

DEPARTMENT OF EDUCATION

11.

# 2000 ANNUAL REPORT



**“Literacy Skills Open Life”**

**[Photo pages not included to reduce size of file]**

---



# Contents

---

Contents .....	i
2000 Official Directory .....	iii
Secretary's Message.....	1

## ***Overview***

The National Education System and Education Reform .....	2
Education Policy and Objectives .....	12
Organisational Structure and Manpower .....	18
The Education Budget.....	24
Donor Activity by level of Education .....	28

## ***Divisional Reports***

1. Policy, Research and Communication .....	27
2. Planning, Facilitating & Monitoring.....	31
3. General Administration and Personnel.....	34
4. Finance and Budget.....	37
5. Inspections and Guidance .....	39
6. Curriculum Development Division .....	42
7. Technical Vocational Education & Training .....	46
8. Teacher Education and Staff Development.....	50
9. General Education Services .....	53
10. National Capital District Education Services .....	57
11. Internal Audit.....	59
12. Office of Bougainville Restoration .....	60

## ***Photographs***

## Tables

Table 1 Recent Policy and Planning Initiatives.....	15
Table 2 Donor Activity by level of Education.....	28

## Figures

Figure 1 Education Reform Structure of the National Education System .....	4
Figure 2 Old Structure of the National Education System.....	4
Figure 3 Total National Education System mid year enrolments, 1999 <sup>1,2</sup> .....	5
Figure 4 The National Teaching Service: teachers on payroll on payday 1/12/00 <sup>3</sup> .....	5
Figure 5 Number of registered institutions at 1/12/00 <sup>3</sup> .....	5
Figure 6 Percentage of students in government agency institutions and institutions run by churches and other agencies in 1999 <sup>3</sup> .....	6
Figure 7 Nominations for national examinations in 1999 <sup>3</sup> .....	6
Figure 8 Participation of girls in education in 1999 <sup>3</sup> .....	6
Figure 9 Total National Education System mid year enrolment 1999 and 1992 (before reform) <sup>1</sup> .....	7
Figure 10 Enrolments in 1999 and 1992 compared by level or sector <sup>2</sup> .....	7
Figure 11 Enrolments in 1999 and 1992 compared by level or sector <sup>2</sup> .....	7
Figure 12 Enrolment of Grade 7 in Primary and High Schools since the start of the Education Reform.....	8
Figure 13 Transition from Grade 6 to 7 – Grade 6 students staying at school for Grade 7.....	8
Figure 14 Transition from Grade 8 to Grade 9: - Grade 8 students staying at school for Grade 9.....	8
Figure 15 Transition from Grade 10 to Grade 11: - percentage of Grade 10 students staying at school for Grade.....	9
Figure 16 Teacher Education – increased entry level for primary teacher training.....	9
Figure 17 1999 total enrolment in provincial institutions <sup>3</sup> .....	9
Figure 18 1999 enrolment in post–primary provincial institutions <sup>3</sup> .....	10
Figure 19 Student:teacher ratio (students per teacher) in primary schools Grades 1-8 <sup>3</sup> .....	10
Figure 20 Transition from Grade 6 to Grade 7 – percentage of Grade 6 students staying at school for Grade 7 (1999) <sup>2</sup> .....	10
Figure 21 Department of Education Organisational /Functional structure as approved by DPM 15/12/00 .....	19
Figure 22 Total Personnel on Education payroll on payday 1/12/00.....	20
Figure 23 Public Servants on Education payroll on payday 1/12/00.....	20
Figure 24 Department of Education Manpower Ceiling on payday 1/12/00.....	20
Figure 25 Department of Education payroll by location & function on payday 1/12/00.....	21
Figure 26 Public Servants in Department of Education manpower establishment 1/12/00.....	21
Figure 27 Teachers in Department of Education establishment 1/12/00.....	21
Figure 28 Total Department of Education manpower ceiling by level.....	22
Figure 29 Gender equity - % female and male DOE public servants on strength at different levels (1/12/00).....	22
Figure 30 Gender equity - % female teachers in the National Teaching Service in 1999.....	22
Figure 31 Localisation of Teaching Service – overall at 1/12/00.....	23
Figure 32 Localisation of the Teaching Service – by school type /level (1/12/00).....	23
Figure 33 Localisation of the Department of Education Public Service (1/12/00).....	23
Figure 31 Total Education Ministry 2000 Budget Appropriation.....	24
Figure 32 Total Education Ministry 2000 Budget Appropriation: Recurrent Budget by Agency.....	24
Figure 33 Total Education Ministry 2000 Budget Appropriation: Development Budget (Projects - PIP) by Agency.....	24
Figure 34 Department of Education 2000 Budget: Total Appropriation.....	25
Figure 35 Department of Education 2000 Budget: Recurrent Appropriation by Item.....	25
Figure 36 Department of Education 2000 Budget: Recurrent Appropriation by Program.....	25
Figure 37 DOE 2000 Development Budget Appropriation by Program.....	26
Figure 38 DOE 2000 Development Budget Appropriation by Donor.....	26
Figure 39 GAQEP 2000 by Program.....	26
Figure 40 Transferred functions – 2000 Appropriations in Provincial Budgets for Teachers’ Salaries.....	27
Figure 41 Transferred functions – 2000 Appropriations in Provincial Budgets for Teachers’ Leave Fares.....	27
Figure 42 Transferred functions – 2000 Appropriations in Provincial Budgets for Provincial Component of School Subsidies.....	27

<sup>1,2,3,4</sup> Refer to notes on page 11 about enrolment data and sources of that data

# 2000 Official Directory

---

## **MINISTER FOR EDUCATION**

Honourable Professor John Waiko, (PhD.) M.P.

## **VICE MINISTER FOR EDUCATION**

Honourable Baki Reipa, M.P.

## **DEPARTMENT OF EDUCATION**

Secretary for Education

Mr. Peter Baki

Deputy - Secretary -Policy & Administration

Mr. Luke Taita

Deputy – Secretary- Standards & Human Resource Development

Mr. William Penias MBE

## **FIRST ASSISTANT SECRETARIES**

FAS - Finance & Administration

Mr. Louis Keamau

FAS – Education Standards

Mr. Damien Rapese

FAS - Human Resource Development

Mr. Patrick Modakewau

FAS - Policy, Planning, Research & Comm

Mr. Jerry Kuhena

## **ASSISTANT SECRETARIES**

A/S - General Administration & Personnel

Mr. Lino Kossin

A/S - Finance and Budget

Mrs. Edwin Apai

A/S - Policy, Research & Communication

Mr. Paul Koro

A/S - Planning, Facilitating & Monitoring

Mr. Pala Wari

A/S - Inspections & Guidance

Mr. Eliakim Apelis

A/S - Curriculum Development

Mr. Godfrey Yerua

A/S - Technical and Vocational Education

Mr. Winsley Degoba

A/S - Teacher Education & Staff Development

Mr. Cherian Lukose

A/S - General Education Services

Mr. Ouka Lavaki

A/S - N.C.D. Education

Mr. Pompiran Kuyei

## **TEACHING SERVICE COMMISSION**

Chairman

Mr. Toby Davis

Commissioner - Policy

Mr. Allan Jogioba

Commissioner - Operations

Mr. Sport Varage

## **OFFICE OF HIGHER EDUCATION**

Director

Dr. Philip Kereme

## **OFFICE OF LIBRARIES AND ARCHIVES**

National Librarian

Mr. Daniel Paraide

## **HEADS OF PROVINCIAL EDUCATION DIVISIONS**

Western

Mr. Evare Kulau

Gulf

Mr. Isua Nawia

Central

Mr. Casper Sorea

Milne Bay

Mr. Kini Puele

Oro

Mr. Misina Nuvao

Southern Highlands

Mr. Jimmy Girita

Simbu

Mr. Vincent Bundo

Eastern Highlands

Mr. John Kippot

Western Highlands

Mr. Malcom Culligan

Sandaun

Mr. Ignas Wunum

East Sepik

Mr. Baran Sori

Madang

Mr. Salbung Sei

Morobe

Mr. Albert Tsika

West New Britain

Mr. Tony Luvongit

East New Britain

Mr. Boas Koro

New Ireland

Mr. Edward Timan

North Solomons

Mr. Anthony Tsora

Manus

Mr. Timothy Poesi

Enga

Mr. Mathew Areke



## Secretary's Message

---



This is the National Department of Education Annual Report for Papua New Guinea's Jubilee year. It reports on the Department's progress and use of resources in implementing Government policies and programs to December 31, 2000. It describes the Department's objectives, programs, activities, and achievements towards the set goals and priorities, including National Education Plan education reform targets.

The goal of integral human development remains the top priority goal of Government. Consistent with this the mission of education in the 21<sup>st</sup> Century is to develop an education system that will enable PNG to become a more literate, educated and skilled nation.

There are four main programs in education, namely access and expansion, quality and relevant education, literacy and awareness, and higher education. To support these programs in 2000, K95 million was appropriated for 36 recurrent activities and K119 million was appropriated for 17 projects which are geared towards delivery of quality education and services to the children.

The major goals of our Education Reform are significant improvement in relevance, quality and access to education. We have made dramatic progress since 1993 in introducing changes to the structure of the system, and increasing the number of children able to go to school and stay at school - at all levels of the system.

There is also now a considerable amount of work in progress towards addressing issues related to relevance and quality in education. Some of these involve curriculum and materials development, procurement and distribution, teacher education and infrastructure maintenance and development and in turn is supported by initiatives such as the Government Assistance to Quality Education Program and donors that include AusAID, the World Bank and European Union.

The education theme for 2000 was 'Literacy Skills Open Life'. This focused on how to better reach those presently outside the reach of the education system, as well as on effective development of relevant skills for those in the system. The education reform curriculum policy on the use of language in schools recognises the importance of teaching and learning in a language that the child understands. This is a very positive and constructive step towards cultural bonding and addressing the real and practical needs of the majority of our population.

The Silver Jubilee theme and philosophy of '*Walking together, Wokabout Wantaim, Raka Hebou*' has always been central to building a better future for Papua New Guineans through education. It remains so as we move forward together to meet the needs and challenges of the new millenium.

I thank all our Partners in Education and Education Reform in Papua New Guinea for their support, and hard work, both in 2000 and in previous years and decades. This includes Provincial Governments and Divisions of Education, Local-level Governments, parents, school communities, churches and other education agencies, and our overseas donor friends. We could not have made the progress that we have without your efforts. I thank you all, and I ask you to continue your support in the new millenium, for the benefit of our children and our nation.

**PETER M. BAKI**  
**SECRETARY FOR EDUCATION**

# The National Education System and Education Reform

---

## ***The National Education System***

Apart from the *Education Act*, the *Organic Law on Provincial and Local-level Government*, and the *National Education Plan 1995-2004*, 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.

### **National component**

The National Department of Education is also responsible for the operation and development of the national component of the National Education System – that is the national institutions, namely teachers' colleges, technical colleges, national high schools, the College of Distance Education and schools in the National Capital District.

### **Provincial component**

The provincial component of the National Education System is all the registered elementary, primary, and secondary level (including vocational) schools in each province. The delivery of education services in the provinces and districts, through the operation and development of these schools, is the responsibility of Provincial and Local-level Governments and their Provincial and District administrations and Provincial Education Boards.

These arrangements were reaffirmed and clarified in 2000 under the *National Charter for Reconstruction and Development 2000 - 2002*. The National Charter re-stated that the investment and cost of education are shared amongst the three tiers of government and the parents.

### **Partners and responsibilities**

The main principles that govern the National Charter include partnership between governments and NGOs, including churches, as well as parents and communities. Within the partnership the charter calls 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.

Under the charter, the Organic Law on Provincial Government and Local-level Government, and the Education Act, operation and development of schools must be catered for within Provincial, District and Local-level Government plans and budgets, in close cooperation with the communities, school Boards of Management and Education Agencies such as churches.

Provincial Governments must budget for teachers' salaries and entitlements and school subsidies for basic school materials and operating costs. The community, through the school Board of Management continues to share in the responsibility for infrastructure. This includes sharing responsibility for planning for, providing and maintaining school buildings, teacher housing and ancillary facilities. Provision and rehabilitation of elementary and primary school infrastructure is also one of the priorities assigned to the District Development Program funds available to Members of Parliament.



## ***The National Education Board***

The National Education Board is responsible for overseeing the development and functioning of the National Education System and National Education Plan. It is responsible for providing advice to the Minister on these matters, in consultation with provincial governments, the Teaching Service Commission, Education Boards and agencies. The Secretary for Education is the Departmental Head and Chairman of the National Education Board.

## ***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
- the Teaching Service Commission
- education boards
- local-level governments
- the governing bodies of member schools

## ***The National Education Plan and Education Reform***

The Education Reform is bringing about both restructuring of the system and reform of the curriculum. The deliberate intention is to dramatically expand access to school at all levels; reduce the number of children dropping out of school; upgrade the quality and relevance of the curriculum; and improve the cost efficiency of the system.

### **Access**

The reform is well established and has already resulted in significant increases in access and participation at all levels of the system. There were over 800,000 students in the National Education System in 2000. That is an increase of over 300,000 or approximately 60% since 1992 (the year before the reforms began in a small way). Enrolments have increased about three times more than they could have been expected just from normal population growth.

### **Relevance and quality**

Other reform objectives such as improved curriculum relevance and quality, infrastructure, materials supply, and teacher supervision, deployment, and training are taking longer to achieve, but are being addressed. This work is receiving strong donor support through projects. It supports the *National Charter for Reconstruction and Development*, and is in turn supported by initiatives such as the *Government Assistance to Quality Education Program*, and policy developments such as *The National Education Skills Plan*, *National Literacy Policy*, *Technical and Vocational Education Corporate Plan* and the *Language Policy in all schools*.

The Education Reform and National Education Plan are the result of more than ten years of research, consultation and planning by many people. The reform represents a genuine Papua New Guinean strategy for an education system to meet Papua New Guinea's needs in today's world. The purpose of the Reform is to provide a relevant basic education for all young Papua New Guineans, while at the same time providing specialist further education and training for those able to use it.

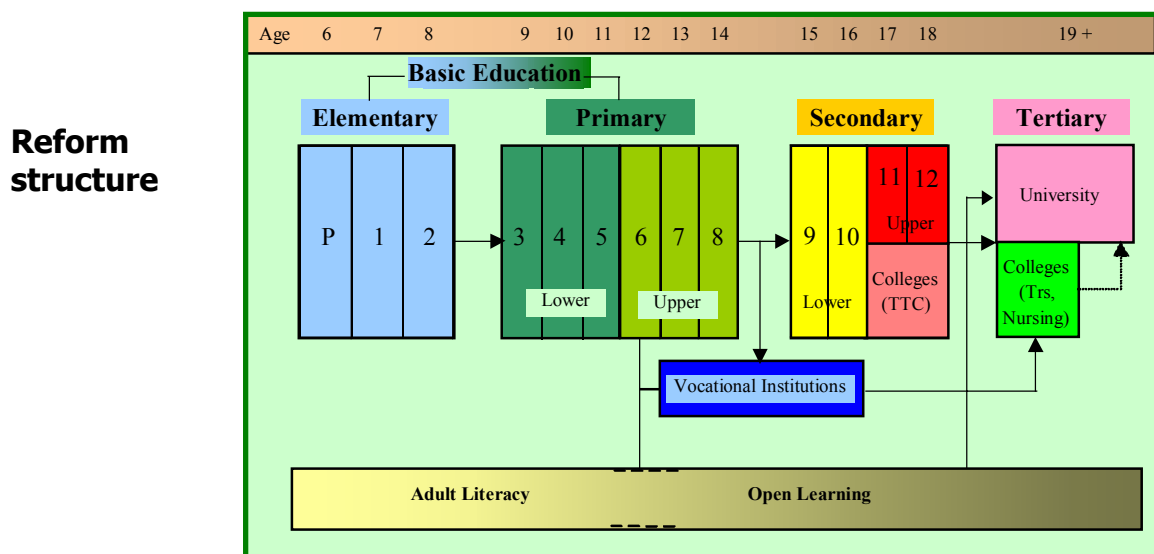
### **Further information about the reform**

The reforms are guided by the *National Education Plan 1995 - 2004*, and the 20 Provincial Education Plans that are based on the National Plan. The plans provide achievable targets, management strategies, costings and schedules for implementing the changes. *National Education Plan Update 1* was completed in late 1999. It provides updated implementation

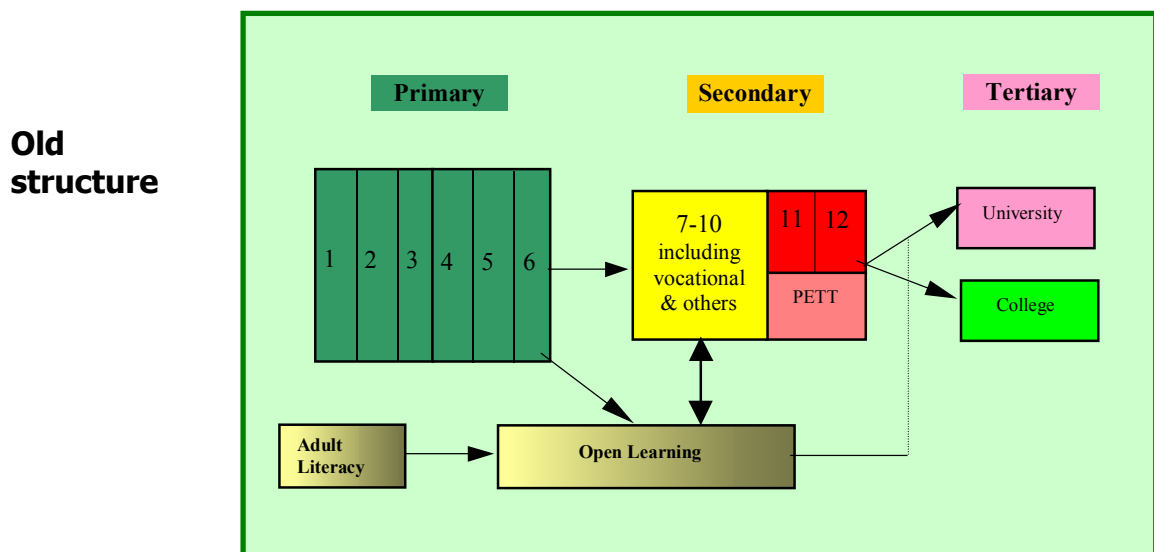
data and revised targets, and identifies implementation issues and strategies required from the different stakeholders to meet these targets. *The State of Education Reform in Papua New Guinea*, which is produced at regular intervals by the Policy, Planning, Research and Communication Wing, details current implementation progress and concerns at the time of publication.

Further detail about the education reform is presented elsewhere in this report. Information on the system structure is below in Figure 1 and Figure 2. Information about targets and objectives is presented under 'Education Policy and Objectives' in the section following, and in Figure 3 to Figure 20 on pages 5 to 10. The Divisional activity reports that follow in the second half of the document each report on elements of the reform relevant to their functions and responsibilities. For data sources, and notes about data in Figure 1 to Figure 20, see page 11.

## Structure of the Education System



**Figure 1** Education Reform Structure of the National Education System



**Figure 2** Old Structure of the National Education System

# The National Education System ✕✕

## Students

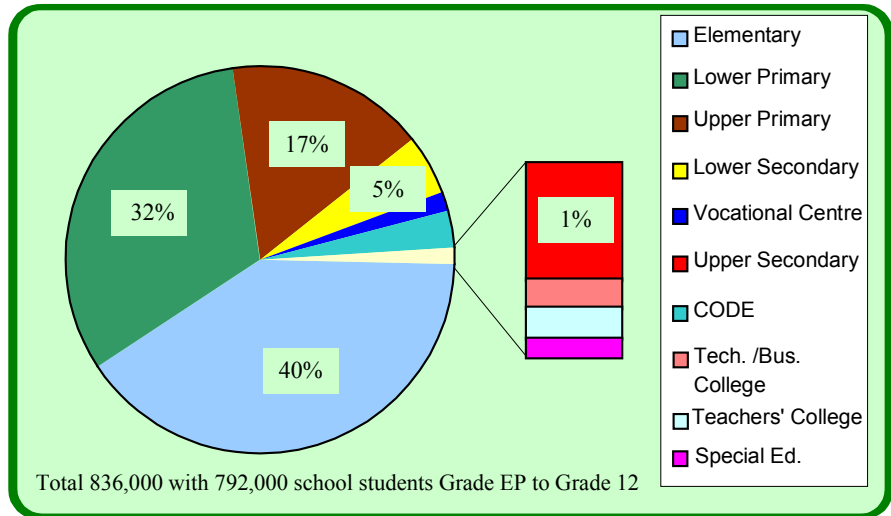


Figure 3 Total National Education System mid year enrolments, 1999 <sup>1,2</sup>

## Teachers

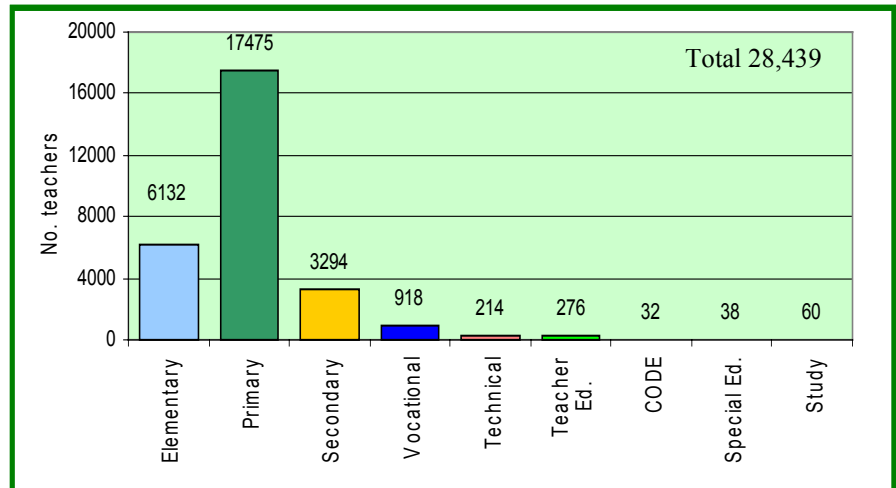


Figure 4 The National Teaching Service: teachers on payroll on payday 1/12/00 <sup>3</sup>

## Institutions

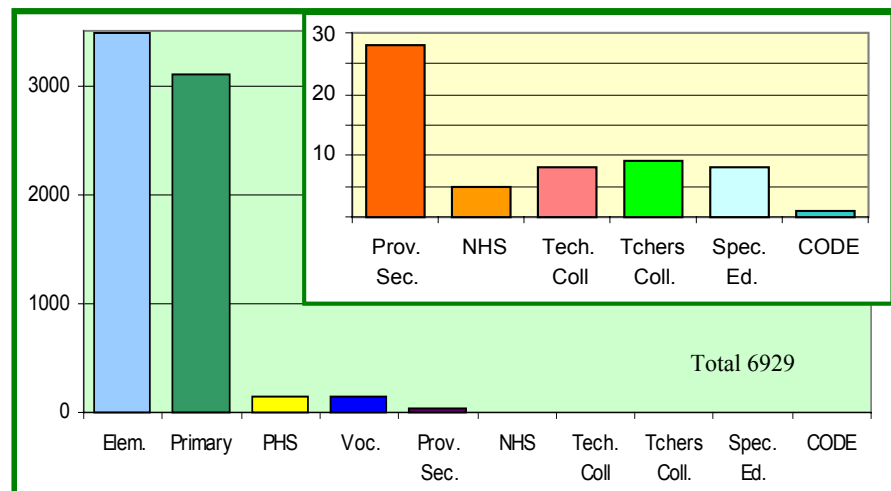
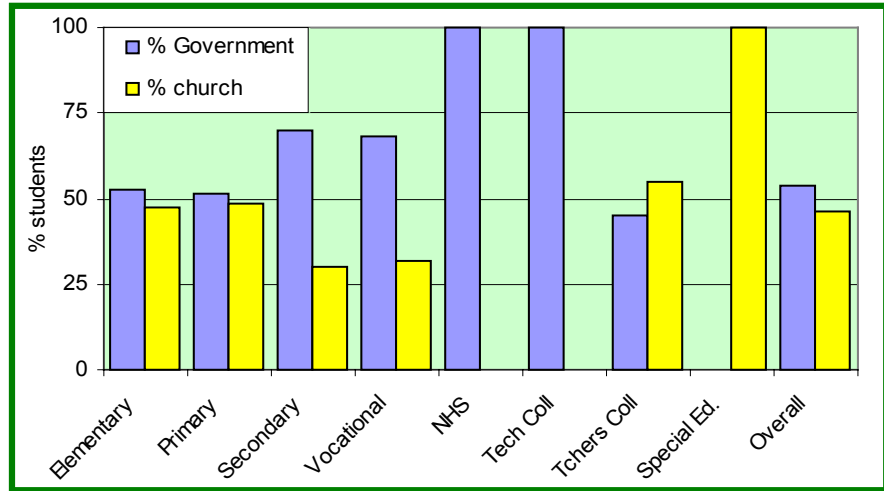


Figure 5 Number of registered institutions at 1/12/00 <sup>3</sup>

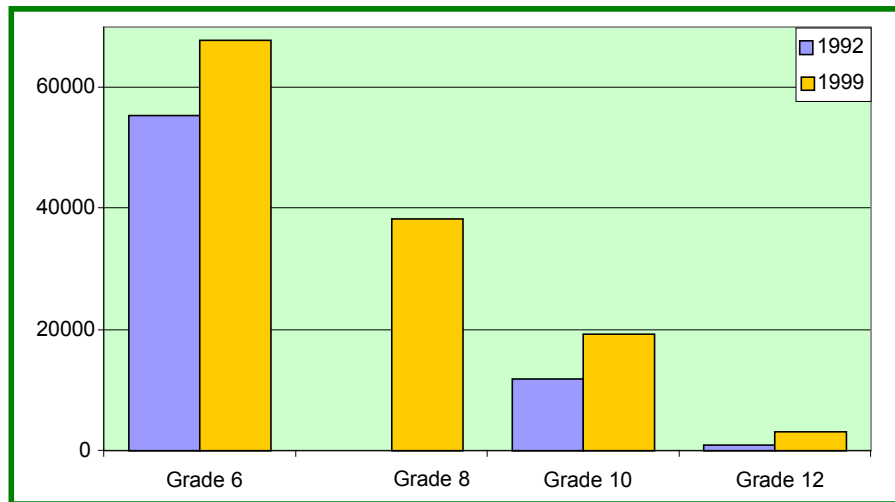
✕✕ Data in charts: see page 11 for sources and explanatory notes.

**Partners**



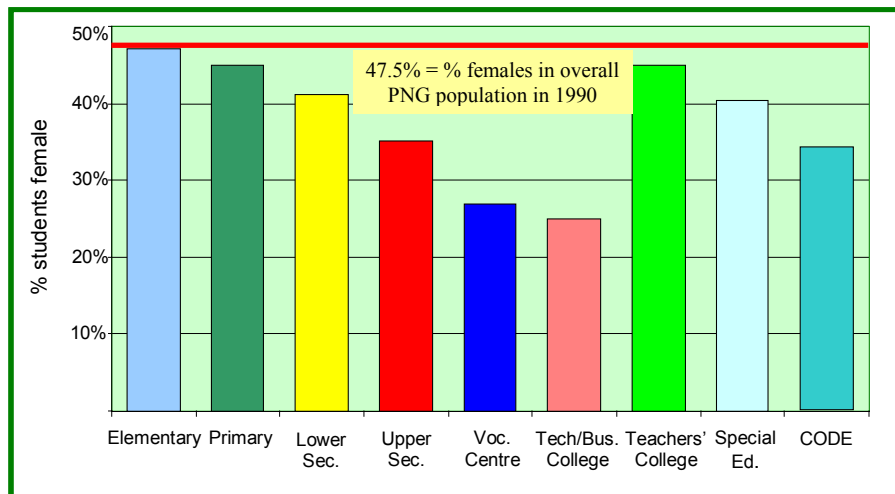
**Figure 6** Percentage of students in government agency institutions and institutions run by churches and other agencies in 1999 <sup>3</sup>

**National Examinations**



**Figure 7** Nominations for national examinations in 1999 <sup>3</sup>

**Gender**



**Figure 8** Participation of girls in education in 1999 <sup>3</sup>

(% female teachers and public servants see Figure 29 & Figure 30 on p. 22)

## Improving access to education

### Total enrolment

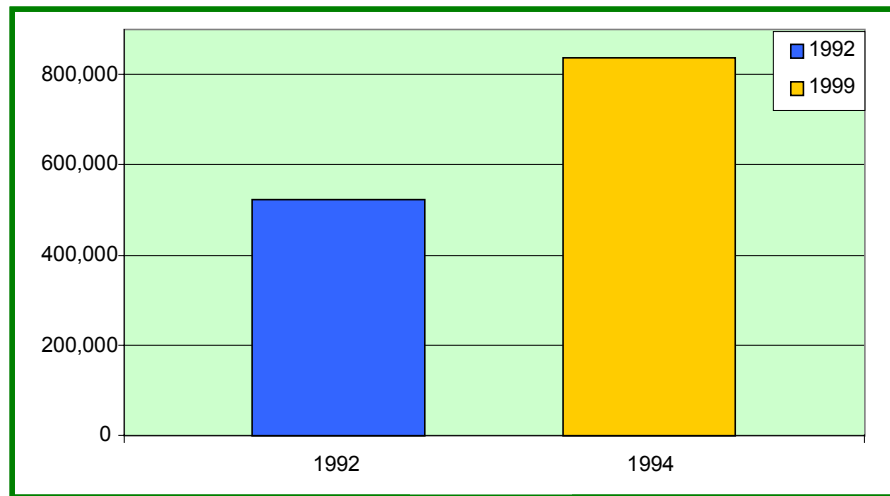


Figure 9 Total National Education System mid year enrolment 1999 and 1992 (before reform) <sup>1</sup>

### Enrolment in different levels and sectors

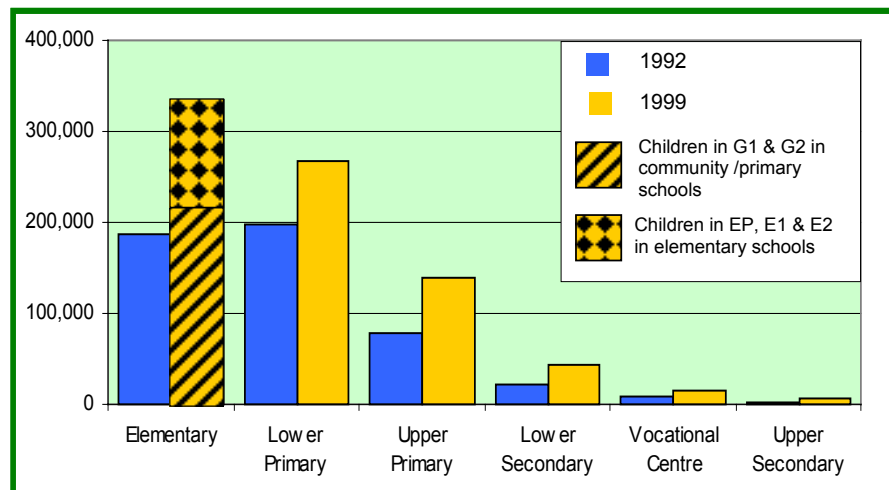


Figure 10 Enrolments in 1999 and 1992 compared by level or sector <sup>2</sup>

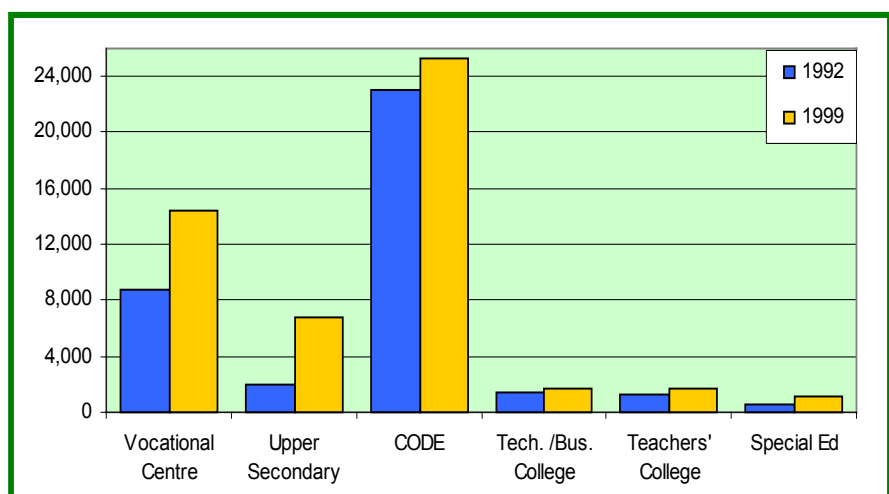
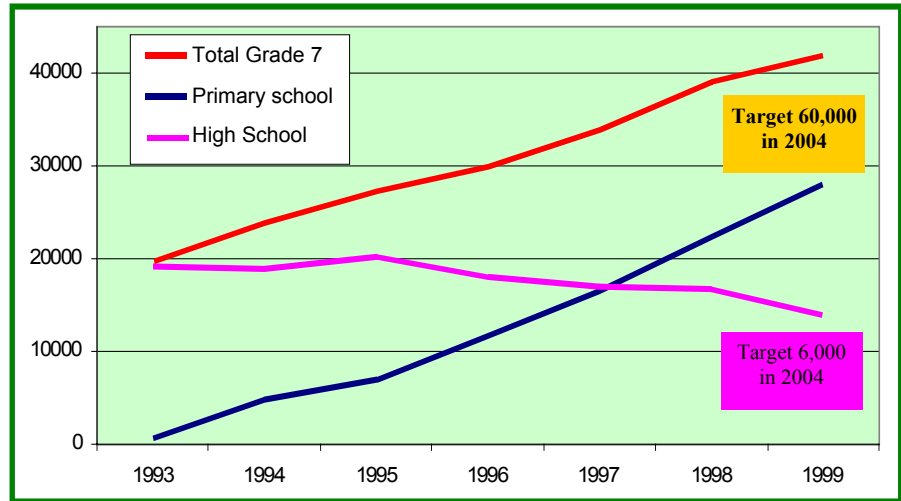


Figure 11 Enrolments in 1999 and 1992 compared by level or sector <sup>2,0</sup>

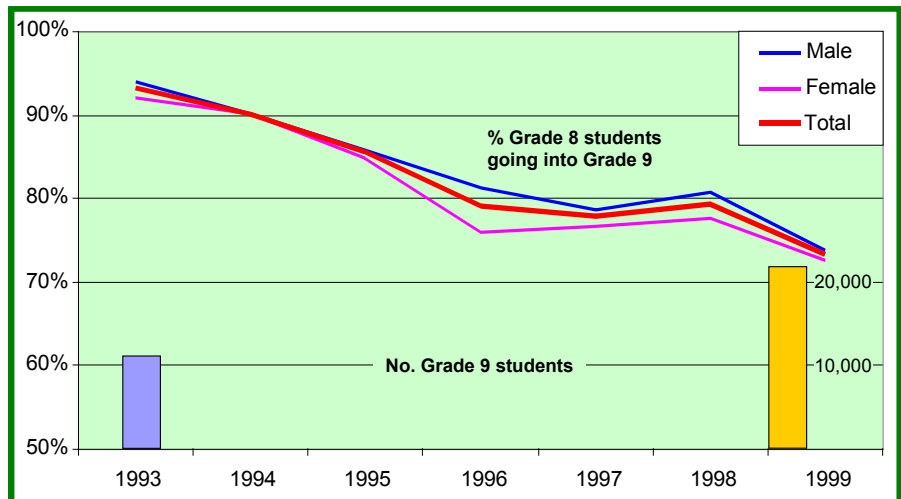
## Progress towards Education Reform targets

### Upper primary

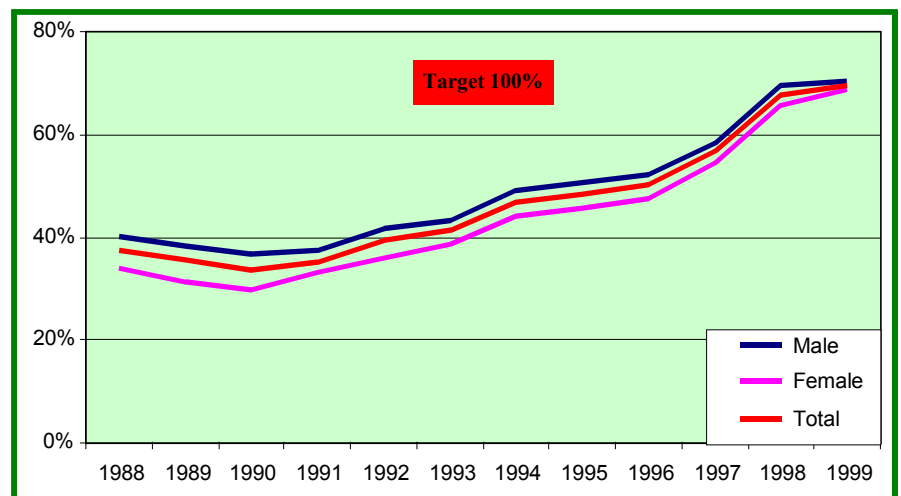


**Figure 12** Enrolment of Grade 7 in Primary and High Schools since the start of the Education Reform

### Lower secondary

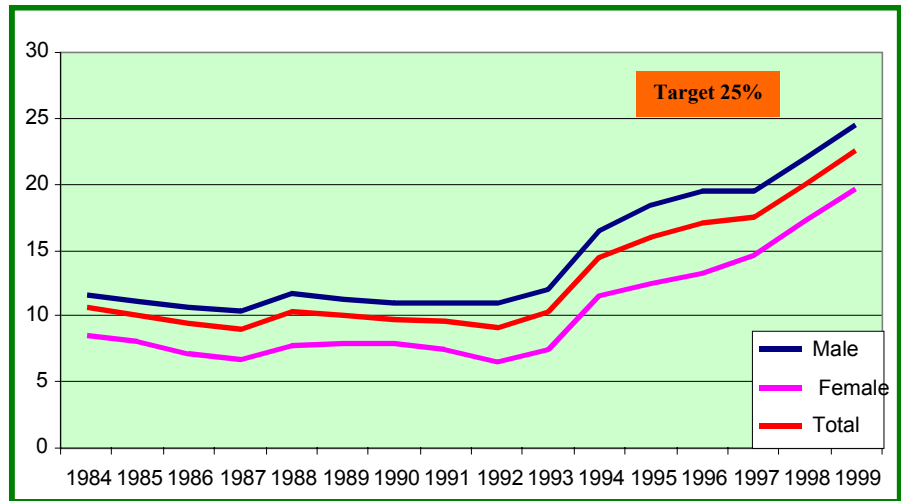


**Figure 13** Transition from Grade 6 to 7  
– Grade 6 students staying at school for Grade 7



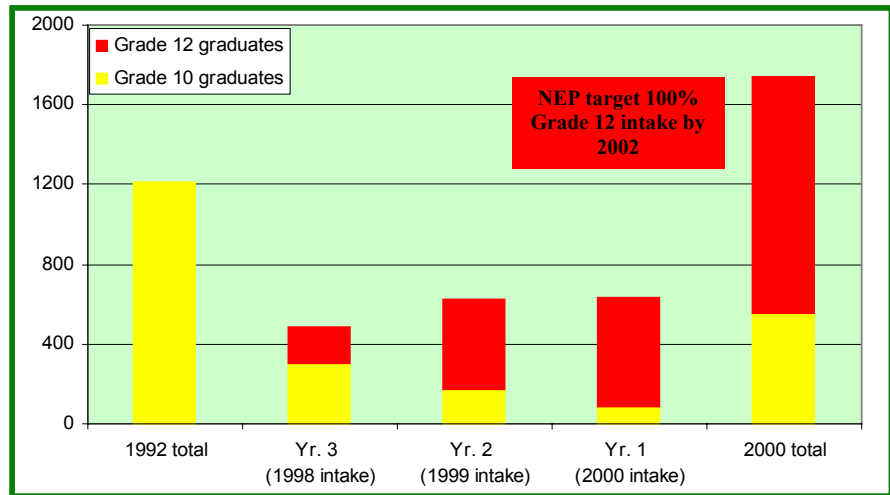
**Figure 14** Transition from Grade 8 to Grade 9: - Grade 8 students staying at school for Grade 9

**Upper secondary**



**Figure 15** Transition from Grade 10 to Grade 11: - percentage of Grade 10 students staying at school for Grade 11

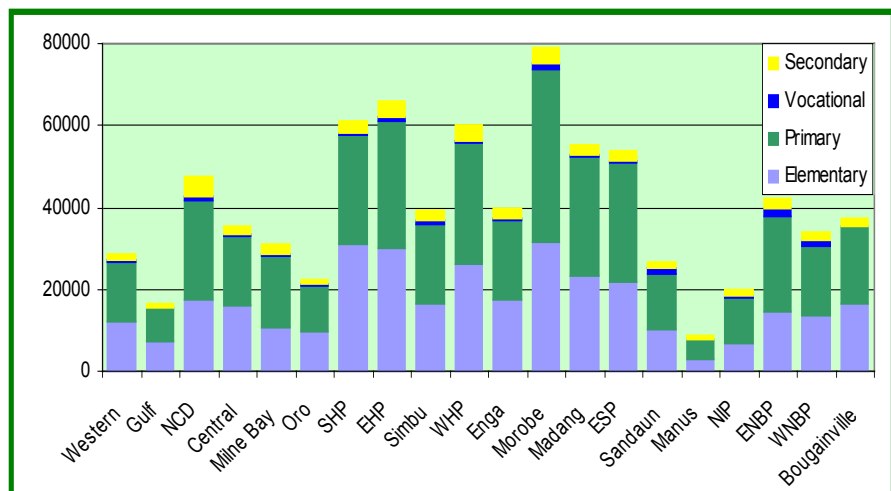
**Primary teacher education**



**Figure 16** Teacher Education – increased entry level for primary teacher training

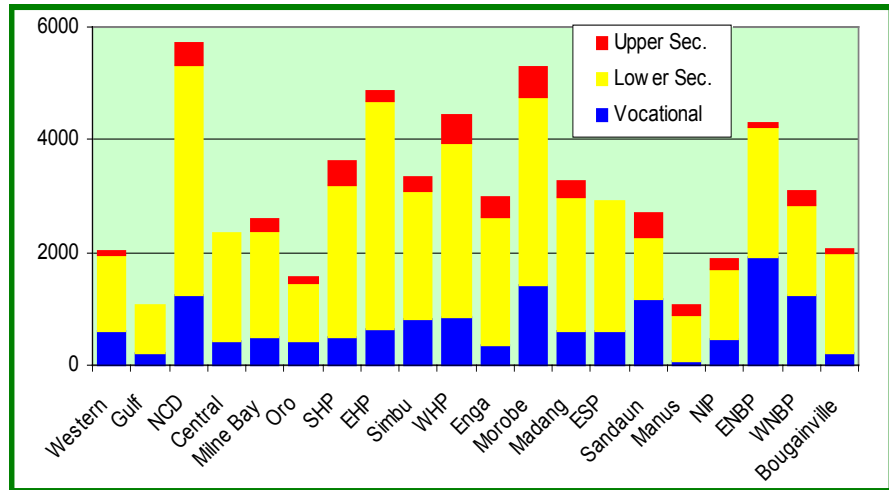
**Variation between provinces**

**Enrolment**



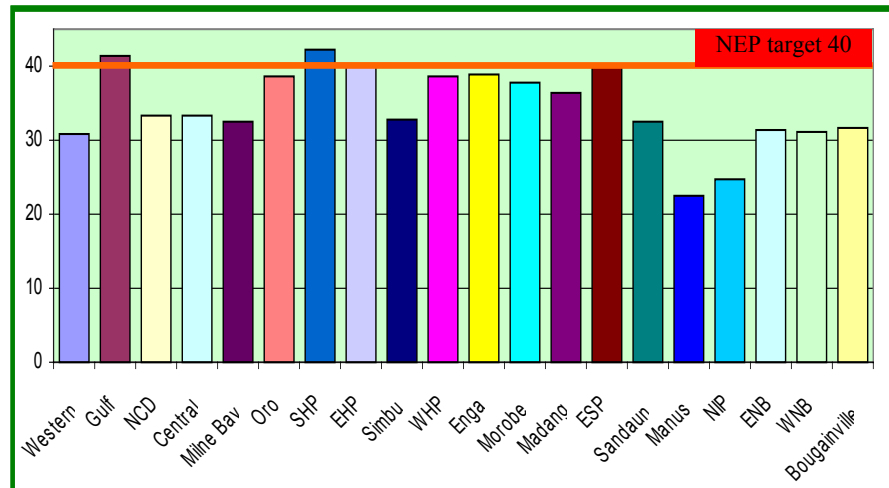
**Figure 17** 1999 total enrolment in provincial institutions <sup>3</sup>

**Post-primary enrolment**



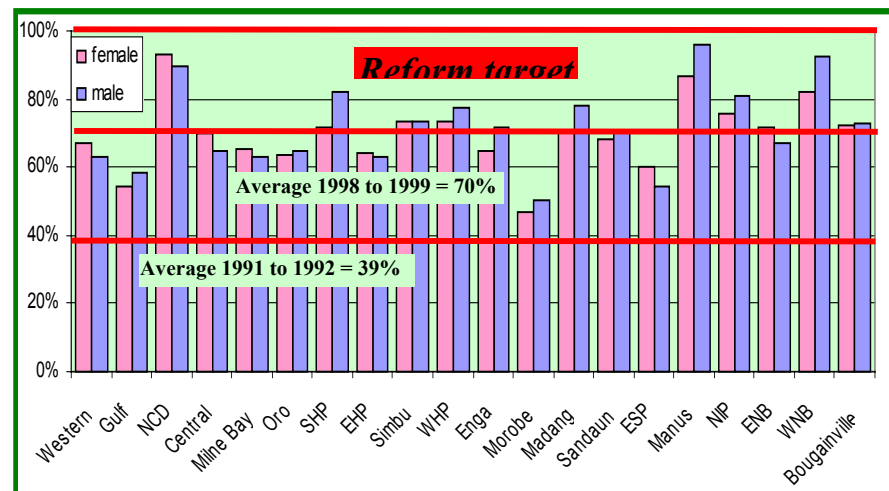
**Figure 18** 1999 enrolment in post-primary provincial institutions <sup>3</sup>

**Students per teacher (primary)**



**Figure 19** Student:teacher ratio (students per teacher) in primary schools Grades 1-8 <sup>3</sup>

**Access to Grade 7**



**Figure 20** Transition from Grade 6 to Grade 7 – percentage of Grade 6 students staying at school for Grade 7 (1999) <sup>2</sup>



## **Data sources and notes for Figure 1 to Figure 20**

### **Sources**

#### **Enrolments**

- *Education Statistics of Papua New Guinea 1999* and *Education Statistics of Papua New Guinea 1992*.
- College of Distance Education Registry Reports December 1999 and December 1992 (CODE enrolment and gender data).
- Teacher Education and Staff Development Division records for Primary Teachers' College intake (Figure 16), and Special Education enrolment and gender data.

#### **Education system structure (Figure 1 and Figure 2), and education reform targets**

- *National Education Plan 1995 – 2004 Update 1* and *National Education Plan 1995 – 2004*.

#### **Teachers Figure 4**

- Fortnightly summary of staff and expenditure for Pay 24, 2000, on 1. December, 2000 – EDP and O&M sections GAP

#### **Institutions Figure 5**

- O&M section, GAP - Department of Education Establishment data base – Analysis of locations by type.
- Department of Education Master Position Register, O&M section, GAP ( for Elementary schools)

#### **National Examinations Figure 7**

- Measurement Services Unit (MSU), CDD records

### **Notes**

1. Enrolment data is for 1999 and 1992 unless otherwise stated. Official enrolment statistics for 2000 were not available at the time of publication. The data available indicates that enrolment increases have continued broadly in line with National Education Plan Update 1 projections.
2. Enrolments in Figure 3, Figure 7, Figure 10, Figure 11 and Figure 20 are by grade or level. Students are counted according to their grade /level in the reform education structure (see Figure 1) i.e. Elementary level counts students in Grades 1 and 2 in community /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, including students in Grade 7 and 8 classes still in high schools.
3. Numbers of teachers, institutions and students in Figure 4, Figure 5, Figure 6, Figure 8, Figure 17, Figure 18 and Figure 19 are all counted according to the type of school.  
i.e. The number of teachers, institutions and students in 'Elementary' includes only those schools registered as Elementary and teachers and students in those schools i.e. those involved with Grades Elementary Prep, Elementary 1 and Elementary 2. Similarly 'Primary' counts schools registered as community or primary schools, and teachers and students involved with any of 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.
4. Figure 11 Special Education enrolment figure is for 1993, not 1992.

# Education Policy and Objectives

---

## ***The Legal Framework***

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

- The Organic Law on Provincial and Local-Level Government, 1995 (as amended since 1995).
- The Education Act, 1983, as amended 1995.
- The Teaching Service Act, 1988, as amended 1995.
- The Higher Education Act, 1983, as amended 1995 and 2000.
- The National Libraries and Archives Act 1993.

The Minister for Education is responsible for the administration of these acts.

## ***Department of Education's Objectives and Activities 1998-2002***

These are determined by the legal framework and policy. They are detailed in the *Department of Education Corporate Plan 1998 - 2002*.

## ***The Policy Framework***

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

### **1. Policies Specific to Education**

- Integral Human Development.
- Education for All.
- Universal Primary Education.
- A priority for support for quality primary and secondary education.
- Increased retention of children at school at all levels.
- Increased participation by girls.
- Increased participation by the poor, the physically, mentally and socially handicapped, and those who are educationally disadvantaged.
- Curriculum that is relevant to the life of the people - skills development for life.
- Self-reliance and development of literacy skills for all.
- Improved technical and vocational education.
- Rationalisation of higher education and a reduction of cost to government on higher education.
- Partnership in education between governments and NGOs including churches as well as parents and communities

### **2. Objects and Purposes of the National Education System**

*The Education Act, as amended, 1995, section 4 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 cooperative effort by persons and bodies interested in education in the country, and the maximum utilisation of the resources available from all sources, are:

- for the integral human development of the person; and country and its people; and
- to establish, preserve and improve standards of education throughout the country; and
- 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.

### **3. National Objectives**

*The National Executive Council assigned four 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; and
- To identify the manpower development needs in the public and private sectors, and to provide appropriate higher education, development and training programs.

### **4. Mission Statement**

*The Department of Education's mission, as defined by the National Executive Council, is fivefold:*

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

### **5. Aims of Education**

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

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

### **6. Aims of the National Education Plan 1995 - 2004**

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

- School leavers to return to their communities where there is, and always has been, traditional work and opportunities for community-based employment.

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

## **7. National Education Plan Objectives and Targets**

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

## **8. A Declaration of Education for All (EFA)**

This declaration was signed in Jomtien, Thailand in 1990. By signing this agreement the National Government, along with other nations of the world, committed itself to providing Education for All. The PNG Government is still a signatory to this agreement.

*The major objectives of EFA are:*

- Universal Primary Education (UPE)
- that people of all ages should have the opportunity to develop basic literacy (through both formal and non-formal programs)

## **9. 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 years.
- All children should complete the primary cycle of education.
- All children should reach a required standard of literacy and numeracy at the end of this primary cycle of education.

## **10. Shared Vision 2000 and Beyond**

The shared vision towards which all education stakeholders will work is, as stated in the Department of Education's Corporate Plan 1998 - 2002:

*A National Education System resourced and supported by partnerships of all stakeholders at all levels, and which produces literate, educated and skilled citizens prepared for development and change.*

**Table 1 Recent Policy and Planning Initiatives**

Major policy and planning initiatives since the National Education Plan (NEP) was approved by the National Executive Council in 1997 are outlined in the table below.

(Source: Updated from National Education Plan Update 1, 1999.)

Name	Target Group	Description	Status	Linkages	Implementation Plan	Resource Implications
Corporate Plan	System wide	Planned objectives and activities for education 1998-2002	Released 1998	NEC requirement for all Departments to produce Corporate Plan. NEP	Integral part of document	Included in NEP and NEP update
National Plan Update 1 (NEPU1)	System wide	Updated implementation data, revised targets and costs. Identifies implementation issues and strategies required from the different stakeholders to meet targets.	Endorsed by CEMC and launched by Minister in April, 2000	Provincial Plans, Corporate Plan, National Charter on Reconstruction & Development. Need to now start planning beyond 2004.	Detailed in document and provincial plans	Detailed in plan. Update only of details approved in National Plan
Provincial Plans	All provincial institutions	Plans to guide projected education development within each province. Developed by provincial education divisions with technical advice & assistance from PFM, NDOE.	All complete. 9 printed in 2000. 11 awaiting PEC approval	National Plan, other provincial & district plans, NMA, LLGs, Nat. Charter on Reconstruction & Development	Preliminary work began in 1996, based on NEP. Documented in each plan. Work on updates underway.	Documented in each plan
Provincial Education Acts	All provincial institutions	New Act required by Organic Law since 1997, to provide for Provincial & LLG reforms. Also for education reform	4 enacted 4 approved by PEC 10 draft only 2 exempted	Organic Law on Provincial & LLGs Education Act Teaching Service Act	DOE has provided template draft Act, technical assistance & advice to prov. Ed. divs & legal sections	Legislating for resources already in education plans
Government Assistance to Quality Education Program (GAQEP)	All institutions in Nat. Ed. System and registered permitted schools	Targeted interventions that directly affect the quality of learning in schools	Implemented in 2000. Approved with modifications for 2001	To supplement other sources of school funds. Responsibility for different components allocated to, PFM, CDD, GES, TESD and provincial divisions.	Contained in Ministerial Policy Statement No.1/2000 and Secretary's Circular Nos.12 to 17/2000	K40m in national budget appropriations and K20m in provincial appropriations

<b>Name</b>	<b>Target Group</b>	<b>Description</b>	<b>Status</b>	<b>Linkages</b>	<b>Implementation Plan</b>	<b>Resource Implications</b>
Language Policy for schools	All schools	Recognition of PNG vernacular languages as medium of instruction for elementary, with bilingual /bicultural program to grade 5. Vernacular maintenance after gr. 5	Released September 1999	CDD, TESD National Literacy Policy	Immediate	Mainly at elementary and lower primary levels
National Literacy Policy	All schools and youth/adult community	Designed to improve the rate of literacy from 45% to achievable targets still to be determined	NEC approved Launched by Minister in April 2000	Literacy and Awareness Secretariat, provincial plans, NGO's CDD.	To be recommended by National Literacy Survey	Additional resources required for both Government and non-government agencies
National Literacy Survey	Literacy programs nation wide	To establish resource requirements and strategies for implementation of National Literacy Policy	Survey complete. Report 2001	To provide the basis for a National Literacy Plan to implement the Policy	Conducted in 2000 by NRI with assistance from NLAS	Funded by AusAID
National Education Skills Plan (NESP)	Nation wide	Designed to promote the development of skills for living within and beyond schooling	Endorsed by CEMC and NEB and NEC	CDD, MSU (assessment in practical subjects) TESD, TVET Community activities	National Skills Committee in place under IMG	No major additional funds envisaged. Targeted support from GAQEP, CRIP and ADB skills project.
TVET Corporate Plan	Technical and vocational institutions	Corporate plan to develop technical and vocational education & training in the formal sector.	Endorsed by CEMC 2000.	Private sector, DLE (NTC), Provincial plans. Infrastructure EU, ADB	Included in document. VCs are provincial responsibility	Included in document. ADB, EU
Self-reliance Policy	All institutions in Nat. Ed. System	Encouraging the introduction of self reliance projects within schools	Endorsed by NEB. With NEC.	GAQEP, NESP	To be further developed. Strategies in GAQEP 2001 to be administered by GES.	Limited additional funds envisaged. Targeted support from GAQEP and ADB
Special Education Plan	Children with disabilities	Recognition of educational needs of disabled	Released 1994	CDD, TESD (Special Ed.) Special Education Centres	In operation since 1994	38 teacher salaries in DOE budget

<b>Name</b>	<b>Target Group</b>	<b>Description</b>	<b>Status</b>	<b>Linkages</b>	<b>Implementation Plan</b>	<b>Resource Implications</b>
Education For All Ten year National Assessment Review	System wide	Report prepared with assistance from NRI and presented by Minister to UNESCO /UNICEF Regional Review in Bangkok and World EFA Framework for Action Conference in Senegal	Report presented. Implementation ongoing	NEP, National Literacy Policy, GAQEP, National Health Policy, UN Rights of the Child Declaration, National Constitution, Nat. Development Charter	Integral part of NEP, Provincial Plans, Corporate Plan and National Literacy Policy	Additional resources needed to reach those beyond the reach of the present system, esp. remote rural and urban and rural poor
Functional and Expenditure Review	Central Agencies Coordinating Committee	Report submitted as directed by CACC Review team	With CACC	NEP, Corporate Plan, Medium Term Development Strategy	Dependent on outcome of committees findings and recommendations	Dependent on outcome of committees findings and recommendations
Distance and Flexible Learning for TVET	Rural communities and urban unemployed	Commitment by Commonwealth Pacific Island Education Ministers to collaborate to use Distance and Flexible Learning for employment oriented skills development	NEC endorsed	Commonwealth of Learning (COL), University of South Pacific and other Pacific nations. TVET corporate Plan, NEP, NESP	COL developing project to begin implementation in 2001. 3 year project to produce /adapt & pilot 60 courses	Counterpart participation
Autonomous status of UNESCO in PNG	National Commission for UNESCO	NEC decision to establish the National Commission for UNESCO as an autonomous entity instead of an office within DOE	Submission including proposed structure with CACC	Supports activities in Education and international commitments	Dependant on CACC response to submission	Dependant on CACC response to submission
Gender Policy	System wide	To promote greater female participation and equity in education for both learners and the work force	Drafting in progress	National Constitution and NEP. CDD, TESD, TSC, All institutions, projects	Committee established. Projects have activities & counterparts	To be determined, but largely integrated with current activity
Information Technology	System wide	Policy framework to direct and coordinate IT use and management	Being developed	EMIS, GovNET, EduNET	To be determined by policy	To be determined by policy
Annual Education Theme	System wide and general public	Annual theme to provide a specific vision and focus for each year's education activities and development	After 2001 still to be developed	NEP	2000 : 'Literacy Skills Open Life' 2001: Distance & Open Learning	Incorporated in existing activities and developments

# Organisational Structure and Manpower

---

## **Structure**

The Organisational and Functional Structure of the National Department of Education is shown in **Figure 21** on the next page. This also shows the Department's relationships with other organisations within the Ministry that are most closely related to its functioning.

The current structure was developed in accordance with the 1999 National Budget directives for restructuring and reduction of manpower ceilings in the public service, as well as National Executive Council Decision No. 28/99 on Manpower and Personal Emolument Ceiling. It was approved by the Secretary of the Department of Personnel Management in April 1999. Amendments to the structure and manpower ceiling have since been made in accordance with the 1999 Supplementary Budget and DPM Circular Instruction 36/99. The most recent amendments were approved on 4/2/00 and 12/12/00. These provide for implementing elementary inspections and the counterpart requirements of projects.

## **Establishment and Manpower Ceiling**

The Department of Education's total approved manpower ceiling for 2000 was 3,182. This provided for 749 public servants and 2,433 teachers. 661 of these public service positions were in Department of Education line divisions. The remaining 88 positions were allocated to the NCD Education Office, Teaching Service Commission, Office of Library and Archives, and the National Commission of UNESCO.

1,599 of the teaching positions provide for NCD schools and 834 for other National Institutions, being National High Schools, Technical, Business and Teachers' Colleges and the College of Distance Education. This is approximately 8% of the total National Teaching Service workforce. This was 28,439 for Pay 24 on December 1, 2000. The remaining teachers are provided for in Provincial Government manpower ceilings and budgets.

Government decisions on manpower ceiling and retrenchment of unattached officers have been implemented. 73 officers made redundant in the 1999 restructure were retrenched in December 2000, at a total cost of K2.09 million.

Further information is presented in Figure 22 to Figure 33 on the pages that follow.

### **Sources of data for Figure 34 to Figure 45**

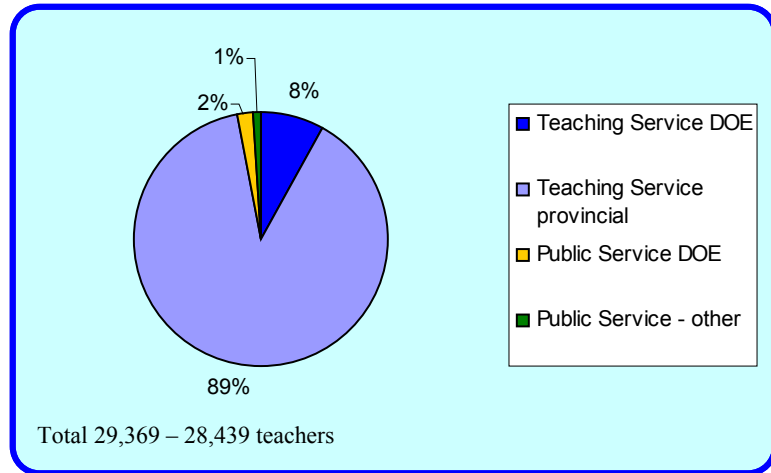
- Fortnightly summary of staff and expenditure for Pay 24 2000, 1/12/00, EDP /O&M, GAP
- Staff Analysis, December, 2000, O&M, GAP





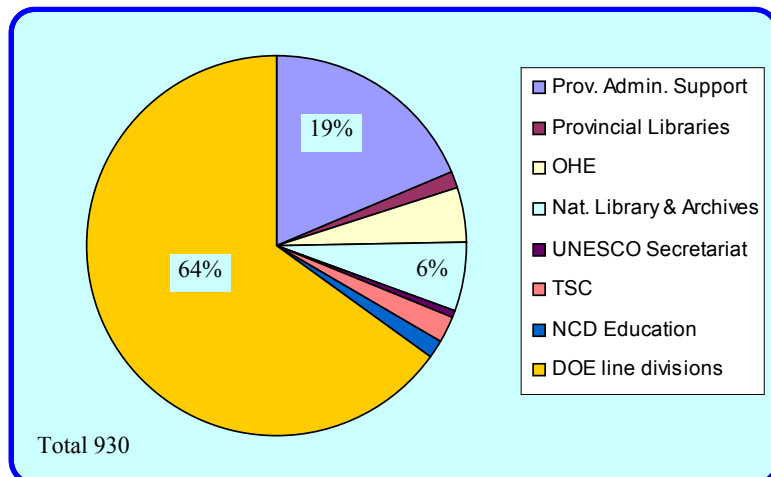
## The Education Payroll

### Total



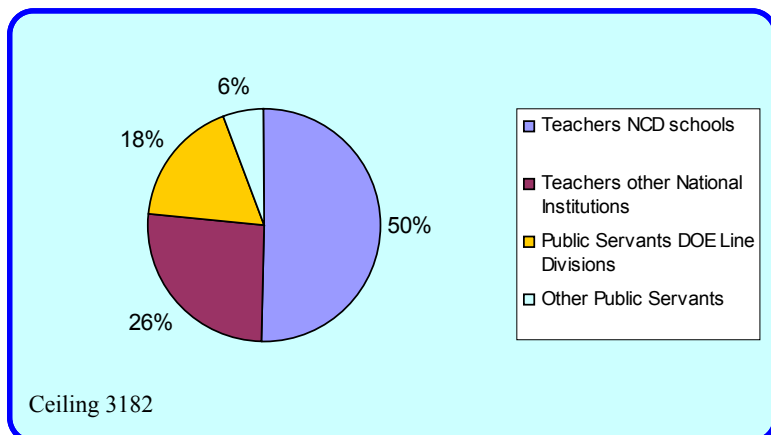
**Figure 22** Total Personnel on Education payroll on payday 1/12/00  
(For no. teachers in each level of education see Figure 4 on p. 5)

### Public servants



**Figure 23** Public Servants on Education payroll on payday 1/12/00

### Department of Education manpower ceiling



**Figure 24** Department of Education Manpower Ceiling on payday 1/12/00

## Department of Education Manpower

### Location and function

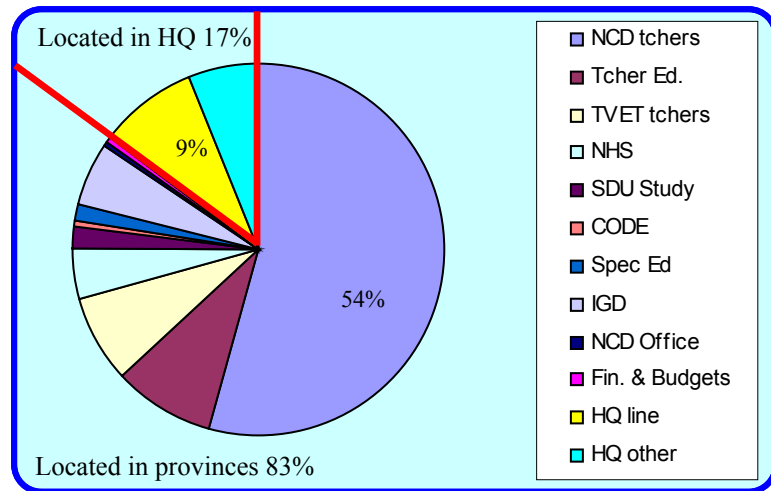


Figure 25 Department of Education payroll by location & function on payday 1/12/00

### Public servants

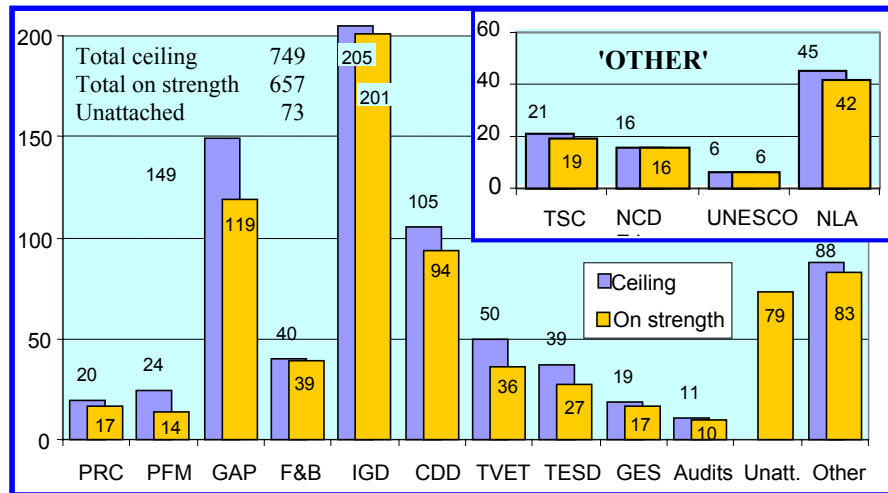


Figure 26 Public Servants in Department of Education manpower establishment 1/12/00

### Teachers

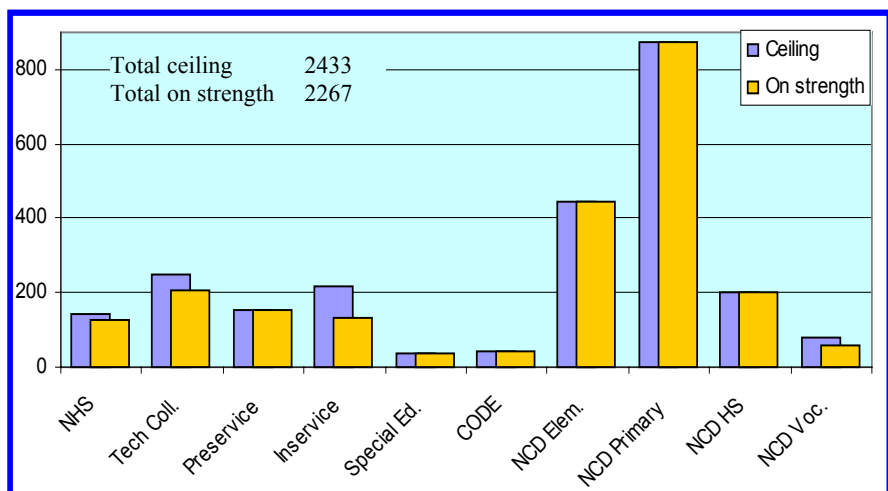
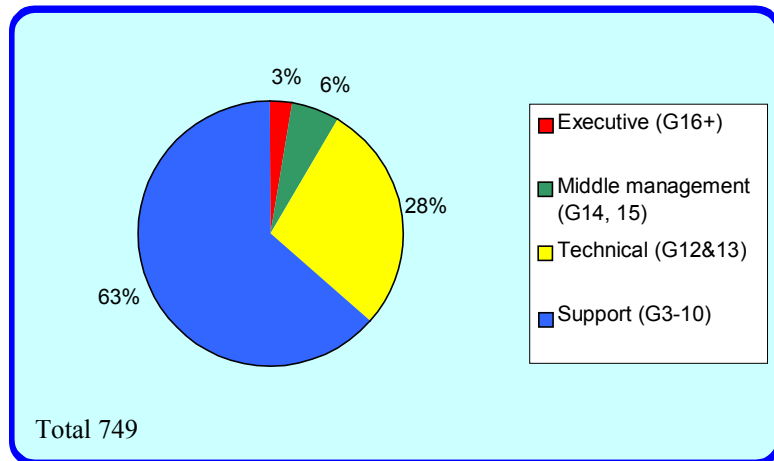


Figure 27 Teachers in Department of Education establishment 1/12/00

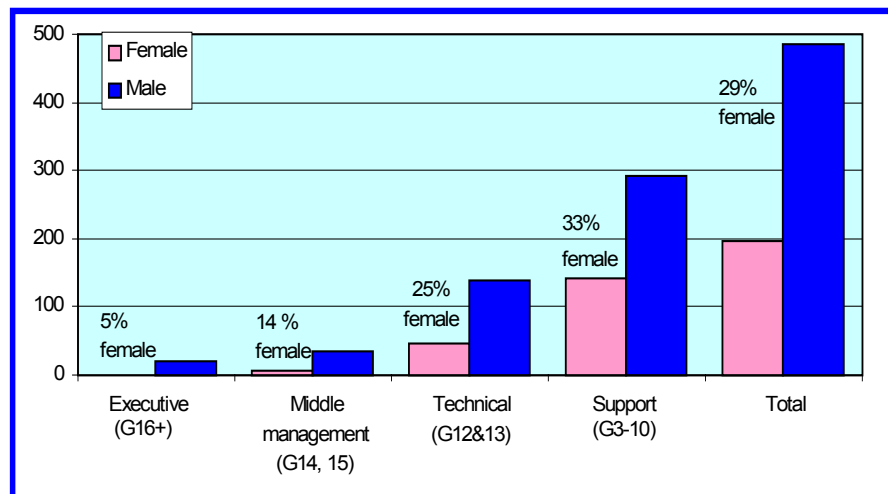
**Public Service position levels**



**Figure 28** Total Department of Education manpower ceiling by level

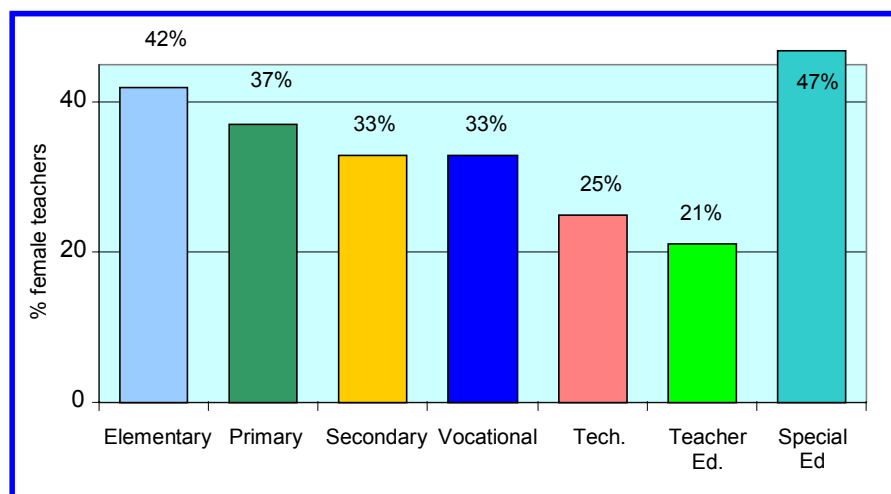
**Gender equity**

**Public service**



**Figure 29** Gender equity - % female and male DOE public servants on strength at different levels (1/12/00)

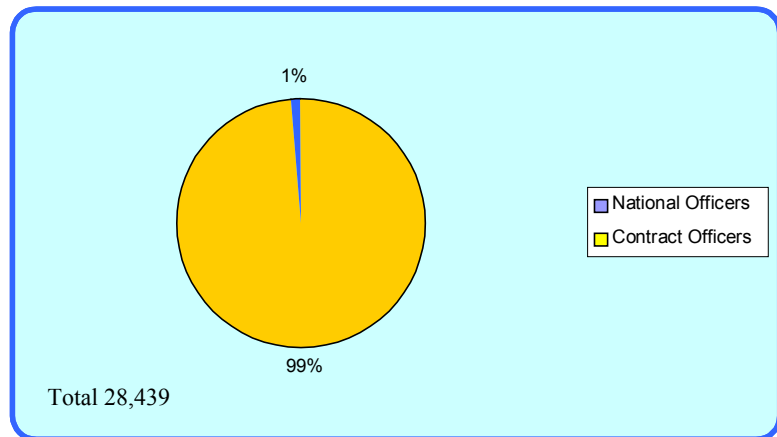
**Teachers**



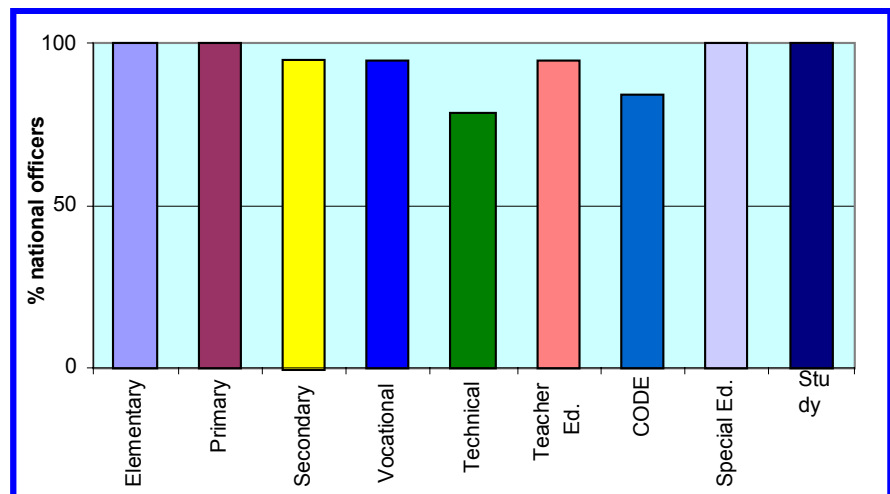
**Figure 30** Gender equity - % female teachers in the National Teaching Service in 1999

## Localisation

### Teachers

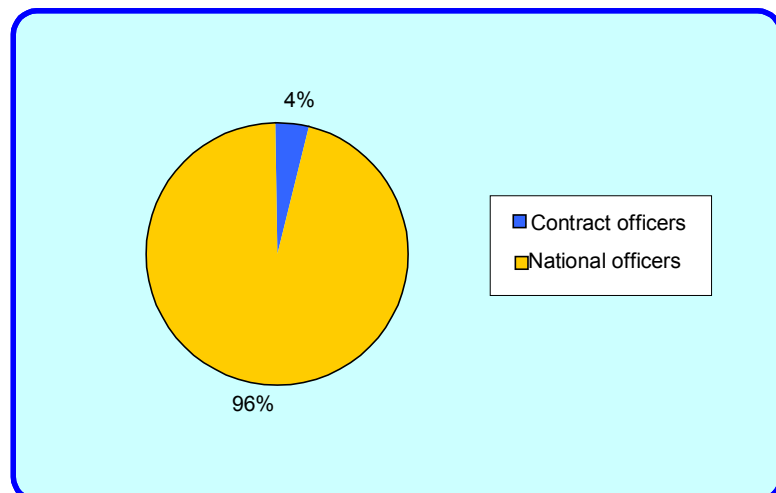


**Figure 31** Localisation of the Teaching Service – overall at 1/12/00



**Figure 32** Localisation of the Teaching Service – by school type /level (1/12/00)

### Public servants



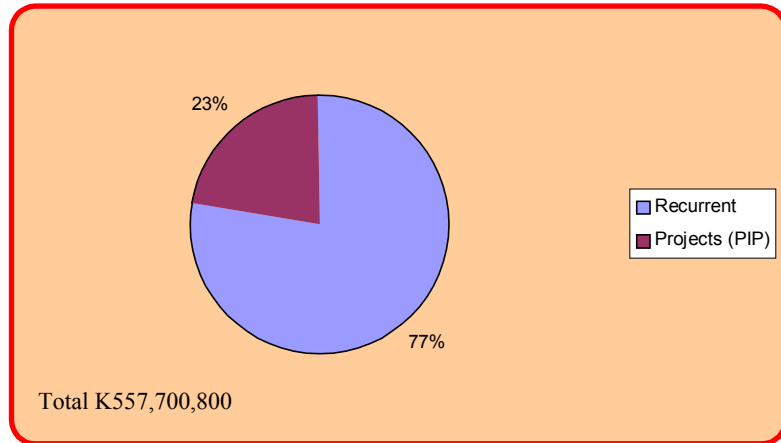
**Figure 33** Localisation of the Department of Education Public Service (1/12/00)

# The Education Budget

## Ministry of Education Budget

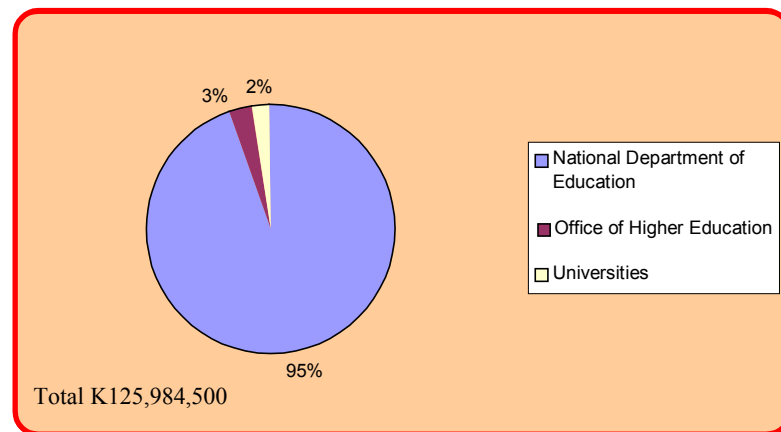
### Total

- Sources of data for Figure 34 to Figure 45**
- 2000 Budget Estimates, Department of Finance and Treasury, Dec. 1999
  - Finance and Budgets Division, Budgets section records
  - Ministerial Policy Statement 2000 /1: GAQEP 2000



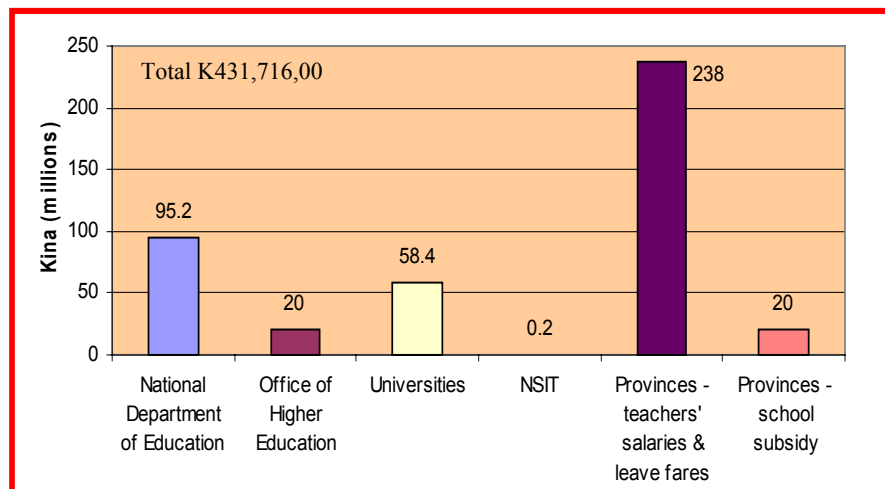
**Figure 34** Total Education Ministry 2000 Budget Appropriation

### Recurrent



**Figure 35** Total Education Ministry 2000 Budget Appropriation: Recurrent Budget by Agency

### Development



**Figure 36** Total Education Ministry 2000 Budget Appropriation: Development Budget (Projects - PIP) by Agency

## Department of Education Budget

### Total

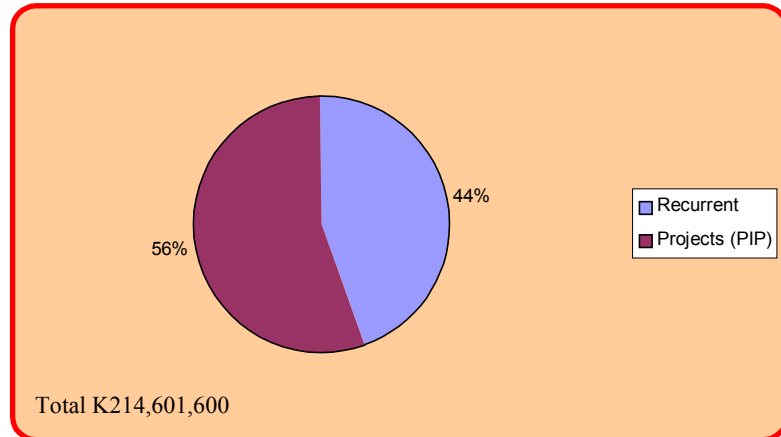


Figure 37 Department of Education 2000 Budget: Total Appropriation

### Recurrent

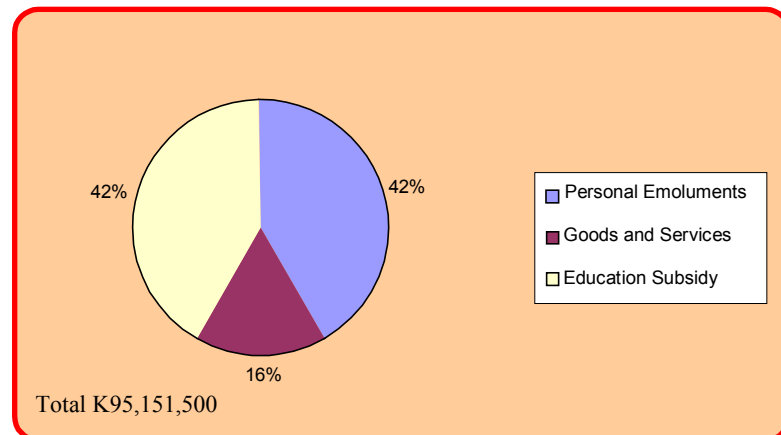


Figure 38 Department of Education 2000 Budget: Recurrent Appropriation by Item

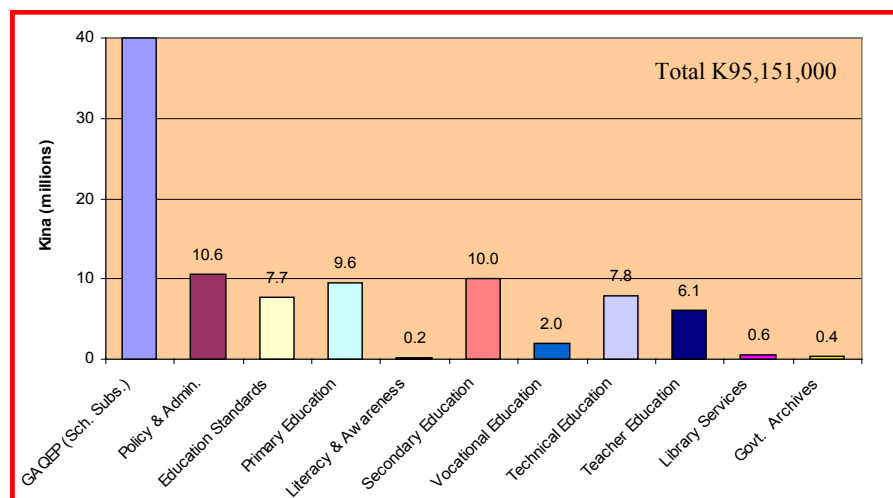


Figure 39 Department of Education 2000 Budget: Recurrent Appropriation by Program

## Department of Education Budget

### Development Budget (Projects)

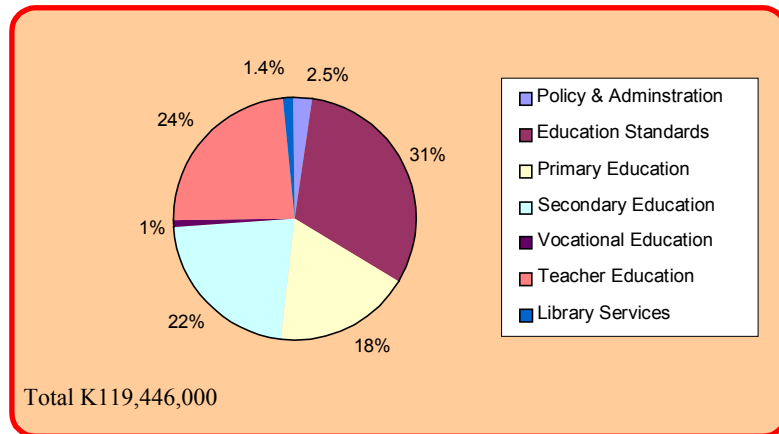


Figure 40 Department of Education 2000 Development Budget Appropriation by Program

### Donors

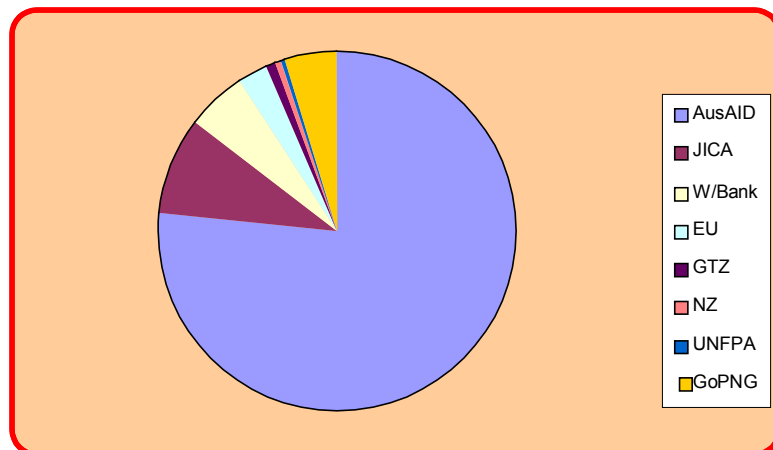


Figure 41 Department of Education 2000 Development Budget Appropriation by Donor

## Government Assistance for Quality Education Program

### GAQEP 2000

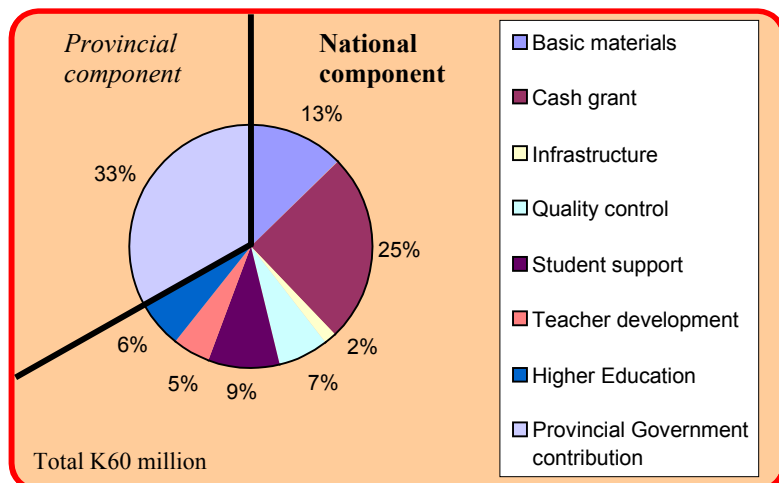


Figure 42 GAQEP 2000 by Program



## Functions Transferred to provinces

### Teachers' Salaries

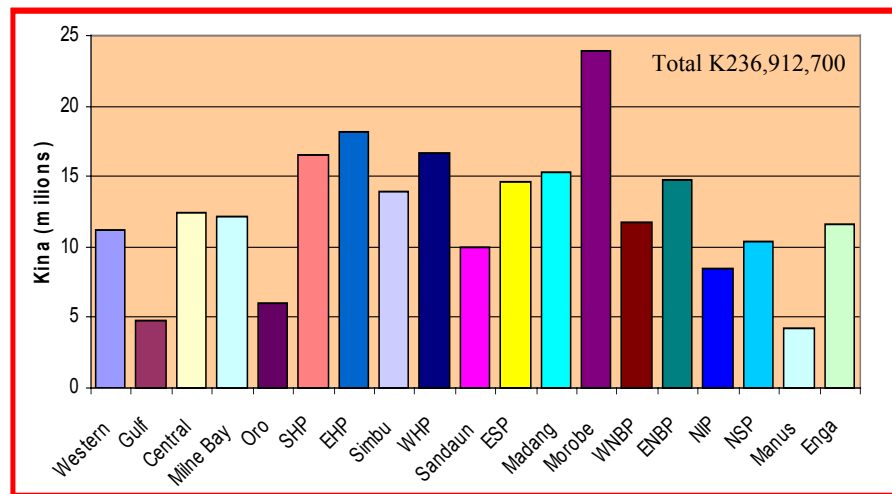


Figure 43 Transferred functions – 2000 Appropriations in Provincial Budgets for Teachers' Salaries

### Teachers' Leave Fares

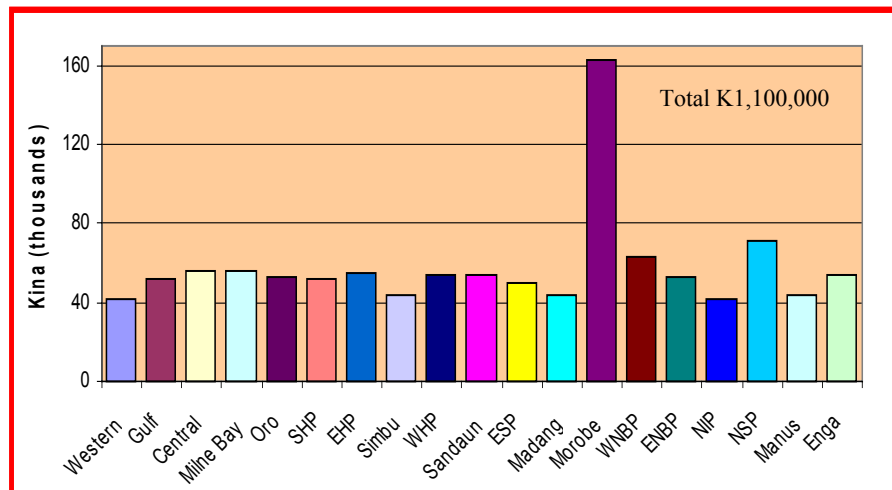


Figure 44 Transferred functions – 2000 Appropriations in Provincial Budgets for Teachers' Leave Fares

### School Subsidies

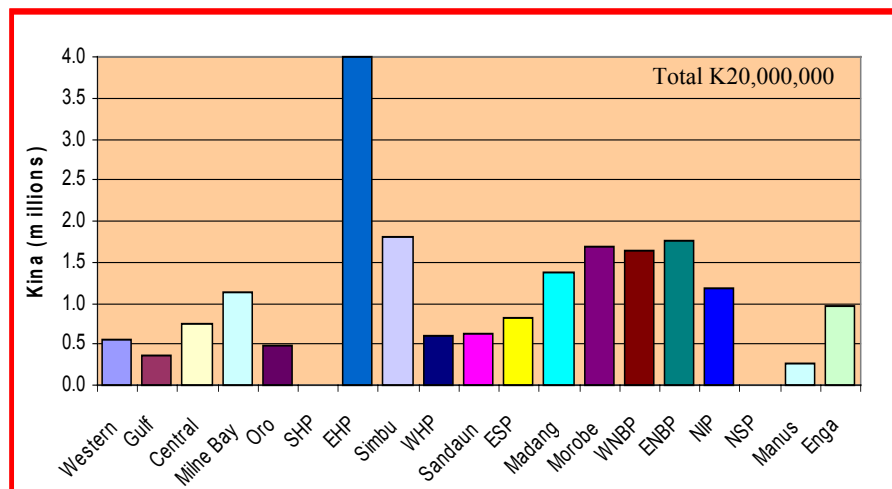


Figure 45 Transferred functions – 2000 Appropriations in Provincial Budgets for Provincial Component of School Subsidies

# Donor Activity by level of Education

**Table 2 Donor Activity by level of Education**

Ref.	Project Title	Donor	Description	Completion	Comments
<b>Elementary Education</b>					
E2	Elementary Teacher Education Support Project (ETESP)	AusAID	Supporting establishment of elementary teacher training.	mid 2000 /mid 2004	PNG support required for ongoing training. Agreement reached for 2 year extension.
E3	Literacy and Material Production (LAMP) Centres	JICA	Literacy awareness and materials production.	1995	Limited sustainability. Ongoing support required for similar activities.
E3	Curriculum Reform and Implementation Project (CRIP)	AusAID	Development of elementary school curriculum.	2004	Began Oct. 2000. Pre-project activity produced & distributed materials in early 2000.
E4	Commodity Assistance Support Program (CASP)	AusAID	Elementary literacy /numeracy material kits.	Ongoing	
E4/5	Basic Education Infrastructure and Materials Project (BEICMP)	AusAID	Support for elementary infrastructure and supply of curriculum materials.	Early 2002	Initially applicable to 5 provinces. Extension to other provinces planned.
E6	Institutional Strengthening Project (ISP)	AusAID	Support for promoting school and community awareness of elementary reforms	End 1999	Paid for reprint of elementary awareness materials in 2000. Materials distributed by ETESP.
<b>Primary Education</b>					
P2	Primary and Secondary Teacher Education Project (PASTEP)	AusAID	Upgrading primary teacher education.	2004	Project commenced 1999. Infrastructure work commenced late 2000.
P3	Curriculum Reform and Implementation Project (CRIP)	AusAID	Development of primary school curriculum.	2004	Began Oct. 2000. Pre-project activity produced & distributed lower primary materials in early 2000.
P3	Education Development Project	WB	Re-supply of primary school curriculum materials.	2001	Unable to obtain full counterpart funding, or draw down full loan funds during life of project.
P3	Education Development Project	WB	Supply of library materials.	Completed	Successfully completed. More support is required.
P4	PNG School Journal Project	NZODA	Development of school journals.	1997	Ongoing limited support.
P4	CASP	AusAID	Supply of grade 7 and grade 8 textbooks.	Ongoing	PSTU4 supplied 404 kits to 346 primary schools and 8 teachers' colleges up to June. PSTU5 delivering 250 kits to 189 schools in early 2001.
P4/5	BEICMP	AusAID	Support for primary school infrastructure and curriculum materials.	Early 2002	Initially in 5 provinces. Extension to other provinces planned.
P6	Health Promoting Schools	WHO	Schools program on health and nutrition.	Ongoing	Joint project of DOE, Health and WHO.
P6	Institutional Strengthening Project (ISP)	AusAID	Support for promoting school and community awareness of primary reforms.	End 1999	Primary awareness packages written in 1999. 30,000 printed & distributed for teachers in 2000.
<b>Secondary Education</b>					
S1	Secondary School Scholarship Project (SSSP)	AusAID	Support for grade 10-12 studies in Australia.	2001	Final intake 1999. Last students finish 2001. Offset by increased grade 11/12 access in PNG.

Ref.	Project Title	Donor	Description	Completion	Comments
S1	Secondary Scholarship Project	NZODA	Support for grade 10-12 studies in NZ.	2001	Final intake 1999.
S2	PASTEP	AusAID	Upgrading secondary teacher education.	2004	
S3	CRIP	AusAID	Support for curriculum development.	2004	CDD began secondary curriculum review in 2000.
S4	CASP	AusAID	Materials and equipment for new grades 9 and 10.	Annual	SSTU to supply 966 kits to 160 schools in 2001.
S4	CASP	AusAID	Materials and equipment for new grades 11 and 12.	Annual	3 schools supplied in 2000.
S4	Education Development Project	WB	Supply of library materials.	2001	
S5	Secondary School Upgrading	AusAID	Support for access to grades 11 and 12.	Ongoing	Upgrading of St. Ignatius underway in 2000.
S5	Human Resource Development Project 2 (HRDP2)	EU	Routine maintenance of PHS; upgrading of 4 secondary schools; Kabaleo PTC upgrading and; scholarship program.	2004	Tenders being finalised at 0f 2000. Construction expected to start in 2001.
S5	NHS Project	China	Construction of NHS in Markham Valley.	2000	Completed. First intake 2001.
S6	ISP	AusAID	Support for promoting school and community awareness of reforms in post primary education.	End 1999 Some carry over to 2000	Secondary book written, produced & distributed through inspectors. Feedback from school discussions of book expected in 2001.
S6	Development Maintenance Project	WB	Support for ongoing infrastructure development in PHS and vocational centres.	2001	Ongoing support will be required.
S6	Routine Maintenance Project	EU	Support for ongoing maintenance of PHS and upgrading of 4 secondary schools.	2001	Ongoing support will be required.
<b>Vocational Education (VCs)</b>					
V 3/4/6	• Employment Oriented Skills Development Project	ADB	Strengthening of VCs to accord with reform and provision of entrepreneurial training.	2005	Began late in 2000 in 3 provinces (WHP, Morobe and NCD).
V 3/6	German Agency for Technical Cooperation	GTZ	Curriculum development and initial experience from 6 pilot VCs consolidated and extended to other centres.	2001	Extended to include training for VC managers. 7 centres identified to become Level 1 Trade Testing Centres. Raval accredited in late 2000.
V6	Development Maintenance Project	WB	Support for ongoing maintenance of vocational centres.	2001	Ongoing support required.
V6	Routine Maintenance Project	EU	Support for ongoing maintenance of vocational centres.	2001	Ongoing support required.
V6	HRDP2	EU	Upgrading of 4 VCs.	2004	Tenders received in 2000. Expected to be let in early 2001. Ongoing support required.
<b>Technical Education (TCs)</b>					
V2	HRDP2	EU	Support for TC lecturers.	2004	
V 3/4/6	Employment Oriented Skills Development Project	ADB	Strengthening of TCs to accord with reform and provide entrepreneurial training.	2005	Commenced in 2000.

Ref.	Project Title	Donor	Description	Completion	Comments
V3	National Trade Testing and Certification Project (NTTCSP)	AusAID	Assessment of trade competencies.	2001	In 2000, Level 1 testing in 5 trades. 27 testing sessions. 247 candidates. 205 competent. Run in conjunction with DoLE.
V3/6	Home Colleges Project	AusAID	Rationalisation of TCs.	1998	
<b>Distance Education</b>					
DO/V 1/4/6	TVET Skills Training by Distance /Open Learning	COL	Joint Pacific region project to increase in country capacity to design, deliver and manage training by distance & open learning.	2003	Development of project agreed by Commonwealth Pacific Islands Ministers of Education in March 2000. Endorsed by NEC. Project proposal completed. First materials ready in 2001.
DO6	Distance and Flexible Learning through Electronic Media	UNESCO	Feasibility study involving OHE, CODE & IDCE.	2000	Report produced in October 2000 for consideration and further action.
<b>Management Related Projects</b>					
6N	Project Implementation Unit (PIU)	WB	Establishment of Project Implementation Unit.	2001	Project Coordinating and Implementation Unit included in DOE restructure; ongoing support required.
6 N/Pv	Institutional Strengthening Project (ISP)	AusAID	Strengthening of planning and management capacity at central and provincial levels, including upgrading FMU and MSU, & supporting development of National & Provincial Plans.	End 1999	AusAID continued interim support for specific activities in 2000, pending preparation of new project for introduction in 2002 - Education Capacity Building Project which will emphasise support and training for district level.
6P	Solar Lighting Project	JICA	Provision of solar lightning in some 300 primary schools.	1998	Ongoing support required to link with other infrastructure projects (e.g., BEICMP).
6 Pv/D	Education Development Project (EDP)	WB	Support for training of 4 Regional Management and Planning Advisers (RMPAs) and construction of 8 houses.	2001	RMPAs support provincial and district management and planning-related activities, including district officer training.
6/N	Inspections and Guidance	WB	Construction of houses in provinces for new inspectors, training and supply of computing and office equipment.	2001	20 houses built. Supply of equipment to be completed in 2001.
6N	Media Centre Project	JICA/ AusAID	Construction of facility within CDD for producing radio & TV material for reform curriculum & awareness.	2000	AusAID providing TA. Building completion & hand over expected in early 2001.

E: Elementary; P: Primary; S: Secondary; V: Technical Vocational; DO: Distance and Open Learning; N: National; Pv: Provincial; D: District; L: Local; 1: Access; 2: Teachers; 3: Curriculum; 4: Materials; 5: Infrastructure; 6: Management (e.g., E2: Elementary Teachers)

**Source:** Updated from National Education Plan Update 1, 1999.

# 1. 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 the legislative requirements and national education objectives. At an administrative level the Division assists the Secretary in the management of the Department. In particular it assists the Secretary in the development and communication of national education policies, and plans and co-ordinates their implementation in the provinces and Local-level Government areas in accordance with his established tasks and responsibilities. The Division's main objectives are;

- To coordinate the work of various executive committees including SSM, TMT and NEB, and assist with the annual Senior Education Officers' and Education Minister's Council conferences.
- To provide advice on education policies, draft Secretary's Circulars, Secretary's Instructions, Minister's Policy Statements, and coordinate all policy submissions to NEC.
- To represent the Department on legal matters.
- To identify and carry out research and evaluation studies for the department, and disseminate research findings in an appropriate manner.
- To prepare and distribute media releases, education programs, information publications and education awareness materials.
- To co-ordinate UNESCO activities in the country.
- To coordinate and promote Departmental strategies for promoting awareness of education reform amongst the general public, educational professionals and public officials at both national and provincial level.

## Activities and Outcomes

### POLICY CO-ORDINATION

Activities	Outcomes
NEC submissions	3 NEC approved policy submissions; <i>The Government Assistance for Quality Education Program</i> <i>National Literacy Policy</i> <i>Upgrading the autonomous status of UNESCO.</i>
Statements to Parliament	Statements made by the Minister <i>TSC Annual Report 1998</i> <i>DOE Annual Report 1999</i> <i>State of Education in PNG 2000</i> <i>GAQEP Reports (Q1/Q2)</i> <i>State of Elementary Education 2000</i> Statements pending presentation in Parliament <i>State of Primary Education 2000</i> <i>State of Secondary Education 2000</i> <i>State of TVET 2000</i>
Ministerial Policy Statements.	MPS 1/2000- <i>The GAQEP</i> MPS 2/2000- <i>Phasing Out of Grade 6 Exams in 2001 and beyond</i> MPS 3/2000- <i>Student Behaviour Management in Schools</i>
NEB functions	Full board meetings 4 Appeals Committee meetings 5 Disciplinary Committee meetings 1 Second full board meeting was held in Simbu.
Combined CEMC /SEOC and	The two conferences were held combined for the first time, in April 2000. 31 resolutions were passed by CEMC and 22 by SEOC.

CEMC /SEOC report.	Implementation of resolutions on-going. Detailed report available, compiled, written and edited by Media & Communication section.								
TMT/SSM	<table> <tr> <td>Weekly TMT meetings</td> <td>42</td> </tr> <tr> <td>SSM monthly meetings</td> <td>11</td> </tr> <tr> <td>Special SSMs</td> <td>2</td> </tr> <tr> <td colspan="2">Full and accurate records of minutes maintained for all meetings.</td> </tr> </table>	Weekly TMT meetings	42	SSM monthly meetings	11	Special SSMs	2	Full and accurate records of minutes maintained for all meetings.	
Weekly TMT meetings	42								
SSM monthly meetings	11								
Special SSMs	2								
Full and accurate records of minutes maintained for all meetings.									

### LEGAL CO-ORDINATION

Legislative amendments	Relevant amendments to the Education Act, TSC Act and the University Act have been forwarded to NEC through the State Solicitors Office.								
Provincial Education Acts	<p>New Provincial Education Acts were required (except for Bougainville and NCD) after 1995 to accommodate the Organic Law on Provincial &amp; Local-level Governments and the Education Reform. DOE drafted a model Act and provided this to all provinces in 1998 for local modification, at the request of the CEMC. Ongoing further technical assistance is provided to provinces on request.</p> <p>Status of Provincial Education Acts</p> <table> <tr> <td>Enacted by Prov. Assembly</td> <td>4</td> </tr> <tr> <td>Approved by PEC, not yet enacted</td> <td>4</td> </tr> <tr> <td>Draft not yet PEC approved</td> <td>10</td> </tr> <tr> <td>Not applicable</td> <td>2</td> </tr> </table>	Enacted by Prov. Assembly	4	Approved by PEC, not yet enacted	4	Draft not yet PEC approved	10	Not applicable	2
Enacted by Prov. Assembly	4								
Approved by PEC, not yet enacted	4								
Draft not yet PEC approved	10								
Not applicable	2								

### RESEARCH AND EVALUATION (REU)

REU Committee activities	<p>REU Committee meetings were revived in 2000.</p> <table> <tr> <td>Quarterly meetings</td> <td>4</td> </tr> </table>	Quarterly meetings	4
Quarterly meetings	4		
Research conducted	GAQEP Evaluation led by A/S PFM, with data collected by REU. REU assisted Dr Maha (UOG) with a study on <i>The First 25 Years of Education Development in PNG</i> . Other research included <i>Secondary Qualitative Indicators</i> by Adviser Education Planning, and the joint NDOE and NRI <i>Retention Study</i> .		
Journal of Education	An Editorial Board under the chairmanship of Dr Maha met once in Goroka. University of Goroka will co-ordinate and publish future editions of the Journal of Education.		

### MEDIA AND COMMUNICATION

Newsletter and radio program	<table> <tr> <td>Pipeline newsletter (fortnightly)</td> <td>20</td> </tr> <tr> <td>Education News radio program on NBC (weekly in term time)</td> <td>36</td> </tr> <tr> <td colspan="2">K300 per program - K10,800 for the year.</td> </tr> <tr> <td colspan="2">Education Reform Awareness content of both increased.</td> </tr> </table>	Pipeline newsletter (fortnightly)	20	Education News radio program on NBC (weekly in term time)	36	K300 per program - K10,800 for the year.		Education Reform Awareness content of both increased.	
Pipeline newsletter (fortnightly)	20								
Education News radio program on NBC (weekly in term time)	36								
K300 per program - K10,800 for the year.									
Education Reform Awareness content of both increased.									
The Education Gazette	<p>Silver Jubilee edition, Vol. 27/1 was completed in September. Printing by Government Printing Office not complete by year end.</p> <table> <tr> <td>7,500 copies</td> <td>K6,000</td> </tr> </table> <p>This is the first Gazette produced since 1996. Funding was requested for 4 issues in 2000 but was only available for 1.</p>	7,500 copies	K6,000						
7,500 copies	K6,000								
Education Calendar	<p>2000 Calendar printing was delayed in 1999 by Education Printshop. Printing and distribution completed in January 2000.</p> <p>2001 Calendar printed in October and distributed in November, to provincial and other education offices for all education institutions and divisions. K7,250 for printing and distribution of 7,500 copies.</p>								
DOE Annual Report	<p>1999 Annual Report completed and printed in March.</p> <p>Report content and format was reviewed in 2000. This edition incorporates changes requested by SSM.</p>								



Education Plans	In conjunction with PFM arranged printing /reprinting and distribution of <i>National Education Plan, NEP Update 1</i> and 9 <i>Provincial Plans</i> . Total cost K35,000
-----------------	---

## UNESCO

Executive support for UNESCO National Commission (NatCom)	1 meeting each of NatCom, each sub-sector committee and APEC was held and recorded. The sub-sector committees are Education, Science/Human Sciences, Culture and Communication.
Coordination with overseas visits	PNG participated in over 40 international conferences/workshops etc. Staff from UNESCO Bangkok and Apia offices, and other UN organisations, visited PNG.
Participation Program funds for projects	All project funds through UNESCO program requests for 1998/99 biennium disbursed to applicants. More than K205,000 approved for 2000/2001 but yet to be disbursed.
Associated Schools Project (ASP)	10 PNG schools registered. UNESCO funded workshops for ASP teachers in September in POM and Mt Hagen. ASP Coordinator attended 1 week coordinators' workshop in Fiji and Cairns.
University Radio and community-based radio station for Kasela, Enga Province	Funded by IPDC (International Program for Development in Communications) through UNESCO. South Pacific Sub-Regional Communications Advisor visited Kasela site. Kasela approved as a pilot project for PNG. Seed funding up to K10,000 released.
Staff attachment	Each program coordinator has undergone 1 week attachment training in Bangkok, Australia, Japan and Samoa respectively.
Commonwealth celebrations	Organized in Kavieng, New Ireland, in March.
World Heritage sites	Kuk (cultural) and Bobogara (natural) identified.
PNG NatCom Newsletter	Issue 2 printed and distributed 200 copies
Renewable Energy Centre	Resources being mobilize to implement Resolution 29C/DR 132.
Adult Distance Education study	Feasibility study on this proposal has been completed. UNESCO provided K100,000 towards the project coordinated by OHE.
Upgrading the Status of PNG NatCom	Consistent with the NEC Decision 63/2000 a Restructure Proposal was prepared for CACC/NEC. Enabling legislation was drafted.

## OPERATIONS

Co-ordinate daily operations	Operational activities including office supplies, equipment, and staff travels were attended to on a daily basis.
Co-ordinate and monitor Divisional budget	Budget 2000 for the Division was maintained at the appropriate level. 2001 budget prepared.

## Constraints

- Reduction in overall budget by about 36 percent since 1998. UNESCO operational budget insufficient to fully implement all programs.
- Reductions in staff from 35 to 26 in 1999 and continuing vacancies in key legal and research positions in 2000 have affected capacity.
- Inadequate computer hardware and software to effectively carry out tasks required with correct manpower establishment. No budget appropriation to address this.
- Training. Increased computer skills needed by most officers. New UNESCO staff need training in project document preparation and international relation issues.



## 2. Planning, Facilitating & Monitoring

### ***Division Objectives***

Planning, Facilitating and Monitoring (PFM) Division was created as the result of the 1999 restructure. The division is made up of three sections: Facilitating and Monitoring Unit, Corporate Data Branch and the Project Implementation Unit.

The division facilitates and monitors implementation of the education reform throughout the country; and provides planning and other technical assistance and advice to provincial and national education divisions. The Division's main objectives are;

- To provide advice on education policies, and plan, facilitate and monitor implementation of education reform activity throughout the country.
- To develop and maintain a rolling national education plan.
- To provide advice and technical assistance to provincial and national education divisions, including assisting all provinces to develop and maintain rolling Provincial Education Plans and Implementation Schedules compatible with the National Education Plan.
- To manage the Education Management Information System (EMIS) and provide Information Technology advice and support.
- To provide executive services for the Project Coordination Group and the Implementation and Monitoring Group, and co-ordinate the work of various executive committees of the department.
- In conjunction with Policy Research and Communication Division, to support development of community awareness materials and activities relating to education reform.
- In conjunction with Staff Development & Training Division, to develop and manage a range of capacity building training workshops to strengthen the planning and management capacity of officers of provincial and national education divisions, including provincial and district planners.

### ***Activities and Outcomes***

#### **FACILITATING AND MONITORING UNITN (FMU)**

<b>Activities</b>	<b>Outcomes</b>
Facilitating and monitoring implementation of the education reform	All provinces have been visited by FMU officers and reports presented to IMG. 175 days of provincial visits over 27 trips. Implementation and Monitoring Group (IMG) meetings 9 Assistance with IMG executive officer duties provided by PRC.
National Education Plan Update 1	The NEP was updated in 1999 and printed and distributed in 2000. Revised projections have been distributed to provincial authorities and institutions. Implementation is being monitored by FMU.
Provincial Education Plans	Technical assistance provided for completing and updating Provincial Plans. All now completed. Updates in progress. Printed & distributed. 9 PEC approval needed. 11
Training - national capacity building workshops	5 workshops held; <i>Budgeting, Basic Research, Planning, Teacher Appointment and Planning &amp; Implementing Awareness.</i> Participants 120 Provincial Departments of Education 76 National Department of Education 44
Training for district and provincial planners	Computer training and planning workshops held in provinces 6 Planning model workshops for provincial planners 2
Computers for district education officers	12 computers provided for districts in 2 provinces, in conjunction with training. Funded by EDP (World Bank) to supplement

	computers in provincial offices previously provided by ISP (AusAID).
Capacity building attachments for provincial officers	3 provincial officers spent 3 months each working in FMU to gain experience and expertise with computing skills & reform planning.
Reform awareness	Worked with M&C section FMU to produce awareness materials, and develop and conduct the first <i>Planning and Implementing Awareness</i> workshop for provincial officers (see PRC).
Representing the Department in various national duties including:	FMU officers are called upon regularly to represent the Department in various national duties, including preparing and assisting with presenting Departmental information papers.
National Dialogue for Development	National Development Forum 1 Regional development Forums 2 Provincial Administrators' Regional Conferences 2
Education for All (EFA) 10 year review and Framework for Action	Prepared <i>EFA National Assessment</i> report, with assistance from NRI. Accompanied and assisted the Minister for the presentation of this report to the UNESCO / UNICEF <i>EFA Regional Review</i> in Bangkok, and the World EFA <i>Framework for Action</i> Conference in Senegal.
Liaison with Office of Rural Development (ORD)	Rural Development Appraisal Committee meetings 6 Education projects approved (approx.) K2,000,000 This committee approves projects for school facilities funded from M.P.s' District Development funds.
Project counterparts and other donor /project liaison	2 counterparts worked with BEICMP, as required. This included helping develop a model for District Education Plans. Frequent advice, information and other assistance and liaison also provided for other projects and donor groups.

## CORPORATE DATA

Annual Statistical Bulletin	The 1998 Bulletin has been printed and distributed. Data for the 1999 Bulletin is being finalised. Printing is likely to take place early in 2001.
Education Management Information System	Training workshops for provincial officers on EMIS and data collection of school enrolment and staffing statistics - 4 x 5 day workshops for 19 participants (1 per province). Technical assistance through ISP - 5 days for EMIS system enhancement, and training of network manager arranged for January 2001.
Re-input of lost data;	Data was lost during computer transfer in 1999. Temporary data entry staff were engaged to re-input the data. Task completed.
Information Technology technical support	2 technicians (Network support and PC support) were appointed in quarters 1 and 2, to support the EMIS manager. A full service maintenance tool kit was also purchased. Average service requests attended to per week 65
Development of the EduNET component of GovNET	In conjunction with TESD progressive installation of the Fincorp Haus component of EduNET was completed in December 2000. This included installing 3 new network servers, and providing basic IT training for 90 officers. Connection of users to GovNET continues. Users on GovNET by the end of 2000 105 Users with email service 50

## PROJECT IMPLEMENTATION UNIT (PIU)

Co-ordinate AusAID Projects	Co-ordination and monitoring is being carried out for BEICMP, CRIP, CASP, PASTEP, ETESP and high school upgrading. CRIP start up was October. Upper secondary upgrading of infrastructure at St. Ignatius was underway in 2000 and expected complete in June 2001.
Co-ordinate European Union funded HRDP2 Project	HRDP 2 commenced during 2000. Two counterparts and a new Project Manager commenced work. Maintenance and construction tenders advertised 9 These will provide for maintenance, upgrading and expansion at 3 vocational centres, 4 secondary schools, 1 teachers' college (Kabaleo) and Unitech. Recommendations from the evaluation of tender bids are expected to be forwarder to the Central Supply and Tenders Board in early 2001.
Co-ordinate the World Bank funded Education Development Project	EDP is expected to end in 2001. Progress has been good in all areas except the curriculum materials procurement and distribution component. In 2000 this project drew down K1.47 million of World Bank loan and utilised K5.76 million of PNG Government counterpart funding.
Co-ordinate Project Pipeline committee	Meetings 3 Proposals approved and forwarded to DNPM (formerly NPO) Proposals for upper secondary expansion of high schools 4 Other 2 Project proposals (PIP) approved in principal and referred back to divisions for detailed proposal development (PFD) 3

### **Constraints**

- Despite the staff shortages and budget cuts the division has successfully achieved the main tasks it planned to undertake during the year.

### 3. General Administration and Personnel

#### **Division Objectives**

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

- To provide effective and efficient personnel and salary functions for members of the Teaching Service and Public Service on NDOE payroll, in order to ensure that they are paid correct salaries, allowances and leave entitlements on time, at the correct level and correct location.
- To coordinate recruitment and contract procedures for national and overseas officers.
- To monitor, review and maintain records for the Department's organisational structure, Master position register and manpower establishment ceiling.
- To provide efficient logistical support services, including secretarial, clerical, transport, mailing and registry of files.

#### **Activities and Outcomes**

##### **PERSONNEL BRANCH**

<b>Activities</b>	<b>Outcomes</b>																
Counter service	Opens 2.00 pm Mondays, Wednesdays, & Thursdays.																
Process teachers resumption	<table> <tr> <td>Resumption</td> <td>25,793</td> </tr> <tr> <td>New graduates (primary &amp; secondary)</td> <td>975</td> </tr> <tr> <td>New graduates (Elementary)</td> <td>974</td> </tr> <tr> <td>Trainees (Elementary)</td> <td>7,133</td> </tr> <tr> <td>H.D.A</td> <td>2,002</td> </tr> <tr> <td>Reclassification</td> <td>2,755</td> </tr> <tr> <td>Demotions</td> <td>15</td> </tr> <tr> <td>Late resumption</td> <td>554</td> </tr> </table>	Resumption	25,793	New graduates (primary & secondary)	975	New graduates (Elementary)	974	Trainees (Elementary)	7,133	H.D.A	2,002	Reclassification	2,755	Demotions	15	Late resumption	554
Resumption	25,793																
New graduates (primary & secondary)	975																
New graduates (Elementary)	974																
Trainees (Elementary)	7,133																
H.D.A	2,002																
Reclassification	2,755																
Demotions	15																
Late resumption	554																
Process leave fare application	Requisitions raised for travelling warrants 300																
Disciplinary charges	<table> <tr> <td>Charges laid</td> <td>8</td> </tr> <tr> <td>Termination of employment</td> <td>6</td> </tr> <tr> <td>Public service appeals</td> <td>8</td> </tr> </table>	Charges laid	8	Termination of employment	6	Public service appeals	8										
Charges laid	8																
Termination of employment	6																
Public service appeals	8																
Process resignations and terminations	Resignations & Terminations 481																
Process furlough and recreation leaves	<table> <tr> <td>Furlough leaves</td> <td>9</td> </tr> <tr> <td>Recreation leaves</td> <td>242</td> </tr> </table>	Furlough leaves	9	Recreation leaves	242												
Furlough leaves	9																
Recreation leaves	242																
Process PBSS	Salary Increments 512																
Retrenchment exercise	<table> <tr> <td>Government decisions on manpower ceiling and retrenchment of unattached officers were implemented.</td> <td></td> </tr> <tr> <td>Officers retrenched</td> <td>79</td> </tr> <tr> <td>Cost</td> <td>K2.09m</td> </tr> </table>	Government decisions on manpower ceiling and retrenchment of unattached officers were implemented.		Officers retrenched	79	Cost	K2.09m										
Government decisions on manpower ceiling and retrenchment of unattached officers were implemented.																	
Officers retrenched	79																
Cost	K2.09m																

##### **ADMINISTRATION**

Budget planning activities	Quarterly budget and manpower reviews completed 4
Coordination of office allocation	Meetings coordinated 2 Divisions that applied are yet to be relocated.
Career development & career path planning	3-year program (1998-2001) confirmed and implemented. It involves all officers in GAP Division.

Inhouse training	Induction courses conducted	4
Recruitment of non-citizen contract officers & volunteers	No of contract officers who have arrived	29
	Awaiting travel arrangements	26
	Under process	2
	Volunteers recruited	26
National and provincial requests for contract renewals for non-citizen officers	Contracts of employment renewed	95
	Approved by DPM	51
	Pending DPM approval	44
Contract of employment for national officers	Offered and accepted	1
Local recruitment and selection	Positions advertised	178
	Selections and appointments under process.	
Employment and resignation of non-citizen officers	Completion of Contracts	18
	Resignations	2
	Volunteer Resignations	11

### **ELECTRONIC DATA PROCESSING**

Payroll - inputs, run, reports	Ongoing for 26 payrolls per year.
Establishments	Ongoing.
Accounts	Ongoing.

### **ORGANISATION METHODS AND MANPOWER COORDINATION**

Implementation of approved structure	Revised structure submitted to DPM on 23rd November 1999 and approved by DPM on 3rd January 2000. Came into effect on 4th February 2000. Selections finalised 29/11/2000. Revised structure to accommodate Elementary Inspections approved by DPM 15/12/2000.	
Organisation charts	Divisional organisation charts reflecting the approved structure finalised and submitted to DPM for approval-stamping.	
Errors/ Anomalies on Job Descriptions & Divisional Functional Statement	Revisions on these forms completed, and submitted to DPM for approval stamping.	
Maintenance and Updating of Establishment Record	Ongoing.	
Public Service MPR & Teachers MPR	Public Service and teachers MPR records are updated continually.	
	No of public service positions on MPR	749
	No of teaching positions on the MPR	30,883
Processing of TSC Form 26s (Registration of new school structures and abolition and creation of teaching positions)	TSC Forms 26 received and processed	3,349
Fortnightly Payroll Vote Code Analysis	Fortnightly payroll vote code analysis reports up to Pay 26 29/12/2000. Completed and sent to Budget Activity Officer.	
Registration of new schools	Elementary Schools	659
	Primary/Comm. Schools	11
	High Schools	2
	Vocational	1
	National High Schools	1
	Total	674
Printing and production of personal listing and school	2 registers prepared and printed in September and distributed.	

register	
2000 resumption exercise	The resumption exercise began on February 10, 2000. Total EDB.012's Received 24,529 Position Not on MPR (invalids) 1,411 Total EDB.012 23,118

### **LOGISTICS BRANCH**

Public Utilities	Total paid for utility charges K301,800
Transport	Transport section maintains 4 vehicles for providing services Vehicles replaced 2
Registry receipt & posting of DOE mail	Mail items received and distributed (both registered & ordinary mail) 243,779 Registered articles in & out of DOE 1,629 Total letters, packets, parcels and other articles posted (within PNG & overseas) 30,242
Registry franking machine & stamps	Total paid for maintenance of franking machine and stamps K36,000
Registry creation of new files	File parts closed 98 New parts opened 98 New semi permanent files 2 General Registry file created 1
Office stationary	Stationary purchased K18,939.87
Copying and Printing	Average photocopier production per week 8,000

### **Constraints**

- Shortage of experienced staff in the Personnel Branch, delay in recruitment of specialised personnel and shortage of staff in EDP.
- Lack of funds for position auditing and staff training for payroll transferred to the provinces. This delayed obtaining information to update the MPR.
- Lack of storage facilities.
- Delay of documents and responses from the provinces on contract renewals etc.
- Slow processing of the MPR, Resumption, and Appointments because the new computer was still being tested and prepared to cater for the Department's need.

## 4. Finance and Budget

### **Division Objectives**

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

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

### **Activities and Outcomes**

#### **BUDGET**

<b>Activities</b>	<b>Outcomes</b>
Cash flow projections and warrant authorities	Monthly Statements for Cash Flow Projections from January to December received from the Divisions submitted to DOFT for release of funds. Warrants released by DOFT disbursed according to the respective Cash Flow Projections for each activity and project.
Quarterly budget and manpower reviews	Quarterly Review submissions coordinated and submitted to DOFT 4
Annual budget estimates	2001 Budget Estimates completed and submitted to DOFT.
Control and monitoring of funds	IECC, a committee responsible for controlling and monitoring departmental funds met once a month to consider any unspent moneys that had to be diverted to needy areas of the Department.
Staff development and training	Officers training at POM Business College 2
Provincial advisory visits	Deferred to 2001.
Ledger reconciliations	Completed.
Warrant and CFC updates	This routine exercise is done when the warrant authorities are released to the Department.

#### **ACCOUNTS**

Registration and commitment of claims	Computerised ILPOCs issued 103 FF4 claims received and registered 4,956 Claims were examined and certified 6,207
Process payment of accounts (cheque usage reports)	Total cheques issued 6,846
Provide daily, weekly and monthly computer reports	Routine reports produced as scheduled. Additional reports produced when requested by NDOE Divisions, OHE, TSC and National Library and Archives.
Collection of public monies	Total receipts issued K20,665,941.64 Collector's statements for the year completed.
Bank reconciliation for general	Account reconciled.

drawing accounts							
Destruction of Accountable Records.	Destruction exercise for 1993 Financial Year records completed. Certificates of Destruction prepared and submitted to AGO and DOFT.						
Advances	<table style="width: 100%; border: none;"> <tr> <td style="width: 80%;">Petty Cash Float for reimbursements</td> <td style="text-align: right;">K200</td> </tr> <tr> <td>Cash Advance Float for travel purposes</td> <td style="text-align: right;">K500</td> </tr> <tr> <td>Counter Advance Float for general purposes</td> <td style="text-align: right;">K5,000</td> </tr> </table>	Petty Cash Float for reimbursements	K200	Cash Advance Float for travel purposes	K500	Counter Advance Float for general purposes	K5,000
Petty Cash Float for reimbursements	K200						
Cash Advance Float for travel purposes	K500						
Counter Advance Float for general purposes	K5,000						
Monthly VAT Returns to IRC	VAT Returns submitted.						

## TRUSTS

Monitor and control expenditure of National Education Trust Accounts (NETA)	Claims under various trust accounts received and registered. monthly reconciliations of Trust Account ledgers completed and NETA CFC and Trust holders advised. (NETA HQ 361/461-08 and Bank Accounts 350/450-14, CODE trust account 330/430-01 and National Library and Archives trust account TA360/460).				
Monthly financial reports	To-date no reports have been submitted to DOFT due to unavailability of 1998 Trust Statements and source listing.				
Distribute kina for kina subsidy to church agencies	Applications for year 2000 projects finalised for submission to NEB Meeting 1/2001.				
Meetings	<table style="width: 100%; border: none;"> <tr> <td style="width: 80%;">NETA Committee</td> <td style="text-align: right;">2</td> </tr> <tr> <td>Kina for Kina Subsidy Committee</td> <td style="text-align: right;">1</td> </tr> </table>	NETA Committee	2	Kina for Kina Subsidy Committee	1
NETA Committee	2				
Kina for Kina Subsidy Committee	1				
Revised individual trust deeds	<table style="width: 100%; border: none;"> <tr> <td style="width: 80%;">NETA (Sub Trust Accounts)</td> <td style="text-align: right;">32</td> </tr> <tr> <td>Trust Deeds received for review</td> <td style="text-align: right;">18</td> </tr> </table>	NETA (Sub Trust Accounts)	32	Trust Deeds received for review	18
NETA (Sub Trust Accounts)	32				
Trust Deeds received for review	18				

## OPERATIONS

Administration services	Administration support services provided include distribution of education subsidy to provinces, co-ordination and maintenance of the executive vehicle fleet and office equipment, and updating of service contracts for all equipment used by the Division and Minister's office.								
Official domestic and overseas trips	<table style="width: 100%; border: none;"> <tr> <td style="width: 80%;">Coordination of official domestic and overseas travels for senior executives.</td> <td></td> </tr> <tr> <td>Domestic trips</td> <td style="text-align: right;">5</td> </tr> <tr> <td>Overseas trips</td> <td style="text-align: right;">10</td> </tr> <tr> <td>Cost</td> <td style="text-align: right;">K72,849.69</td> </tr> </table>	Coordination of official domestic and overseas travels for senior executives.		Domestic trips	5	Overseas trips	10	Cost	K72,849.69
Coordination of official domestic and overseas travels for senior executives.									
Domestic trips	5								
Overseas trips	10								
Cost	K72,849.69								
Staff matters	Attended to leave and other entitlements for staff. Co-ordinated senior executive entitlements under national contract conditions.								
Training	<table style="width: 100%; border: none;"> <tr> <td style="width: 80%;">Good progress made in this area.</td> <td></td> </tr> <tr> <td>Officers trained</td> <td style="text-align: right;">4</td> </tr> </table>	Good progress made in this area.		Officers trained	4				
Good progress made in this area.									
Officers trained	4								

## Constraints

- Lack of resources especially office space, and lack of experienced officers on Trust Accounts and computer equipment to process and store data.
- Late requests are made for financial assistance for duty travels and other allowances applicable to the Executive.



## 5. Inspections and Guidance

### ***Division Objectives***

The Inspections and Guidance Division (IGD) deals specifically with quality assurance and control. It plays a major role for provinces and schools within the National Education System through its supervisory, advisory and appraisal functions. 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 and teacher performance.
- 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.
- To improve school management systems.

### ***Activities and Outcomes***

#### **INSPECTIONS**

<b>Activities</b>	<b>Outcomes</b>
Advisory and inspections visits to schools	<p>Elementary Most schools were visited by trainers/inspectors as part of their teacher training and supervision program.</p> <p>Primary Schools visited 2,044 Teachers visited 11,676</p> <p>Secondary Schools visited 159 Teachers visited 2,676</p>
National Ratings Conference	<p>Reports rated</p> <p>Elementary 950 Primary 3,216 Secondary 635</p>
Inspectors conference	<p>Senior Primary Inspectors' Conference in Goroka. Secondary Inspectors' Conference in Kokopo. Reports with recommendations from both conferences were approved by SSM and are being implemented by the Division.</p> <p>The PGDE Lahara program offered by UOG was one outcome of the Secondary Inspectors Conference.</p>
Provincial visits for workshops and inspection processes	All provinces visited by AS-IGD, Superintendent Secondary Inspections, Assistant Superintendent – Inspections, Coordinator and Assistant Elementary Inspections Coordinator.
Workshops	<p>Development of 2000 IGD Operational Plan</p> <p><i>Sustainable School Based Staff Development Program</i> - plans to be pursued in schools from 2001</p> <p><i>Report Writing Skills</i></p> <p><i>Inspections Processes</i></p> <p><i>Implementation of Tololo Inspection Review Committee recommendations</i></p> <p><i>Quality Improvement for Primary Schools</i>. For 10 headteachers from NCD and Central. Produced handbook. Jointly funded by</p>

	GAQEP and UNESCO
Tololo inspection review Committee - implementation of recommendations	Primary - Being trialed in WHP, ENB, NCD and Central with results showing positive effects Secondary- being trialed in ENB, Milne Bay, New Ireland, EHP, East Sepik, Simbu, Morobe, NCD and Madang Provinces.
Training of Elementary trainer/inspectors	Trainers and inspectors trained for 5 weeks at PNGEI to carry out inspections for registration 34
2000 inspections arrangements and development of proposed structure for Elementary Supervision	Workshop reports with recommendations approved by SSM and implemented by Division. New structure approved by DPM on December 15 <sup>th</sup> .
Review of Duty Statements for Teachers	Workshop held to review and revise duty statements for teachers in all national and provincial institutions. Revised statements submitted to TMT and NEB.

### **GUIDANCE AND COUNSELLING**

School visits	All secondary schools were visited except for those in Manus and Milne Bay provinces.
Career Advisory visits	All secondary and high schools visited.
Monitoring of guidance officers' work and identifying, training and settling new guidance officers	AS - IGD, Principal Guidance Officer and Superintendent Guidance visited all 20 provinces. Reports have been produced for each visit.
Differential Aptitude Test (DAT) trialing for grade 11 students Academic Aptitude Test (AAT) for grade 9	All upper secondary including NHS grade 11 students given DAT. Content of DAT reviewed and finalised. Student counselling provided on career options and academic and vocational potential. Initial development of AAT documents.
Volunteer School Based Counsellors (SBC) Workshops	Held in 3 provinces. Certificates awarded to teachers and other participants.
Assertive Discipline Training	1 week course conducted in all provinces and attended by secondary and some primary teachers. This will continue to April 2001.
Guidance officers workshops	Report with recommendations approved by SSM and being implemented by Division.
Workshops for Teachers on Assertive Discipline.	Activities continued from 1999. Approved by SSM for all interested provinces. Conducted by Guidance Officers.

### **OPERATIONS EDUCATION STANDARDS**

This branch services the operations of Inspections and Guidance Division and Cdd.

Prepare budget estimates and complete all required budget processes, allocating resources to best meet divisional objectives	IGD funding for 2000 improved significantly because of the GAQEP. Budget review estimates for each quarter prepared and submitted on time. Limited resources allocated for divisional needs subject to the shortfalls in allocations and delays due to cash flow problems.
Monitor and report on all expenditure and complete quarterly budget reviews	Accurate records maintained. Requests for additional funding received some support. The cash advance system was monitored well but difficulties with acquittal of funds remained.

Purchase and maintain all divisional office and household equipment and maintain records	Work on inspectors houses under the Inspections & Guidance Expansion Program began again in 2000. Maintenance work is required for most houses. Funding for maintenance insufficient. No household items were purchased. Records maintained as required.
Control and manage all allocated vehicles	Due to bills owing from previous years all IGD PTB vehicles were dehiired until further notice. Vehicles are hired on casual basis and the pay-first for the service policy is applied.
Manage staffing and personnel matters, including postings, salaries and entitlements	Transfers and movements of inspectors were completed as anticipated, salary problems are being addressed daily when queries are raised.

### ***Constraints***

- Lack of sufficient manpower and resources in Headquarters to adequately support the 94 percent of IGD personnel based and operating in the provinces.
- Full time administrative officers in the area of transport and housing are needed to monitor and stocktake resources.
- There are officers who have been working too long in the Division and need to venture into other sections to make way for young and energetic officers who can perform better. Strategies to attract suitable and qualified officers to inspections positions are needed.

## 6. Curriculum Development Division

### *Division Objectives*

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 develop curriculum.
- To procure or produce and distribute materials.
- To assist in the promotion of literacy activities.
- To implement and support the national assessment and examinations system.

### *Activities and Outcomes*

#### CURRICULUM

ACTIVITIES	OUTCOMES	
Workshops and meetings	Elementary	3
	Lower Primary	3
	Upper Primary	3
	Upper Secondary	1
Subject Advisory Committee meetings	Elementary	3
	Lower Primary	2
	Upper Primary	3
	Lower Secondary	6
	Upper Secondary	6
Inservices	Elementary	3
	Upper Secondary	4
Exam Development	Grade 12 Language, Biology, History and Geography exams. Moderation of Grade 12 Expressive Arts exams.	
School Journals	Lower Primary	2
	Upper Primary	2
Newsletters	Science	3
	Maths	1
	Elementary Teachers	2
Elementary student materials completed	Elementary Prep	18
	Elementary One	20
	Elementary Two	20
	Library shell book kit and Language kits with student's texts are in progress.	
Elementary teachers materials completed	Handbooks	2
	Resource books	5
	Activity books	3
	Picture Books	3
	Culture & Community Picture Kits	2
	Maths Kits	2
Lower Primary student materials completed	Grade 5 Comm Life for Terms 1 & 2	
	Phonics for Bridging for Grade 3	
	Revised programs for all terms. Radio programs being trialed	2
	Syllabus documents printed and distributed to reform schools	7

Lower primary student materials completed in 2000	Grades 3, 4, and 5 Mathematics books, Grade 3 Environmental Studies students readers - 6 titles, Grade 3 Community Living Student text book and Grade 3 Community Living 3 student readers and posters.
Lower Primary	3 Mathematics teachers resource books, 1 each for grades 3, 4 and 5 were completed. Completed Environmental Studies Teachers Resource Book, Health Teachers resource book, Health Video and Grade 3 Arts Teachers Resource Book.
Upper Primary	Work on Grade 6 Mathematics Teachers Resource Book is progressing. Syllabus documents completed 7 These were trialed in Milne Bay Province this year and will be trialed in New Ireland Province in 2001.
Secondary syllabus development	Curriculum frameworks prepared and ready to distribute for comments before developing revised syllabuses for all subject areas.
Student materials	Secondary atlases completed. Video programs dubbed and sent to schools on request. Health promotion video aimed at primary and secondary schools produced.
Lower Secondary	Laboratory Handbook for teachers awaiting completion
Upper Secondary	Business units being completed 3 Applied Science units in preparation. Science books being completed 2 Provinces visited to evaluate Business Studies and Personal Development courses 3

## MEASUREMENT SERVICES

Nominations for national examinations	Grade 6	76,852
	Grade 8	41,993
	Grade 10	21,616
	Grade 12	4,219
Number of certificates expected to be issued	Grade 6 (PECE)	62,000
	Grade 8 (COBE)	34,000
	Grade 10 (SCE)	20,000
	Grade 12 (HSC)	3,869
Grade 6 Examinations	Provincial Examination Supervisor's Handbooks for 2000 printed and distributed, questions for the 2001 Combined Subjects examinations written, and entered into computer. 1999 examination report prepared. Combined Subjects trial test items ready for analysis.	
Grade 8 Examinations	1999 examination report completed. 2000 Provincial Examination Supervisor's Handbooks printed and distributed. Trial tests for 2001 COBE examinations written and entered into computer.	
Grade 10 Examinations	2000 SCE examination administered on schedule. Questions for trial tests for 2001 examinations written and entered into computer. School Certificate Examinations Handbook for 2000 printed and distributed.	
Grade 12 Examinations	HSC examinations administered on schedule. Higher School Certificate Examinations Handbook for 2000. 1999 examination report printed and distributed.	
Standards Monitoring	Analysis completed up to 1996, Report produced for February 1998 & Data entry for 1998, 50% data completed.	

Statements of Results	Statements of results issued. Grade 10 Grades 12 Assisted Police & Defence Forces & commercial companies in employment inquiries.	527 114
Test Development	National Assessment Policy for Practical Subjects for upper secondary developed pending review. Grade 7 Social Science item-bank deferred due to curriculum change. English item bank for Grade 7 printed. Commerce item banks for Grade 7 printed & distributed. Commerce item bank for grade 8 is ready for trial. Handbook for assessment of listening & speaking at grades 7 & 8 is camera-ready. Grade 8 Social Science nearing camera-ready. Handbook for grades 9 & 10 Listening and Speaking under development.	
In-service	PHS CODE	4 1
MSU Building	Completed. Fully occupied.	

## MATERIALS

Graphics	Jobs completed Handbook covers Major illustration jobs Illustrations for Grade 12 physics text book	48 10 12 50
Procurement	Tenders awarded to Macmillan Education New tenders awaiting evaluation & recommendations New tender documents being formalised Certificate of Inexpediency awarded to Oxford Partial delivery of materials to provinces completed. Titles for straight purchase Reprinted titles awaiting delivery to CDD	2 2 2 1 7 12
Printshop	Jobs received Jobs completed	298 268
Printing & Distribution	Titles received Titles for distribution and storage Titles completed School orders actioned	194 41 153 539

## NATIONAL LITERACY AND AWARENESS SECRETARIAT

National Literacy Week Committee consultations	NLW 2000 launching in Wabag, and closing in Wabag & Kerema.
National Literacy Awareness Council meetings	Only 1 NLAC meeting due to funding problems.
National Literacy Policy	National Literacy Policy was completed and approved by NEC.
Awareness Programs visits	10 provinces visited – Milne Bay, Gulf, EHP, WHP, Enga, SHP, West Sepik, East Sepik and Central.
Donor assistance to help promote literacy activities	Orogen Minerals donated a 4x4 wheel drive vehicle for NLAS use to enhance literacy and awareness services. Support continuing. Media promoted literacy and awareness through coverage of events and activities.

LAP review	1 NLAS staff participated in the 5 LAP review workshops and conducted 3 case studies.
National Book Week	NLAS participated in planning.
Training workshops	3 training workshops conducted – Central, EHP and SHP. NGOs provided funding while NLAS provided trainers.
Media Support	Post-Courier, YWCA and other NGOs involved in writing competition for NLW 2000.

### **Constraints:**

CDD currently lacks the capacity needed to adequately support the education reform. The AusAID Curriculum Reform Implementation Project (CRIP), which commenced in October 2000, is recognition of the need to supplement and redevelop existing capacity.

Major constraints have included:

- Staff shortage, contributed to by unavailability of suitable staff, delays in filling vacant positions, and lack of suitable contract writers for certain subject areas.
- Inadequate funds and late release of funds.
- Insufficient and inadequate serviceable office space and up to date equipment, including computing, printing and graphics software and hardware.
- Delays in supply of printing paper by suppliers and slow payment for jobs into the Printshop Trust Account.

Ongoing problems resulting from these constraints include:

- Delay in developing, printing and distributing reform curriculum materials.
- Low stock and inadequate printing and distribution of current curriculum materials for all levels of schools, and literacy and awareness materials.
- Inability to involve the wider community in curriculum review, design and development, and provide sufficient support for literacy and awareness workers in the field.
- Delay in developing test materials for schools.

## 7. Technical Vocational Education & Training

### Divisional 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 and commerce and industry. Stakeholders include Governing Councils and Boards of Governors, Boards of Studies, Trade Panels, Provincial Education Advisors and National Trade Testing Boards. The Division has developed a Corporate Plan to co-ordinate the activities of its four branches. Its main objectives are;

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

### Activities and outcomes

#### TECHNICAL AND VOCATIONAL OPERATIONS

Activities	Outcomes														
Staffing, Recruitment and resignations	<table> <tr> <td>New contract teachers deployed in colleges</td> <td>11</td> </tr> <tr> <td>New National teachers recruited and engaged</td> <td>14</td> </tr> <tr> <td>National teachers resigned</td> <td>8</td> </tr> <tr> <td>Contract teachers resigned</td> <td>7</td> </tr> </table>	New contract teachers deployed in colleges	11	New National teachers recruited and engaged	14	National teachers resigned	8	Contract teachers resigned	7						
New contract teachers deployed in colleges	11														
New National teachers recruited and engaged	14														
National teachers resigned	8														
Contract teachers resigned	7														
Coordinate and liaise special courses	Management and Competency Based Training provided under the Trade Testing Project for the colleges and some vocational centres														
Finance and Budget	Distributed funds to all vocational centres and college operations, inspectors and principals annual conferences and coordinated EU funds to selected institutions. Provided funds and logistic support for all duty travels, prepared 2001 budget, cash flow projections and manpower reviews. Liaised with donor agencies for funding. EU and AusAID setting up Trade Testing Centres in PNG Institutions.														
Dispatch Schools administrative materials	<table> <tr> <td>School administrative materials dispatched to VTCs –</td> <td></td> </tr> <tr> <td>Student record cards</td> <td>15,000</td> </tr> <tr> <td>Record of attendance</td> <td>400</td> </tr> <tr> <td>Admission Registers</td> <td>300</td> </tr> <tr> <td>Books of transfer Certificates</td> <td>136</td> </tr> <tr> <td>Stock books</td> <td>700</td> </tr> <tr> <td>Printed 20,000 record cards and 10,000 vocational certificates.</td> <td></td> </tr> </table>	School administrative materials dispatched to VTCs –		Student record cards	15,000	Record of attendance	400	Admission Registers	300	Books of transfer Certificates	136	Stock books	700	Printed 20,000 record cards and 10,000 vocational certificates.	
School administrative materials dispatched to VTCs –															
Student record cards	15,000														
Record of attendance	400														
Admission Registers	300														
Books of transfer Certificates	136														
Stock books	700														
Printed 20,000 record cards and 10,000 vocational certificates.															
Vocational establishments	<table> <tr> <td>Registered VTCs in the system</td> <td>136</td> </tr> <tr> <td>VTCs in operation</td> <td>129</td> </tr> <tr> <td>Newly established VTCs in 2000</td> <td>2</td> </tr> <tr> <td>VTCs implementing reform -Moramora, Hoskins, Malahang, Rabaraba and Kuiuaro VTCs</td> <td>5</td> </tr> </table>	Registered VTCs in the system	136	VTCs in operation	129	Newly established VTCs in 2000	2	VTCs implementing reform -Moramora, Hoskins, Malahang, Rabaraba and Kuiuaro VTCs	5						
Registered VTCs in the system	136														
VTCs in operation	129														
Newly established VTCs in 2000	2														
VTCs implementing reform -Moramora, Hoskins, Malahang, Rabaraba and Kuiuaro VTCs	5														
Duty statements	Vocational Inspectors were involved in completing the Job Descriptions for vocational teachers.														
Enrolment and staffing statistical information for vocational institutions	<table> <tr> <td>Student enrolment records</td> <td></td> </tr> <tr> <td>Male</td> <td>10,585</td> </tr> <tr> <td>Female</td> <td>3,932</td> </tr> </table>	Student enrolment records		Male	10,585	Female	3,932								
Student enrolment records															
Male	10,585														
Female	3,932														



	Staff records Males Females	635 253
Certificates	Eligibility certificates issued to teachers Full registration Certificates issued Vocational Training Certificates issued to Vocational Training graduates	30 25 5,000
VTC Managers conferences	Conducted	4
Management Training EMVET (DOVET)	EMVET courses offered under DOVET enable teachers to analyse community needs.	

### TECHNICAL AND VOCATIONAL CURRICULUM

Meetings	Board of Studies, Governing Councils, Academic Advisory, Trade Panels and other curriculum meetings involving syllabus and Competency Based Training in all Trade areas.
Curriculum development	Liaised and participated with private training providers to improve the curriculum in order to meet the National Standard set by the National Trade Testing and Certification System Project.  Assisted Provinces in developing community based curriculum in vocational centres.  Competency Base Training and workshops held for all colleges.  All syllabus documents in the CBT modules are being reviewed and updated.
National Examination Preparations	Prepared and wrote the National Examinations for Technical and Business colleges.

### TECHNICAL AND VOCATIONAL INSPECTIONS

Inspections	Advisory and final inspections completed. Vocational centres visited Teachers observed during advisory visits Teachers inspected in 2000 Registration Teachers for compulsory inspection Teachers inspected for eligibility	96 659 136 25 16 95
TVET annual inspectors conference	Inspectors annual conference held in Kokopo.	
National In-service Week	Successfully coordinated NIST Week activities. Inspectors involved in conducting in-service in their provinces. Curriculum workshop was conducted for Oro and Milne Bay centre managers.	
Staff development	Continued coordinating plans for in-country and overseas courses, SPEG applications and selections of trainee teachers for University of Goroka. Conducted CBT training & other special courses for selected vocational centres.  Vocational Inspectors attended CBT workshop conducted by AUSAID.  Entrepreneurial Skills Workshops conducted for Vocational teachers	4
Performance Based Job Program	Evaluated and wrote performance based Job Description for the TVET Division.	
Annual Ratings Conference	Actioning all rated inspections reports for registrations, eligibility	

	and others as a result of the conference.
Others	Completed CPSC Book Project. Participated in planning meetings.
Advisory visits	All 127 vocational centres were visited. Personal Inspection Reports completed and presented at the Ratings Conference.
Conference	One inspector's conference held in Kokopo, Rabaul.
PIST Week	Inspectors also attended the CBT & Assessment workshops
Workshops	2 Entrepreneurial Management in Vocational Education and Training (EMVET) workshops were conducted for teachers.
Managers meeting	Inspector's conducted Provincial In-Service and Managers Workshops in the Provinces.
TVET Reform Progress	5 centres implemented the vocational reform program. They are Moramora, Ponini, Hoskins, Malahang and Malalaua. These centres introduced normal grade 10 subjects. Kuiaru and Rabaraba used CODE subjects.
Vocational Centres Trade Testing	7 centres implemented the Trade Testing Program. Inspectors went through CBT & Assessment training to oversee the implementation of the Trade Testing Program.

### VOCATIONAL SUPPORT SERVICES

Provincial Visits	Trade Testing Vocational Centres visited for asset management and ledger control Disbursed 80% of K5,700 to 7 Trade Testing Level 1 VTCs. Up-graded 5 carpentry workshops Up-graded 1 small engines workshop Visited Kuiaru VTC to witness the installation of the new generator, funded by EU. Managers conference in Simbu and Inspectors conference in Rabaul were attended.	7 K317,000 K32,000
Competency Based Training trade courses	Materials were developed and implemented in 7 selected centres including Kiunga, Kaubwaga, Raval, Manus, Aitape, Wapenamanda and Kundiawa.	
Support for Trade Testing Centres under NATTB	Level 1 Trade Testing will be conducted in these centres in March 2001. K401,000 from European Union was given to the centres to be accredited as Trade Testing Centres.	
EMVET(DOVET) Management Training Managers conference	EMVET courses, a component of the DOVET program, were funded by GTZ. The training was conducted by SBDC officers. 2 conferences were conducted.	
CEFE	Conducted 2-week courses in Aitape, Misima, and Wapenamanda.	
Visit to Germany	PNG team visited GTZ Head Office and various vocational institutions in Germany which offer Short Courses. The team also participated in an international conference on non-formal training. Plans were made to organize a joint project of students from Germany's Korbach Vocational Center and students from Manus Training Center for a community project in April 2001.	
PNG team visits Thailand and Nepal	4 officers attended a training course on Presentation and Facilitation Skills at Huattin (Thailand). GTZ funded the trip.	
Overseas training for PNG officers.	2 officers attended an EMVET Training of Trainer's course at Sihanou Kville in Cambodia. Upon their return both officers assisted with the presentation of DOVET Courses. Both are now	

	<p>full members of team trainers.</p> <p>2 officers attended an entrepreneurship counselling course in Sri Lanka from the 9th September to 2nd October 2000.</p>
VTC Information on the Internet	GTZ Principal Advisor compiled photographs and stories of PNG VTCs for presentation on an Internet Website.

## Constraints

- Lack of adequate finance to implement reforms to expectations.
- Staffing & Recruitment are slow to fill vacancies.
- Lack of required trained teachers in Vocational Centres and General Studies department for TTC and inspectors in electrical and mechanical Trade areas.
- Lack software program to facilitate item banking.
- No housing for the officers in institutions and Head Office.
- Lack of support and coordination at Provincial level resulting in closure of some centres.
- Lack of consultation between GTZ and the TVET Division to sustain the project
- Lack of transportation to deliver services to and from main office.

## 8. Teacher Education and Staff Development

### Division objectives

The goal of Teacher Education & Staff Development (TE&SD) Division is to provide quality teacher education both at preservice and inservice levels in a cost effective and sustainable way. The Division's main objectives are;

- To provide preservice and inservice teacher training for primary, elementary, primary, vocational and technical school teachers to meet needs in the field, and to coordinate support services for the training institutions through professional supervisory, administrative, curriculum and staff development activities.
- To provide, coordinate, administer and monitor inservice and upgrading programs for teachers as well as public servants, through incountry residential programs, short courses, overseas study programs and workshops/seminars.
- To provide administrative and professional support to special education resource centres.
- To carry out registration and deregistration of teachers.

### Activities and Outcomes

#### PRESERVICE TEACHER EDUCATION

Activities	Outcomes
Teachers' College Enrolment	<p>Preservice primary teacher education continues to be provided through 6 church agency and 1 government agency Primary Teachers' Colleges (PTC). The preservice <b>Home Economics Diploma</b> is provided by the PNG Education Institute (PNGEI). Secondary teacher education and some TVET teacher education is provided by the University of Goroka (UOG).</p> <p>PTC total enrolment (years 1, 2 &amp; 3) 1,742</p> <p>PTC new enrolment 629</p> <p>Female participation 46%</p> <p>Home Economics Diploma intake (PNGEI) 24</p> <p>Home Economics Diploma total 60</p> <p>Female participation 100%</p> <p>% 2000 intake who have completed grade 12 (or equivalent) 87%</p> <p>Self-sponsored students 13%</p>
Completion of Training (preservice)	<p>Primary teachers 485</p> <p>Vocational Centre teachers (Home Economics) 20</p> <p><b>PVTE</b> from University of Goroka 26</p> <p>Elementary see below</p>
Primary Teacher' College staffing	<p>Staff ceiling (including Special Education lecturers) 159</p> <p>Positions filled 142</p> <p>Positions vacant 17</p> <p>Target PTC teaching staff to student ratio is 1:13.</p> <p>Actual ratio in 2000 1:13.5</p> <p>Minimum qualification for all PTC lecturers is a degree.</p>
Inspection of teachers' college lecturers	<p>Personal Reports 11</p> <p>Inspection Reports 26</p> <p>Advisory reports 13</p>
Implementation of revised PTC program – Program 2000	<p><b>Program 2000</b> is implemented in all colleges. Assessment policies were reviewed in all colleges.</p> <p>The PTC curriculum is developed under 5 strands, totalling 150</p>

	credit points over the three years. Professional Development strand, which includes practice teaching, is allocated 50% of the credit points. The other 50% is distributed between Language Development, Social and Spiritual Development, Maths Science Education and Community Development strands.
Conferences & workshops	Conferences and workshops conducted Annual Principals' conference Deputy Principals' conference Finance Management w/shops for principals & deputy principals PTC Professional Development Coordinators' workshop
Board of Studies	National Teacher Education Board of Studies meetings 3
Primary and Secondary Teacher Education Project (PASTEP)	Curriculum development workshops (all strands) 9 National workshops for advisers and counterparts 2 Provincial workshops on gender issues 3  Other project activities completed in 2000 include: Curriculum audit in all 7 PTCs Supply of teaching materials to all 7 PTCs and UOG Bridging (lower primary bilingual) curriculum for PTC program Gender and Special Education Direction Statements Distance Education for teacher education report  Other project activities include: Twinning arrangement between UOG, & CSU/QUT progressing. Infrastructure component of the project ready to start in Jan. 2001.
Registration & deregistration of teachers	Registered 851 NHS 9 Secondary 169 Primary 523 Vocational 105 Technical 36 Special Education 4 Teacher Ed 5 Deregistered 11

### ELEMENTARY TEACHER EDUCATION

Elementary Teacher Education project (ETESP)	The project continues to support the development of elementary education. It has been extended for 2 years beyond the end of 2000.
Certificate of Elementary Teaching (CET)	First CET graduates ready for inspection in 2000 975 Completed training for graduation & inspection in 2001 1,375 Total in training 5,422
Certificate of Elementary Teacher Training (CETT)	Completed CETT 40 In training 195
Curriculum	Curriculum for both CET and CETT is fully developed. Both are under review for further refinement.
Materials	Copies of teacher training packages distributed 6,000 Training videos produced 3
Workshops	Finance Management workshops for ETESP training funds (1 in each region) 4
Infrastructure	Houses completed 3 In progress 11
Orthographies	Developed 19 Contracted out for development 15

## SPECIAL EDUCATION

Staffing	All 8 Special education centres fully staffed. TSC staff	30
Enrolment	Student enrolment	1,794
Advisory visits	TSC staff in Special Education Centres visited (all) Inspection reports compiled Personal reports compiled	30 6 2
Institutional reports	Institutional reports compiled (all centres). Follow up actions are underway	
Workshops	National workshop held for Special Education curriculum development for PTCs.	
Materials	Melanesian Sign Language Book published. Inservice packages for Centre staff completed and ready for printing.	

## INSERVICE AND STAFF DEVELOPMENT

Training	Officers on full time training in-country Officers on full time study overseas Officers who attended overseas workshop/seminars Officers completing IT course at NDOE	138 4 18 90
Information Technology upgrading & networking	Elementary database prototype completed. Integrated network for NDOE Head Office and PNGEI developed and installed (in conjunction with Corporate Data, PFM).	
Teacher inservice and upgrading	DEP(I) graduates from PNGEI DoVET graduates from PNGEI B.Ed (I) graduates from University of Goroka B.Sc (Agriculture) from Unitech Special Lahara PGDE program (UOG)	450 60 33 250
Workshops	<i>Financial Management</i> secondary headmasters Workshops for vocational centre staff <i>Bilingual bridging</i> - 2 week workshops on teaching the reform lower primary curriculum conducted by PNGEI staff. Training of Trainers workshops Provincial workshops for lower primary teachers	3 5 2 8
Staff development for public servants	Induction programs for public servants Accounting and Secretarial from POM Business College Middle Management Diploma from PNGIPA Degree in Administration from UPNG	2 6 1 1

## Constraints

Funding, facilities and staffing continue to be the constraints in key areas, including;

- Inadequate staffing at the co-ordination level of elementary program.
- Staff shortage in Special Education and Vocational Teacher Training programs.
- Shortage of appropriate teaching facilities at PNGEI for the vocational teacher training. This has resulted in contracting out some of the training programs, which is not cost effective.
- Shortage of adequately qualified staff in for teachers' colleges positions in Special Education and Basic Technology.
- Low level of funding for preservice teacher training that impacts on the quality of the programs.
- Acquittal of funds - problems exist in some provinces, particularly for elementary teacher training.

## 9. General Education Services

### **Division Objectives**

General Education Services (GES) provides advice and assists the Minister in developing relevant policies in accordance with legislative requirements and national education objectives. It also assists the Secretary in management of the Department in accordance with its established tasks and responsibilities. The Division's main objectives are;

- To improve quality of education and increase education opportunities.
- To liaise with and advise provinces on school administration, and supply school administrative materials.
- To coordinate and oversee operations of National High Schools (NHS) and the College of Distance Education (CODE) relating to recruitment and appointment of teachers.
- To disburse and monitor the distribution of school subsidies and other grants.
- To maintain school enrolment and staffing records.
- To coordinate, monitor and register schools including permitted schools.
- To coordinate scholarships.
- To coordinate the Vacancy Gazette for teachers and supply and maintain Declaration of Eligibility Certificates.
- To assist in coordinating and evaluating the implementation of ETESP and BEICMP Projects.

### **Activities and Outcomes**

#### **SCHOOL ADMINISTRATIVE SERVICES**

<b>Activities</b>	<b>Outcomes</b>
Provincial visits	<p>Almost all provinces in Southern, Momase, Highlands and Islands regions were visited using GAQEP administration funds by selected officers to give out School Fee Subsidies during first and third quarters. Follow-up visits were made to some provinces which had difficulty submitting their acquittals.</p> <p>Visits were also made to NCD, Manus, Central, Milne Bay, New Ireland, Morobe, Madang, ESP, WNB, SHP and Sandaun Provinces to collect data and raise the level of awareness on policy and administrative issues.</p>
Disbursement of GAQEP post-primary student cash grant allocation in quarters 1 and 3	<p>Cheques prepared and distributed for all national high, provincial high, provincial secondary and permitted schools, vocational centres and CODE, according to rates specified in MPS 2000/1.</p> <p>Total disbursed <span style="float: right;">K14,328,350</span></p>
Conferences	<p>Provided logistical and planning support to combined CEMC &amp; SEOC conference held in April 2000.</p> <p>Represented DOE at 3 National Child Welfare Council conferences and forums.</p> <p>Organised and participated in workshops to review and formulate Teaching Service Duty Statements, and to train Provincial Education Advisors and Provincial Elementary Co-ordinators to improve efficiency and understanding of Provincial Education Advisors and provincial elementary coordinators in the administration of elementary education.</p>

Registration of new schools	New schools approved for registration Elementary Schools 599 Primary/Community Schools 10 PHS/Secondary Schools 3 National High School 1 Vocational Training Centre 1 New schools in the pipeline for registration 120
Eligibility certificates	5000 copies printed, issued and filed for Primary, Secondary and Vocational Schools.
School administration materials	Funding assistance received from GAQEP for production and distribution at no cost to the schools. Orders dispatched to schools.
Data collection	Several provinces sent in monthly and Quarterly Returns and enrolment data for Elementary and Primary Schools. Difficulty continues in this area in these categories of schools.
Vacancy Gazette	1999/2000 Vacancy Gazette for teaching members produced. TMT decided to suspend the vacancy gazette and advertisement cycle for 2001. Provincial appointing authorities, teachers and schools were advised.
Training & Experience	In-house training and inservice workshops conducted by SDU and PFM were attended and valued by several staff members. These were in basic computer skills, basic research skills and effective education planning and management.

## SECONDARY AND OPEN LEARNING

Post-primary General Education Scholarships (GAQEP Student Support)	Scholarships awarded 536 Total acquittals received and analysed K1,657,000
Recruitment and appointment of NHS and CODE teachers	Teachers appointed to NHS 129 for 141 positions Teachers appointed to CODE 37 for 41 positions
Registration of Permitted schools	New permitted schools registered in 2000 6 Ministerial instruction resulted in a site visit to 1 school in Madang.
Represent NEB and coordinate Grade 11 Selections	Selections for 2000 completed in January 2000. Total eligible 5,633 Total selected 3,885 No schools (including permitted) 34 Selections for 2001 Total eligible 6,106 Total selected 4,708 No schools (including permitted) 43
Receive, and process monthly and quarterly returns from PHS, SS, CODE and NHS	Monthly activity. Data is computerised.

## UPPER SECONDARY EDUCATION (National High Schools)

Select and transport students to and from provinces to NHS	All students travelled to NHS and returned home for 2000 vacation. Total NHS enrolment 2,382
Graduate students	NHS graduands for 2000 1,034
Represent DOE on NHS Governing Councils	Council meetings attended. 6 Meetings not attended due to lack of funds 14
Disbursement of student and building grants to NHS	Disbursed and expended K1,600,000



NHS recurrent expenditure	Controlled through acquittal system	K2,514,500
Maintenance of institutional buildings	3 Dormitories have been renovated. Offices and some static plants maintained. Total appropriated for 2000	K1,500,000
School projects	Approved replacement of 2 double classrooms burnt down at Sogeri and Passam for K456,000. No funds available to carry out work.	
Provide technical advice to NHS on administrative issues	2 new principals needed much help. Teachers' queries have been addressed.	
Australia and New Zealand Secondary Education Scholarships	Transit students accommodated PNG students visited in Queensland secondary schools Students involved in career and guidance workshops held in Australia and New Zealand. School Leaver Forms coordinated and sent for selections to OHE and tertiary institutions.	245 250 350 100
Completion of Wawin National High School	School complete, ready for opening in 2001. 240 students selected. Buildings complete. Landscaping continuing. Ongoing work through 2000 included reporting progress to NDOE and coordination, consultation and liaison with Department of Works and Supplies and contractors to ensure completion to schedule, and that GoPNG expenditure components were met. Total Chinese Government contribution for project GoPNG expenditure in 2000	K29,000,000 K1,200,000

### COLLEGE OF DISTANCE EDUCATION (CODE)

CODE Centres	Provincial CODE centres Registered Study Centres Correspondence Centres These centres operate like high schools using CODE materials. Centre supervisors conduct classes and exams Total students Certificates issued Successful subject completions Fails Total subject enrolments	20 69 64 16,502 573 6,901 704 29,642
Provincial centre visits	Centre visits are to assist coordinators to sort out problems, train new staff, visit registered study centres, meet distance teachers, visit schools and speak to students about CODE courses. CODE centres visited by secondary inspectors CODE centres visited by CODE headquarters officers	11 1
Staffing	Professional staff ceiling On strength 1/12/00 Ancillary staff approved by CODE Governing Council On strength 1/12/00 Head Office 53%. Provinces 47%.	41 15 131 122
Student support	Limited tutorial support is available to students. Subjects offered are English, Mathematics (formal and practical), Social Science and Commerce.	
Work experience	Program continued in 2000. For a number of years students from Hohola Youth Development, Maino Heduru and Limana Vocational Study centres have been placed on work experience at CODE. The scheme exposes students to a working environment. The experience is beneficial to both students and CODE.	

Curriculum development	<p>Social Science and Commerce materials are very old and subject content is out of date. The curriculum needs to be rewritten. Difficult to find contract writers.</p> <p>Maths for Grades 7, 8 and 9 is current. New Grades 9 and 10 formal maths were completed in 1995.</p> <p>New Grade 8 science course was completed in 1991. Grade 9 course has been completed and Grade 7 and 10 need to be rewritten. Materials are normally printed in Port Moresby and sent out to provinces and mailed to students from there.</p>												
Monitoring and evaluation	<p>Lack of central monitoring to gauge student responses to subjects. There is a need for proper research and evaluation in this area. Various curriculum committees monitor and evaluate the CODE curriculum.</p>												
<p>World Bank Project for CODE (1992-1999)</p> <p>Certificate in Business Studies</p> <p>CODE library project</p> <p>Development Maintenance for 20 CODE Centres</p> <p>Inservice/Information Technology CODENET 2000 and Beyond</p>	<p>World Bank Education Development Project extended to December 2001.</p> <p>Curriculum and materials development for stages 2 &amp; 3 completed.</p> <table> <thead> <tr> <th>2000 enrolments</th> <th>total subject enrolments</th> <th>no. students</th> </tr> </thead> <tbody> <tr> <td>Stage 1</td> <td>406</td> <td>234</td> </tr> <tr> <td>Stage 2</td> <td>24</td> <td>9</td> </tr> <tr> <td>Stage 3</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Insufficient funds to print materials to increase stage 2 &amp; 3 student numbers.</p> <p>Books to be given to CODE by the National Library K47,000</p> <p>Allocation for extension and maintenance of each Provincial Centre K20,000</p> <p>Provincial centres connected through computer network 17</p> <p>Training to equip officers with necessary skills is continuing. All staff are now word processor competent. Inservices were conducted on e-mail, internet and use of the network.</p>	2000 enrolments	total subject enrolments	no. students	Stage 1	406	234	Stage 2	24	9	Stage 3	0	0
2000 enrolments	total subject enrolments	no. students											
Stage 1	406	234											
Stage 2	24	9											
Stage 3	0	0											
UNESCO CODE project - Bougainville	<p>Bougainville has 29 correspondence study centres. The Japanese Government is assisting with further developments this year.</p>												

## Constraints

- Funding did not equate to the total scope of the Division's increasing programs and activities. Lack of funding for office equipment, including computers, facsimile and photocopy machines, CODE operations and warrants to fund scheduled activities.
- Difficulties in receiving and collating on time statistical data and information from elementary and primary schools in provinces. Issuance of warrants to fund scheduled activities.
- Lack of suitable and qualified teachers to appoint to NHS and CODE.
- Lack of housing at CODE to accommodate potential teachers.
- Materials shortage and lack of maintenance of equipment.
- Delays in CODE course development and in releasing students' results and certificates due to staff inexperience and shortage and English competency level.

# 10. National Capital District Education Services

## Division Objectives

Until such time as 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															
Implementation of the Reform	<p>Progress has been according to the NCD Education Plan; statistics are shown below:</p> <table border="1"> <thead> <tr> <th>Type</th> <th>Schools</th> <th>Students</th> </tr> </thead> <tbody> <tr> <td>Elementary</td> <td>40</td> <td>16,663</td> </tr> <tr> <td>Primary</td> <td>38</td> <td>27,014</td> </tr> <tr> <td>High schools</td> <td>8</td> <td>4,988</td> </tr> <tr> <td>Vocational Centres</td> <td>4</td> <td>1,132</td> </tr> </tbody> </table>	Type	Schools	Students	Elementary	40	16,663	Primary	38	27,014	High schools	8	4,988	Vocational Centres	4	1,132
Type	Schools	Students														
Elementary	40	16,663														
Primary	38	27,014														
High schools	8	4,988														
Vocational Centres	4	1,132														
Increasing population	NCD education system is not able to cope with the city's continuous increase in population, with large numbers of children not able to enter the system.															
Transition	Despite increase of Grade 9 classes in existing schools the percentage of Grade 8 students continuing onto Grade 9 is decreasing rapidly.															
Enrolments	Total enrolments have risen by about 50 percent since 1994. Only five primary schools had grade 1 intakes in 2000. The introduction of elementary schools has catered for PREP, Grade 1 and Grade 2 classes freeing up classrooms for Grades 7 and 8 to be integrated into primary schools.															
Phasing in and phasing out of classes	<p>All Grade 7 classes being offered in primary schools, and all Grade 7 classes in high schools replaced by Grade 9 classes, and in the case of Gordons and Kilakila by Grade 11 classes.</p> <p>There is a continuing demand for Grade 11 and 12 places.</p>															
Vocational centres	Most students who entered vocational centres in National Capital District were from Grade 8.															
Professional and administrative services to teachers	Inspectors visited all schools. Recreation leave and pay matters were addressed. Schools were kept informed of developments on a regular basis.															
Coordinate and control expenditure	Roll books and program books sent out to schools. Other curriculum materials distributed as they became available.															

Co-ordinate meetings of the District Education Board	Two full District Education Board meetings and one Disciplinary Committee meeting were held. Decisions actioned.
Other duties	16 officers were engaged in BEICMP. Project implementation is on target. There was great support for infrastructure development in schools from the National Capital District Commission. NCDC also provided school fee subsidies.

### **Constraints**

The NCD Division of Education, despite budget shortfalls has been able to receive assistance from the National Capital District Commission. Constraints are in the areas of:

- Insufficient funds for rentals of properties for contract officers, and for teachers' leave fares.
- Government Assistance to Quality Education Program (GAQEP) was unable to deliver materials to elementary and primary schools this year.
- Data collection has not been updated due to inability of personnel who were tasked to do it.

# 11. Internal Audit

## Unit Objectives

Internal Audit Unit Is an independent appraisal function. It provides a service to all levels of management for reviewing the whole range of activities within the Department, including Provincial Education Offices and National Institutions including NCD schools. The Unit's main objectives are;

- To ensure the effective achievement of established objectives for systems operations and programmes through efficient use of limited resources.
- To ensure the reliability, adequacy and integrity of financial and operational information, and compliance with legislation policies and procedures.
- To safeguard assets, effectively apply internal controls.

## Activities and Outcomes

Activities	Outcomes
National Institutions Audit	9 national institutions audited. Reports completed and released.
Provincial Audit	NCD Education institutions audited. Reports completed and released.
Audit of 1st & 3rd Quarter GAQEP Cash Grants	All 20 provinces, National High Schools & CODE visited. Reports to be released later.
Head Office Audit	Collectors of Public Money within Head Office have been audited, but report was not completed before the end of the year.
Trust Audit	No Trust audits were carried out.
Payroll Losses	Cases of fraudulently negotiated salary cheques dealt with 60
Special Investigations	Overpayment of salaries resulting in a loss of K1,049,149.68. Recovery action to commence in 2001. Malpractice and misuse of public funds: Investment of public funds in an illegal fast-money scheme 1 case Misuse of school funds 1 case Loss of public money at a Teachers College 1 case Malpractice in Overseas Staff Section resulting in the loss of K112,504.84 1 case Misappropriation of public money – K14,572.24 1 case
Training	3 officers released for full-time studies. Only 1 graduated. Risk Management on Information Technology Workshop3 Introductory Public Sector Auditing 1 3
Other Tasks	Assisted Auditor General with DOE's 2000 internal Audit.

## Constraints

- Budget allocation for expenditure item 121 (travel & subsistence) was inadequate for the volume of audit work the unit was required to perform.
- Half the staff are recent Diploma graduates. Therefore part of actual audit time was utilised in on-the-job training by senior staff members.
- Lack of experience in auditing and report writing by junior officers. This resulted in the senior officers being overloaded with additional audit tasks.

## 12. Office of Bougainville Restoration

### Objectives

The National Government is committed to helping restore the delivery of Government services to the people of Bougainville as an integral part of Papua New Guinea. Equally the Department of Education is committed to ensuring that the children of Bougainville receive education opportunities equal to that of other Papua New Guinean children. The main objectives are;

- To assist the Bougainville provincial education division to develop their Education Plan to implement the Education Reform in conjunction with the restoration of services.
- To assist the province re-establish schools throughout the province

### Activities and Outcomes

Activities	Outcomes												
No of schools in the province	<table> <tr> <td>Elementary</td> <td>125</td> </tr> <tr> <td>Primary</td> <td>41</td> </tr> <tr> <td>Community</td> <td>135</td> </tr> <tr> <td>Provincial High Schools</td> <td>7</td> </tr> <tr> <td>Secondary</td> <td>2</td> </tr> <tr> <td>Vocational</td> <td>3</td> </tr> </table>	Elementary	125	Primary	41	Community	135	Provincial High Schools	7	Secondary	2	Vocational	3
Elementary	125												
Primary	41												
Community	135												
Provincial High Schools	7												
Secondary	2												
Vocational	3												
Enrolment	School enrolments have risen by over 60 percent since 1997. This has been almost entirely due to the introduction of elementary schools.												
Collaborative work	The Department of Education Reform Facilitating and Monitoring Group, the Regional Monitoring and Planning Advisers, and officers of other divisions have been working with the Bougainville Division of Education.												
Coordinator	An officer was appointed to oversee restoration projects. Reform and reconstruction are well under way. The people place great value on their children's education and have worked hard with their Provincial Division of Education to open and re-establish schools all over the island.												
Preparation of Education Plan	Education Plan completed.												

### Constraints

- The re-establishment of more schools is hampered by lack of funds for infrastructure development as a lot of school buildings were damaged during the crisis.
- Shortage of teachers due to fears for their own safety.
- Lack of teachers and student materials for effective teaching, and lack of transport to get materials to schools.