The Annual Dedication Service for the Ministry of Education was held on Monday, 21st January to commit the staff to Lord GOD Almighty and to seek for His blessing, wisdom and guidance in the provision of education service to the children of Papua New Guinea.

The theme for the dedication service was “PUT GOD FIRST IN ALL WE DO.”

The 4th dedication service at the PNGEI Hall was attended by staff from the Department of Education (DoE), Office of Libraries & Archives (OLA), Teaching Service Commission (TSC) and PNG Education Institute.

The Minister for Education Hon. Nick Kuman was present with the Secretary Dr. Uke Kombra, OLA Director General Kasi Kakaito, TSC Chairman Baran Sori and the senior officers.

The event was also graced with the presence of the PNG evangelist Pr. Charles Lapa who started the program with the opening prayer and closed with the 2019 dedication prayer. The Praise & Worship segment was led by the Life Outreach Centre from Morata, NCD.

Secretary Dr. Kombra in his address welcomed the staff and acknowledged the presence of Minister Kuman to officiate the opening of 2019 school academic year.

He also commended all the education stakeholders for their commitment in the successful completion of 2018 school academic year.

He said; as we start the year with this special event, every one must be mindful that they are custodians to the children of Papua New Guinea.

He quoted the scripture verse ‘Mathew 6:33’ called on every individual to put GOD first so “Every child is a creation of GOD and we are answerable to GOD if we don’t do our duties that is being bestowed upon us to serve honestly.”

Minister Hon. Nick Kuman, MP

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THE Teaching Service Commission (TSC) has effected the Oath and Affirmation of Service to members of the Teaching Service. The Oath and Affirmation is a legal requirement under Section 22 of the Teaching Service Act 1988.

This year, TSC, for the first time applied the existing provision of the Teaching Service Act to give it meaning and for teachers to give loyalty and commitment to their chosen profession.

The Teaching Service Commission has started the allegiance process with teachers in NCD and plan to spread the practice to teachers in other provinces.

On Friday 8th February, more than 2000 NCD teachers gathered at Gordon Secondary School in a brief dedication service to pledge their loyalty by filling in the forms (oaths and affirmation of service of members of the teaching service).

TSC Commissioner Policy Samson Wangihomie was among TSC officials who witnessed the pledges made by teachers.

Mr Wangihomie said the dedication is by law that every teacher takes an oath.

He encouraged teachers to make a difference in their teaching profession and be positive role models to the children and the society.

“We are people builders and influencers,” he told teachers.

He reminded teachers that TSC was not going to use the oath and affirmation to discipline them but for them to take oath of loyalty to God, the Country, the Teaching Service and more importantly to the children.

“We hope to make it better next year. It is required by law that everyone takes an oath,” he said.

Senior Legal officer with TSC, Jerome Sawin said the affirmation was a practice teachers carried out in the 60s but has not been exercised since the establishment of TSC in 1970 and so this year, TSC is reintroducing the allegiance and loyalty to the Teaching Service.

“It is not a disciplinary form but an allegiance,” Mr Sawin said.

“It is high time teachers make a pledge to serve with loyalty and dignity. I am happy it is happening in NCD,” Assistant Secretary NCD Education Services, Sam Lora said.

“You either make a good citizen or a bad citizen. This document is a check and balance of you,” he reminded the teachers. ***
that His abundance blessings can be poured onto each one of us.

“We are all professionals in what we do so I call on you all to give the best as you can for education system as a whole.”

He said everyone in the ministry is not here by chance but through the divine intervention of God and therefore we should seek GOD’s guidance to perform better with the skills and talents we have.

Dr. Kombra stressed two main points for the officers to take heed of and the first point was to do with personal fitness. He encouraged everyone to stay fit physically, mentally and spiritually. He said these ingredients should enable each individual to perform his or her duties meticulously.

The second point he raised was that many officers are living on borrowed monies or loans and most of their net salaries are going to offset these and placing a lot of stress on family units, on themselves and in their work performance. He called on those concern not to borrow money or get loans unnecessarily but to be responsible citizens in what they do.

Dr. Kombra highlighted a phrase “If it has to be, it has to be me” which is aimed at testing personal character. He discouraged officers from misusing the employer’s time by sitting around concentrating on Facebook, standing under the trees talking, smoking and chewing betel nuts for long periods during working hours.

He also urged officers to refrain from receiving monies from teachers or the general public coming to the headquarters for assistance. “I appeal to you all to think and do things positively and assist teachers willingly with their queries and help fellow officers to complete given tasks,” said Dr. Kombra.

Minister Kuman in his keynote address thanked the three entities for implementing Government’s policies in service delivery to help to improve the quality and standard of education in the country.

He acknowledged the ministry for committing the education sector to GOD and stressed the importance of putting our priorities in order for the year so that we can be able to responsibly start and end the year well.

He said although we are the biggest government organization we have done a lot and made significant inroads to improve the education system through the implementation of key government priorities like TFF, SBC and many interventions such as the stop to examination cheating, development and implementation of Christian values curriculum to schools starting this year and many more.

“Every child is a creation of GOD and we are answerable to GOD if we don’t do our duties that is being bestowed upon us to serve honestly,” he stressed.

Minister Kuman said the Government has honoured its commitments wholeheartedly since 2011 and will continue to put education first. Policies and plans came with challenges so systems in place must adjust and respond to these issues attentively because of the changing times and the rapid advancement of technology globally.

He called on everyone to fight corruption which are done by individuals or groups of people and can be contained by responsible people within the system vigorously. ***
R. Ernesto Fernandez, Chief of the Science Policy and Partnerships Section, UNESCO HQ, Paris, France and Ms Ai Sugiura, Science Program Specialist (UNESCO Jakarta Regional Science Bureau for Asia and Pacific) visited Papua New Guinea on a four (4) days fact finding mission to evaluate, meet and exchange with national teams and key science, technology and innovation (STI) organizations and stakeholders.

The purpose of the mission that began on 27th January, 2019 was mainly to promote the set of principles that underpin the crucial role of science for sustainable development. In addition to that was to develop an overarching knowledge system that will increase the outcome and efficiency of research to meet socio-economic welfare of PNG – With the vision that research and innovation is knowledge creation for competition and sustainability for a prosperous PNG.

The guiding principles of the mission to Papua New Guinea included the following:

- PNG to recognize science as a universal public good that helps lay the foundation of a sustainable country.
- Acknowledge basic science as a principle requirement for innovation (R&D) and provide a productive scientific environment.
- Enhance and promote diversity in science for sustainable development.
- Strengthen science education to increase science literacy and capacity building in science at all levels of the education system and communities.
- Raise investment in science by establishing national minimum target investments for science, technology and innovation for basic and applied science.
- Promote an integral scientific approach in addressing the social, economic and environmental dimensions of sustainable development and respecting the diversity of knowledge systems and,
- Gender.

Apart from fact finding and evaluation, the technical mission was also to provide technical advice and resource mobilization and capacity building and collect information for analyzing. With the vision to implement the first technical evaluation mission for PNG in line with a GO-SPIN Project (Global Observatory of Science and Innovation Policy Instrument) in partnership with the PNG National Commission for UNESCO, UNESCO Apia and UNESCO Jakarta Offices.

Organizations were invited and sessions/discussions held included the following:

1. The National Department of Education on science museum, DRR & Management in Schools, STEM education and to infuse biotechnology lesson into curriculum and Geo-parks as community outreach programmes.
2. The PNG Council of STI Secretariat for the overarching STI and R&D governance policies but now being slowly merged with the Department of Higher Education, Research Science & Technology.
3. The National Department of Higher Education, Research Science & Technology as overall drivers of all research and development (STI).
4. The University of Papua New Guinea as Education leader in R&D. Discussions were held with the professors and academic staff of the school of Natural and physical sciences.
5. The National Research Institute (NRI) as...
the research think tank on all social sciences and politics.
6. The National Department of Mineral Policy & Geo-hazards Management for Tsunami, earthquakes, landslip and slides and tectonics movements etc...
7. CEPA delayed.
9. NARI delayed.

UN agencies visited for presentations and sessions include:
1. UN Resident Office – 5/17 SDGs and their UNESCO priorities discussed and input into achieving their targets.
2. Fruitful discussions were held with UNICEF.
3. JICA and Japanese Embassy were eager to help mobilize resources.
4. Australian DFAT as funding agency delayed.

Apart from attending working sessions with the UNESCO National Team and Key STI organizations in Port Moresby the delegation paid courtesy visits to Japanese Embassy, Nature Park, National Museum and Arts Gallery.

The tight schedule made it impossible to visit the Engineering, Mathematics and Statistics Faculty’s at the UNIVERSITY of TECHNOLOGY in Lae, Morobe Province for STEM policies.

After the conclusion of the fact finding mission the visiting delegation acknowledged that there is a lot more to be done in PNG in terms of policy, partnership, resourcing, and capacity building not only in STI but across all sectors using UNESCO as the gap bridging UN agency in the country.

FUTURE DAYS

They parted PNG shores with the assurance that they would come back to PNG as they have yet to see the real PNG as hinted by UNESCO PNG Office.

In light of the UNESCO technical mission HQ Paris, France the following recommendations were touched:
1. Consider the 2030 agenda for new research and integrate the SDGs into research agendas at all levels.
2. Anchor science as a reliable partner in the implementation and review process and thereby enhance the science policy interface.
3. Establish independent scientific monitoring mechanisms and promote evidence based decision making for sustainable development.

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**FLEXIBLE OPEN & DISTANCE EDUCATION CO-ORDINATORS’ MEETING WORKSHOP**

The Flexible, Open and Distance Education (FODE) Coordinators held a 3-days workshop in Port Moresby that started on the February 19th.

The workshop is an annual event which the FODE coordinators from the 22 provinces attend. Registered study centres (RSC) coordinators in various provinces also attended this workshop.

The principal of FODE, Mr. Anthony Rayappan stated that the workshop was an important occasion because quality distance education is the way forward for a better future, as promoted by the workshop’s theme.

“We have a vision to utilize distance and open learning by connecting it with appropriate Information Communication and Technology (ICT), as it has the potential to deliver education and training to many of our people,” said Mr. Rayappan.

In addition, he said that, in spite of the huge increases in enrolment annually, a large number of interested students still cannot access education.

Further, he said that, distance and open learning is not for failures, nor is it the second best choice. Flexible and open distance learning is one of the best strategies that is appropriate, practical and cost-effective for getting education opportunities to the many Papua New Guineans who miss out at the end of Grade 8, 10 and 12.

The principal thanked the current government, development partners and the Department of Education for supporting FODE and assisting in its service delivery and building its capacity.

He was proud to announce that all elementary teachers in the country have enrolled with FODE to upgrade their qualifications. He also revealed that close to 2,000 eligible Grade 10 students from conventional schools have been selected to continue to Grade 11 at FODE.

Mr. Rayappan told the workshop that other organizations that have registered under FODE include: Ginigoada Foundation, Digicel Foundation, Cheshire Charitable Inclusive Learning, Motu Koita Welfare Trust, Kokoda Foundation, and OK Tedi Education Trust.

He disclosed that, the overall student enrolment in 2018 from Grade 7 to Grade 12, adult matriculation and up-graders stands at 34,628. He anticipated that this year’s enrolment will increase.
PLANS to have teachers put off from Alesco payroll by end of March by the Department of Education (DoE) will not eventuate due to timing constraints, difficulty in reaching rural areas and funds to send out NID teams.

According to the deputy registrar for the National Identification Office, Ms Salome Bogasia, about 23,000 teachers have since been registered with the help of the NID roll-out teams from the Education Department.

“We can’t really say that we will register all the teachers in March because from the way we see it, we have schools right throughout the country especially in rural areas that are inaccessible by road and the only means to reach them is by helicopter and if we do miss them out, we can always process them at a later date when we have all the logistics arranged,” she said.

“But it’s not to say that teachers aren’t registering because in every fixed office in the country we are specifically giving preferences to teachers and teachers are forming a separate line to register as was the agreement.”

The NID office and DoE have recently agreed to see a massive NID rollout during the first school term break this year.

This is to make up for the hectic academic year and strict monitoring of teacher movements which have slowed down registrations for teachers across the country.

“Because of the funding and time we couldn’t reach out to teachers in the rural areas but we’ve had dialogue with the Department of Education and we’ve decided to wait till the first term break where we will do another massive rollout with kits and NID officers going out.”

Ms Bogasia is confident their office will submitting reports with higher statistic for teachers from all the data recorded so far.

But again the remaining challenge for the team, she said, is ensuring that quality data, biometrics and photos are captured.

The NID office is relying on the teacher-DoE network to fast track all registration process at a central location.

“It’s very challenging and people have their opinions on the way we are implementing the program,” she said, revealing that the cost is humongous but the office has had to tailor everything into a most cost-effective approach.

“If we put more time in strategizing and planning, a lot of the implementation part will come easy and we should have completed by the end of the year,” she said. ***
SECRETARY’S Circular Instruction No. 05 of 2019 issued on 21st March, 2019 has announced that the 2nd Phase Nationwide Teacher National Identification Cards (NID) will commence during the first term holiday break.

The circular was released under the Section 28 of the National Education Act 1983 (Consolidated to No. 13 of 1995) and Civil Registry Act 1963 amended 2014 & the Teaching Service Act 1988.

National Executive Council (NEC) Decision No. 71/2017 directed all public servants to be issued with their NID.

The aim of this project is to deliver the National Identity Cards (NID) and Birth Certificates to all registered teachers and public servants in the National Education System (NES).

The project is aimed at implementing the Government’s policy to:

- Meet the NEC requirements for all teachers and public servants to have NID Cards and Birth Certificates by 2020;
- Achieve the payroll system cleaning to meet One Person, One Position and One Pay policy.
- Update Master Position Registration for all teachers, teacher appointment and deployment of teachers and;
- Identify and eliminate certificate fraudsters (duplicates) in the education and government system.

An Memorandum of Understanding (MOU) was signed on 12th December, 2018 between the Department of Education (DoE), Teaching Service Commission (TSC) and PNG Civil and Identity Registration (PNGCIR) for immediate registration of all teachers and public servants on the NES.

Based on the NEC decision the Minister for Education Hon. Nick Kuman directed that all NES public servants and registered teachers in elementary, primary, secondary, vocational, teachers’ colleges, technical colleges, business colleges, FODE and Special Education Centres be issued with NID Cards and Birth Certificates.

DoE officials (Inspectors and PHQ officers) and the Mobile NID Technical Officers will be based in the district headquarters to register teachers who missed out in January 2019. These teachers are requested to be prepared for this exercise during the Term One Holiday. NID teams will be on the ground from the 15th to 19th April, 2019 to register.

Thus, all the Inspectors of primary/elementary schools, secondary/high schools and TVET institutions are directed to take charge and register the teachers in respective inspectorates/districts and provinces per the date of this circular.

The Inspectors are the focal point through which the Mobile NID Team will identify teachers. The Ministry of Education also instructed all the Provincial Education Advisors, District Superintendents and NDoE field officers to mobilize the teachers to their inspectorates/clusters to provide appropriate information.

The provinces that registered over 50 per cent during the initial rollout in January 2019 will be engaged during the first term holiday to complete the remaining percentage of teachers yet to register.

These provinces are: West Sepik, Southern Highlands, Jiwaka, Hela, Western Highlands, Enga, Simbu, East New Britain, Eastern Highlands, Western and National Capital District.

The National Headquarter officers will be coming to the provinces during the Term Two Holiday in 2019 but this does not stop provinces and districts to continue the exercise.

All teachers must be registered by 31/12/19 as the 2020 Resumption Forms will require the Birth Certificates and National Identity numbers.

No family numbers will be registered during this period and it is the responsibility of the family members to register themselves at their respective NID offices in the provinces.

This is therefore paramount that all teachers, Inspectors, Guidance Officers and TFF Coordinators must register and received the NID Cards and Birth Certificates before 31st December, 2019. ***
TEACHERS of Maino Heduru Catholic Vocational Centre have been given the necessary training on the Competency Based Training & Assessment (CBT&A) recently before they can teach National Certificate 1 and National Certificate 2 course programs.

This training was needed because without it, the teachers would not be able to teach the training modules from NC1 to 2 appropriately. There are CBT&A guidelines recognized internationally that teachers must use to plan their daily lessons which they must execute efficiently and effectively in specialized training programs, such as carpentry and building construction where workshops, computer laboratory, practical classrooms, etc. are involved.

The training was given because the Centre has improved its facilities and was ready to teach the National Curriculum, linked to the TVET National Qualification Framework (NQF).

The Centre requested for an audit to be conducted on its facilities by the Technical Vocational Education & Training (TVET) Division in 2018. The audit report indicated that the Centre has met the requirements, and can deliver the National Certificate course programs.

The recent training boosted the morale of the teachers and they pledged to deliver NC1 and NC2 courses to the students starting 2019 and beyond, as they are now equipped with relevant facilities, tools and equipment. The Centre will also continue to improve its facilities, and procure adequate equipment and tools where necessary, so that they can also offer NC 3 courses in the future.


At the end of the course, the students will do six weeks on-the-job training (OJT) with public and private organizations. The only NC2 course to be taught this year is Hospitality. The students will be expected to do eight weeks OJT with the various industries after they complete the course for six months.

The following short courses are also offered: Information Technology, Electronics, Arc Welding, Housekeeping, Cookery, Food & Beverages and Furniture & Cabinet Making.

The current policy directs the Vocational Training Centers to offer NC1 and NC2 courses to their trainees. The existing policy also points out that Technical and Business Colleges should deliver NC3 and NC4 training programs whilst, Polytech Institutes deliver National Diploma (NC5) and National Advance Diploma (NC6) training programs.

NC7 to 10 are courses that lead to first degree, post graduate and doctorate qualifications, and they are offered at the University level. Students who wish to follow a career path in one of the NC courses can graduate with a degree up to a doctorate qualification. ***
Recent workshop conducted for five days to train 17 teachers of Finschaffen Vocational School in Morobe Province on how to unpack the National Certificate 1 (NC1) and National Certificate 2 (NC2) courses.

These vocational teachers have the experiences in teaching these trades and non-trade courses: welding, automotive, building, mechanic, agriculture, community services and business studies. The training was facilitated by four (4) specialized TVET Curriculum Officers from the Department of Education. All costs toward the officers’ travel were met by Finchaffen vocational school.

The unpacking of NC1 and NC2 courses is an important training, as it ensures that, each section of the national training packages is delivered successfully to the implementers. It also ensures that, the following areas are done properly when performed: effective teaching and learning steps are taught in logical order, assessment recording and reporting are accurately recorded, and issuing of qualifications is done on a timely manner.

The National Certificate courses also do require the teachers to teach the courses effectively to the students using the appropriate tools, equipment and facilities. As the NC courses use a competency based approach, each student is expected to utilize the necessary tools and equipment that must be made available at the learning environment or workshops.

Auditing a vocational school was another important area the workshop explained in detail to the participants. They were informed that, if the school intends to offer NC1 and NC2 trades, as a requirement set under the Department of Education and Labor and Department of Industrial Relations, an institution must be audited, so that it meets the National Qualification Framework guidelines connected to the Competency Based teaching and learning.

These guidelines must be met, as they are linked to the standard the students must achieve at the end of the course before they receive their national certificates. The qualifications successfully obtained by the students are recognized in the Pacific Region and other parts of the world.

The training given by the Curriculum Officers has given the teachers essential guidance as the school prepares itself before it can offer NC1 and NC2 courses to the students. ***
HE National Government is totally committed in embarking on policy reforms in the education system to improve the quality and standard of education in the country.

Secretary Dr. Uke Kombra said since 2012 there had been a lot of policy changes in the education system. One such reform is the change of the current 3-6-4 school structure to the new 1-6-6 school structure which has already been approved by National Executive Council.

Morobe province and the National Capital District started implementing the new structure last year. The other 21 provinces will start this year.

Dr. Kombra said that apart from conducting awareness on the new structure, education officers travelling to provinces would also be consulting the provinces on the development of the new 10-year National Education Plan.

The provinces visited so far were Central, Gulf, Oro and Western in the Southern region and Madang and West Sepik in Momase region.

In the Highlands region, the provinces are Eastern Highlands, Southern Highlands, Hela and Enga.

While in the New Guinea Islands, the provinces are the Autonomous Region of Bougainville, Manus and New Ireland.

The remaining provinces have been notified and will be covered soon.

Dr. Kombra called for the support and leadership of provincial leaders especially the administrators, governors, provincial education advisors, chairpersons of education sector and school inspectors.

He said the improvement in education standard needed everyone’s support to move Papua New Guinea forward toward Vision 2050.

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HE keynote speaker at the Flexible Open and Distance Education (FODE) Provincial Coordinators’ Workshop held on February 19 challenged the Coordinators and the officers at the FODE Headquarters to be physically and mentally fit in order to carry out their work efficiently for the good of the students.

“If you are happy all the time and physically fit, it will reflect in your productivity at your work places,” said Mr. Maxton Essy who is the First Assistant Secretary, Provincial Services Wing which FODE is housed under.

Mr. Essy stressed that all the students attending FODE must be served and attended to adequately. He urged all officers of FODE to ensure that a positive and conducive environment is provided to the students at all the provincial centres.

Similarly, he requested that the tools and appropriate facilities a student needs must be made available, because a positive and enabling environment will ensure that the students will be happy and interested in their studies.

Mr. Essy encouraged the provincial coordinators to ensure that enrolled students must complete their studies and proceed to higher institutions, while suitable facilities are provided to them. If students are not successful, the provided facilities are not making much impact, they are just a waste.

He reminded the workshop that FODE curriculum has been aligned with the national education system curriculum. This means that FODE students are studying the same curriculum that the national education system schools are teaching. This also means that FODE students are also doing the same assessment, same examination, and eventually will end up with the same certification. The only difference is that FODE is using a different method of delivering the curriculum which is through distance learning mode.

The workshop participants were also encouraged to change the perception of the people and the public to understand that FODE is another pathway in completing one’s education up to grade 12.

Meanwhile, he challenged the coordinators of the provincial centres to market FODE vigorously to the communities in their provinces where potential students are and recruit them. By doing this, the students are being assisted.

Mr. Essy emphasized that FODE does not have the limit and many students in the provinces need to be reached to continue with their education.

He reiterated that an enabling environment must be made available for the students. If there are facilities that need to be improved, they must be looked into immediately and fixed so that the students will stay interested in getting their studies done, and are happy.

When they are not happy, they will give up. It is imperative that, the interest of the students must be maintained.

The crucial resources that must be available are the students’ materials. They must be readily available.

Marking and assessment are areas that must be done on a timely basis. He highlighted that the students must be advised about their assessment achievements on time, as well as their certificates. These are factors that will boost the interest of the students.
1-6-6 School Restructure Awareness to Provinces

By Matsu Junior Kumain, SRU Office – Southern Region, Policy and Planning Division

ENGA PROVINCE AWARENESS
(11—12th February, 2019)

The province was informed of the 1.6.6 school restructure prior to the awareness carried out at the 2018 Senior Education Officers Conference (SEOC) and by provincial education officers who visited the Education Department’s Head Quarters.

The provincial visit was the avenue for major awareness informing the provincial officers, provincial administration stakeholders and partners who support the delivery of education services to the people of Enga Province.

IMPLEMENTATION

Enga province through the Provincial Education Board (PEB) has approved 56 community and primary schools and 4 high schools to begin the implementation of the restructure starting this year. The implementing schools were instructed to begin with the easiest, available and convenient process and not to rush.

ADMINISTRATIVE AND POLITICAL SUPPORT

The Provincial Administration and Provincial Government through the Governor Grand Chief Sir Peter Ipatas have given their utmost support to ensure the schools in the province are implementing the restructure. Finance will be a major challenge to upgrade and establish facilities that will accommodate this but they are committed to provide for this policy.

PROVINCIAL DIVISION OF EDUCATION

The Education Division was challenged in last year’s SEOC to deliver and while Enga being the leading province with many education initiatives and policies over the last 15 years has taken onboard the challenge and has started the implementation process. The provincial officers have vouched their support to complete the implementation in the province over the next nine (9) years.

STAKEHOLDERS/NGO’S/DEVELOPMENT PARTNERS

Other relevant stakeholders were informed of the policy initiatives. As partners in education service delivery they understand the changes that will occur and how this will eventuate at the school level. They were also informed that their services and efforts to partner with the education department is vital so that goals of universal basic education are achieved by bringing education to all our school age population.

WESTERN HIGHLANDS AWARENESS
(14th - 15 February, 2019)

The 1.6.6 school restructure was made known to the province during 2018 SEOC.

Major awareness was carried out to inform the provincial officers, the provincial administration stakeholders and partners who have supported the delivery of education services to the people of Western Highlands Province.

IMPLEMENTATION

Western Highlands Province through the Provincial Education Board (PEB) has approved and assigned the high schools to begin with implementation of the 1.6.6 school restructure. The province through the support of the provincial government has established several high schools and these new high schools will commence immediately. The progress of the implementation will then filter down to the primary schools and up the secondary schools level during the course of implementation.

ADMINISTRATIVE AND POLITICAL SUPPORT

The Provincial Administration and Provincial Government with support from the current governor are ready to implement the new policy reform within the selected schools in the province starting this year.

PROVINCIAL DIVISION OF EDUCATION

The education division was challenged to deliver this reform and the province has prepared itselfs to facilitate the planning and implementation of 1.6.6 school restructure.
STAKEHOLDERS / NGO’S / DEVELOPMENT PARTNERS

The education partners expressed appreciation for the policy initiative and are willing to partner in every way possible to help with implementation in the province. Church Education Secretariat present were encouraged to work together in bringing the reform to the schools in the province.

MILNE BAY PROVINCE AWARENESS
(28th Feb — 01st March, 2019)

Milne Bay provinces was well informed of 1.6.6 school restructure policy and they were prepared at the provincial level to disseminate the information to the teachers and the general public.

IMPLEMENTATION

The province is now focused on its implementation stages. Mapping and clustering is the next step to identify cluster schools that will begin the implementation immediately with approval from the Provincial Education Board.

ADMINISTRATIVE AND POLITICAL SUPPORT

The Provincial Administration and Provincial Government have given their assurance to support the rollout of the School Restructure Reform (1-6-6) in the Province. Since the province has improved a lot in the last 5 years in delivering basic government service to the people they are committed to making sure the new policy reform is achieved in that same manner in the next ten (10) years.

PROVINCIAL DIVISION OF EDUCATION

The education division is committed to work in close consultation with the National Department of Education to implement the School restructure in the province.

STAKEHOLDERS / NGO’S / DEVELOPMENT PARTNERS

The policy reform is endorsed by the National Department of Education for implementation and the stakeholders have taken the challenge to partner in facilitating the policy at the school level according to their capacity.

GULF PROVINCE AWARENESS
(11—15th March, 2019)

Gulf Province according to SEOC 2018 indicated that their year of implementation would be 2019. The provincial awareness was conducted to inform the province on the 1.6.6 school restructure policy reform.

IMPLEMENTATION

According to their choice at SEOC 2018 the province said to begin implementation process in 2019. Selected and identified cluster schools now will be tasked through PEB to implement the restructure. It will then proceed to other schools for the next nine (9) years until its full implementation.

ADMINISTRATIVE AND POLITICAL SUPPORT

The Provincial Administration and Provincial Government have assured their total support to ensure 1.6.6 is implemented in all the cluster schools in the province. Gulf has always been categorised as the least producing and implementing province of all the government policies but not with this reform. Gulf stands to make this work for the children of the province, the department and the national government.

STAKEHOLDERS / NGO’S / DEVELOPMENT PARTNERS

The stakeholders will partner with the Policy and Planning Division and the Department. The policy implementation is everyone’s responsibility so they have pledged their support to help deliver this important policy reform to the schools in the province. ***
The Department of Education is taking stringent measures to improve the quality of education in elementary and primary schools in PNG starting with selections and enrolments into teacher training institutions.

All principals and Heads of Teacher Training Institutions are informed on 15th February, 2019 through the Circular Instruction No. 9 of 2019 issued under Section 28 of the Education Act 1983, (consolidated to No. 13 of 1995).

To maintain standards the following instructions are to be strictly adhered to:

1. As of 2019 onwards, all Non-School leaver applications selected to teacher training must meet a Grade Point Average (GPA) of 2.4 or above.

2. For 2019 only those Non-School Leavers endorsed by the Secretary for Education are to be enrolled for pre-service teacher training in the various institutions. Selection and enrollment by the Governing Councils and Principals or college staff outside of this selection progress is illegal, not approved and not recognized.

3. Successful Non-School leaver applicants are to be immediately advised as of the date of this Circular Instruction together with Non-School Leaver applicants and are to be given two weeks within which they are to enroll. This will mean that institutions are to make allowance for delayed enrolment for Non-School leavers including adjustments to teaching programs.

4. Additional School Leaver candidates selected from the list provided by the Department of Higher Education, Research, Science and Technology (DHERST) have been endorsed by the Secretary for Education to meet individual institution’s enrolment quota. They are to be enrolled by the respective teacher training institutions and register online using DHERST code for them to be placed on DHERST sponsorship list.

5. The successful additional School-Leavers are to be immediately advised as of the date of this Circular Instruction together with Non-School Leaver applicants and could not meet enrolment quota for individual institutions.

4. In order to maintain standards DoE and DHERST have jointly collated data of Non-School Leavers and additional 2018 School Leavers to ensure the enrolment quota for each teacher training institution is met.

5. The Secretary for Education has endorsed these lists of Non-School Leavers and additional 2018 School Leavers for teacher training in 2019 as final.

The selection and enrolment process have been delayed for 2019 for teacher training and therefore all teacher training institutions are requested to cooperate with the Department of Education as much as possible.

All institutions are instructed to comply with the instructions issued in the circular to ensure smooth enrolment of both Non-School Leavers and additional 2018 School Leavers who have met the GPA of 20.4 or above.

The Department of Education will no longer entertain any other selections outside of this process done by the Governing councils for enrolment in 2019.. ***
THE Secretary’s Circular No. 2 of 2019 is to inform all staff, TMT, SSM members and Authorized Requisition Officers (ARO) that as of the 1st of February 2019, the Travel and Acquittal System (TACQs) will be fully implemented. Therefore any travel request will be done through the TACQs system.

The Travel and Acquittal System is designed to automate the travel approval process and to keep tag on all travel payment acquittals. Officers are paid their travelling Allowances, airfares, hire cars and accommodation during travel when officers travel out of their township to and other town on approval duty travels. (Refer to GO 13.94 – GO 13.106)

PROCEDURES

The processes of travel approval through the TACQs are:

1. Travel Requests for an officer is raised by the ARO’s with authorized login credential to upload required documents for the immediate supervisor to review;
2. Once the immediate supervisor reviews and accepts the request, the travel request then goes to the Secretary to assess and approve or disapprove.
3. Accounts only issue travel cheques upon Secretary’s approval.
4. Upon return on a travel, each officer will have to upload the cheque but and other relevant documents through the TACQs for Acquittals purposes.
5. Divisions organizing workshops, meetings or training are responsible to ensure acquittals are done through the TACQs for all participants. In such case the Divisional Head is responsible for all acquittals.

**Required Documents for Travel Request:**

1. Minute to Secretary requesting Travel;
2. Evidence of funding;
3. Approved and Targeted AOFP activity;
4. Travel Request Form.

**Required Documents for Acquittals after Duty Travels:**

1. Boarding Passes;
2. Accommodation Receipts;
3. Hire Transport Receipts (Boat, Car, Chopper, etc);
4. Copy of the Cheque but;
5. Duty Travel Report.

**External requests:**

Provinces requesting national officers to travel should seek the approval from the Secretary. When the request is approved, it will be registered by concerned Division/Secretariat in the TACQs to follow the Department approval processes as prescribed through the circular.

All Divisional Heads and AROs are to use this system, ICT and Finance Divisions will assist should there be queries relating to the TACQs.

**COMPLIANCE:**

It is required that all officers are to acquit their travel within 7 days of domestic travel and 14 days from an overseas travel. For officers who do not acquit, a grace period of 14 days is given after the actual return date of travel.

An email reminder will be received by the officer if he or she fails to acquit after the grace of 14 days. A second email notification is sent out after another grace period of 21 days and a final notification after 30 days of grace period. Should the officer fails to acquit after the final grace period, an approved automatic deduction from the officer’s salary will commence and the officer will not be allowed to travel. Any travel request outside of the TACQs will not be considered.

All Heads of the Divisions, Wings and Directorates are advised to adhere to this Circular Instruction accordingly. ***
## 2019 SECOND QUARTER EDUCATION CALENDAR ACTIVITIES

### APRIL

<table>
<thead>
<tr>
<th>DATE</th>
<th>TASKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-30</td>
<td>Screening of Applications for DoE/Donor Sponsorship for both short and long term training/ courses in country and overseas. Both training committees of the Department (SDC/EDC) meet, screen applications and make decision. Outcome of the decision is communicated to individual officers.</td>
</tr>
<tr>
<td>5</td>
<td>Heads of institutions to complete and forward monthly staff returns for March to PDoE and NDoE, GESD.</td>
</tr>
<tr>
<td>8-12</td>
<td>SBC Cluster Training</td>
</tr>
<tr>
<td>8-12</td>
<td>1st Quarter Meeting for Principals of TTCs &amp; IERC Coordinators/Principals.</td>
</tr>
<tr>
<td>8-12</td>
<td>Preparation begins on Advertised Vacancy Gazette and printing and distribution to schools before May 17.</td>
</tr>
<tr>
<td>12</td>
<td>Term 1 ends for all schools and vocational centres, PNGEI, PTCs, TCs and business colleges. (Consult divisional circulars).</td>
</tr>
<tr>
<td>18</td>
<td>Teachers send application to PDoE and Teaching Divisions for Furlough leave for 2019.</td>
</tr>
<tr>
<td>19</td>
<td>GOOD FRIDAY</td>
</tr>
<tr>
<td>22</td>
<td>EASTER MONDAY</td>
</tr>
<tr>
<td>23</td>
<td>All schools begin Term 2. Head Teachers, Principals, and Vocational Centre Managers to ensure that all teachers commence a full day’s of teaching.</td>
</tr>
<tr>
<td>23</td>
<td>Provincial Appointment officers’ conduct quality checks on RoDSS/Appointment variations and forward changes to NDoE.</td>
</tr>
<tr>
<td>23</td>
<td>School Registration Committee (SRC) meeting to process EDA 2018 applications forms for 2020 schools.</td>
</tr>
<tr>
<td>26</td>
<td>Teachers complete RoDSS/Form EDB 023 for any appointment variations. Heads of institutions check, sign and forward to appropriate PEO or NDoE AS (NI) at earliest opportunity.</td>
</tr>
<tr>
<td>26</td>
<td>Non-citizen teachers due for 2019 contract renewals.</td>
</tr>
<tr>
<td>26</td>
<td>Month Ending reports due for Elementary, Primary, Secondary and TVET Schools.</td>
</tr>
<tr>
<td>26</td>
<td>TED Application for Personal Inspections due.</td>
</tr>
<tr>
<td>26</td>
<td>Heads of Institutions to complete and forward monthly staffing returns for March to PDoE &amp; NDoE, GESD.</td>
</tr>
</tbody>
</table>
| 25-26  | TVET Curriculum Implementation Awareness Workshop with PEs.
| 29-3/5 | Joint National Rating Conference. |
| 29     | Closing date for applications for personal reports for all sectors. |
| 29     | Guidance officers first quarter reports due at headquarters. |

### MAY

<table>
<thead>
<tr>
<th>DATE</th>
<th>TASKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-31</td>
<td>Notification on the outcome of EDC/SDC decisions (successful/unsuccessful) for Sponsorship for courses is delivered to individuals.</td>
</tr>
<tr>
<td>1</td>
<td>Heads of Institutions to complete and forward monthly staffing returns for April to PDoE &amp; NDoE, GESD.</td>
</tr>
<tr>
<td>6-10</td>
<td>Issue and release of teacher’s eligibility by GESD and registration certificate by TED.</td>
</tr>
<tr>
<td>13</td>
<td>Payment of SDC sponsored students in our institutions.</td>
</tr>
<tr>
<td>13-17</td>
<td>TVET Curriculum Inspections Consultative Forum with TVET principals.</td>
</tr>
<tr>
<td>13-17</td>
<td>Screening of applications for personal reports for all sectors.</td>
</tr>
<tr>
<td>17</td>
<td>Closing dates for teachers furlough leave application.</td>
</tr>
<tr>
<td>19</td>
<td>Teachers send application to PDoE and Teaching Divisions for Furlough leave for 2019.</td>
</tr>
<tr>
<td>20</td>
<td>Advertised Vacancy Gazette is received by provinces for teachers to apply for positions. Deadline for all forms to reach Appointment Officer at the Provincial Education Office is July 26.</td>
</tr>
<tr>
<td>20-24</td>
<td>TVET Teachers Competency Based Training.</td>
</tr>
<tr>
<td>20-24</td>
<td>Basic Education Board of Studies meeting.</td>
</tr>
<tr>
<td>20-24</td>
<td>Senior Education Officers Conference (SEOC)</td>
</tr>
<tr>
<td>27</td>
<td>All NIST/PIST funding application due from the provinces to TED.</td>
</tr>
<tr>
<td>27</td>
<td>Issue of notification through application slips to successful applicants for personal inspections.</td>
</tr>
<tr>
<td>27</td>
<td>Deadline for all PEA and DoE AS to advise TSC/AS HROD of full details of 2019 overseas recruitment requirements.</td>
</tr>
<tr>
<td>27-31</td>
<td>Secondary Board of Studies Meeting.</td>
</tr>
<tr>
<td>27-31</td>
<td>Processing of EDA 212 and approvals by TSC for creation, abolition or reclassification of positions for 2020 schools.</td>
</tr>
<tr>
<td>31</td>
<td>Month Ending reports due for Elementary, Primary, Secondary and TVET Schools.</td>
</tr>
<tr>
<td>31</td>
<td>All PEs prepare list of activities for National Education Week Agenda items for PEB.</td>
</tr>
</tbody>
</table>
## 2019 SECOND QUARTER EDUCATION CALENDAR ACTIVITIES

### JUNE

<table>
<thead>
<tr>
<th>DATE</th>
<th>TASKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-28</td>
<td>Submission of First Part of Staff Performance Appraisal 2019 to HROD. Respective divisional heads and supervisors are to appraise their subordinates. Keep originals and forward in batch copies of SPAs to HROD as required.</td>
</tr>
<tr>
<td>3</td>
<td>TTCs &amp; IERCs inspection commences.</td>
</tr>
<tr>
<td>3-28</td>
<td>Commencement of Second Part of Staff Performance Appraisal 2019. Divisional heads with supervisors and their subordinates are to revisit DoE and division’s Key Priority Areas (KRAs) assigned in January. Discuss and take on board incomplete tasks with additional tasks to be implemented in the remaining 6 months. Final Part of the SPA based on these assigned tasks.</td>
</tr>
<tr>
<td>3-28</td>
<td>Closure of all Recreation Leave Applications 2019.</td>
</tr>
<tr>
<td>3-7</td>
<td>Vocational Coordinators Workshop/conference.</td>
</tr>
<tr>
<td>3-7</td>
<td>Annual Meeting for Coordinators/Principals of Inclusive Education Resource Centres.</td>
</tr>
<tr>
<td>6</td>
<td>Close of Applications for Kina for Kina subsidy from Nat. Secretaries of Churches Education Agencies. Lodge applications with Senior Trust Officer, Finance – NDoE.</td>
</tr>
<tr>
<td>6</td>
<td>Lower Secondary School Certificate Written Expression Examination (Grade 10)</td>
</tr>
<tr>
<td>7</td>
<td>All requests for teachers due for leave to be submitted to the PEO by July 26.</td>
</tr>
<tr>
<td>10</td>
<td>QUEEN’S BIRTHDAY</td>
</tr>
<tr>
<td>11</td>
<td>Dispatch of Grade 10 SLF to all High &amp; Secondary Schools.</td>
</tr>
<tr>
<td>11</td>
<td>Dispatch of Grade 10 SLF to all High &amp; Secondary Schools.</td>
</tr>
<tr>
<td>14</td>
<td>All PEAs and Permitted Schools complete submitting the annual School Census Forms to Statistics Section of NDoE.</td>
</tr>
<tr>
<td>14</td>
<td>All PEAs, DoE AS (teaching divisions) &amp; Permitted School Agencies submit annual National Staffing and Enrolment Returns to Manager, EMIS &amp; Statistics, NDoE by July 26.</td>
</tr>
<tr>
<td>17-21</td>
<td>2nd Quarter Meeting for Principals of Teacher Training Institutions.</td>
</tr>
<tr>
<td>17-21</td>
<td>Senior Guidance Officers Meeting.</td>
</tr>
<tr>
<td>21</td>
<td>1st Asset Management Reports due for DoE Institutions.</td>
</tr>
<tr>
<td>24-28</td>
<td>TVET Teachers CBT&amp;A Training.</td>
</tr>
<tr>
<td>28</td>
<td>Deadline for non-citizen contract renewal to be submitted to NDoE.</td>
</tr>
<tr>
<td>28</td>
<td>Close of SPEG Applications from Provinces. Close of TTCs &amp; IERCs Leave Application Forms.</td>
</tr>
<tr>
<td>28</td>
<td>Month Ending reports due to Elementary, Primary, Secondary and TVET Schools.</td>
</tr>
<tr>
<td>28</td>
<td>Teachers wishing to appeal against the ratings given the new 2018 reports by the National Ratings Conference must do so by the end of June.</td>
</tr>
<tr>
<td>28</td>
<td>Term 2 ends for all schools and vocational centres, PNGEI, PTCs, BCs and TCs (See Circulars for details).</td>
</tr>
</tbody>
</table>

### 2019 MINISTRY OF EDUCATION DEDICATION SERVICE IN PICTURES
I warmly welcome you all to the new school academic year 2019 and thank everyone for making every effort to in implementing the 2018 priority tasks.

Our vision is to provide ‘Quality Education for All’ this year and beyond. We are expected to implement numerous education policies and perform certain critical functions on time effectively so that every child and youth is educated. This year’s priorities center on the Government’s Alotau Accord II on enriching all teachers’ and students’ performance through Quality Curriculum, Quality Training, Quality Management and Quality Infrastructure.

The Directorates, Wings, Division, Branches and Unit are required to align all their priorities and link them to the key priorities of the National Education Plan and the Corporate Plan.

I have issued Secretary’s Circular No. 4 of 2019 outlining the 1st and 2nd Quarter priorities for this year. This list is not conclusive and Directorates may add more depending on the changes and developments as they occur.

A. SCHOOL & EDUCATION STANDARDS DIRECTORATE

GUIDANCE & COUNSELLING DIVISION
1. Conduct 2 Capacity Building programs for Guidance and Counseling officers.
2. Implement the revised Behaviour Management policy in all schools for 2019.
3. Implement the newly developed ICT Mobile Phone Policy in schools by 2019.
4. Communicate and advocate on School Related Gender Base Violence (SRGBV) in schools.
5. All student integrating scouts program by 2019.

GENERAL EDUCATION SERVICES DIVISION
1. Establish an efficient and effective National Teacher Appointment system with an improved database system.
2. The six National High Schools to implement the School of Excellence Policy in 2019, after approval.
3. Give prominence to FODE by invigorating the whole FODE system.
5. Develop an efficient and effective Grade 11 Selection system.

NATIONAL CAPITAL DISTRICT EDUCATION SERVICES
2. Implement application of NCDES teachers’ database to improve leave fare processes.
3. Transfer of NCDES from DoE to NCDC.

CURRICULUM DEVELOPMENT DIVISION
2. Development of 2x Syllabus and 18x Teacher Guides for subjects for Grades 9 to 12.
3. Develop CCVE Syllabuses and Teachers Guides for Grades 4-12.
4. Procure 10,000 phonics kits from Bilum Books for prep—grade 2.

MEASUREMENT SERVICES DIVISION
1. Design and adopt a new Statement of Results (SoR) format with security features for reporting and implementation.
2. Develop an online SIBs data capture to eliminate errors, omissions and delays in the submission of critical assessment data from schools.
3. Establish a sustainable standardized learning assessment system to promote consistency in the internal assessments at the school levels.
4. CSMT to be reliable in country mechanism incorporated PILNA experiences.
5. For grades 7, 9 and 11, develop and disseminate assessment tasks reflecting curriculum syllabus objectives.

INSPECTIONS DIVISION
1. Conduct the 2019 National Ratings Conference (2018 reports to be rated).
2. Rollout of the National Quality School Standards Framework (NQSSF) and its assessment software—National Approach to Schools Standards Assessment (NASSA).

3. Rollout the National School Minimum Standards to all schools.
5. Complete Teachers Duty Statements in consultation with TSC.

TEACHER EDUCATION DIVISION
1. Implementation and Monitoring Standard Based Education and Citizenship & Christian Values Education (CCVE) throughout provinces.
2. Liaise with Universities, PNGEI and other institutions to provide teacher training programs.
3. Realign Inclusive Curriculum into SBC, in all Inclusive Education Resources Centres and Teacher Training Institutions.
5. Work on the Restructure of Teacher Education Division functions to transfer Teachers Colleges to DHERST.

B. POLICY & CORPORATE SERVICES DIRECTORATE

FINANCE DIVISION
1. Develop checklist, flowchart and conduct Training for AROs to improve efficiency and time management of claims at Accounts of Finance Division by 31st of January, 2019.
2. Clear all acquittals of all travel allowances and Advances from 2015 to 2018 by 28th February, 2019.
3. Reorganize Account staff to avoid duplication of examination processes through the review of claims processing flowcharts by 31st of January, 2019.
4. All Section 32 officers’ access to IFMAS is activated and functioning and gazetted of section 32 officers are completed by February, 2019.
5. All financial reports including audit reports are compiled and updated monthly ad reported to relevant authorities timely.

**PROCUREMENT DIVISION**
1. Improve efficiency of the centralization of procurement processes to deliver to relevant divisions in NDoE.
2. All major contracts and tenders are procured, advertised timely.
3. All tender/contracts are monitored and final report submitted.
4. Identify and scrutinize 60 % of the current registered business entries (companies) domestic & international, which meet GoPNG’s compliance standards.
5. All minor and major printing to be centralized and only the government printing office and procurement division to administer and procure.

**PAYROLL DIVISION**
1. Decentralized salary functions to remaining seven (7) provinces.
2. Training of PEOs and payroll officers in all provinces on revised payroll processes and procedures.
3. Develop electronic filing system for Public Servants.
4. Graduate/New commencements are all paid in the first quarter.
5. Implement the reviewed data validated processes and procedures by PWC.

**RESEARCH & EVALUATION DIVISION**
1. Rollout My School Application to all the remaining provinces.
3. Coordinate the entry of 2019 National School Census Data (NSC) into EMIS.
4. Complete conducting the 1-6-6 Education Sector Resource and Financing Study.
5. Develop and submit DoE M&E and PAF Frameworks.

**POLICY & PLANNING DIVISION**
1. Develop and complete the first draft of the NDoE NEP (2020–2029)
3. Carry out 1-6-6 School Restructure awareness in all provinces and have 22 implementation plans completed.
4. Complete the draft of the SLIP Policy for endorsement.
5. Implement 2018 SEOC decisions and present the report to 2019 SEOC.

**PROJECT & AID COORDINATION UNIT**
1. Monitor the Construction of Simbu Polytechnic Institute infrastructures.
2. Monitoring the phase 2 Construction of 15x Science lab.
3. Ensure that all Tendering of Education House is delivered timely.
4. Coordinate two PPMC meetings in the first 6 months.
5. All infrastructure projects for 2019 are tendered: classrooms (phase 1 and science labs (phase 3).

**MEDIA & COMMUNICATION UNIT**
2. Ensure 2019 Education Calendars are delivered to 22 provinces.
3. Publish two quarterly Pipeline newsletters in the first six months.
4. Write 20 articles for publication and awareness on DoE Priorities.

**HUMAN RESOURCES & ORGANISATION DEVELOPMENT DIVISION**
1. Coordinate Teacher NID Roll-out in all 22 provinces.
2. Review the leave policy, training and recruitment/selection Policy documents via a software application.
4. Coordinate Qualification Upgrading and Induction Program for 100 public servants.
5. Review Job Description (JDs) of all Positions.
6. Establish a Clinic for staff at Fincorp Haus.

**INFORMATION & COMMUNICATION TECHNOLOGY DIVISION**
1. Develop and implement a document management system/record management system to capture teacher files and be implemented in GES/PARS by June.
2. Install a cost effective Telephone system for the DoE using VOIP Technology on Management floor to reduce telephone bill costs.
3. Develop an electronic data collection solution to collect real time data from at least 5 provinces by June, for EMIS and TFF.
4. Upgrade server infrastructure and systems and migrate all data and application from all 24 servers and 2x storage by June.
5. Develop teachers’ payslip repository online allow teachers in all 22 provinces to have access to their pay information.

**ADMINISTRATION DIVISION**
1. Find strategies to ensure that Divisions implement Asset Management Policy.
2. Complete the registration of all Assets in 33/66 National Institutions.
3. Commence the disposal of old vehicles and replace with new vehicles through normal BOS & tendering processes.
4. In partnership with ICT, implement Electronic Filing systems for all Divisions.
5. Promote and maintain welfare and safety for NDoE staff, property and sanitation.

**C. TECHNICAL VOCATIONAL EDUCATION & TRAINING & UNESCO DIRECTORATE**

**TVET INSPECTIONS & QUALITY ASSURANCE DIVISION**
1. Conduct the Mini Ratings in preparations for the National Ratings.
2. Conduct the 2019 Annual National Ratings Conference.
3. Develop strategies to induct TVET inspections and the teachers.
4. Develop appropriate strategies to enhance advisory and inspections.
5. Improve report writing skills for Inspectors.

**TVET SCHOOLS OPERATIONS DIVISION**
1. Scope, rehabilitate and construct building infrastructure and procure learning re-
sources for the proposed 3 polytechnic and technical secondary schools.

2. Restructure TVET to implement Provincial school functions in DoE and transfer of College and Polytechnic institute functions to DHERST.


**TVET CURRICULUM DIVISION**


2. Continue Awareness and Greater Advocacy to Province, TVET Institutions and Stakeholders on new TVET Curriculum and conduct CIIT & CBT&A Training for Teachers.

3. Complete the TVET Curriculum Policy, form the Curriculum Advisory Committee, BoS and TOR's.

4. Commence the development of Teacher, Learner Guides and Assessment Packages to compliment the TVET Curriculum.

5. Conduct scheduled curriculum Audits to all TVET Institutions and continue alignment and mapping processes of curriculum.

**e-LEARNING DIVISION**

1. Rollout of EQUITV Program—Distribution, installation and training.

2. Content Development on Grade 1 in line with SBC.

3. Production of TV & Radio Programs—Preschool, Grade 9 Social Science and FODE students through TV.


5. Broadcast of Schools TV & Radio Programs.

**NATIONAL LITERACY & AWARENESS SECRETARIAT**

1. Complete the development of the National Literacy Policy Review.

2. Plan to facilitate the National Literacy Week Program.

3. Monitor and assess alternative education programs.

4. Implement the Out-of-School-Children-Initiative (OOSCI) Report with RED.

5. Ensure that National Literacy Awareness Council is Re-established.

**UNESCO**

1. Reactivation of National Commission Board and 9x Sub-sector Committees.

2. Revive ASPnet (Associated Schools Program Network) in 3x NCD schools.

3. Coordinate with stakeholder partners 3x UNESCO sanctioned workshops in PNG in June.

4. Disbursement of PP Project funds held in Trust Account by June.

5. Implementation of ICT in Education Base Line Survey in NCD/Central province by June.

**AUDIT UNIT**

1. Facilitation of two Audit Committee Meetings by June.


3. Continue with the implementation of IAU Training Plan.

4. Advisory visits to newly established National Education Institutions (NEIs) - subject to availability of funds.

5. Desk-Top Audit of TFF (Subject to availability of Funds under TFF Budget vote).

**TFF UNIT**

1. Assure the decentralization of TFF to NIP, Enga (review), Morobe & ENBP.

2. Audit of 200 school accounts.

3. Ensure the establishment of Education Sector committee.

4. Conduct Interdepartmental Subsidy Committee Meeting.

5. Facilitate the TFF Coordinator workshop before June.

**LEGAL SERVICES UNIT**

1. NCDES/OLA Contractor Cases—Site inspection, Valuation, drafting of Defense and Court appearance.

2. Transfer of Functions/Colleges to DHERST from NDoE, Joint Meeting/Consultation and Drafting of Bills for Teachers Colleges/TVET and Business College for transfer.

3. PEB swearing-in/induction for East Sepik and induction only for PEB, New Ireland and Milne Bay.

4. Joint Advise by DHERST, TSC and NDoE on POMBUS College to two Secretaries.

5. Advise and provide legal brief to Secretary and take directions to carry out investigation and charging roles.

Every staff is required to lead, plan, report on the implementation of these priorities tasks with satisfactory results. Everyone’s support is valued.

**DR. UKE KOMBRA, PhD**

Secretary for Education