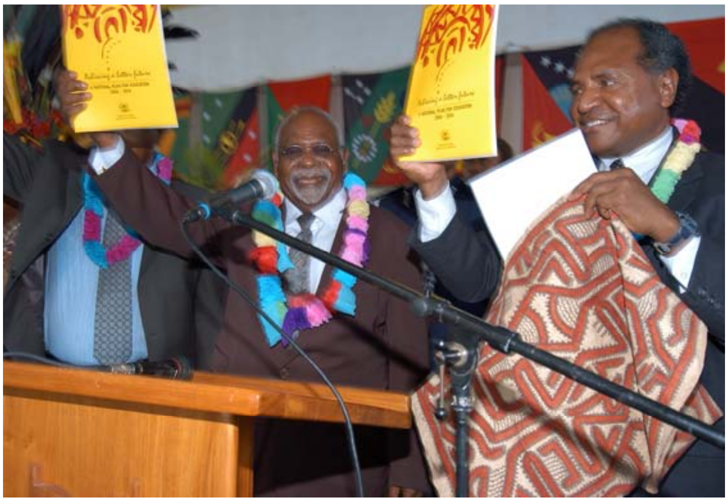
Papua New Guinea

DEPARTMENT OF EDUCATION



2005
ANNUAL REPORT

Prosperity through Self-reliance

National Education System Directory 2005

MINISTRY OF EDUCATION

Minister for Education	Hon Michael Laimo CBE MP

DEPARTMENT OF EDUCATION

Acting Secretary for Education	Dr Joseph Pagelio
Deputy Secretary - Policy & Administration	Mr Luke Taita
Acting Deputy Secretary - Standards & Human Resource Development	Mr Damien Rapese

FIRST ASSISTANT SECRETARIES

FAS - Finance & Administration	Mr Louise Keamau
Acting FAS - Education Standards	Mr Godfrey Yerua
FAS - Human Resource Development	Mr Patrick Modakewau
FAS - Policy, Planning, Research & Communication	Mr Pala Wari

ASSISTANT SECRETARIES

Acting AS - General Administration & Personnel	Mr Erama Ugaia
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DEPARTMENT OF EDUCATION

2005
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(late)

Cover : (from top) Governor General Grand Chief Sir Paulias Matane and Secretary Mr Baki display the NEP 2005 – 2014 after it was launched; students representing the four regions of PNG carry the NEP to be launched; elementary children from Ward Strip Demonstration school in NCD join in the celebrations at the launching of the Plan.

Elementary school children with their teacher at a remote island school in Samarai/Murua District, Milne Bay Province

Students from Don Bosco Technical School in Vanimo work in their school garden.

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 MediumTerm Development Strategy 2005 - 2010, 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 was launched in March 2005. This Plan is our roadmap for the next ten years towards a better future for our nation through education. Children are the focus of this Plan. We will only achieve a better future for Papua New Guinea through education if we achieve a better future for our children and young people.

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. We must equip as many young people as possible with skills, knowledge, attitudes and values that enable them to improve their own lives, and contribute to the development of the nation.

I am pleased to have provided leadership in ensuring that the Government's policies have been implemented by the Department of Education through 2005.

This Annual Report shows that overall in 2005 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 2006.

I thank all who have contributed to the continued growth and development of education in Papua New Guinea in 2005, and look forward to your continued support in 2006 and beyond.

HONOURABLE MICHAEL LAIMO CBE MP
Minister for Education

Secretary's Message

This is the National Department of Education Annual Report for 2005.

It reports on our progress and use of resources in implementing Government policies and programs in the year to December 31, 2005.

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 2005 Budget appropriation was K581 million or 11% 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 more than 8,000 schools and other institutions. Despite difficulties we have continued to move forward.

In 2005 we made achievements at all levels of education, in a range of areas including increased access, curriculum reform and self-reliance.

The launch of the National Education Plan 2005–2014 was a major achievement. We have begun to implement the Plan but the assistance to provinces to update their provincial education plans will continue. The key to implementation is the quality of teaching and learning in schools.

The wide ranging consultations with stakeholders to complete and launch the HIV/AIDS Policy for the National Education System was another achievement.

We must make sure that our teachers are well trained and confident to teach about HIV/AIDS. We must also look for new ways to get the message about HIV across to our young people.

The Department must continue improvements that support the Government's plan to have a more efficient, effective, transparent and affordable public sector.

The major difficulties experienced in 2005 were similar to 2004. 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 charge increasingly difficult to afford, and only some provincial governments have passed operational funding on to their schools.

The education theme for 2005 was 'Prosperity through Self-Reliance: Libraries and Literacy: Promoting and Sustaining Lifelong Learning for All'.

Self-reliance and life long learning 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 country forward.

Our challenge is to develop strategies to achieve Education For All (EFA) targets sooner than NEP targets. We must continue to increase access, and stop children dropping out of school, especially before the end of primary school.

In conclusion, we made good progress, 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 am honoured to have been appointed the Acting Secretary for Education after Mr Peter Baki's term expired in April 2005. I thank the National Executive Council for its confidence in me.

I thank all our partners for their commitment, vision and contribution to developing education in 2005 and look forward to your continued support in 2006. It is your combined efforts that are helping to build our nation.

DR. JOSEPH PAGELIO
Acting Secretary for Education

Special Tribute to former Secretary Mr Peter M Baki CBE (1997 – April 2005)

The Department of Education has been very privileged to have had a leader manager of the former Secretary Mr Peter Baki's caliber. Mr Baki was Secretary for the Department of Education since 1997 until his term expired in April 2005.

Mr Baki has contributed immensely to the development of the education system since he began as a primary school teacher at Kosipe Primary School in Woitape District of the Central province in 1971.

His commitment and vision for a literate, skilled and self-reliant nation has guided him in his career as a teacher, public servant and as Secretary. His strong determination to better his knowledge and skills is a great example to follow.

In particular, Mr Baki's leadership in the implementation of the education reform through the National Education Plan 1995–2004, and the development of the current National Education Plan for 2005 – 2014 is very commendable.

He completed Form 4 through CODE while he was a primary school teacher in the 1970s. He then continued to upgrade his qualifications by graduating with a Bachelors Degree in Education from the University of Papua New Guinea in 1982 and with a Masters in Education from Sydney University in 1989.

Mr Baki has also contributed to education internationally. He has shared and promoted Papua New Guinea's experience and achievements in the Pacific Region and on the world stage. For example he has been a member of task forces and advisory teams for the World Bank, UNESCO and AusAID.

His international work has included advising AusAID on emerging issues and alternative strategies to improve education services throughout the world. He has also advised Vanuatu on developing their Education Plan, and UNESCO on Vocational and Technical Education for the Pacific Region.

Mr Baki's wealth of knowledge, experience and skills he has will be fully utilized in whatever other roles he now takes on.

Mr Baki has always been proactive in his approach. He has been very strong in making sure that we developed an education structure and curriculum that strengthens and builds on our national identity, culture and languages and promotes self reliance.

All staff of the Department of Education, teachers and stakeholders wish him and his family all the best in his future endeavour.

Mr Baki chairing his final National Education Board Meeting in Madang in 2005

Members of the Secretary's Staff Meeting (SSM) at the Senior Education Officers Conference in Alotau, 2005

Left to right (seated): Fabian Mokulabeta, Winsley Degoba, Henao Tau Nauna, Pala Wari, Alan Jogioba, Dr Joseph Pagelio, Damien Rapese, Louis Keamau, Oscar Iguarek,

Standing: Jerry Kuhena, Dr. Michael Tapo, Patrick Modakewau, Daniel Paraide, Godfrey Yerua, John Josephs, Ouka Lavaki, Erama Ugaia, Uke Kombra,

Inserts: Etwin Apai, Luke Taita

Provincial Education Advisors at the Senior Education Officers Conference in Alotau, 2005

Left to right (seated): Henao Tau Nauna, Baran Sori, Jonah Posikai, William Varmari, TSC Chairman Alan Jogioba, Secretary Dr Joseph Pagelio, Anthony Tsora, Evare Kulau, James Numbaru

Backrow: Michael Ova, Walkaima Essy, Mefearamu Mero, Chris Bulu, Frank Evans, Murika Bihoro, Leo Noki, Winsor Atarapa, John Glengme

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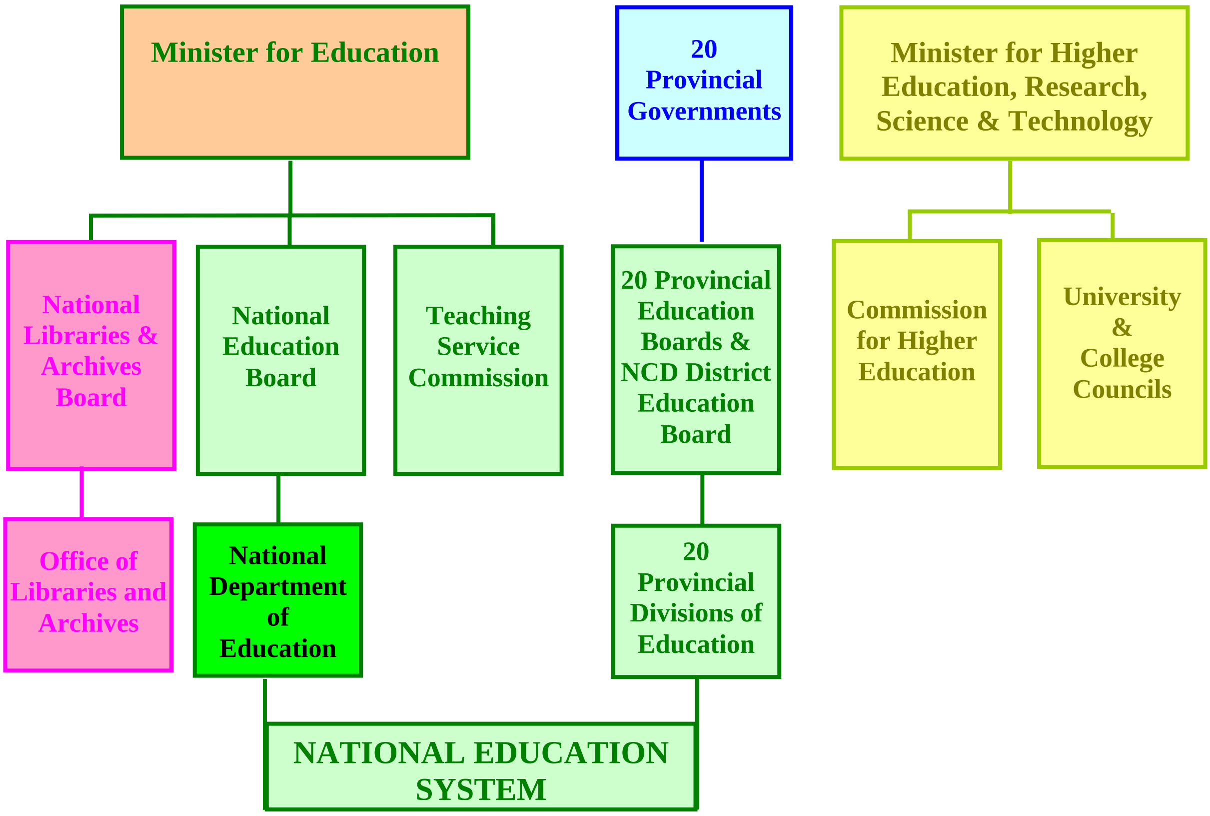


Figure 1 Overview of the PNG education sector

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 implementation of the National Education Plan

The National Education System

National Education System administrative authorities

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

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

National Department of Education functions

Apart from the *Education Act*, the *Organic Law on Provincial Governments and Local-level Governments*, the *Medium Term Development Strategy* 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.

85% 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. School inspectors are key officers for supporting service delivery and policy implementation at provincial and school level. Their main roles are to provide advice and to maintain and monitor education standards in terms of school management and the effectiveness of teaching and learning.

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

National Education System - provincial component

The provincial component of the National Education System is all registered schools in each province, including elementary, primary, and post primary (secondary grades 9–12 and vocational centres).

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

These arrangements were reaffirmed under the *National Charter for Reconstruction and Development 2000–2002.* The Charter, signed with the provincial Governors 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. 92% of all teachers are employed by the provinces.

Partners and responsibilities

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

Under the *Organic Law on Provincial Governments and Local-level Governments*, the National *Education Act* and provincial education acts, 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, as well as funding for basic school materials, operating costs and maintenance. Communities, through schools' governing bodies, share in the responsibility for infrastructure. This includes sharing responsibility for planning for, providing and maintaining school buildings, teacher housing and ancillary facilities.

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 rehabilitating 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 been in place for more than a decade under the *National Education Plan 1995–2004, National Education Plan Update Number 1, 1999* and *National Education Plan 2005–2014*.

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 many challenges remain. The successes include: increases in enrolments by 111 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. Enrolments have more than doubled, 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.110).

According to data returned from provinces, since 2003 there have been 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 2005 our students were taught by around 35,000 teachers in more than 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.109).

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 level; strengthening the vocational education and training sector to support appropriate courses and 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 has become a concern as the school population has increased and the system has struggled 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.

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

Further information about the reform and education 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,* which was completed in 2002, contains objectives and strategies for updating and continuing to achieve the goals of the reforms.

The *National Education Plan 2005–2014* was officially launched by the Governor General, Grand Chief Sir Paulias Matane, on March 18, 2005. It was developed in 2003 and 2004 through extensive consultations with stakeholders in every province. After being endorsed by the National Education Board (NEB) and Central Agencies Coordinating Committee (CACC), it was approved by the National Executive Council (NEC) on December 14, 2004, for implementation from 2005 (NEC Decision 236/2004). Provinces began work on updating their Provincial Education Plans in 2005, with assistance from the Department's planning team (see p. 61).

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

The State of Education in Papua New Guinea, which is produced 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 and implementation of the National Education Plans is presented elsewhere in this report. Information on the system structure in Figure 1.

Teachers from Samarai /Murua at a multi-grade workshop in the Milne Bay Province

Structure of the Education System

Current structure

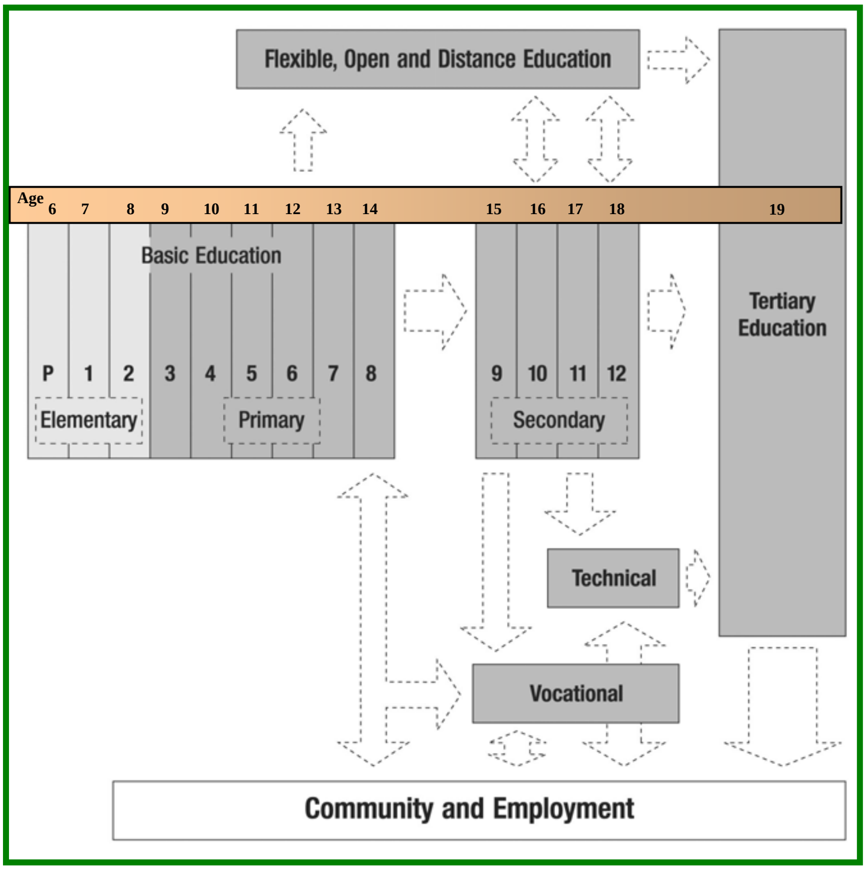


Figure 2 Current (reform) structure of the National Education System

Old structure

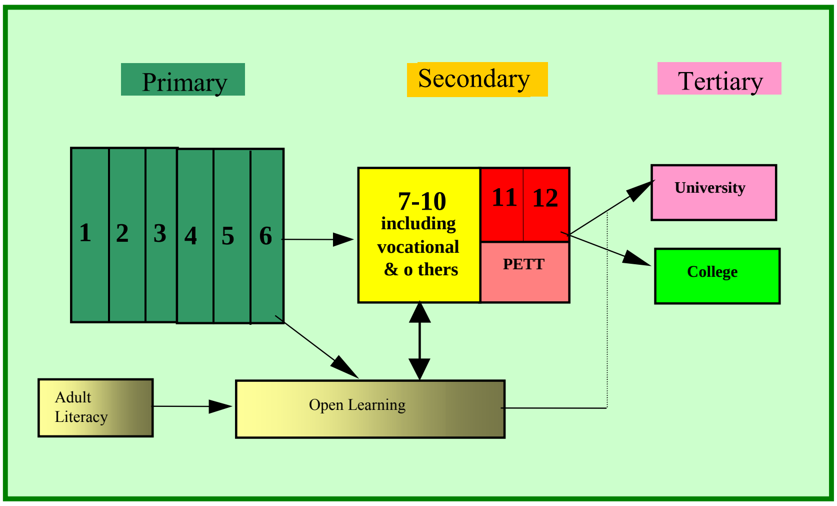


Figure 3 Old structure of the National Education System

The National Education System

Students

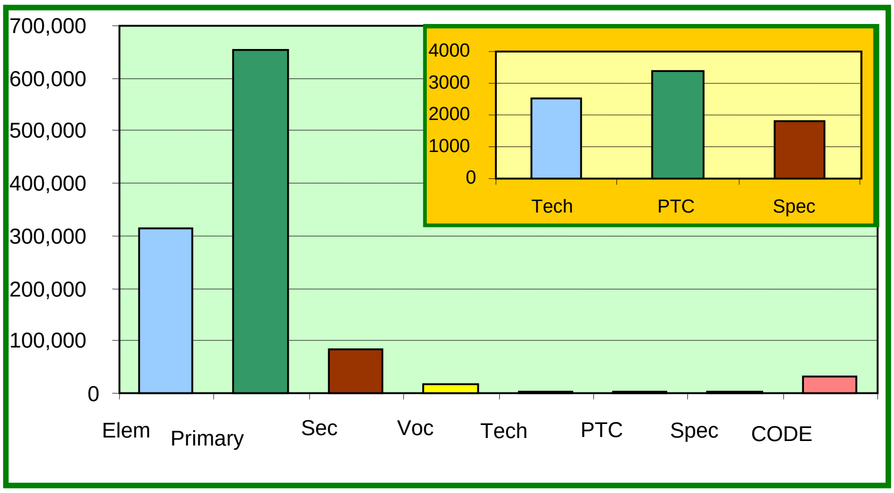


Figure 4 National Education System 2005 mid year enrolments - by type of school

NOTE

Data for Figure 4–Figure 30

See Appendix pp.106–111 for sources, notes and data (Table 10–Table 14).

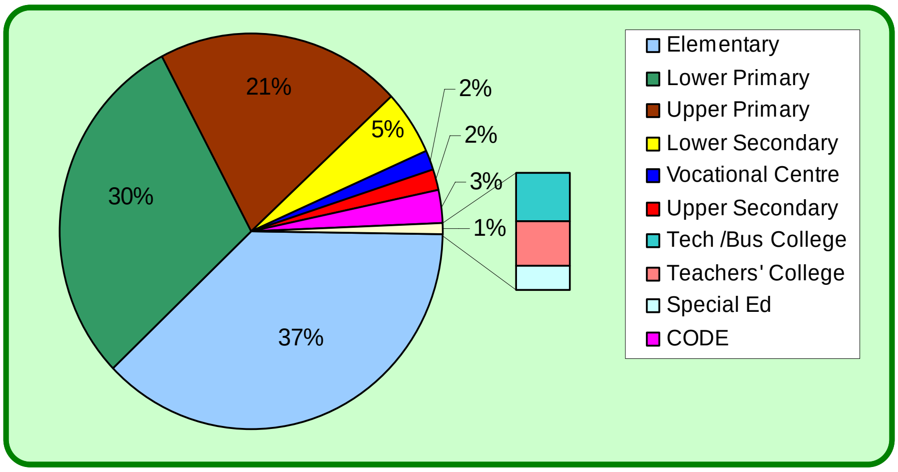


Figure 5 National Education System 2005 mid year enrolments - by level of education (not type of school)

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

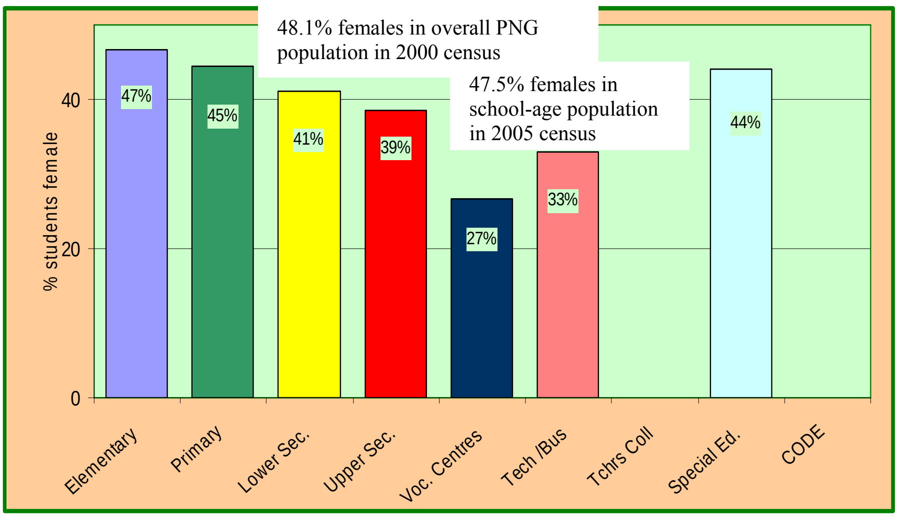


Figure 6 Participation of girls in education in 2005 (by type of school)

There has been a gradual increase in the percentage of girls attending school since the start of the education reform (see Table 13, p.110).

For % female teachers & public servants see Figure 39, Figure 40, p.37

Teachers

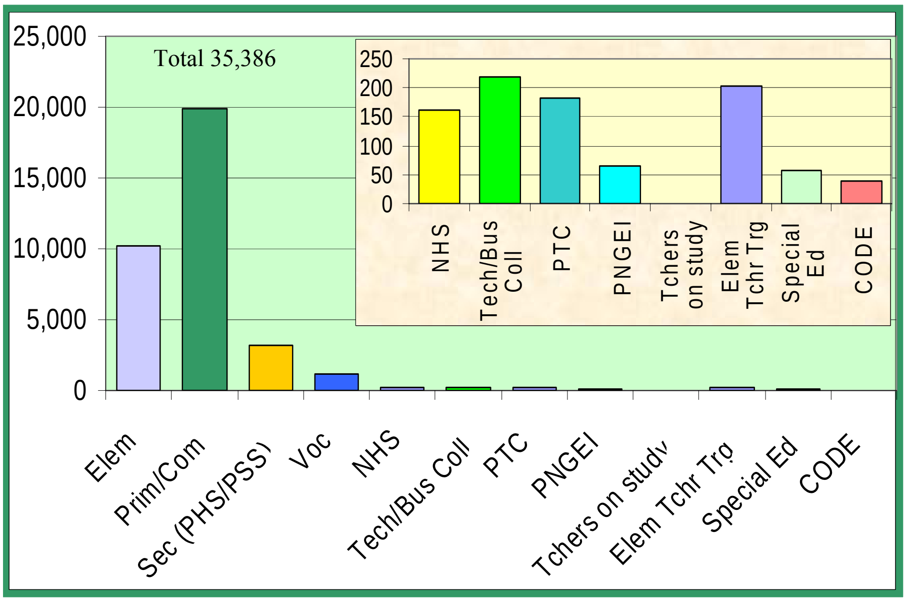


Figure 7 The National Teaching Service (by type of school)- quarter 4, 2005. (See Table 14, p.112.)

Institutions

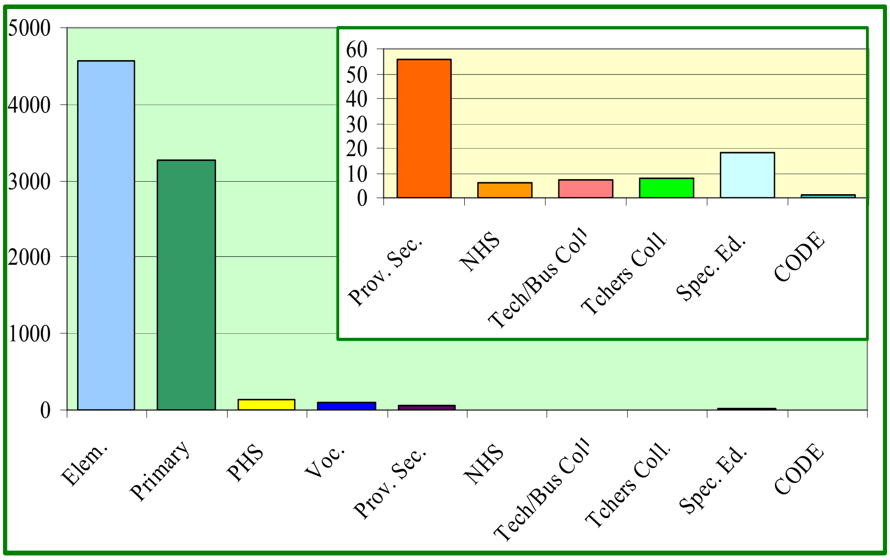


Figure 8 National Education System – number of institutions in 2005 (by type of school)

Partners

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

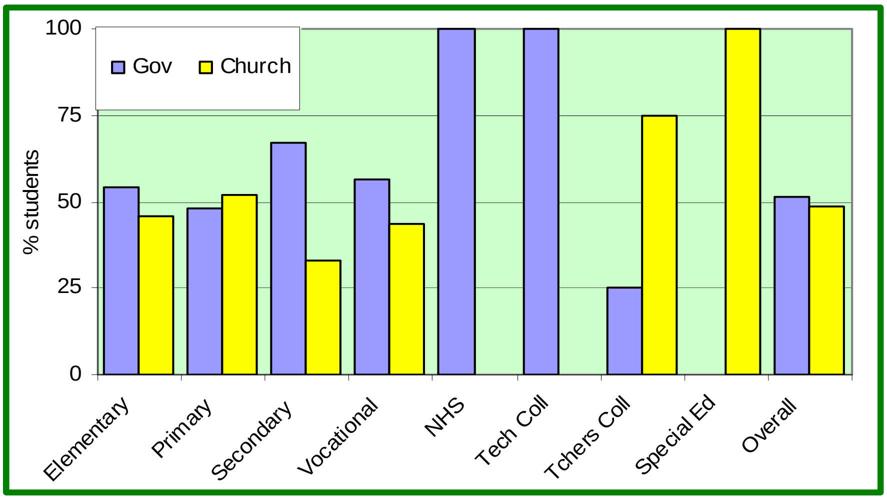


Figure 9 Percentage of institutions run by churches and other agencies compared with the government, in 2005 (by type of school)

Table 1 Education reform 2004 – progress, achievements and constraints

Sector /level	2005 **	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 9,500 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 310,000 Approx 77% G1 enrolment in elementary schools and 23% still in community schools Participation of girls 47% (PNG population % females 48.1%) Elementary schools approx. 4,100 (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 210,000 G7/8 approx 130,000 96 % G7/8 in primary schools. 4% 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 44% High school G7/8 only 36% girls	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% Day school cheaper, and opportunities close to	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 (including G7/8 still in PHS). Subjects include

Sector /level	2005 **	Comments /change since 1992 **	Comments / Constraints / Issues
		home seem to help more girls stay at school.	*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 20,000 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.85–88	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.89–94	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% Total students 3358	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 Now upgraded to 4 year degree at UOG, with	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 2005. Supported by CRIP – K3.6m in 2003/2004. Self paced inservice units produced &

Sector /level	2005 **	Comments /change since 1992 **	Comments / Constraints / Issues
Teacher education (cont.)	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.	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.	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.97, 98)	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 1992–2005, *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.109, 110.

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.7–18, and in Table 10–Table 15, pp.109–113. 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 1992–2005: improving access through education reform

Gross enrolment

The enrolment in Elementary Prep was equivalent to approx. 69% 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.

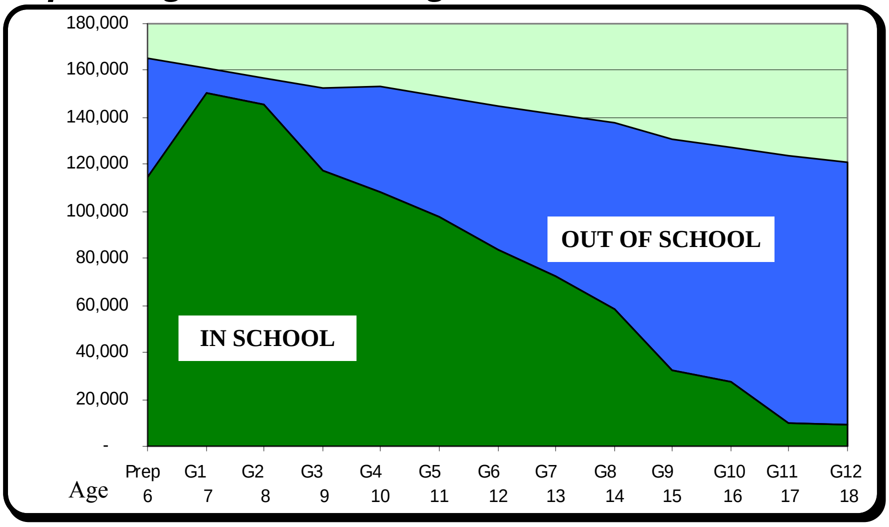


Figure 10 Gross enrolment – school enrolment in 2005 compared with the population for each age group (as derived from National Census data)

Total enrolment

NOTE
For Figure 4–Figure 30, 2004 and 2005 enrolments are interim estimates based on incomplete data returns from provinces & national divisons of education.

Confirmed official enrolment statistics for 2004 & 2005 not available at time of publication.

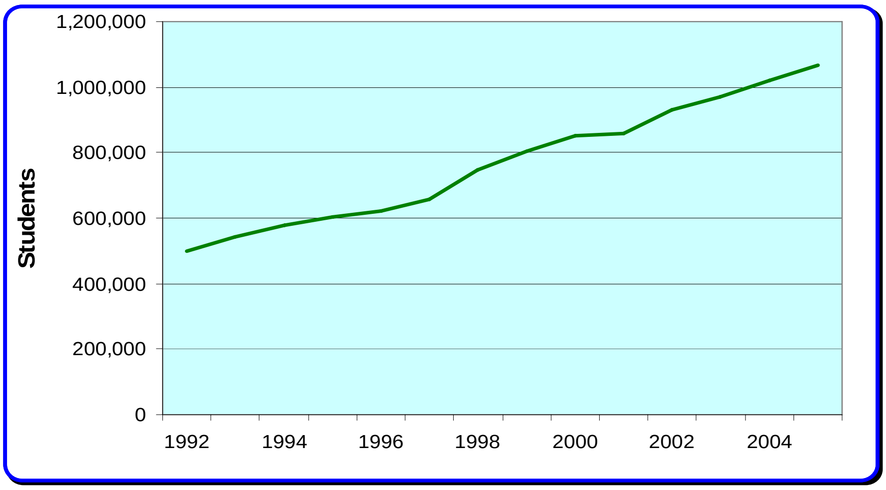


Figure 11 Growth in total school enrolments 1992–2005

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.

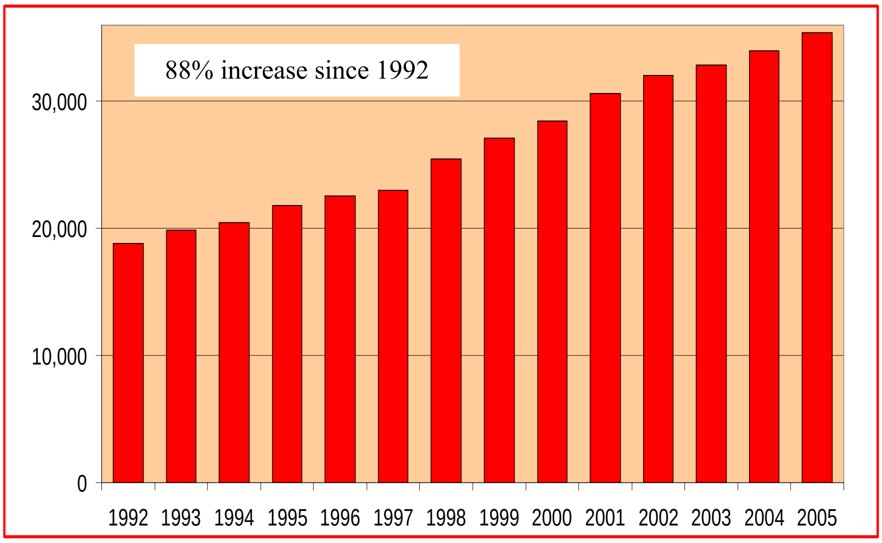


Figure 12 Growth in the total number of teachers in the National Education System, 1992–2005

Schools

Most of the increase in schools is in elementary schools. There were none before 1994. See Table 10, p.108.

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.

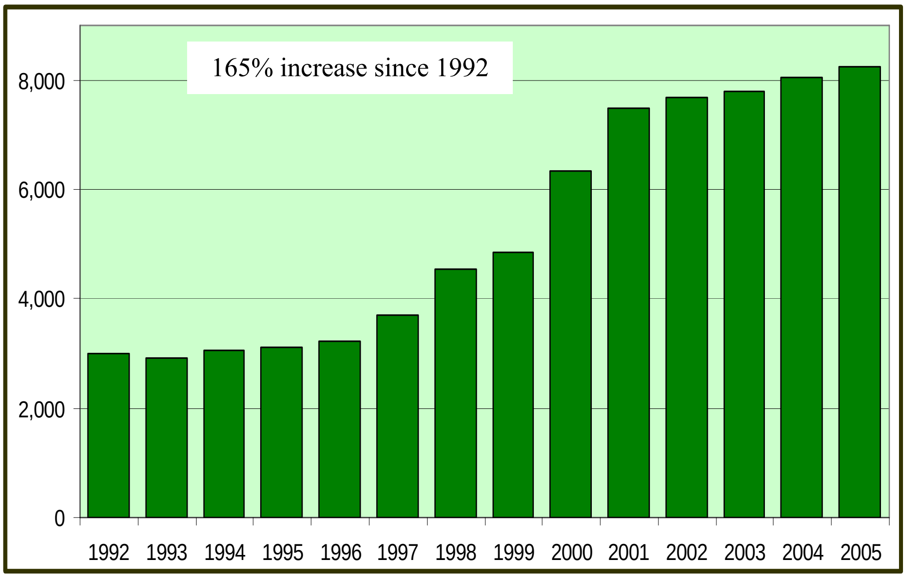


Figure 13 Growth in the total number of schools in the National Education System, 1992–2005

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 3.5% since 1992. As a result, while the number of students has increased by over 114%, the number of teachers has increased by only 113%.

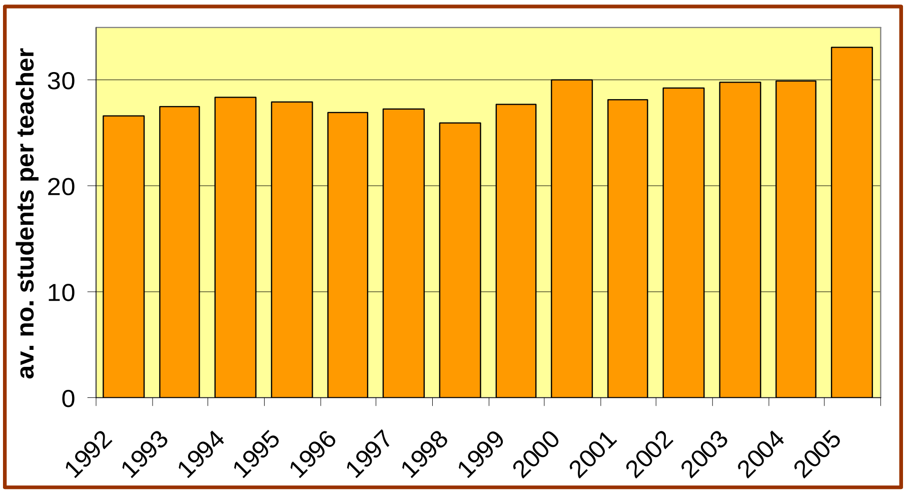


Figure 14 Student to teacher ratio, 1992–2005 – the total number of students for each year divided by the total number of teachers

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.

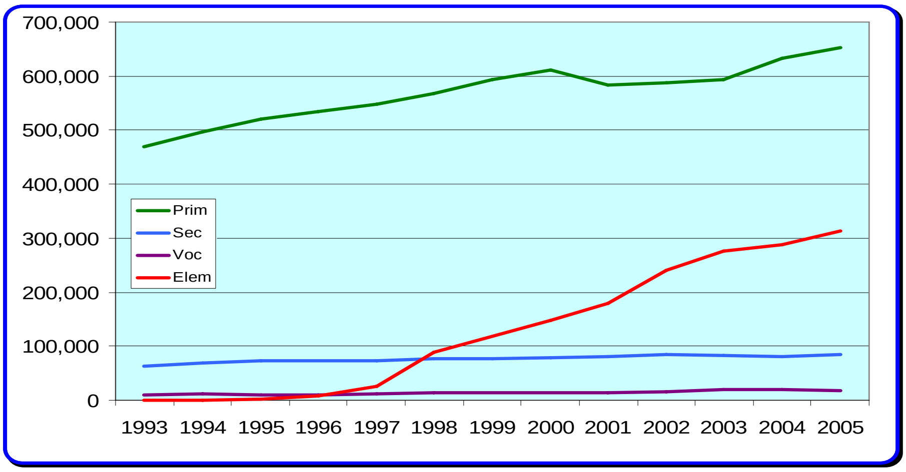


Figure 15 Growth in enrolment for different sectors of the National Education System, 1992–2005.

Elementary

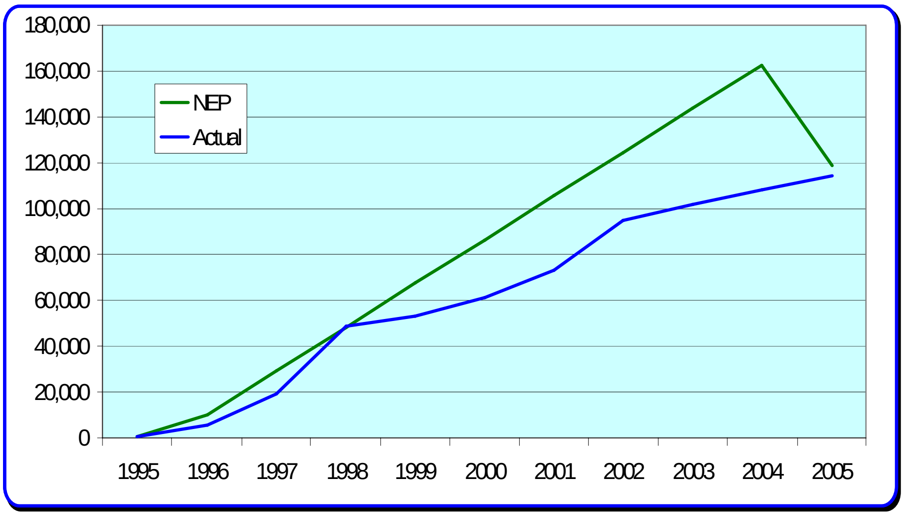


Figure 16 Elementary Prep enrolments, 1995–2004

Primary

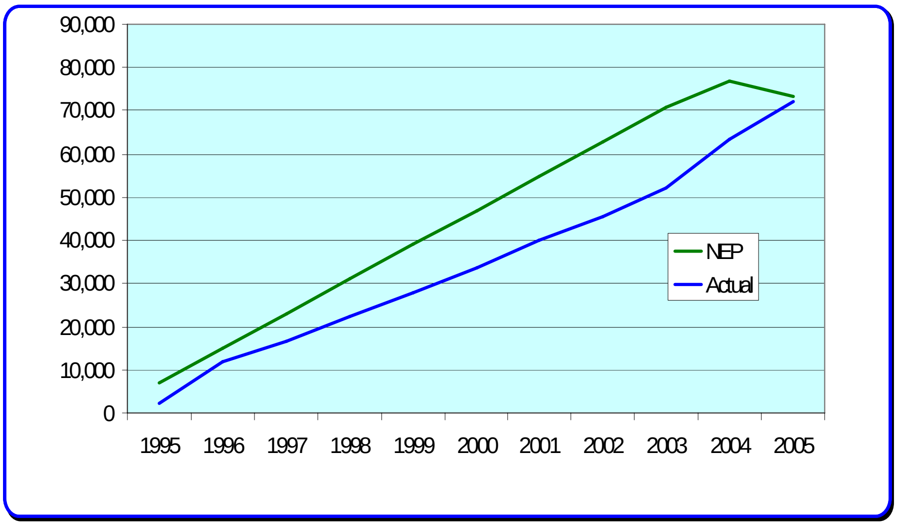


Figure 17 Growth in grade 7 enrolment in primary schools,1995–2005

Secondary

Total enrolments increased to more than 6 times pre-reform enrolment (384% increased 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.

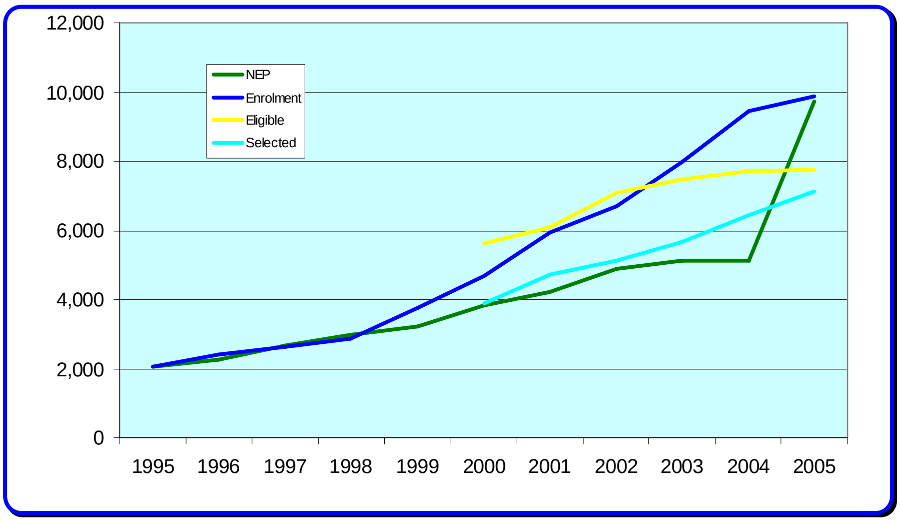


Figure 18 Growth in grade 11 enrolment, 1995–2005

Enrolments in other sector

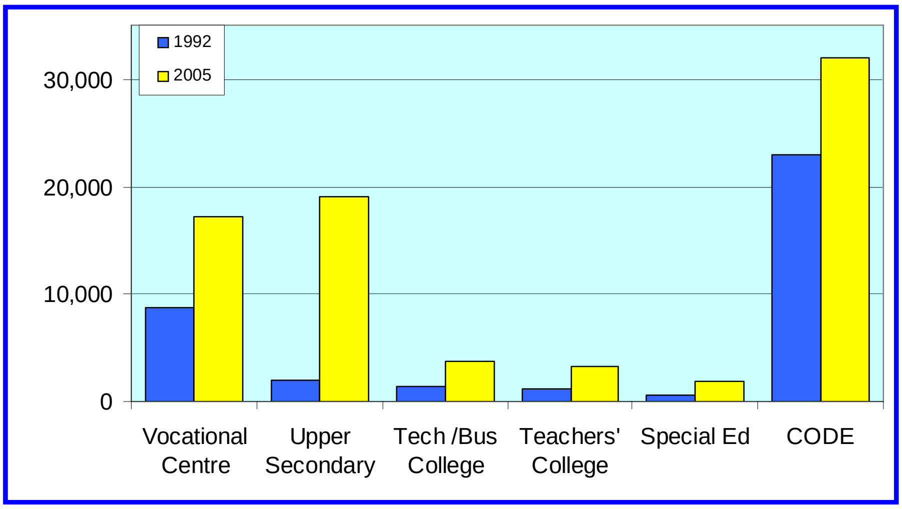


Figure 19 Enrolments in various sectors - 2005 and 1992 compared

Permitted schools

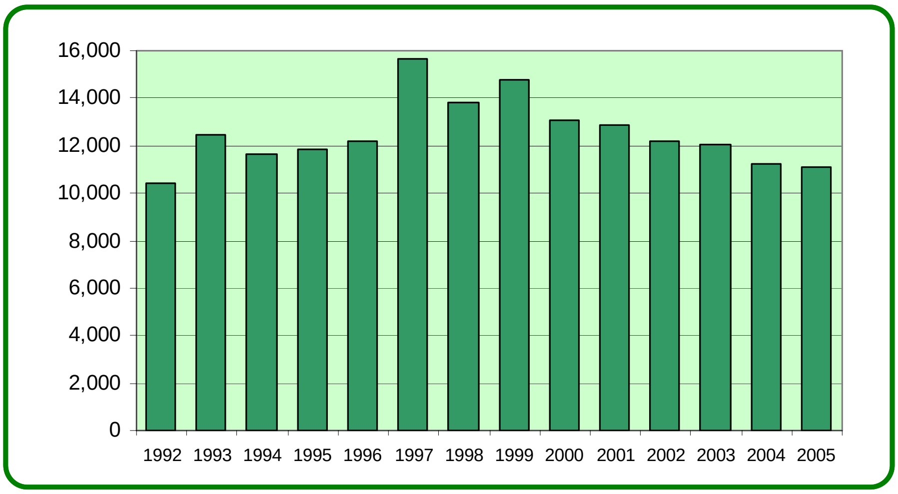


Figure 20 Number of students reported to be enrolled in IEA and SDA permitted schools, 1992 – 2005 (all grades)

Progress towards education reform targets

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.

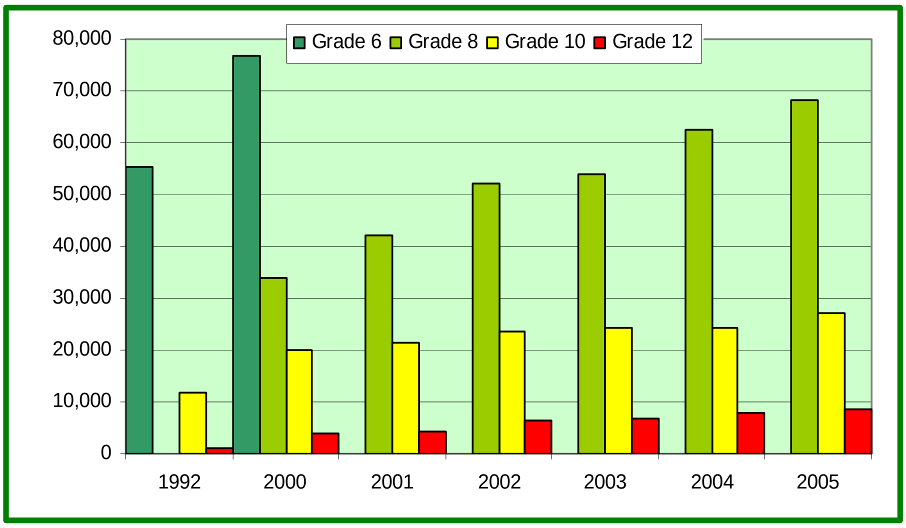


Figure 21 Candidates sitting for national examinations, 1992, 1999–2005

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 96% of grade 7s were in primary schools & 4% were still in high schools. Enrolment had increased to nearly 4 times the 1992 level, (by 49,000 students).

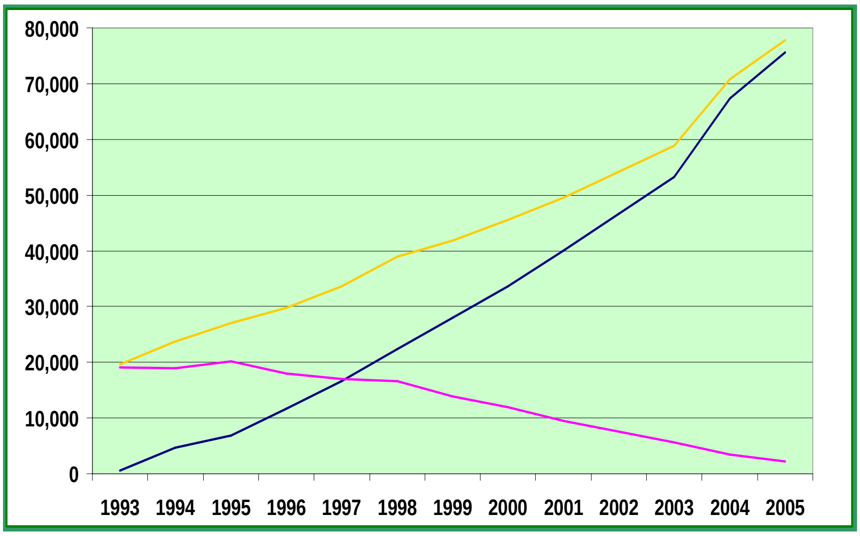


Figure 22 Enrolment of grade 7 in primary and high schools since the start of the education reform, 1993–2005

Upper primary

- access to grade 7

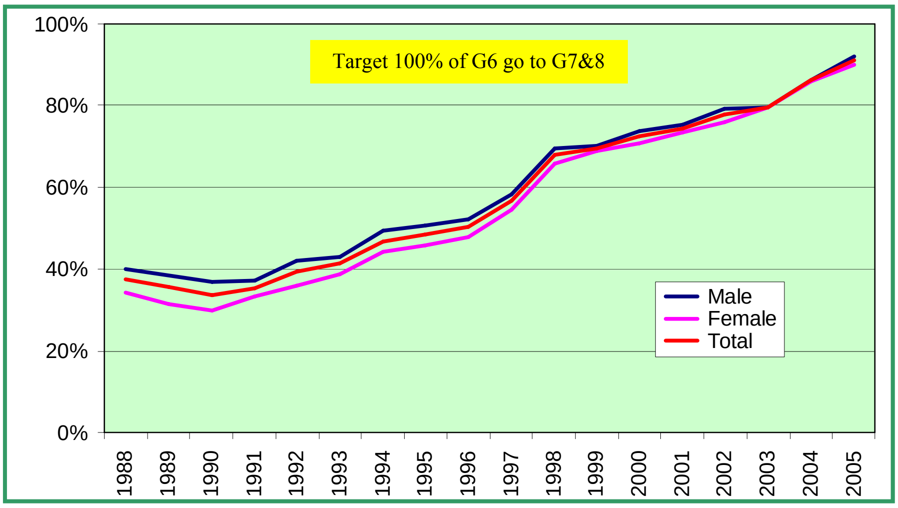


Figure 23 Transition from grade 6 to 7 - % grade 6 students staying at school for grade 7, 1998–2005

Lower secondary

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

In 2005, 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.

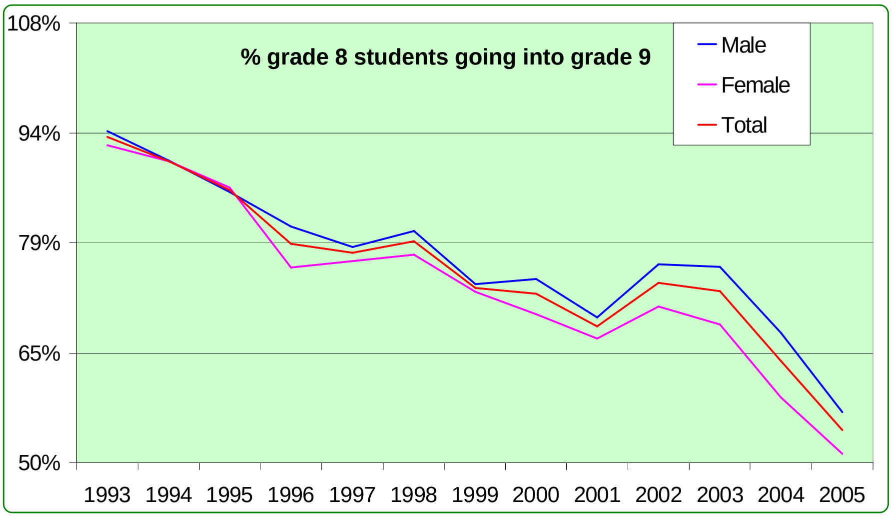


Figure 24 Transition from grade 8 to grade 9 - % grade 8 students staying at school for grade 9, 1993–2005

Upper secondary

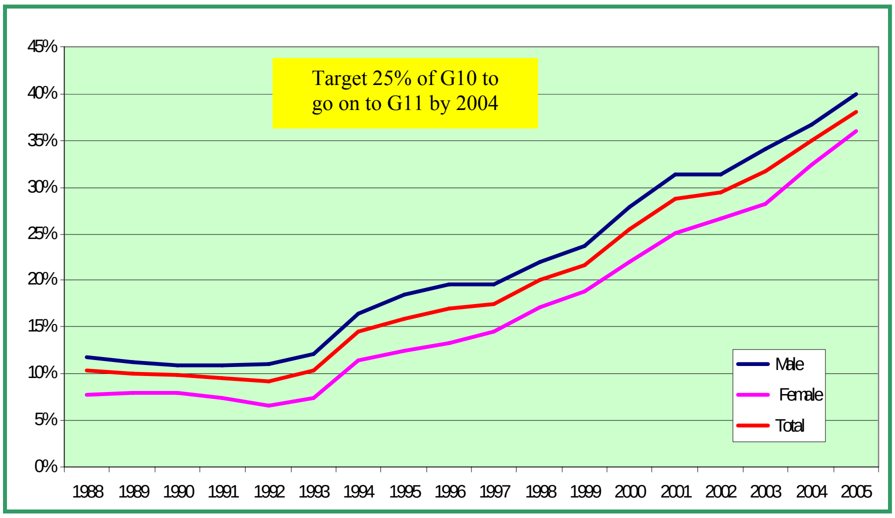


Figure 25 Transition from grade 10 to grade 11 - % of grade 10 students staying at school for grade 11, 1988–2005

Grade 10 selection for Grade 11

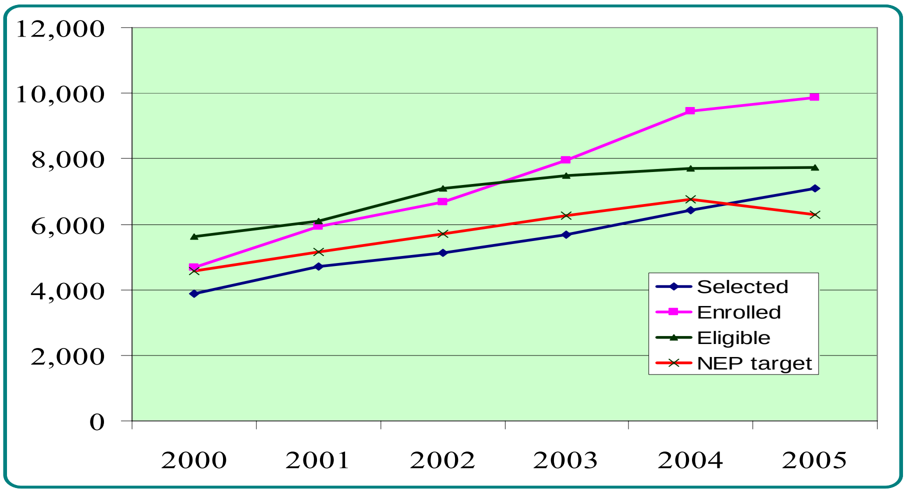


Figure 26 Number of students selected for Grade 11 from Grade 10 2000–2005

Considerable variation between provinces

Enrolment

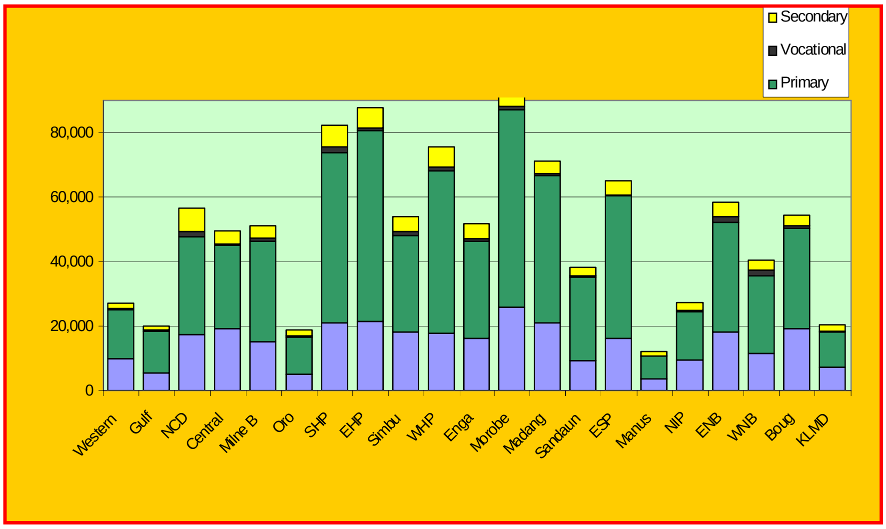


Figure 27 Enrolment in each province, in 2005, by type of school

Access to grade 7

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

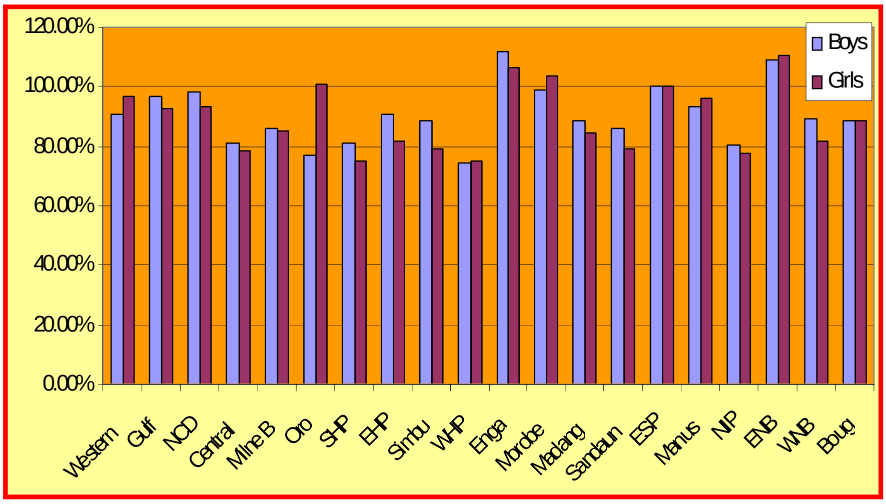


Figure 28 Transition from grade 6 to grade 7 – The percentage of grade 6 students staying at school for grade 7 in 2002

Retention at primary level

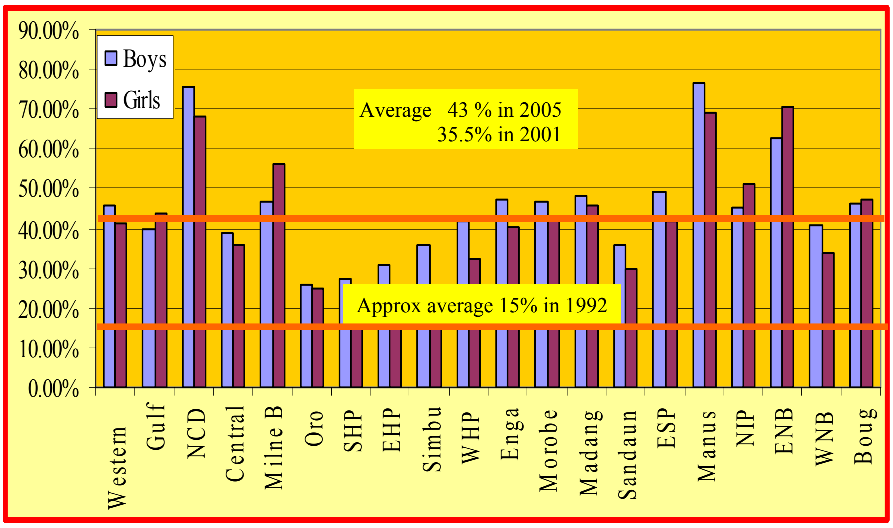


Figure 29 Grade 8 retention - the percentage of children at school in E1/G1 in 1997 who were still at school in grade 8 in 2005

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

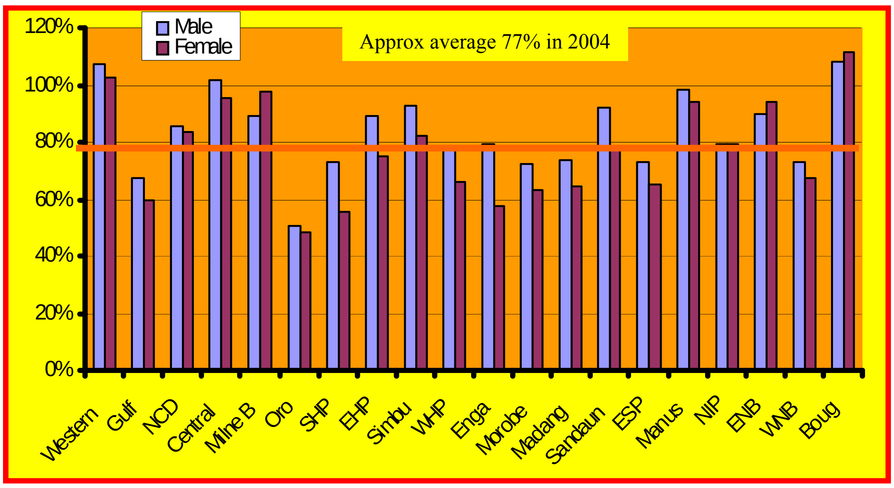


Figure 30 Percentage of 7 to 12 year old children in school in 2005

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 2004–2006
- National Higher Education Plan II 2000-2004
- National Education Plan 2005–2014
- HIV/AIDS Policy for the National education System.

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 and the National Education 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 2005–2014

The National Education Plan 2005 – 2014 is consistent with Government aims as per the Medium Term Development Strategy 2005 – 2010 and its international obligations.

By 2012 all childern will have the opportunity to complete nine years of basic education. This will comprise of three years of lelmentary in a language that they use and understand and six years of primary education.

A selected number of children will have an opportunity of completing a full secondary education.

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 by 2012.
- An increase in retention rates by 70%.
- Equal participation by females at all levels of education.
- Reduction in cost structure of the system in order that it becomes affordable to both parents and Government and is sustainable.
- 50 % of grade 8 children to go on to grade 9 and 10 and 25 % of grade 10 to go on to grade 11.
- Rationalisation and upgrading of courses in technical education, and development of links with the Trade Testing and Certification System.
- A revitalisation of the vocational sector to provide relevant post primary education. It will concentrate on one year full time courses for school leavers and increasingly offer short courses for the communit at large. All courses will meet community demands and provides skills to facilitate income generation.
- Distance education will be enhanced to provide a viable and cost effective alternative to a formal secondary education.

For information on progress and achievements towards these objectives and targets see Table 1 and Figure 4–Figure 30, pp.7–18.

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 national budget framework the second Education For All goal will not be achieved in the time frame. The *National Education Plan 2005-2014* aims to achieve the fifth EFA goal within the timeframe of the NEP as opposed to that stipulated by EFA.

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 2005	All institutions in National Education System and registered permitted schools.	2005 budget allocated K41m to DoE for national component of subsidy, and K20.3m to provinces for 'Education Function' Grants'.	See details pp.50–54. National component - K28.1m distributed to schools or in trust pending acquittal. K12.9m for quality support activities, audit &admin.	Schools require funding for operational costs and maintenance. Supports education quality and services in districts.	Details in MPS 1/2005, Secretary's Circular 41/2005. School payments distributed as School Infrastructure Maintenance Grant (SIMG).	Subsidy appropriation similar to 2001, 2003/4 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 and NEP 2005–2014.
National Education Plan (NEP) 2005–2014	System wide	Presents outcomes for education and strategies for achieving them from 2005 to 2014. Continues from NEP 1995–2004	Approved by NEC Decision 236/2004, 14/12/2004. Launched March 2005.	MTDS, Corporate Plan, PEPs, EFA, Millennium Dev Goals, NEP 1995–2004.	Implementation commenced 2005.	Includes cost projections. Funding for development & printing of plan from ECBP.
Provincial Education Plans (PEPs)	All provincial institutions.	Plans & implementation schedules to guide education development in each province.	Updates in progress. PEPs 1995–2004 all completed. Only 10 approved by PEC.	NEP, other PEP & district plans, NMA, LLGs, & Recovery / Development Policy.	Documented in each plan. Updates for 2005–2014 commenced 2005, to be completed 2006.	Documented in each plan, based on NEP 2005–2014.

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.	All provinces have Act or draft bill. 9 enacted, 10 not yet completed /approved by PEC. 1 exempt.	Organic Law on Prov. Governments & LLGs, Education Act & Teaching Service Act	DoE 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, & improve early childhood care, skills training for youth & adult literacy.	PNG is a signatory to EFA Declaration. NEB endorsed EFA National Plan for Action 2004–2015 in 2003.	NEP, PEPs, NGOs, school fees subsidy, National Literacy & Health Policies, UN Rights of the Child, Millennium Development Goals.	Integrated into NEPs & PEPs. NEB endorsed National EFA Forum to ensure Dakar goals achieved. Task Force established Q4 2005 to propose strategies to achieve goals earlier.	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. Overall theme for 2005–2014: Prosperity through Self-reliance.	2005 theme: Prosperity through Self-reliance: Libraries and Literacy promoting and sustaining life long learning for all.	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 56.2% to achievable targets	NEC approved. Launched by Minister in 2000.	NLAS, PEPs, NGOs, CDD, Dept Community Development.	NEP, National Literacy Survey recommendations	Additional resources required for Government & NGOs.
Self-reliance Policy	All institutions in National Education	Promotes self-reliance projects in schools for income-raising projects to supplement school budgets	Endorsed by NEB & NEC Dec. 22/2001. More schools with projects – est. 70%	NEP, NESP, National Curriculum, Recovery &	2004 theme '*Prosperity through self-reliance*'. To continue through	Limited. Start up support needed for schools, from provinces, DoE, EOSDP. Reduces costs /fees if well

Initiative	Target Group	Description	Status	Linkages	Implementation Plan	Resource Implications
	System.	and self-reliant students.	sec/vocational & 50% primary in 2004.	Development Policy.	curriculum & NEP 2005–2014.	managed – problems reported.
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.	Promotes transparency and consistency in assessing and reporting.	Approved by TMT and published 2003 and distributed in 2004 for implementation from 2005.	MSU, CDD, schools, students and parents.	Distributed in 2004 for implementation from 2005 in conjunction with reform curriculum.	Incorporated in existing recurrent activities.
National Materials Distribution Policy	DoE, provinces, schools, BOMs.	Guides procurements, distribution and storage at all levels.	Approved by TMT 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.	Recognises and plans for 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	System wide	Guides establishment of rural boarding primary	Endorsed by NEB in 2003.	NEP, EFA, PEPs. Improved access in	Pending decision by TSC on teachers' boarding	Dependent on TSC decision.

Initiative	Target Group	Description	Status	Linkages	Implementation Plan	Resource Implications
School Policy		schools.		remote areas.	allowance.	
NGO participation in Education	System wide, NGOs.	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.
TVET Policy	TVET institutions NGOs.	Promotes unified TVET system & qualifications, responsive to industry and community needs.	Endorsed by SEOC 2005, TMT & NEB. To be launched Q1 2006.	NEP, MTDS, NTC, NATTB, TVET Corporate Plan.0	To be implemented as soon as approved by TMT, NEB and NEC.	Strategic Plan, costs to be completed. Teacher projections to 2014 in NEP.
HIV/AIDS Policy for the National Education System	System wide	To promote teacher trainingand teaching about HIV/AIDS and safe practices, and appropriate workplace practices	Endorsed by NEB and launched on Dec 1, 2005	PNG National Strategic Plan on HIV/AIDS, NEP, HIV/AIDS Management and Prevention (HAMP) Act 2003	Implementation starting in 2006	To be incorporated in all levels of the system. DoE to work closely with NACS and NGOs.to establish links with appropriate facilities offering care, treatment, support and counselling services
ICT	DoE, provinces, districts, Teachers' colleges, TVET institutions	To improve communications links and workplace efficiency, reduce support costs, and provide	Approved by TMT and published in 2004.	NEP. Improved communications links, honest and efficient workplace.	ICT Acceptable Use Email Acceptable Use ICT Security Internet Acceptable Use ICT Hardware Procurement Software Procurement and Development Domain Name Policy	Support from AusAID. DoE to commit funding to support recurrent cost of ICT network and service backup in next 5 years.
Procurement and Asset Management Policy	DoE, provinces, schools	Improved and centralised procurement system. Strengthen assets management procedures	Approved by TMT. Published in 2003. Distributed in 2004 for implementation	NEP	To be implemented alongside a master assets and management register	Incorporated into all levels of the system
HRD Policy	System wide	To improve performance and morale of officers	Approved by SEOC in July 2005. Printed, distributed Q1 for implementation	NEP	To be implemented with HRD Plan and HRM Procedures Manuals	Incorporated into all levels of the system
IMROC	DoE	To improve the structure,	Approved by TMT.	NEP, efficient and	Recommendations approved	DoE with support from

Initiative	Target Group	Description	Status	Linkages	Implementation Plan	Resource Implications
		underlying systems and processes, and organisation culture	Implementation commenced in Q 3, 2004 and completed in Q 1, 2005.	honest workplace, Government's right sizing program	by TMT in Q 2, 2005, Implementation commenced in 2005. Awaiting DPM approval.	ECBP

Organisational Structure and Manpower

Structure

Detail of the Organisational and Functional Structure of the Department of Education that was in operation during 2005 is shown in Figure 38, p.38 and Figure 31, p.30. These also show the Department's relationships with other organisations within the Ministry.

- This 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. Further amendments were approved on 4/2/00, 15/12/00, 12/2/01 and 17/7/01 to provide for elementary inspections and counterpart requirements of projects. Restructure of 66 ICT branch and GAP Division positions was approved by DPM on 29/8/05. Implementation is awaiting approval to advertise (see p. 31).
- The position of Director-General Office of Libraries and Archives (OLA) 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 OLA will be submitted to DPM in quater.1 2006.
- 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 Standards and Human Resource Development (SHRD)

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)

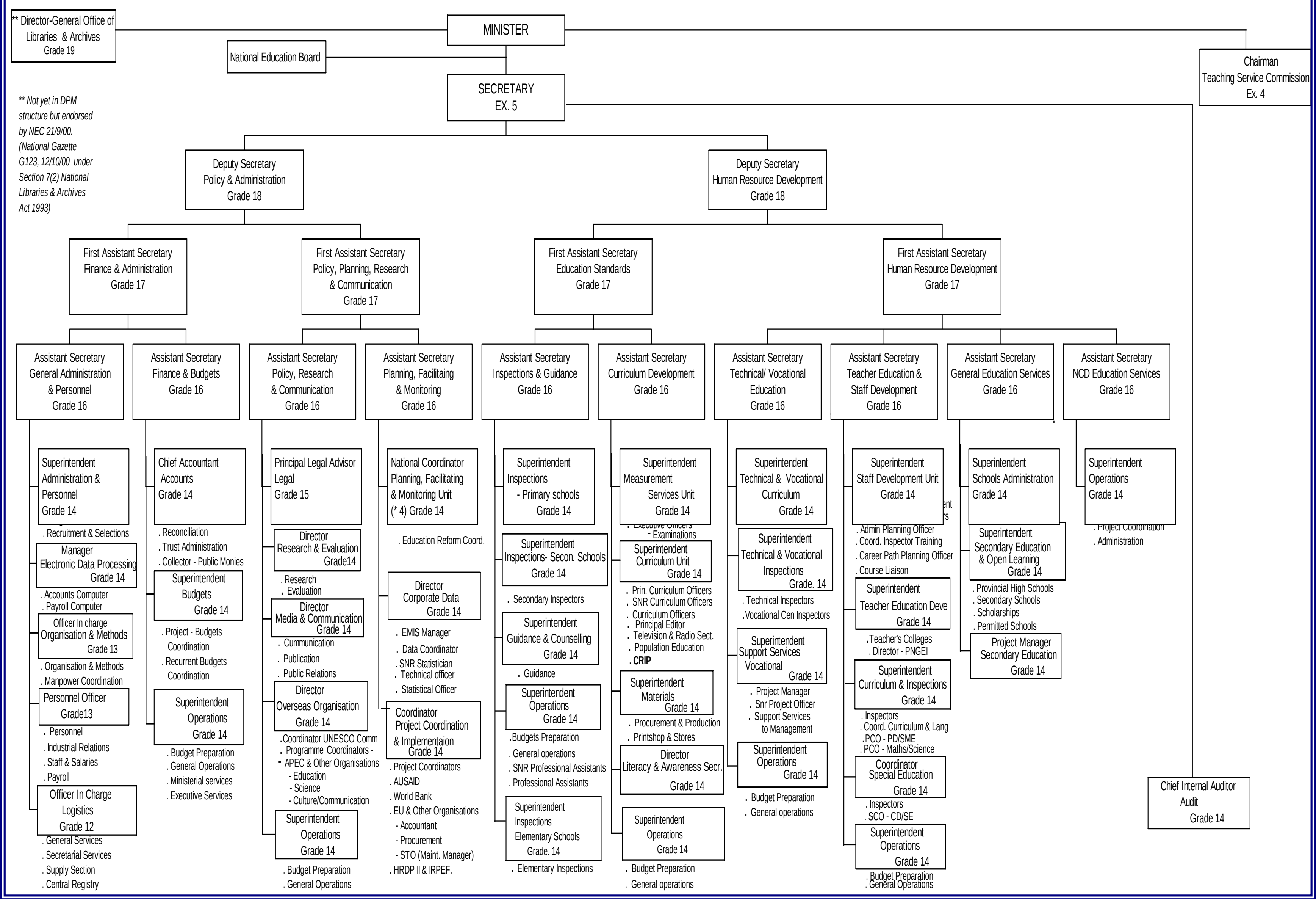
Policy, Planning, Research and Communication Wing
- Policy, Research and Communication Division (PRC)
- Planning, Facilitating & Monitoring Division (PFM)

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 and implementation of Organisational Capacity (ROC & IMROC).

- A Review of Organisational Capacity (ROC) within DoE, TSC and OLA commenced in Quarter 3, 2004, and was completed at the end of Quarter 1, 2005. The review was carried out by a team of DoE officers, with a technical adviser and other support from the Education Capacity Building Project (ECBP).
- The ROC team was guided by a steering committee that was chaired by a Top Management Team (TMT) member and included representatives from DPM, DoT, DoF, PSRMU, Council of Churches, PNGTA, and PEA. The team was based in the Organisation and Methods (O&M) Branch of GAP Division, which provided executive services to the team and steering committee.
- The Review made 173 recommendations to improve the structure, underlying systems and processes, and organisation culture. The recommendations are aimed at building the capacity of the Department and related agencies in the Ministry, to deliver efficient and effective service to support implementation of the NEP 2005–2014.
- It proposed an integrated implementation plan and the establishment of the Implementation of ROC (IMROC) Committee to manage the change agenda with support from the Change Management Advisor (ECBP). The recommendations were approved by TMT late in quarter 2, 2005.
- The IMROC Committee began meeting in quarter 2. It is chaired by a TMT member and has 8 members representing GAP, TE&SD, PFM, ECBP.
- Implementation of the 63 restructure recommendations commenced in 2005. Other recommendations will be implemented in 2006 and onwards.
- DPM approved the restructure of 66 positions within existing ceilings in the current PFM and GAP Divisions on 29/8/05. The approved restructure is for an ICT branch (5 positions) in PFM and reorganisation of some existing GAP Division sections into a new Organisational Development (OD) branch (9 positions) and Payroll Related Services branch (52 positions).
- Appointments to these positions will proceed in quarter1 2006 once DoE receives the necessary approval to advertise from the Inter-Department Committee.
- DPM Circular No. 8/2005 froze all government restructure until March 2006. IMROC continued to work with all divisions to finalize restructure documents to be approved by ORT ready for approval by DPM in quarter 1 2006.
- The Department made a submission in quarter 3 to the Government Rightsizing Committee. The Committee's draft report supported implementation of the ROC report recommendations.
- The implementation of 37 recommendations to improve organisation culture began in quarter 4 2005 with the launching of a poster that promotes honesty in the workplace. The posters were distributed to all divisions to be displayed within all Ministry of Education workplaces.

Establishment and Manpower Ceiling

The Education Payroll

- Figure 32 and Figure 33, p.36, and Table 14, p.112 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 structures and budgets of agencies and institutions within the Ministry of Education.

- The remaining, more than 90%, come within the structures and budgets of the provinces and the Ministry of Higher Education. This includes all teachers in provincial institutions as well as public servants in provincial education offices, provincial libraries and the Office of Higher Education (OHE). (See also Figure 53, p.48.)

- *The Department of Education 2003 Annual Report,* Table 13, p.111, showed that for Pay 21 in 2003 (17/10/2003), 65% of the 941 public servants then on the Education 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 data for 2004 and 2005 had not been made available from the payroll data base 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 11 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 15,000 employees in the remaining provinces, the Ministry of Education and OHE.
- GAP Division officers continued to work closely with 'Project Maoro' throughout 2005 to further implement and improve the Government's ALESCO Human Resource Management (HRM) payroll system. (See also GAP, pp.68–68.).
- During 2005, some mechanisms were established to report data from the HRM Payroll System to DoE divisions and management. However, much of the data that was previously reported fortnightly under the old system, was still not available to DoE management on a regular basis. This continued to affect monitoring of the deployment of teachers and manpower ceilings and budget by divisions and agencies.
- As a result, information that was reported in the 2000–2003 annual reports as 'staff on payroll' is replaced in the 2004 and 2005 reports as 'staff on strength' as reported by DoE divisions in the quarterly budget reviews and other reports. Data previously reported that has not been available in 2005 is recorded as 'na'. (See Table 14 and Table 15, pp.112, 113.)

Ministry of Education Establishment and Manpower Ceiling

- Table 3 below, Figure 34–Figure 38, pp.36-38, and Table 15, p.113, summarise the Ministry of Education's staff ceilings and establishment in 2005.

Table 3 Ministry of Education staff ceiling and establishment, quarter 3/4, 2005

	PSC	TSC	Total	General Labourers	Casuals
Staff on strength (SOS) Q3	675	2,522	3,227	33	0
Staff on strength (SOS) Q4	645	2,665	3,310		
Active payroll	na	na	na	na	n
Budget approved ceiling	726	2,927	3,653	33	0
DPM /TSC approved establishment	779	2,778	3,557	33	0

- The manpower ceiling approved for the Ministry in the 2005 National Budget appropriation was 726 public service positions and 2,927 teaching service positions - a total of 3,653. 80% of the positions were for teachers. The budget ceiling for public servants was 53 less than the DPM approved establishment of 779.

- The public service staff on strength in quarter 3 was 51 (7%) below the budget ceiling and 104 (13%) below the DPM approved structure ceiling. The teachers on strength were 375 (13%) below the budget ceiling, and 226 less 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.37, shows that 85% of all the Ministry's employees are deployed in the field, in provinces, and only 15% are located in headquarters.

Public Servants

- Figure 36, Figure 38, Figure 39 and Figure 43, pp.37–39, and Table 15, p.113, provide information about public servants in the Ministry of Education in 2005.
- There were 675 public servants on strength in the Ministry of Education structure in quarter 3, 2005. This was 94% of the positions funded in the budget, and 87% of the positions in the approved structure. Decrease of 23 from quarter 1.
- 595 of the staff on strength were in line divisions providing support services for general education, teacher education and technical and vocational education.
- The remaining 80 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 2005, 119 positions (17%) of the positions within the budget ceiling were without substantive appointments, compared with 48 at the end of 2004.
- 44 appointments were made during 2004 as a result of external advertisement of vacancies in November 2003, and internal advertisement in August and October 2004. However, recruitment was frozen in 2005 pending finalisation and approval of a new structure (See also GAP, p.68.)
- The public service staff on strength was reduced due to the freeze on recruitment, natural attrition and retrenchments and retirements in compliance with implementation of DPM Circular No. 5/2005. In quarter 4, 34 officers retired or were retrenched and a further 18 resigned or became deceased.

Teachers

- Table 14 and Table 15, pp.112, 113, Figure 32–Figure 35, Figure 37, Figure 40, pp.36–38, and Figure 7, p.8, 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 2005 Teaching Service Commission estimates (updated July 2005) set the total national ceiling for approved teaching service positions at 41,021 for 2005.
- The number of teachers, reported by the inspectorate and teaching divisions, to be actually on strength by quarter 4 was 35,397. By comparison, the total number of teachers reported to be on the payroll by Pay 25, 7/12/05 was 35,386.
- 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 14% (5,624 positions).
- Teachers in positions approved for the DoE budget represented 8% of the total National Teaching Service. The remaining, 92% of teachers were employed in provincial institutions and provided for in the various provincial government manpower ceilings and budgets.

- In 2005, 1,754 of the teaching positions approved for the Department of Education budget were for schools in the National Capital District. The remaining 1,173 were in the other national institutions. 538 were in the 6 national high schools, 7 technical and business colleges, the College of Distance Education and 14 special education resource centres.
- The remaining 635 budgeted positions were teacher education positions, which included lecturers in the 7 primary teachers' colleges (218), elementary teacher training coordinators and trainers (201), 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 90.) The shortfall, in quarter 3, of 79 positions between staff on strength and the budget ceiling was because, although the positions are filled, the process of transferring them on the payroll to positions under DoE had not been completed. In a number of cases the necessary paper work had been forwarded to the payroll section during the year but the necessary changes had still not been made.
- For Inservice Teacher Education, 164 of the budgeted positions were for teachers on study and only 52 for lecturers in inservice programs at PNGEI. However, the study positions have not been allocated positions within the TSC positions. Further more, analysis of the payroll during the year showed that the officers being paid on this vote were not those selected and approved by the Staff Development Committee (SDC). As a result, despite a budget ceiling of 164 training positions, 101 teachers and public servants selected by SDC for sponsorship to the University of Goroka were deferred again to 2006.
- The number of teachers on payroll has continued to increase at a slower rate than student enrolment. In four years since November 2001 (pay 22) the number of teachers on the payroll has increased by approximately 5,000 (16%) while student enrolment has increased by more than 207,000 (24%). 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 changed through the year in 2004. Payroll section was unable to provide equivalent data for 2005, but it was expected to have followed a similar pattern.
- 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 the auto suspension (Pay 6 in 2004, Pay 7 in 2005), 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 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 2005, 35,372 teachers were on the payroll after the autoresumption on Pay 3, and 3,356 were suspended as a result of autosuspension on Pay 7. By Pay 25, in December, the number of teachers on payroll had risen to 35,386, with the largest increase being in the months immediately following the autosuspension as the documentation required is received and processed. In addition to autosuspensions being restored to the payroll, 1,200 new graduate teachers were added during the year. See GAP, p.67.

- In 2004 and 2005 some new procedures were introduced, in conjunction with the ALESCO HRM Payroll System, to improve the speed and accuracy of the resumption exercise. In 2005 the number of autosuspensions decreased from 4,615 in 2004, which was 32% fewer suspensions. It was thought that the introduction of 'resumption summary sheets' as the initial source of resumption information for each school contributed significantly to this improvement.
- However, despite this 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.67–69.

Gender Equity

- Figure 39 and Figure 40, p.38, and Table 13, p.111, 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.7 and Table 13.
- In 2005, overall 27% of the Ministry's public servants were female and 73% were male. The highest percentage of females (30%) 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 43% of primary teachers are female, only 34% of secondary teachers, and 25–30% of teachers and lecturers in vocational centres, teachers' colleges and technical and business colleges 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.39, and GAP, p.68.
- More than 99% of teachers, and 97% 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 330 contract and volunteer overseas officers (310 teachers and 20 public servants) 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
- 2005 *Budget Estimates*, DoT, Nov. 2004
- *TSC 2005 Staff Ceilings*, July. 2005
- Manpower Review Q3/4, 2005, F&B, DoE
- DoE records, O&M, IGD, NCD, Corporate Data, TVET, TE&SD, GES, 2003, 2004 *DoE Annual Report*
- EDP, GAP/Project Maoro data, 2004; 2005

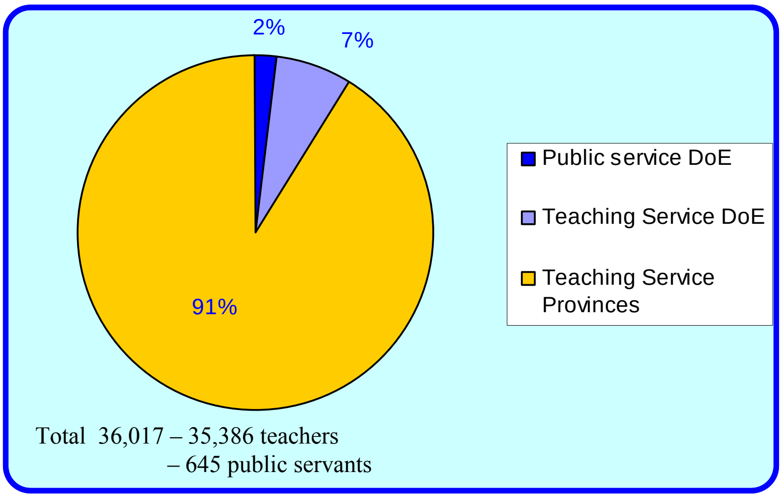


Figure 32 Staff on strength /payroll in the National Education System quarter 4, 2005, excluding provincial public servants
(For teachers in each level of education see Figure 7, p.8, Table 14, p.112)

Teachers on payroll

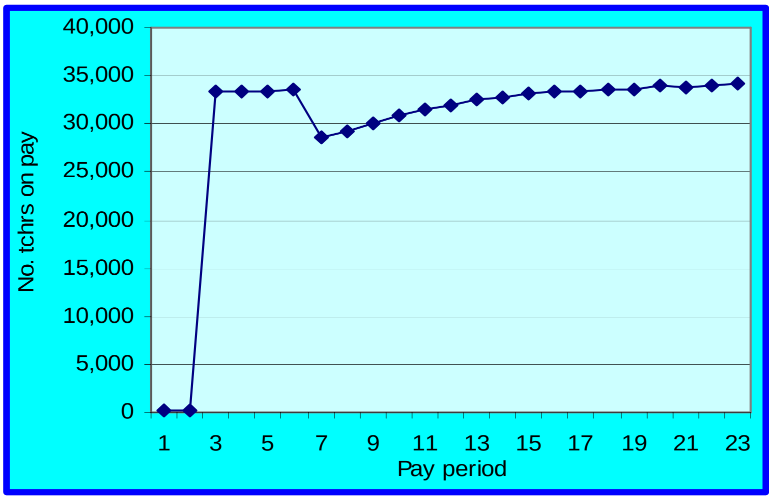


Figure 33 National Education System teachers on payroll, Pays 1–23 2004

Ministry of Education manpower

Ministry of Education manpower budget ceiling

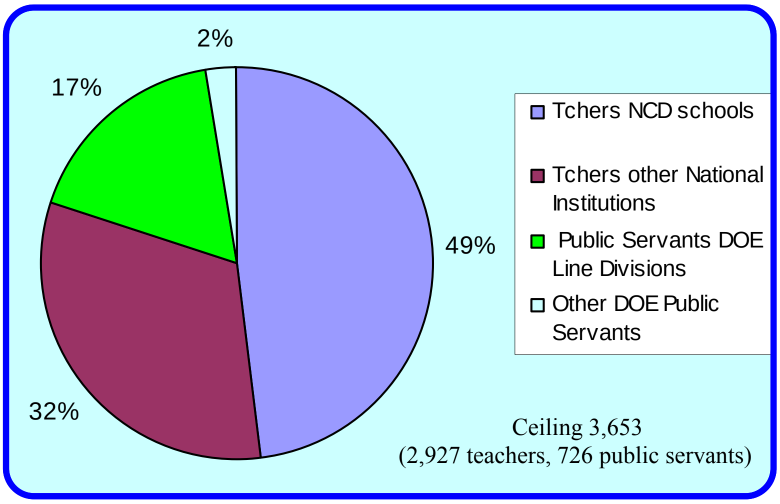


Figure 34 Ministry of Education manpower budget ceiling 2005

Ministry of Education manpower (cont.)

Location and function

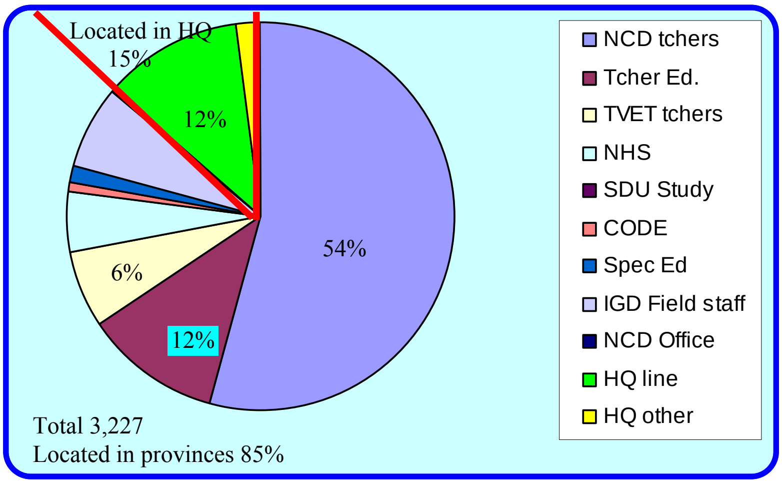


Figure 35 Ministry of Education staff on strength, quarter 3 2005

Public servants

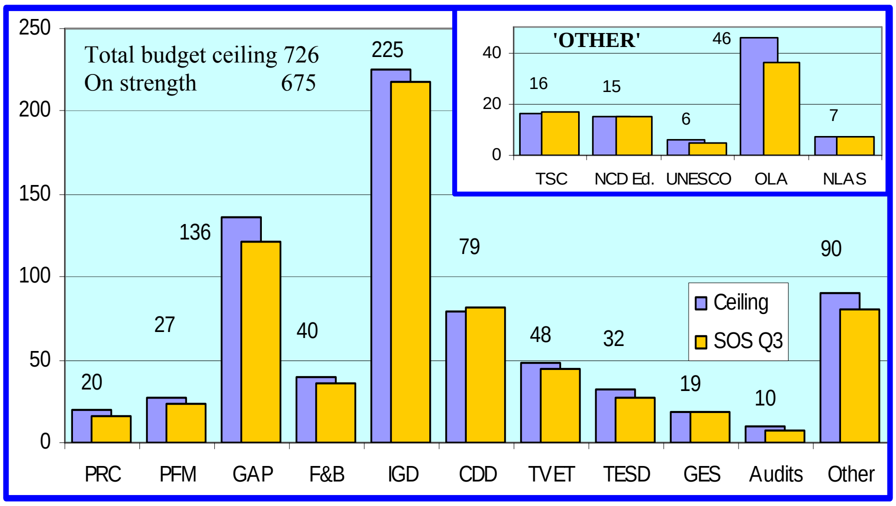


Figure 36 Public servants in the Ministry of Education manpower establishment, quarter 3 2005

Teachers

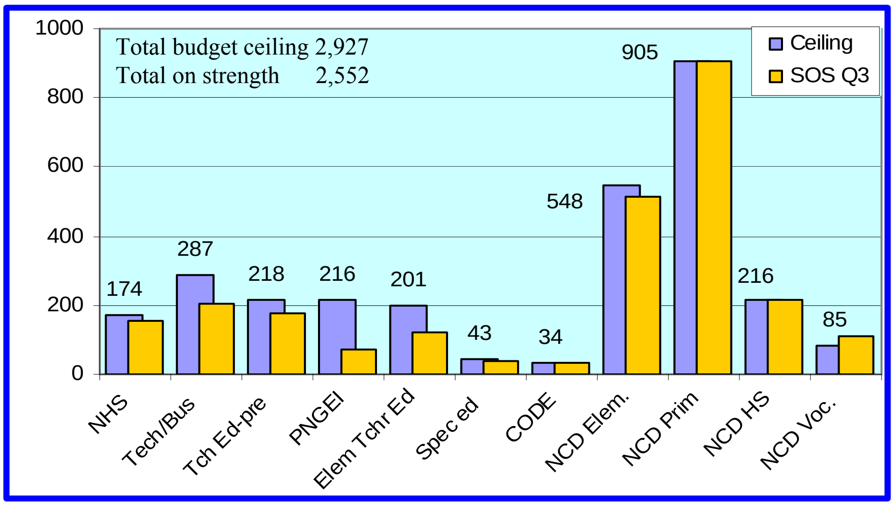


Figure 37 Teachers in the Department of Education establishment, quarter 3, 2005

Public Service position levels

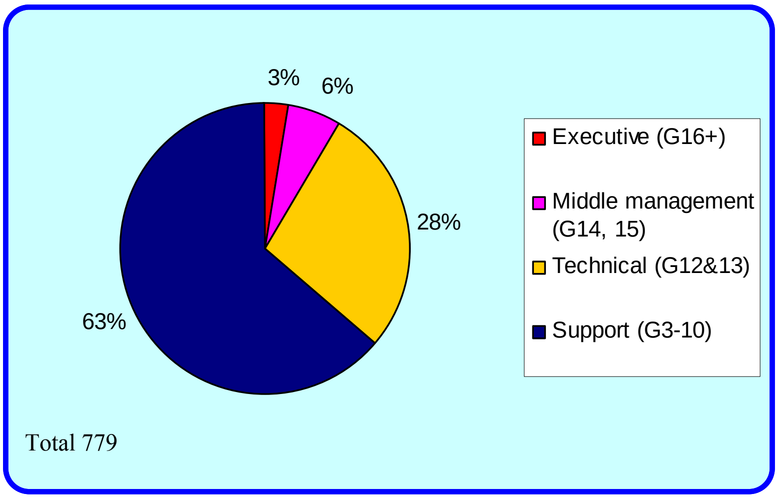


Figure 38 Total Ministry of Education 2005 public service manpower ceiling, by level

Gender equity

Public service

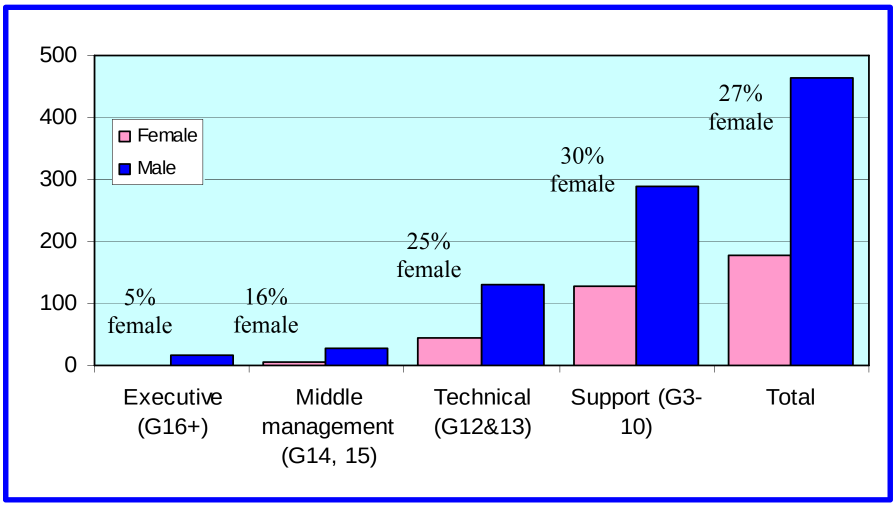


Figure 39 Gender equity - % female and male Ministry of Education public servants at different levels, quarter 4, 2005

Teachers

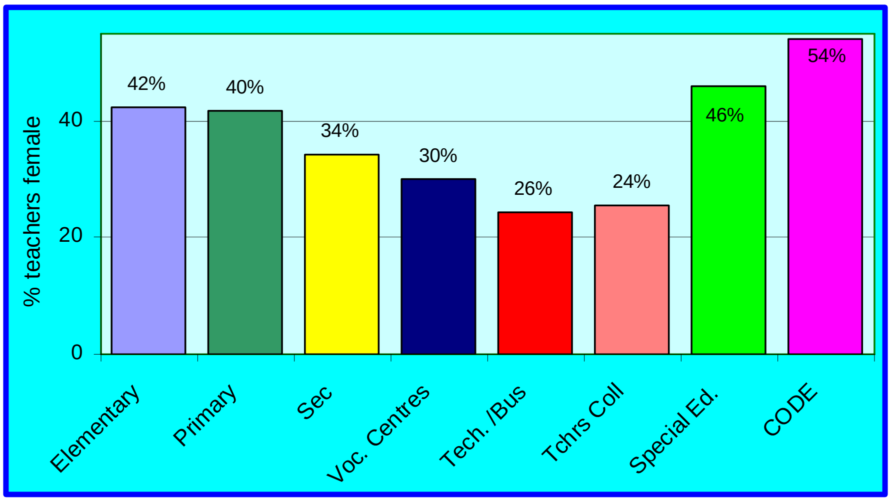


Figure 40 Gender equity - % female teachers in the National Teaching Service in 2004

Localisation

Teachers

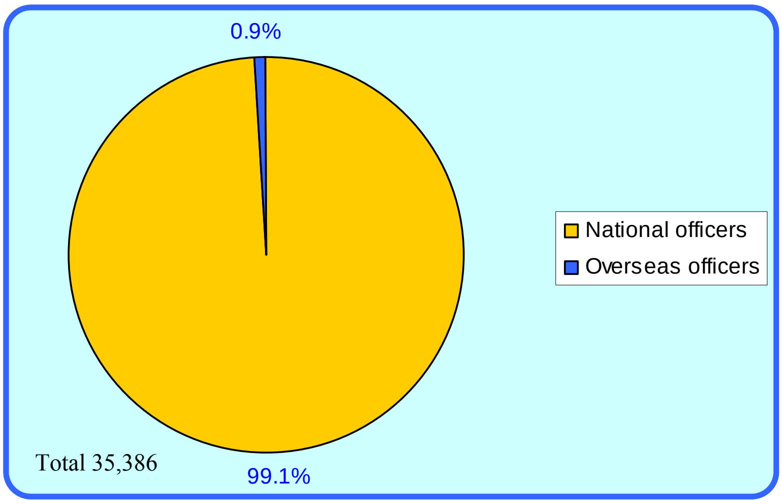


Figure 41 Localisation of the National Teaching Service – overall staff on strength, quarter 4, 2005. (See also GAP, p.68)

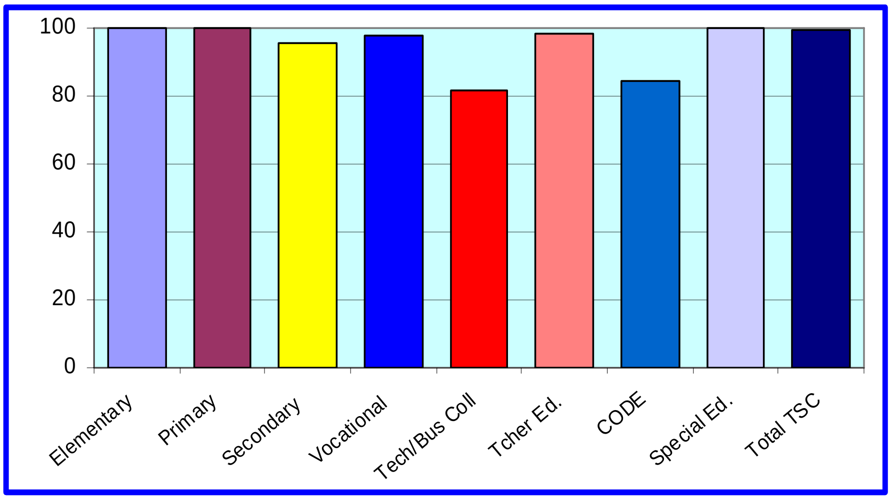


Figure 42 Localisation of the National Teaching Service, by type of school, on payday 17/10/2003

Public servants

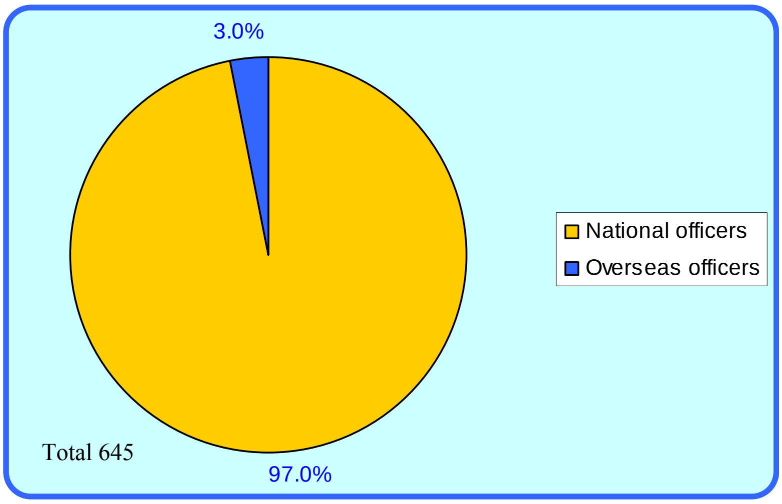


Figure 43 Localisation of the Ministry of Education public service, staff on strength, quarter 4, 2005. (See also GAP, p.68)

The Education Budget

Education and Training Sector 2005

The composition of the 2005 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	478.9	102.3	581.2	10.0	73.9
Ministry of Education	112.9	102.3	215.2	3.7	27.4
Provinces: Teachers' Salaries	333.0		333.0	5.7	42.3
Teachers' Leave Fares	12.7		12.7	0.2	1.6
Education Function Grant	20.3		20.3	0.4	2.6
Higher Education & Training	127.6	78.1	205.6	3.6	26.1
Commission for Higher Education	31.5		31.5	0.6	4.0
University of Papua New Guinea	29.1	1.1	30.2	1.7	12.7
University of Technology, Lae	27.7	12.7	40.4		
University of Goroka	10.1	13.1	23.2		
University of Vudal	5.6	0.8	6.4		
Maritime College	2.3		2.3	1.3	9.4
National Training Council/DIR	1.6	42.2	43.8		
Legal Training Institute	0.7		0.7		
Institute of Public Administration	4.1		4.1		
Health Training	14.8	1.1	15.9		
Empl Skills Dev. Project (EOSDP)		7.1	7.1		
TOTAL Ed /Training Sector	606.5	180.4	786.8	13.6	100
Total National Budget (K5.8 bn)	3,904.9	1,888.3	5,793.2	100	
Sector as % total National Budget	10.5	3.1	13.6		
Sector as % National Rec/Dev	15.5	9.6	13.6		
% Education & Training Sector	77.1	22.9	100		

- The total 2005 appropriation for the Education and Training Sector was K787 million. This was approximately 14% of the total 2005 National Budget of K5.8 billion.
- The Sector's total recurrent budget appropriation of K606 million was approximately 16% of the total national recurrent budget of K3.9 billion, and 77% of the Sector budget.
- The Sector's development budget appropriation (K180 million) was nearly 10% of the Government's total development budget of K1.9 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.41, K206 million (26%) of the Sector's appropriation was allocated to the Ministry of Higher Education, Departments of Industrial Relations, Health, Community Development and other agencies, to fund various higher education and training institutions and programs.

Education and Training Sector budget 2005

Total

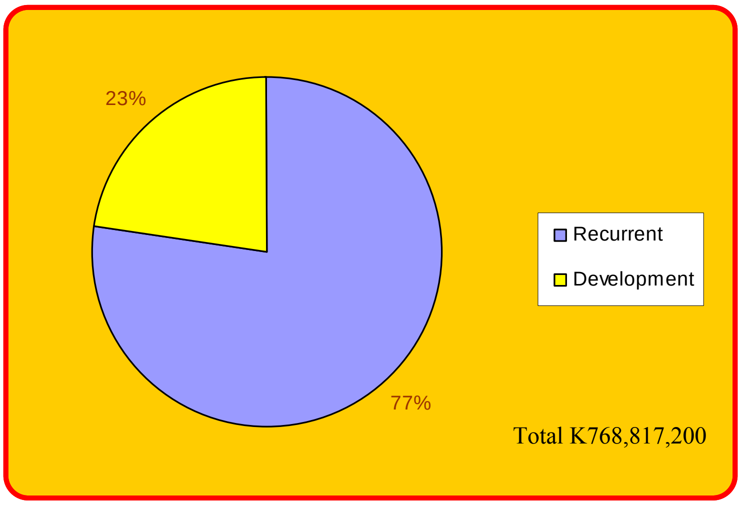


Figure 44 Overall Education and Training Sector 2005 budget appropriation – recurrent compared with development

Sources of data for Figure 44–Figure 59

- *Budget Estimates* 1998 –2006, Department of Treasury
- Finance & Budget Division, Budget section records

Total

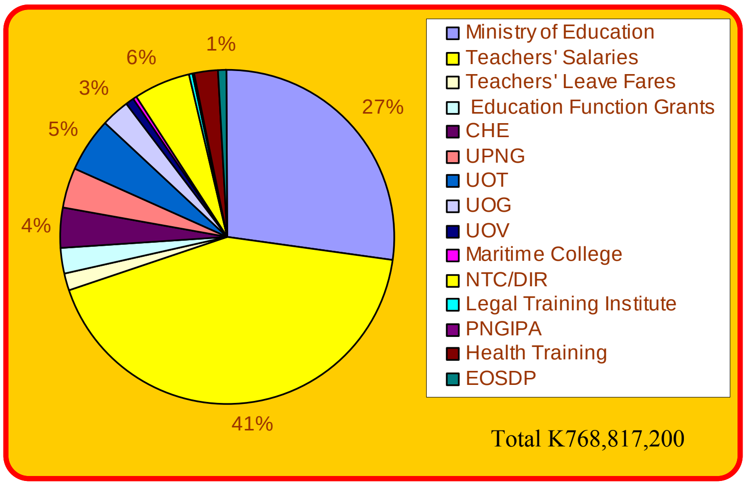


Figure 45 Overall Education and Training Sector total 2005 budget appropriation, by agency

Recurrent

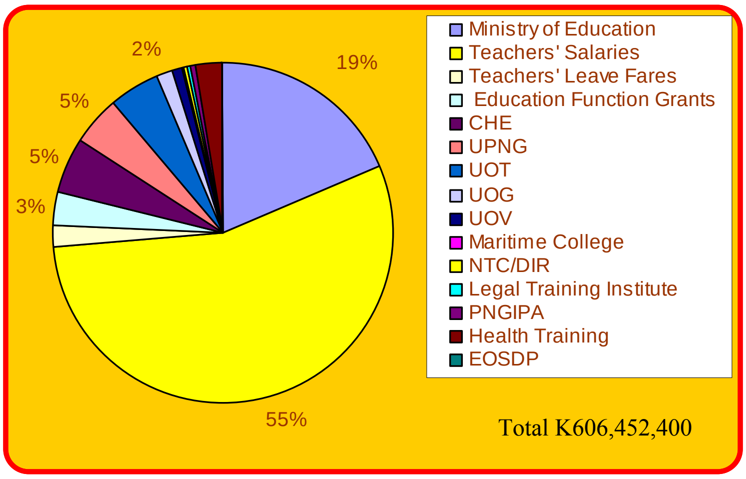


Figure 46 Education and Training Sector 2005 recurrent budget appropriation by agency

National Education System – national and provincial components

- The remaining K581 million (74%) of the Education and Training Sector budget in 2005 was allocated to fund the coordination, operation and development of the National Education System (see Figure 45, p.41). This was 10% of the total national budget.
- K366 million (63%) of the total National Education System funding was appropriated to 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.114, which compares appropriations from 2000 to 2006.
- In 2005, appropriations in provincial budgets made up 76% of the recurrent funding for the National Education System, 47% of the total Sector budget (see Figure 45, and Figure 46, p.41). This was equivalent to 6.3% of the total national budget.
- The balance of K215 million was appropriated to the Ministry of Education. The Ministry's appropriation was 3.7% of the total national budget and 27% of the Education and Training Sector budget (see Table 4, Figure 45).

Education Subsidy

- The Department of Education's recurrent budget included an appropriation of K41.1 million for the national component of education subsidy. This was 19% of the Ministry's total appropriation. An additional K20.3 million was appropriated in provincial budgets as education function grants. These replaced the provincial component of education subsidy in 2004. For further detail see pp.50–54, and Table 26–Table 28, pp.118, 119.

Ministry of Education

- Figure 47–Figure 49, p.43, and Table 5, Table 6 and Table 7, pp.44, 45, analyse the Ministry of Education's budget appropriation for 2005.
- 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 of these agencies. (See Figure 1, p.1, Figure 31, p.30.)
- Figure 47 and Table 6 show that approximately 52.5% of the Ministry's K215.2 million appropriation was for recurrent expenditure. 47.5% was for development budget expenditure (projects).
- Table 5, Table 7 and Figure 48 show that K191 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 (K0.9 million), Office of Libraries & Archives (K1.3 million), and NCD Education Services (K21.1 million), which included K20 million for salaries and entitlements for teachers in NCD schools.
- The Department of Education's allocation included the development budget appropriations for various education projects (K102 million), and the recurrent appropriations for education subsidy (K41 million), salaries and entitlements for teachers in national institutions (K24 million) and DoE public servants (K15 million).
- Figure 49–Figure 55 and Table 6, as well as Table 16–Table 21, pp.114, 115, analyse the Ministry's budget by program. The programs that make up the budget are described in Table 29, p.121.

MInistry of Education budget 2005

Total

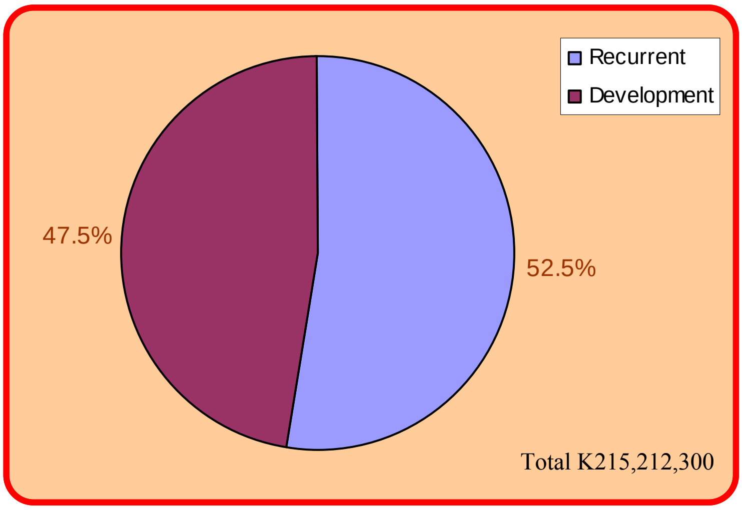


Figure 47 Ministry of Education 2005 budget – total appropriation

Recurrent

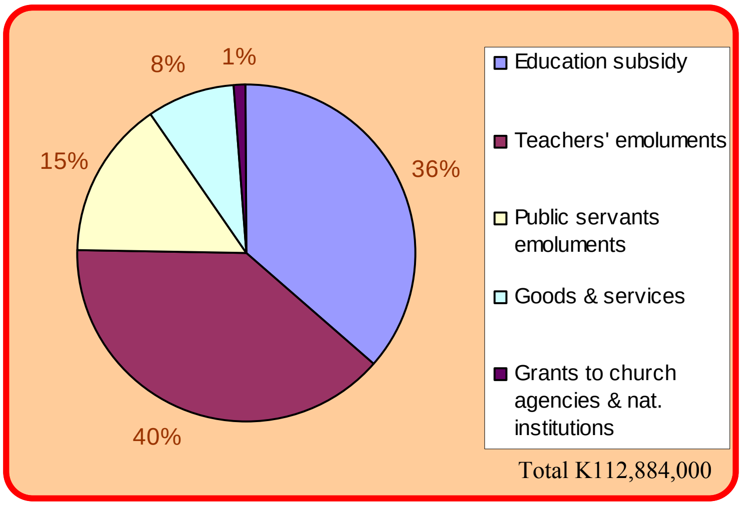


Figure 48 Ministry of Education 2005 budget - recurrent appropriation by item

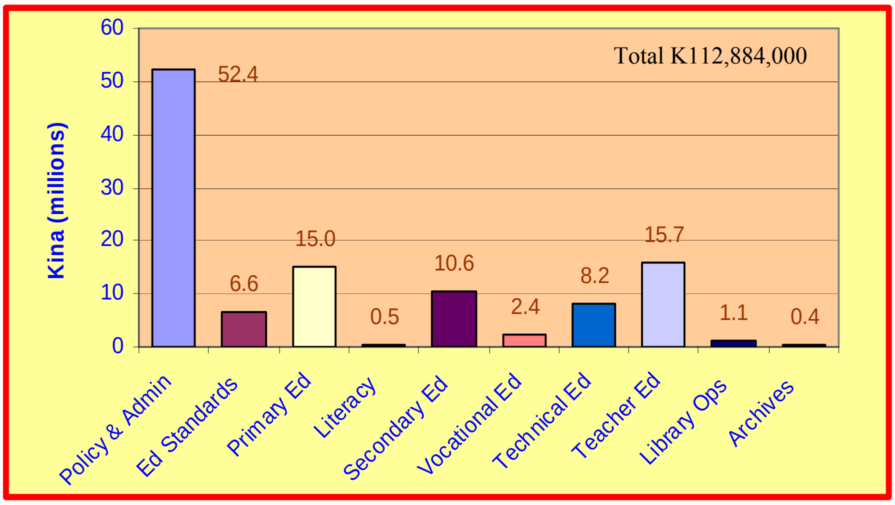


Figure 49 Ministry of Education 2005 budget – recurrent appropriation by program

Table 5 Ministry of Education 2005 budget by agency (in K'000)

Agency	Recurrent	Development	Total	%
Department of Education (less subsidy)	47,570.3	102,328.3	149,898.6	69.7%
Education subsidy	41,100.0	–	41,100.0	19.1%
Teaching Service Commission (TSC)	878.0	–	878.0	0.4%
Office of Libraries & Archives (OLA)	1,269.4	–	1,269.4	0.6%
PNG National Commission for UNESCO	505.0	–	505.0	0.2%
National Literacy Awareness Secretariat (NLAS)	461.6	–	461.6	0.2%
NCD Education Services (NCDES)	21,099.7	–	21,099.7	9.8%
Total	112,884.0	102,328.3	215,212.3	100%

Table 6 Summary of Ministry of Education budget appropriation by program

2005 Appropriation by program	Recurrent (K,000)	PIP (K,000)	TOTAL (K,000)	%
Policy formulation & general administration	52,446.9	25,695.6	78,142.5	36%
Development & Implementation of Education Standards	6,644.5	34,448.6	41,093.1	19%
Primary Education	14,978.1	20,404.7	35,382.8	16%
Literacy & Awareness	461.6	-	461.6	0.2%
General Secondary Education	10,612.5	1,592.7	12,205.2	6%
Vocational Education & Training	2,353.3	-	2,353.3	1%
Technical Education & Training	8,228.7	1,949.1	10,177.8	5%
Teacher Education	15,689.0	18,237.6	33,926.6	16%
Library Services	1,087.0	-	1,087.0	0.5%
Government Records & Archives	382.4	-	382.4	0.2%
Total Appropriation	**112,884.0**	**102,328.3**	**215,212.3**	100%
	52.45%	47.55%		

Recurrent Budget - goods and services

- The Ministry's recurrent budget of K112.9 million was 19% of the total sector's recurrent budget. DoE's recurrent budget of K88.7 million (including subsidy) was 41% of the Ministry's total budget, and 89% of its recurrent budget. (See Table 4, Figure 46.)
- Figure 48, p.43, and Table 7, p.45, show the Ministry's recurrent budget appropriation by item. 91.5% (K103 million) was appropriated for education subsidy (K41 million) personnel emoluments for public servants (K17 million) and teachers in NCD schools and other national institutions (K44 million), and grants for church agencies and national institutions (K1 million).
- Only K9.6 million (8.5%) of the Ministry's recurrent budget was available for goods and services to operate DoE and the other agencies and institutions within the Ministry.
- For DoE itself, the total appropriation for operational goods and services was approximately K4.4 million, with an additional K3.8 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 2005 recurrent budget by item

	RECURRENT BUDGET	ACTUAL. (K)	ACTUAL (K)	APPROPRIATION (K)	
	SUMMARY	**2003**	**2004**	**2005**	
	Education Subsidy (Item 143)	27,716,400	39,464,100	41,000,000	36.4%
	Grants to national institutions & church agencies (Item 144)	192,000	3,001,900	1,100,000	1.0%
	Personnel emoluments (Items 111, 112,113,114,116,141)	41,462,900	59,073,100	61,105,100	54.1%
	Teachers	27,887,000	42,544,200	44,019,900	39.0%
	Public servants	13,575,900	16,528,900	17,085,200	15.1%
	Goods and services (Other Items)	3,499,200	8,695,100	9,578,000	8.5%
	Total	**72,870,50**	**110,234,200**	**112,884,000**	100.0%
	COMPONENTS				
1	**Education Subsidy**	**27,716,400**	**39,464,100**	**41,000,000**	36.4%
2	**NCD Education Services**				
	Personnel emoluments -public service	74,900	324,700	429,800	0.4%
	Personnel emoluments -teachers	15,260,900	26,755,800	19,967,700	17.7%
	Goods & services	335,100	541,400	702,200	0.6%
	Sub total	**15,970,900**	**27,621,900**	**21,099,700**	18.7%
3	**Library & Archives**				
	Personnel emoluments -public service	592,600	831,200	624,200	0.6%
	Goods and services	91,500	678,700	845,200	0.6%
	Sub total	**684,100**	**1,509,900**	**1,269400**	1.1%
4	**TSC**				
	Personnel emoluments -public service	**533,800**	643,500	720,800	0.6%
	Goods and services	50,600	199,000	157,200	0.1%
	Sub total	**584,400**	**842,500**	**878,000**	0.8%
5	**National Institutions**				
	Personnel emoluments -teachers	12,626,100	15,788,400	24,052,200	21.3%
	Grants to n/institutions & church agencies	192,000	3,001,900	1,100,000	1.0%
	Goods and services	1,234,600	2,584,600	3,158,900	2.8%
	Sub-Total	**14,052,700**	**21,374,900**	**28,311,100**	25.1%
6	**PNG National Commission for UNESCO**				
	Personnel emoluments -public service	91,700	45,700	211,000	0.2%
	Goods and services	12,900	76,200	294,000	0.3%
	Sub total	**104,600**	**121,900**	**505,000**	0.4%
7	**National Literacy Secretariat**				
	Personnel emoluments -public service	91,400	210,300	231,600	0.2%
	Goods and services	18,800	251,900	230,000	0.2%
	Sub total	**110,200**	**462,200**	**461,600**	0.4%
8	**Department of Education**				
	Personnel emoluments -public service	11,891,500	14,473,500	14,867,800	13.2%
	Goods and services	1,755,700	4,363,300	4,391,400	3.9%
	Sub total	**13,647,200**	**18,836,800**	**19,259,200**	17.1%
	MINISTRY OF EDUCATION TOTAL	**72,870,500**	**110,234,200**	**112,884,000**	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 2005 some core functions were only able to operate effectively because of donor funding through projects, particularly ECBP and CRIP, and funding from the quality support components of education subsidy (EQP). (See pp.50–54, and Table 27, p.119.)

Changes in the Education Budget over time - 1998–2006

- Figure 50–Figure 52, below, and Table 16–Table 20, pp.114–115, compare the 2005 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

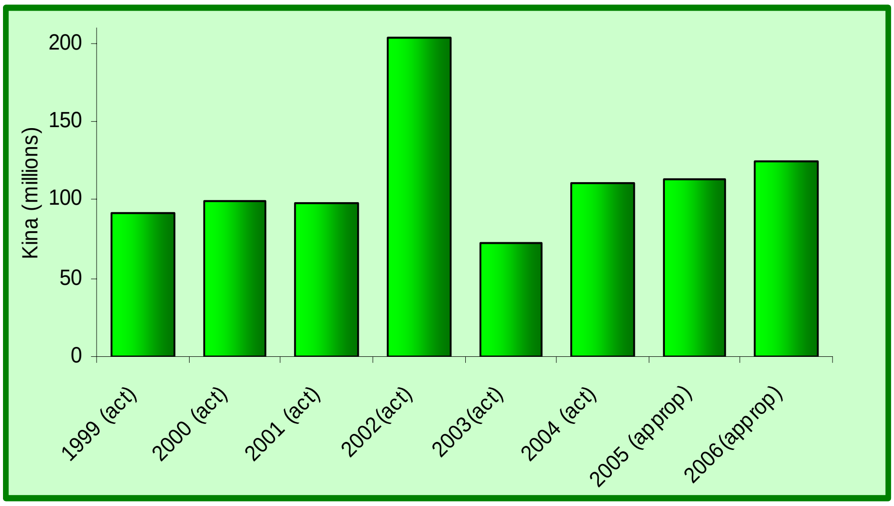


Figure 50 Ministry of Education total recurrent budget 1998–2006 (K million)

DoE recurrent budget since 1998

Amount available for DoE operations to support General Education nationwide

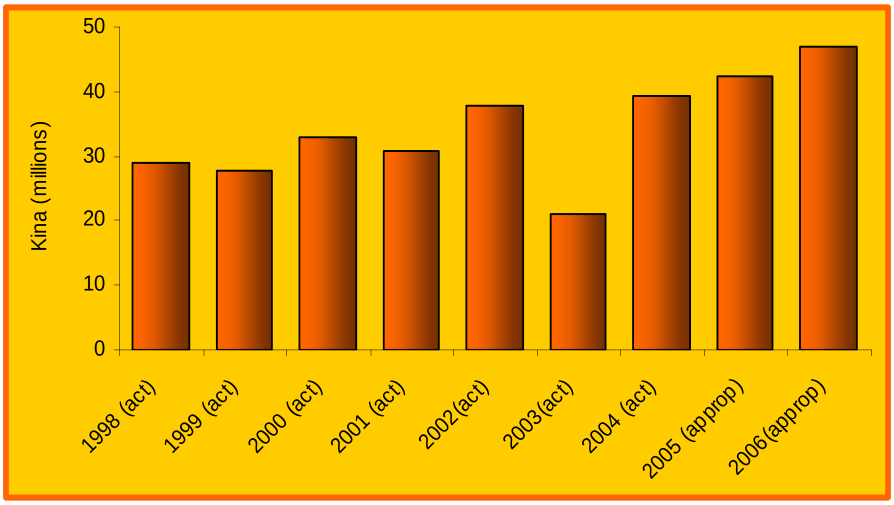


Figure 51 Ministry of Education recurrent budget for General Education, 1998–2006 (K million)

- Figure 50 above and Table 17, p.114 show that the Ministry of Education's total 2005 recurrent budget appropriation of K113 million was K2.6 million (2.4%) more than the actual allocation in 2004. It was only K1.6 million more than the 1998 allocation and has been as low as K73 million (2003). Since 1998 the recurrent appropriation has increased by only 1.6% while enrolments have increased by around 60%, and salaries and goods and service prices have also risen significantly.
- Figure 51 above, and Table 18, p.114, 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 2005 appropriation was an increase of K2.9 million (7%) from the 2004 Actual. Since 1998 the amount appropriated for administering the National Education System has increased by 47% while enrolments have increased by 60%. This represents a substantial drop in real operational funding, particularly when inflation is taken into account.

DoE recurrent budget allocation since 1998

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

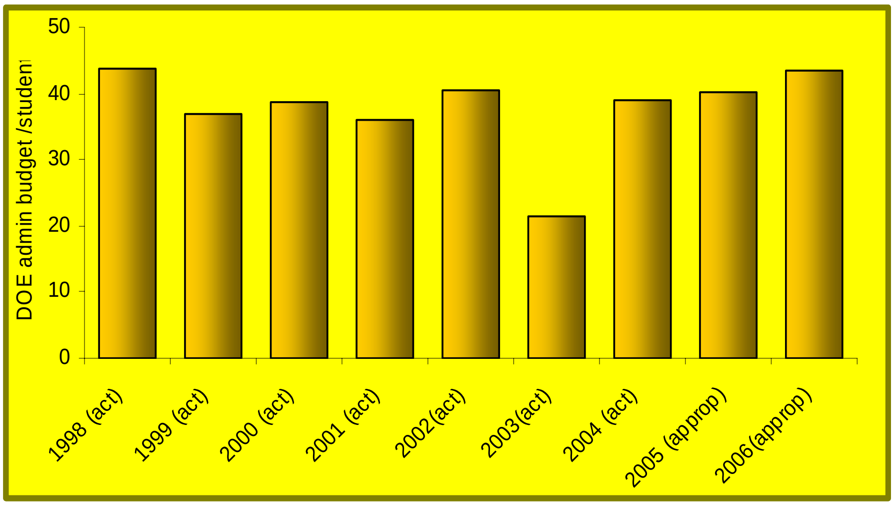


Figure 52 DoE Recurrent budget allocation per student for administering and developing the National Education System 1998–2006

- Figure 52, above, shows that since 1998 the administrative budget for the National Education System has ranged between K36 and K44 per student, except in 2003 when it fell to close to K20. The 2005 allocation was in the mid range for the period, around K40 per student.

Salaries and entitlements

- The largest cost in the Education Budget is teachers' emoluments (salaries and leave fares). In 2005, approximately 35,000 teachers were teaching more than 1 million students nationwide. 92% of teachers work in provincial institutions and are provided for in provincial budgets.
- Figure 53 and Figure 54, p.48, and Table 24 and Table 25, p.117, show details of the appropriations for teachers' salaries and leave fares in provincial budgets for 1999–2006. Figure 48, p.43, and Table 7, p.45, show the 2005 allocations in the Ministry of Education Budget for teachers in national institutions and NCD schools.
- Appropriations for teachers' emoluments totalled K390 million in 2005. This was 81% of the total recurrent appropriations for the National Education System (K479 million).
- K346 million was provided in provincial budgets for teachers in provincial institutions. A further K44 million was under the Ministry of Education budget, for teachers and lecturers in NCD schools (K20 million), and other national institutions (K24 million).

- Another K17 million of the Ministry of Education's budget was appropriated for public servants within the Ministry. Salaries and entitlements for teachers and public servants together accounted for 54% of the Ministry's total recurrent appropriation.
- Providing education services to a growing population requires an appropriate number of teachers. School enrolments are expected to continue to increase, particularly at the elementary level. At the same time, the National Education Plan 2005-2014, like the previous Plan, contais a number of strategies to reduce the unit cost of education per student (see *The State of Education in PNG, 2003*, pp.114-118).
- Since 2001, student enrolments have increased by more than 207,000 (24%), while the number of teachers on the payroll has increased by approximately 5,000 (16%). The relatively small increase in the number of teachers, compared with students, is a result of continuing improvements in teacher deployment and payroll procedures aimed at improving the cost efficiency of the teaching service.

Teachers' salaries

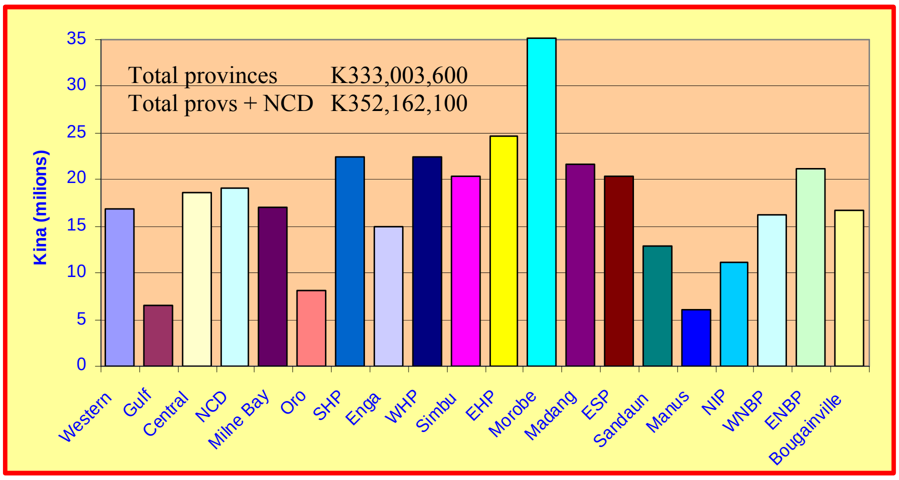


Figure 53 2005 budget appropriations in provincial budgets for teachers' salaries

Teachers' leave fares

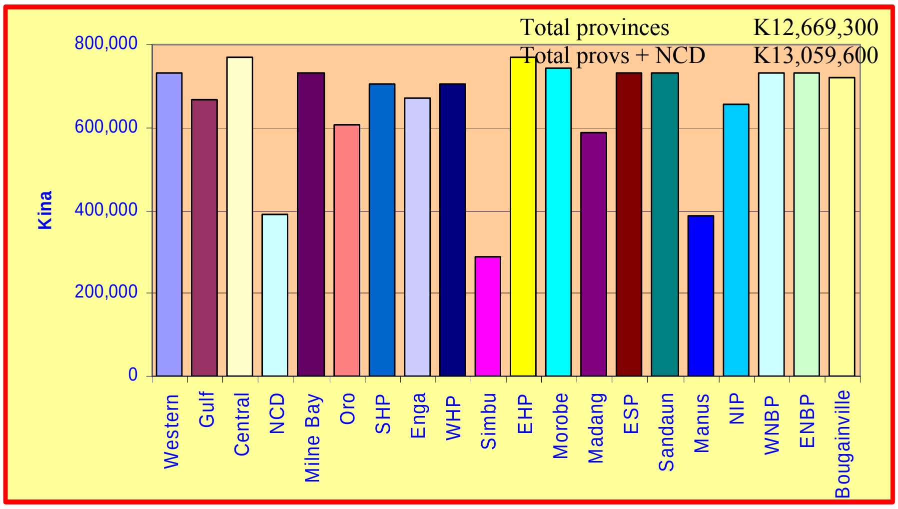


Figure 54 2005 budget appropriations in provincial budgets for teachers' leave fares

- Conversion of the Education Payroll to the new HRM Payroll System has been 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. For further details on the Education Payroll, see pp 31 – 32.

Ministry of Education Development Budget

- 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.115, 116, 121. The 2005 PIP appropriation for the Ministry was K102.3 million, which was 5% of the National Development Budget of K1.9 billion. This was a decrease of K4.9 million (4.6%) from the original 2004 budget appropriation.

Development budget

(Projects)

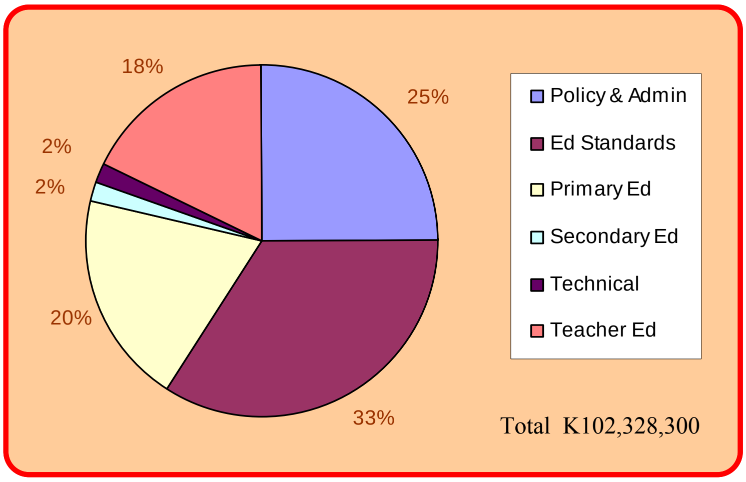


Figure 55 Ministry of Education 2005 budget - development appropriation by program

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

Donors

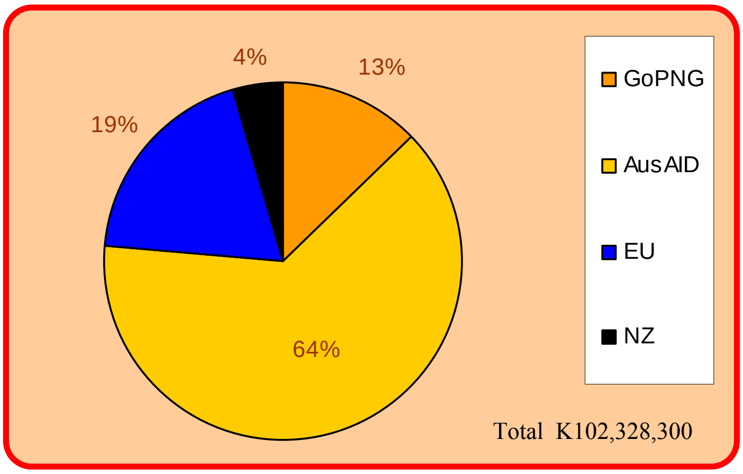


Figure 56 Ministry of Education 2005 budget - development appropriation by donor

- 87% of the Ministry's Development Budget appropriation was from overseas donors, in particular AusAID (K65 million – 63%) and the European Union (K20 million – 19%).
- The GoPNG allocation was K13 million (13%), compared with K3 million in the 2004 appropriation. The increase was due to the allocation of K10 million to the District Education Improvement Program to improve school inspector accommodation and mobility. However, these funds were never released by the Department of Finance. Failure to meet counterpart funding obligations, again affected service delivery.
- In 2005 donor support again contributed significantly to the implementation of the National Education Plan. Project funds 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.
- Table 30, p.121, summarises project activity in each of the Ministry's programs. More detail is presented in *The State of Education in Papua New Guinea*, *March, 2002*, p.134.

Education Subsidy

2005 Education Subsidy policy

- Education subsidy policy and implementation strategies are detailed in Ministerial Policy Statement (MPS) No. 1 and Secretary's Circular No. 41 of 2005.
- 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 2005 budget estimates K41.1 million was allocated in the Department of Education's recurrent budget to fund the National Government contribution to education subsidy. An additional K20.3 million was included in provincial government budgets as '*Education Function Grants*'.
- The combined 2005 appropriation of K61.4 million for subsidy and Education Function Grants was a similar amount to the 2001 and 2003 appropriations (total K60 million), and slightly more than the 2004 appropriations (total K57.7 million). However, real funding per student from these appropriations has decreased, because enrolments have increased approximately 23% since 2001, and school operating costs have increased with inflation.

Subsidy allocation

- Table 8, below, summarises how education subsidy was allocated in 2005. 69% was allocated to schools as *School Infrastructure Maintenance Grants* (SIMG), while 31% was allocated to programs that support education quality, audit and administration. For further detail of expenditure and objectives for each program component see Table 27 and Table 28, pp.119–120.

Table 8 Allocation of 2005 national component of education subsidy, by program

Component	Allocated (K)	Expenditure (K)	Funds not used (K)	Expenditure (%)
1. Schools (SIMG)	**28,184,177**	**28,184,177**	–	69%
2. Education Quality Program	**11,663,129**	**11,410,001**	**253,128**	28%
2.1 Quality control	4,791,693	4,786,062	5,631	12%
2.2 Teacher ed.	2,875,963	2,875,963	–	7%
2.3 Library grant	896,582	647,000	249,583	2%
2.4 Student support	2,171,552	2,168,007	3,545	5%
2.5 Church agency support	927,338	927,338	–	2%
3. Audit & Admin	1,224,030	1,224,030	–	3%
4. Reserve	28,665	–	28,665	0.1%
Total	**41,100,000**	**40,812,577**	**287,424**	**100%**

Payments to schools - School Infrastructure Maintenance Grant (SIMG)

- As in 2003 and 2004, the subsidy payments to schools (known as '*School Infrastructure Maintenance Grants* (SIMG)') were required to be directed towards maintenance of school facilities. Their designated purpose was 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 education subsidy allocated as SIMG for each level of education in 2005. For further details see Table 28, p.119.

Table 9 Education subsidy (SIMG), 2005 allocation per student

School Level	NEB Maximum (K/student)	National Government Contribution			
		1st payment	2nd payment	Total (K/stud.)	% NEB maximum
Elementary EP – Grade 2	100	8	8	16	16%
Primary Grade 3 - 6	150	10	13	23	15%
Primary Grade 7 - 8	400	15	15	30	8%
Secondary /Vocational Gr 7–10 (day)	700	34	34	68	10%
Secondary /Voc. Gr 7–10 (boarder)	1,100	34	34	68	6%
Grade 11 - 12 (day)	1,200	55	55	110	9%
Grade 11 - 12 (boarder)	1,600	55	55	110	7%
College of Distance Education (CODE)	80	10	10	20	25%
Special Education	n/a	1 off payment for year		10	n/a
Permitted schools	n/a			10	n/a

2005 SIMG distribution - beneficiaries

- A total of K28.2 million was allocated and raised in cheques as SIMG subsidy payments to schools in every province. This included national high schools, permitted schools, distance education (CODE) centres and special education centres. This represented 69% of the total subsidy funds.

- The total amount paid to schools in each province was determined by enrolments at each level of education. Details of the amounts paid to each province, level of education and type of institution are shown in Figure 57, below, Figure 58, pp.52, and Table 28, p.119.

SIMG Subsidy payments to provinces

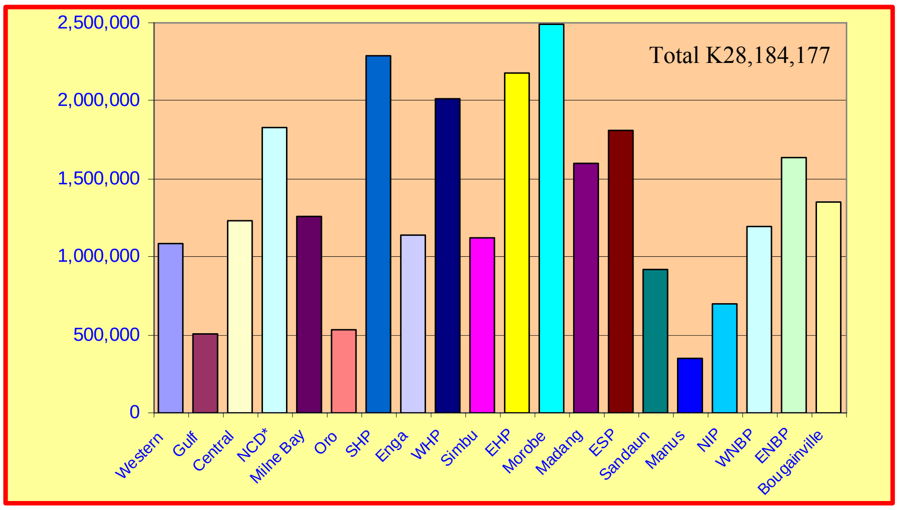


Figure 57 National component of 2005 education subsidy payments raised for schools in each province as SIMG payments

- SIMG was distributed as two payments, following the release of K21 million and K20 million by the Department of Finance (in quarters 1 and 3 respectively). More than 17,500 cheques were raised for the two payments, for more than 1 million students in more than 8,000 schools.

Administration of 2005 subsidy policy

- Administration of the subsidy was again 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 2004 enrolment figures.

Subsidy distribution strategies

- Schools whose account details were known had their cheques deposited in their accounts. Copies of deposit slips and cheques were forwarded to schools. DoE officers delivered the remaining cheques to provincial education offices, for re-distribution to the schools.
- Following considerable publicity in 2004 all secondary and vocational institutions have supplied bank account details to DoE. However, many elementary and primary schools still did not have accounts, or had not supplied details. This delayed their receiving funds.
- In the second distribution, cheques were only released after schools had acquitted the first payment. Cheques were retained by Accounts section until acquittals were satisfactory.

Share of subsidy for different levels of education

- Figure 58, below, and Table 28, p.119, 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.

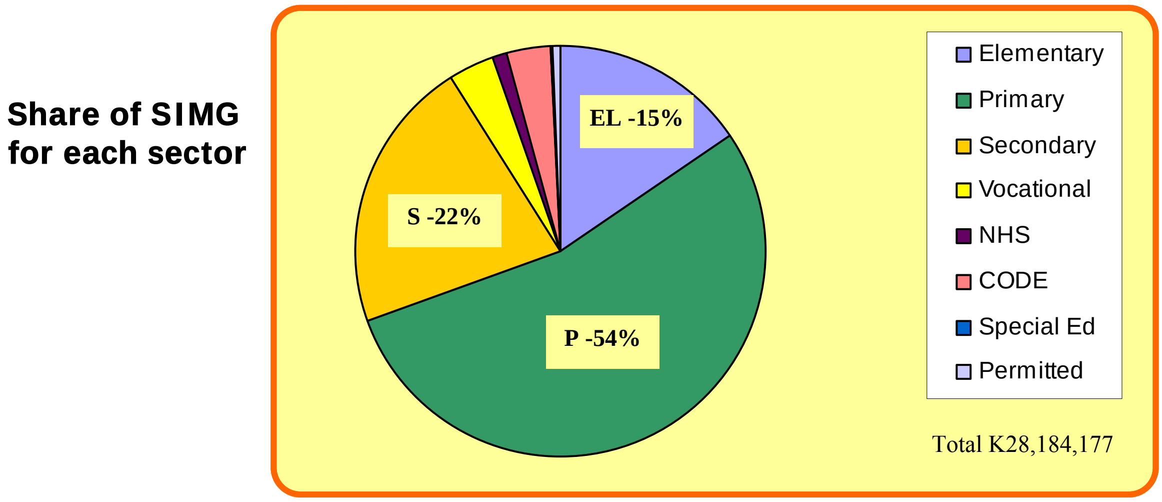


Figure 58 Break up 2005 national education subsidy (SIMG) payments by sector

- Basic education students (elementary and primary level) make approximately 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, NHS, CODE) are approximately 10% of school enrolments but they received approximately 30% of the total subsidy paid in 2005.
- The proportion of the national component of education subsidy paid to basic education in 2005 was an increase from 54% in 2003 and similar to the 70% paid in 2004.
- The increased proportion of subsidy paid to basic education in 2004 and 2005 was consistent with basic education being the first priority for education in 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 higher subsidy was paid for boarders, but the responsibility of paying for the living expenses of boarding students is now left with parents and provincial governments.

Subsidy (SIMG) compared with enrolment

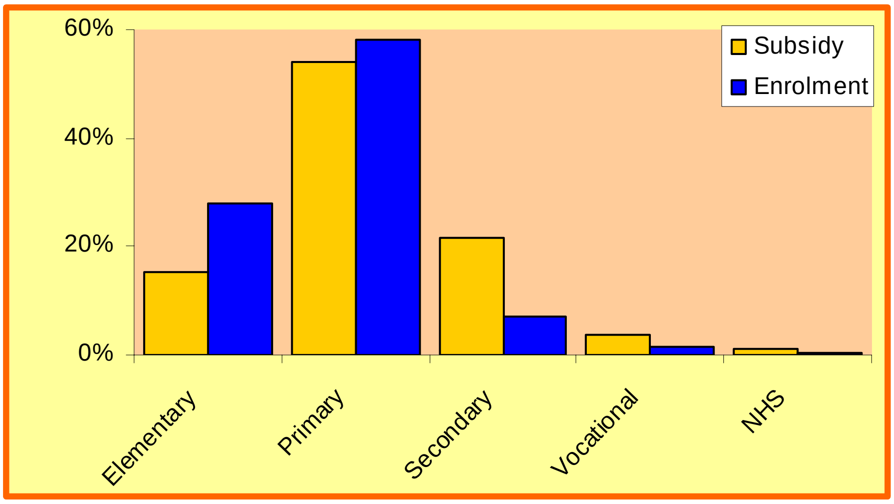


Figure 59 Percentage of 2005 national education subsidy (SIMG) for each sector compared with enrolment

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 between 16% (for elementary) and 6% (for secondary boarding) of a school's operating costs (see Table 9, p.51). Most of a school's budget has to come from fees paid by 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. 41 /2005 instructed administrators and boards to be flexible in arrangements for collecting fees and also to reduce fees by the amount of subsidy received.
- As in previous years, schools were required to give all eligible children the opportunity to enrol at the beginning of the year on payment of a reasonable and affordable portion of the fee, with the balance paid in instalments during the year.
- Schools were instructed to consider reduced fees for special circumstances. Where parents genuinely do not have the cash to pay fees, they should be able to negotiate payments in kind These can include students working on maintenance on weekends or holidays, and parents providing labour, building materials or food for boarders. Decisions on how much and what should constitute "kind" was left to individual schools to decide.

Education Quality Program (EQP)

- For education to continue to progress, it is necessary to match support for student access with strategies that support education quality. K11.7 million (28%) of the 2005 Subsidy was allocated to programs that maintain the quality of education that were not provided for sufficiently elsewhere in the DoE's recurrent budget appropriation. K1.2 million (3%) appropriation was used to administer and audit the subsidy distribution.
- Details of the EQP program components are shown in Table 27, p.119. They included support for national examinations, inspections and guidance visits to schools, curriculum development, teacher upgrading and literacy training programs. Other components provided grants for school library books, secondary education for disadvantaged students, National High Schools' operations and infrastructure maintenance, school fees and basic school materials for Manam Island students displaced by the volcanic eruption, and the operations of church education agency secretariats.

Education Function Grants - provincial component of education subsidy

- K20.3 was appropriated in provincial government budgets as Education Function Grants, compared with K17.7 million in 2004. 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.118, show the appropriation for each province.

Education Function Grant appropriations in provincial budgets

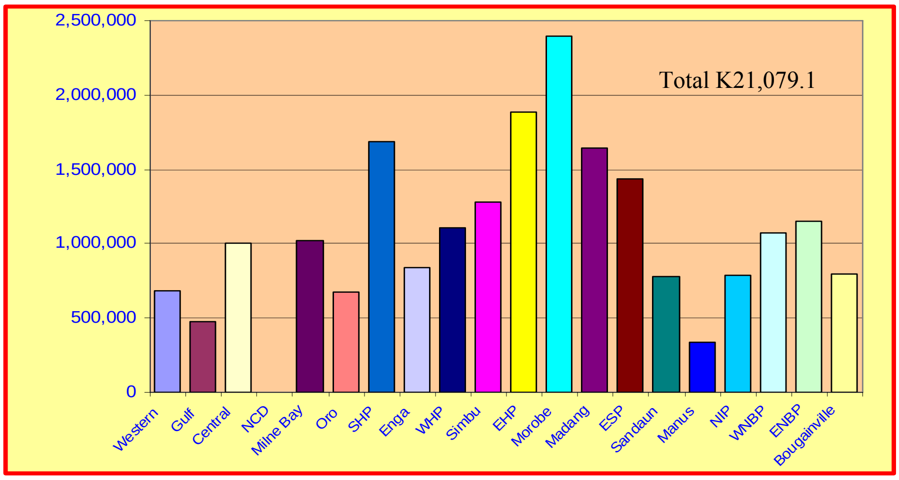


Figure 60 Total 2005 provincial government appropriations for Education Function Grants

- Details of Education Function Grant appropriations actually 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.
- NCDC and the Autonomous Region of Bougainville are exempt from the Organic Law on Provincial Governments and Local-Level Governments. Neither had an Education Function Grant or equivalent appropriation to support school operations.
- In addition to the K20.3 million appropriated for Education Function Grants in 2005, the Autonomous Government of Bougainville also allocated K800,000 for "school fee assistance". This is included in Figure 60.
- Funds for NCD Education Services are appropriated in the Department of Education budget, not the NCDC budget appropriation. The Goods and Services appropriation to NCD Education Services Division in 2005 was K0.7m (see Table 7, p. 45). As in previous years, the majority of this was consumed by the operational needs of the divisional office.
- Financial contributions by NCDC to school operation and development have been variable and unpredictable over the years. In 2005 NCDC paid K210,000 for schools' water bills, based on a set water use per student (See NCDES p101). This was a decrease from K664,000 paid for water bills in 2004 and K14 million paid to build 8 teachers' houses and 34 classrooms in 2003. NCD Education Services Division has begun negotiations with NCDC to develop an MOA for NCD to accept some agreed responsibilities for finance and infrastructure for NCD schools from NCD's tax income

Divisional

Reports

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	2004	2005
NEC submissions	Approved by NEC	5	5
Prepared & approved	SIMG status, Commencement and Resumption 2004, NEP 2005-2014─2004, DoE Annual Report, 2004 NEB Annual Report		
Prepared, submitted, awaiting consideration	Request by SDA Agency to join National Education System		
Statements to Parliament	Written & printed. Presented to Parliament	3	5
	SIMG Status, Commencement and Resumption , 2004 DoE Annual Report, 2006 Education Budget		
NEB functions	Full board meetings. (February meeting in Madang)	4	4
Meetings organised and minuted. Correspondence attended to	Special NEB meeting (NEP)	1	0
	Appeals committee (students)	4	7
	Appeals heard	56	80
	Disciplinary committee (teachers)		4
	Disciplinary cases heard		10
NEB Annual Report: 2004	Completed and printed 2003. Colour, 300 books, K14,575		
2005	Completed and printed 2004	300 books	K8,443.40
	2005 Report to be completed and printed in Q1		
NEB Circular	Maximum School Fees 2006 distributed December		
Governing Council meetings	Attendance at NI Governing Council meetings by NEB members restricted to NCD institutions due to lack of funding		
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, pp 118) K4m	K875,782	K927,338
SDA Agency	MPS & Circular printed and distributed to all provinces and stakeholders in Jan 2006. Working Committee established and chaired by AS-PRC to draw up MOU and co-ordinate the transition.		

Activities	Outcomes	2004	2005
	Close to 8,000 students from elementary to gr 12 in 70 schools taught by close to 300 teachers will join the NUES		
Combined SEOC Theme: Implementing the NEP – *'From rhetoric to reality'*	Secretary's consultation with PEAs. Alotau, 8–11 July Planning & coordination led by Policy Unit, in collaboration with PPRC Operations, MCU, REU and GES Operations 60 participants Total cost: 2004 Report compiled and distributed at conference. Draft 2005 report compiled. To be completed in Q1 Resolutions distributed		
TMT/SSM matters	Meetings organised and minuted. Correspondence attended to		
TMT meetings	TMT weekly meetings	44	46
SSM meetings	SSM monthly meetings	11	11
Special meetings	Special SSM	3	2
	Special TMT	2	4
Reform Implementation and Monitoring Group (IMG)	Meetings organised and minuted. Correspondence attended to		
	Meetings in 2005	6	4
EO Secretary's matters	Arrange Secretary's meetings, appointments, travel, correspondence		
Meeting arranged	Parliament sessions, NEB, Heads Depts, stat. bodies, universities, donors, UNESCO, DoE events		150
Appointments organised	Outside DoE		530
	Inside DoE		1,056
Travel bookings	International 1 In country 8		
Correspondence	Incoming correspondence received and replied to		2,430
	Outgoing including written (origin Secretary's office)		500

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	Enacted by Provincial Assembly	9	9
	Western, WHP, Enga, Simbu, Sandaun, Manus, ENB, WNB, SHP (not confirmed)		
	Draft not yet approved by PEC	10	10
	Not applicable (NCD - under Education Act)	2	1
Technical assistance Bougainville	Assistance provided to draft Education Act consistent with Constitution for Autonomous Region of Bougainville		
Oro	Oro finalising draft Act for submission to PEC		
Other provinces	Assistance ongoing on request. All provinces now have draft bill for further development /approval by PEC		
Strengthening Governance through NEB & PEBs Appointments	Instruments of Appointment for members prepared & endorsed by Minister for Education. Swearing in ceremonies conducted. Membership gazetted		
	2005: NEB, NCD (DEB), Central, Milne Bay, Bougainville		5
	2004: Madang		1
Capacity building for PEB members	Workshops on responsibilities conducted	1	2
	2004: Madang 2005: Milne Bay, Bougainville		
Strengthening Governance - Code of Business Ethics and Conduct for Public Servants	Workshops on Code of Ethics and Conduct conducted for DoE staff by divisions. 2005: GAP, PFM, TE&SD, GES, Audit, TVET 2004: PRC, IGD/inspectors		
Legal representation	DoE represented in court Cases	3	0
	Cases referred to Solicitor General	2	1
Review of role & appointment procedures for PEAs	2004: Workshop conducted to consult with other line departments. Draft NEC submission prepared for comment. 2005: No further progress		

Activities	Outcomes	2004	2005
Legal liaison Ombudsman Commission matters (Jan-Aug 2005)	Cases referred from Ombudsman Commission Resolved by DoE Referred to provinces (decentralised personnel functions) Cases not yet resolved 75% cases related to payments of salary and entitlements		74 17 (23%) 19 (25%) 39 (52%)
Human Rights Commission	Represented DoE on working committee to set up Commission. First meeting December 2005		
Other legal opinion and liaison provided on request DoE and other agencies Provinces	Documents reviewed, and opinion / Secretary's response provided as required. Included: DoE Board of Management Handbook, Amendments to DIR Industrial Relations Act, Human Rights Bill (for DCD), DWU by-laws (for OHE) Opinion on various matters provided to PDoEs on request – ongoing		

Research and Evaluation

Research & Evaluation Committee (REC) External research proposals approved	Research Steering Committee Meetings Forums & seminars 2004: PhD (1) MEd (2) BEd Honours (5) 2005: PhD (4) MEd (4) BEd Honours (5)	3 3	5 0
DoE research studies	No resources made available in 2006. Completed Outsourced to UNIGOR: Student discipline	4	0 1
Field study in progress Human Development Indicators (See PFM, p. 61 and CD, p. 64)	Study of Net Enrolment Ratio. Coordinated by PFM. Funded by UNICEF. Assisted PFM to collect age specific enrolment data. Data collected Q4. Analysis and report to be completed Q1 2006		
PNG Journal of Education Publication & distribution	Liaised with contributors, editorial committee and PRC Operations to print and distribute journals to subscribers 2004: Vol 38 No. 2, Vol. 39 No. 1 500 copies each 2005: Vol 39 No. 2, Vol. 40 No. 1 500 copies each		
Review of Organisational Capacity (ROC) (See GAP, p. 66) Implementation of ROC recommendations (IMROC)	2004: Member of Review of Organisational Capacity (ROC) team. Contributed to data collection, analysis and writing of ROC report. 2005: Attended training for job analysis and design (4 days). Position descriptions to be written in 2006		
Curriculum Reform Implementation Impact studies 2005 National Curriculum Conference	Member of Curriculum Reform Committee. Provided advisory support to CRIP curriculum implementation impact studies Member of Conference Organising Committee and subcommittee that screened papers for presentation at Conference (See p. 79)		2 meetings
EQUITV Project (See CDD, p.83)	Member of project steering committee. Meetings attended		3
National Economic and Fiscal Commission (NEFC) Review of service delivery costs in provinces	2004: Member of NEFC review team. Collected data in 2 provinces Organised /facilitated DOE data collection workshop 2005: Facilitated NEFC consultations with DoE (2 meetings) Prepared DoE feedback on education service delivery costs		
Public Sector Workforce Development Initiative (through DPM)	To reinstitute capacity building in agencies & departments. DoE representative on Building & Sharing Knowledge Committee Meetings/workshops attended		3/1
Capacity building (See pp. 63, 65) (Funded by ECBP) Training International Conference Professional Organizations	Participation at professional conference and training in Australia Officers attended Training: Research methods, statistics Australasian Evaluation Society Conference Member of Australasian Evaluation Society	 2	 8 2 1

Activities	Outcomes	2004	2005
Media and Communication			
Media publicity & liaison written and disseminated Unit's output has been affected due to acute staff shortage	Media releases & letters to editor Public notices (including condolences) Secretary's column in Post Courier (put on hold by the newspaper) Other press liaison /supply of information Documents edited for other divisions & sections	118 5 50 70 	73 6 10 150 35
Speeches & papers	Written for Minister, Secretary, senior officers	66	51
Media Liaison	Coverage of events including SEOC, NEW, conference and workshops for other divisions and sections		34
DoE Annual Report 2004 2005	Printed February 2005. 110 pages 500 copies K32,560.50 NEC submission & Parliamentary statement prepared. Presented to CACC, NEC, Parliament Completed for printing Q1 2006	 500 copies	1 K35,000
Education Calendar 2005 2006	Printed Dec 2004. Dispatched to provinces early Jan. 2005 10,000 copies Printing K6,000 Air freight K10,000 Prepared. Printed and dispatched to provinces Jan 2006 10,000 copies Total cost (print & air freight) K10,000		
Education News broadcast	Weekly 20 minute program on NBC Broadcast airtime @K15/minute. Total cost: Script and narration by MCU, PRC. Recorded by NEMC, CDD	43 K12,900	39 K6,690.60
Pipeline newsletter 8 page monthly newsletter	Circulated by email. Production affected by shortage of staff due to MCU acting in Policy section positions. Printing affected by lack of funds for external printing and unreliability of internal DoE printing sources	0	7
Education Awareness TV/radio programs, posters	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. Assisted in designing, writing and editing series of brochures, flipcharts and posters to support reform and curriculum awareness. NEP launch		
UNESCO			
UNESCO National Commission (NatCom) Executive support	NatCom meetings Program meetings: Education, Communication Sciences APEC Education subcommittee activities	4 2 2 3	5 3 1 2
UNESCO General Conference Paris (biennial) To debate & approve next 2 yr funding program	Arranged travel logistics. Assisted with Minister's country paper Delegation led by Minister for Education. Delegation represented participating programs: Minister for Tourism, A/Secretary Education, Directors NRI, NCC, Nat. Museum & Art Gallery Member states required to participate. Travel		K150,000
Other overseas conferences Arranged travel for country representatives. Liaised with other Departments Assisted with country papers	Travel sponsored by UNESCO. Visits arranged EFA (Fiji, Samoa), ASP (Fiji), Literacy workers (Japan), National Commissions (NZ, Fiji), World Heritage/Review of Kuk nomination (NZ, Vanuatu, Canberra), Heads of Cultural agencies (NCC - Fiji), International Youth Forum (Korea), Regional Hydrological meetings (DEC -Bali, NZ)	6	14
Arrange travel logistics for in country visits by UNESCO consultants	Education Sciences (Biosphere) Culture	2 1 3	4 1 0

Activities	Outcomes 2004 2005
Pacific UNESCO Education Director's Meeting No.13 Agenda included EFA, HIV/AIDS, quality education, literacy, adult education	4 day biennial meeting held in Port Moresby, November 2005 Participants: Directors 13 UNESCO advisers 7 Organised planning committee. Provided logistics, executive support, media liaison in conjunction with MCU, REU, GES Funding (incl travel): UNESCO K133,000 DoE K150,000
UNESCO Program Activities 2002-2003 2004-2005 2006-2007	Implementation, disbursement and monitoring of funds ongoing Implementation reports being finalised to send to Paris Q1 2006 Proposal submitted to Paris 2004. Funding received 2005. Implementation to continue 2006 Proposals prepared for submission to Paris Q1 2006
Culture Sector programs World Heritage Listing Kuk Historical Site Committee membership	Kuk Nomination Document finalised by Kuk World Heritage Committee. To be submitted to Paris Q1 2006 for assessment for listing of the site UNESCO, PNG Museum, NCC, DEC, Conservation International NGO, Dr John Muke consultant
Natcom Autonomy 2004 2005 Implementation	Autonomy status approved Nov, following NEC Decision in 2000. Job descriptions completed and approved by DPM 8 Meetings with DPM, CACC, PSRMU 8 Requires CACC decision and operational budget of K1.9m

Operations

Coordination and monitoring of Divisional budget and activities	Budget reduced from K1,519,900 to K1,217,800. Maintained within ceiling. Quarterly reviews, monthly cash flow & performance reports, staff appraisals, 2006 budget estimates prepared & submitted
Equipment ICT	New EdNet ICT equipment and network operational in October. Teething problems disrupted work schedules
Training Short courses Computer skills Report Writing & Conflict Resolution Post graduate	Datec Training Centre – Update on Word, Excel, PowerPoint, Lotus for new ITC network. all staff 3 day courses Organised by SDU & conducted by IEA TAFE College for selected staff in all divisions. Two PRC staff attended.3 day course 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 a successful Senior Education 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.
- Increased awareness on the reform and the National Education Plan 2005 -2014 due to funding support from ECBP.

Constraints

- Continued reduction in budget for divisional activities. Funding drained by NEB
- NEB unable to attend Governing Council meetings outside NCD.
- Vacant positions due to ban on recruitment, unfilled vacancies, resignation and staff on long term leave (study and sick) severely affected the output of all work units.
- Lack of communication and coordination by project staff

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 by providing advice and technical assistance, to provincial and national education divisions, on education policies, planning and implementation.
- To develop, manage and maintain the Education Management Information System (EMIS), produce education statistical information, and provide information technology advice and support.
- In conjunction with PRC, to support the development of community awareness materials and activities relating to education reform.
- In conjunction with TE&SD, to develop and manage a range of capacity building to strengthen planning and management capacity at national, provincial and district level.
- To coordinate project formulation, liaison and implementation with DNP&RD and donors.

Activities and Outcomes

Planning, Facilitating and Monitoring

Activities	Outcomes	2004	2005
National Education Plan (NEP) 2005–2014	Approved by NEC 14/12/04. Launched 18/3/05. Consistent with MTDS 2005–2010 & overall government reform initiatives.		
Printing	ECBP funding	Copies: 15,000	Cost: K205,161
National EFA Plan 2004–2015	Integrated in NEP 2005–2014. Recommended framework provided to provinces to integrate UBE in PEPs. (See DEA workshops below)		
EFA consultative task force	Committee formed Dec 2005, at Minister's direction, to propose strategies to achieve EFA goals earlier than NEP targets. Includes		
Membership	UNICEF, NRI, donors, DoE		
Provincial Education Plans (PEPs) 2005–2014	Assisted all provinces to begin developing new PEPs, in line with NEP 2005–2014, using computer generated planning model		
Provincial consultative teams	Formed for all provinces. To carry out stakeholder consultations. Team activities funded by PRIDE (See below)		
Situation analysis	Provinces started:	n/a	17
Plan first draft	First drafts completed (to 31/12/05)	n/a	5
SEOC resolution	All provinces to complete new PEPs by 12/2006		
Technical support to provinces to plan, implement and monitor NEP/PEP	Provincial visits by FMU & RMPA officers to facilitate planning and implementation of NEP /PEPs & implementation schedules		
	Visits	48	43
	Days	192	276
	Reports written for IMG, PEA & Prov. Admin	28	30
	Provincial profiles updated	12	nil
Regional Management Planning Advisers (RMPAs)	4 RMPAs: 1 per region operating from Lae, Rabaul and DoE HQ. Assist provinces and districts with planning. Collect data for DoE		
Regional capacity building workshops for DEAs	To help develop District Education Plans (DEP) to integrate with PEPs. Included planning for achieving UBE		
	5 workshops x 5 days	Participants	73
	Funding ECBP	nil	K308,000
Net Enrolment Survey (NER)	To assist planning for achieving EFA/NEP outcomes by providing		
Purpose	data to estimate actual enrolment rates for each grade /age group. Existing data not age specific and inflates apparent enrolment rate		
Funding	UNICEF funded 7 provinces x 2 visits each		
Data collection	Q4 2005: birth dates for all children EP-G8 in 7 provinces		

Activities	Outcomes	2004	2005
Data entry/analysis & report	Combined effort by FMU, CD, REU, NRI, UNICEF officers To be completed Q1 2006		
Integrated District Management Project (IDMP)	Provided technical advice. Facilitated improvement of management /leadership at district and school level. Supported by ECBP adviser and funding. FMU /RMPAs implemented and supported activities.		
Trial districts (4)	Kavieng NIP, North Waghi WHP, Samarai Murua MBP, Maprik ESP. Participated in program activities		
Training: School management /planning	Workshops conducted (using handbooks) Participants: DEAs, PIs, teachers, BOM		11
Handbooks (workshop/ BOM/school resource materials)	Developed /revised by IDMP/BEDP: District Management Manual (DMM), School Learning Improvement Plan (SLIP), School Learning Resource (SLR), Board of Management Handbook (BOM)		
Technical advice	Meetings facilitated by FMU/RMPA with primary & elementary head teachers in trial districts		16
Self reliance projects	Seed funding and equipment for schools in trial districts to develop projects. To be monitored by RMPAs. Schools		20
Development of integrated DoE Planning and Budgeting Framework	2004: Working Party formed (supported by ECBP adviser, F&B, other divisions). Framework developed. Guidelines for3 year strategic corporate plan and planning /budgeting calendar written 2005: Work Continued. To be completed Q1 2006		
DoE Strategic Corporate Plan	Started. To be completed Q1 2006		
Divisional operational plans	For 2005: Completed and implemented by all DoE divisions		
Representing DoE in national duties (in conjunction with other divisions)	PPRC (PFM & PRC) regularly represents DoE in various national duties, including preparing /assisting with presentations of information papers, attending meetings /conferences with other government departments, donor agencies and other organisations		
Donor and project liaison (including) AusAID, EU, JICA, UNDP, UNICEF, NZAID	Ongoing discussions and advice provided to donor agencies on current and future needs and projects		
Project support	Counterparts /'project partners', office space and support facilities variously provided for ECBP, BEDP, IRPEF, EU HRDPII, JICA, PRIDE, UNICEF. (Further detail above and below)		
Informal consultative meeting with donors	Organised and facilitated annual round table discussion All donors invited. Meetings arranged	1	1
Proposed model for Sector Wide Approach (SWAp)	Proposed and discussed a model for a Sector Wide Approach (SWAp) to manage donor funding to improve coordination and effectiveness of program implementation		
Pacific Regional Initiatives for the Delivery of Basic Education (PRIDE) Project	EU /NZAID funded. Based in USP. To improve quality of basic education in Pacific Island countries by developing strategic plans for education. Includes funding for in country initiatives		
PNG PRIDE country office and coordinator	Coordinated and promoted PRIDE activities. Managed funds for development of PEPs (See above)		15
International conferences, workshops, meetings	To strengthen strategic planning, policy development, project financial management and networking		
Project steering committee	Fiji: Secretary & senior officer. Meetings	2	2
Regional training /workshops	Fiji, Vanuatu, 2 officers x 1 week. Workshops	4	7
Education Capacity Building Program (ECBP)	Provided 'project partners', office space and support to various ECBP advisers and activities		
Activity Approval Group (AAG)	Provided Chairman (FAS PPRC) and committee member (AS PFM) (See F&B, p.72)		
Senior Executive Development Program (SELP)	Participants: TMT, SSM, selected technical officers		20
	In country workshops	1	8
	Work attachments in Australia (2-3 weeks), tailored to participants' area of responsibility		21

Activities	Outcomes	2004	2005
	Funded by ECBP. Facilitated by ECBP adviser team TAFE Global)		
Other capacity building Attachments in DoE Australia and PNG International Conference /training (See also p. 58)	Supported by DoE, ECBP and other projects Provincial planners - 2 months with FMU Affordability Model training: 1 officer NERC–Monitoring: Australasian Evaluation Society Conference & evaluation /statistics training	 4 1 week 1 week	 nil 2 weeks 2 weeks

Project Coordination and Implementation

Activities	Outcomes	2004	2005
Liaison with Department of National Planning and Rural Development (DNP&RD) DNP&RD reviews	Represented DoE at DNP&RD discussions On-going consultation re counterpart funding & other advice for AusAID, EU, JICA, RI and VSO projects Participation in project/program reviews	7 7 2	4 10 nil
Project Pipeline Committee Project proposals Project Identification documents (PIP)	Quarterly meetings facilitated PIP approved in principal and referred back to divisions for detailed proposal development (PFD) Submitted to DNP&RD	3 3 0	4 4 4
Project formulation support (Technical assistance/advice) NCD schools	Discussions and meetings with schools /divisions on project proposals /submissions Discussions and development of projects /programs	 10 2	 10 6
PNG Incentive Fund Cameron Secondary School	Discussion with PNGIF re submission format and criteria (general) and Cameron Secondary School proposal Assisted Cameron Secondary with submission. Submitted Q4 2005	 nil	 1
Accelerating Girls Education (AGE). Continues to end 2007 Coordinating committee Child Friendly Schools (CFS): School visits	UNICEF initiative to promote gender equity and girls' participation in education, including Child Friendly School (CFS) Program. Meetings attended Field trips 6 targeted provinces, 33 schools Visited 4 schools in each province Conducted birth registrations and meetings with BOM and teachers	 11	 10 12
Basic Education Development Program (BEDP - AusAID) DoE counterparts	BEDP worked with 15 selected provinces to assist and train BOM & district personnel to plan and manage school infrastructure, maintenance and development. Continues to 2008 PPRC 3, SDU 1		
School Infrastructure Management Office (SIMO) Function Data collection	Established Q3 2004. Funded by BEDP, located in PFM. To be integrated into DoE structure in restructure. Staff To monitor and assist management of maintenance programs in PS Data collected on schools/ infrastructure needs To identify disadvantaged schools qualifying for infrastructure grants from BEDP through SIMO	2	3 821
Publications (for distribution to schools)	National Infrastructure Guidelines (NIG) and School Infrastructure Maintenance Manual (SIMM) developed 2004/5, published Q4 2005. Approved for distribution SIMO SEED newsletter (resource for schools)	 1	 4
Workshops	Contributed to facilitating BEDP BOM workshops, using BOM and SIM manuals. Workshops 10 Participants		420
EU Integrated Rural Primary Ed. Facilities Improvement Program (IRPEF)	Supports primary education in 3 targeted disadvantaged districts. (in Madang, ESP, WHP). Includes infrastructure work and training for BOMs. PPRC provided support /advice and 2 members of National Steering Committee. Meetings	2	4
Service Improvement Program (SIP) - Education	Provided counterpart to Public Sector Reform Management Unit (PSRMU), PM's Dept. TMT approved service delivery processes identified. Training on system processes to commence Q1 2006		

Activities	Outcomes	2004	2005
EU HRDPII Infrastructure Managed by Pacific Architects Consortium & DoE	Represented DoE on Project Implementation Committee		
	Committee and site meetings	8	5
	Site visits (Unitech 11 in 2005)	9	19
Completed 2004	VTC: Kuiaro, Malahang, Secondary: Popondetta, Hagen, Hutjena, PTC: Kabaleo		
Commenced /continuing 2005	Unitech, Wabag Secondary (provincial government completing)		
HRDPII Overseas Post graduate scholarships 2004/5	12 month Masters degree program in UK	10	10
	2004 completed 2005. 2005 completing 2006		
	Accredited short courses (6-12 wks). Selected for 2006		10
HRDPII In country training Post graduate DWU	DWU MA Education Leadership. Students	32	14
	2004: 4 cohorts, 6 workshops. 2005: 3 cohorts 2 workshops		
	Cost	K119,000	K19,879
UPNG Open College	Project Management 1 semester, mixed mode Students (all sectors)	32	K45,000
PNGEI DoVET (Diploma of Vocational Education and Training)	Education and vocational skills training for VTC instructors. Funding not available in 2005 due to lack of satisfactory acquittals for 2003/2004 funding by PNGEI and POM Business College		
EU Project management activity	Coordinated and facilitated activities of consultants contracted to EU under 'framework' contracts		
EDF 8: HRDPII	Audit: Carried out for period 1/4/1999–16/8/2005		
Mid Term Review	Organised review. Site visits arranged for review team		7
Technical Review of architectural designs	To compare final designs constructed (8 sites) with original. Consultants to produce report for EU. Site visits arranged		8
Incoming program	Stakeholders' workshops organised		2
EDF9: Education, Training & HRDIII (E&THRDPIII)	To review/confirm DoE and other stakeholders' views on Draft Financing Proposal, with regard to sector wide approach (SWAp) and major components for Financing Proposal to be funded by EU		
Republic of Indonesia–PNG Steering Committee on Education and Training (RI-PNG ESCET)	To develop activities relating to 13 Points of Agreement established in 2003 to promote joint cooperation for training & capacity building initiatives, including scholarships		
	Meetings/workshops	8	12
Seminar preparation	Meetings/discussions with RI, NRI, UPNG, NauFM relating to RI-PNG seminar in Jakarta Q2 2006	8	12
Visits, exchanges, scholarships	Secondary, vocational and tertiary	54	na
Kokoda Track Foundation Scholarship (See p. 97)	For G 8–12 students across Kokoda Track area	50	82
	Coordinated with GES donors. Meetings arranged	4	5

Education Data Management and ICT Development

Annual Statistical Bulletin	Late & incomplete data from provinces continued to cause delays		
2003 Bulletin	Completed and ready for printing. Nil funds in 2004/2005		
2004 Bulletin	Data collection completed. Analysis of data in progress		
2005 Bulletin	Data collection commenced and ongoing. Provinces covered:		16
Data collection: travel to provincial /district offices	2004 10 provinces 40 days	K30,000	
	2005 2 provinces	10 days	K8,000
National Education Census	Data collection forms designed to improve data capture for EMIS Trialled in 3 districts Kavieng, Maprik, Samarai/Murua		
Strengthening Education Management Information Systems (EMIS)	Designed, developed and tested prototype new EMIS for managing school enrolment and other data. Tested with data entry from 3 trial education census districts. To be operationalised Q2 2006		
Examination data	Designed and developed new ORACLE data base for MSU for processing G10 /G12 results, to replace ageing LEPARD system		
ICT development	2004: TMT approved outsource model and tender specifications for		

Activities	Outcomes	2004	2005
Implementation of tender for EDICT: supply, installation and operation of new Education ICT network (EdNet) infrastructure/ facilities	procurement, installation and operation of new ICT network, facilities, equipment and service backup for 5 years 2005: Tender awarded to Datec (PNG) Ltd. Implementation commenced Q1. Communications links, network, thin clients/ PCs, replaced/installed in Fincorp Haus, CDD, CODE, OLA 80% completed. New work stations operational To be completed 31/3/06		250
Trial district ICT roll out Supplied	4 IDMP trial provincial and district offices selected Current ICT hardware, software, in situ training, dial up email		
ICT policy and standards Developed, approved by TMT and published	Distributed to all DoE officers and to heads of all other departments *ICT Acceptable Use, Email Acceptable Use, ICT Security, Internet Acceptable Use, ICT Hardware Procurement, Software Procurement and Development, Domain Name Policy*		7
DoE/Microsoft MOU for concessional software prices	Successfully negotiated substantial cost savings for PC operating system, MS Office and other software for MoE /teaching institutions		
ICT /EdNet training Trainers Participants	Citrix network, Lotus Notes 6.5, MS Office 2003 Word/ Excel /Powerpoint. Datec Training Centre. 3 days /officer Datec and DoE master trainers. IT lecturers from POM Business College, PNGEI, all PTCs trained as master trainers DoE, selected PDoE officers. Total in 2005 To be completed 2006		16 350 150
Corporate Data section restructure	Job specifications for all positions completed for revised ICT Unit under IMROC. Awaiting approval to advertise positions. (p. 66)		
Solar Lighting for Rural Teachers Pilot Program Joint activity: World Bank and Global Environmental Facility	To enable rural teachers in selected provinces to purchase solar lighting kit for own use. Up to 2,500 teachers to benefit in 2006/7 Provinces: WHP, Western, NIP, MBP, ESP, Bougainville Launched Q3 2005. Implementing agency PNG Sustainable Energy Ltd, subsidiary of PNG Sustainable Development Program Ltd		

Achievements

- *National Education Plan 2005–2014* launched in March 2005. Implementation and planning at the provincial and district education levels commenced.
- Rollout of new Education ICT network, facilities, services and standards 80% completed by 31/12/2005. Contract for services outsourced. Intended and expected to improve communications links and workplace efficiency, reduce support costs and provide licensed software and standardized training to an international standard.
- Development and testing of new data base systems for education planning (EMIS - school enrolments etc) and examination results.
- Donor project coordination and liaison continued. Acting Secretary proposed a Sector Wide Approach (SWAp) model for donor funding for further discussion with donors in 2006.

Constraints

- High turnover of Provincial Education Advisers, transport, communication and weather continued to be major constraints on delivering services to provincial divisions and schools.
- Inaccurate, late and missing data returns from schools and provincial offices continued to impede decision making and delay producing statistical bulletins. Lack of capacity in provincial offices and difficult communications with most rural schools were again major contributing factors.
- Considerable ongoing demands from project activities. Lack of coordination between projects and reduced time available for other activity.
- Centralized and committed budget appropriations required to support the recurrent cost of ICT network ownership and service provision during the next five years.

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 organisational development and management and logistical support services to the Department. The Division's main objectives are:

- To manage and conduct organisational review and development, and capacity building, in order to improve the efficiency and effectiveness of service delivery by the Ministry of Education.
- To provide effective and efficient recruitment, personnel and salary functions for teachers and public servants on the Education payroll.
- To provide administrative, logistical support and advisory services for all divisions.

Activities and Outcomes

Management of Organisational Review and Development

Activities	Outcomes	2004	2005
DoE submission to Rightsizing Committee	Prepared and presented DoE submission to right sizing committee Q3 2005. The Rightsizing Report recommended implementation of ROC recommendations and accepted that teacher numbers not be cut, in view of continually increasing school population		
Review of Organisational Capacity (ROC) (For further detail see pp 31, 68)	To improve service delivery by improving organisational structure, systems & culture, & strengthen partnerships with NGOs/churches Review conducted Q3 2004─Q1 2005. Conducted by DoE team based in O&M section, supported by ECBP adviser and funding.		
Workshops and consultations	With DoE divisions	16	nil
	Provincial /district /NGOs & churches	3	nil
ROC report	173 recommendations covering DoE structure, systems, processes and organisation culture. Recommendations support Government right sizing & NEP priorities. Approved by TMT Q2 2005.		
Implementation of ROC (IMROC)	IMROC Committee established Q2 2005 to manage change agenda and integrated management plan. Supported by ECBP Change Management Adviser. For further details see pp. 31, 66)		
Implementation of restructure recommendations Detail see pp. 31, 66	63 recommendations on restructure. Implementation commenced Q3 Restructure within GAP to form Organisational Development (OD) and Payroll Related Services branches, (61 positions), and PFM to form ICT branch (5 positions), approved by DPM 29/8/05		
Job descriptions	New job descriptions prepared Implementation awaiting approval to advertise	n/a	66
DPM freeze	Remaining restructure frozen until 3/2006 by DPM Circular 8/2005		
Preparation for DPM approval in Q1 2006	IMROC continued meetings with divisions to finalise restructure documents to be approved by ORT ready for DPM approval. Meetings held	n/a	24
Training	Job description writing /Hay work value evaluation, by Brian Hart Consulting. Q4, 2-4 days. Participants (1 /division)		12
Meetings with DPM Restructure, staff performance appraisal	IMROC Committee implemented ROC recommendations to hold discussions with DPM on restructure and evaluation of a new staff performance appraisal system. Appraisal system to be piloted by GAP & F&B in 2006. Total meetings	nil	8
Implementation of organisational culture recommendations Honest work place campaign	Implementation of 37 recommendations on organisational culture commenced with preliminary work on performance management and promoting honest work place. Launched honest work place posters Q4. Other recommendations: 2006 onwards		

Activities	Outcomes	2004	2005
Personnel and Payroll Processing			
Implementation of ALESCO HRM Payroll System (Project Maoro)	ALESCO system implemented and operating. Work to improve services ongoing in 2005 and to continue in 2006 Funding and advisory support continued from AusAID Teacher Payroll Project, ECBP, and Project Maoro DPM Ed. Payroll Project finished 30/09/05. Support continued by ECBP		
Preparation and dispatch of payroll to 31/12	ALESCO Payroll System fully implemented in 2004 Data entered, payrolls prepared & dispatched New graduates (primary, secondary, vocational)	 26 1,014	 26 1,200
2005 teacher resumption See also p. 34 and Figure 33, p.36	Annual exercise revised to support ALESCO Payroll System. New resumption of duty forms and summary sheets used since 2004 Teachers resumed (Pays 3-6) After Auto suspension (Pay 6/7) Suspended (lack of valid resumption data) Pay 25 (7/12/05)	 33,537 28,622 4,915 34,139	 35,372 32,016 3,356 35,386
2006 teacher resumption Funding	MPR, teachers' leave circulars for Christmas vacation, resumption guidelines & summary sheets, printed & dispatched to provinces. Cost increased due to printing/freight for new forms Cost: QIPE/ECBP/Recurrent	 K51,715	 K120,000
Implementation of PSC and TSC salary fixation agreements 2004–2006 Teachers	Implementation of DPM Circular16/2004, 30/11/04, and TSC salary fixation agreements continued in 2005/2006. 1 off bonus (K650), 4% backdated to 1/1/04 2005 4% adjustment 2006 4% adjustment	 paid	 Pay 25/2004 Pay 11/2005 Pay 3/2006
Public servants	2004: 1 off bonus (K650) and 4% backdated to 1/1/04 2005 4% adjustment 2006: 4% adjustment		Pay 25/2004 Pay 25/2005 Pay 3/2006
Manually maintained centralised personnel & salary records	Manual records maintained for DoE public servants & teachers in the 9 provinces with centralised salary function Public servants Teachers	 940 17,000	 682 14,988
Manual cheques processed Staff clerk workload	Maintenance, garnishee, finance companies Processing of allowance payments and other variations continued to be built into ALESCO payroll system. Finance company remittances generated through payroll after June	1,660	1,500
Ratio staff clerks to officers	2003: 28 clerks/17,743 officers (pay 21) 1:643 (1:400 desirable) 2005: 20 clerks /14,988 officers (pay 25) 1:749 (1:600 desirable)		
ALESCO HRM system Teachers' salaries records updating	Coordinated by Project Maoro and Education Payroll Project Updating of teacher salary records 50% complete Remaining 50% of decentralised records to be updated in 2006 Records updated Cost	 12,188 K20,258	 nil nil
Updating of employee leave records (all provinces)	Managed by Project Maoro 70% completed and captured Maintained on ALESCO. Remainder to be completed Q1 2006		
Procedures manual for ALESCO Payroll System	Developed 2004. Implementation commenced with 2005 resumption exercise		
ALESCO HRM Payroll system training Participants Funding	Organised and funded by Project Maoro. Conducted at DPM Staff clerks GoPNG Counterpart	 DoE/provincial 286 K360,000	 DoE only32 nil
Capacity building Training workshops for provincial officers Content	For PEAs, Prov admin, elementary & appointment officers To improve payroll and registration data and processes. Resumption, elementary admin. and other procedures, payroll, school registration and position data (MPR) reviewed		

Activities	Outcomes	2004	2005
(In conjunction with F&B, GES & TSC)	2004: Workshops 2 Lae, POM Participants:		174
	2005: Workshops 1 Lae Participants:		72
	Funding QIPE/ECBP	K207,659	K157,000
Reorganisation and relocation of personnel and salaries related sections	Salaries, personnel, overseas staff, EDP sections to be amalgamated and accommodated in 1 area, to implement ROC recommendations		
Office accommodation	Removal of old partitions /installation of new workstations, ICT network, and other cabling commenced Q4 2005. To be completed Q1 2006, followed by relocation of remaining GAP staff		
New EdNet ICT roll out	Rollout of new EdNet ICT equipment and training. Q1 2006 in conjunction with relocation.		
Recruitment & selections of public servants	Funded substantive vacancies by 31/12	48	119
	Recruitment frozen pending finalisation and approval of new structure consistent with ROC recommendations		
Reduction of staffing Retirements and retrenchments	DPM Circular No.5/2005 implemented, in support of Government right sizing program. Total reduction of staff		52
	Retrenched 11	Retired	23
	Resigned, deceased		18
Disciplinary processes	Secretary's Circular No. 62/2004 stated new arrangements for delegation of disciplinary powers and authorised charging officers		
Implementation	Not effective in 2005. Training to be conducted in 2006		
Discipline committee	Cases dealt with	8	14
Disciplinary actions	Dismissal, suspension, relocation, demotion, fines		
Contract administration National officers	National contract officers (executives)	11	11
	Renewals/variations	3	6
Overseas officers (mission, volunteers, contract)	Teachers	263	310
	Public servants	11	20
Contracts & visas	Renewals	69	100
(see also p manpower text and charts)	Teachers recruited	11	21
	Non renewals	2	2
	Passport/visa administration	80	100

Administrative and Logistical support

Revenue collection for DoF See detail F&B pp. 71	Collected from commissions for payroll deductions and rental for institutional housing.	K814,739	K909,700
Training	No training conducted/funded by GAP in 2005		
Support staff training arranged by SDU (see p. 92)	Financial management (2 days) Participants:		22
	Report Writing (2 days)		9
	Conflict resolution (2 days)		5
EdNet ICT training	Participants 26 (executive & secretarial staff). Remainder 2006		
Procurements and Assets Management Project	Existing procedures reviewed by ECBP adviser and OIC Logistics Q3 2004─Q2 2005		
Procedures manuals	For centralised procurement and improved assets management procedures. Completed and printed Q4		
	Printing funded by ECBP	600 copies:	K45,000
Implementation	To take effect in 2006		
Utilities	Total	K778,358	K812,116
Claims paid to 31/12/2005	Telephone, postage	K366,689	K365,966
	Electricity	K411,669	K446,150
Transport services	Vehicles: administered by GAP	10	10
Executive and operational	permanent casual hire by divisions	2	2
vehicles (to 31/12/05)	Fuel & maintenance	K94,600	K67,400
	Fuel cost reduced by bulk purchase and control of refuelling		
Secretarial Services (to 31/12)	Deployment and supervision Secretarial staff in divisions & pool		

Activities	Outcomes	2004	2005
Typing pool	Total secretarial staff Manual cheques typed Faxes -in/out (in dependent on toner supply) Letters and memos typed	29 na na na	25 2,210 7,146 100
Internal printing (Large % of output was for 2005 subsidy distribution)	Photocopying (av. sheets/week) Printing Service restricted to divisions that provided ink & toner. GAP had no recurrent funding for printing	3,100 35,000	6583 41,210
Central registry services Mail services	Files maintained, updated/created Incoming /Outgoing mail Postage costs	3,967 49,923 K18,333	1,240 62,121 K21,771

Achievements

- ALESCO HRM payroll system implemented. Work to improve implementation and cleansing of data, salary history records and personal HR data to continue in 2006. (See also p.32.)
- Teacher resumption exercise improved with 32% fewer suspensions, due to introduction of resumption summary sheets, capacity building and improved accuracy of resumption information.
- Review of Organisational Capacity (ROC) completed with support from ECBP. ROC report with 173 recommendations approved by DoE Top Management Team. Recommendations support Government right sizing and National Education Plan priorities. They are aimed at improving delivery of education services by improving DoE organisational structure, systems, processes and organisational culture, and strengthening partnerships with NGOs and churches.
- Successful submission to Government Rightsizing Committee. Rightsizing report supported proposed DoE restructure in 2006 and implementation of other recommendations in ROC report.
- Implementation of ROC recommendations commenced, including training and other preparation to finalise new DoE structure in 2006, after expiry of DPM ban on restructures ends in March 2006.
- First phase of restructure commenced with approval of a new structure for ICT and Organisational Development branches, and amalgamation of payroll and personnel functions into one branch. Reorganisation, relocation and upgrading of work area and ICT commenced.
- Disciplinary procedures strengthened and disciplinary committee activity increased 75%.
- Procurement and assets management policies and procedures reviewed, and manuals produced, with support from ECBP, to strengthen centralised procurement and assets management.

Constraints

- Data reports being provided from the ALESCO HRM Payroll system still do not, or cannot, meet the Department and Division needs for monitoring, management and reporting purposes. This includes manpower information required for completing the Annual Report as required by the Public Service Management Act, monitoring and reporting of manpower ceilings and budget by divisions, and preparation of gazettes to advertise teachers' positions.
- Information that was previously available but is not now being extracted from ALESCO, includes fortnightly divisional payroll analysis, employee numbers and locations, school registration data, teacher numbers by type of school, and position numbers that indicate specific teaching positions.
- Payroll reports that are being produced still indicate considerable inaccuracies in data input, causing officers to be paid from the wrong vote and divisions to be incorrectly indicated as exceeding budget ceilings.
- 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 teacher resumption information 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 provide an efficient and effective accounting system in the processing of claims for goods and services rendered to the Department.
- To manage and report on the National Education Trust Accounts.
- To provide general administration services to the Division, the Senior Executives and the Minister's administration and support services.

Activities and Outcomes

Budget

Activities	Outcomes	2004	2005
Annual budget estimates	2005 budget appropriation implemented by respective programs 2006 budget estimates compiled and 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	12 14	12 15
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	 2
Administration of closure of accounts	Commitment of claims screened by IECC. Accounts closed internally 25/11/05. Commitments through PGAS closed 16/12/05. Rollover completed by 31/12/05		
Provincial advisory visits	To advise on budget expenditure control & preparation of budget estimates. No visits 2004 or 2005 – no recurrent budget available		
NCD teacher emoluments Expenditure control/monitoring 2005 leave claims	Position occupancy audit for all NCD schools completed Q3. Data base of teachers' leave fares and personal emolument established. All claims screened and processed. More than 600 claims Bogus names, duplications and deliberate fraud identified /addressed Savings from leave fares		 K2.4m K152,100

Accounts

		2004	2005
Registration and commitment of claims (general & subsidy)	Computerised ILPOCs issued (to 31/12) Claims examined and certified (to 31/12)	2,722 4,233	3,774 2,937
Process payment of accounts General Account Education Subsidy (to 31/12) see Table 8 Further subsidy detail	Expenditure(to 31/12) Cheques issued Subsidy payments /expenditure Subsidy cheques (See Subsidy pp.54)	K26,580,766 5,303 K39,178,905 16,084	K20,114,539 11,856 K41,000,000 18,510
Streamlining procedures for subsidy payments	Procedures streamlined by amalgamating vouchers for each province by sector. Total vouchers reduced from 16,000 to 283		
Computerised expenditure reports	Provided daily, weekly and monthly when warrant authorities released & upon request from respective divisions		

Activities	Outcomes	2004	2005
Reconciliation of DoE General Drawing A/c	Monthly reconciliations completed for January to November, 2005 and forwarded to DoF. December to be completed Q1 2006		
Acquittals for duty travel and other advances (to 31/12)	Payments acquitted	2004: 165 (27%)	2005: 453 (51%) K1.1m
	Acquittals outstanding	440 (73%)	429 (49%) K1.8m
Recovery of unacquitted advances	Follow up taking place to increase completion of acquittals and action taken to recover non acquitted funds by salary deduction		
Revenue collection for DoF	Collected from payroll and other sources (see also GAP p 68)		
	Vote Code	Total receipts 2004	2005
Payroll deductions commission	235-01	K770,288	K855,900
Institutional housing rental	235-19	K44,451	K53,800
Sundry receipts	235-99	K6,156	K4,571,142
	Total	K820,895	K5,480,842
Increased sundry receipts	Significant increase due to return of unused air tickets and returned and stale subsidy and other cheques to consolidated revenue		
Internal audit control	Breach of accounting procedures /fraud cases		
See also Internal Audits p.102	Cases referred to Internal Audits for investigation	nil	5
	Cases pending recommendation from Internal Audits	nil	4
	Officers disciplined	nil	1
DoE audit by Auditor General's Office	Liaised and provided information as required for completed 2004 audit and final auditing to August 2005		
Responses: 2003 Audit queries	Completed. Recommendations implemented, including recovery of unaquitted advances		
2004 draft report	Compiled and sent to Auditor General. Waiting for final report		

Trusts

Monitor & control National Education Trust Accounts (NETA) expenditure	NETA Committee meetings	2	1
	NETA Trust Accounts managed	4	4
(receipt code)	NETA HQ 361/461-08 — Nat. Library & Archives 360/039		
Instruments for new project a/cs approved by Finance Minister	CODE 330/430-01 — PNG Ed. Payroll Project 350/512		
	ECBP imprest 350/468 — ECBP counterpart 350/470		
	BEDP imprest 350/483 — BEDP counterpart 350/469		
	PRIDE new, approved, awaiting Trust code from DoF		
Sub accounts	Main accounts managed as sub-accounts for each national institution, education subsidy and specific divisional activities.		
	Sub-accounts	64	64
NETA reconciliation January–October	Trust Account ledgers reconciled. Financial reports presented to NETA Committee and sent to DoT as required by trust instruments. Q4 be completed Q1 2006		
NEB Grants-in-Aid to church education agencies	Grants allocated by NEB. Funds managed in NETA HQ Trust A/c		
	Recurrent appropriation	nil	nil
Administration grants for Agency Secretariats	Education subsidy EQP: NES agencies	K4,000,000	K750,085
	SDA	K700,000	K177,253
Kina for Kina building subsidy (reimbursement for post primary infrastructure)	Total allocation	K2.6m	nil
	Amount reimbursed to agencies	K593,750	K120,000
	Approved projects claims not yet submitted	K981,007	K761,007
	In NETA for new projects not yet approved	K1m	K1m

Operations

Administration & Monitoring of division's expenditure	F&B operational budget appropriation	K1,335,000	K829,500
	Expenditure to 31/12/05	K493,220	K804,4703
Minister's support services	Appropriation	K300,000	K153,000
	Expenditure to 31/12/05	K120,000	K151,226
SIMG administration, audit, monitoring & research	Appropriation	K1.6 million	K1.2 million

Activities	Outcomes	2004	2005
	Expenditure to 31/12/05	K1.6 million	K1.2 million
Divisional meetings	Conducted for branch heads to coordinate and plan activities		11
	Monthly 6	Weekly	5
Quality Initiatives in Papua New Guinea Education Program (QIPE)	2004: activities approved	K4.3m	
	Balance and management transferred to ECBP 1/07/04		
Administration/monitoring	2005: Audit completed by Al-Mega Auditors. Report forwarded to AusAID in September		
Education Capacity Building Program (ECBP)	All activities implemented as per APP2 agreement. All grants for activities approved by ECBP Activity Approval Group (AAG)		
AAG membership	DoE, AusAID, ECBP		
AAG meetings	Held to approve & monitor expenditure	2	6
Activities approved 2004/5	21 activities approved. Total value K15m (including ex QIPE funds)		
Utilisation/funds returned	K400,000 unused, returned to GoA consolidated revenue		
Integrated Planning and Budgeting Framework	Framework developed in conjunction with PFM and other divisions. Supported by ECBP adviser. See PFM, p.62		
Training for divisional officers	Funded by QIPE (2004), ECBP, recurrent funds	Participants	
	Computer Short courses – MS Office applications	20	20
	Induction Course	2	2
	Diploma in Accounting (POM Business College)	2	2
	DoF financial management training	8	20
	Quick Books POM BusCol		20
	Business Administration - UPNG Lahara	1	2
Capacity building for financial management	2004: 200 copies of DoF Financial Management & Budget manuals printed & distributed to PDoE, DoE, inspectors, principals NI & SS		
Financial management training	2005: training developed and delivered jointly by SDU, DoF and PFMTP. Funded by PFMTP (See TE&SD p.92)		
Travel by Minister, Senior Executives and division staff	Total travel arranged	K68,640	K243,456
	Domestic	14	12
	Overseas travel taken	6	7

Achievements

- 2005 budget appropriation implemented. 2006 budget estimates, manpower and quarterly budget reviews completed and submitted to DoF as required.
- Despite an inadequate recurrent budget appropriation, divisional programs were carried out successfully with assistance from ECBP and education subsidy administration funds.
- 2005 Education Subsidy programs successfully administered, monitored and audited. Procedures streamlined. More than 18,500 cheques raised and K41,090,824 disbursed and monitored.
- ECBP activities implemented as per APP2 agreement. Activity Approval Group (AAG) approved 21 activities with a total value of K15 million. Activities successfully coordinated, and payments and accounts managed, in conjunction with ECBP management team. However, K400,000 (including ex QIPE funds) was unable to be utilised and had to be returned to Australian Government consolidated revenue.
- Continued capacity building through training in financial management, accounting and ICT skills. Capacity building for financial management of divisions and institutions was provided for 114 support officers through a program developed and delivered by SDU, DoF and the Provincial Financial Management Training Program. See SDU p.92
- Control and monitoring of expenditure on NCD teacher salaries and entitlements was improved by an audit of position occupancy, establishment of a data base, and screening of all 2005 leave claims. More than K150,000 was saved from DoE leave fare expenditure through identification of bogus names, duplications and deliberate fraud. Resources are needed to extend the data base and screening process to all provinces.

- Rate of acquittal and recovery of travel and other advances improved from 27% acquitted in 2004 to 51% in 2005. However, significant amounts were still outstanding and continued further action is required.
- Detection of cases of fraud prior to audit improved significantly. This was assisted by the improved level of qualification of officers in Accounts section through training sponsored by the Division over recent years.

Constraints

- Insufficient capacity to utilize all funding available for activities approved through the ECBP Activity Approval Group. K4 million of approved ECBP funding unused and transferred back to Australian Government consolidated revenue.
- Significant increase in sundry receipts paid to consolidated revenue, due to return of stale cheques and unused air tickets. A significant number of the stale cheques were school subsidy cheques that had not been collected or banked within the required time, usually because of non acquittal of previous funds, or because of isolated small schools not having access to banks, especially when cheques are of small value and the costs of collection and banking are high. Many of the unused tickets were leave tickets issued late to teachers in NCD or other national institutions, and not utilised by them before their expiry date.
- Long time lag between referral of results of investigations and actions taken.
- Late submission of claims for duty travel and other payments caused unnecessary pressure.
- 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).
- Continued shortage of staff due to vacant positions created by officers transferring out, attending training, retiring and resigning.

Acting NERC – Planning, Mr Maxton Essy shares his views on the DoE HIV/AIDS Policy with provincial education advisers from the Highlands Region at the SEOC in Alotau in 2005

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	2004	2005
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 (visits by inspectors (PEIC), & district based trainer /inspectors)	Schools visited	1,600 (37%)	2,849 (66%)
	Teachers visited (incl. trainees)	3,560 (45%)	7,980 (80%)
	Inspectors	20	20
Primary	Schools visited	2,129 (63%)	2,820 (68%)
	Teachers visited	9,502 (48%)	13,676 (70%)
	Inspectors	155	138
Secondary	Schools visited	158 (79%)	162 (80%)
	Teachers visited	3,140 (90%)	3,314 (92%)
	Inspectors	23	17
Summary of total visits (Funding: see Quality Support, Operations, p.76)	Schools visited (50% increase)	3,887 (50%)	5,831 (76%)
	Teachers visited (54% increase)	16,202 (57%)	24,970 (76%)
	Inspectors	204	206
Ratings Conferences		Teachers rated (%satisfactory)	
Inspection reports rated for registration, satisfactory /unsatisfactory performance or eligibility for promotion	Elementary	1,135 (91%)	1,235 (94%)
	Primary	3,252 (98%)	2,833 (97%)
	Secondary (including Vocational)	533 (79%)	603 (81%)
	Total ratings (Total satisfactory)	4,920 (94%)	4,671 (94%)
Total teachers inspected /rated	Target: 25% total teachers /year	14.6%	14.2%
Locations 2004 2005: Port Moresby, Lae, Rabaul, Mt. Hagen	Elementary: regional. Other levels: national conference in POM Regional conferences for all levels. Implemented Review recommendation. Reduced total cost by approx. one third		
Inspector's Conferences	Not held. Funding not available from recurrent or ECBP. Review recommendation is for regional conferences to reduce costs		
Southern Highlands Education Task Force	IGD represented on SHP Education Task Force Technical Working Committee. Information collected by inspectors forwarded to Task Force. Schools' problems ongoing and severe due to failure of SHP Government to accept DoE advice to permit schools to raise fees to raise budget up to NEB limits on top of Government support.		

Activities	Outcomes	2004	2005
SHP standard of education	Standards seriously affected by disruptions to schools caused by insufficient and late supply of materials and funds to schools		
Guidance and Counselling			
School visits by 17 Guidance Officers: Testing, career guidance, advice on completing school leaver application forms	Number of schools visited Total visits Primary Secondary (PHS/SS/NHS) Other (Vocational, Permitted, CODE)	286 636 206 376 79	279 876 447 370 59
Services provided to School Based Counsellors (SBC), Teachers' In-charge of Guidance (TIC) and students Funding for travel 2004 2005	SBC /TIC contacts (advice, training, monitoring) Student contacts Career guidance visits: all G12 students Differential Aptitude Test (DAT) G11 students tested (all schools) EQP K 350,000 EQP K350,000, Recurrent K47,500	739 8200 9,800	918 9,700 10,400
Train the trainer workshop for Guidance officers	Reviewed annual reports and programs. Developed SBC Code of Ethics, SBC Policy. Developed & wrote SBC training modules 3-6 Funding: ECBP K73,847 Bluff Inn	17 GO	11 days
Training for teachers	Total workshops conducted	13	20
School based counsellor SBC training workshops	Modules 3,4,5,6 (depending on province) 5 days /workshop Provinces: 2004: 5 2005: 6 Teachers trained:350 Funds: QIPE /ECBP Maprik District:	 K327,000 IDMP	 236 K351,500 K46,513
Assertive discipline training for teachers	2 day workshops run in schools. Participants Workshops	100 2	52 1
Cost recovery (to supplement recurrent and other funding sources)	Funds deposited in Guidance Trust A/c CFC 337 DAT K3/student SBC K100 Assertive Discipline K50/student	 K18,000 nil K5,000	 K30,000 K20,400 K10,000
Inspections and Guidance combined activities			
Performance Based Duty Statements (PBDS)	2004: Printing 10,000 copies K160,000 Training and awareness provided 20 provinces 2005: Being implemented. Needs further inservice to increase teacher understanding and strengthen implementation		
Review of inspectorate functions and capacity Implementation commenced	Review completed March. Supported by ECBP funding and adviser. 21 recommendations – all approved by TMT. Awareness in provinces, regionalisation of ratings. Work started to develop new inspection criteria and school based teacher appraisal processes for implementation 2006		
Staff development UOG DWU Various project activities Overseas study (Australia)	Funded by SDU, IGD, CRIP BEd Degree (F/T IGD salary, fees self sponsor) MEd Admin (P/T self sponsor- continuing) Participation in workshops and various other CRIP, BEDP, IRPEF and BEDP/IDMP activities as facilitators and participants PhD (continuing from 2004)	Participants 6 2 1	 2 2 1
Curriculum reform and implementation workshops Professional development See CDD, p.79 & TE&SD p.90	Organised and funded by CRIP. All inspectors participated -all provinces, all levels. Experience gained as facilitators and participants in TOT workshops, and increased knowledge of the OBE curriculum.		
School Learning Improvement Plans (SLIP)	Inspectors participated in development and trial of SLIP -component of ECBP Integrated District Management Project (IDMP)		

Activities	Outcomes	2004	2005
Purpose Trial and extension	To improve school management and learning outcomes Trialled in 4 districts. Inspectors to extend SLIP to more districts in 2006, with support from BEDP/ECBP		
Provincial visits by HQ officers To support & appraise field officers.	Total Inspections - Elementary, Primary, Secondary Guidance Operations	31 13 9 9	38 10 12 16
Staff housing (including HQ staff)	Officers with houses Officers without houses Acute shortage and need for maintenance	87 138	88 137
IGD Housing Proposal Development Budget	Completed and forwarded to DNPRD through Project Pipeline Committee in early 2004. Updated proposal sent 2005		
District Education Improvement Program 2005 Budget	2005: GoPNG funding through Tax Credit Scheme. To fund inspector's housing and travel. Mechanism for disbursement never established. Appropriation: K10million Funds released: nil		
2006 Budget	For inspector's houses. Direct funding. Release of funds from DNP&RD to DoE to commence Q1 2006 Appropriation:	K100,000 per district	K8.9 million

Operations

		2004	2005
Coordination & monitoring of divisional budget & activities	Quarterly reviews, monthly cash flow & performance reports, 2006 budget estimates, prepared & submitted.		
Outstanding & current operational liabilities Total utilities	Recurrent funding used to clear current and outstanding liabilities Paid arrears for 2004 utilities bills Water, power freight, postage, Telikom (current and arrears)	 K35,000	 K45,000 K139,000
Divisional operational plan Budget shortfall	Recurrent appropriation insufficient to meet statutory obligations. Gap between appropriation & op. plan:	 K3.0m	 K4.1m
Operational funding Recurrent for IGD services Supplementary funding (see pp.50, 53, 119)	For operational support, school visits, ratings, training workshops Actual recurrent Subsidy - Quality Support (EQP) QIPE/ECBP Insp review	 K0.17 K3.2m K1.5m	 K0.06m K2.5m 0.36m
Personnel functions Transfers Leave fare funding Total personnel costs Retrenchments /retirements 2005	Included facilitating postings, transfers, duty travel, salaries, entitlements & leave fares Increased from 2004 due to improved funding Sufficient for outstanding, and all 2005 fares. Officers Salaries, leave, etc (actual) In compliance with DPM Instruction 5/2005, Inspectorate Review and ROC Report. Payment of entitlements: 19 officers	 17 95 K5,118,900	 21 111 K5,388,500 K112,900

Achievements

- Review of inspectorate functions and capacity completed, with ECBP support. 21 recommendations made and endorsed by TMT. Implementation commenced began with awareness in the provinces and regionalisation of the teacher ratings process.
- 24,970 teachers and 5,831 schools (76%) were reported to have been visited by inspectors for advisory and inspection visits in 2005. Compared with 2004 this was an increase of 50% for schools and 54% for teachers. Secondary inspections maintained a high level of visitation, visiting 92% of teachers and 80% of schools. The increase at elementary and primary levels was due to funding being made available for inspector travel from the education subsidy Education Quality Program. As in other recent years, the recurrent appropriation for school visits was totally inadequate.
- Successful implementation of the Inspectorate Review Report recommendation to conduct four regional ratings conferences for elementary, primary and secondary teachers' inspection reports, instead of one national conference. Total costs reduced by more than K300,000 (approximately one

third) compared with 2004. A potential problem to be monitored and managed is how to ensure strict quality control across the regions.

- Inspections reports for 4,671 teachers were rated. This was represented 19% of the teachers visited, and 15% of the total teachers, compared with the operational plan target of 25%. 94% of reports were rated satisfactory, which was similar to 2004.
- Aptitude Testing and career guidance successfully carried out in all schools with grade 11 and 12 students. Increase in school visits due to availability of ECBP and QEP funding. Development and implementation of train the trainer packages for the School Based Counsellor program continued. All training modules now developed and training completed in 6 provinces.
- IGD housing proposal resulted in K10 million being appropriated in the 2005 Development Budget for 'District Education Improvement Program', to fund inspector's housing and travel in districts through Tax Credit Scheme funds. 2005 funds were never made available, but revised proposal resulted in K8.9m direct GoPNG funding (K100,000 per district) being allocated in the 2006 budget appropriation under DNP&RD budget to support improvements to inspector's housing, classrooms and inspectors' travel.
- Funding secured from ECBP and Education Quality Program (see pp.50, 53, 119) to increase school visits, and carry out training, ratings and inspectorate review activities.

Constraints

- Considerable demands on time for participation in project activities reduced time available for school visits.
- Unreliability of data on enrolments, school operational status and teachers. Data not forwarded from provinces by some inspectors. Not holding national conferences reduced the opportunity to collate data from provincial situation reports.
- Despite overall increase in guidance and counselling visits to schools, rural high schools are mostly not being visited, due insufficient (17) Guidance Officers to provide the coverage. At least one Guidance officer is required per province to enable visits to increased number of schools and students.
- 90% of IGD personnel based in and operate in the provinces. Headquarters manpower and resources insufficient to provide adequate support for them.
- Late allocation and slow processing of recurrent funding for general operations 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 failure of Telikom (since Nov 2005) to fix damaged cable in the street outside Standards building, delays in payment of 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 continue to be approached to help where possible with office space and other resources. Budget appropriation to improve inspectors' housing and support travel for school visits under District Education Improvement Program not released by Department of Finance in 2005.

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 contribute to social, economic, and technical development of PNG, through the design and implementation of high quality and relevant PNG curriculum.
- To develop, produce, procure and distribute curriculum teaching and learning materials to schools in PNG.
- To facilitate, coordinate and assist in the promotion of literacy programs in PNG.
- To maintain and improve the quality and scope of education in elementary, primary and secondary schools through the improvement of professional standards of teaching and learning materials.
- 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	2004	2005
Reform Curriculum CDD 3 year Plan 2006–2008		*Curriculum Management Plan 2001–2005* reviewed. Development of 3 year Plan commenced Q4. To be completed Q1 2006. Focus to support quality management and planning, linked to DoE strategic plan and NEP. Electronic strategic planning framework being developed with support from CRIP		
Elementary /Upper Primary		Distribution of syllabuses, teachers' guides, implementation support and inservice materials completed 2004. Implementation in schools commenced 2005		
Development and trial of teacher resource materials, including radio scripts (Funded by EQP)		Draft teacher resource books completed for edit: 6 UP, 4 El subjects, Gender Resource book for El/P teachers. To be printed 2006. G6-8 Personal Development radio program scripts developed for recording in 2006		
Lower Primary		Syllabuses and teachers' guides completed 2004. Printing and distribution completed 2005. Implementation to begin 2006		
Lower secondary	2004	New curriculum framework approved by BOS		
	2005	Syllabuses and teachers' guide specifications for 9 subjects approved by BOS. Inservice of inspectors and 3 person professional learning teams from each school commenced		
	2006	Writing of teachers' guides to be completed for implementation in 2008. Inservice to continue 2006 and 2007		
Board of Studies meetings		To approve and endorse policy guidelines for curriculum materials		
		Elementary	nil	1
		Primary	1	1
		Secondary	1	2
Subject Advisory Committee meetings (Committee of subject experts)		To check and approve the content of curriculum materials		
		Elementary new materials endorsed	n/a	1
		Primary	7	1
		Secondary	9	18
Syllabus Accreditation		To consider school developed courses for secondary curriculum		

Activities	**Outcomes**	**2004**	**2005**
Committee meeting	No courses submitted 2005 Meetings	3	nil
	New procedures drafted to be followed when schools submit courses for accreditation. To be submitted to BOS in 2006		
School Journals	Student reading resources written by PNG writers		
Writing and printing	Printed ready for distribution	4	7
	Junior, Senior - 2 volumes each. Bridging 3 volumes		
Funding NZAID /EQP	Printing NZAID K751,156 Distribution		K675,000
Inservice training workshops (How to use journals as a learning resource)	For teachers, inspectors, provincial inservice coordinators, PTC lecturers. Developed school work plans for inservice in schools on 2004: NCD 2005: Gulf, Central		
Monitoring	Monitoring of how journals used in schools. NCD		
Training for CDD officers:	DEP(I)	2	1
SDU sponsorship	BEd UOG	1	—
Masters Learning Innovation (2 yr - started 2005	Mixed mode (distance, seminars, research) Facilitated by DWU and QUT.	—	15
Media (JICA 4 mths)	Multimedia AV learning production, maintenance	7	4
AusAID/ NZAID	MA, B. Comm. Studies	3	2
Work placements (CRIP)	3 week attachment in Australia	8	12

Reform Curriculum Implementation Support

National Curriculum Conference	Theme: Sustainable curriculum reform – the PNG experience		
	3 days, July, Holiday Inn POM. Participants		300
Participants/presenters	Teachers, inspectors, researchers, academics, DoE /PDoE officers. International participants from Fiji, Kiribati, Australia		
Organisation	Steering committee: CDD, CRIP, PRC, IGD, TE&SD, NRI, UPNG		
Funding	DoE provided support in materials, logistics, people. CRIP K52,000		
Presentations	Research evidence and teachers' experience on progress of reform curriculum implementation presented. Presentations		50
Conclusions	Strong commitment by teachers to implement despite lack of resources. Teachers need adequate support with resources and inservice. Research should form the basis of decision making		
Recommendation	Next conference 2007 to assess implementation progress		
Implementation of *Inservice Management Plan 2001-2005*	CDD & PNGEI strongly supported and funded by CRIP		
	Total cost of inservice activities	K2.3 m	K2.2m
Self paced inservice materials accredited for PNGEI DEP(I) Accrued DEP(I) credit points (4 points/unit)	Edition 2 Inservice Units for primary schools to support implementation of reform curriculum developed by CRIP. Program administered by PNGEI /PTCs. Units assessed by trained accredited assessors. Points accrued for units completed satisfactorily		
District Level Inservice	District grants awarded to 89 district to support implementation at local level through inspectors and RISAs	K500,000	K485,000
Training to support, monitor and assess curriculum implementation and inservice	Participants: PNGEI accredited assessors, Elementary trainers, inspectors and coordinators and primary inspectors		
	Training on new OBE curriculum materials EP–G8 and inservice units. 167 primary assessors re-trained in LP curriculum to enable endorsement to assess PNGEI inservice units for all grades G3–8		
Total	Workshops 16 Participants 439 Cost K1.16m		
Provincial inservice plans	Support for development and implementation of provincial inservice plans	K510,000	K270,000
National Planning workshop	For SPIs, PEICs, prov. inservice coordinators - to develop, schedule and budget provincial inservice plans. Participants	61	55
Regional Implementation Support Advisers (RISA)	To support inservice coordinators implement plans to conduct district cluster and school workshops for all elementary and primary teachers. 6 RISAs - Southern (2 NCD), Highlands (2 Mt Hagen/Goroka), Momase (Madang) and NGI (Kimbe)		

Activities	Outcomes	2004	2005
District cluster Workshops	2004/2005: workshops 6/20	Participants	185/500
Training in teaching vernacular language & literacy	For elementary and lower primary. Various locations, including follow up activities to ensure sustainability		
Cost	Total	K733,000	K471,000
Provincial workshops	Total: 14 2003: 2	2004: 6	2005: 6
Trainer selection	Trainers selected from prov. workshops (approx1/district)		29
Training of Literacy trainers	Workshops to train trainers	1	1
Training by trainers	Workshops run by trainers	1	18
Participants	Total teachers trained (all workshops)	14	546
Manual and teachers' guide	Trainers manual and teachers' guide written and trialled by trainers at workshops. Completed, ready to publish Q1 2006		
Languages	Total being used in training		19
2006 target	TOT workshops 2 Additional trainers trained		62
Lower secondary inservice Workshops	Content: HIV/AIDS, OBE, change management, facilitation skills, secondary curriculum framework		
Facilitator training x 3	Secondary inspectors (and UOG, TE&SD reps) Participants		35
Provincial x 9	To establish a professional learning team in each school to implement curriculum reform Schools 77 Participants		224
UoG: reform awareness and inservice - 2 visits	Reform update, education change, OBE principles and practice, assessment, course writing, specific subjects. Lecturers/tutors, Bed/BEd Inservice students. Total all sessions 96 lect. 283 students		
Secondary CDD officers	Content: OBE, assessing and mapping outcomes Various training sessions Participants		10

Measurement Services

Activities	Outcomes	2004	2005
Operation and management of National Examinations System (G8, G10, G12)	Total students sitting national exams (See below and Table 12, p111)	94,557	103,526
Cost	Printing exams and certificates	K787,981	K881,085
	Other: freight, marking, publications, exam development		
Logistics	Total cost	K285,663	K440,849
Printing and distribution	Exam papers	490,390	548,985
Number of items	Certificates	107,000	116,000
	Publications (Handbooks, exam reports, etc)	9,940	11,340
	Total items printed/distributed	607,330	676,325
Funding: Education Subsidy	Quality Support (EQP)	K1,157,342	K881,085
Recurrent budget	Salaries, Goods and Services	K960,000	K729,200
Grade 6 Examinations Discontinued as national examination in 2001	Camera ready copy of G6 selection exam prepared on request for provinces still needing it. Requests actioned	6	5
	2006 examinations under preparation		
Grade 8 Examinations (Certificate of Basic Education – COBE) See also, Figure 21,p.15, Table 12, p.111	Nominations to sit for exams	62,638	68,051
	Exams administered. Schools	1,288	1,481
	Publications: supervisor handbooks & student information books, exam specifications printed and distributed	4,800	6,200
	2006 examinations trial tests administered		4 provinces
Grade 10 Examinations (School Certificate Examinations – SCE) See also Figure 21, p.15, Table 12, p.111	Certificates issued to 31/12	24,111	27,402
	Exams administered. Schools	184	202
	Publications: Exam handbooks, student information books, exam reports, calendars printed/distributed	3,100	3,500
	2006 examinations trial tests administered in 4 provinces		
Grade 12 Examinations (Higher School Certificate Examinations – HSC) See also Figure 21, p.15, Table 12, p.111	Certificates issued to 31/12	7,816	8,433
	Exams administered. Schools	70	72
	Marking centres/markers	1/190	2/200
	Publications: Exam handbooks, student information books, exam reports, calendars printed/distributed	1,440	1,440

Activities	Outcomes	2004	2005
Exam development workshops /meetings	Camera ready Grade 6 provincial selection exam	3	3
	In conjunction with curriculum officers		
	G8, 10, 12: 1 per subject	23	23
	Trial tests administered G8, G10. Provinces	4	5
Upper Primary Grade 8 Exams Specifications	Workshops held to develop new G8 exams for outcome based curriculum. To be implemented 2008	–	5
Statements of Results issued (lost certificates etc) to31/12	Qualifications verified (for Police, PNGDF, employers, etc.)		
	Grade 10	376	425
	Grade 12	68	71
User pay policy (K25 fee)	Introduced 2004. No. requests has dropped as a result since 2003		
ICT and data processing system	New data processing program installed. Conversion of old Foxpro Database to ORACLE commenced. New EdNet network cabling installed. To become operational Q1 2006		
Curriculum Standards Monitoring Test (CSMT)	To monitor basic education standards in literacy and numeracy against expected curriculum outcomes		
Develop and trial (2003) Pilot (2004, 2005)	To establish feasibility and base line data for future comparison. G3, 4, 5, 8. Av. 2,000 per grade. Piloted in all provinces. Developed and administered in English and 5 vernacular languages. Supported by CRIP funding and adviser. Report presented to SSM & SEOC		
Workshops	Coordinated/facilitated by MSU, for development, marking and inspector training for administering tests,	7	1

Materials Production and Distribution

Activities	Outcomes	2004	2005
Graphics and editorial	Electronic camera-ready copy completed for masters		
Layout, design, illustrations	E/LP syllabuses, teachers' guides, resources	18	23
Reform curriculum and	Posters	1	3
supplementary materials	PNG School Journal	8	4
ICT support (CRIP)	Training, hardware, software	K17,500	K20,000
Procurement and distribution of reform curriculum materials (E/LP: EP–G3)	Funded and assisted by CRIP. Distribution outsourced Door to door delivery of teacher reference kits, student texts, school journals, HIV/AIDs resources and NEPs to ES, PS, CS		
Total cost	Packing and distribution	K2.5m	K5m
Scale of logistics (2005 LP)	Packages: 21,504 Weight: 341 tonnes Volume: 1380 m3		
Schools/locations	7,800 schools. GPS plots taken of all PS/CS locations		
Completion rate	19 provinces completed. Bougainville to be delivered Q1 2006 90% schools confirmed delivered (according to delivery notes)		
Capacity building PMSO work attachments	PMSOs worked with distribution contractors to facilitate distribution process and improve data base and distribution network		
Reprinting curriculum support documents EQP funding	2,000 copies each of documents in short supply or out of stock: National Curriculum Statement, National Assessment Policy, Elementary and Upper Primary syllabuses		K156,276
Printshop	80% of materials needed supplied by client		
	Jobs received & completed	250	CRIP
	Printing cost	K80,000	CRIP

Literacy and Awareness

Activities	Outcomes	2004	2005
National Literacy Week	Funding EQP	K183,507	K130,00
Opening /closing 2005	EHP: 10th anniversary, celebrations and visits to literacy programs		
(2004 Bougainville)	40,000 copies of poster inserted in Post Courier. YWCA *Tokstret*		
Poster /Radio talkback	program on Karai x2, Catholic Radio Network (CRN)		
National Literacy and Awareness Council (NLAC)	2005 Council meeting not held. No funds K100,000 needed		
	2004 Approved by Secretary. Not yet implemented.		
Proposal for new	NLAC to be ministers or secretaries, business, community,		

Activities	Outcomes	2004	2005
membership consistent with National Literacy Policy	provincial, LLG and statutory body representatives Current NLAC members Become advisory committee to NLAC		
Training for literacy teachers, coordinators Conducted by NLAS Staff	2004: 5 workshops, total 7 weeks, Kiunga, Buin, Lae, Lealea, NCD Funding: United Church, ADB +EQP K200,000 Participants 243 2005: 3 workshops, total 4 weeks, NCD, Gavuone Central Province Teachers' guide review, training for program planning, literacy teacher training. EQP K57,000 Participants		78
Literacy training materials (Training of trainers TOT) EQP funding	2004: Literacy resource books printed 6x1,000 copies 2005: Training modules 2,3,4,5,6 completed ready for printing 2006. Printing 4 modules x1,000 copies (needed)		K95,000 est. K100,000
Literacy training materials (Literacy training programs)	NGO /church programs supported Total grants (EQP funding)	8 K10,000	20 K91,000
LAMP Centre programs (Literacy materials production)	Operating Centres: Simbu, Morobe, ESP, NIP Others closed due to lack of national and provincial funding	4	4
NLW impact study and curriculum evaluation Provinces completed 2006 target	To evaluate impact of conducting NLW in a province, and impact of participating in literacy programs on the lives of participants NCD, Central, Oro, MBP EQP funding Provinces pending identification /availability of funding		 K30,000 6
Reports produced for distribution (EQP funding)	NLAS Annual Report 2001, 2002 NLW Reports 2001, 2001, 2003, 2004		1,000 copies each 1,000 copies each
Participation in overseas conferences and information exchange Literacy planning for the Asia Pacific region Language policies in education	UNESCO Literacy is for Empowerment (LIFE) Asia Pacific Regional data base: PNG data prepared and forwarded Wrote and presented paper on PNG literacy status and issues. Conference /consultation organised and funded by UNESCO ACCU (Asia Pacific Cultural Centre for UNESCO). Tokyo Wrote and presented PNG Country Paper. Conference organised and funded by EU /NZAID PRIDE project. Suva, Fiji, 4 representatives		

Population Education

Population Education Project UNFPA POPED Project UNFPA funding	Component of UNFPA PNG Country Program 2003-2007. Initial project commenced 1997. Supports CDD in integrating population and reproductive and sexual health issues and information into the school curriculum	K727,586	K538,000
National Education System HIV/AIDS Policy	Provided technical support to DoE working group to develop Policy which was launched in December 2005 (see TE&SD p.93)		
High level advocacy meetings	All provinces completed. Last 10 provinces completed 2004		
Provincial RSH training of trainers (TOT) workshops Provinces completed 2005 Trainers trained	1x 1 wk workshop per province to train trainers to help teachers use Reproductive & Sexual Health (RSH) Kits. Kits completed 2003 17 completed (2003:3; 2006:3 remaining) SHP, EHP, Enga, S'daun, Morobe, WNB, NIP, Western, Gulf, MBP Primary inspectors and teachers Funding: UNFPA	 4 160 K166,800	 10 250 K300,000
District RSH training of trainers	Workshops conducted by trainers trained at provincial TOT Total participants (average 40 /workshop) Funding EQP	 1,120 K383,318	 1,400 K200,000
Materials production/ distribution Teachers' curriculum resource materials Distribution of training & teaching support materials	RSH TOT training materials: Training manuals, POPED curriculum framework, reviewed/edited. Copies printed To support teaching RSH component of Personal Development syllabus G6-8. Posters printed Sets of gender /RSH materials distributed to provinces that complete TOT. Sets distributed	15,000 8,000 2,500	5,000 5,000 2,500

Activities	Outcomes	2004	2005
Funding	UNFPA/EQP	K10,000	K250,000
Lower secondary curriculum development	Helped develop SRH components of curriculum /teaching resources for G9/10 Personal Development. Syllabus to be developed 2006		

National Education Media Centre

Memorandum of Understanding with EmTV	MOU with EmTV renewed Q1 2005. EmTV provides free broadcast of education programs on weekday mornings		
Distance education utilising live classroom broadcasts project 2001–2004	Joint DoE /JICA project. Completed Q4 2004. 4 years, K3m Remote schools provided access to TV: Secondary 6 Primary 40 Live lessons recorded and broadcast: G11 Maths, Physics, Geography; G7 Science, Social Science Total: 676 programs		
Enhancing Quality Through TV Program (EQUITV) Targets TV for remote schools Installation	Joint DoE /JICA project. Approx K12 million over 3 years. Assisted JICA team to complete project design. MOU signed. Implementation commenced August 2005. Programs to be produced for G6–8: 2006–2008 300 TV access to 67 remote primary schools: Bougainville 34, ESP 33 Q4 2005–Q1 2006: 15 dishes, 38 antennas and 67 TVs installed by NEMC officers working with PDoE officers. Began Dec 2006		
Lessons recorded & broadcast (Ward Strip PS, NCD) Primary New programs Secondary (rebroadcast)	Broadcast EmTV Mon-Fri 9 am 3 hrs/day for 41 weeks Developed with advice from curriculum unit G6 Personal Development, G7 Making a Living, G8 Social Science Total programs Maths, Physics G11	 361 279	 361 279
Radio production /broadcast Broadcast on NBC Karai, air time paid by DoE (Broadcast cost K40,000) On hold pending review 2005 2006 New programs	Weekly production: Current Events Education News (from PRC scripts) Rebroadcast old 'Radio time' schools' programs Science G4,5,6, Bible stories, Religious ed. Listening Time, Lets Speak English, Papa Mai, Kipa the Dreamer All old programs on hold pending update for reform curriculum G6 Personal development: Draft scripts completed by Curriculum Unit. Programs to be produced in 2006 10	36 41 224	35 39 224
Video production Dubbing service: Videos Radio	PNGEI DoVET preservice: trainees on teaching practice 26 Rice making, for DAL/JICA 30 DVDs, 100CDs Vernacular literacy programs 4 x titles x 4 copies TV programs /AV resources (G11 Geog/Social Science) 148 Schools broadcasts, 1 school Programs 296		
Video and audio recording for media coverage/ awareness Examples of events covered	Used by EmTV news and Education News broadcast. eg. Launch of NEP, school cultural events, Nat. Curriculum Conf., NIP 10 year anniversary of elementary ed. Events covered	9	10
Staff development	TV production and management: Japan 2 staff members (5 months, 2 weeks). Indonesia ,1 staff member (5 weeks). On the job training ongoing		

Achievements

- Curriculum reform continued with strong support from the AusAID Curriculum Reform Implementation Project (CRIP).
- Printing of lower primary syllabuses and teachers' guides completed for implementation in 2006. A total of 21,500 packages weighing 341 tonnes were packed. Distribution to schools was completed for 19 provinces, with the remaining province's container to be shipped in early 2006.
- Lower Secondary Syllabus approved by Board of Studies for implementation in 2008. Teachers' guides to be completed in 2006. Awareness and inservice of 'professional learning teams' from each province commenced in collaboration with school inspectors.

- Continued implementation of the *In-service Management Plan 2001-2005,* with K2.2 million funding and coordination support provided by CRIP. Training and support provided for inservice at national, provincial, district and school level, for teachers, inspectors, trainers and inservice assessors.
- National Examinations successfully completed for more than 100,000 candidates, despite insufficient recurrent funding. Exams printed with funding from quality support component of education subsidy.
- Support for the teaching of reproductive and sexual health as part of the curriculum continued through the UNFPA Population Education Project and the Education Subsidy Quality Support program (EQP) funds. A further 1,650 primary inspectors and teachers were trained as trainers at provincial and district level workshops, in more than 10 provinces, and 2,500 kits of support materials were distributed.
- Funds secured from EQP to conduct National Literacy Week, three training of trainer workshops and grants for producing literacy teaching materials for 20 programs conducted by NGOs and churches, despite lack of recurrent funding.
- Signing of MOUs between DoE and JICA and DoE and EmTV, and commencement of the EQUITV project. Technical skills of media centre staff enhanced by production and management training and ongoing on the job training.

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 2005 included

- Insufficient resources to provide sufficient support and materials for literacy and awareness programs.
- Zero recurrent funding to provide for CRIP counterpart funding as well as the recurrent budget, secondary curriculum reform, and production and distribution of curriculum and examination 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.
- Teaching of RSH affected in some schools by opposition from some parents and church leaders.

This Huli children performed at the opening of the National Curriculum Conference at the Holiday Inn, Port Moresby in 2005

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. The Division's main objectives are:

- To deliver relevant demand driven and nationally recognised technical vocational education and training programs.
- To implement Government and Department policy for education reform and efficient management of Technical and Business Colleges and Vocational Training Centres throughout PNG.
- To provide inspection, guidance and counselling for technical and vocational teachers and managers to ensure quality technical vocational training is delivered.

Activities and Outcomes

Operations

Activities	Outcomes	2004	2005
Technical /Business Colleges	Colleges operational	7	7
Technical	Port Moresby, Lae, Madang, Mt Hagen, Goroka		
Business	Port Moresby, Kokopo, Goroka TC, Lae TC,		
Vocational Centres	Registered on MPR	139	129
	Operational	124	108
	Offering core academic subjects to G10	4	7
	Offering CODE curriculum	42	42
Students (totals for year)	Enrolment equivalent to full year students	2,375	2,531
Technical/Business Colleges	Total individual enrolment (full+part yr)	4,092	4,397
	PETT /TTC (full year)	1,306	1,124
	Business	508	462
	Trade	798	662
TTC replacing PETT	TTC courses (remainder still PETT)	96.7%	99%
	Diploma (total 1 semester enrolments)	1,948	2,356
	Extension (apprenticeship) 8 weeks/yr/student	460	402
	non CBT	129	113
	CBT	331	289
	Demand driven short courses (av. 10 wks)	378	515
Vocational centres (midyear)	VTC total students	19,560	17,265
Female participation -students	Vocational centres	26%	27%
(% female)	Technical and business colleges overall	30%	33%
	Extension (apprenticeship)	4.4%	6%
	Diploma	31%	39%
	Demand driven short courses	51%	30%
	PETT /TTC business courses	51%	51%
	PETT /TTC trade courses	19%	16%
Number of graduates	Diplomas	315	553
(Diplomas & Certificates	TTC	459	475
issued)	PETT	38	13
	Vocational Training Certificates	3,476	4,323
Staff (quarter 4)	2005 TSC ceiling 273. On strength Q4	223	213
Teachers	Contract officers	46 (21%)	39 (18%)
Vocational centres	2005 TSC ceiling 1,213. On strength Q4	1,021	1,095
(all provinces)	Contract officers	13 (1%)	8 (1%)
TVET HQ	2005 PSC ceiling 49. On strength Q4	44	45
	Contract officers	14%	6 (13%)
Female participation - staff	Colleges % female lecturers	26%	25%

Activities	Outcomes	2004	2005
	Vocational centres % female instructors	30%	30%
	TVET HQ % female public servants	28%	24%
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	Theme: Self-reliance. Kavieng, July. Participants		20
organised & conducted	Funding TVET recurrent/colleges	K50,000	K90,000
TVET Policy 2004	Policy reviewed in consultation with stakeholders and with assistance of ECBP adviser. Draft policy completed to guide improved coordination, rationalisation and accreditation.		
2005	Policy endorsed by TMT, SEOC and NEB. Printed Q4. To be launched Q1 2006. ECBP funding for printing and launch K25,000. LTA engaged by ECBP to support implementation of TVET Policy		
TVET Corporate and Action Plans	Drafted. To be updated in 2006, in line with TVET Policy /NEP		

Inspections

Activities	Outcomes	2004	2005
Advisory and appraisal visits to teachers	Technical/Business Colleges	54 (24%)	105 (49%)
	Vocational institutions	112 (11%)	192 (18%)
Funding	EQP supported travel to institutions	K140,000	K200,000
Annual Rating Conference	Total reports rated	163	257
Report rating for registration	Technical/Business Colleges	49	86
or eligibility for promotion	Vocational institutions	83	171
Provisional registration (including extensions)	Teachers with practical skills but not teaching qualifications		
	Technical/Business Colleges	8	18
	Vocational institutions	419	329
Investigations	Carried out under instruction from Secretary	2	3
Development of Manuals	Inspection Manual: Completed, printed, distributed to all institutions Institutional Administration: Completed and launched		
TVET Inspectors' Conference	2004: Vanimo - 5 days, 25 participants QIPE funding K83,607 2005: 1 day at Bluff Inn, 16 participants – to minimise costs		
Staff development	Master training plan in progress – to be completed Q2 2006		
College master plans	Facilitated development of college staff development master plans 4 completed. Remaining drafts to be completed 2006		
Full time study (teachers /HQ)	Applications coordinated with SDU and training providers		
Full time overseas (Australia)	2 year programs (2 completed in 2005)	6	6
Funding PATTAF/DoE	BEd (Vocational), Adv. Diploma, Diploma (various skill areas)		
In-country UPNG/UOG	BEd In-service Admin. & Planning	1	2
Overseas short term courses	IT/ Voc. training, Indonesia, Malaysia, 2-4wksofficers:	18	3

Curriculum

Activities	Outcomes	2004	2005
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		
Business Goroka	Business Studies, Vehicle trades		
Port Moresby, Kokopo	Business Studies		
Technical curriculum review and development	All courses reviewed and revised according to Competency Based Training and Assessment (CBTA) principles. Commenced 2004		
Stakeholder consultative forums (curriculum review)	To discuss training issues /courses with industry & other major stakeholders. TTC stakeholder consultations	nil	8
	Participants		120
TTC courses to CBTA	Conversion to CBTA	100% completed	6 courses

Activities	Outcomes	2004	2005
PETT conversion to TTC Funding by ECBP	Panel Beating /Spray-painting completed. Butchery Curriculum development activities funded by ECBP	80% completed	6 courses 80% K400,000
Final Examinations Internal National	All examinations written, printed and administered internally for TC/BCs. Final copies submitted to PCOs for item banking Final examinations coordinated and vetted by relevant PCOs at HQ. Submitted to colleges for printing and administering		
Trade Testing coordinated by NATTB Trade Tests conducted	Certified Trade Testing Centres: All 7 TCs/BCs & Raval VC, plus Private providers: Ela Motors Training Centre, OTML, PJV Total candidates (Levels 1,2,3) Tested competent 7 trades: MVM, CC, Elect, MFM, MFW, PLB, BS	 310 245 (79%)	 241 224 (93)%
Vocational Curriculum Development Technical High School	Awaiting approval by BOS in 2006: National VTC Curric. Statement: final edit to be completed Q1 2006 Trade skill syllabuses for G9/10 Kuiaro THS: draft trialled 2005		
Vocational 2yr CBT syllabi (completed since 2003)	Carpentry Construction, Fisheries, Plumbing, Tailoring; Tourism & Hospitality; Entrepreneurial Skills, Agriculture, Business Studies		
Short course module syllabi Post G10 1 year courses completed 2005	Completed 2005: Fisheries, Agriculture Resources Motor Vehicle Mechanic, Electrical, Carpentry Construction, Agriculture, Fisheries		
Short course policy guide	To guide implementation of modules: discussion draft completed		
New syllabus work 2005	HIV/AIDS for VTC draft ready for discussion. Cassava & ethanol production research completed ready to draft syllabus in 2006		
Vocational education reform in NCD VCs	Assistance provided to continue developing CBT /PETT courses and demand driven short courses. See NCD p.101		
Vocational teachers in-service	Principles of CBTA, resource development, programming & assessment	1week, Kuiaro THS, Milne Bay	94 teachers
Professional development workshops for curriculum officers, teachers, managers	Curriculum design & implementation, Computerised exams, Quick Books Advanced, Leadership forum, Forum on ROC findings Participants: 17–58. Total 159. Length: 0.5–10 days. Total: 23 days		
Operating National Trust Accounts Funding: ECBP	Training in operating NETA Trust Accounts for national institutions. Conducted by TVET specialist Participants: principals & registrars TC, BC, PTC NHS		 1 wk 20
AAC/Curriculum handbook	Completed and distributed for discussion in Q1. Assessment handbook for AACs completed		
Boards of Studies /Academic Advisory Committees	Terms of reference and membership of BOS and AAC reviewed, approved by NEB and gazetted		
Board and council meetings Boards of Studies Council meetings ATTP	Tourism & Hospitality, Electrical Engineering, Applied Science and Buildings & Architectural Drafting/Civil Engineering, Business Studies, Mechanical Engineering College AAC + Governing Councils Apprenticeship & Trade Testing Panels (ATTP)	 1 each 22+22 20	 1 each 14+14 na

Vocational Skills Training Support

VET charter and handbook	Handbook of processes and procedures for reforming and managing vocational programs and operating procedures. Draft completed for discussion and trial during regional planner (RMPA) training 2006	
Provincial vocational reform appraisal /planning workshops Participants Workshops conducted	To review VET in each province with reference to NEP and community /industry needs. To plan sustainable strategies to integrate into PEP in 2006 VTC managers, industry and community stakeholders, DAL, DCD, provincial line divisions. Sandaun, Oro, Central, Manus	4

Activities	Outcomes 2004 2005
(NCD 2004)	Funding: ECBP K400,000 Participants: 160
VTC Management Training	Organised by VSS at PNGIPA. for VTC managers from provinces involved in reform planning workshops 25
Skills Training Resource Unit (STRU): Production of short course training modules Income generating skills Cumulative total production Module titles produced Total copies distributed Training providers supplied	Supported by Employment Oriented Skills Development Project (EOSDP). Project activities halted in May 2004 due to donor management advice. Resumed July 2005 Wide range: agriculture, entrepreneurship, tourism/hospitality, trades: eg vanilla, rice, poultry, tailoring, cooking /food preservation, motors, cement tanks, water supply, book keeping Total mid 2002–Q4 2005: 127 Q3,4 2005 50 To all training providers 2,883 Formal 306 Informal 521 Total 827
Human Resource Training (supported by EOSDP) Managers / trainers trained	Entrepreneurship and management of short courses Project target: 2,100 Actual: 2001–2004: 1,178 2005: nil On hold until tracer study conducted by REU, Q2 2006
Technical skills enhancement for instructors Instructors trained 2005 Training providers Skills	Training by various providers in skills required to instruct short course modules Project target 1,000 Actual: 2001–2004: 394 Q3,4 2005 171 Community based trainers 94% VTC instructors 4% Training providers OISCA, HATI Organic farming, fresh food produce, sewing meri blouse

Achievements

- 1,028 students graduated with Technical Training Certificates and Diplomas, 917 students enrolled in extension and demand driven short courses, and 4,323 graduated with vocational certificates.
- TVET Policy completed and printed, ready to be launched in Q1, 2006.
- 11 TTC and 2 PETT courses reviewed and endorsed by industry. CBT modules for courses were written and training provided for teachers to write materials for the new curriculum.
- Roles and functions for all Boards of Studies (BOS) and Academic Advisory Committees (AAC) strengthened. Terms of reference reviewed and membership gazetted for all. Formalisation of Vocational Board of Studies, will enable formal approval of vocational CBT syllabuses and policy documents developed since 2003.
- Percentage of teachers visited by inspectors nearly doubled, due to funding for travel being available through EQP.
- Provincial vocational reform appraisal and planning workshops conducted in four provinces, with ECBP support, to plan relevant and sustainable vocational training strategies for VET to be integrated into provincial education plans in 2006.
- Continued promotion and increase of short courses materials and training opportunities available including through technical and business colleges, vocational centres and community based trainers. Short course modules and training continued to be provided for community based courses Skills Training and Human Resource Training Units supported by EOSDP.

Constraints

- Management and return of data from technical and business colleges inadequate to meet DoE reporting requirements and schedules.
- Lack of understanding of education reform by some teachers.
- Lack of recurrent funding to support development of courses and supply of teaching resources.
- Insufficient ongoing upgrading and retraining for teachers. TSC restrictions on recruitment of new teachers have restricted recruitment of qualified and experienced teachers.
- Vocational education not given support and priority in resources and decision making, despite it being second priority in education in NEP and MTDS. Reduction in Vocational Centre enrolment due to closure of 16 centres since 2004 due to poor management, lack of resources and support from provincial and local authorities.

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	2004	2005
Primary Teachers Colleges	Church agency PTCs	6	6
Diploma in Teaching (Primary)	Government agency PTCs	1	1
Total enrolment	Years 1 & 2 (Q3 2004, Q4 2005)	2,498	3,215
	Female	45%	na
Intake	Year 1 (Q3 2004, Q4 2005)	1,523	1,729
Output	Graduates	1,060	1,480
Dip. Teaching (Primary) Curriculum	Program 2000 trimester program implemented by all PTCs since 2004. 6 trimesters in 2 yrs instead of 3 - PTC output increased 50%		
Program 2000 curriculum support documents	Completed 2000–2004 with support from PASTEP. Review needed to support outcomes based reform curriculum & NEP 2005–2014		
Primary Teachers' College staffing (Q4)	2005 TSC ceiling 190. On strength Q4	181	179
	% female lecturers	26%	29%
Pre-service Vocational teacher training Enrolment	PNGEI Diploma of Vocational Education & Training (DOVET)		
	Tourism/Hospitality (6 trimester program) (Q4)	144	142
	2004: Yr 1 102 Yr 2 42 2005: Yr 1 54 Yr 2 88		
	% females students	57%	74%
DOVET Curriculum	Reviewed in 2004. Implemented at PNGEI in 2005 (trimester)		
Secondary teacher training	Total BEd students Yr 1–4	782	1,361
Conducted by UOG. (UOG and HECAS budget)	Final year Yr 4 (potential teacher output)	134	170
	SDU scholarships – no funding	nil	nil
Teachers College affiliation with universities	UOG (Madang, Balob, 2005: PNGEI)	2	3
	DWU (St. Benedict's, Kabaleo, Holy Trinity)	2	3
Inspections (PTCs /PNGEI)	Lecturers inspected	33 (18%)	58 (32%)
Funding: EQP K50,000	Institutional review and inspection	1 (PNGEI)	0
TE&SD Annual Principals' Conference (APC) Deputy Principals Annual Principals	Theme: Relevant staff development for a better future - to improve college staff development plans and activities 2004: Lae, 20 participants, 5 days, QIPE funding 2005: Lae, 12 participants, 3 days, ECBP funding		
Teacher Registration (at 31/12)	Total provisional	1,679	2,072
Provisional Registrations	Elementary	269	496

Activities	Outcomes	2004	2005
(New teachers pending	Primary	1,198	1,210
inspection and satisfactory	All other types of school	212	366
rating for full registration)	Total de- registrations	2	4
Register kept by TE&SD	Total full registrations (see IGD p.74)	691	1,629

Elementary Teacher Education

PNGEI Elementary Unit	Unit staff	5	8
Elementary teacher training coordinators & trainers	Current practicing trainers (TSC ceiling 210)	200	200
Implementation of El. training budget activity	Originally provincial positions. Budget activity and ceiling established under TE&SD for 2004 onwards. See also p.34		
	Paid on DoE positions	116	138
Project funding & support	Unit /programs developed with support of ETESP - ended 06/12/04		
Recurrent funding	Again restricted in 2005, but supplemented from EQP		
Elementary Trainers	Trainers in training (Fieldwork)	38	38
Certificate of Elementary	Graduates	9	36
Teacher Training (CETT)	Total completed CETT since 1998	240	276
Further education	University South Australia. 2 years distance mode		
BEd Early Childhood	Participants PEICs, PETTCs, PEC, DEM, PETT	40	
(Funding through ETESP)	Program completed 2004. Graduands in 2005		36
Elementary teachers	Total teachers (including trainees)	10,382	10,028
	(data from inspectors' reports - see Table 14, p.112)		
Certificate of Elementary Teaching Enrolment			
	CET Yr 1	81	1,615
	Yr 2	647	720
Academic probation (AP)	Yr 3	1,410	923
	Not completed course requirements	na	621
Female participation	Total (including AP)	2,138	3,879
	% female trainees	41%	41%
Outputs			
Graduates	Completed CET requirements for yr 3	1,430	1,129
	Graduates since start of CET (1997-2005)	7,046	7,683
Funding for trainer directed training (TDT) (prov. /district level)	2004: ETESP. 2005: EQP/recurrent		K1.9m
User pay policy	Insufficient funding for supervision of training		
Provincial Gov support	SHP K230: EHP, WHP K500; Simbu K910		
	Manus na; MBP K5,000; Morobe K19,000; WNB K28,000		
Other	PJV support for Enga: K17,000; Member for Pangia SHP K17,000		
Curriculum materials 2004	2004: CET and CETT materials revised, developed, reprinted to support teaching of reform outcomes based elementary school curriculum. Begun and completed with ETESP support		
	CET SIUs & Vernacular Literacy Books 20 titles, total 41,632 copies (1,000-2,000 copies/title). Also CETT training videos, trainers manuals, TDT curriculum course framework		
2004	2005 materials printed: K228,154. Distributed Q1 2005: K30,000		
2005	2006 training materials not printed due to funding delay		
Regional workshops	Topic: Strengthening provincial components of CET		
Participants	Elementary trainers, coordinators and inspectors		
Planning /facilitation	PNGEI elementary unit, CDD, IGD. Workshops 5 Participants		215
Curriculum (see CDD p.79)	Funded by CRIP. Workshops 7 Participants 177		K350,000
Review and redevelopment of program	To strengthen provincial components of program. Planning and workshop input commenced 2005. Targeted for 2006		
Orthographies	Completed in current year	Nil	Nil
Total	Funded by ETESP 1998–2002	103	
NEP Target	150 new orthographies to be developed by 2012. Funding to be identified in 2006 for work to begin in 2007		

Activities	Outcomes	2004	2005
Special Education			
Government support under National Special Education Policy	SERC have been National Institutions since 1994. DoE budget provides teachers' salaries, education subsidy, teacher training, curriculum materials and advisory and inspections support		
Special Education Plan 2004–2008 and Policy	Updated Plan and revised policy endorsed by NEB 2003. Implementation ongoing. (Original Plan 1994–2003)		
Special Education Resource Centres (SERC)	Church agency NGO Government	8 5 1	8 5 1
SERC Staffing (Q4) Female participation	2005 TSC ceiling 44. On strength Q4 % female teachers	56 46%	57 46%
Student enrolment SERC based full time Supported by SERC staff Female participation	Total student clients Full time students at SERC (Centre Based) Inclusive Education (in mainstream schools) Community based (CBR) % female students	2,030 339 808 883 44%	2,458 412 906 1,140 44%
Disabilities supported by SERCs (enrolment of each disability category)	Intellectual disability Learning disability Hearing disability Visual disability Physical disability Emotional disorder Multiple disability	172 (8%) 570 (28%) 320 (16%) 345 (17%) 479 (24%) 11 (1%) 133 (7%)	239 (10%) 749 (30%) 438 (18%) 344 (14%) 455 (19%) 38 (2%) 195 (8%)
Teacher Development PNGEI Diploma Special Education	Special Education components in all PTC and DEP(I) programs No Diploma enrolment pending review of program and further course development. Review workshop postponed to 2006 due to lack of funds in 2005		
National Special Education Committee (NSEC) Meetings Conference Staffing and funding	Coordinating and advisory body for National Special Ed Unit (NSEU), which provides executive support to NSEC Committee Sub-committees (research, curriculum, training) National Special Education Conference Sub committee meetings and conference not held due to lack of funds and under staffing (2 out of 3 positions vacant)	 0 0 1	 1 0 0
Inservice and Staff Development			
HRD capacity building DoE Human Resource Development Policy	Human Resource Development (HRD) capacity building support provided by ECBP funding and HRD adviser who worked with TE&SD /SDU officers for 16 months from Q3 2004 HRD policy reviewed, in consultation with DoE divisions and provinces (4 regional workshops). Approved by SEOC Q3 2005. To be printed and distributed Q1 2006 for implementation		
National Inservice Committee National Inservice Training Week (NIST week)	NIC functions & policies revised and updated for implementation 2006 Funding assistance provided to provinces who submitted programs that met ECBP /DoE HRD policy criteria.		
Teacher education review & development plans Recommendations Implementation	Review of PNGEI, and inservice and preservice activities, roles and capacities. Conducted Q4 2004 with support of 2 ECBP advisers. Recommendations endorsed by TMT, SEOC. Prioritised by APC To be integrated into Divisional/College 4 year strategic plans		
PNG Education Institute (PNGEI) Programs	2005 TSC ceiling 52. On strength Q4 Female participation: % female lecturers DEP(I), CET, CETT, DoVET Preservice & Inservice	58 na	63 36%

Activities	Outcomes	2004	2005
Diploma in Education	DEP(I) decentralised to increase access for field teachers		
Primary (In-service) - DEP(I)	PTCs implementing DEP(I) program	5	2
Teachers participating	PNGEI campus	480	374
PNGEI	Field Workshops	1,500	688
PTCs	2004: 5 colleges 2005: 3 colleges	235	210
Distance mode	Extension Program	0	497
	Reform Curriculum in-service units (see CDD, p.79)		0
Female participation		1,014	
Completions	% female course participants	na	na
Total graduates	Total DEP(I) participants	2,215	2,783
	Completions in current year	380	405
	Since start of DEP(I) in 1995	1,830	2,210
PNGEI Diploma in Vocational Education & Training (DoVET) Inservice	No residential on-campus program. Training funds not available		
	Off campus /provincial programs 6 Participants		79
	Entrepreneurial management and Community based short course management (STRU and PNGEI programs)		
Sponsorship for UOG programs	No scholarships at UOG - no budget allocation		
BEd (In-service), PVTE,	DoE officers maintained on salary	10	15
PGDE (1 yr)	Others sponsored by PDoEs		
	Self sponsored	36	na
Teacher quality upgrading (TQU) program	UOG PGDE Lahara: 2004 completions paid by QPE		K261,317
	No 2005 intake pending program review and evaluation		
TQU survey	To evaluate teacher needs, program content and outcomes		
2006 program: Tender	Called from appropriate universities. Awarded to DWU Dec. 2005.		
Mixed mode program	1 yr program to train 150 practicing teachers (120 diploma, 30 PGDE) to be selected by DoE. ECBP funding		K1.8 million
Sponsorship for UPNG	BA Management (Open College) TVET	1	1
Other training & upgrading	Funded by donors and DoE (see TVET/other divisions)		
Overseas - full time study	Doctorate completed (in progress)	2 (1)	1 (1)
EU HRDP11/PATTAF	Masters	18	14
(see p.64)	BEd /Diploma	2	4
Virtual Colombo Plan MEd	UOG/CSU. 2003─2005. Graduation Q1/2006. Mixed distance,		
Funded by PATTAF	seminars/research. TE&SD /PTC lecturers	41	40
Masters Learning Innovation	2 yr mixed mode. DWU/QUT (see CDD p.79)	─	15
Support staff training	Programs for Grade 12 and below. Determined by needs survey		
Financial Management Essentials	5 day program run 7 times Total participants		128
	Developed, coordinated and facilitated by SDU and DoF Provincial Financial Management Training Project (PFMTP). Funded through PFMTP (AusAID)		K34,093
Conflict Resolution	2 days /run 6 times Participants		87
Report Writing	2 days /run 6 times Participants		91
	Funded by ECBP Developed and facilitated by IEA TAFE in consultation with SDU		K159,745
ICT training for roll out of new EdNet. (See PFM pp.65)	Conducted needs analysis. Training funded by ECBP, conducted by Datec Training Centre, POM Bus Coll, PTC lecturers		
	TE&SD users trained (including PNGEI staff)	59	59
Implementation of *In-service Management Plan 2001-2005*. See also CDD p.79	Coordinated and funded by CRIP: Workshops, development of training materials, TOT and PNGEI assessor training, self paced PNGEI inservice units. Workshops facilitated by CDD, IGD, and 13 PNGEI, & Balob lecturers trained as assessors in 2004.		
	Total funding (CRIP)	K2.3m	K2.2m
National Inservice Strategy 2006 onwards	Decision made by TMT Q$ 2005 for TE&SD, CDD, IGD to form		

Activities	Outcomes 2004 2005
	Steering Committee to develop a National Inservice Strategy 2006 onwards. To meet Q1 2006
Training materials Head teachers', operational and management manual BEDP developed manuals Submitted to NIC for approval for use in workshops	3 day writing workshop to develop facilitators guide and identify resources for induction program for new head teachers (E&P).11 participants. ECBP funding K8,000. 1st draft near completion For use at BOM facilitator workshops in 10 provinces: *School infrastructure management manual; Strengthening community participation in schools*. CDD *BOM Handbook* (1999) *2nd edition* (Updated by BEDP/CDD/PRC. Printed Dec 2005). Flip charts on BOM roles & responsibilities
Special Education Gazette	SPEG not printed since 2003 - no funds for printing or scholarships

Gender Equity in Education

Gender equity desk Position vacant since Q2	Position not filled due to DPM freeze. Restricted activities. Covered by other officers only as other responsibilities permitted
Gender Equity in Education Policy Distribution of Policy documents and information	Policy launched April 2003. Brochures and resource books published and distributed with curriculum materials 2003–2005 Distribution continued by SDU officers on request, including presentation to PNGEI DEP(I) students in Q2
Women in Mining (Multisectoral working group organised by Dept. Mining)	Represented DoE. Developing an action plan for women in mining areas to address issues that affect them. Issues include literacy, school fees, retention and re-enrolment for girls, HIV/AIDS
Project counterpart activity	No counterpart activity with Accelerated Girls Education (AGE) or BEDP, CRIP,ECBP,EU, ADB since Q2

Health Promoting Schools Coordination and HIV/AIDS Policy Development

Health Promoting Schools (HPS)	Total schools participating in HPS program	286	286
	School visits	na	nil
	Committee meetings	na	3
Resource information Activities in schools	Distributed to schools on request. Liaised with DoH and MCU, PRC to promote World Health, No Tobacco Day and AIDS Days		
HIV/AIDS Education Policy Launch December 2005	HIV/AIDS Policy for the National Education System of PNG developed and launched at National World AIDS Day celebrations		
Purpose of Policy	To promote teacher training and teaching about HIV/AIDS and safe practices, and appropriate workplace practices		
Work group	Set up Q2 to consult and develop policy. Chaired by Deputy Secretary HRD. Executive support TE&SD Work group members included DoE, Population Education Unit, TSC, teachers, principals, PNGTA, NAC		
Consultations	Extensive consultations included SEOC, Higher Education sector conference (DWU Madang), donors, NGOs, churches		
Funding	Development and printing		ECBP K 21,000
Printing	Policy books 5,000 copies Brochures 10,000		
Implementation 2006	ECBP funding for implementation program 2006		K250,000
Conference presentations 6th Global Conference	Health Promotion & Education, Bangkok, Thailand. Organised /funded by WHO. Paper: *Health Promotion & Education* presented by Chairman HPS.		
Strategic Planning for HIV/AIDS in Higher Ed.	Fiji. Organised /funded by UNESCO. Paper: *HIV/AIDS in Higher Education* presented who?		
HIV/AIDS in Higher Education, DWU, Madang	Paper prepared for Secretary. *HIV/AIDS Policy for the National Education System.* Attended by Secretary, D/Sec. HRD, Chair HPS		

Achievements

- Training and curriculum activities in teachers colleges continued to be implemented despite financial difficulties. DEP(I) Curriculum Framework and Curriculum Guideline implemented
- Decentralization and distance education program for DEP(I) program continued to help meet demand and provide access for teachers to upgrade qualifications.
- Funding support obtained from education subsidy Education Quality Program (EQP). EQP used to support Elementary teacher training, primary teachers' college operations and teaching practice and increased inspection and advisory visits to teachers' colleges and special education centres.
- Funding from EQP enabled improved intake for elementary teacher training linked to NEP targets. Reduction in students not completed course requirements through targeted assistance by trainers. Training curriculum and materials reviewed to support Outcomes Based curriculum. All trainers inserviced on elementary OBE curriculum and materials, supported by CRIP.
- The number of students supported by special education programs in mainstream schools, special education resource centres, and community based rehabilitation programs continued to expand with support from the National Special Education Unit
- Many teachers have taken the initiative to self sponsor themselves to upgrade their qualifications
  - Continued support from CRIP for staff development activities and curriculum workshops for inspectors and teachers, in line with the In-service Management Plan 2001–2005 (see CDD). Steering Committee formed to develop an inservice strategy for 2006 onwards.
  - Human Resource Development (HRD) Policy reviewed, with ECBP support, updated and ready for printing an implementation. Significant financial support obtained from ECBP for National Inservice Training (NIST) activities in many provinces and training for public servants, including support officers. These activities contributed to improved performance and morale of officers
  - HIV/AIDS Policy for the National Education System developed, printed and launched as part of World AIDS Day celebrations. ECBP funding obtained to support implementation in 2006.

Constraints

- Management and return of data from teachers' colleges inadequate to meet DoE reporting and monitoring requirements and schedules.
- Delays and inaccuracies in processing data for the payroll resulted in the wrong officers being paid from the staff training vote. As a result, despite a budget ceiling of 164 training positions, 101 teachers and public servants selected by SDC for sponsorship to UOG programs were deferred again to 2006. The officers paid on this vote were not the officers selected and approved by SDC. Elementary trainers are still not on the DoE vote for elementary teacher education, despite details being submitted for payroll processing.
- Reduced number of Primary Teachers' Colleges offering decentralised components of the DEP(I) program, due to lack of staff, or unwillingness to conduct the program on behalf of PNGEI. This slowed progress in reducing the backlog of students not yet completed the internship or other course requirements.
- Since the end of the ETESP project, no DoE recurrent budget has been provided to fund delivery or supervision of the provincial component of elementary teacher training, which is conducted by elementary teacher trainers. Training was supported by EQP in 2005, but intakes over the past three years have not averaged the NEP target of 1200 teachers trained each year.
- Implementation of OBE in elementary schools constrained by insufficient copies of teacher materials. This affects teacher training and teaching of students. 1 copy required per teacher.
- No recurrent budget to fund development of the 150 orthographies required to meet community need and the National Education Plan 2012 target.
- Lack of recurrent counterpart funds to supplement donor funding reduced the number of applications approved for NIST Week funding support.
- Failure of committees to meet, such as National Inservice Committee and National Teacher Education Board of Studies has caused delays, lack of coordination and inconsistency in policy updating, implementation and project activities.
- Gender desk vacant for most of the year due to DPM restrictions on recruitment. This reduced activities in that area, but placing extra responsibilities on other positions.

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 and monitoring of the distribution of education subsidy, coordination of minor scholarships and support for students in special need.
- To coordinate, monitor, liaise with, and advise provinces on school administrative matters, including registration of schools, enrolment and staffing records, supply of school administrative materials and PEB matters.
- To coordinate and oversee operations of National High Schools (NHS), the College of Distance Education (CODE) and national selections for Grade 11 and minor scholarships.
- To coordinate the Vacancy Gazette for teachers, and supply and maintain Declaration of Eligibility Certificates and inspection reports.

Activities and Outcomes

School Administration Services

Activities	Outcomes	2004	2005
Coordination of education subsidy payments (national component)	Cheques raised and deposited in school accounts or distributed to each province, following release of funds by DoT in Q1and 3		
For further detail see 'Education Subsidy', pp.50-54. Also Table 27, Table 28, pp.119, 120	Raising and depositing /distributing cheques coordinated by GES, with officers of all other divisions involved. Raising payments required 20 officers working for 5 weeks to raise and arrange distribution of more than 8,500 claims/cheques required each time. Considerable cost in work if not done elsewhere, overtime payments, in addition to travel costs.		
	Cheques raised more than	16,000	17,500
Humanitarian relief for Manam Island children /schools displaced by volcanic eruption	Close liaison with DP&LGA, National Disaster Centre and Manam Humanitarian Implementation Committee.		
	MHIC meetings attended		4
	NEB visited care centres in Q1		
Schools/students	3 registered care centre schools (1,802 students) and 7 unofficial schools (360 students)		
Assistance provided			
EQP Funding	EQP student support component		K322,000
School fees	For students in care centre schools & post primary elsewhere		
Materials	Curriculum materials and basic school supplies delivered by PNGDF Air Wing & sea container		
Teacher training	G10 leavers trained as elementary teachers at Madang PTC		13
Inspectors visits	Travel to inspect care centre schools and teachers funded		
Southern Highlands Education Task Force	Interdepartmental SHP Education Task Force formed in 2004 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.		
Subcommittee in support of National Task Force set up under NEC Decision 118/2004	Meetings (in POM)	8	4
Assistance to SHP	Visits to SHP	5	3
Subsidy policy advice	Education Subsidy Policy options advice updated by MCU and forwarded to Governor SHP and PEA		
Provincial Education Plan	Preparation of PEP 2005-2014 commenced with support from PFM. To be completed in 2006 (see PFM pp 61)		
SHP National Task Force	Prepared briefs for National Task Force as required		

Activities	Outcomes	2004	2005
	Task Force meetings attended (with Secretary)	3	4
Data collection Monthly and quarterly returns	Data return rate and reliability of data from provinces is very low. Data computerised when received and forwarded to PFM. See also CD p.64, Table 10, Table 11, pp.109, 110		
Schools Registration Committee	Established in 2005 with GES, TSC, GAP, PFM & TE&SD to coordinate and speed up registration processes. Meetings		2
Registration of schools	Applications screened and approved or referred to IMG. Approved applications forwarded to GES for registration for 2006		
Elementary	New schools - registration processed	760	280
	Schools deregistered		59
	Total registered	5,242	5,463
	New schools, registration progressing	n/a	181
Primary	New schools - registration processed	25	136
	Total registered	3,035	3171
Secondary /PHS	New registrations	5	7
Special Education	New registrations		2
DoE School Registration Committee	Number of registered schools more than operating schools due to non-operating schools still registered. See Figure 8, p.8		
Permitted schools	Executive services provided for Permitted Schools Registration Committee. Register of Approved Permitted Schools maintained		
Permitted schools	Total approved schools registered	221	225
Registrations	New schools	4	nil
Declaration of Eligibility Certificates issued	Primary teachers EO3–EO8	1,130	1,270
	Secondary teachers EO3–EO9	149	114
Teacher Appointments	Printing and distribution Total copies	411	nil
Technical, Business and Teachers' Colleges	Positions advertised 2004. Results to be available March 2006. Delay due to administrative/funding delays in producing Vacancy Gazette		
NHS and Provincial institutions Vacancy Gazette	Advertising of vacancies deferred to Q2 2006. Acting appointments remain in place. Gazette advertising vacancies not able to be produced because ALESCO HRM payroll system still not able to generate suitable report listing positions. (See GAP, p.69)		
Secondary Education			
Grade 11 selections	Selections for 2006 conducted in December 2005		
Represent NEB & coordinate	Selection results	for 2005	for 2006
Students	Total students selected	7,100	9,538
	Meeting minimum criteria	7,741	13,195
(see also Figure 18, p.14)	% meeting minimum criteria selected	92%	72%
	% G10 selected (NEP target 25%)	28%	34%
Schools	Number of schools (including SDA)	63	68
Minimum criteria	Broadened to aggregate grade score of 20, including students with Distinction /Pass. No. with min. score increased considerably		
Costs	2004: DoE paid only admin costs	K20,000	K620,000
	DoE: Printing, venue etc. School paid travel and accommodation. 2005: DoE paid full costs because selections are national function, and all participants stayed in 1 location		
National High Schools	2005 TSC ceiling 174. On strength Q4	159	157
Recruitment /appointment	Female participation: % female staff	26%	25%
Students	Total NHS enrolment Q4	2,650	2,890
Output	Grade 12 graduates	1,177	1,447
Gender equity	Female participation: % female students	37%	36%
Travel	All students travelled to NHS and returned home for 2005 vacation		
Cost	Funded by education subsidy (EQP)	K419,367	K33,033

Activities	Outcomes	2004	2005
	Costs reduced by selecting from region/adjoining provinces and using sea travel instead of air where possible		
NHS recurrent expenditure	Controlled through acquittal system (not including maintenance and student travel)	K4.1m	K3.4m
School projects GoPNG project funding Passam & Wawin NHS Kerevat NHS Recurrent funding 2005	Improvement of dormitories, classrooms, septic & water systems etc Development budget through DNP&RD 2004: not released by DoF 2005: classroom maintenance. K500,000 released Dec. Work to be completed Q2 2006 Sogeri: maintenance of septic & water system	 K600,000 K50,000	 nil
Review of NHS Future directions /whether to hand NHS over to provinces Estimated cost:	Conducted by NRI Q4 2004–Q1 2005. Funded by ECBP. Recommended NHS remain National Institutions, as centres of excellence with academic focus for high achievers. Secondary Schools to specialise in a variety of academic and skills courses Up to K29 million to rehabilitate 6 NHS to required standard		
Minor Scholarships GoPNG/RI Kokoda Track Scholarship Disadvantaged Students Subsidy - EQP	GoPNG/RI top student scholarships for 1 yr Sister schools exchange program. Schools For students from Kokoda trail area. Students Quality support re-introduced 2005 for students affected by volcano (Manam), flooding (Rabaul) and isolation (various)	20 77 50	21 71 82
DoE representation on NHS Governing Councils	Scheduled GC meetings attended (out of 24)	11	14

Flexible Open Distance Education (FODE)

College of Distance Education (CODE) Services to remote areas	Provincial CODE centres Registered Study Centres Correspondence Centres	20 56 35	20 58 42
Staffing Professional Ancillary	2005 TSC ceiling 41. On strength Q4 % female Approved by GC: 131 On strength	37 54% 65	38 54% 65
Student statistics Grades 7/8 & 9/10 Average 1.7 subjects/student Not identified: How many inactive enrolments from previous years' still included Certificates issued indicates G10 Pass for 4 subjects	Total student enrolment at start of year Female participation: % female students Subject enrolment at start of year New student enrolments Jan 1 – Dec 12 New subject enrolments Jan 1 – Dec 12 Total students for year Total subjects for year Certificates issued Jan 1 – Dec 31 Successful subject completions Fails	25,129 na 48,893 8,767 9,861 31,930 53,794 512 3,567 80	31,930 na 53,794 6,622 7,716 38,552 61,510 398 6,766 149
Upper secondary program G11/12: AMS - Adult Matriculation Studies)	Course administration and materials transferred from UPNG Open College in 2004. Assessed at provincial CODE centres 6 provinces Enrolment	 65	 650
Certificate in Business Studies	On hold pending development of TVET distance education Business Studies program and CODE review report		
Provincial visits to assist staff and advise students on courses	CODE centres visited by secondary inspectors CODE centres visited by CODE HQ officers	3 11	5 3

Activities	Outcomes	2003	2004	2005
Course materials production, printing and distribution Printed in CODE HQ Print shop. Sent to prov. centres for mailing to students	2005 printing complete: Sheets Books Cost Funding	 5.2 million 60,000 K135,000 (AusAID) QIPE	 40.3 million 217,000 K548,533 	 4.7 million 50,000 K127,000 DoE recurrent
Review of CODE/FODE	Overseen by FODE Review Task Force chaired by AS GES.			

Activities	Outcomes	2004	2005
	Conducted by NRI. Funded by ECBP Commenced Q4 2005. To be completed Q1 2006.		
Terms of Reference	To review /make recommendations on demand for distance ed, performance, future role and structure of CODE		
Workshops	To prepare and contribute data and information to the review.		
Participants	Provincial & HQ academic and support staff	61	41
ICT - EdNet	New network and hardware installed for HQ in Q4. Now connected to DoE network. Datec training, installed on network		41
	Connections to provincial centres in 2006. Provinces still communicating through CODENet (network established 2002))		

Achievements

- More than 18,500 education subsidy cheques raised and distributed to all provinces.
- National selections for Grade 11 completed. More than 70% of eligible students selected.
- Assistance provided to Manam Island and other students disadvantaged by natural disaster and isolation. Assistance provided through the education subsidy Education Quality Program (EQP) student support component and other means. Manam students, care centre schools and teachers assisted with school fees, curriculum materials and teacher training.
- Reviews conducted, with support from ECBP, to provide information and recommendations for future decisions on the capacity, future directions and roles of National High Schools and CODE.

Constraints

- Subsidy distribution conditions that require 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, or had gone stale and had to be returned to consolidated revenue. (See also F&B p71).
- Advertisement of positions and filling of vacancies in provincial and national institutions was again delayed because of administrative and funding delays, and because the ALESCO HRM payroll system was still not able to generate listings of positions in a form meaningful and suitable for publication in the Vacancy Gazette. (See GAP, p.69).
- Management and return of data from National High Schools and CODE inadequate to meet DoE reporting requirements and schedules.
- Revised selection and enrolment criteria and procedures for Grade 11 are needed if National Education Plan (NEP) targets are to be adhered to. Current criteria and procedures are qualifying, selecting and enrolling significantly more students than the target of 25% of Grade 10. In 2004 28% of Grade 10 were selected for Grade 11, and in 2005 34% were selected. Actual enrolments each year then exceed the selected number by a significant amount. 7,100 students were selected for Grade 11 in 2005 (including some permitted schools) and enrolment returns indicate more than 10,400 were actually enrolled. Figure 18, p.14

  There is strong community pressure for students to enrol in Grade 11. However, there continuing to exceed the NEP targets for upper secondary enrolment has significant implications in terms of cost and resources diverted from basic education.
- Shortage of suitable qualified teachers for National High Schools and CODE. Non release of GoPNG development budget appropriation again prevented renovation of NHS infrastructure.
- Insufficient expertise, recurrent funding, and office equipment to support the Division's increasing volume of scheduled activities. Financial constraints continued to affect 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, and lack of ICT expertise. Workload required to administer school subsidy and raise more than 8,000 cheques for each payment 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

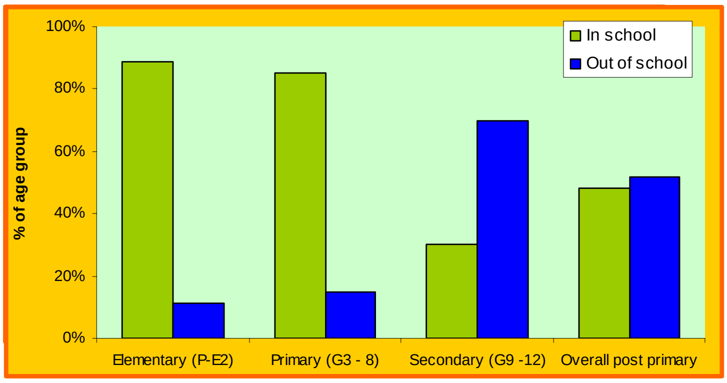
Activities	**Outcomes 2004 2005**
Implementation of NCD Education Plan	Implementation of phasing in and out of grades complete for elementary, primary & lower secondary. NCD Education Plan update in progress with technical assistance from FMU

Statistics (mid year enrolments)	**Years**	**1994**	**2003**	**2004**	**2005**	**Increase 1994–2005 No.**	**Increase 1994–2005 %**	**Increase 2003–2005 %**
Elementary	Schools	0	43	43	43	43	–	0%
	Students	0	17,252	17,518	17,290	17290	–	0.2%
Primary	Schools	37	38	38	38	1	3%	0%
	Students	25,490	29,738	30,417	30,669	5179	20%	3%
Secondary	Schools	7	8	8	8	1	14%	0%
	Students	4,843	6,244	6,215	6,582	1739	36%	5%
Vocational Centres	Schools	7	5	5	5	-2	-29%	0%
	Students	1,008	1,745	1,592	1,472	464	46%	-16%
Total	Schools	51	94	94	94	43	84%	0%
	Students	31,341	54,979	55,787	56,013	24,672	79%	2%
(mid year teacher data)	Teachers	840	1,741	1,788	1,784	944	112%	3%

Figure 61 NCD gross enrolment rate

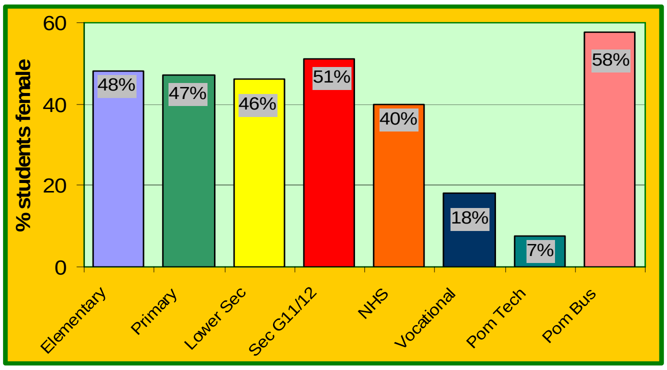
% children in school compared to the population

***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	84% children in school
Primary	G3–8	9–14 yr old	84% in school
Post Primary	see note*	15–18yr old	38% in school

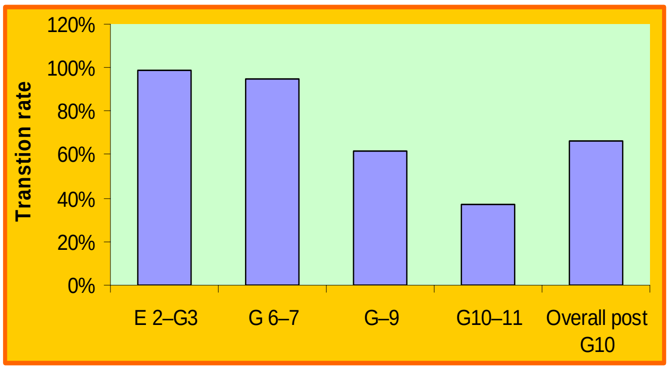
<table>
<tr><td>Figure 62 Participation of girls in different levels of education in NCD schools</td><td>
</td></tr>
<tr><td>Phasing in/out of grades at different levels
Primary

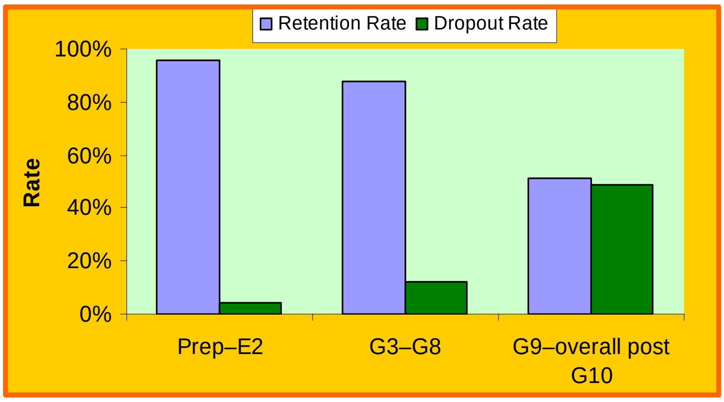
Lower secondary
Upper secondary</td><td>Completed in 2002
G1/2 phased out of all primary schools into elementary, allowing G7/8 phased out of all high schools into primary. All primary schools now have G7&8, which has allowed expansion of G9–12
High schools with only G9 &10 8 8 (100%)
Secondary schools with G11&12 4 4</td></tr>
<tr><td>Figure 63 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.

E2 to G3

Upper primary G6 to G7

Secondary G8 to G9
G10 to G11</td><td>

% E2 children still at school in E3 102% 97%
102% shows increased enrolment from previous year. Suggests children moving into NCD schools from elsewhere.
% G6 children still at school in G7 98% 100%
Because all primary schools have G7/8, all G6 children in NCD have a G7/8 place available to them.
% G8 entering G9 high school 64% 60%
% G10 entering G11 (Secondary /POM NHS) 24% 30%
%G10 who gained entry to education and training after G10 66%</td></tr>
<tr><td>Figure 64 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>
</td></tr>
<tr><td>Vocational Centre enrolment
Nil grade 6 leavers in 2004</td><td>Grade 8 leavers 49% 83%
Grade 10 leavers 23% 14%
Grade 12 leavers 3%</td></tr>
</table>

Vocational education reform Centres (see also TVET p.) Specialisations	CBT courses introduced, in collaboration with TVET Some centres specialising in particular trade areas, and also offering PETT courses 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	<table><tr><td></td><td>Institutions</td><td colspan="2">Total subsidy</td></tr><tr><td>Elementary</td><td>43</td><td>K146,095</td><td>K257,527</td></tr><tr><td>Primary</td><td>38</td><td>K741,750</td><td>K701,880</td></tr><tr><td>Secondary/High</td><td>8</td><td>K458,638</td><td>K357,150</td></tr><tr><td>Vocational</td><td>5</td><td>K125,320</td><td>K87,250</td></tr><tr><td>Total</td><td>94</td><td>K1,471,803</td><td>K1,403,807</td></tr></table>
NCDC 2003 2004	Infrastructure Program K14,065,349 nil 8 teachers' houses and 34 class rooms 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 Unit's objectives are:

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

Activities and Outcomes

Activities	Outcomes	2004	2005
Audits	Total completed and reported on Total programmed Shortfall	31 58 27	15 62 47
Project Audit - Education subsidy (SIMG)	Audit completed and report released Programmed (20 provinces)	18 20	0 20
National High Schools	Audits completed and report released Programmed	5 6	6 6
Technical Colleges	Audits completed and report released Programmed	3 4	5 5
Business Colleges	Audits completed and report released Programmed	2 3	3 3
College of Distance Education (CODE)	Audit completed and report released Programmed	1 1	0 1
PNG Education Institute (PNGEI)	Audit completed and report released Programmed	1 1	0 1
Madang Teachers College	Audit completed and report released Programmed	1 1	1 1
NCD schools	Audits completed and report released Programmed	0 11	0 8
Head office – Payroll audits /collection of public monies	Audits completed and report released Programmed	0 11	0 11
Education Trust accounts	Audits completed and report released Programmed	0 8	0 7
Audit investigations	Total completed and reported on Anticipated	48 50	54 50
Payroll loss investigations (NCD and Central - others referred to province) (See also F&B, p.71)	Cases reported Investigations completed and report released Accumulated backlog since 2003	212 43 201	56 47 210
Special audit investigations	Anticipated Deferred to following year Total cases dealt with Referred to police for criminal investigation Accumulated deferred case backlog since 2003	30 29 5 4 42	20 15 7 2 50

Activities	Outcomes	2004	2005
Capacity Building			
Internal Audit Committee (IAC)	Established as recommended by PSRMU and Public Accounts Committee (PAC)		
Function	To monitor compliance with audit recommendations and ensure follow up of non-compliance		
Meetings	Launch and 1st meeting held Q3 2005		1
Development of DoE Audit Manual	To standardise procedures and standards in DoE Audit unit. Writing of manual outsourced. Funded by ECBP		
Tenders	Successful tenderer selected December		
Completion	Draft Manual to be completed Q1 2006		
Institute of Internal Auditors (IIA)	Initiative of DoF Audit Unit who paid initial membership and seminar costs for all Department Auditors		
PNG Chapter	PNG Chapter established and 1st seminar held November. Attended by DoE auditors		7 officers
Staff training – on the job	New officers worked alongside experienced officers on routine audit and payroll audits to learn procedures and gain experience		2
ICT	Officers trained on new EdNet network and software, at Datec Training Centre. Funded by ECBP		7
Diploma in Business Studies	Part-Time	1	0
	Full-Time	0	1
Staffing	Staff on strength, 31 December	8	8
	Ceiling	11	11
	Vacancies	3	3

Achievements

- Unit staff cooperated well to accomplish assigned audit tasks, despite constraints. 15 audits and 54 investigations completed and reported on compared with 31 and 46 in 2004.
- Rectification reports indicate that audit recommendations are being implemented as required by a majority of divisions and institutions.
- Establishment of DoE Audit Committee.
- Capacity of staff improved by ICT and on the job audit training.

Constraints

- 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.
- Three unfilled vacancies from January since 2004. Not able to be advertised due to DPM restrictions on recruitment.
- Shortage of manpower and experience resulted in 47 programmed audits not being carried out in 2005. Total backlog of audit investigations still to be conducted for 2003─2005 is 260.
- Payroll loss cases made up 81% (210 cases) of the three year backlog of investigations not able to be carried out by existing manpower. The majority of missing payroll cheque cases occur in provinces but slow (or no) responses from provinces to enquiries, and lack of manpower and funding for travel continued to hamper investigations. Where appropriate investigations were referred back to provincial education and audit authorities for investigation locally.
- Salary levels, non payment of allowances and lack of housing hinder staff work performance and has resulted in staff leaving for better employment opportunities elsewhere.
- Insufficient funding for staff training to upgrade qualifications.

Abbreviations

A/c	Account
AAC	Academic Advisory Council
AAG	Activity Approval Group
AAP	Annual Activity Plan
ACCU	Asia Pacific Cultural Centre for UNESCO
ADB	Asian Development Bank
AGE	Accelerated Girls Education
AIDS	Acquired Immune Deficiency Syndrome
AMS	Adult Matriculation Studies
APC	Annual Principals' Conference (PTCs)
APEC	Asia Pacific Economic Cooperation
AS	Assistant Secretary
ASP	Associated Schools Project (UNESCO)
ATTP	Apprenticeship & Trade Testing Panel
AusAID	Australian Agency for International Development
AV	Audiovisual
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
BOMF	Board of Management Facilitator
BOS	Board of Studies
BOS	Board of Survey (depending on context)
BS	Business Studies
CACC	Central Agencies Coordinating Committee
CASP	Commodities Assistance Support Program (AusAID)
CBE	Commander of the British Empire
CBR	Community Based Rehabilitation
CBT(A)	Competency Based Training (and Assessment)
CC	Carpentry Construction
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	Cert. of Elementary Teacher Training (PNGEI)
CFC	Cash Funds Certificate
CFS	Child Friendly School Program (UNICEF /AGE)
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)
CRN	Catholic Radio Network
CS	Community School
CSMT	Curriculum Standards Monitoring Test
DAL	Department of Agriculture and Livestock
DAT	Differential Aptitude Testing (Grade 11)
DCD	Department of Community Development
DEA	District Education Administrator
DEB	District Education Board
DEM	District Education Manager
DEP(I)	Diploma of Primary Education (Inservice) (PNGEI)
DMM	District Managers' Manual
DN&PRD	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
DP&LGA	Department of Provincial and Local Government Affairs
DPM	Department of Personnel Management
DWU	Divine Word University
E&THRD P111	Education & Training & HRDP111
E, El.	Elementary
E1, E2	Elementary grade 1, Elementary grade 2
ECBP	Education Capacity Building Program(AusAID)
EDF	European Development Fund
EdNet	DoE ICT network
EDP	Education Development Project (World Bank)
EDP	Electronic Data Processing Branch, GAP
EFA	Education For All
EHP	Eastern Highlands Province
EMIS	Education Management Information System
ENB(P)	East New Britain (Province)
EO	Education Officer
EOSDP	Employment Oriented Skills Development Project (ADB /AusAID)
EP	Elementary Prep (Preparatory) grade
EQP	Education Quality Program (component of education subsidy)
EQUITV	Enhancing Quality Through TV Progam
ESP	East Sepik Province
ETESP	Elementary Teacher Education Support Project (AusAID)
EU	European Union
F&A	Finance & Administration Wing
F&B	Finance & Budget (Division)
F/T	Full time
FAS	First Assistant Secretary
FMU	Facilitating & Monitoring Unit
FODE	Flexible Open Distance Education
G1, G2 etc	Grade 1, grade 2, etc.
GAP(D)	General Administration & Personnel (Division)
GC	Governing Council
GER	Gross Enrolment Rate
GES(D)	General Education Services (Division)
GO	Guidance Officer
GoA	Government of Australia
GoPNG	Government of Papua New Guinea
GPS	Global Positioning System
HATI	Highlands Agricultural Training Institute
HECAS	Higher Education Contribution Assistance Scheme
HPS	Health Promoting Schools
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)
I/S	Inservice training
IAC	Internal Audit Committee
ICT	Information and Communication Technology
IDMP	Integrated District Management Project
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)
IMROC	Implementation of ROC
IRPEF	Improvement of Rural Primary Education Facilities Project (EU)
ISP	Institutional Strengthening Project (AusAID)
IT	Information Technology
JICA	Japan International Cooperation Agency
K	Kina
KLMD	Kiunga Lake Murray District (Western Province)
LAMP	Literacy & Awareness Materials Production (Centre)
LEPARD	Local Examination Processing and Reporting Data Base (MSU, CDD)
LIFE	Literacy is for Empowerment (UNESCO)
LLG	Local-Level Government
LP	Lower Primary
LS	Lower Secondary
LTA	Long Term Adviser
MA	Master of Arts
MCU	Media & Communication Unit, PRC
MEd	Master of Education
MFM	Maintenance Fitter Machining
MFW	Metal Fabrication and Welding
MHIC	Manam Humanitarian Implementation Committee
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
MTDS	Medium Term Development Strategy
MVM	Motor Vehicle Mechanics
n/a	Not applicable
na	Not available
NAC	National AIDS Council
NatCom	PNG National Commission of UNESCO
NATTB	National Apprenticeship & Trade Testing Board
NBC	National Broadcasting Corporation
NCD(C)	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
NEMC	National Education Media Centre (CDD)
NEP	National Education Plan
NEPU1	National Education Plan Update 1, 1999
NER	Nat Enrolment Rate
NERC	National Education Reform Coordinator
NES	National Education System (See NUES)
NESC	National Special Education Committee
NESP	National Education Skills Plan
NESU	National Special Education Unit, TE&SD
NETA	National Education Trust Account
NEW	National Education Week
NGO	Non-Government Organisation
NHS	National High School
NI	National Institution
NIC	National Inservice Committee
NIG	National Infrastructure Guidelines
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
NRI	National Research Institute
NSP	North Solomons Province (Bougainville)
NTC	National Training Council
NUES	National Unified Education System
NZAID	New Zealand Agency for International Development replaces NZODA
NZODA	See NZAID
O&M	Organisation & Methods section, GAP
OBE	Outcomes Based Education
OHE	Office of Higher Education
OISCA	
OLA	Office of Libraries & Archives (NLA)
OTML	Ok Tedi Mining Limited
P	Primary
P&A	Policy & Administration Wing
P&C	Parents' & Citizens' Association
p., pp.	page, pages
P/T	Part time
PAC	Public Accounts Committee
PASTEP	Primary & Secondary Teacher Education Project (AusAID)
PATTAF	Papua New Guinea Australia Targeted Training Assistance Facility (AusAID)
PBDS	Performance Based Duty Statement
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
PEC	Provincial Elementary Coordinator
PEIC	Provincial Elementary Inspections Coordinator
PEP	Provincial Education Plan
PETT	Pre-employment Technical Training
PETT	Provincial Elementary Teacher Trainer
PETTC	Provincial Elementary Teacher Training Coordinator
PFD	Project Formulation Document
PFM	Planning, Facilitating & Monitoring Division
PFMTP	Provincial Financial Management Training Project
PGAS	PNG Government Accounting System
PGDE	Post Graduate Diploma in Education
PhD	Doctorate of Philosophy
PHS	Provincial High School
PI	Primary Inspector
PIP	Public Investment Program
PIP	Project Implementation Proposal (depending on context)
PJV	Porgera Joint Venture

PLB	Plumbing
PMSO	(PMO) Provincial Materials (Supply) Officer
PNG	Papua New Guinea
PNGDF	PNG Defence Force
PNGEI	PNG Education Institute (formerly PMIC – Port Moresby Inservice College)
PNGIF	PNG Incentive Fund (AusAID)
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
POPED	Population Education Project
PPRC	Policy, Planning, Research & Communication Wing
PRC	Policy, Research & Communication Division
PRIDE	Pacific Regional Initiatives for the Delivery of Basic Education
PS	Primary School
PSC	Public Service Commission
PSRMU	Public Service Reform Monitoring Unit
PTC	Primary Teachers College (formerly CTC – Community Teachers' College)
PVTE	Post Vocational Teacher Education
Q	Q1, Q2, Q3, Q4: Quarter 1,2, 3, 4 of the year
QIPE	Quality Initiatives in PNG Education (AusAID)
QUT	Queensland University of Technology
REC	Research & Evaluation Committee
REU	Research & Evaluation Unit
RI	Republic of Indonesia
RI-PNG	Republic of Indonesia–PNG Steering
ESCET	Committee on Education and Training
RISA	Reform Implementation Support Adviser (CRIP)
RMPA	Regional Management & Planning Adviser
ROC	Review of Organisational Capacity
SBC	School Based Counsellor
SCE	School Certificate Examination (Grade 10)
SDA	Seventh Day Adventist
SDC	Staff Development Committee
SDU	Staff Development Unit
Sec	Secondary – post grade 8
SELP	Senior Executive Leadership Program
SEOC	Senior Education Officers' Conference
SERC	Special Education Resource Centre
SHP	Southern Highlands Province
SHRD	Standards & Human Resource Development Wing
SI	Secondary Inspector
SIMG	School Infrastructure Maintenance Grant
SIMM	School Infrastructure Maintenance Manual
SIMO	School Infrastructure Management Office (in PCIU, PFM)
SIP	Service Improvement Program (PSRMU)
SIU	Self Instructional Unit (CET)
SLIP	School Learning Improvement Plan
SLR	School Learning Resource
SPEG	Special Education Gazette (SDU)
SPI	Senior Primary Inspector
SRH	Sexual Reproductive Health
SS	Secondary School
SSM	Secretary's Staff Meeting (all DoE ASs, & above, TSC Chairman & Commissioners, Director Generals OLA & OHE)
STRU	Skills Training Resource Unit
SWAp	Sector Wide Approach (to Aid programs)
TA	Technical Adviser, Technical Assistance or Travel Allowance (depending on context)
TC	Technical College
TDT	Trainer Directed Training (CET)
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)
TOR	Terms of Reference
TOT	Training of trainers
TQU	Reacher Quality Upgrading
TSC	Teaching Service Commission
TTC	Technical Training Certificate
TV	Television
TVET(D)	Technical and Vocational Education and Training (Division)
UBE	Universal Basic Education
UNESCO	United Nations Educational, Scientific & Cultural Organisation
UNFPA	United Nations Fund for Population Activities
UNICEF	United Nations Children Fund
UOG	University of Goroka
UP	Upper Primary
UPE	Universal Primary Education
UPNG	University of Papua New Guinea
US	Upper Secondary
VC	(Voc.) Vocational Centre (see VTC)
VET	Vocational Education and Training
VSO	Volunteer Service Overseas (UK)
VSS	Vocational Support Services Unit, TVETD
VTC	Vocational Training Centre (see VC)
WHO	World Health Organisation
WHP	Western Highlands Province
WNB(P)	West New Britain (Province)
YWCA	Young Women's Christian Association

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 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 and Figure 3) **and education reform targets** (p.22)
- *National Education Plan 2005–2014,* DoE

Enrolments (Figure 4–Figure 30, Figure 61–Figure 64, Table 2, Table 10, Table 11)
- *Education Statistics of Papua New Guinea,* Corporate Data, PFM, DoE*,* for each year 1992–2003, and data returns to Corporate Data section PFM, from provincial and national divisions of education for 2004 and 2005. Official *Education Statistics of Papua New Guinea* for 2004 and 2005 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, 2005
- *The State of Education in Papua New Guinea,* March, 2002, 2003 FMU, PFM, DoE
- *Education Statistics of Papua New Guinea* for 1992–2003, and Corporate Data data returns.

National Examinations (

Figure 21, Table 12)
- Measurement Services Unit (MSU), CDD records

Teachers, Manpower and Establishment (Figure 7, Figure 14, Figure 32–Figure 43, Table 3, Table 10, Table 13–Table 15)
- *2005 Budget Estimates,* Department of Treasury, December 2004
- *Updated TSC Staff Ceilings for 2005/2006 Budgets,* TSC, July 2005
- Manpower Review, quarter 3 and 4, 2004, Finance & Budget Division
- DoE records – GAP, Corporate Data, IGD, NCD, TVET, TE&SD, GES, *2005 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, 2005.
- *Education Statistics of Papua New Guinea* for 1992–2003
- Gender statistics (Figure 39,
- Figure 40, Table 13) are from O&M records (for public servants) and 2004/5 enrolment and staffing returns from provinces to Corporate Data section PFM. Also DoE division reports, *DoE 2005 Annual Report.*

Education Budget and Education Subsidy (Figure 44–Figure 60, Table 4–Table 9,Table 16–30
- *Budget Estimates 1998–2006,* Department of Treasury
- Finance and Budgets Division, Accounts and Budgets sections records
- Ministerial Policy Statements 1/2005 and Secretary's Circulars 41/2005

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 2003, inclusive. Data used for 2004 and 2005 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 2004 and 2005 (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 2005─2014 projections.

2. **Population data for different age groups and estimates of population increase** (Figure 10, Figure 30, NCD data, Figure 61, p.99, 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,

4. Figure 21, Figure 23–Figure 25, Figure 28–Figure 30, Figure 61, Figure 63, Figure 64, 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 and Figure 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.

5. **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 institutions, teachers, and students in 'elementary' includes only schools registered as elementary schools, and teachers and students in those schools (i.e. those involved with grades Elementary Prep, Elementary 1 and Elementary 2). The number of teachers and institutions for 2005 school year is derived from the Inspections and Guidance Division and Curriculum and Development. 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.

6. **Special Education** '1992' enrolment figure (Figure 19) is for 1993. 1992 data not available.

7. **Permitted schools** enrolment (Figure 26) is from *Education Statistics of Papua New Guinea* for each of the years 1992 to 2003, and Corporate Data section estimates for 2004/5. The variability between years may indicate variability in schools and agencies returning enrolment data.

8. **Number of institutions** (Figure 8) is based on the number of institutions of each type that are reported by inspectors, and /or provincial and national divisions to be operating. This total number of institutions registered (see GES, p.96) 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 or over report the actual number of schools operating due to no data return by the school to the respective provincial education office.

Data tables

Table 10 Total enrolments 1992–2005 (by type of institution)

Type of Institution	Grades	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Elementary schools	EP, E1, E2	0			1,497	7,119	25,633	88,260	119,147	148,808	180,186	240,143	276,723	304,029	414,000
Primary /community sch	1-8	433,592	468,556	496,745	521,018	533,582	548,256	568,164	594,444	610,282	583,307	587,255	592,723	609,607	558000
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	82,776	78,114	78,800
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	3,055	2,650	2,800
Vocational Centres	after G6/7	8,750	10,466	11,061	9,807	9,869	11,106	14,462	14,202	13,714	14,333	16,599	18,735	19,562	17,200
Technical/Business Coll.	after G10/12	1,182	1,084	2,043	2,005	2,452	1,859	2,371	1,720	2,077	2,118	3,211	2,681	3,118	3,700
Primary Teachers Coll.	after G10/12	1,208	1,735	1,738	1,718	1,766	1,784	1,631	1,746	1,758	1,982	2,404	3,542	2,498	3,400
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	982,235	1,019,578	1,077,900
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	9,978	8,924	8,700
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	1,790	2,012	2,100
SDA Teacher Ed.	after G1/12				242	257	86	87	246	81	76	71	314	300	400
Total permitted		10,444	12,479	11,675	11,832	12,214	15,653	13,790	14,790	13,082	12,888	12,211	12,082	11,236	11,200
Total enrolments		511,306	558,087	592,211	620,384	639,687	676,796	765,504	822,428	868,881	876,921	946,413	992,317	1,030,814	1,089,200
Est. total due to pop.growth at 2.7%/yr			525,111	539,289	553,850	568,804	584,162	599,934	616,132	632,768	649,853	667,399	685,418	703,924	722,930
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	3,055	2,650	2,900
Secondary Schools		0	119	800	1,621	2,035	2,326	2,960	4,229	5,942	7,614	9,300	11,508	14,974	16,200
Permitted school		123	122	179	263	205	398	574	523	625	745	859	720	901	1,100
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	15,283	18,525	20,200
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	34,139	35,386

Source: Enrolments: *Education Statistics of PNG,* 1992–2003. 2004 yet to be published, subject to minor change prior to publication. 2005 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 2000–2005: quarter 4 payroll data as presented in the DoE Annual Report.

Table 11 National Education System enrolment by level and type of school - 2005 (rounded figures) compared with 1992

Grade /level	1992 Enrolment Grades	1992 Enrolment Levels	2005 Type of school: Elementary	Primary & community	Prov high/ secondary	Nat High School	Other	2005 Totals: Grade	School level	%	increase 1992 - 2005: number	%
EP	0		114,400					114,000			114,400	
E1/G1	99,879		101,000	49,600				150,600			50,721	51%
E2/G2	87,815		98,200	50,800				149,000			61,185	70%
Total elementary level		187,694	313,600	100,400				414,000		39%	226,306	121%
Grade 3	75,650			111,200				112,200			35,550	47%
Grade 4	66,706			112,500				112,500			45,794	69%
Grade 5	56,021			104,100				104,100			48,079	86%
Total lower primary (G3-5)	198,377			327,800				327,800			129,423	65%
Grade 6	47,521			90,000				90,000			42,479	89%
Grade 7	17,323			76,000	2,200			78,200			60,877	351%
Grade 8	14,481			59,000	3,000			62,000			47,519	328%
Total upper primary (G6-8)	79,325			225,000	5,200			230,200			150,875	190%
Total Grade 7/8	31,804			135,000	5,200			140,200			108,396	341%
Total primary level (G3-8)		277,702		653,000				558,000		48%	280,298	99%
Grade 9	11,684				32,100			32,100			20,416	175%
Grade 10	10,677				27,700			27,700			17,023	159%
Total lower secondary	22,361				59,800			59,800			37,439	167%
Grade 11	1,002				8,400	1,400		9,800			8,798	878%
Grade 12	963				7,800	1,400		9,200			8,237	855%
Total upper secondary	1,965				16,200	2,800		19,000			17,035	867%
Total sec. level (G9-12)		24,326						81,200		7%	54,474	224%
Vocational	8,750						17,200		17,200		8,450	97%
Tech & Business Colleges	1,182						3,700		3,700		2,518	213%
Primary Teachers Colleges	1,208						2,400		3,400	6%	2,192	181%
Special Education all grades	-						1,800		1,800		-	-
College of Distance Ed	10,500						31,900		31,900		21,400	204%
TOTAL National Ed. System		511,362	313,600	653,200	81,200	2,900	58,000	1,050,800	1,108,000	100%	597,438	117%
% of total in type of school			30%	63%	8%	0.3%	5.6%	108%				
Population growth at 2.7%/yr		511,362	668,214								169,742	34%

Source: See p.108. *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	2000	2001	2002	2003	2004	2005
Grade 6 exam	55,410	76,852	0	0	0	0	0
Grade 8 exam	0	34,000	41,993	52,061	54,000	62,545	68,051
Grade 10 exam	11,722	20,076	21,586	23,396	24,318	24,113	27,042
Grade 12 exam	979	3,869	4,219	6,400	6,800	7,808	8,433
Total	68,111	134,797	67,798	81,857	85,118	94,557	103,526

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 up to December 31 of that year. 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

<table>
<tr><th></th><th colspan="4">Students</th><th colspan="4">Teachers</th></tr>
<tr><th>Level</th><th>1992</th><th>2000</th><th>2003</th><th>2005</th><th>1992</th><th>2000</th><th>2003</th><th>2005</th></tr>
<tr><td>Elementary</td><td>–</td><td>46.5%</td><td>47%</td><td>47%</td><td>–</td><td>42%</td><td>42%</td><td>42%</td></tr>
<tr><td>Primary
(incl. G7/8 in primary schools)</td><td>44%</td><td>45%</td><td>45%</td><td>45%</td><td>33%</td><td>39%</td><td>42%</td><td>43%</td></tr>
<tr><td>Lower secondary
(including G7/8 in high schools)</td><td>40%</td><td>41%</td><td>41%</td><td>41%</td><td>34%</td><td rowspan="2">33%</td><td rowspan="2">35%</td><td rowspan="2">34%</td></tr>
<tr><td>Upper secondary</td><td>30%</td><td>35%</td><td>36%</td><td>39%</td><td>31%</td></tr>
<tr><td>Vocational centres</td><td>34%</td><td>28%</td><td>26%</td><td>27%</td><td>33%</td><td>30%</td><td>30%</td><td>30%</td></tr>
<tr><td>Technical & business colleges</td><td>28%</td><td>25%</td><td>29%</td><td>33%</td><td>22%</td><td>27%</td><td>26%</td><td>25%</td></tr>
<tr><td>Primary teachers’ colleges</td><td>47%</td><td>46%</td><td>45%</td><td>na</td><td>26%</td><td>21%</td><td>23%</td><td>29%</td></tr>
<tr><td>Special Education Centres</td><td>na</td><td>40%</td><td>44%</td><td>44%</td><td>na</td><td>47%</td><td>46%</td><td>46%</td></tr>
<tr><td>College of Distance Education
(CODE)</td><td>32%</td><td>37%</td><td>38.5%</td><td>na</td><td>na</td><td>42%</td><td>54%</td><td>54%</td></tr>
<tr><td>PNG population overall
(1990 Census)</td><td>47.5%</td><td colspan="3">48.1%</td><td>47.5%</td><td colspan="3">48.1%</td></tr>
</table>

Source: *Education Statistics of Papua New Guinea* 1992, 2000 and 2003, Corporate Data data returns from provinces for 2005, *DoE Annual Report 2000, 2003 and 2005* Divisional Reports, PNG National Census 1990, 2000.

Table 14 National Education System staff on strength and payroll

Category of Teacher	Reported Staff on strength Q4 2004 and 2005				Payroll data 2003-2005			
	Total 2004	Total 2005	DoE	Prov-inces	2003 Pay 21	2004 Pay 20	2004 Pay 25	2005 Pay 25
Elementary	10,382	10,028	534	9,494	8,909	9,295	na	na
Primary /Community	19,884	19,438	925	18,513	18,576	19,294	na	na
Secondary (PHS/PSS)	3,500	3,155	243	2,912	3,500	3,547	na	na
Vocational	1,021	1,095	118	977	1,028	1,039	na	na
National High School	159	157	157		156	143	na	na
Technical /Business Colleges	223	213	213		229	216	na	na
Primary Teachers' Col -Preservice	181	179	179		173	163	na	na
Teacher Inservice –PNGEI lecturers	38	63	63		35	148	na	na
Teacher Inservice –t'chers on study	142	–			11		na	na
Teacher Ed. - Elementary trainers	169	200	138	62	198		na	na
Special Education	56	57	57		41	38	na	na
College of Distance Ed. CODE	37	38	38		38	33	na	na
Total	**35,792**	**34,623**	**2,665**	**31,958**	**32,894**	**33,916**	**34,139**	**35,386**

Source:

Staff on strength for quarter 4, 2005: as reported by the school inspectorate (IGD) and DoE teaching division reports in this document, NCD, TVET, TE&SD, GES.

Payroll data: EDP section GAP and Education Payroll Project data, 2004 and 2005; *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 or 2005.

Table 15 Ministry of Education manpower and establishment2005

- by division and category of teacher

Division /Category		TSC/PSC Establish -ment ceiling	Budget ceiling	Staff on strength Q1 2005	Staff on strength Q3 2005	Staff on strength Q4 2005	Staff on Pay
Public Service positions	PRC	20	20	16	16	15	na
	PFM	27	27	26	24	23	na
DoE Line Divisions	GAP	149	136	118	121	111	na
	F&B	40	40	37	36	36	na
	IGD	225	225	225	216	200	na
	CDD	104	79	81	82	84	na
	TVET	49	48	49	45	45	na
	TE&SD	39	32	39	27	27	na
	GES	19	19	18	18	17	na
	Internal Audit	11	10	8	8	8	na
	Unattached	0	0				na
Total DoE Line Divisions		**683**	**636**	**617**	**595**	**566**	na
	TSC	21	16	16	17	17	na
Other DoE Divisions	NCD Education	16	15	16	15	15	na
	UNESCO	6	6	6	5	5	na
	OLA	46	46	36	36	35	na
	NLAS	7	7	7	7	7	na
Total other Divisions		**96**	**90**	**81**	**80**	**79**	na
Total Public Service positions (PSC)		**779**	**726**	**698**	**675**	**645**	na
Teaching Service positions (TSC)	NHS	171	174	148	157	157	na
	Tech/Bus Coll.	273	287	223	205	213	na
National Institutions (NI)	Primary Tchr Col	190	218	181	179	179	na
	Inserv Tchr Ed	52	52	72	71	63	na
Note re Elem trainers not	Elem Tchr Ed	210	201	116	122	138	na
on TESD vote	Special Ed	44	43	43	40	57	na
	CODE	41	34	34	32	38	na
	Study	0	164	nil	nil	nil	na
Total National Institution positions		**981**	**1,173**	**817**	**806**	**845**	**na**
NCD school positions	NCD Elementary	550	548	534	514	534	na
	NCD Primary	893	905	925	905	925	na
	NCD Secondary	239	216	243	216	243	na
	NCD Vocational	115	85	118	111	118	na
Total NCD positions		**1,797**	**1,754**	**1,820**	**1,746**	**1,820**	
Total teacher positions under DoE		**2,778**	**2,927**	**2,637**	**2,552**	**2,665**	**na**
Total DoE positions		**3,557**	**3,653**	**3,335**	**3,227**	**3,310**	**na**

Sources for data for Figure 32–Figure 37: *2005 Budget Estimates*, DoT, Nov. 2004; *Indicative TSC Staff Ceilings for 2005 /2006 Budgets,* TSC, July 2005; DoE records: O&M, Corporate Data, IGD, NCD, TVET, TE&SD, GES and divisional reports in this report; Manpower Review, quarter 1, 3 and 4, 2005, F&B Division. Payroll analysis data previously available from *Staff Analysis, and Fortnightly Summary* *of Staff and Expenditure* no longer available in reports currently reports being received from DPM through EDP, GAP.

Table 16 National Education System budget appropriations, 2001–2006

Component	Total Appropriation (K,000)					
	2001	2002	2003	2004	2005	2006
Department of Education	181,614.8	315,573.8	202,590.6	216,429.4	215,212.3	232,182.2
Provinces - Teachers Salaries	284,100.0	283,900.0	315,463.1	331,159.2	333,003.6	396,999.1
Provinces – T'chers Leave Fares	1,100.0	–	17,560.8	12,669.3	12,669.3	19,732.6
Provinces - Education Subsidy	21,000.0	–	20,000.0	17,678.1	20,279.1	20,531.1
TOTAL **National Ed. System**	487,814.8	599,473.8	555,614.5	577,936.0	581,164.3	669,445.0
Total National Budget Appropriation (K000)	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 (5,800,000)	6.1 billion (6,126,300)
National Education System as % total National Budget	12.5%	13.9%	12.6%	12.8%	10.0%	10.9%

Table 17 Ministry of Education recurrent budget by program, 2000–2006

Program	Actual (K,000)					Appropriation (K,000)	
	2000	2001	2002	2003	2004	2005	2006
Policy & General Admin	50,434.0	49,313.3	150,898.1	34,177.0	52,942.1	52,446.9	55,199.8
Education Standards	8,455.3	6,929.2	7,503.4	6,265.5	6,136.2	6,644.5	10,157.8
Primary Education	11,523.3	13,349.6	14,820.6	11,653.3	21,029.5	14,978.1	16,728.0
Literacy & Awareness	193.1	267.2	183.2	110.1	472.1	461.6	500.6
Secondary Education	10,642.2	10,204.7	10,615.3	6,809.7	10,191.2	10,612.5	9,722.6
Vocational Education	1,698.3	2,132.7	2,515.6	1,820.2	2,597.0	2,53.3	3,825.8
Technical Education	9,186.4	8,997.0	10,117.7	7,049.6	10,315.9	8,228.7	12,474.3
Teacher Education	5,662.6	5,891.8	6,029.5	4,300.5	5,024.6	15,689.0	13,905.2
Library Services	537.4	661.4	592.7	445.4	1,148.3	1,087.0	1,075.0
Govt Records /Archives	419.8	351.8	263.7	238.6	377.5	382.4	526.1
TOTAL	98,752.4	98,098.7	203,539.8	72,870.1	110,234.4	112,884.0	124,115.2

Table 18 Ministry of Education recurrent budget, 2000–2006
- 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)	
	2000	2001	2002	2003	2004	2005	2006
Policy & General Admin	10,438.9	9,860.1	16,120.7	6,460.6	13,478.0	11,346.9	12,199.8
Education Standards	8,455.3	6,929.2	7,503.4	6,265.5	9,274.7	6,644.5	10,157.8
Primary Education	262.3	292.9	220.4	203.5	3,695.5	537.6	797.1
Literacy & Awareness	193.1	267.2	183.2	110.1	472.1	461.6	500.6
Secondary Education	7,276.3	6,540.8	6,434.3	3,987.4	6,167.6	6,578.2	6,741.7
Vocational Education	760.3	1,137.0	1,300.9	913.6	1,307.8	1,048.6	2,557.3
Technical Education	-	-	-	-	-	-	-
Teacher Education	5,662.6	5,891.8	6,029.5	4,300.5	5,024.6	15,689.0	3,905.2
Library Services	-	-	-	-	-	-	-
Govt Records /Archives	-	-	-	-	-	-	-
Total	33,048.8	30,919.0	37,792.4	22,241.2	39,420.3	42,306.4	46,859.5

Source: Table 16–Table 18: Budget Estimates 2000–2006, DoT; DoE Finance & Budgets Division records

Table 19 Ministry of Education recurrent budget - summary by item, 2000–2006

Expenditure items	Actual (K,000)					Appropriation (K,000)	
	2000	2001	2002	2003	2004	2005	2006
Personnel Emoluments	42,147.6	45,503.4	60,314.4	40,777.7	57,500.6	58,945.1	63,754.6
Goods & Other Services	10,730.0	7,244.7	5,211.7	3,541.3	8,655.2	9,378.9	12,274.9
Education Subsidy	39,995.1	39,453.2	134,777.4	27,716.4	39,464.1	41,100.0	43,000.0
Other Current Transfers	5,604.0	5,277.8	3,236	834.6	4,584.7	3,280.0	4,085.7
Capital Expenditure	275.7	619.6	–	–	29.8	180.0	1,000.0
TOTAL	98,752.4	97,479.1	203,540.0	72,870.1	110,234.4	112,884.0	124,115.2

Table 20 Ministry of Education development budget by program, 2000–2006

Program	Actual (K,000)					Appropriation (K,000)	
	2000	2001	2002	2003	2004	2005	2006
Policy & General Admin	1,771.5	1,572.4	–	2,599.2	25,695.6	25,695.6	22,185.9
Education Standards	19,216.8	73,684.8	476.8	23,258.0	34,448.6	34,448.6	38,233.5
Primary Education	45,320.1	28,480.6	–	786.9	20,404.7	20,404.7	33,348.1
Literacy & Awareness	87.0	187.8	–	–	–	–	–
econdary Education	19,987.8	8,662.3	500.0	–	1,592.7	1,592.7	11,734.9
Vocational Education	101.1	2.0	15.0	100.0		–	–
Technical Education	–	–	–		1,949.1	1,949.1	2,007.1
Teacher Education	7,542.0	45,024.4	664.4	23,994.7	18,237.6	18,237.6	557.5
Library Services	278.9	596.8	–	–	–	–	–
Govt Records /Archives	–	–		–	–	–	–
TOTAL	94,305.2	158,211.1	1,656.2	50,738.8	2,510.7	102,328.3	108,067.0

Table 21 Percentage of development budget by program, 2000–2006

Program	Actual					Appropriation	
	2000	2001	2002	2003	2004	2005	2006
Policy & General Admin	2%	1%	–	5%	32%	25%	20.5%
Education Standards	20%	47%	29%	46%	41%	34%	35.4%
Primary Education	48%	18%	–	2%	19%	20%	30.9%
Literacy & Awareness	0.1%	0.1%	–	–	–	–	–
Secondary Education	21%	5%	30%	–	–	1%	10.9%
Vocational Education	0.1%	–	1%	0.2%	8%	0%	0.0%
Technical Education	–	–	–	–	–	2%	1.9%
Teacher Education	8%	28%	40%	47%	–	18%	0.5%
Library Services	0.3%	0.4%	–	–	–	–	–
Govt Records /Archives	–	–	–	–	–	–	–

Table 22 Share of development budget appropriation by donor, 2001–2005

Donor	2001	2002	2003	2004	2005
World Bank	16%				
AusAID	64%	57%	72%	66%	63%
European Union	1%	41%	17%	22%	19%
New Zealand			4%	6%	4%
JICA	13%		5%	2%	0%
UNFPA	0.2%	0.4%	0.4%		0%
GoPNG	7%	1.5%	1.4%	2.8%	13%

Source: Tables 19–Table 23: Budget Estimates 2000–2006 and DoE Finance &Budgets Division records

Table 23 Education 2005 development budget appropriation by program and donor (K,000)

Vote Code	PIP No	Description	Total Actual		Original Appropriation								
CAPACITY BUILDING			2003	2004	2004	2005							2006
						GoPNG	AusAID	EU	NZ	JICA	UNFPA	Total	Total
235-2101-1204	2161	Capacity Building (ECBP)	612.0	600.0	17,978.2	500.0	19,047.6					19,547.6	17,090.0
235-2101-1208	1536	Education Media Centre			2,226.5								
235-2101-1207	2448	Education Sector Technical Support					195.6					195.6	223.0
235-2101-1210	1836	Population Education											728.0
235-2101-1211	1835	Curriculum Reform (CRIP)	23,258.0	1,022.5	11,967.6							5,761.9	
235-2101-2207	1835	Curriculum Reform (CRIP Secondary)				1,000.0	4,761.9						24,503.1
235-2101-1212	2126	Quality Education Initiatives (QIPE)	1,833.7		5,726.1								
235-2101-1213	2130	Education Sector Development			2,138.0		2,381.0					2,381.0	948.0
235-2101-1215	2190	PNG Ed. Personnel Payroll Project	153.6	200.0	4,362.3		3,571.4					3,571.4	711.0
235-2101-1217		Manus Schools Upgrading (AusAID)											2,485.9
235-2101-2204	1502	PNG/NZ School Journal Development			1,360.7				1,246.7			1,246.7	2,007.1
235-2101-3204	2148	Elementary Teacher Training Phase 2	1,998.5		1,040.8		3,535.7					3,535.7	
235-2101-3210		Promoting Girls' Education (EU)											1,582.0
235-2101-3211		Teacher Solar Lighting w (WB)											446.0
235-2101-5213	2204	Bougainville Secondary School/CODE			1,046.7				1,092.7			1,092.7	
235-2101-6202	2025	Human Resource Development Phase 2	100.0	200.0	16,200.0								11,234.9
235-2101-6209	2205	Vocational Training Support (with DoE)			240.7								500.0
235-2102-1206	2202	Agriculture Institutional Strengthening			523.3				1,000.4			1,000.4	
235-2102-1209	2224	NZ In Country Training			1,988.7				948.7			948.7	2,007.1
235-2102-2203	1432	Elementary Teacher Training	3,525.9										
235-2102-2204	1807	Teacher Education (PASTEP)	18,470.3		10,221.5		14,523.8					14,523.8	
235-2102-2206	2131	Basic Ed Development Project (BEDP)	786.8	488.2	7,630.9	1,000.0	14,047.6					15,047.6	23,699.9
235-2101-2213	2302	Education Training & HRD Prog -EDF 9			8,000.0	200.0		17,240.0				17,440.0	11,723.3
235-2102-2207		NZ Short Term Train'g/Work Attachm't			1,046.7				178.1			178.1	
235-2101-2214		NZAID New Education Project			104.7								
235-2101-6208		NGO Management Training Program			523.3								
Capacity Building sub-total			**50,738.8**	**2,510.7**	**94,326.7**	**2,700.0**	**62,064.6**	**17,240.0**	**4,466.6**	–	–	**88,070.8**	**100,446.8**
CAPITAL PROJECTS													
235-2101-3206	2163	Education School Supplies (CASP)			12,934.7		2,857.1					2,857.1	
235-2101-3205	2162	Improvement of Rural Ed Facilities						2,500.0				2,500.0	7,620.2
235-2101-2215	2451	District Education Improvement program				10,000.0						10,000.0	
235-2101-5214	2164	Passam National High School											
235-2101-5215	2387	Kerevat National High School				500.0						500.0	
Capital sub-total			–		**12,934.7**	**10,500.0**	**2,857.1**	**2,500.0**		–	–	**15,857.1**	**7,620.2**
TOTAL			**50,738.8**	**2,510.7**	**107,261.4**	**13,200.0**	**64,921.7**	**19,740.0**	**4,466.6**	**–**	**–**	**102,328.3**	**108,067.0**
%total						**12.9%**	**63.4%**	**19.3%**	**4.4%**	–	–	**100.0%**	
Total donor									76.1%				

Table 24 Education appropriations in provincial budgets Item 111 teachers' (TSC) salaries, 2001–2006 (K,000)

PROVINCE		Appropriation			Actual	Appropriation		
		2001	2002	2003	2003	2004	2005	2006
1	Western	13,275.6	13,275.6	15,906.0	9,385.4	16,700.9	16,806.8	22,530.4
2	Gulf	5,640.4	5213.0	6,312.3	4,337.6	6,627.8	6,552.6	9,866.1
3	Central	14,599.4	15,547.5	17,517.1	13,238.5	18,482.8	18,613.4	24,375.7
4	NCD	13096.8	13,549.1	15,739.4	57,947.3	18,597.7	19,158.5	
		NCD teachers salaries included in DoE Budget						
5	Milne Bay	14,235.0	14,587.6	16,148.5	10,767.7	16,955.6	17,043.9	22,335.3
6	Oro	8,065.0	6,460.5	7,780.8	5,325.4	8,169.6	8,138.2	10,327.5
7	SHP	19,592.0	20,834.3	21,438.4	15,455.0	22,509.8	22,496.8	29,453.1
8	Enga	13,696.0	13,466.2	14,527.9	10,643.6	14,959.7	14,941.2	19,642.8
9	WHP	19,976.5	19,282.1	21,496.0	15,520.0	22,218.5	22,361.6	27,856.4
10	Simbu	16,725.1	17,340.4	19,150.4	13,447.9	20,107.4	20,294.2	24,047.2
11	EHP	22,141.6	21,529.6	23,261.5	16,875.1	24,423.9	24,612.5	29,116.2
12	Morobe	28,122.2	27,656.5	31,713.4	24,264.5	34,771.3	35,165.1	46,784.0
13	Madang	18,262.9	19,013.2	20,962.0	14,839.2	21,407.3	21,614.2	24,397.5
14	ESP	18,115.9	17,736.7	19,778.2	13,893.2	20,184.0	20,309.0	22,299.4
15	Sandaun	11,847.2	10,599.9	11,608.2	9,018.9	12,849.4	12,870.2	18,085.1
16	Manus	5,169.1	5,389.8	5,577.0	4,096.1	6,014.4	5,992.3	8,239.9
17	NIP	10,178.1	9,947.1	10,657.5	7,358.6	11,190.1	11,197.9	14,762.8
18	WNBP	14,038.0	14,637.5	20,010.3	14,539.6	16,126.4	16,253.7	18,846.2
19	ENBP	17,367.7	17,536.5	15,723.0	11,489.9	20,929.8	21,088.9	24,033.5
20	Boug.	12,452.3	13,846.0	15,894.6	13,516.0	16,530.5	16,651.1	16,651.1
TOTAL Provinces		283,500.0	283,900.0	315,463.1	228,012.2	331,159.2	333,003.6	413,650.2
TOTAL Prov+NCD		296,596.8	297,449.1	331,202.5	285,959.5	349,756.9	352,162.1	

Source: Budget Estimates 2001–2006

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

Table 25 Education appropriations in provincial budgets Item 114 teachers leave fares, 2002–2006 (K,000)

PROVINCE		Appropriation		Actual	Appropriation		
		2002	2003	2003	2004	2005	2006
1	Western	398.1	961.1	320.4	732.4	732.4	932.4
2	Gulf	213.0	874	362.3	666.0	666.0	550.0
3	Central	768.1	1,011.1	70.0	770.5	770.5	1,300.5
4	NCD	1,113.6	225.1	1,023.7	1456.2	390.3	
		NCD teachers salaries included in DoE Budget					
5	Milne Bay	308.8	961.1	387.0	732.4	732.4	1,450.0
6	Oro	133.7	794.8	100.0	605.6	605.6	1,205.6
7	SHP	266.6	927.6	309.2	706.8	706.8	1,706.0
8	Enga	221.1	882.2	294.1	672.2	672.2	900.9
9	WHP	283.5	923.2	0.0	703.5	703.5	1,500.0
10	Simbu	204.5	865.6	121.9	287.8	287.8	1,000.0
11	EHP	895.2	1,011.1	337.0	769.4	769.4	1,769.4
12	Morobe	648.0	976.1	0.0	743.7	743.7	875.6
13	Madang	108.9	769.4	256.5	586.3	586.3	700.0
14	ESP	458.1	961.1	20.0	732.4	732.4	1,049.6
15	Sandaun	532.9	961.1	0.0	732.4	732.4	912.0
16	Manus	146.4	807.5	169.2	386.7	386.7	560.0
17	NIP	202.3	863.3	230.0	657.8	657.8	1,312.8
18	WNBP	562.6	961.1	320.4	732.4	732.4	1,275.4
19	ENBP	377.4	961.1	13.0	732.4	732.4	732.4
20	Boug.	202.3	863.2	314.4	718.6	718.6	718.6
TOTAL Provinces		6,931.3	17,335.7	**12,669.3**	12,669.3	12,669.3	20,451.2
TOTAL Prov. + NCD		8,045.1	17,560.8	**4,724.1**	14,125.5	13,059.6	

Source: Budget Estimates 2002–2006 and F&B records. See notes below:
Note 1: NCD teachers' leave fares included in DoE Budget.
Note 2: 2002 budget estimates did not include any appropriation for teachers' leave fares in provincial budgets. The amounts shown here were released to DoE by DoF after representations by DoE. The funds released were based onlists submitted to DoE by provinces. Tickets were issued to provinces by DoE.

Table 26 Education appropriations in provincial budgets Item 143 *Education Function Grants, 2001–2006 (K,000)

PROVINCE		2001	2002	2003	2004	2005	2006
1	Western	607.2	Equivalent amount added to DoE appropr-iation for Education Subsidy to be administ-ered by DoE	607.2	607.2	680.6	780.6
2	Gulf	422.9		422.9	380.0	479.1	580.0
3	Central	787.6		787.6	867.6	1,005.2	1,055.2
4	NCD	note 2		see note 2			
5	Milne Bay	1,181.1		1,181.1	880.0	1,024.3	950.2
6	Oro	539.1		539.1	640.0	672.1	697.1
7	SHP	150.0		150.0	1,500.0	1,687.5	2,000.0
8	Enga	1,007.3		1,007.3	450.0	843.1	843.1
9	WHP	660.4		660.4	984.4	1,107.6	1,500.0
10	Simbu	1,851.2		1,851.2	1,800.0	1,282.8	1,200.0
11	EHP	4,044.2		3,044.2	1,374.5	1,886.5	1,886.5
12	Morobe	1,731.8		1,731.8	1,977.8	2,399.7	1,644.0
13	Madang	1,417.6		1,417.6	1,274.9	1,640.5	1,600.0
14	ESP	870.5		870.5	1,277.5	1,436.4	1,525.3
15	Sandaun	675.9		675.9	675.9	775.5	840.0
16	Manus	306.1		306.1	306.1	341.6	341.6
17	NIP	1,238.6		1,238.6	699.9	787.2	787.2
18	WNBP	1,694.3		1,694.3	957.3	1,076.5	1,100.3
19	ENBP	1,814.2		1,814.2	1,025.0	1,152.9	1,200.0
20	Boug	note 3		see note 3		800.0	1,000.0
TOTAL		21,000.0		20,000.0	17,678.1	21,079.1	21,531.1

Source: Budget Estimates 2001–2006.

Notes:

1. *Provincial component of Education Subsidy known as 'Education Function Grant' since 2004. See 'Education Subsidy'and Figure 60, p.54.
2. NCD included in DoE Budget – no equivalent to provincial component.
3. Not included in Provincial Budget estimates. 2005, 2006 amounts allocated in Autonomous Government of Bougainville budget as 'school fee assistance'.
4. For National Component of Subsidy, see Table 28, p.120.

Table 27 Education Subsidy: Education Quality Program (EQP), 2005

Component /Subcomponent	Objective	Allocation (K)	Expenditure (K)	Funds not used (K)	% Exp
1. Education Quality Control					
National Examinations	Printing Grade 8, 10, and 12 examinations and certificates	932,400	931,985	415	8%
Inspections & Guidance	Provide opportunities for school inspectors and guidance officers to visit schools, with special efforts to visit remote schools	2,468,637	2,468,637	–	22%
Curriculum development and implementation support	Support activities related to curriculum development				12%
	Curriculum Development Division (development /trial of teacher resources)	300,959	298,729	2,230	
	School Journal production and distribution	140,000	140,000	–	
	Population Education Project (trainer training and training materials)	291,629	291,629	–	
	Curriculum materials production and distribution (Reprinting Curriculum Statement, National Assessment Policy, Upper Primary, Elementary syllabuses)	156,276	156,276	–	
	National Education Media Centre	205,189	202,204	2,985	
	Literacy and Awareness Secretariat (Literacy training and materials, National Literacy Week activities)	296,602	296,602	–	
2. Teacher Education Teacher upgrading & inservice	Support and strengthen training and upgrading programs for teachers and DoE staff, including elementary and primary teacher training programs, teacher education inspectors' advisory and inspection visits, and arrears for UOG PGDE. Lahara program	2,875,963	2,875,963	–	25%
3. Library Book Grant	Support activities related to providing library books to schools	896,582	647,000	–	6%
4. Student Support Grants	Assist NHS with school operations and maintenance, provide displaced Manam Is. students with school fees and basic school materials, and help disadvantaged students (economic, isolation, girls) to attend secondary schools	2,171,552	2,168,007	3,545	19%
5. Support to Churches	Provide grants to all Church Education Secretariats to support church agencies in providing education services.	927,338	927,338	–	8%
TOTAL		**11,663,129**	**11,410,001**	**287,424**	**100%**

Source: Secretary's Circular No. 41/2005, DoE Accounts Section, Education Subsidy Reconciliation Report to Education Subsidy Committee, 10/01/2006. See pp.50-53.

Table 28 Distribution of national component of 2005 education subsidy, by province and type /level of school

	EXPENDITURE (Kina)										Allocation	Funds not used
Province	Elementary	Primary/ Community	PHS/PSS	Vocational	NHS	Permitted	Other	TOTAL EXPEND.	% SIMG	% Total		
Western	216,016	596,937	223,849	43,486		5,208		1,085,496	3.9%		1,085,496	–
Gulf	87,424	300,031	101,556	13,226				502,237	1.8%		502,237	–
Central	263,544	612,929	266,430	17,490	57,879	10,816		1,229,088	4.4%		1,229,088	–
NCD*	276,856	783,316	521,694	94,078	77,608	71,104		1,824,656	6.5%		1,824,656	–
Milne Bay	229,936	702,994	261,691	61,472		936		1,257,029	4.5%		1,257,029	–
Oro	82,464	287,445	130,138	28,356		1,184		529,587	1.9%		529,587	–
SHP	318,856	1,311,844	540,636	114,580		2,720		2,288,636	8.1%		2,288,636	–
Enga	209,896	562,460	340,607	23,392				1,136,355	4.0%		1,136,355	–
WHP	277,536	1,179,296	490,974	56,236		9,720		2,013,762	7.1%		2,013,762	–
Simbu	272,464	479,357	306,615	62,118		384		1,120,938	4.0%		1,120,938	–
EHP	356,976	1,313,230	379,074	40,324	66,490	20,512		2,176,606	7.7%		2,176,606	–
Morobe	289,208	1,528,860	536,566	68,136	51,230	18,728		2,492,728	8.8%		2,492,728	–
Madang	227,056	1,051,465	279,713	36,244		5,344		1,599,822	5.7%		1,599,822	–
ESP	196,736	1,186,613	328,809	36,788	53,846	5,568		1,808,360	6.4%		1,808,360	–
Sandaun	147,472	553,215	187,514	26,452		5,824		920,477	3.3%		920,477	–
Manus	53,904	171,998	116,450	9,214				351,566	1.2%		351,566	–
NIP	135,192	354,970	176,193	26,996		7,960		701,311	2.5%		701,311	–
WNBP	181,440	606,499	284,154	117,402		5,944		1,195,439	4.2%		1,195,439	–
ENBP	241,132	809,934	403,700	106,998	58,424	16,216		1,636,404	5.8%		1,636,404	–
Bougainville	289,168	787,771	244,299	24,446		2,096		1,347,780	4.8%		1,347,780	–
CODE							940,000		3.3%		940,000	–
Spec. Ed							25,900		0.1%		25,900	–
Total SIMG	**4,353,276**	**15,181,164**	**6,120,662**	**1,007,434**	**365,477**	**190,264**	**965,900**	**28,184,177**	**100%**	**68.6%**	**28,184,177**	–
Quality								**11,410,001**		**27.8%**	**11,663,129**	253,128
Admin/audit								1,224,030		3.0%	1,224,030	–
Reserve								28,665		0.1%	28,665	28,665
Total K								**40,812,577**		100%	**41,100,000**	287,424
% SIMG	15%	54%	22%	4%	1%	1%	3%				100.0%	0.07%

Source: DoE Accounts Section, 2005 - Education Subsidy Reconciliation Report to Education Subsidy Committee, 10/01/2006.

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), and the 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). PNG funded District Education Improvement Program in 2005 to improve inspector housing and mobility.
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.
Literacy and Awareness	No current project support for Literacy under DoE.
General Secondary Education	Includes NZAID Bougainville Secondary Schools /CODE project and PNG funding for NHS infrastructure. Has previously included infrastructure support for upper secondary education from EU and AusAID.
Vocational Education	Includes funding for EU Human Resource Development Program 2 (HRDPII) which began in 2002.
Technical Education	Includes New Zealand In-country 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 in 2003. No current library related projects.

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