace obsolete equipment and equip officers without computers Installed for PRC and PFM officers in Dec. Funding BEDP, ECBP		
Training Short courses Computer skill	Daltron Training Centre - Microsoft Office programs (Word, Excel, Access, PowerPoint, Outlook), MYOB 2-3 day courses		

Activities	Outcomes	2003	2004
Writing Skills	UPNG Extension Studies Business Writing Skills (2 levels)		1 week
Economic Policy Analysis	NRI, 6 weeks 2 officers completed successfully		K6,000
Total participants	17 PPRC officers, plus senior executives & executive secretaries		
training effort	Funded by QIPE	K58,000	K48,667
Post graduate	1 research officer studying Masters degree in Australia for 2 years		

Achievements

- Executive and planning services provided for the successful operation of NEB, TMT, SSM and IMG, coordination of the Ministry's submissions to NEC and Parliament and successful Combined Education Chairperson's and Senior Officers' Conference.
- 4 research studies completed. Participated and assisted in data collection, analysis and reporting for three major ECBP supported review activities - Review of Organisational Capacity (ROC), inspections system, as well as the NGO and churches forum.
- Strong flow of information to the media maintained and increased. Continued improvement in the quality and availability of professional information in publications such as the Annual Report.
- Training continued using QIPE funds to address needs in computer, writing and policy analysis skills. Further training required in 2005 to continue progress.

Constraints

- Continued reduction in 2004 budget for divisional activities.
- No recurrent funding for replacing broken office furniture, replacing obsolete computer hardware or providing computers for officers who do not have them.
- Inability to fill vacant positions due to unfilled vacancies and staff on long term leave (furlough and study) affected the output of all work units - Research and Evaluation, Media and Communication, Legal and Operations.

Elementary class in session, *East Sepik Province*

Planning, Facilitating & Monitoring

Division Objectives

The Planning, Facilitating and Monitoring (PFM) Division facilitates and monitors implementation of the education reform throughout the country, and provides planning and other technical assistance to provincial and national education divisions. The Division's main objectives are:

- To facilitate and monitor education reform activity throughout the country by providing advice and technical assistance, to provincial and national education divisions, on education policies and development of education plans and implementation schedules.
- To develop, manage and maintain the Education Management Information System (EMIS), and produce education statistical information.
- To provide information technology advice and support.
- In conjunction with Policy Research and Communication Division, to support the development of community awareness materials and activities relating to education reform.
- In conjunction with Staff Development & Training Division, to develop and manage a range of capacity building training workshops to strengthen the planning and management capacity of officers of provincial and national education divisions, including provincial and district planners.
- To coordinate project formulation and liaison with DNPRD and donors.

Activities and Outcomes

Facilitating and Monitoring

Activities	Outcomes	2003	2004
Technical support to provinces to plan, implement and monitor education reform	Provincial visits by FMU & RMPA officers to facilitate & monitor reform, including updating PEPs & implementation schedules		
	Visits	18	48
	Days	102	192
	Reports written for IMG, PEA & Prov. Admin	18	28
	Provincial profiles updated	10	12
Regional Management Planning Advisers (RMPAs)	1 RMPA per region. All 4 positions filled - operating from Kundiawa, Lae, Rabaul and DoE head office, respectively.		
Project facilitation & support	Assistance to project teams at provincial and district levels, including BEDP, IRPEF & ECBP District Management Project. Included participating in and facilitating training programs.		
	RMPA & FMU provincial /district visits with project teams		48
National Education Plan NEP 2005 – 2014	Completed Nov 2004. Preparation by PFM planning team began May 2003, guided by NEP Steering Committee. Plan consistent with MTDS 2005–2010 & overall government reform initiatives.		
Consultations	National & provincial consultations included public submissions and forums in every province, conferences with PEAs and provincial education chair persons, and consultations with central agencies including DNPRD, DoF, DoT, NEFC, PSRMU and NEB		
	Endorsed by NEB and CACC in November. Approved for implementation by NEC Decision 236/2004, 14/12/04		
Education For All (EFA) Plan	National EFA Plan 2004–2015 integrated in NEP 2005–2014, PEPs		
Provincial Education Plans PEPs 1995–2004	Approved by PEC & printed	10	no change
	Completed but not PEC approved	10	no change
	No progress with approvals in 2003 or 2004		
PEPs 2005–2014	FMU to assist provinces in 2005 to update PEPs and write new PEPs, in line with NEP 2005–2014		

Activities	Outcomes 2003 2004
National capacity building Attachments - in DoE Australia	Supported by ASF, DoE, QIPE, ECBP Provincial planners - 2 months with FMU 4 4 Affordability Model training 1 week NERC–Monitoring Australasian Evaluation Society 2004 International Conference on general evaluation 1 week
Integrated Planning and Budgeting Framework (In conjunction with Finance & Budget and other divisions)	Working Party formed and worked with ECBP Budget Planning Adviser to review and begin developing an integrated framework & calendar for DoE planning and budgeting activities Review complete. Framework developed. 3 year strategic corporate plan, planning /budgeting calendar & guidelines to be written 2005
Representing DoE in project counterpart and other national duties	PPRC (PFM, PCIU & PRC) in conjunction with other divisions, regularly represents DoE in various national duties, including preparing and assisting with presentations of information papers, and attendance at meetings and conferences with government departments, donor agencies and other organisations
Donor liaison & support	Ongoing advice provided to donors on current and future projects, including AusAID, EU, JICA, UNDP, UNICEF & NZODA. Counterparts and office support facilities provided for ECBP, BEDP, IRPEF, EU HRDPII and JICA Education Expert
UNESCO Pacific Education Directors' Conference	Focused on major development issues impacting education and society (eg HIV/AIDS) Secretary, 2 senior officers. 1 week, Fiji
Pacific Regional Initiatives for the Delivery of Basic Education (PRIDE) Project Steering committee	EU /NZAID funded. To improve quality of basic education in Pacific Island countries by developing strategic plans for education 2 officers 1 week conference Fiji Secretary & senior officer 2 meetings Fiji
Accelerating Girls Education (AGE) Coordinating committee CFS Program Minister's Conference	UNICEF supported initiative to promote gender equity and girls participation in education, including Child Friendly School (CFS) Program. 2 PFM officers on AGE coordinating committee Meetings attended 10 11 CFS Program 6 targeted provinces 33 schools Preparation for Mincom 2005 1officer 1 week, Thailand
AusAID Basic Education Development Program (BEDP) counterparts	BEDP works with 10 selected provinces to assist and train BOM & district personnel to plan and manage school infrastructure, maintenance and development PPRC provided 3 out of 4 DoE counterparts. School Infrastructure Maintenance Office (SIMO) established in PCIU
Integrated Rural Primary Education Facilities Improvement Program (IRPEF)	EU project to support primary education in 3 targeted disadvantaged districts. Includes infrastructure works and training for BOMs. PPRC provided support and 2 members of National Steering Committee. Meetings 2
ECBP project partners	Project partners to ECBP advisers and project activities, including Activity Approval Group (AAG), Integrated District Management Project, Development of National Monitoring and Evaluation Framework (NM&EF), Planning and Budgeting Working Party
Service Improvement Program (SIP) counterpart Workshops Provincial visits	Implemented through the Public Sector Reform Management Unit (PSRMU), Dept of PM, to improve service delivery processes in core Government businesses with Education, Health, Works and Infrastructure and Agriculture. Counterpart provided Workshops conducted 3 For top management in DoE, Sandaun, Manus To facilitate SIP activities to improve service delivery processes Morobe 7 WNB 4

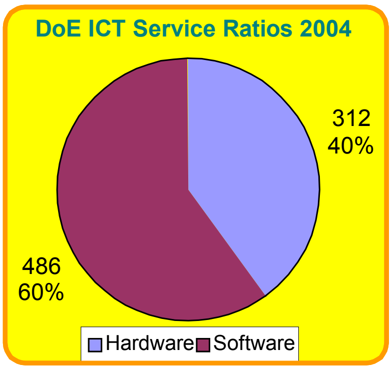
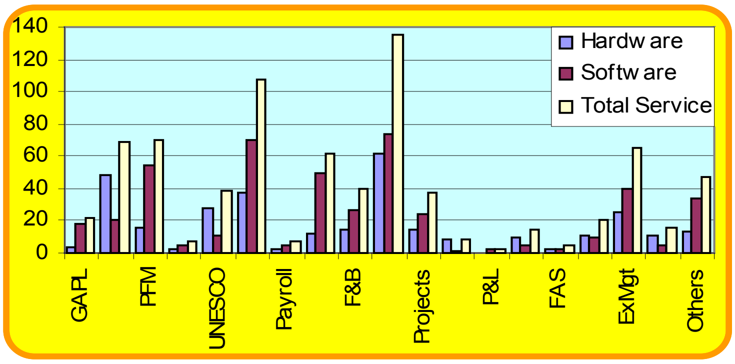
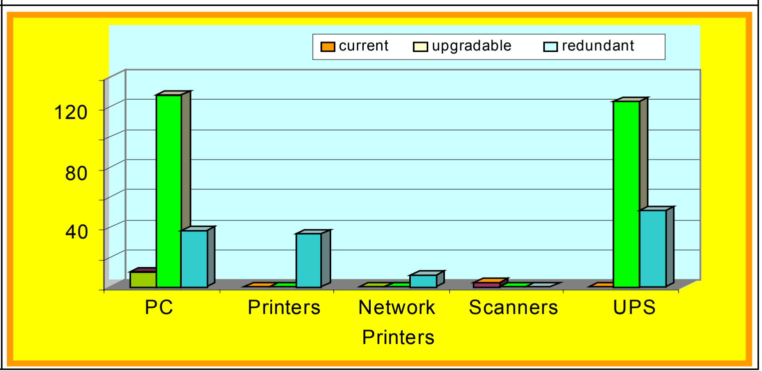
Activities	Outcomes	2003	2004

Project Coordination and Implementation

Activities	Outcomes	2003	2004
Project Pipeline Committee	Quarterly meetings facilitated	4	3
Project proposals	PIP approved in principal and referred back to divisions for detailed proposal development (PFD)	4	3
	Submitted to DNPRD	2	0
Project formulation support	Advice to DoE divisions		on going
	Schools	5	7
Liaison with Department of National Planning and Rural Development (DNPRD)	Represented DoE at Upgrading of High Schools Project Coordination Group & other meetings		on going
	On-going consultation with DNPRD re counterpart funding & other advice for AusAID projects including ECBP, BEDP, Payroll System Phase ll, ETESP extension		
DNPRD reviews	Participation in DNPRD project & program reviews 4 planned in 2004 Actual	2	2
Donor /project liaison Inter project coordination	Meetings of Education sector project team representatives to improve collaboration and communication between projects		
	Meeting arranged and facilitated (2004 initiative)		2
Donors' Consultations	Informal Consultative Meeting organised & facilitated	0	1
EU HRDPII Infrastructure	Managed by Pacific Architects Consortium and Education. Represented DoE on Project Implementation Committee		
Status of completion (31/12/04)	Kuiaro & Malahang VTC, Popondetta & Hagen Secondary		100%
	Wabag Secondary		80%
	Counterpart funds secured for site visits		K100,000
New scope of works, design and tender documentation	Unitech ready for retender late 2004 to start 2005		
	Kabaleo PTC, Hutjena SS - Construction due complete 31/12/04		
Annulled due to volcanoes	Hoskins - Funds transferred to mess variations at other sites		
Equipment, teaching aids, tools	Don Bosco Technical Inst., Malahang and Kuiaro VTC		completed
HRDPII Overseas Post graduate scholarships 2003/4	12 month Masters degree program in UK	19	10
	Awards across different sectors including education		
	Accredited short courses 6-12 wks completed	6	3
2005/2006	Advertised Sept 2004. Applications closed 31/12/04		
HRDPII In country training Post graduate DWU	DWU MA Education Leadership. Students - 32. Cost		K119,000
			4 cohorts in 6 workshops
Diploma Vocational Education & Training (DoVET) through PNGEI	Skills training for VTC instructors	K307,000	K781,000
	External training providers -HATI, POM Business & Tech Colleges (see pp.79, 82) Candidates	180	300
Republic of Indonesia (RI)–PNG Steering Committee on Education and Training	13 Points of Agreement between RI &PNG established in 2003 to promote joint cooperation for training & capacity building initiatives, including scholarships. Represented DoE on Steering Committee (formed 2004) Meetings		6
Visits and exchanges	Study visits to RI		4
	Exchange of visit by RI Education officials		1
Scholarships for PNG students	Including Masters, short courses, vocational instructor training Destinations included Bandung, Jayapura, Malang, Univ. of Gadjah Mada, Total		more than 30
	Top Grade 12 student from each province		US$400 sponsorship
Kokoda Track Foundation Scholarship Executive officer	Supported program to provide funding direct to schools for 20 Grade 8–12 students living across Kokoda Track. Sponsored by Australian MP Hon. Charlie Lynn and Australian Government		

Activities	Outcomes 2003 2004
Solar Lighting for Rural Teachers Pilot Program	Discussions initiated with World Bank, Global Environmental Facility and PNG financial institutions expected to lead to launch in Q2, 2005 of program to enable rural teachers in selected provinces to purchase solar lighting kit for own use

Corporate Data (CD)

Annual Statistical Bulletin 2002 Bulletin Distribution Additional copies 2003 Bulletin 2004 Bulletin	Late & incomplete data from provinces continued to cause delays. Printed and distributed 550 copies K14,000 Free of charge: NDoE, PDoEs, DEOs, donors, embassies, government departments, PNG tertiary teaching institutions For sale at K20 /printed copy, K35 /compact disk Data collection /validation completed except for Madang, Central, Gulf, Oro. Printing expected Q1 2005 Waiting for data from Western, WNB, EHP, Sandaun, ESP, Madang, Central, Gulf. Printing expected Q3 2005
2004 Data collection Travel	Many visits to provinces and district offices necessary 2003 14 provinces 45 days K35,000 2004 10 provinces 40 days K30,000
ICT technical support for DoE Network, hardware, software support, advice and servicing **Figure 61 ICT service ratios** 778 services supplied 60% for hardware Service analysis reflects lack of standards in PC hardware & software deployed in Head Office.	2 technicians provided ongoing support to DoE users, provincial education divisions and local institutions.  High no. service calls due to equipment reaching end of useful life, and virus protection problems Efforts constrained by lack of centralized standards and ICT administration, reduced divisional funding for ICT maintenance and purchase of software
Figure 62 ICT service analysis DoE ICT Service Ratios 2004 Level of service roughly equivalent to level of PC workstation penetration in various divisions. No comparative analysis available for 2003	
Figure 63 ICT assets linked to EduNET	

Activities	Outcomes	2003	2004
ICT development	With ECBP support		
ICT infrastructure upgrade	Specifications for 2005 tender developed and issued. Upgrade for servers, LAN infrastructure, Desktop PC and thin client technologies in Fincorp Haus, PNGEI, CDD		
Desktop PC's	Upgrade of >300 desktop PC's expected complete by end Q2, 2005		
Long term adviser	Providing advice on ICT standards, policy, tender specifications & ICT project management, until end of 2005		
Short term adviser	Commenced Sept. Completed feasibility assessment of ICT communications options for DoE & remote office sites		
Database specialist for	Commenced Oct to strengthen Education Management Information System (EMIS) To be operational across DoE Intranet in Q3 2005		
ICT Policy Development	DoE Email Policy approved by SSM		
Policy documents drafted circulated for discussion	Acceptable Use, Domain Name, Procurement, Website Development, Systems Audit & Planning, WAN Gateway Access		
Staff Training	UNESCO International Statistics Office, Pacific Regional training		
Data collection & publication	program in Port Moresby	1 week	2 statistics officers
Statistical Data Analysis	UNITECH	1 week	2 officers
Certificate in IT level 2	IEA TAFE	40 weeks part time	1 officer
Advanced Excel	Daltron Training Centre	3 days	1 officer
Cisco Network Certification	Certified Network Associate (CCNA) UNITECH online		1 officer
Masters in Business Admin	UPNG (self funded)	3 trimesters part time	1 officer
ICT Training attachments	In-house training while officers on duty attachment to head office		
RMPA/ Provincial planners	1 RMPA, 2 Provincial Education Planners		60 hours each
Certificate & Diploma students	10 week industrial attachments Total students 10 Students from DBTI, IBS, Hohola Training Institute, DWU, CTC		

Achievements

- National Education Plan 2005-2014 completed and endorsed by NEC. Plan guided by wide ranging consultations in 2003 and 2004 to guide development and completion of plan.
- Development of Information and Communications Technology (ICT) tender, outsourcing model and ICT standards for Head Office, PNGEI, CDD, provincial and district sites. Expected to improve workplace efficiency due to reduced support costs, licensed software and standardized training to an international standard. The main risk to be managed is to ensure centralized and committed budget lines to support the recurrent cost of ownership during the next five years.
- Donor project coordination and liaison continued.

Constraints

- High turnover of Provincial Education Advisers, transport, communication and weather have been the major constraints on delivering services to provincial divisions and schools during the year.
- Inaccurate, late and missing data returns from schools and provincial offices continued to impede decision making and delay producing education statistical bulletins. Lack of capacity in provincial offices and difficult communications with most rural schools are major contributing factors.
- Lack of necessary high level technical and policy capacity in relation to ICT has limited DoE's ability to use ICT to improve administration and management, or enrich teaching and learning for students. Limited technical expertise, unlicensed software, varying IT standards, aging hardware and poor virus protection contributed to reduced efficiency in the work place.

General Administration and Personnel

Division Objectives

The General Administration and Personnel Division (GAP) provides personnel and payroll functions to teachers and public servants, as well as administrative and logistical services to the Department. The Division's main objectives are:

- To provide effective and efficient personnel and salary functions for members of the Teaching Service and Public Service on the DoE payroll.
- To carry out recruitment and contract administration for national and overseas officers.
- To conduct O&M and Establishment review, maintain records for the Department's approved establishment and Budget Manpower Ceilings.
- To provide efficient logistical support services for all divisions.

Activities and Outcomes

Personnel, Payroll and Electronic Data Processing

Activities	Outcomes	2003	2004
Preparation and dispatch of payroll	HRM Payroll System fully implemented in 2004		
	Data entered, payrolls prepared & dispatched	26	26
	Manual cheques processed	1,050	2,600
	New graduates (overall)	263	1,014
2004 teacher resumption and position auditing exercise	Annual exercise revised to support HRM/Payroll System. New resumption of duty forms and summary sheets used		
See also p.31 and Figure 33, p.32	Teachers resumed – (Pays 3-6)		33,537
	After Autosuspension (Pay 7, 9/4/04))		28,622
	Suspended due to lack of valid resumption data (not on resumption summary sheets /invalid position etc)		4,915
	Pay 21 (15/10/04)	32,894	33,777
	Pay 23 (12/11/04)		34,139
2004/2005 teacher resumption	Teachers' Leave Circulars for Christmas Vacation and Resumption of Duty Forms, EDB012, printed & dispatched to provinces.		
Funding	Cost: QIPE/Recurrent	K89,940	K51,715
Centrally maintained personnel & salary records	Records maintained for DoE public servants & teachers in the 8 provinces with centralised salary function		
	Public servants		940
	Teachers		17,000
	Salary variations & allowances processed	120,000	>150,000
Ratio staff clerks to officers	2003: 28 clerks /17,743 officers (pay 21)1:643		(1:400 desirable)
Revenue collection for DoF	Vote Code	Total receipts 2003	2004
Payroll deductions commission	235-01	K339,720	K770,288
Institutional housing rental	235-19	K55,926	K44,451
Sundry receipts (GAP records)	235-99	K435,767	K6,156
	Total	K831,413	K820,895

Implementation of HRM payroll system

Implementation	Funding and advisory support from AusAID Teacher Payroll Project, and Project Maoro based in DPM	
Teachers' salaries updating coordinated by Project Maoro	For the 12 provinces with decentralised functions	50% complete
	Records updated	12,188
	Teachers recorded with salary adjustments	7,859
	Cost	K20,258
Updating of employee leave	Managed by Project Maoro	99% completed and captured

Activities	Outcomes	2003	2004
records	Now maintained on Concept HRM Payroll system		
HRM Payroll training	Training conducted, facilitated and funded by Project Maoro		
HRM Payroll input	Participants: staff clerks, provincial officers		121
Forms/Concept navigation	staff clerks, provincial, HQ staff		165
Salary updating processes	GoPNG Counterpart funding:		K360,000
Workshops for provincial officers	Capacity building for PEAs, Prov admin, elementary & appointment officers - to inservice on procedures, update payroll, school registration & position data		
Master Position Register (MPR) & elementary administration	In conjunction with F&B, GES & TSC. QIPE funding		
	2003: 2 workshops, Lae	106 participants	K390,328
	2004: 2 workshops, Lae	126 participants	K207,659
	2004 costs reduced by cheaper and shared accommodation		
2004 resumption review	POM	Participants	48
Staff training	Training completed		2 courses
	HRM, Oracle Discoverer	Participants	7

Organisation Methods and Manpower Coordination (O&M)

Activities	Outcomes	2003	2004
Review of Organisational Capacity (ROC)	Review commenced September. Supported by ECBP Adviser. Expected to provide data for proposal for restructure to improve effectiveness in line with Government & NEP priorities		
Study carried out within DoE, at provincial and national level	Workshops/meetings with divisions:		16
	Consultations (provincial/district):		2
	Workshop with NGOs & churches involved in education		1
O&M procedural review	Priorities & procedures under review to become consistent with HRM Payroll system.		
Design of teacher employment, recruitment and deployment forms	New TSC and Education forms for HRM Payroll system developed. Accepted by all PEAs for implementation in 2005, pending TMT approval of final amendments.		
	Total forms redesigned		15
Manpower control	MPR updated, not reflected in Maoro	1	1
	New schools registered, function now under Maoro	271	na
	Printing of personnel listing update October 2003 deferred due to lack of funds		

Administration and Recruitment

Activities	Outcomes	2003	2004
Recruitment & selections Public servants	2003: 131 vacancies advertised internally, followed by 99 external, resulting in 77 appointments in 2003 and 40 in 2004. Extenal advertisements recruited 23 officers from outside DoE /PSC		
	2004: 48 positions advertised internally. 4 appointments made, with 44 to be finalised Q1 2005		
	Funded substantive vacancies by end of year	99	48
National contract officers	National contract officers	11	13
	Renewals	0	4
Overseas officers (mission, volunteers, contract)	Teachers	285	263
	Public servants	20	11
Contracts & visas	Renewals	85	69
(see alsoFigure 41–Figure 43 p.35)	Teachers recruited	29	11
	Non renewals	10	12
	Passport/visa administration	17	80
Capacity building In country	Computer & secretarial courses Participants	22	22
	Executive secretaries & KBOs Daltron, POM Business College, UPNG Extension Studies	QIPE	K49,000

Activities	Outcomes	2003	2004
Logistics			
Procurements and Assets Management Project	ECBP Adviser began review of existing procedures in September. Expected to design and support implementation of an improved and centralised procurement system, and to stregthen assets management procedures		by mid 2005
Utilities	Total	K812,116	K778,358
Claims for payment	Telephone, postage	K365,966	K366,689
(at 30/9/04)	Electricity	K446,150	K411,669
Transport services	Administered by GAP	10	10
Executive and operational	Fuel & maintenance	K67,400	K94,600
vehicles (to 31/12/04)	Permanent casual hire by divisions	2	2
Internal printing	Photocopying (av. sheets/week)	6,583	3,100
	Printing	41,210	35,000
	Large portion of output was for 2004 subsidy distribution Service restricted to divisions that provided ink & toner. GAP had no recurrent funding for printing		
Central registry services	Files maintained, updated and created	3,941	3,967

Achievements

- Concept HRM/Payroll system phase 1 implemented. Cleansing of data (phase 2) continuing. Leave records 99% completed, salary history records 50% completed. Implementation of Human Resource Management System (phase 3) for HRM position qualification, skill and competency ratings completed. Work on personal HR data to continue in 2005. (See also p.28.)
- Teacher resumption exercise improving with fewer suspensions, due to capacity building workshops and improved accuracy of information on resumption of duty forms.
- All teaching divisions completed position HR data, which includes setting qualification, skills and competencies rating. Review of teacher appointment cycle, HRM establishment structure completed. HRM calendar 2005 completed and distributed.
- Review of Organisational Capacity (ROC) and devlopment of procuremens and assets management policies and procedures commenced with support from ECBP.

Constraints

- No regular reporting mechanism yet established, between HRM Payroll System and DoE divisions, for information such as employee numbers and locations, and school registration data. Management and monitoring data that was previously available under the old system is no longer being supplied to DoE management or operations sections, thus preventing monitoring of manpower ceilings and budget by divisions.
- Continuing inadequacies in provincial capacity to carry out personnel and salaries functions efficiently. Payroll and entitlements data not maintained and forwarded accurately or early enough in many cases. Late appointments and inadequate checking of EDB012 forms contribute to unnecessary suspensions from payroll. Teachers' leave fares records not accurate and not administered efficiently, despite assistance provided at workshops.
- Insufficient funding for many of the Division's activities. Logistical support limited by resources available. Internal printing restricted to divisions able to provide own consumables.

Finance and Budget

Division Objectives

The Finance and Budget Division assists the Minister through the Secretary in the preparation, management, implementation and monitoring of the Department's Budget. The Division's major objectives are:

- To prepare, manage, implement and monitor the Department's annual budget including coordinating and reporting quarterly budget and manpower reviews.
- To manage and report on the National Education Trust Accounts.
- To provide an efficient and effective accounting system in the processing of claims for goods and services rendered to the Department.
- To provide general administration services to the Division, the Senior Executive Suite and the Minister's administration and support services.

Activities and Outcomes

Budget

Activities	Outcomes	2003	2004
Annual budget estimates	2004 budget appropriation implemented by respective programs 2005 budget estimates compiled & submitted to DoT		
Cash flow projections Warrant authorities CFC updates	Cash flow projections submitted to DoT Warrants received from DoT & disbursed according to respective cash flow projections	8 8	11 11
Quarterly budget & manpower reviews	Manpower & Budget Quarterly Reviews coordinated Reports submitted to DoT	4	4
Control & monitoring of funds	Internal Expenditure Control Committee (IECC) meetings to review expenditure	4	4
Provincial advisory visits	To advise on budget expenditure control & preparation of Budget Estimates	2	Nil

Accounts

Registration and commitment of claims (general & subsidy) (to 31/12	Computerised ILPOCs issued Claims examined and certified	3,113 27,266	2,722 4,233
Process payment of accounts General Account Education Subsidy (to 31/12/04) Returned to Trust A/c	Expenditure(to 31/12) Cheques issued Subsidy payments /expenditure Subsidy cheques Due to non acquittal, schools closed etc	K24,849,952 26,298 K28,381,093 22,000 K1,618,907	K26,580,766 5,303 K39,178,905 16,084 K2,257405
Provide daily, weekly & monthly computer reports	Routine exercise when warrant authorities released & upon request from respective divisions		
Reconciliation of DoE General Drawing A/c	Monthly reconciliations completed for January to October 2004, and forwarded to DoF		
Acquittals for duty travel and other advances	Payments acquitted Acquittals outstanding Follow up taking place to complete acquittals, and action taken to recover non acquitted funds by salary deduction	na na	165 (27%) 440 (73%)
Collection of public monies (to 31/12)	Collector's statements and receipts (National institution fees, sundry. See also GAP p62)	K21,141,776	K8,391,749

Activities	Outcomes 2003 2004
Ex-ante audit report	Report recommendations implemented.
Auditor General's Office	Liaised and provided information as required for 2003 interim and final auditing 24/05/04–31/06/04.

Trusts

Activities	Outcomes	2003	2004
Monitor & control National Education Trust Accounts (NETA) expenditure	NETA Committee meetings	Nil	2
	NETA Trust Accounts managed	4	4
	NETA HQ 361/461-08 National Library & Archives 360/460		
	CODE 330/430-01 PNG Education Payroll Project 350/512		
Sub accounts	Main accounts managed as sub-accounts for national institutions, education subsidy and specific divisional activities.		
	Sub-accounts	64	64
NETA reconciliation January–September October–December	Trust Account ledgers reconciled. Financial Reports presented to NETA Committee and sent to DoT as required by trust instruments Expected to be completed January 2005		
Trust Account instruments for new projects	Instruments for new a/cs prepared, endorsed by NETA Committee & forwarded to DoF. Finance Minister's signature required for accounts to operate.		
BEDP	GoPNG Basic Education Development Project		
ECBP	GoPNG Education Capacity Building Program		
IRPEFP	GoPNG Infrastructure for Rural Primary Education Facilities Proj		
NEB Grants-in-Aid to church education agencies	Grants allocated by NEB. Funds managed in NETA HQ Trust A/c		
	Recurrent appropriation	nil	nil
	Education subsidy quality support component	nil	K4,000,000
Administration grants for Agency Secretariats	SDA	nil	K700,000
	Other churches	nil	K660,000
Kina for Kina building subsidy	Total allocation from K4m	nil	K2.6m
	Amount reimbursed to agencies	nil	K593,750
Reimbursement for post primary infrastructure	Approved projects waiting for claims to be submitted		K981,007
	In NETA for new projects not yet approved		K1,000,000

Operations

Activities	Outcomes	2003	2004
Administration & Monitoring of division's expenditure	F&B operational budget appropriation	K1,098,100	K1,335,000
	Expenditure to 31/12/04		K493,220
Minister's support services	Appropriation	K50,000	K300,000
	Expenditure to date	K50,000	K120,000
SIMG administration, audit, monitoring & research	Appropriation	K100,000	K1.6 million
	Expenditure to date	K100,000	K1.6 million
Quality Initiatives in Papua New Guinea Education Program (QIPE)	QIPE committee meetings held to approve & monitor expenditure		
	Funds received from AusAID	K9.4m	K4.9m
	Submissions approved	K9.47m	K4.9m
Administration & monitoring of expenditure	Funds expended.		K4.3m
	Balance and management transferred to ECBP 1/07/04. Activities now approved by ECBP Activities Approval Group (AAG)		
Audit	Audit completed by Al-Mega Auditors. Report forwarded to AusAID in September		
Integrated Planning and Budgeting Framework	Framework developed in conjunction with PFM and other divisions. See PFM, p.58		
Workshops for provincial officers - MPR Elementary registrations &administration	See GAP, p.63. Capacity building for PEAs, Prov admin & elementary officers - to improve payroll, registration & data processes. In conjunction with GAP, GES & TSC		
Training for divisional	Funded by QIPE and recurrent funding		Participants

Activities	Outcomes	2003	2004
officers	Computer Short courses – MS Office applications Induction Course Diplomain Accounting (POM Business College) DoF financial management training Business Administration - UPNG Lahara	6 1 3 0 0	20 2 2 8 1
Capacity building for financial management Printing and distribution of DoF Manuals Training	Financial Management Manual Copies Budget Preparation Manual Distributed to PEAs, DoE divisions, PDoE, inspectors, principals National Institutions & secondary schools (QIPE) To be conducted in 2005 with ECBP funding	500 200	200 200 K80,000
Upgrading of facilities and equipment Recurrent funding	PGAS computer system upgraded by DoE Split airconditioning replaced Accounts section filing storage shelves replaced		 K10,000 K11,000
Travel by Minister, Senior Executives and division staff	Total travel arranged Domestic Overseas travel taken	K50,783 6 3	K68,640 14 6

Achievements

- 2004 budget appropriation implemented. 2005 budget estimates, manpower and quarterly budget reviews completed and submitted to Department of Finance as required.
- Despite an inadequate recurrent budget appropriation, divisional programs were carried out successfully with the assistance of QIPE, ECBP and education subsidy administration funds.
- 2004 Education Subsidy programs successfully administered, monitored and audited.
- QIPE program successfully administered and monitored, with K4.9 million approved for activities. QIPE Committee ended in June 2004 and unused funds were transferred to ECBP for continued implementation. Audit of QIPE completed.
- Increase in training arranged by division, including short computer training courses, DoF Financial Management short courses and Business College Accounting Diplomas.
- DoF Financial Management Manual and Budget Preparation Manuals printed and distributed to improve capacity for financial management of divisions and institutions prior to training in 2005.
- PGAS computer system and other equipment and facilities upgraded. Three vacant positions filled in with new appointments.

Constraints

- Administration of school subsidy, and creation of more than 16,000 vouchers for subsidy payments, again created excessive workload and demand for filing space that affected other work. Late submission of claims for duty travel and other payments also caused unnecessary pressure.
- Non acquittal of advances due to lack of follow up by activity officers and officers travelling.
- Failure to follow required procedures, particularly claims raised by divisions for stationery and maintenance services that do not comply with the Public Finance (Management) Act in relation to the approved status of companies, or value for money. Also refusal of cheques by banks due to encashment through third parties (eg Air Niugini leave fare cheques).
- Shortage of staff due to vacant positions created by officers transferring out or attending training.

Inspections and Guidance

Division Objectives

The Inspections and Guidance Division (IGD) deals specifically with quality assurance and control and provides supervisory, advisory and appraisal functions to provinces and schools.

The Division's main objectives are:

- To maintain and improve national education standards and requirements at all levels of schooling.
- To provide quality control and advice in the areas of curriculum implementation, teacher performance and school management systems.
- To facilitate, monitor and improve professional development of teachers, and in particular to promote school-based professional development.
- To provide and facilitate guidance and counselling services to schools.

Activities and Outcomes

Inspections

Activities	Outcomes	2003	2004
Advisory and inspections visits to schools	Inspection visits are for teachers to be appraised for registration and promotional opportunities. Advisory visits are for inspectors to advise school management and teachers in improving teaching and learning, and conduct inservice on pedagogical & management issues to enhance education quality		
		Visits (% total visited)	
Elementary	Schools visited	1,200 (30%)	1,600 (37%)
(visits to CET graduates	Teachers visited	1,275 (42%)	3,560 (72%)
& registered teachers)	Inspectors	20	20
Primary	Schools visited	1,500 (43%)	2,129 (63%)
	Teachers visited	9,600 (52%)	9,502 (48%)
	Inspectors	161	161
Secondary	Schools visited	156 (79%)	158 (79%)
	Teachers visited	2,986 (82%)	3,140 (90%)
	Inspectors	23	23
Summary of total visits	Schools visited (36% increase)	2,856 (40%)	3,887 (50%)
(Funding: see Quality	Teachers visited (17% increase)	13,861 (45%)	16,202 (57%)
Support, Operations, p.70)	Inspectors	204	204
Ratings Conferences	Teachers' reports rated for registration, satisfactory or		
Target to inspect 25% of	unsatisfactory performance and eligibility for promotion		
teachers each year	Venue	Teachers rated (%satisfactory)	
Regional -Elementary	Pt Moresby/Lae/Rabaul	1,203 (98%)	1,135 (91%)
National - Primary	Port Moresby	2,968 (95%)	3,252 (98%)
- Secondary	Port Moresby	614 (76%)	533 (79%)
	Total ratings (Total satisfactory)	4,812 (94%)	4,920 (94%)
Inspectors' conferences Theme *Prosperity through Self-reliance*	Total participants: 87. 5 day conferences - Elementary (PEIC) in Mt Hagen. Primary (SPIs) & Secondary in Vanimo Situation reports focused on promoting self-reliance in schools		
Elementary inspections structure	Structure approved 2001. PEIC positions created 2002 All now filled - 4 acting, 16 substantive (increase of 9 in 2004)		
Southern Highlands Education Task Force Data collection	IGD represented on SHP Education Task Force Technical Working Committee. School situation data collected by inspectors' visits. 12 inspectors	Total funding	K70,000

Activities	Outcomes	2003	2004
Funding	Education Subsidy - Quality Support Program		see GES p.84

Guidance and Counselling

Activities	Outcomes	2003	2004
School visits for counselling, testing (G8,10,12), career guidance and advice on completing School Leaver Application Forms	17 Guidance Officers. Total schools visited	419	636
	Elementary	6	11
	Primary	227	206
	Secondary (PHS/PSS/NHS)	173	376
	Vocational Centres	19	45
	Permitted Schools	10	24
	CODE	6	10
Differential Aptitude Test (DAT) administered at G11	Secondary, NHS	53	58
	Permitted schools	8	10
Cost recovery K2/student	Students	6,370	7,000
DAT results	Endorsed by OHE to appear on School Leaver Forms from 2004		
Training for teachers	Total workshops conducted	11	13
School Based Counsellors	Volunteer SBC module 2, 3 (5 day) Participants	626	350
Assertive Discipline	2 day workshop, run in a school	350	100
Funding	QIPE, province, Guidance Trust A/c (from course fees)		K327,000
Cost recovery	Assertive Discipline K50/teacher, SBC K350. Paid into Trust A/c		
Professional development conference /workshops for Guidance Officers	Combined GOs' conference, writing workshops for SBC modules 5&6 training package & SBC Train the Trainer		
	2 weeks, Bluff Inn, POM Participants	17	20

Inspections and Guidance combined activities

Activities	Outcomes	2003	2004
Performance Based Duty Statements (PBDS)	Additional training/awareness provided on request		7 provinces
	Printing - Subsidy Quality Support	10,000 copies	K160,000
Review of inspectorate functions and capacity (see also PRC, p.54)	Review commenced Q4. To be completed March 2005. Supported by ECBP. Review team 1 advisor, 1 REU, 3 inspections officers		
	Provincial & national visits & workshops conducted		18
Provincial visits by HQ officers	To support & appraise field officers. Total	24	31
	Inspections - Elementary, Primary, Secondary	15	13
	Guidance	8	9
	Operations	1	9
Staff development	Funded by SDU, IGD, CRIP	Participants	
Management/computer skills	CRIP activity in POM 7 courses	52	185
UOG	BEd Degree	4	6
DWU	MEd Admin (self sponsor)		1
Overseas study (Australia)	PhD		1
Renovation of Standards Building	New office furniture provided for all sections		K5,500
	CRIP activity following renovations in 2003		
Staff housing (incl HQ staff)	Officers with houses	85	87
	Officers without houses	140	138
	Acute shortage and need for maintenance		
IGD Housing Proposal	IGD housing proposal completed and forwarded to DNPRD through Project Pipeline Committee in early 2004.		
District Education Improvement Program	K10million GoPNG funding appropriated in 2005 Development Budget for 'District Education Improvement Program' to fund inspector's housing and travel		

Operations

Activities	Outcomes	2003	2004
Coordination & monitoring of divisional budget & activities	Quarterly reviews, monthly cash flow & performance reports, 2005 budget estimates, prepared & submitted		

Activities	Outcomes	2003	2004
Outstanding & current operational liabilities	Recurrent and other funding used to clear liabilities, including 75% of outstanding 2003 utilities bills, outstanding 2003 & current 2004 leave fares, 2004 outgoing mail to provinces		
Operational funding shortfall	Recurrent appropriation insufficient to meet statutory obligations		
Divisional operational plan	Shortfall with recurrent appropriation	K3.4m	K3.4m
Supplementary funding	Required and used for school visits, ratings and other conferences, training workshops and handbooks	K1.7m	K3.1m
Funding for quality support (see pp.46, 50, 106)	Education Subsidy Quality Support Program		K1.6m
	QIPE	K1.7m	K0.7m
	ECBP		K0.8m
Personnel functions	Included facilitating postings, transfers, duty travel, salaries, entitlements & leave fares		
Transfers	Increased from 2003 due to improved funding	5	17
Leave fare funding	Sufficient for outstanding, and all 2004 fares. Officers	114	95

Achievements

- Nearly 50% of teachers and schools (16,202 teachers and 3,887 schools) were reported to have been visited by inspectors for advisory and inspection visits in 2004. Compared with 2003 this was an increase of 36% for schools and 17% for teachers. The largest increase was in elementary visits and inspections due the progressive increase in teachers needing inspection for registration after completing training. The number of primary level schools visited increased by 40%, although the number of teachers visited decreased slightly. Secondary maintained a high level of visitation, visiting nearly 90% of teachers and 80% of schools.
- Reports for 4,920 teachers were rated at one national and three regional ratings conferences. This was an increase of 2% in teachers rated compared with 2003 and represented 30% of the teachers visited, and 17% of the teachers, (including trainee elementary trainee teachers). The regional conference format was again successful for rating elementary teacher reports.
- Distribution of the awareness package for Performance Based Duty Statements completed for all school levels, ready for implementation in 2005.
- Aptitude Testing successfully administered in 95% of schools with grade 11 enrolments. Development and implementation of train the trainer packages for the School Based Counsellor program continued.
- IGD housing proposal resulted in K10million being appropriated in the 2005 Development Budget for 'District Education Improvement Program', to fund inspector's housing and travel in districts.
- Funding secured from QIPE, ECBP and Subsidy Quality Support Program (see pp.46, 50, 106) to increase school visits, and carry out conference, training and inspectorate review activities.
- Review of inspectorate functions and capacity began Q4, 2004 with 18 provincial and national, workshops and consultations carried out, supported by ECBP.

Constraints

- 94% of IGD personnel based in and operate in the provinces. Headquarters manpower and resources insufficient to adequately support them.
- Lack of recurrent funding for general operations, late allocation and slow processing of funds, when available, disrupted communications and affected school visits for inspections and testing programs, support and monitoring visits by HQ staff, and maintenance of office equipment.
- Communications severely disrupted by disconnection of power and communications from the Standards building due to long delays in payment of disputed Telikom and power bills, and difficulties with outgoing mail to provinces.
- Operations adversely affected by housing shortage and lack of maintenance of existing houses. Standards building required in each province to provide well-secured work places and storage. For field officers. Provinces have been approached to help officers where possible with office space and other resources.

Curriculum Development

Division Objectives

Curriculum Development Division (CDD) provides advice to the Minister through the Secretary on issues pertaining to curriculum development, materials production, procurement and distribution, literacy awareness and assessment and examinations. The Division has four main units and their main objectives are:

- To plan, develop, produce, procure and distribute curriculum teaching and learning materials to schools in PNG.
- To contribute to social, economic, and technical development of PNG, through the design and implementation of high quality and relevant PNG curriculum.
- To facilitate, coordinate and assist in the promotion of literacy program in PNG.
- To maintain and improve the quality and scope of education in elementary, primary and secondary schools through the improvement of professional standards.
- To produce and monitor the distribution and implementation of curriculum and materials sent to schools within the National Education System.
- To monitor and maintain education standards through well-defined national assessment and examinations policies and systems.

Activities and Outcomes

Curriculum Development

Activities	Outcomes	2003	2004
Reform Curriculum	Implementation of *Curriculum Management Plan 2001-2005* continuing. CDD strongly supported by AusAID Curriculum Reform Implemenation Project (CRIP)		
Elementary and Upper Primary	Distribution of Elementary and Upper Primary syllabuses, teachers' guides, implementation support and inservice materials completed. Implementation in schools commenced. Student resource materials drafted.		
Lower Primary	Syllabuses and teachers' guides completed. Printing being completed for distribution in 2005 for implementation in 2006		
Lower secondary	Curriculum framework approved by BOS. Writing commenced		
Lower Primary materials development	Syllabuses and teachers' guides completed		7
	(see materials production and distribution)		
Workshop/inservice/meetings	For development of syllabuses & teachers' guides	28	6
Consultations	To develop teachers' guides	16	7
Board of Studies meetings	Elementary	1	1
	Primary (lower)	1	1
	Secondary (lower)	2	1
Subject Advisory Committee meetings (SAC)	Elementary - new materials being implemented	n/a	n/a
	Lower Primary	7	7
	Upper Primary	7	n/a
	Secondary	n/a	9
Syllabus Accreditation Committee meeting	To consider secondary curriculum proposals	0	0
	No new school developed curriculum proposals submitted		
School Journals	Junior (volume 1 and volume 2)	2	2
	Senior (volume 1 and volume 2)	2	2
Training for CDD officers Short term (CRIP funded)	Management courses: Managing Personnel for Peak Performance, Managing Projects, Time Management, Working in teams,		

Activities	Outcomes	2003	2004
	Financial Management. Participants	25	25
Long term (SDU sponsor)	Lahara and DEP(I)	2	2
Overseas	BEd UOG	1	1
Short term (JICA funded)	Multimedia production, AV education, Digital video equipment maintenance, Secondary curriculum	7	7
Long term (AusAID/NZODA)	Master in Arts (media and graphics)	2	2
Attachments (CRIP funded)	1-3 week attachment in Australia	8	8

Reform Curriculum Implementation Support

Implementation of *Inservice Management Plan 2001-2005*	CDD & PNGEI strongly supported and funded by CRIP		
	Total cost of inservice activities	K1.3 million	K2.3 million
Self paced inservice materials accredited with PNGEI DEP(I)	Booklets to support teaching of reform curriculum developed by CRIP in 2003/2004. Program administered by PNGEI & PTCs. Teachers assessed by accredited assessors. Satisfactory completion of required assessment tasks accrues course credits		
PNGEI accredited assessors	Headteachers, senior teachers, inspectors, assistant teachers, PTC and PNGEI lecturers trained as PNGEI accredited assessors to facilitate and assess inservice units		
Assessor training (UP)	Total UP assessors trained in 2003/2004		200
Quality assurance activities for lower primary	2004: Moderation workshop to improve consistency in LP assessment. Participants: all PNGEI accredited LP assessors		114
Training for inspectors, PEAs and PTC Principals	Inservice to generate informed and active support for curriculum implementation & inservice		
Briefing workshops (PEAs, SPIs, PIs, PEICs, PTC Principals)	Curriculum development, inservice strategies and materials, resource materials production and Curriculum Standards Monitoring Test (CSMT)		various location
	Officers inserviced	210	190
	Workshops	7	6
Secondary inspectors (SIs) workshops 2004-2006	Lower Secondary learning and development activities for SIs commenced. First workshop conducted		
Provincial inservice plans	Support for development and implementation of provincial inservice plans	K310,000	K510,000
National Planning workshop	For SPIs, PEICs, prov. inservice coordinators - to develop, schedule and budget provincial inservice plans. Participants		61
Regional Implementation Support Advisers (RISA) Workshops	5 RISAs located NCD, Mt Hagen, Goroka, Madang, Kimbe. Support I/S coordinators /assessors to implement plans to conduct district cluster and school workshops for all El., LP, UP teachers.		
District cluster 2003	48 cluster workshops x average 25 teachers		1,200 participants
2004	117 cluster workshops x average 25 teachers		2,925 participants
Vernacular lang. (E/LP)	2003: 2 wkshops, 60 tchrs. 2004: 6 wkshops, 185 tchrs		
Bridging to English (LP, offered by PTCs, PNGEI)	Various locations, including follow-up activities to ensure sustainability. Total funding: K733,000		(see TE&SD, p.81)

Measurement Services

Grade 6 Examinations	National examinations at grade 6 discontinued in 2001		
	Camera ready copy of grade 6 selection exam prepared on request for provinces still needing it. Requests actioned	8	6
	2005 examinations under preparation		
Grade 8 Examinations (Certificate of Basic Education – COBE) See also Figure 21, p.14, Table 12, p.99	Nominations to sit for exams	54,000	62,545
	Exams administered. Schools	1,286	1,288
	Provincial Examination Supervisor's Handbooks for current year		
	Copies printed & distributed	1,000	1,200
	2005 examinations trial tests administered in 4 provinces		
Grade 10 Examinations	Exams administered. Certificates issued	24,318	24,113

Activities	Outcomes	2003	2004
(School Certificate Examinations – SCE) See also Figure 21, p.14, Table 12, p.99	Schools Current year handbook printed /distributed 2005 examinations trial tests administered in 4 provinces Previous year SCE report printed /distributed	187 1,000 2,000	184 1,200 2,000
Grade 12 Examinations (Higher School Certificate Examinations – HSC) See also Figure 21, p.14, Table 12, p.99	Exams administered. Certificates issued Schools Current year Handbook printed/distributed Previous year 2003 examination analysis produced and distributed	6,800 63 750 	7,808 70 800 68 schools
Exam development workshops /meetings in conjunction with curriculum officers	Camera ready Grade 6 provincial selection exam Primary (COBE) Secondary (SCE) – all subjects (HSCE) – Lang, Chem, Hist, Geog	3 3 4 8	3 4 4 4
Standards monitoring	Curriculum Standards Monitoring Test pilot program to monitor G3, G5 and G8 standards completed and awaiting final analysis		
Statements of Results issued	Verified qualifications for Police, PNGDF & commercial companies Grade 10 (January to December) Grade 12 (January to September)	 700 95	 376 102
In-service Assessment procedures	Major 2-day in-service for all upper secondary principals and deputies. Participants: 166 Funding: ECBP		K288,209
School based assessment workshops (secondary)	3 requests for in-service. Workshops	0	3
Test item bank development	No progress due to lack of suitable staff. 3 out of 10 professional & technical positions vacant		
Data processing system	New data processing program installed in 70 schools. Training to commence in 2005		

Materials Production and Distribution

Graphics	Computer layout, design & illustrations Electronic camera-ready copy completed for masters of 7 syllabuses, 7 teachers' guides, curriculum support, & inservice materials		
Reform curriculum materials	Lower primary Upper primary Elementary Posters and charts	 7 13 2	18 2 5 1
Supplementary materials	PNG School Journal	4	8
Policy documents	Distribution Policy & Inventory Guide	0	2
Consumables	For Graphics & Editorial computers. CRIP funded		K17,500
Printing & procurement of reform curriculum materials Funded and assisted by CRIP	Upper primary, elementary Copies Distribution completed Q1 2004 Lower primary in printing Q4 2004. Copies Total production and printing cost	>600,000 K2.5 million K1.5 million	45,000 115,000 K0.67 million
CASP Additional kits for elementary schools	3 kits for elementary schools, additional distribution to remote schools. Kits purchased and distribution completed to all provinces. 179 titles, 3,900 kits AusAID funding		K6 million
Upper primary PSTU7	Completed in 2004 290 titles, 230 schools		
Capacity building National Distribution & Procurement policy	Conducted 7 regional 3-day workshops for PEAs, PMSOs, and Inspectors. Total participants: 250 Total cost:Fund CRIP Principles of Policy, procurement, storage, inventory management		K150,000
National PMSO Conference	Reports from all provinces on administration, storage & distribution net works CRIP - K70,000 1 week 27 participants		
Work placements in CDD	Basic computing, update school location & enrolment data, plan		

Activities	Outcomes	2003	2004
for PMSOs	provincial distribution net work CRIP - K15,000 for a week	 21 participants	 4 at a time
Printshop	Jobs received & completed Printing cost including toner 80% of materials needed supplied by client.	95	250 K80,000

Literacy and Awareness

National Literacy Week Media coverage Literacy competition	Opening Tinputz District. Closing Buin. Bougainville Post Courier, NBC, 93 .1 FM, Education Media Centre Newspaper supplement and poster, Karai radio talkback on YWCA *Tokstret* program Sponsored by DNPRD K200,000
Training workshops Training of trainers (TOT) Literacy networking workshop Literacy teacher training	Bougainville Moma Training Centre, Buin. 2 weeks Funding K10,000 K50,000 Participants 50 To develop plans to implement National Literacy Policy. Southern and Islands region representatives, at Kiunga. 1 week Funding K200,000 Participants 80 Requested & funded by United Church. Conducted by 3 NLAS staff, 2x2 week workshops – Lae and Lealea
Literacy Is For Everyone Project (L.I.F.E)	ADB project developed in conjunction with Dept Community Development (DCD). On hold pending funding arrangements
Literacy training materials LAMP Centre programs	6 literacy resource books printed 1,000 copies K95,000
National Literacy and Awareness Council (NLAC) Proposal for new NLAC membership	Meeting held at Jais Aben, Madang. First meeting since 2001 Cost DoE/QIPE K80, 000 Proposed to form new NLAC with membership of ministers or secretaries, business, community & statutory body representatives. Current NLAC members to become an advisory committee to NLAC through the Chairman of Advisory committee.
Grants to NGOs	Small grants to NGOs sent upon requests for 8 training programs for literacy and awareness activities. Total: K10,000

Population Education

High level advocacy meetings	Simbu, Sandaun, EHP, SHP, NSP, NIP, ENB, WNB, Enga, Gulf, Morobe, Western	 8	 10
Sexual Reproductive Health (SRH) Kit training workshops (Kits completed 2003)	Training of Trainers (TOT) regional workshops (1/region/year) All 4 regions. Participants Provincial inservice workshops to help teachers use SRH Kit to teach reform curriculum for Personal Development Participants Workshops	 na 160 4	 160 440 11
Gender materials	Progressive distribution to provinces that complete teacher inservice on Sexual Reproductive Health		

National Education Media Centre

Distance education utilising live classroom broadcasts Lessons recorded & broadcast	Recorded at Ward Strip PS & Gordons SS in NCD. Televised on EMTV week days 4 hrs/day for 41 weeks Science & Social Science(G7) programs Maths, Physics & Geography (Gr11) programs No. of schools provided access to TV	 332 332 40	 249 425 40
Radio Production Broadcast on NBC Karai air time paid by DoE	Current Events Radio time (old programs) Education News recorded from PRC scripts	37 24 46	36 24 41

Activities	Outcomes	2003	2004
(Broadcast cost K40,000)	Promotional jingles for NLW and NEW	4	2
Dubbing Education Awareness radio programs (6x20 minute programs)	Programs dubbed and copied Total 10,000 copies (English, Pidgin, Motu) Dubbing commenced and ongoing Tapes purchased. Funded by CRIP		1 5 K9,450
Videos	CRIP coverage on inservice of new reform curriculum	2	0
Video and audio recording for media news coverage and awareness materials In conjunction with Media & Communication Unit, PRC	Events covered Including CECC/SEOC, NLW, NEW, swearing in of NEB members, Former education ministers' and secretaries consultation on National Education Plan, Gordon Secondary Cultural Show, Education Task Force /Secretary's visit to schools in Southern Highlands, Minister's CBE investiture ceremony	7	9
Transcription of old school radio programs	Started 2004. Ongoing. % of programs transcribed Language (G 1-6), Science, Community Life (G 4-6), Stories from the Bible (G5), Papa Mai, Kipa the Dreamer & Christian Education (G6) Total programs:		10% 1,059
Publications Distance education by live TV broadcasts project	School Broadcast Handbook 2005 compiled, not printed. 3 x overseas training reports Equipment maintenance handbook 130 lessons for Grade 7 Science Printed & distributed to schools in 4 pilot provinces		 60 copies 80 copies 180 copies
Overseas training for distance learning. Thailand Funded by JICA Japan Japan	Training at Wang Klaikangwon School and Distance Learning Television Station, Hua Hin 1 week International Seminar – 'Open and Distance Learning for Sustainable Development' 1 week Individual training - radio production 2 weeks		8 participants 4 participants 1 participant
Training workshops Inhouse technician training	TV pilot teachers (incl teachers from pilot provinces) Radio/ & TV equipment, production & broadcast		6 11

Achievements

- Curriculum reform continued with strong support from the AusAID Curriculum Reform Implementation Project (CRIP). New elementary and upper primary syllabuses and teachers' guides in use in 2004. Lower primary materials completed for distribution in 2005.
- Secondary Curriculum Framework approved by Board of Studies. New curriculum materials to be developed in 2005 for implementation in 2006.
- Implementation of Inservice Management Plan 2001–2005, with support from CRIP, continued to support teaching of the reform curriculum
- National Examinations successfully completed for 96,000 candidates, despite insufficient recurrent funding. Funded under quality support component of education subsidy.
- Professional output from Graphics section and National Education Media Centre increased, including live TV broadcasts to schools.

Constraints

CDD has benefited from support from CRIP since it commenced in October 2000, but still lacks resources and capacity to adequately support the education reform. Major constraints in 2004 included:

- Insufficient resources to provide sufficient support and materials for literacy and awareness workers.
- Insufficient funding to provide for CRIP counterpart funding as well as the recurrent budget, secondary curriculum reform, and production and distribution of curriculum materials.
- Continued inadequate funding to produce, distribute and conduct examinations for rapidly increasing student numbers. 3 out of 10 professional and technical positions in MSU remained vacant despite a greatly increased workload.

Technical Vocational Education & Training

Division Objectives

The Technical Vocational Education and Training (TVET) Division provides broad based, Technical and Vocational Education and Training that meets national competency standards and the ongoing needs of the community, government, commerce and industry. Stakeholders include Governing Councils and Boards of Governors, Boards of Studies, Apprenticeship and Trade Panels, Provincial Education Advisors and the National Apprenticeship Trade Testing Board, Government and the private industry. The Division's main objectives are:

- To provide, facilitate and promote integral human development through the delivery of relevant demand driven and nationally recognised technical vocational education and training programs necessary to foster, enhance and sustain the socioeconomic development of Papua New Guinea.
- To execute Government directives, Ministerial Policy Statements and Departmental Policy Guidelines for education reform and efficient management of Technical and Business Colleges and Vocational Training Centres throughout PNG to support social and economic growth.

Activities and Outcomes

Operations

Activities	Outcomes	2003	2004
Technical /Business Colleges	Colleges operational	7	7
Technical	Port Moresby, Lae, Madang & Mt Hagen		
Business	Port Moresby, Goroka & Kokopo		
Vocational Centres	Registered on MPR	139	139
	Operational	128	124
	Offering core academic subjects to Grade 10	4	4
	Offering CODE curriculum	40	42
Students (Nov. 2004)	Total enrolment (full year+part year courses)	2,437	3,118
Technical/Business Colleges	Enrolment equivalent to full year students	2,054	2,490
Full year courses	Total full year enrolment	1,914	2,280
	Diploma	690	974
	PETT /TTC	1,224	1,306
	Business	509	508
	Trade	715	798
TTC replacing PETT	TTC courses (remainder still PETT)	96.5%	96.7%
Part year courses	Total part year enrolment	523	926
	Extension (apprenticeship) 8 weeks/yr/student	310	460
	non CBT	156	129
	CBT	154	331
	Demand driven short courses (av. 10 wks)	213	378
Vocational centres (midyear)	VTC total students	18,735	19,560
Female participation -students	Vocational centres % female students	26%	26%
	Technical and business colleges overall	29%	30%
	Extension (apprenticeship)	3.5%	4.4%
	Diploma	29%	31%
	Demand driven short courses	48%	51%
	PETT /TTC business courses	50%	51%
	PETT /TTC trade courses	19%	19%
Staff (quarter 4)	Total teachers on strength (TSC ceiling 273)	227	223
Teachers	Contract officers	42 (18%)	46 (21%)
	Volunteers		4
Vocational centres	Total teachers (TSC ceiling 1,223)	1,038	1,021
	Contract officers	25(2%)	13 (1%)
TVET HQ	Total HQ (PSC /budget ceiling 49)	35	44

Activities	Outcomes		2003	2004
	Contract officers		18%	14%
Female participation - staff	Colleges Vocational centres TVET HQ	% female lecturers % female instructors % female public servants	26% 30% 30%	26% 30% 28%
Coordination & monitoring of divisional budget, activities & manpower	Coordinated and distributed funds to VTC, TC & BC operations & duty travel. Prepared 2005 budget, cash flow projections, manpower reviews, and tenure appointments.			
Principal's Conference	Conducted Principals' Conference 24-28 May 2004			K50,440
Review of TVET Policy	TVET policy, coordination, capacity and directions reviewed, in consultation with stakeholders, and with assistance of ECBP adviser. Final draft policy statement completed to guide and improve coordination & rationalisation of TVET			

Inspections

Advisory and appraisal visits to teachers	Technical/Business Colleges Vocational institutions		56 (24% of tchrs) 108 (11% of tchrs)	54 (24%) 112 (11%)
Annual Rating Conference Report rating for registration or eligibility for promotion	Total reports rated Technical/Business Colleges Vocational institutions		175 55 120	163 49 83
Teachers employed with provisional registration (including extensions)	Provisional registration given to teachers employed with practical skills but without teaching qualifications. Technical/Business Colleges Vocational institutions		 11 329	 8 419
Investigations	Carried out under instruction from Secretary		2	2
Development of Manuals	Inspection Manual completed awaiting printing approval Institutional Administration Operations manual still in progress			
TVET Inspectors' Conference	Venue: Vanimo 5 days 25 participants. Funding: QIPE Inspections Master List and proposed key performances areas for inspecting the teachers compiled			K83,607
Staff development TVET College staff development plans	Format completed, approved. Colleges assisted to develop plans. Completed - LTC, MTC, MHTC, PTC, KBC		2	5
Applications for courses (lecturers & HQ staff)	Applications coordinated with SDU and training providers No SDU sponsorship in 2004 due to lack of funds.			
Short term courses 52 participants in various short courses in 2004. 6 in 2003	JICA/PNG Friendship Study of Vocational training – Indonesia IT Management – Malaysia MIS – in-country Dip. Teaching Technical – UOG		2wks 3 wks 4wks 2wks Lahara	officers: 15 2 1 25 9
Long term courses PNG (UOG) Australia Total of 6 officers on long term study. 2 in 2003	BEd In-service Admin. & Planning Adv. Dip Engineering Technology Dip. Interior Lining BEd (Vocational) Dip. Building		 2yrs 2yrs 2yrs 6mths	1 1 1 2 1

Curriculum

College specialisations Lae Technical	Metal trades, Tourism & Hospitality, Science Technology, Diploma courses in Engineering, Hospitality, Management, Bus. Studies
Madang	Building trades and apprenticeship courses
Mt Hagen	Vehicle trades and apprenticeship courses
Port Moresby	Electrical & Printing trades, apprenticeship courses

Activities	Outcomes	2003	2004
Business Goroka Port Moresby, Kokopo	Business Studies/Vehicle trades Business Studies		
Technical Curriculum Development Conversion of PETT courses to TTC. Revision of all courses using Competency Based Training and Assessment (CBTA) principles	All TTC and PETT courses being reviewed and converted to CBTA. Review commenced 2004. Conversion 50–70% completed		
	TTC courses		12
	Electrical, Printing & Composing, Business Studies, Tourism & Hospitality, Science Technology, Building Construction, Cabinet Making & Furniture, Painting & Decorating, Plumbing/Sheet Metal, Vehicle, Metal, Draughting		
	PETT courses still to be converted to TTC		2
	Butchery, Panel Beating & Spray-painting		
AAC/Curriculum handbook	First draft of handbook for TVET curriculum design, development and implementation completed.		
Record management Student records Curriculum records	Development of Student Record Management System using MIS computer program commenced Curriculum documents archived using CD-ROM		
Final Examinations	All examinations written, printed and administered internally for TC/BCs. Master examinations coordinated and vetted by relevant PCOs at HQ. Some papers prepared using LXR software.		
Diplomas and Certificates issued	PETT	42	38
	TTC	443	459
	CHTE (being replaced by Diplomas)	349	496
	Diplomas	233	315
	Vocational Training Certificates	4,386	3,476
Vocational Curriculum Development Technical High School Short Courses Vocational CBT Syllabi now completed	National Curriculum Statement for vocational centres & Assessment Manual for vocational and THS – 1st draft completed Trade skill syllabuses for Grades 9 & 10 Kuiaro THS drafted Facilitator's Guide drafted to assist vocational teachers 2003: Carpentry Construction, Fisheries, Plumbing 2004: Tailoring; Tourism & Hospitality; Entrepreneurial Skills, Agriculture, Business Studies.		
PETT Courses in NCD VTCs	PETT courses trialled at Limana, Badilli & Koki VCs		
Limana VC	Tourism & Hospitality, Business Studies		
Badilli VC	Refrigeration, Air conditioning, Carpentry Construction		
Koki VC	Mechanics, Auto Electrical, Electrical		
Graduates to tech/bus colleges	Selected for tech/business college next year	2003: 12	2004: 28
Short courses	See NCD p.89		
Meetings Board of Studies	Buildings & Architectural Drafting/Civil Engineering, Business Studies, Electrical Engineering, Mechanical Engineering, Applied Science and Tourism & Hospitality	1 each	2 each
	AAC/Governing Councils.		22
Others	Apprenticeship & Trade Testing Panels (ATTP)	22	20
Certified Trade Testing Centres	All 7 TCs/BCs & Raval VC Private providers: Ela Motors Training Centre, OTML, PJV,		
Trade Tests conducted	Total candidates	229	310
	% total tested competent	76%	79%
Level 1	MVM, CC, Elect, MFM, MFW, PLB, BS		
	Candidates	155	201
Level 2	MVM, CC, MFW		
	Candidates	20	62
Level 3	MVM, CC, MFM, MFW		
	Candidates	54	47
Professional development	Curriculum design & implementation	1 day	officers: 15

Activities	Outcomes	2003	2004
workshops for Curriculum	Preparation curric. development handbook	1 day	16
Officers	Computerised exam system - advanced.	1 wk	10
Vocational	Basic for Curric Officers & teachers	1 wk	20
AAC chairpersons	Training workshop	1 wk	22
CPSC in-country program	MIS for Student Record Management	2 wks	22
Curriculum development	Workshops for writing handbooks, syllabi		
activities funded by QIPE	instructional materials		K90,967
Meetings	BOS, AAC		K65,817
MIS training, computerised	Advanced LXR (teachers & curriculum officers)		
exam /item banking	CPSC in-country training program		K105,208
Printing	Curriculum documents, course assessment,		
	attendance, text and reference books		K230,279
	Establish capacity to print certificates		K9,160
Website	TVET website developed		K20,707
Other initiatives – TPA	MOU with TPA to support initiatives to promote tourism training		
MOUs finalised UOG	MOU with UOG for affiliation of GTC and accreditation of GTC courses		
Consultative Forum	with industry & major stakeholders on training issues		
DoVET skills upgrading courses for VTC teachers	Skills upgrading courses conducted in TC/BCs - Tourism & Hospitality, MFW, Carpentry, MVM, MFM, Plumbing. Funded by EU HRDPII (See also pp. 59, 82)		

Vocational Skills Training Support

Vocational Schools Board of Studies (BOS)	Not yet operational. Terms of reference and membership for new board ready to be checked by DoE Legal Branch
Development of short course training modules by STRU	Skills Training Resource Unit (STRU) supported by Employment Oriented Skills Development Unit (EOSDP)
Skills	Wide range of skills covered –eg tailoring, food preservation, vanilla, rice, butterfly, fish, pig, poultry, organic farming
Total modules produced	Cumulative total mid 2001–Q1 2004: 140 Training materials printed: approx 35,000 pages
Supply to training provider	Q1 2004: 65 providers requested supply of 495 module topics
Human Resource Training (supported by EOSDP)	Entrepreneurship and management of short courses. Training for managers and instructors of vocational and other training centres
Trainers trained	Project target 80 2001–Q3 2003: 85 Q4 2003–Q4 2004: 15
Managers /instructors trained	Project target 1,300 2001–Q3 2003: 832 Q4 2003–Q4 2004: 246
Technical skills enhancement for instructors	Training by various providers in skills required for instructing short course modules. Funded by EOSDP.
Instructors trained	Project target 1,000 2001–Q3 2003: 243 Q4 2003–Q4 2004: 151

Achievements

- Final draft of TVET Policy document completed.
- 12 out of 15 PETT courses now converted to TTC and conversion to CBT format more than 50% completed. Conversion of vocational syllabuses to CBT format continued to advance.
- Roles and functions of Boards of Studies (BOS) and Academic Advisory Committees (AAC) for technical and business colleges strengthened.
- Curriculum documents converted to electronic format stored on CD.
- Effective support obtained from funding sources, including QIPE, ECBP and CPSC, to support curriculum development and capacity building.

Constraints

- Lack of understanding of education reform by some teachers.
- Lack of funding to support the introduction of new courses and provision of teaching resources.
- Insufficient ongoing upgrading and retraining for teachers.

Teacher Education and Staff Development

Division objectives

The Teacher Education and Staff Development (TE&SD) Division is responsible for supporting and providing cost effective and sustainable pre-service and in-service teacher education to meet the learning needs of children at all levels of the National Education System.

The Division's main objectives are:

- To provide quality pre-service training for primary, elementary, vocational and technical teachers.
- To coordinate support services for the training institutions and programs through professional, supervisory, administrative, curriculum, resource allocation and staff development activities.
- To provide, coordinate, administer, and monitor in-service and upgrading programs for teachers as well as public servants.
- To provide professional and administrative, curriculum and resource support to Special Education Resource Centres.
- To support and coordinate gender equity and awareness programs.

Activities and Outcomes

Pre-service Teacher Education

Activities	Outcomes		2003	2004
Primary Teachers Colleges	Church agency PTCs		6	6
Diploma in Teaching (Primary)	Government agency PTCs		1	1
Total enrolment (mid year)	Years 1 & 2		2,643	2,498
(See also Figure 20, p.14)	female		45%	45%
	self-sponsored students		10%	10%
Output	Graduates during current year		1,435	1,060
Intake	Year 1 (mid year)		1,208	1,523
	grade 12 leavers		90%	90%
	Approx 10% are Grade 10 leavers who are self sponsored and selected students from remote disadvantaged areas, including 20 at Balob sponsored by Morobe Provincial Government			
Primary Teachers Colleges affiliation with universities	UOG		Madang	Balob
	DWU		St Benedict's	Kabaleo
Revised PTC pre-service program	All colleges implementing Program 2000 with trimester timetable (6 trimesters in 2 years instead of 3, increasing output by 50% yr)			
Curriculum	Program 2000 curriculum support documents for all strands completed with support from PASTEP 2000–2004. Further revision needed to support outcomes based curriculum & NEP 2005–2014			
Pre-service Vocational teacher training at PNGEI (DoVET)	Tourism/Hospitality	(6 trimesters – 2 yrs)	77	140
	Completions in current year		36	37
Secondary teacher training (University of Goroka - UOG)	SDU scholarships - no funding		nil	nil
	Total BEd students	Yr 1-4	608	782
	Final year	Yr 4	127	134
Primary Teachers' College staffing (quarter 4)	Staff on strength (TSC ceiling 190)		169	181
	Female		24%	26%
Inspections (PTCs & PNGEI)	Lecturers inspected		68	33
	Institutions inspected		0	0
TE&SD workshops	Theme: *Relevant staff development activity for a better future*.			
Principals	Lae	12 participants, 5 days	1	0
Deputy Principals	Lae	20 participants, 5 days	0	1
	QIPE funded activity to improve PTC staff development plans			

Activities	Outcomes	2003	2004
Reform curriculum workshops for college lecturers /subject strand heads	Organised, facilitated and funded in conjunction with CRIP 2003x1: Upper Primary 2004x1: Lower Primary External Assessors Training. Lecturer participants		13
Workshops by TE&SD staff & PTC lecturers	School leadership training – Participants (Elementary, primary & secondary teachers in Manus) Lower primary reform curriculum (see also CDD, p.72) various including Western Province and Manus 2 workshops each		180
ICT Learning Centres PASTEP (AusAID) activity	Project finished Aug 2004. Centres constructed and equipped: 2003: Balob, Madang 2004: PNGEI, Gaulim, Holy Trinity		
Kabaleo PTC infrastructure upgrading	Funded under EU HRDPII program. Work progressed through 2004. Due for hand over in January 2005		
Teacher Registration	Total registered	2,186	1,741
	Elementary	252	269
	Primary	1,519	1,198
	High/Secondary (restricted)	124	33
(at 30/12/04)	High/Secondary (provisional)	132	117
	National High Schools	11	0
	Vocational	113	47
	Technical	32	13
	Special Education	0	0
	Teacher Education	3	2
De-registrations	Total de-registered	7	2

Elementary Teacher Education

PNGEI Elementary Unit	PNGEI Unit staff to cordinate training	6	5
Elementary teacher training coordinators & trainers	Originally provincial positons. Budget activity and ceiling now established under TE&SD. See also p.30		
	TSC ceiling	204	216
	Number transferred to correct DoE positions (Q4)		169
ETESP funding & support	ETESP project extension finished 6/12/04		
Certificate of Elementary Teacher Training (CETT)	Trainers in training	20	37
	Total completed CETT since 1998	234	240
BEd Early Childhood	Through University South Australia (distance mode) Participants (program completed 2004)	37	37
Elementary teachers (including trainees)	Inspectors reports (see also Table 14, p.100)		10,382
	Payroll: Pay 21, 17/10/03 /Pay20, 1/10/04)	8,909	9,295
Certificate of Elementary Teaching (CET)	CET Yr 1, 2 and 3	3,094	3,516
	% female trainees	41%	41%
Trainees Female participation	Trainees not completed course requirements for yr 1, 2 or 3. To be targeted for assistance and supervision in 2005	1,900	1,900
Academic probation	Completed CET in current year	2,000	nil
	No 2004 funding to complete training, supervision & assessment		
Graduates	Graduates (Yr 3 previous year)	1,436	1,101
	Graduates since start of CET (1997-2004)	5,641	5,808
Curriculum materials	CET & CETT materials revised to support teaching of reform outcomes based elementary school curriculum		
Workshops - Planning	For PETTCs (2 in 2004)	0	40
Reform curriculum 2003 2004	Regional workshops to train 200 trainers on new curriculum. Supported by CRIP. Trainer training by CDD, IGD, El. Unit. Trainers conducted reform curriculum training for teachers		
Orthographies completed with	Completed in current year	0	0

Activities	Outcomes	2003	2004
ETESP support	Total orthographies funded by ETESP 1998–2002	103	
CET /CETT Data Base	ICT & data base supported & improved by extension of ETESP. Training at Daltron. Easy access to data required		

Special Education

Special Education Resource Centres (SERC)	Church agency NGO	9 5	14 4
SERC Staffing (quarter 4) Female participation	Staff on strength (Budget ceiling 59) % Female	43 46%	56 46%
Student enrolment Program groups Female participation	Total student clients Full time students at SERC In schools supported by SERC staff Community based supported by SERC staff % Female	1,605 445 611 549 44%	1,816 518 735 563 45%
Teacher Development PNGEI Diploma Special Ed	Suspended during 2003 because lecturer resigned. Program unable to resume in 2004. 17 students unable to complete so far		
National Special Education Committee	Committee (sub committee) meetings National Special Education Conference	1 (2) 0	0 1

In-service and Staff Development

Teacher education review & development plans	Review of PNGEI, and inservice and preservice activities, roles and capacities conducted Q4, with support of 2 ECBP advisers. Development plans to be completed Q1 2005		
Human Resource Development Policy	HRD policy reviewed, in consultation with DOE divisions and provinces (4 regional workshops). Updated HRD Policy drafted ready for consideration by TMT in Q1 2005. Supported by ECBP		
PNG Education Institute	PNGEI staff on strength Q4 (TSC ceiling 52)	33	38
Diploma in Education Primary (In-service) - DEP(I)	DEP(I) decentralised to PTCs to increase access for field teachers Colleges implementing DEP(I) program	 1	 5
Teachers participating Conducted by PNGEI Conducted by PTCs	PNGEI campus Field workshops PTCs (2 in 2003, 5 in 2004) Total participants	334 500 89 923	480 1500 235 2,215
PNGEI Diploma in Vocational Education & Training (DoVET)	Upgrading for vocational instructors Inservice students No Education Foundation program at PNGEI in 2004 due to problems acquitting previous EU HRDPII funds. Funding provided only for skills courses with other providers. (See also p.59, p. 79)		
Inservice curriculum development DEP(I)	DEP(I) curriculum framework and guideline reviewed & developed On trial at Balob, Kabaleo, Gaulim, Holy Trinity & Madang PTCs		
DoVET	DoVET curriculum reviewed. Framework and guidelines developed for trial in 2005		
University of Goroka (UOG) BEd (Inservice) - 2 yrs	Inservice upgrading for practicing secondary & TVET teachers No DoE sponsorship in 2003 or 2004 due to no recurrent funding Self sponsored	 67	 36
2 yr PGDE/PVTE by Lahara and work place assessment	Started in 2000. Funded by DoE. New MOU signed for 2003/2004 Graduates No intake for 2004/2005 due to lack of funding	 171	 269
Training & upgrading Overseas - full time study	Funded by DoE and donors - AusAID, NZODA, EU Doctorate completed Doctorate continuing Masters (including HRDPII, see p.59)	 0 3 19	 1 3 18

Activities	Outcomes	2003	2004
In country - full time	Under graduate	4	3
part time	Undergraduate (no recurrent funds in 2004)	71	0
	Virtual Colombo Plan MEd facilitated by UOG, funded PATTAF		
	TE&SD & PTC lecturers	38	38
	DWU Masters self sponsored	18	18
Staff development for public servants	No funding but officers maintained on salaries within divisional budgets. Various institutions	10	10
	BEd/PGDE (self-sponsored only in 2004)	0	9
Special Education Gazette	SPEG not printed due to lack of funding for sponsorship		
Reform curriculum in-service activity (supported by CRIP)	For progress in implementing the *In-service Management Plan 2001-2005,* see CDD divisional report, p.72. For workshops involving PTC lecturers, see pre service teacher education, see p.81		

Gender Equity in Education

Gender Network in Education (GENIE)	GENIE continues to maintain the established network within divisions, with PTC lecturers and gender components of projects		
Basic Education Development Project (BEDP)	Gender Equity Adviser counterpart		
Facilitating gender issues workshops	Board of Management Facilitators' workshops	5	
(5 days per workshop)	Oro, Western, Sandaun, Simbu, North Solomon		
	45 participants each workshop.	Total	225
	District Women Facilitators' workshops		3
	Simbu /Oro, Western /Sandaun, North Solomon		95 participants
Accelerated Girls Education (AGE) funded by UNICEF	Facilitated workshops and training in 6 selected province (Madang, Simbu, WHP, EHP, ESP and Morobe)		

Achievements

- Training and curriculum activities continued to progress despite financial difficulties. Despite the cost, many teachers have sponsored themselves to upgrade their qualifications.
- Improved teaching about reform curriculum in Primary Teachers' Colleges, including inservice workshops for field teachers, funded by CRIP.
- CET and CETT curriculum revised to support teaching of revised outcomes based school elementary curriculum. Elementary trainers conducted reform curriculum training for teachers, following CRIP supported train the trainer workshops in 2003. Trainee data bases upgraded.
- DEP(I) and DoVET curriculum framework and curriculum guideline reviewed, re-developed and being trialled in 2004 and 2005. Decentralising delivery of DEP(I) to PTCs and field workshops continued. Output has more than doubled since 2001 because of increased access.
- Continued support for staff development activities and curriculum workshops from ETESP and CRIP has continued reform curriculum in-service for inspectors and teachers, in line with *In-service Management Plan 2001 – 2005* (see also CDD, p.72).

Constraints

- Lack of recurrent funding in 2003 and 2004 has denied opportunities for teachers and officers eligible for training. DoE sponsorship for teachers selected for 2003 programs deferred to 2005.
- No recurrent funding for operations of Elementary Training Unit and teacher training prevented monitoring of provincial components of training. Inefficiency and lack of leadership in managing and coordinating elementary teacher training at provincial level continues to affect the payment of training allowances and quality of training and assessment.
- Communication difficulties continued to affect coordination of elementary teacher training, and prevent access to staff development activities in some provinces (eg Southern Highlands, Simbu, Sandaun, NIP, Bougainville and Western Province).
- Shortage of qualified lecturers for the DoVET and Special Education Units of PNGEI.
- Lack of counterpart funding for project activities.

General Education Services

Division Objectives

General Education Services (GES) Division provides advice and assists the Secretary in the administration of the Department in accordance with its established tasks and responsibilities. The Division's main objectives are:

- To improve the quality of education and increase education opportunities, including coordination, liaison and monitoring activities with relevant projects.
- To coordinate, monitor, liaise with and advise provinces on school administrative matters, including registration of schools, enrolment and staffing records and supply of school administrative materials.
- To coordinate and oversee operations of National High Schools (NHS), the College of Distance Education (CODE) and national selections for grade 11.
- To coordinate the Vacancy Gazette for teachers, and supply and maintain Declaration of Eligibility Certificates.

Activities and Outcomes

School Administration Services

Activities	Outcomes	2003	2004
Coordination of education subsidy payments (national component) For further detail see 'Education Subsidy', pp.46–50. Also Table 27, Table 28, pp.106, 107	Cheques raised and deposited in school accounts or distributed to each province, following release of funds by DoT in Q1and 3 Raising and depositing /distributing cheques coordinated by GES, with officers of all other divisions involved. Raising payments required 32 officers working for 5 weeks to raise and arrange distribution of more than 8,000 claims/cheques required each time. Considerable cost in work not done elsewhere, and overtime payments, in addition to travel costs.		
	Cheques raised	more than 23,000	16,000
Southern Highlands Education Task Force Subcommittee in support of National Task Force set up under NEC Decision 118/2004	Interdepartmental SHP Education Task Force formed to support restoration of education services in SHP. Chaired by Education Secretary. GES provided executive services to Task Force and DoE Technical Working Committee, in conjunction with PRC, PFM, IGD and other divisions. 8 meetings (in POM) and 3 visits to SHP. PEA and PEB appointed. Assistance to SHP included preparing Education Subsidy Policy options advice and a strategic plan for restoring services, facilitating payment of outstanding subsidy payments to schools, and inspectors' visits to collect situation data from schools. Committee also prepared briefs for National Task Force as required		
Data collection Monthly and quarterly returns	Data return rate and reliability of data from provinces very low. Data computerised when received and forwarded to PFM. See also Corporate Data p.60, Table 10, Table 11, pp.97, 98		
Registration of Elementary and Primary schools	Schools approved and applications forwarded to TSC for creation of positions (for current or following year) and inclusion on MPR.		
Elementary	New schools - registration progressing	221	760
	Total registered el. schools	4,482	5,242
Primary	New schools, registration progressing	nil	25
	Number of registered schools more than operating schools due to non-operating schools still registered. See Figure 8, p.7		
DoE School Registration Committee	Established with GES, TSC, GAP, PFM & TE&SD to coordinate /speed up registration processes. To commence operating in 2005		

Activities	Outcomes	2003	2004
Permitted schools	Executive services provided for Permitted Schools Registration Committee. Register of Approved Permitted Schools maintained		
Permitted schools	Total approved schools registered	217	221
Registrations	New schools	66	4
Declaration of Eligibility Certificates issued	To primary teachers 2003:		1,127
	2004: EO3 (858), EO4 (388), EO5 (64), EO6 (16), EO7 (4)		1,330
	To secondary teachers	143	149
Teacher Appointments Vacancy Gazette	Printing and distribution Total copies	3,807	411
National institutions	Produced by respective divisions. Distributed Sept. Results to be advertised by GES in Feb, 2005		
Provincial institutions	Advertising of vacancies deferred to Q3 2005. Acting appointments remain in place. Gazette advertising vacancies not able to be produced because HRM Payroll System not yet able to generate suitable report listing positions. (See GAP, p.64)		

Secondary Education

Grade 11 selections	Selections for 2005 conducted in December 2004		
Represent NEB & coordinate	Selection results	for 2004	for 2005
Students	Total students selected	6,438	7,100
	Meeting minimum criteria (4 upper passes)	7,712	7,741
(see also Figure 18, p.13)	% meeting minimum criteria selected	83%	92%
	% G10 selected (NEP target 25%)	24%	28%
Schools	Number of schools (including SDA)	57	63
	Admin costs (printing, hire of venue and transport, etc)		K20,000
Costs	Principals' travel & accommodation met by schools :K120,000		
National High Schools	TSC ceiling for NHS teachers	170	170
Teacher appointments	Recruitment & appointment -staff on strength Q4	162	159
Students	Total NHS enrolment	2,533	2,651
Output	Grade 12 graduates	1,400	1,178
Travel	All students traveled to NHS and returned home for 2004 vacation.		
Cost	Education subsidy (SIMG)	K764,169	K419,367
	Students at Passam NHS on mass withdrawal met own travel costs		
NHS recurrent expenditure	Controlled through acquittal system (not including maintenance and student travel)	K3.7m	K4m
School projects	For renovation and construction of dormitories, classrooms, septic and water systems, etc.		
GoPNG project funding	Development budget through DNPRD		
Sogeri NHS	2003 appropriation K500,000	released 2003	K500,000
Passam NHS	2004 appropriation K500,000	released 2004	nil
Wawin NHS	2004 classroom extension Budgeted K100,000		
	Recurrent funding	released 2003	K15,000
	2004 maintenance of septic and water system		K50,000
Survey of infrastructure & maintenance needs (all NHS)	4 week survey of carried out by Engineering Constructions		
	Funding: ECBP		K82,749
Review of future status and role of NHS	2 month subcontract to NRI funded by ECBP. Report expected end Q1 2005		
DoE representation on NHS Governing Councils	Scheduled GC meetings attended (out of 24)	9	11

College of Distance Education (CODE)

CODE Centres	Provincial CODE centres	20	20
Extending services to the	Registered Study Centres	59	56
most remote areas	Correspondence Centres	39	35

Activities	Outcomes		2003	2004
Staffing	Professional staff TSC ceiling		41	41
Professional	Staff on strength Q4		41	37
	Female		54%	54%
Ancillary	Approved by GC: 131 On strength		70	65
Student statistics	Total student enrolment at start of year		32,458	25,129
Grades 7/8 & 9/10	Subject enrolment at start of year		61,996	48,893
Number of inactive enrolments from previous years not known	New student enrolments Jan 1 – Dec 12		9,103	8,767
	New subject enrolments Jan 1 – Dec 12		17,387	9,861
	Total students for year		41,561	31,930
Average no. subjects per student 1.7	Total subjects for year		79,383	53,794
	Certificates issued Jan 1 – Dec 1		746	512
Certificates issued indicates G10 Pass for 4 subjects	Successful subject completions		4,206	3,567
	Fails		153	80
	Overall drop in enrolments due to insufficient funds and materials			
Upper secondary program (G11/12)	Matriculation course administration and materials transferred from UPNG Open College.		Enrolment	65
	New course outlines completed ready for consideration by AAC			
Provincial visits to assist staff and advise students on courses	CODE centres visited by secondary inspectors		3	3
	CODE centres visited by CODE HQ officers		4	11
Course materials production, printing and distribution	2004 /2005 printing complete:	2003	2004	2005
Printed in CODE HQ Print shop. Sent to prov centres for mailing to students	Sheets	5.2 million	40.3 million	4.7 million
	Books	60,000	217,000	50,000
	Cost	K135,000	K548,533	K127,000
	Funding	QIPE (AusAID)		DoE recurrent
Workshops	Workshops conducted in POM for provincial coordinators and senior clerks from HQ. Participants 2x20		Cost	120,000

Achievements

- Education Subsidy distribution coordinated to all provinces in quartes 1 and 4 with more than 16,000 cheques raised. Effective liaison established with BSP Bank personnel and record of school account numbers established to enable cheques to be deposited direct into accounts.
- Selections for grade 11 in secondary schools and National High Schools completed successfully, with more than 90% of eligible students selected. Enrolments in 2004, and selections for 2005, exceed the National Education Plan target, which is for 25% of grade 10 to enrol in grade 11.
- Matriculation courses from UPNG Open College transferred to CODE. Grade 11 and 12 course outlines completed ready for consideration by CODE Academic Advisory Council.

Constraints

- Subsidy distribution conditions requiring for school bank account and acquittal details have not been able to be met by many elementary and primary schools. As a result, by the end of the year a considerable number of subsidy cheques were still held by DoE waiting to be paid to schools.
- Vacancies in provincial institutions not able to be advertised because HRM Payroll System not yet able to generate suitable report to provide listing of positions. (See GAP, p.64).
- Shortage of suitable qualified teachers for National High Schools and CODE. Non release of budget appropriation prevented renovation of National High School infrastructure.
- Insufficient funding, office equipment and expertise to support the Division's increasing volume of scheduled activities. Activities affected by financial constraints included maintenance and development of facilities in CODE and national high schools, printing of school administrative materials, and production and printing of CODE grade 11/12 course materials.
- Record keeping and progress of scheduled activities slowed by late and incomplete data return from provinces. Computer training and hardware also required. Workload required to administer school subsidy and create more than 16,000 vouchers again affected other tasks.

National Capital District Education Services

Division Objectives

Until such time as the National Capital District attains full provincial status, the legal context for the delivery of education services in the District is the National Education Act, as amended 1995. The Act provides for the District Education Board (DEB) as the body responsible for proposing policies and plans to the Secretary for Education and the NCDC, and for supervising the implementation of education plans in the District. National Capital District Education Services main objectives are:

- To plan and facilitate implementation of the education reforms in NCD at all levels, including elementary, primary, secondary schools and vocational centres.
- To provide professional and administrative services to teachers at all levels of schools and vocational centres, and the District Education Board.
- To ensure that all schools are provided with adequate resources in order to carry out their responsibilities effectively.

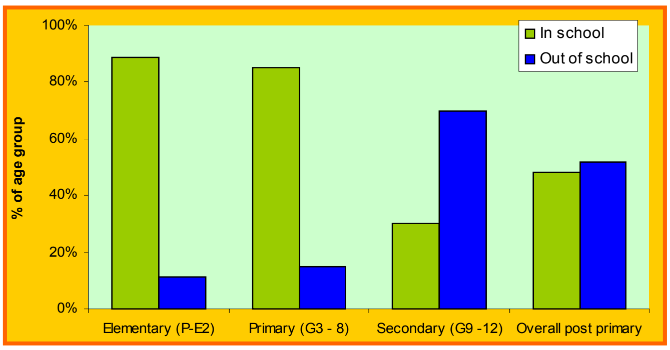
Activities and Outcomes

Activities	**Outcomes**				**2003**			**2004**
Implementation of NCD Education Plan	Implementation of phasing in and out of grades complete for elementary, primary & lower secondary. NCD Education Plan update in progress with technical assistance from FMU							
Statistics (mid year enrolments)	**Years**	**1994**	**2002**	**2003**	**2004**	**Increase 1994–2004 No.**	**Increase 1994–2004 %**	**Increase 2003–2004 %**
Elementary	Schools	0	40	43	43	43	–	0%
	Students	0	17,251	17,252	17,518	17,518	–	1.5%
Primary	Schools	37	38	38	38	1	3%	0%
	Students	25,490	29,671	29,738	30,417	4,927	19%	2%
Secondary	Schools	7	8	8	8	1	14%	0%
	Students	4,843	5,975	6,244	6,215	1,372	28%	-0.5%
Vocational Centres	Schools	7	5	5	5	-2	-29%	0%
	Students	1,008	1,954	1,745	1,592	584	58%	-9%
Total	Schools	51	91	94	94	43	84%	0%
	Students	31,341	54,851	54,979	55,787	24,401	78%	1%
(mid year teacher data)	Teachers	840	1,636	1,741	1,788	948	113%	3%

Figure 64 NCD gross enrolment rate

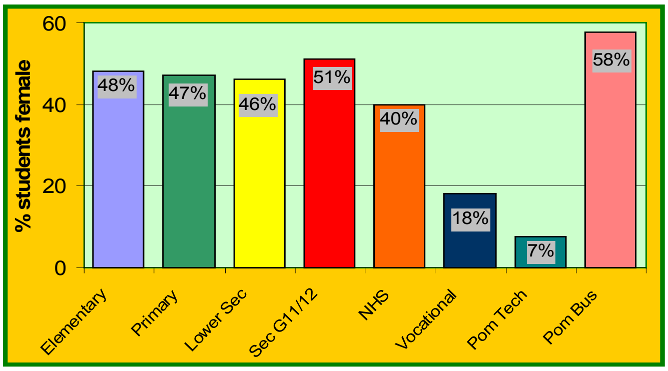
% children in school compared to the population

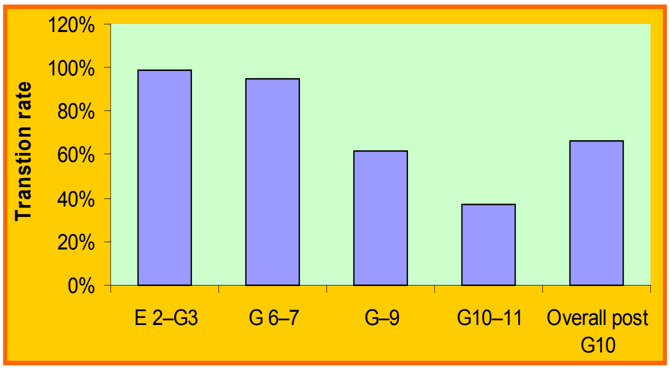
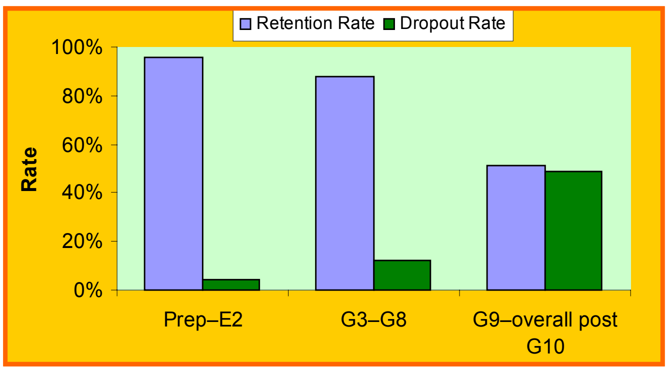
***Note** ‘Secondary’ includes only students enrolled in Grades 9–12 in high & secondary schools. ‘Overall post primary’ includes vocational centres, POM NHS, permitted schools & full time students at POM Business & POM technical colleges, but not private training providers.



Population projected from 2000 National Census data

Elementary	EP–G2	6–8 yr old	89% children in school
Primary	G3–8	9–14 yr old	85% in school
Post Primary	see note*	15–18yr old	48% in school

<table>
<tr><th>Activities</th><th>Outcomes</th><th>2003</th><th>2004</th></tr>
<tr><td>Figure 65 Participation of girls in different levels of education in NCD schools</td><td colspan="3">
</td></tr>
<tr><td>Phasing in/out of grades at different levels
Primary</td><td>Completed in 2002
G1/2 phased out of all primary schools into elementary, allowing G7/8 phased out of all high schools into primary. All primary schools now have G7&8, which has allowed expansion of G9–12</td><td></td><td></td></tr>
<tr><td>Lower secondary</td><td>High schools with only G9 &10</td><td>8</td><td>8 (100%)</td></tr>
<tr><td>Upper secondary</td><td>Secondary schools with G11&12</td><td>4</td><td>4</td></tr>
<tr><td>Figure 66 NCD transition rates 2002 to 2003

** ‘Overall post G10’ includes enrolments in vocational centres, Port Moresby NHS, secondary schools, permitted schools & PETT/TTC courses at POM Business & technical colleges.</td><td colspan="3">
</td></tr>
<tr><td>E2 to G3</td><td>% E2 children still at school in E3
102% shows increased enrolment from previous year. Suggests children moving into NCD schools from elsewhere.</td><td>102%</td><td>99%</td></tr>
<tr><td>Upper primary G6 to G7</td><td>% G6 children still at school in G7
Because all primary schools have G7/8, all G6 children in NCD have a G7/8 place available to them.</td><td>98%</td><td>95%</td></tr>
<tr><td>Secondary G8 to G9</td><td>% G8 entering G9 high school</td><td>64%</td><td>62%</td></tr>
<tr><td>G10 to G11</td><td>% G10 entering G11 (Secondary /POM NHS)</td><td>24%</td><td>37%</td></tr>
<tr><td></td><td>%G10 who gained entry to education and training after G10</td><td></td><td>66%</td></tr>
<tr><td>Figure 67 NCD retention rate
Elementary EP–G2
96% of EP in 2002, completed G2 in 2004
Primary G3–G8
88% of G3 in 1999 completed G8 in 2004.
Post primary Post G9
51% G9 in 2002 enrolled in G11 at a school or in TVET training (see ** above)</td><td colspan="3">
</td></tr>
<tr><td>Vocational Centre enrolment
Nil grade 6 leavers in 2004</td><td>Grade 8 leavers</td><td>49%</td><td>83%</td></tr>
<tr><td></td><td>Grade 10 leavers</td><td>23%</td><td>14%</td></tr>
<tr><td></td><td>Grade 12 leavers</td><td></td><td>3%</td></tr>
</table>

Activities	Outcomes	2003	2004
Vocational education reform	CBT courses introduced, in collaboration with TVET		
Centres (see also TVET p.78)	Some centres specialising in particular trade areas, and also offering PETT courses		
Specialisations	Koki — Mechanical & allied trade courses		
	Badili — Building & allied trades & short courses		
	Limana — Business & hospitality & allied trade courses		
User pay short courses	Demand driven short courses teaching practical skills relevant to community members		
	Courses offered in 2004 27 Participants 311		
Implementing the reform curriculum Curriculum materials	Materials produced and distributed by CDD supported by CRIP Every school in NCD has received upper primary and elementary curriculum packages, but the number of books in the packages are not sufficient for the teachers.		
Reform Implementation Support Adviser (RISA)	Southern Region adviser based in NCD Education office, funded by CRIP. Provided support for teachers for implementing the reform curriculum, including curriculum inservice		
Education Subsidy 2004 National Government component	Institutions	Total subsidy	
	Elementary 43	K146,095	K257,527
	Primary 38	K741,750	K701,880
	Secondary/High 8	K458,638	K357,150
	Vocational 5	K125,320	K87,250
	Total 94	K1,471,803	K1,403,807
NCDC 2003	Infrastructure Program	K14,065,349	nil
	8 teachers' houses and 34 class rooms		
2004	Support limited to paying base level water bill for all schools		
District Education Board (DEB)	Full DEB meetings	4	3
	Disciplinary Committee meetings	1	1

Achievements

- Reform of the education structure is fully implemented in NCD at elementary, primary and lower secondary. As a result, opportunities for children to stay at school have increased significantly since 1992, increasing enrolments and retention and reducing the drop out at each level.
- Continued expansion of upper secondary opportunities with the introduction of Grade 11 and 12 classes to Marianville and Jubilee Secondary Schools.
- Continuation of vocational education reform, with the introduction of Competency Based Training and 3 centres specialising in particular trade areas and also offering PETT courses. Increase in user pay short courses training community members in skills useful for self-employment.

Constraints

- Significant decrease in financial /infrastructure support from NCDC.
- Overall increase in enrolments in NCD National Education System schools slowed to 1.4% in 2004. Difficulty in paying school fees appears to be a contributing factor. Elementary and primary enrolments grew at around 2%, which is less than the rate of population growth, while secondary enrolments fell despite the opening of new Grade 12 classes at Marianville and Jubilee Secondary Schools. Full time vocational enrolments have decreased by 18.5% (362 students) since 2002.
- Increased access to education has not been able to keep up with population growth, resulting in large class sizes, overcrowding in schools and likely reduction in the quality of students' learning. Still too many children out of school. Land and funds needed to establish new schools.
- Insufficient funds for teachers' leave fares and rental accommodation for contract officers.
- Security of office equipment and payroll need to be addressed in the office block lease agreement. Lack of a proper warehouse to hold current supply of materials in stock.
- Unreliable data collection in NCD.

Internal Audit

Unit Objectives

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

The Units objectives are:

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

Activities and Outcomes

Activities	Outcomes	2003	2004
Audits	Total completed and reported on Total programmed Shortfall	50 58 8	31 58 27
Project Audit - Education subsidy (SIMG)	Audit completed and report released Programmed (20 provinces)	0 20	18 20
National High Schools	Audits completed and report released Programmed	1 6	5 6
Technical Colleges	Audits completed and report released Programmed	2 4	3 4
Business Colleges	Audits completed and report released Programmed	0 3	2 3
College of Distance Education (CODE)	Audit completed and report released Programmed	1 1	1 1
PNG Education Institute (PNGEI)	Audit completed and report released Programmed	0 1	1 1
Madang Teachers College	Audit completed and report released Programmed	0 1	1 1
NCD schools	Audits completed and report released Programmed	9 11	0 11
Head office – Payroll audits /collection of public monies	Audits completed and report released Programmed 2004 programmed included 3 carried over from 2003	8 11	0 11
Education Trust accounts	Audits completed and report released Programmed	2 8	0 8
Audit investigations	Total completed and reported on Anticipated	40 30	48 50
Payroll investigations	Cases reported Investigations completed and report released Backlog of investigations accumulated 2003/2004	62 30	212 43 201

Special audit investigations	Anticipated	23	30
	Deferred to following year	13	29
	Total cases dealt with	10	5
	Referred to police for criminal investigation	3	4
	Accumulated deferred case backlog for 2003/2004		42
Staffing	Staff on strength, 31 December	7	8
	Ceiling	11	11
	Vacancies	4	3

Achievements

- 31 audits and 46 investigations completed and reported on in 2004, compared with 50 and 40 in 2003.
- Rectification reports indicate that audit recommendations are being implemented as required by a majority of divisions and institutions.
- Unit staff cooperated well to accomplish assigned audit tasks, despite constraints.
- On the job training provided to improve capacity of staff.

Constraints

- Department Audit Committee still not established, despite recommendations by PSRMU and Public Accounts Committee (PAC). Urgent need. Committee would monitor compliance with audit report recommendations and ensure follow up of non-compliance.
- Shortage of manpower and experience has resulted in 27 programmed audits not being carried out in 2004, and a total backlog for 2003 and 2004 of 243 audit investigations that have still to be conducted.
- The number of payroll loss cases reported in 2004 increased significantly by 150 (340%). As a result, payroll losses make up 83% (201 cases) of the two year backlog of investigations that have not been able to be carried out by the existing manpower. Resources are needed to outsource the backlog of investigations.
- Increasing yearly workload for Audit Unit, due to increasing numbers of trust and project audits, and special audit investigations. Increased number of positions required.
- Present funding and experienced qualified manpower insufficient to accomplish the annual audit program and deal adequately with requests for audit investigations.
- Four unfilled vacancies from January. Resignation of another two staff left the unit with six vacant positions from 1st quarter. Three advertised and occupied while the other three are yet to be advertised.
- Salary levels, non payment of allowances and lack of housing hinder staff work performance and has resulted in staff leaving for employment elsewhere.
- Insufficient funding for staff training to upgrade qualifications.

Provincial and national education planners discuss ideas at the 2004 SEOC/CECC conference, *Madang Province*

Abbreviations

AAC	Academic Advisory Council
AAG	Activity Approval Group
A/c	Account
ADB	Asian Development Bank
AGE	Accelerated Girls Education
AIDS	Acquired Immune Deficiency Syndrome
APEC	Asia Pacific Economic Cooperation
AS	Assistant Secretary
ASF	Australian Support Facility (AusAID)
ASP	Associated Schools Project (UNESCO)
ATTP	Apprenticeship & Trade Testing Panel
AusAID	Australian Agency for International Development
BC	Business College
BEd	Bachelor of Education
BEDP	Basic Education Development Project (AusAID)
BEICMP	Basic Education Infrastructure Curriculim Materials Project (AusAID)
BOG	Board of Governors
BOM	Board of Management
BOS	Board of Studies
BOS	Board of Survey (depending on context)
BS	Business Studies
BSP	Bank South Pacific
CACC	Central Agencies Coordinating Committee
CASP	Commodities Assistance Support Program (AusAID)
CBE	Commander of the British Empire
CBT(A)	Competency Based Training (and Assessment)
CC	Carpentry Construction
CCNA	Certified Cisco Network Associate
CD	Corporate Data Branch, PFM
CDD	Curriculum Development Division
CECC	Council of Education Chairmen's Conference. Formerly CEMC
CEMC	Council of the Education Minister's Conference. Renamed CECC
CET	Certificate of Elementary Teaching (PNGEI)
CETT	Certificate of Elementary Teacher Training (PNGEI)
CFC	Cash Funds Certificate
CFS	Child Friendly School Program (UNICEF /AGE)
CHERST	Commission for Higher Education, Research, Science and Technology
CHTE	Certificate of Higher Technical Education
CLC	Community Learning Centre
COBE	Certificate of Basic Education (Grade 8)
CODE	College of Distance Education
CPSC	Colombo Plan Staff College
CRC	UN Convention on the Rights of the Child
CRIP	Curriculum Reform Implementation Project (AusAID)
CSI	Coastal Regions in Small Islands Projects (UNESCO)
CSMT	Curriculum Standards Monitoring Test
CTC	Commercial Training Centre
DAT	Differential Aptitude Testing (Grade 11)
DBTI	Don Bosco Technical Institute
DCD	Department of Community Development
DEA	District Education Administrator
DEB	District Education Board
DEP(I)	Diploma of Primary Education (Inservice) (PNGEI)
DNPM	Department of National Planning & Monitoring (now DNPRD)
DNPRD	Department of National Planning & Rural Development (formerly NPO & DNPM)
DoE	(National) Department of Education
DoF	Department of Finance (formerly DoFT)
DoT	Department of Treasury (formerly DoFT)
DoVET	Diploma of Vocational Education & Training
DPM	Department of Personnel Management
DWU	Divine Word University
E1, E2	Elementarygrade 1, Elementary grade 2
ECBP	Education Capacity Building Project (AusAID)
EDBO12	Resumption of duties form
EDF	European Development Fund
EDP	Education Development Project (World Bank)
EDP	Electronic Data Processing Branch, GAP
EduNET	DoE computer network
EFA	Education For All
EHP	Eastern Highlands Province
El.	Elementary
EMIS	Education Management Information System
EMVET	Entrepreneurial Management for Vocational Education & Training
ENB(P)	East New Britain (Province)
EO	Education Officer
EOSDP	Employment Oriented Skills Development Project (ADB /AusAID)
EP	Elementary Prep (Preparatory) grade
ESP	East Sepik Province
ETESP	Elementary Teacher Education Support Project (AusAID)
EU	European Union
F&A	Finance & Administration Wing
F&B	Finance & Budget (Division)
FAS	First Assistant Secretary
FMU	Facilitating & Monitoring Unit
G1, G2 etc	Grade 1, grade 2, etc.
GAP(D)	General Administration & Personnel (Division)
GBC	Goroka Business College
GC	Governing Council
GENIE	Gender Network in Education
GER	Gross Enrolment Rate
GES(D)	General Education Services (Division)
GO	Guidance Officer
GoPNG	Government of Papua New Guinea
GovNET	Government computer network
GTC	Goroka Technical College
GTZ	Deutche Gesellschaft fuer Technische Zusammenarbeit (German Aid Organisation)
HATI	Highlands Agricultural Training Institute
HDA	Higher Duties Allowance
HECAS	Higher Education Contribution Assistance Scheme

HQ	Headquarters
HRD	Human Resource Development
HRDPII	Human Resource Development Project 2 (EU)
HRM	Human Resource Management
HS	High School
HSC	Higher School Certificate (Examination) (Grade 12)
IBS	Institute of Business Studies
ICT	Information and Communication Technology
IEA	International Education Agency
IECC	Internal Expenditure Control Committee
IGD	Inspections & Guidance Division
ILPOC	Intermediate Local Purchase & Order Charge
IMG	Implementation & Monitoring Group (DoE for Education Reform /NEP)
IRC	Internal Revenue Commission
IRPEF	Improvement of Rural Primary Education Facilities Project (EU)
I/S	Inservice training
ISP	Institutional Strengthening Project (AusAID)
IT	Information Technology
JICA	Japan International Cooperation Agency
K	Kina
KBC	Kokopo Business College
KBO	Key Board Operator
KLMD	Kiunga Lake Murray District (Western Province)
LAMP	Literacy & Awareness Materials Production (Centre)
LAN	Local Area Network
LIFE	Literacy is for Everyone Project
LLG	Local-Level Government
LP	Lower Primary
LS	Lower Secondary
LTC	Lae Technical College
MA	Master of Arts
MCU	Media & Communication Unit, PRC
MEd	Master of Education
MFM	Maintenance Fitter Machining
MFW	Metal Fabrication and Welding
MHTC	Mount Hagen Technical College
MIS	Management Information System
MOA	Memorandum of Agreement
MOU	Memorandum of Understanding
MP	Member of Parliament
MPR	Master Position Register
MPS	Ministerial Policy Statement
MS	Microsoft
MSU	Measurement Services Unit, CDD
MTC	Madang Technical College /Madang Teachers College, depending on context
MTDS	Medium Term Development Strategy
MVM	Motor Vehicle Mechanics
MYOB	Mind Your Own Business (computer accounting software application)
na	Not available
n/a	Not applicable
NatCom	PNG National Commission of UNESCO
NATTB	National Apprenticeship & Trade Testing Board
NBC	National Broadcasting Corporation
NCD	National Capital District
NCDC	National Capital District Commission
NCDES	NCD Education Services
NDoE	National Department of Education (DoE)
NEB	National Education Board
NEC	National Executive Council
NEFC	National Economic and Fiscal Commission
NEP	National Education Plan
NEPU1	National Education Plan Update 1, 1999
NERC	National Education Reform Coordinator
NES	National Education System
NESP	National Education Skills Plan
NETA	National Education Trust Account
NEW	National Education Week
NGO	Non-Government Organisation
NHS	National High School
NI	National Institution
NIP	New Ireland Province
NIST	National Inservice Training (Week)
NLA	National Library & Archives (see OLA)
NLAC	National Literacy & Awareness Council
NLAS	National Literacy & Awareness Secretariat
NLW	National Literacy Week
NMA	National Monitoring Authority
NM&EF	National Monitoring and Evaluation Framework
NRC	National Ratings Conference
NRI	National Research Institute
NSP	North Solomons Province (Bougainville)
NTC	National Training Council
NZODA	New Zealand Overseas Development Agency
O&M	Organisation & Methods section, GAP
OHE	Office of Higher Education
OHERST	Office of Higher Education Research & Technology (formerly OHE)
OLA	Office of Libraries & Archives (NLA)
OLPGLLG	Organic Law on Provincial Governments & Local-level Governments
OSS	Overseas Staffing Section, GAP
OTML	Ok Tedi Mining Limited
p., pp.	page, pages
PAC	Public Accounts Committee
P&A	Policy & Administration Wing
P&C	Parents' & Citizens' Association
PASTEP	Primary & Secondary Teacher Education Project (AusAID)
PATTAF	Papua New Guinea Australia Targeted Training Assistance Facility (AusAID)
PAU	Pacific Adventist University
PBDS	Performance Based Duty Statement
PBSS	Performance Based Salary Structure
PC	Personal computer
PCIU	Project Coordination & Implementation Unit, PFM (formerly PIU)
PCO	Principal Curriculum Officer
PdoE	Provincial Division of Education
PEA	Provincial Education Adviser
PEB	Provincial Education Board
PEC	Provincial Executive Council
PEIC	Provincial Elementary Inspections Coordinator
PEP	Provincial Education Plan
PETT	Pre-employment Technical Training
PETTC	Provincial Elementary Teacher Training Coordinator
PFD	Project Formulation Document
PFM	Planning, Facilitating & Monitoring

	Division
PGAS	PNG Government Accounting System
PGDE	Post Graduate Diploma in Education (UOG)
PhD	Doctorate of Philosophy
PHS	Provincial High School
PI	Primary Inspector
PIC	Provincial Inservice Coordinator
PIP	Public Investment Program
PIP	Project Implementation Proposal (depending on context)
PIU	Project Implementation Unit, PFM (now PCIU)
PJV	Porgera Joint Venture
PLB	Plumbing
PM	Prime Minister
PMSO	(PMO) Provincial Materials (Supply) Officer
PNG	Papua New Guinea
PNGEI	PNG Education Institute (formerly PMIC – Port Moresby Inservice College)
PNGIPA	Papua New Guinea Institute of Public Administration (formerly Admin. College)
PNGJE	PNG Journal of Education
PNGTA	Papua New Guinea Teachers' Association
POM	Port Moresby
PPRC	Policy, Planning, Research & Communication Wing
PRC	Policy, Research & Communication Division
PS	Primary School
PSC	Public Service Commission
PSRMU	Public Service Reform Monitoring Unit
PSS	Provincial Secondary School (SS)
PSTU	Primary School Top up
PTB	Public Transport Board (Government vehicle pool)
PTC	Primary Teachers College (formerly CTC – Community Teachers' College)
PTC	Port Moresby Technical College
PVTE	Post Vocational Teacher Education (UOG)
Q	as in Q1, Q2, Q3, Q4 – quarter 1,2, 3 or 4 of the year
QIPE	Quality Initiatives in PNG Education (AusAID)
REC	Research & Evaluation Committee
REU	Research & Evaluation Unit
RI	Republic of Indonesia
RISA	Reform Implementation Support Adviser (CRIP)
RMPA	Regional Management & Planning Adviser
RTA	Religious Television Association
ROC	Review of Organisational Capacity
SAC	Syllabus Advisory Committee
SBC	School Based Counsellor
SBSMR	School Based Supervision &Management
SCE	School Certificate Examination (Grade 10)
SCMC	Salaries & Conditions Monitoring Committe
SCO	Senior Curriculum Officer or Senior Communication Officer
SDA	Seventh Day Adventist
SDO	Staff Development Officer
SDU	Staff Development Unit
Sec	Secondary – post grade 8
SEOC	Senior Education Officers' Conference
SEOL	Secondary Education & Open Learning Section, GES
SERC	Special Education Resource Centre
SHP	Southern Highlands Province
SHRD	Standards & Human Resource Development Wing
SI	Secondary Inspector
SIMG	School Infrastructure Maintenance Grant
SIMO	School Infrastructure Maintenance Office (in PCIU, PFM
SIP	Service Improvement Program (PSRMU)
SoE	State of Education
SPA	Senior Professional Assistant
SPEG	Special Education Gazette (SDU)
SPI	Senior Primary Inspector
SRH	Sexual Reproductive Health
SS	Secondary School (also PSS)
SSM	Secretary's Staff Meeting (all DoE ASs, & above, TSC Chairman & Commissioners, Director Generals OLA & OHERST)
STRU	Skills Training Resource Unit
TA	Technical Assistance or Travel Allowance (depending on context)
TAFE	Technical and Further Education
TC	Technical College
TE&SD	(TESD) Teacher Education & Staff Development Division
THS	Technical High School
TIC	Teacher in Charge
TMT	Top Management Team (DoE Secretary, D/Ss, FASs)
TOT	Training of trainers
TOR	Terms of Reference
TPA	Tourism Promotion Authority
TSC	Teaching Service Commission
TTC	Technical Training Certificate
TV	Television
TVET(D)	Technical and Vocational Education and Training (Division)
UK	United Kingdom
UN	United Nations
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific & Cultural Organisation
UNFPA	United Nations Fund for Population Activities
UNICEF	United Nations Children Fund
UNITECH	(UOT) University of Technology, Lae
UOG	University of Goroka
UOV	University of Vudal
UP	Upper Primary
UPE	Universal Primary Education
UPNG	University of Papua New Guinea
US	Upper Secondary
VC	(Voc.) Vocational Centre (see VC)
VSS	Vocational Support Services Unit, TVETD
VSS	Vocational Secondary School (curriculum for THS)
VTC	Vocational Training Centre (see VC)
WAN	Wide Area Network
WHP	Western Highlands Province
WNB(P)	West New Britain (Province)

Appendix

Data sources and notes

Sources

General

- *The State of Education in Papua New Guinea,* March, 2002 and March 2003, FMU, PFM, DoE
- Divisional reports in *Department of Education Annual Report* (various years), PRC, DoE
- *National Education Plan 1995–2004, National Education Plan 1995 –2004 1,* and *National Education Plan 2005–2014,* DoE
- *Department of Education Corporate Plan 2003–2007*, PPRC, DoE

Population data

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

Education system structure (Figure 2, Figure 3)**, and education reform targets** (p.21)

- *National Education Plan 1995–2004 Update 1 (1999), National Education Plan 1995 – 2004,* and *National Education Plan 2005–2014,* DoE

Enrolments (Figure 4–Figure 30, Figure 64–Figure 67, Table 2, Table 10, Table 11)

- *Education Statistics of Papua New Guinea,* Corporate Data, PFM, DoE, for each year 1992–2002, and data returns to Corporate Data section PFM, from provincial and national divisions of education for 2003 and 2004. Official *Education Statistics of Papua New Guinea* for 2003 and 2004 not available at time of publication.
- College of Distance Education Registry reports (CODE enrolment and gender data).
- Teacher Education and Staff Development Division records for Primary Teachers' College, PNGEI, CET, and Special Education enrolment and gender data.

Institutions (Figure 8, Figure 13)

- IGD records from inspectors reports
- Department of Education Master Position Register and data base, O&M section, GAP, 2003
- *The State of Education in Papua New Guinea,* March, 2002, 2003 FMU, PFM, DoE
- *Education Statistics of Papua New Guinea* for 1992–2002, and Corporate Data data returns.

National Examinations (Figure 21, Table 12)

- Measurement Services Unit (MSU), CDD records

Teachers, Manpower and Establishment (Figure 7, Figure 12, Figure 14, Figure 32–Figure 43, Table 3, Table 10, Table 13–Table 15)

- *2004 Budget Estimates,* Department of Treasury, December 2003
- *Updated TSC Staff Ceilings for 2004 Budget,* TSC, December 2003
- Manpower Review, quarter 3 and 4, 2004, Finance & Budget Division
- DoE records – O&M, OSS, Corporate Data, IGD, NCD, TVET, TE&SD, GES, *2004 Annual Report*
- *DoE 2003 Annual Report* and *Staff Analysis and Fortnightly Summary of Staff and Expenditure* for Pay 21 2003, 17/10/2003, EDP /O&M, GAP. EDP/Project Maoro data, December, 2004.
- *Education Statistics of Papua New Guinea* for 1992–2002
- Gender statistics (Figure 39, Figure 40, Table 13) are from O&M records (for public servants) and 2004 enrolment and staffing returns from provinces to Corporate Data section PFM. Also DoE division reports, *DoE 2004 Annual Report.*

Education Budget and Education Subsidy (Figure 44–Figure 60, Table 4–Table 9,Table 16–30

- *Budget Estimates 1998–2005,* Department of Treasury
- Finance and Budgets Division, Accounts and Budgets sections records
- Ministerial Policy Statements 2/2004 and Secretary's Circulars 11/2004

Notes for data in Figure 4 to Figure 30

1. **Enrolment data** is from *Education Statistics of Papua New Guinea* for the each of the years 1992 to 2002, inclusive. Data used for 2003 and 2004 are interim estimates, only, based on data returns from provincial and national divisions of education. At the time of publishing this Annual Report, this data was still subject to further audit prior to publication as the official enrolment and staffing statistics.

   Confirmed official enrolment statistics for 2003 and 2004 (to be published as *Education Statistics of Papua New Guinea*) were not yet available, due to deficiencies in data returns from a number of provinces. The data available indicates that enrolment increases have continued broadly in line with National Education Plan Update 1 (1999) projections.

2. **Population data for different age groups and estimates of population increase** (Figure 10, Figure 30, NCD data, Figure 64, p.87, Table 1, Table 11)

   Population statistics are from Census 1990 and 2000 data.

   Projections for population growth, and age populations since 2000, have been estimated using procedures recommended by the National Statistical Office of PNG. The average national population growth rate used is 2.7% per year. This is the 20 year average growth rate from Census 1980 to Census 2000, , as recommended, not the 10 year average from 1990 to 2000.

3. **Number of students counted by grade or level** (Figure 5, Figure 10, Figure 11, Figure 18, Figure 21, Figure 23–Figure 25, Figure 28–Figure 30, Figure 64, Figure 66, Figure 67, Table 11, Table 12**)**

   Students are counted according to their grade /level in the reform education structure, regardless of the type of school they attend (see Figure 2 andFigure 3).

   Elementary level counts students in grades 1 and 2 in community and primary schools as well as students in grades elementary prep, elementary 1 and elementary 2 in elementary schools.

   Similarly primary counts students in grades 3–8 in primary schools as well as those in schools still called community schools. It also includes students in grade 7 and 8 classes still in high schools.

   Secondary counts students in grades 9–12 and includes students in provincial high schools, secondary schools and national high schools.

4. **Number of students, teachers and institutions counted according to the type of institution** (Figure 4, Figure 6–Figure 9, Figure 15, Figure 17–Figure 19, Figure 20, Figure 22, Figure 26, Figure 27, Figure 65, Table 10, Table 11, Table 13–Table 15)

   The number of institute, ions, teachers, and students in ‘elementary’ includes only schools registered as elementary schools, and teachers and students in those schools (i.e. those involved with grades Elementary Prep, Elementary 1 and Elementary 2).

   Similarly ‘primary’ counts schools registered as community or primary schools, and teachers and students involved with any of the grades 1–8 in those schools. Grade 7 and 8 teachers and students still in provincial high schools are counted as ‘secondary’.

   ‘Secondary’ and ‘upper secondary’ includes students and teachers in grade 11 and 12 classes in both national high schools and provincial secondary schools, unless otherwise stated. 'Secondary education' also includes students in grades 9 and 10 in lower secondary in both provincial high schools and provincial secondary schools.

5. **Special Education** ‘1992’ enrolment figure (Figure 19) is for 1993. 1992 data not available.

6. **Permitted schools** enrolment (Figure 26) is from *Education Statistics of Papua New Guinea* for each of the years 1992 to 2002. The variability between years may indicate variability in schools and agencies returning enrolment data.

7. **Number of institutions** (Figure 8) is the number of institutions of each type that are officially registered and reported by inspectors to be operating.

   This total number of institutions registered (see GES, p.84) over estimates the number of schools operating, due to delays in de-registering schools and de-listing them when they suspend operations. It also includes new elementary schools registered during 2004 for opening in 2005. The greatest discrepancy between registered and actual operating schools is for elementary.

   The number of schools reported in the *Education Statistics of Papua New Guinea* in some instances may under report the actual number of schools operating due to no data return by the school to the respective provincial education office.

Data tables

Table 10 Total enrolments 1992–2003 (by type of institution)

Type of Institution	Grades	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
Elementary schools	EP, E1, E2	0			1,497	7,119	25,633	88,260	119,147	148,808	180,186	240,143	280,000
Primary /community schools	1-8	433,592	468,556	496,745	521,018	533,582	548,256	568,164	594,444	610,282	583,307	587,255	600,000
Provincial High & Secondary	7-12	54,165	61,770	66,949	70,214	69,967	69,746	74,313	74,042	76,778	77,451	81,691	81,000
National High School	11,12	1,965	1,997	2,000	2,051	2,461	2,673	2,426	2,337	2,382	2,655	2,899	3,000
Vocational Centres	after G6 or G7	8,750	10,466	11,061	9,807	9,869	11,106	14,462	14,202	13,714	14,333	16,599	18,500
Technical & Business Colleges	after G10 or G12	1,182	1,084	2,043	2,005	2,452	1,859	2,371	1,720	2,077	2,118	3,211	3,000
Primary Teachers Colleges	after G10 or G12	1,208	1,735	1,738	1,718	1,766	1,784	1,631	1,746	1,758	1,982	2,404	2,500
Total National Education System		**500,862**	**545,608**	**580,536**	**608,938**	**608,310**	**627,216**	**661,057**	**751,627**	**855,799**	**864,033**	**934,202**	**982,000**
Permitted schools (IEA & SDA)													
Permitted Primary	1-8	8,955	10,495	9,932	9,741	9,940	13,199	11,787	12,392	11,100	10,984	10,092	8,000
Perm Secondary	7-12	1,489	1,984	1,743	2,091	2,274	2,454	2,003	2,152	1,901	1,828	2,048	1,700
SDA Teacher Ed.	after G10 or G12				242	257	86	87	246	81	76	71	300
Total permitted		**10,444**	**12,479**	**11,675**	**11,832**	**12,214**	**15,653**	**13,790**	**14,790**	**13,082**	**12,888**	**12,211**	**10,000**
Total enrolments		**511,306**	**558,087**	**592,211**	**620,384**	**639,687**	**676,796**	**765,504**	**822,428**	**868,881**	**876,921**	**946,413**	**992,000**
Est. total due to pop.growth at 2.7% per year			**525,111**	**539,289**	**553,850**	**568,804**	**584,162**	**599,934**	**616,132**	**632,768**	**649,853**	**667,399**	**685,418**
Upper Secondary (G11 & 12)													
National High Schools		1,965	1,997	2,000	2,051	2,461	2,673	2,426	2,337	2,382	2,655	2,899	3,000
Provincial Secondary Schools		0	119	800	1,621	2,035	2,326	2,960	4,229	5,942	7,614	9,300	11,000
Permitted school		123	122	179	263	205	398	574	523	625	745	859	800
Total grade 11 & 12		**2,088**	**2,238**	**2,979**	**3,935**	**4,701**	**5,397**	**5,960**	**7,089**	**8,949**	**11,014**	**13,058**	**14,800**
Total National Education System teachers		**18,785**	**19,866**	**20,446**	**21,775**	**22,545**	**22,980**	**25,448**	**27,109**	**28,439**	**30,622**	**32,022**	**32,894**

Source: Enrolments: *Education Statistics of PNG,* 1992–2002. 2003 data rounded only –still subject to audit prior to publishing of *Education Statistics* - includes projections for missing data not yet submitted by some provinces. Teacher numbers for 2000–2003: quarter 4 payroll data as presented in DoE Annual Report.

Table 11 National Education System enrolment by level and type of school - 2003 (rounded figures) compared with 1992

Grade /level	1992 Enrolment Grades	1992 Enrolment Levels	2003 Type of school: Elementary	Primary & community	Prov high/ secondary	Nat High School	Other	2003 Totals: Grade	School level	%	increase 1992 - 2003: number	%
EP	0		100,000					100,000			100,000	
E1/G1	99,879		100,000	60,000				160,000			60,000	60%
E2/G2	87,815		80,000	60,000				140,000			52,000	59%
Total elementary level		**187,694**	**280,000**	**120,000**					**400,000**	**39%**	**212,000**	**113%**
Grade 3	75,650			120,000				120,000			44,000	59%
Grade 4	66,706			100,000				100,000			33,000	50%
Grade 5	56,021			90,000				90,000			34,000	61%
Total lower primary (G3-5)	**198,377**			**310,000**				310,000			111,000	56%
Grade 6	47,521			80,000				80,000			32,000	68%
Grade 7	17,323			50,000	5,000			55,000			38,000	217%
Grade 8	14,481			40,000	6,000			46,000			32,000	218%
Total upper primary (G6-8)	**79,325**			**170,000**	**11,000**			181,000			102,000	128%
Total Grade 7/8	31,804							101,000			70,000	218%
Total primary level (G3-8)		**277,702**							**491,000**	**48%**	**213,000**	**77%**
Grade 9	11,684				32,000			32,000			20,000	174%
Grade 10	10,677				27,000			27,000			16,000	153%
Total lower secondary	**22,361**				**59,000**			59,000			36,000	164%
Grade 11	1,002				6,000	2,000		8,000			7,000	698%
Grade 12	963				5,000	1,000		6,000			5,000	523%
Total upper secondary	**1,965**				**11,000**	**3,000**		14,000			12,000	612%
Total sec. level (G9-12)		**24,326**							**73,000**	**7%**	**48,000**	**200%**
Vocational	8,750						18,500	18,500			9,000	106%
Tech & Business Colleges	1,182						3,000		3,000		2,000	69%
Primary Teachers Colleges	1,208						2,500		2,500	**6%**	1,000	148%
Special Education all grades	-						2,000		2,000		2,000	-
College of Distance Ed	10,500						40,000		40,000		30,000	281%
TOTAL National Ed. System		**511,362**	**280,000**	**600,000**	**81,000**	**3,000**	**66,000**	**982,000**	**1,030,000**	**100%**	**519,000**	**104%**
% of total in type of school			**27%**	**58%**		**8%**	**6.3%**		100%			
Population growth at 2.7%/yr		**511,362**								668,214	169,742	34%

Source: See p.96. *Education Statistics of PNG* 1992 & DoE Corporate Data records. Population growth rate is average for 1980–2000, from PNG Nat. Statistical Office.

Table 12 Candidates sitting for national examinations

	1992	1999	2000	2001	2002	2003	2004
Grade 6 exam	55,410	67,853	76,852	0	0	0	0
Grade 8 exam	0	31,324	34,000	41,993	52,061	54,000	62,545
Grade 10 exam	11,722	17,943	20,076	21,586	23,396	24,318	24,113
Grade 12 exam	979	2,991	3,869	4,219	6,400	6,800	7,808
Total	**55,328**	**103,606**	**120,427**	**68,579**	**83,144**	**86,700**	**96,401**

Source: Measurement Services Unit, CDD records

Note: National examinations at grade 6 discontinued in 2001. When grades 7 and 8 are phased out of high schools into primary schools the Grade 6 exam is no longer needed nation wide as a selection instrument, because students have the opportunity to remain at school for grade 7 and 8. Camera ready copy of grade 6 selection exam is now prepared on request from provinces still needing it for selection to grade 7.

Numbers for Grade 10 and 12 examinations are the number of certificates issued after the exams. Numbers for Grades 6 and 8 are for the number of students nominated to sit for the examinations

Table 13 Gender equity - % female students and teachers

	Students				Teachers			
Level	**1992**	**2000**	**2003**	**2004**	**1992**	**2000**	**2003**	**2004**
Elementary	–	46.5%	47%	46.5%	–	42%	42%	42%
Primary (incl. G7/8 in primary schools)	44%	45%	45%	45%	33%	39%	42%	42%
Lower secondary (including G7/8 in high schools)	40%	41%	41%	41%	34%	33%	35%	34%
Upper secondary	30%	35%	36%	39%	31%			
Vocational centres	34%	28%	26%	26%	33%	30%	30%	30%
Technical & business colleges	28%	25%	29%	30%	22%	27%	26%	24%
Primary teachers' colleges	47%	46%	45%	45%	26%	21%	23%	26%
Special Education Centres	na	40%	44%	45%	na	47%	46%	46%
College of Distance Education (CODE)	32%	37%	38.5%	39%	na	42%	54%	54%
PNG population overall (1990 Census)	47.5%	48.1%			47.5%	48.1%		

Source: *Education Statistics of Papua New Guinea* 1992 and 2000, Corporate Data data returns from provinces for 2003 and 2004, *DoE Annual Report 2000, 2003 and 2004* Divisional Reports, PNG National Census 2000.

Table 14 National Education System staff on strength and payroll

Category of Teacher	Reported Staff on strength Q4, 2004			Payroll data			
	Total	DoE	Prov-inces	2004 Pay 20	2004 Pay 21	2004 Pay 23	2003 Pay 21
Elementary	10,382	528	9,854	9,295			8,909
Primary /Community	19,884	921	18,963	19,294			18,576
Secondary (PHS/PSS)	3,500	240	3,260	3,547			3,500
Vocational	1,021	115	906	1,039			1,028
National High School	159	159		143			156
Technical /Business Colleges	223	223		216			229
Primary Teachers' Col -Preservice	181	181		163			173
Teacher Inservice –PNGEI lecturers	38	38		148			35
Teacher Inservice –t'chers on study	142	142					11
Teacher Ed. - Elementary trainers	169	169					198
Special Education	56	56		38			41
College of Distance Ed. CODE	37	37		33			38
Total	**35,792**	**2,809**	**32,983**	**33,916**	**33,777**	**34,139**	**32,894**

Source:

Staff on strength for quarter 4, 2004: as reported by the school inspectorate (IGD) and DoE teaching division reports in this document, NCD, TVET, TE&SD, GES.

Payroll data: EDP/Project Maoro data, 2004; *Staff Analysis and Fortnightly Summary of Staff and Expenditure for Pay 21 2003*, 17/10/2003, EDP /O&M, GAP, as reported in *DoE 2003 Annual Report,* Table 13, p.90. *Staff Analysis and Fortnightly Summary of Staff and Expenditure* not available from DPM through EDP, GAP, in 2004.

Adult Literacy Program at Erima Settlement, NCD.
Evening class facilitated by NLAS officer (standing).

Table 15 Ministry of Education manpower and establishment, quarter 4, 2004

- by division and category of teacher

Division /Category		TSC/PSC Establish-ment ceiling	Budget ceiling	Staff on strength Q4, 2004	Staff on Pay 21, 15/10/2004
Public Service positions	PRC	20	20	16	na
	PFM	27	27	26	na
DoE Line Divisions	GAP	149	140	118	na
	F&B	40	38	36	na
	IGD	225	225	221	na
	CDD	104	101	81	na
	TVET	49	49	44	na
	TE&SD	39	27	30	na
	GES	19	19	18	na
	Internal Audit	11	11	8	na
	Unattached	0	0	0	na
Total DoE Line Divisions		**683**	**657**	**598**	na
	TSC	21	21	16	na
Other DoE Divisions	NCD Education	16	16	16	na
	UNESCO	6	6	6	na
	OLA	46	45	36	na
	NLAS	7	7	7	na
Total other Divisions		**96**	**95**	**81**	na
Total Public Service positions (PSC)		**779**	**752**	**679**	na
Teaching Service positions (TSC)	NHS	170	170	159	na
	Tech/Bus Coll.	273	250	223	na
	Primary Tchr Col	190	193	181	na
National Institutions (NI)	Inserv Tchr Ed	52	216	180	na
	Elem Tchr Ed	216	200	169	na
	Special Ed	54	59	56	na
	CODE	41	41	37	na
Total National Institution positions		**996**	**1,129**	**1,005**	**na**
NCD school positions	NCD Elementary	550	830	528	na
	NCD Primary	893	885	921	na
	NCD Secondary	239	216	240	na
	NCD Vocational	115	85	115	na
Total NCD positions		**1,797**	**2,016**	**1,804**	
Total teacher positions under DoE		**2,793**	**3,145**	**2,809**	**na**
Total DoE positions		**3,572**	**3,897**	**3,488**	**na**

Data for Figure 32–Figure 37

Source: *2004 Budget Estimates*, Department of Treasury, November 2003; *Updated TSC Staff Ceilings for 2004 Budget,* TSC, December 2003; DoE records: O&M, Corporate Data, IGD, NCD, TVET, TE&SD, GES and divisional reports in *DoE 2004 Annual Report;* Manpower Review, quarter 3 and 4, 2004, Finance & Budget Division. *Staff Analysis and Fortnightly Summary of Staff and Expenditure* no longer available from DPM through EDP, GAP.

Table 16 National Education System budget appropriations, 2000–2005

Component	Total Appropriation (K,000)					
	2000	2001	2002	2003	2004	2005
Department of Education	214,601.6	181,614.8	315,573.8	202,590.6	216,429.4	215,212
Provinces - Teachers Salaries	236,912.7	284,100.0	283,900.0	315,463.1	331,159.2	333,003.6
Provinces – T'chers Leave Fares	1,100.0	1,100.0	–	17,560.8	12,669.3	1,2669.3
Provinces - Education Subsidy	20,000.0	21,000.0	–	20,000.0	17,678.1	20,279.1
TOTAL National Ed. System	**472,614.3**	**487,814.8**	**599,473.8**	**555,614.5**	**577,936.0**	**581,164.0**
Total National Budget Appropriation (K000)	3.5 billion (3,500,000)	3.9 billion (3,900,000)	4.3billion (4,300,000)	4.4 billion (4,400,000)	4.5 billion (4,500,000)	5.8 billion (4,800,000)
National Education System as % total National Budget	13.5%	12.5%	13.9%	12.6%	12.8%	10.0%

Table 17 Ministry of Education recurrent budget by program, 1999–2005

rogram	Actual (K,000)					Appropriation (K,000)	
	1999	2000	2001	2002	2003	2004	2005
Policy & General Admin	47,535.5	50,434.0	49,313.3	150,898.1	34,177.0	49,001.3	52,446.9
Education Standards	7,156.8	8,455.3	6,929.2	7,503.4	6,265.5	9,274.7	6,644.5
Primary Education	11,040.7	11,523.3	13,349.6	14,820.6	11,653.3	15,704.2	14,978.1
Literacy & Awareness	189.8	193.1	267.2	183.2	110.1	474.1	461.6
Secondary Education	9,125.0	10,642.2	10,204.7	10,615.3	6,809.7	9,711.5	10,612.5
Vocational Education	1,463.5	1,698.3	2,132.7	2,515.6	1,820.2	2,550.5	3,273.4
Technical Education	8,797.7	9,186.4	8,997.0	10,117.7	7,049.6	10,313.7	8,228.7
Teacher Education	5,595.6	5,662.6	5,891.8	6,029.5	4,300.5	10,826.6	14,768.9
Library Services	513.2	537.4	661.4	592.7	445.4	969.6	1,087.0
Govt Records /Archives	255.4	419.8	351.8	263.7	238.6	341.8	382.4
TOTAL	**91,673.2**	**98,752.4**	**98,098.7**	**203,539.8**	**72,870.1**	**109,168.0**	**112,884.0**

Table 18 Ministry of Education recurrent budget, 1999–2005
- amount available for administration and service delivery for general education

[Total without NCD teachers salaries, Education subsidies, Libraries and Archives, and Technical Education]

Program	Actual (K,000)					Appropriation (K,000)	
	1999	2000	2001	2002	2003	2004	2005
Policy & General Admin	7,536.3	10,438.9	9,860.1	16,120.7	6,460.6	9,001.3	11,346.9
Education Standards	7,156.8	8,455.3	6,929.2	7,503.4	6,265.5	9,274.7	6,644.5
Primary Education	246.6	262.3	292.9	220.4	203.5	267.6	392.6
Literacy & Awareness	189.8	193.1	267.2	183.2	110.1	474.1	461.6
Secondary Education	6,335.3	7,276.3	6,540.8	6,434.3	3757.9	5,687.9	6,082.7
Vocational Education	575.1	760.3	1,137.0	1,300.9	850.0	1,261.3	1,882.0
Technical Education	-	-	-	-	-	-	-
Teacher Education	5,595.6	5,662.6	5,891.8	6,029.5	4,300.5	10,826.6	14,768.9
Library Services	-	-	-	-	-	-	-
Govt Records /Archives	-	-	-	-	-	-	-
Total	**27,635.5**	**33,048.8**	**30,919.0**	**37,792.4**	**21,948.1**	**36,793.5**	**41,579.2**

Source: Table 16–Table 18: Budget Estimates 1999–2005, DoT; DoE Finance & Budgets Division records

Table 19 Ministry of Education recurrent budget - summary by item, 2000–2005

Expenditure items	Actual (K,000)				Appropriation (K,000)	
	2000	2001	2002	2003	2004	2005
Personnel Emoluments	42,147.6	45,503.4	60,314.4	40,777.7	58,858.0	58,945.1
Goods & Other Services	10,730.0	7,244.7	5,211.7	3,541.3	7,840.0	9,378.9
School Fee Subsidy	39,995.1	39,453.2	134,777.4	27,716.4	40,000.0	41,100.0
Other Current Transfers	5,604.0	5,277.8	3,236	834.6	2,470.0	3,280.0
Capital Expenditure	275.7	619.6	–	–	–	180.0
TOTAL	**98,752.4**	**97,479.1**	**203,540.0**	**72,870.1**	**109,168.0**	**112,884.0**

Table 20 Ministry of Education development budget by program, 1999–2005

Program	Actual (K,000)					Appropriation (K,000)	
	1999	2000	2001	2002	2003	2004	2005
Policy & General Admin	1,748.3	1,771.5	1,572.4	–	2,599.2	30,204.6	25,695.6
Education Standards	9,275.9	19,216.8	73,684.8	476.8	23,258.0	23,659.5	34,448.6
Primary Education	16,451.6	45,320.1	28,480.6	–	786.9	20,565.6	20,404.7
Literacy & Awareness	–	87.0	187.8	–	–	–	–
Secondary Education	37,076.5	19,987.8	8,662.3	500.0	–	1,046.7	1,592.7
Vocational Education	74.6	101.1	2.0	15.0	100.0	16,964.0	–
Technical Education	860.2	–	–	–		2,512.0	1,949.1
Teacher Education	11,138.2	7,542.0	45,024.4	664.4	23,994.7	12,309.0	18,237.6
Library Services	321.5	278.9	596.8	–	–	–	–
Govt Records /Archives	–	–	–		–	–	–
TOTAL	**76,946.8**	**94,305.2**	**158,211.1**	**1,656.2**	**50,738.8**	**107,261.4**	**102,328.3**

Table 21 Percentage of development budget by program, 1999–2005

Program	Actual					Appropriation	
	1999	2000	2001	2002	2003	2004	2005
Policy & General Admin	2%	2%	1%	–	5%	28%	25%
Education Standards	12%	20%	47%	29%	46%	22%	34%
Primary Education	21%	48%	18%	–	2%	19%	20%
Literacy & Awareness	–	0.1%	0.1%	–	–	–	–
Secondary Education	48%	21%	5%	30%	–	1%	1%
Vocational Education	0.1%	0.1%	–	1%	0.2%	16%	0%
Technical Education	1%	–	–	–	–	2%	2%
Teacher Education	14%	8%	28%	40%	47%	11%	18%
Library Services	0.4%	0.3%	0.4%	–	–	–	–
Govt Records /Archives	–	–	–	–	–	–	–

Table 22 Share of development budget by donor, 2000–2004

Donor	2000	2001	2002	2003	2004
World Bank	6%	20%	–	–	–
AusAID	80%	65%	58%	73%	68%
European Union	3%	–	41%	18%	23%
New Zealand	0.6%	–	–	4%	6%
JICA	9%	14%	–	5%	2%
GTZ	1%	–	–	–	–
UNFPA	0.1%	0.2%	0.4%	0.4%	–

Source: Tables 19–22: Budget Estimates 1999–2005

Table 23 Education 2004 development budget appropriation by program and donor (K,000)

Vote Code	PIP No	Description	Total Actual		Original Appropriation								
						2004							2005
CAPACITY BUILDING			2002	2003	2003	GoPNG	AusAID	EU	NZ	JICA	UNFPA	Total	Total
235-2101-1204	2161	Capacity Building (ECBP)		612.0	3,983.4	800.0	17,178.2					17,978.2	19,547.6
235-2101-1208	1536	Education Media Centre			5,000.0					2,226.5		2,226.5	
235-2101-1207	2448	Education Sector Technical Support											195.6
235-2101-1210	1836	Population Education			360.4								
235-2101-1211	1835	Curriculum Reform (CRIP)	245.1	23,258.0	19,803.0	800.0	11,167.6					11,967.6	5,761.9
235-2101-1212	2126	Quality Education Initiatives (QIPE)		1,833.7	3,580.0		5,726.1					5,726.1	
235-2101-1213	2130	Education Sector Development			1,193.4		2,138.0					2,138.0	2,381.0
235-2101-1215	2190	PNG Ed. Personnel Payroll Project		153.6	1,354.6	200.0	4,162.3					4,362.3	3,571.4
235-2101-2204	1502	PNG/NZ School Journal Development			519.0				1,360.7			1,360.7	1,246.7
235-2101-2209	2181	Feasibility Study In HRD			1,600.0								
235-2101-3204	2148	Elementary Teacher Training Phase 2		1,998.5	2,628.7		1,040.8					1,040.8	3,535.7
235-2101-5213	2204	Bougainville Secondary School/CODE			1,427.2				1,046.7			1,046.7	1,092.7
235-2101-6202	2025	Human Resource Development Phase 2	15.0	100.0	16,000.0	200.0		16,000.0	0.0			16,200.0	
235-2101-6209	2205	Vocational Training Support (with DoE)			472.3				240.7			240.7	
235-2102-1206	2202	Agriculture Institutional Strengthening			311.4				523.3			523.3	1,000.4
235-2102-1209	2224	NZ In Country Training			1,432.4				1,988.7			1,988.7	948.7
235-2102-1210	2225	Bougainville Scholarship			31.1								
235-2102-2203	1432	Elementary Teacher Training	314.4	3,525.9	2,386.6								
235-2102-2204	1807	Teacher Education (PASTEP)	350.0	18,470.3	18,838.3	500.0	9,721.5					10,221.5	14,523.8
235-2102-2206	2131	Basic Ed Development Project (BEDP)		786.8	9,949.9	500.0	7,130.9					7,630.9	15,047.6
235-2101-2213	2302	Education Training & HRD Prog -EDF 9						8,000.0				8,000.0	17,440.0
235-2102-2207		NZ Short Term Train'g/Work Attachm't							1,046.7			1,046.7	
235-2101-2214		NZAID New Education Project							104.7			104.7	
235-2101-6208		NGO Management Training Program							523.3			523.3	
235-2101--2205	1680	Infrastructure and materials (BEICMP)	231.7	231.7									
Capacity Building sub-total			**1,156.2**	**50,738.8**	**90,871.7**	**3,000.0**	**58,265.4**	**4,000.0**	**6,834.8**	**2,226.5**	**–**	**94,326.7**	**88,070.8**
CAPITAL PROJECTS													
235-2101-3206	2163	Education School Supplies (CASP)			11,933.2		12,934.7					12,934.7	2,857.1
235-2101-3205	2162	Improvement of Rural Ed Facilities											2,500.0
235-2101-2215	2451	District Education Improvement program											10,000.0
235-2101-5212	2164	Sogeri National High School	500.0										
235-2101-5214	2164	Passam National High School			500.0								
235-2101-5215	2387	Kerevat National High School											500.0
Capital sub-total			**500.0**		**12,433.2**		**12,934.7**					**12,934.7**	**15,857.1**
TOTAL			**1,656.2**	**50,738.8**	**103,304.9**	**3,000.0**	**71,200.1**	**24,000.0**	**6,834.8**	**2,226.5**	**–**	**107,261.4**	**102,328.3**
%total						**2.8%**	**66.4%**	**22.4%**	**6.4%**	**2.1%**	**–**	**100.0%**	
Total donor									97.2%			**104,261.4**	

Source: 2002–2005 Budget Estimates and DoE Finance &Budgets Division records.

Table 24 Education appropriations in provincial budgets Item 111 teachers' (TSC) salaries, 1999–2005 (K,000)

		1999	2000	2001	2002	2003	2004	2005
1	Western	8,474.9	11,269.8	13,275.6	13,275.6	15,906.0	16,700.9	16,806.8
2	Gulf	4,630.7	4,717.1	5,640.4	5213.0	6,312.3	6,627.8	6,552.6
3	Central	7,925.3	12,376.9	14,599.4	15,547.5	17,517.1	18,482.8	18,613.4
4	NCD		11,354.9	13096.8	13,549.1	15,739.4	18,597.7	19,158.5
		NCD teachers salaries included in DoE Budget						
5	Milne Bay	10,135.1	12,155.6	14,235.0	14,587.6	16,148.5	16,955.6	17,043.9
6	Oro	5,123.7	6,076.4	8,065.0	6,460.5	7,780.8	8,169.6	8,138.2
7	SHP	15,004.7	16,552.6	19,592.0	20,834.3	21,438.4	22,509.8	22,496.8
8	Enga	8,831.1	11,621.4	13,696.0	13,466.2	14,527.9	14,959.7	14,941.2
9	WHP	13,681.2	16,706.4	19,976.5	19,282.1	21,496.0	22,218.5	22,361.6
10	Simbu	10,266.8	13,982.6	16,725.1	17,340.4	19,150.4	20,107.4	20,294.2
11	EHP	14,970.7	18,234.5	22,141.6	21,529.6	23,261.5	24,423.9	24,612.5
12	Morobe	19,662	23,853.5	28,122.2	27,656.5	31,713.4	34,771.3	35,165.1
13	Madang	11,506	15,331.3	18,262.9	19,013.2	20,962.0	21,407.3	21,614.2
14	ESP	11,933.3	14,565.1	18,115.9	17,736.7	19,778.2	20,184.0	20,309.0
15	Sandaun	7,994.2	9,907.9	11,847.2	10,599.9	11,608.2	12,849.4	12,870.2
16	Manus	3,245.8	4,203.3	5,169.1	5,389.8	5,577.0	6,014.4	5,992.3
17	NIP	6,473.1	8,512.1	10,178.1	9,947.1	10,657.5	11,190.1	11,197.9
18	WNBP	9,938.4	11,740.1	14,038.0	14,637.5	20,010.3	16,126.4	16,253.7
19	ENBP	9,307.4	14,692.1	17,367.7	17,536.5	15,723.0	20,929.8	21,088.9
20	Boug.	6,895.6	10,414.0	12,452.3	13,846.0	15,894.6	16,530.5	16,651.1
TOTAL Provinces		**186,000.0**	**236,912.7**	**283,500.0**	**283,900.0**	**315,463.1**	**331,159.2**	**333,003.6**
TOTAL Prov+NCD			**248,267.6**	**296,596.8**	**297,449.1**	**331,202.5**	**349,756.9**	**352,162.1**

Source: Budget Estimates 1999–2005

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

Table 25 Education appropriations in provincial budgets Item 114 teachers leave fares, 2000–2005 (K,000)

PROVINCE		2000	2001	2002	2003	2004	2005
1	Western	42.1	42.1	398.1	961.1	732.4	732.4
2	Gulf	51.6	51.5	213.0	874	666.0	666.0
3	Central	55.5	55.5	768.1	1,011.1	770.5	770.5
4	NCD	543.1	16,485.0	1,113.6	225.1	1456.2	390.3
		NCD teachers salaries included in DoE Budget					
5	Milne Bay	55.5	55.5	308.8	961.1	732.4	732.4
6	Oro	53.4	53.4	133.7	794.8	605.6	605.6
7	SHP	52.1	52.1	266.6	927.6	706.8	706.8
8	Enga	53.7	53.7	221.1	882.2	672.2	672.2
9	WHP	54.2	54.2	283.5	923.2	703.5	703.5
10	Simbu	43.5	43.5	204.5	865.6	287.8	287.8
11	EHP	55.4	55.4	895.2	1,011.1	769.4	769.4
12	Morobe	163.1	163.1	648.0	976.1	743.7	743.7
13	Madang	43.5	43.5	108.9	769.4	586.3	586.3
14	ESP	49.4	49.4	458.1	961.1	732.4	732.4
15	Sandaun	54.3	54.3	532.9	961.1	732.4	732.4
16	Manus	43.6	43.6	146.4	807.5	386.7	386.7
17	NIP	42.2	42.2	202.3	863.3	657.8	657.8
18	WNBP	62.8	62.8	562.6	961.1	732.4	732.4
19	ENBP	52.9	52.9	377.4	961.1	732.4	732.4
20	Boug.	71.3	71.3	202.3	863.2	718.6	718.6
TOTAL Provinces		**1,100.1**	**1,100.0**	**6,931.3**	**17,335.7**	**12,669.3**	**12,669.3**
TOTAL Prov. + NCD		**1,643.2**	**17,585.0**	**8,045.1**	**17,560.8**	**14,125.5**	**13,059.6**

Source: Budget Estimates 2000–2005 and F&B records. See notes below:

Note:

1. NCD teachers' leave fares included in DoE Budget.
2. 2002 budget estimates did not include any appropriation for teachers' leave fares in provincial budgets. The amounts shown here were released by DoF after representations by DoE. The funds released were based on data submitted to DoE by provinces. Funds were released to DoE. Tickets were issued to provinces by DoE, based on the lists submitted.

Table 26 Education appropriations in provincial budgets Item 143 *Education Function Grants, 2000–2005 (K,000)

PROVINCE		2000	2001	2002	2003	2004	2005
1	Western	557.2	607.2	Equivalent amount added to DoE appropriation for Education Subsidy to be administered by DoE	607.2	607.2	680.6
2	Gulf	372.9	422.9		422.9	380.0	479.1
3	Central	737.6	787.6		787.6	867.6	1,005.2
4	NCD	see note 2			see note 2		
5	Milne Bay	1131.1	1,181.1		1,181.1	880.0	1,024.3
6	Oro	489.1	539.1		539.1	640.0	672.1
7	SHP	**note 3**	150.0		150.0	1,500.0	1,687.5
8	Enga	957.3	1,007.3		1,007.3	450.0	843.1
9	WHP	610.4	660.4		660.4	984.4	1,107.6
10	Simbu	1801.2	1,851.2		1,851.2	1,800.0	1,282.8
11	EHP	3994.2	4,044.2		3,044.2	1,374.5	1,886.5
12	Morobe	1681.8	1,731.8		1,731.8	1,977.8	2,399.7
13	Madang	1367.6	1,417.6		1,417.6	1,274.9	1,640.5
14	ESP	820.5	870.5		870.5	1,277.5	1,436.4
15	Sandaun	625.9	675.9		675.9	675.9	775.5
16	Manus	256.1	306.1		306.1	306.1	341.6
17	NIP	1188.6	1,238.6		1,238.6	699.9	787.2
18	WNBP	1644.3	1,694.3		1,694.3	957.3	1,076.5
19	ENBP	1764.2	1,814.2		1,814.2	1,025.0	1,152.9
20	Boug	see note 3			see note 3		
TOTAL		**20,000.0**	**21,000.0**		**20,000.0**	**17,678.1**	**20,279.1**

Source: Budget Estimates 2000–2005

Notes:

1. *Provincial component of Education Subsidy known as 'Education Function Grant' since 2004. See 'Education Subsidy'and Figure 60, p.50.
2. NCD included in Department of Education Budget – no separate allocation equivalent to provincial component.
3. Appropriation not included in Provincial Budget estimates.
4. For National Component of Subsidy, see Table 28, p.107.

Table 27 Education subsidy quality support programs, 2004

Quality Component	Objectives	Allocation (K)	Expend-iture (K)	Funds available	% Exp.
1. Quality Control					
1.1 Inspections	Enable school inspectors to make advisory & inspection visits to schools	3,332,000	3,329,720	2,280	26%
1.2 Guidance	Enable guidance officers to make school visits to provide guidance and counseling services to students				
1.3 Examinat-ions	Support activities related to the conduct of national examinations	1,158,682	1,157,342	1,340	9%
1.4 Curriculum Develop-ment	Printing and distribution of School Journals Teachers Guide, and in-servicing of teachers	767,618	666,453	101,165	5%
1.5 Media Centre	Support the Live Classroom Broadcast Project	400,400	390,378	10,022	3%
1.6 Literacy & Awareness	Support the work of the Literacy and Awareness Secretariat	414,000	413,985	15	3%
2. Teacher Upgrading & Inservice					
Support opportunities for further training and upgrading of teachers and DoE staff		2,615,000	2,614,644	356	21%
3. Support to Churches					
Support Church Education Secretaries in providing education services		4,000,000	3,999,910	90	32%
TOTAL		**12,687,700**	**12,572,432**	**115,268**	98.5

Source: Accounts section, Finance & Budget Division records - Education Subsidy Reconciliation 8/12/2004, Secretary's Circular No. 11/2004. See pp.46-50.

Table 28 Distribution of national component of 2004 education subsidy, by province and type /level of school

	EXPENDITURE (Kina)											
Province	Elementary	Primary/ Community	PHS/PSS	Vocational	NHS	Permitted	Other	TOTAL EXPEND.	% SIMG	% Total	Allocation	Funds available
Western	205,409	465,690	203,450	35,925		12,019		922,493	3.7%		956,616	34,123
Gulf	94,404	236,939	102,250	21,700				455,293	1.8%		461,892	6,599
Central	261,588	510,693	243,400	21,775	40,300	21,887		1,099,643	4.4%		1,119,342	19,699
NCD*	257,527	701,880	357,150	87,250	55,200	158,623		1,617,630	6.5%		1,632,033	14,403
Milne Bay	221,350	668,030	186,175	46,400		572		1,122,527	4.5%		1,255,428	132,901
Oro	155,821	327,996	106,650	30,550		707		621,724	2.5%		635,909	14,185
SHP	235,593	1,024,108	450,875	57,400		3,246		1,771,222	7.1%		1,798,024	26,802
Enga	151,366	606,534	309,320	35,900				1,103,120	4.4%		1,109,450	6,330
WHP	220,871	989,168	410,800	44,000		17,448		1,682,287	6.8%		1,748,955	66,668
Simbu	231,881	643,333	273,700	54,800		805		1,204,519	4.8%		1,216,759	12,240
EHP	348,597	1,201,272	335,750	39,500	51,900	42,705		2,019,724	8.1%		2,020,418	694
Morobe	352,685	1,360,070	410,150	60,300	24,000	31,507		2,238,712	9.0%		2,461,475	222,763
Madang	269,235	947,907	234,350	40,700		5,581		1,497,773	6.0%		1,499,197	1,424
ESP	193,605	933,585	289,325	48,000	40,600	7,005		1,512,120	6.1%		1,521,377	9,257
Sandaun	137,201	516,451	156,525	40,900		8,975		860,052	3.5%		878,955	18,903
Manus	46,566	152,342	93,700	5,200		3,003		300,811	1.2%		303,399	2,588
NIP	132,665	285,401	137,300	22,300		9,289		586,955	2.4%		587,847	892
WNBP	158,770	523,248	150,975	94,350		3,856		931,199	3.7%		937,129	5,930
ENBP	222,698	680,191	285,550	97,750	41,300	46,371		1,373,860	5.5%		1,378,728	4,868
Bougainville	261,096	640,165	208,600	19,900		13,198		1,142,959	4.6%		1,247,517	104,558
CODE							773,500	773,500	0.2%		773,500	0
Spec. Ed							55,363	55,363	3.1%		55,363	0
Total SIMG	**4,158,928**	**13,415,003**	**4,945,995**	**904,600**	**253,300**	**386,797**	**828,863**	**24,893,486**	**100%**	**62.3%**	**25,599,313**	**705,827**
Quality							**12,572,432**	**12,572,432**		**31.4%**	**12,687,700**	**115,268**
Admin/audit							1,712,987	1,712,987		**4.3%**	1,712,987	0
Total K								**39,178,905**		**97.9%**	**40,000,000**	**821,095**
% SIMG allocation	16%	52%	19%	4%	1%	2%	3%				100.0%	3%

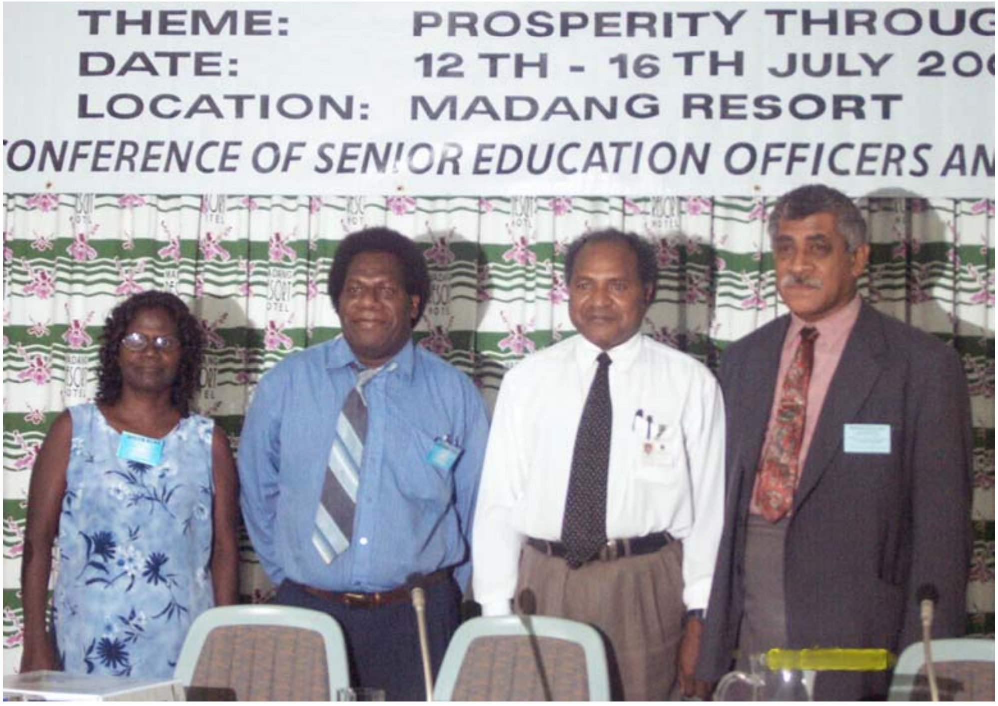
Source: Accounts section, Finance & Budget Division records - Education Subsidy Reconciliation 8/12/2004.

Table 29 Structure of Ministry of Education budget

Main Program	Program	Activities
Pre primary, Primary & Secondary Education	Policy Formulation & General Administration	All the policy, planning & administrative functions of DoE. Includes Top Management & Ministerial Services. Also includes Education Subsidies
	Development & Implementation of Education Standards	Curriculum, Inspections & Guidance and Measurement Services
	Primary Education	Primary Education Coordination. Includes costs of elementary and primary education in the NCD
	Literacy and Awareness	Coordination & Provision of Literacy & Awareness Services
	General Secondary Education	Secondary Education Coordination, including all costs for National High School, and CODE. Includes costs of secondary education in NCD
	Vocational Education	Vocational Education Coordination and Special Education. Includes costs of vocational education in NCD
Tertiary Education	Technical Education	All aspects of Technical Education
	Teacher Education	Preservice & inservice teacher education
Cultural Education	Library Services	Library operations
Government Archives Maintenance	Government Records & Archives	Maintenance & storage of Government archives

Table 30 Description of Education projects by program

Program	Projects
Policy Formulation & General Administration	Includes Capacity Building programs such as the Education Capacity Building Program (ECBP), Quality Initiatives in PNG Education (QIPE) and PNG Education Personnel Payroll Project.
Development & Implementation of Education Standards	CRIP is the major project supporting Curriculum Development and has resulted in a large increase in funding since 2000. Inspections and Examinations received support from QIPE in 2003 and 2004. Prior to 2003 the main projects were the inspections & curriculum components of EDP and the Basic Education Infrastructure and Materials Project (BEICMP).
Primary Education	AusAID Basic Education Development Project (BEDP) and EU Improvement of Rural Education Facilities (IRPEF) began in 2004 to support infrastructure and school management in disadvantaged schools in selected provinces. Commodity Assistance Support Project (CASP) has supplied elementary & grade 7/8 materials to schools.
Literacy and Awareness	No current project support for Literacy under DoE. NLAS is working closely with ADB funded Literacy is for Everyone Project (LIFE) under Dept Community Development.
General Secondary Education	Includes infrastructure support for upper secondary education from EU and AusAID & Bougainville Secondary Schools /CODE project. Also includes PNG funding for NHS infrastructure.
Vocational Education	Includes funding for EU Human Resource Development Program 2 (HRDPII) which began in 2002.
Technical Education	Includes New Zealand In-country training and Bougainville scholarship scheme for teacher training.
Teacher Education	Elementary Teacher Training (ETESP) and Primary and Secondary Teacher Education Project (PASTEP). Extensions of both finished in 2004.
Library Services	Library component of EDP finished. No current library related projects.



Overseas observers at the 2004 Combined Conference of Senior Education Officers and Council of Education Chairmen, with Secretary Peter Baki, CBE, in Madang

From left: Mylyne Kuve (Director for Education Policy - Solomon Islands), Antoine Thyna (Education Policy Analyst - Vanuatu), Secretaryfor Education, Peter Baki, CBE, Jimione Buwawa (Deputy Secretary for Special Eduation Projects - Fiji)

A Science class at Gerehu Secondary School,
National Capital District

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Tommy Dobunaba:	inside cover page, p. ii
National Literacy and Awareness Secretariat:	p. 100

Primary School Students display artwork from Expressive Arts lessons during National Education Week 2004, *Manus Province*