

NATIONAL EDUCATION PLAN

2020-2029

Achieving Quality Education for All



Papua New Guinea
Department of Education

National Education Plan

2020-2029

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Department of Education

ACKNOWLEDGEMENTS

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TABLE OF CONTENT

Tables.....	iv
Figures.....	iv
Abbreviations and Acronyms.....	v
Minister’s Foreword.....	viii
Message from the Secretary.....	x
Vision, Mission and Values.....	1
Executive Summary.....	5
Situational Analysis.....	11
Planning Framework.....	21
National Education Plan Policy Framework.....	25
The Plan.....	27
Focus Area 1: Early Childhood Education.....	28
Focus Area 2: Access.....	32
Focus Area 3: Equity.....	39
Focus Area 4: Teachers and Teaching	45
Focus Area 5: Quality Learning.....	51
Focus Area 6: Education Pathways.....	57
Focus Area 7: Leadership and Partnership.....	64
Focus Area 8: Management and Administration.....	70
Focus Area 9: Citizenship and Values.....	85
Finance and Costing.....	91
Staffing and Enrolment Projections.....	95
Plan Implementation and Coordination.....	99
Monitoring and Evaluation.....	103
Risk Analysis.....	115
Reference Materials.....	119

TABLES

Table 1:	Post primary transition rates for 2017 to 2018.....	14
Table 2:	PNG PILNA results of grade 5 in literacy and numeracy, 2015.....	16
Table 3:	Projected estimated cost for pre-school sector, (Km) 2020-29.....	29
Table 4:	Projected number of teachers for pre-school by grade, 2020-29.....	29
Table 5:	Projected net enrolment for pre-school sector, 2020-29.....	30
Table 6:	Total infrastructure cost by sector (K'm), 2020-29	34
Table 7:	Total maintenance cost of schools by sector (K'000s), 2020-29.....	35
Table 8:	Number of new teachers required by sector and year, 2020-29.....	46
Table 9:	Number of teachers to be upgraded by sector and year, 2020-29.....	47
Table 10:	Teacher upgrading costing (K'000s), 2020-29.....	48
Table 11:	Projected cost for professional development by sector (K'000s), 2020-29...	48
Table 12:	Projected grade 9 transition by various education pathways, 2020-29.....	57
Table 13:	Projected grade 11 transition by various education pathways, 2020-29.....	57
Table 14:	Projected FODE enrolment by gender, 2020-29.....	59
Table 15:	Projected number of FODE teachers by gender, 2020-29.....	59
Table 16:	Projected FODE students by courses, 2020-29.....	60
Table 17:	Projected FODE in districts and high schools.....	60
Table 18:	Recurrent costs - Financial Services (K'000), 2020-29.....	78
Table 19:	Recurrent costs - Provincial Services (K'000), 2020-29.....	78
Table 20:	Recurrent costs - Corporate services (K'000'), 2020-29.....	78
Table 21:	Recurrent costs - Policy and Planning services (K'000), 2020-29.....	79
Table 22:	Recurrent costs - GTFS (K'000), 2020-29.....	79
Table 23:	Recurrent cost - Legal Services Unit (Executive Wing) (K'000), 2020-29.....	79
Table 24:	Recurrent costs - UNESCO (K'000), 2020-29.....	79
Table 25:	Recurrent costs - Audit Services (K'000), 2020-29.....	79
Table 26:	Medium Term Expenditure Framework (K'000), 2020-29.....	91
Table 27:	Total expenditure by MTEF category, (K'000), 2020-29.....	92
Table 28:	Total expenditure by sector, (K'000), 2020-29.....	92
Table 29:	Percentage expenditure by MTEF category, (K'000), 2020-29.....	92
Table 30:	Percentage expenditure by sector, (K'000), 2020-29.....	92
Table 31:	Estimated revenues and gap analysis (K'000), 2020 - 2029.....	93
Table 32:	Estimated revenues and gap analysis with parental contributions,2020-29..	93
Table 33:	Phasing in of 1-6-6 structure by year, 2020-29.....	95
Table 34:	Post primary transition rates, 2020-29.....	95
Table 35:	Total enrolment by grade, 2020-29.....	95
Table 36:	Elementary schools enrolment by grade, 2020-29.....	96
Table 37:	Primary school enrolment by grade, 2020-29.....	96
Table 38:	Secondary school enrolment by grade, 2020-29.....	96
Table 39:	Vocational institution enrolments by years, 2020-29.....	96
Table 40:	Progression rate by grades, 2020-29.....	97
Table 41:	Staffing requirements by sector, 2020-29.....	97

FIGURES

Figure 1:	Education Sector Plan Structure.....	5
Figure 2:	Map of Papua New Guinea	11
Figure 3:	The 3-6-4 and 1-6-6 structure.....	13
Figure 4:	GPI by sector in recent years	15
Figure 5:	National Planning Framework	21
Figure 6:	The National Education Plan connection in Policy framework.....	25
Figure 7:	Linkages between the NEP M&E Framework and the other sector planning documents.....	103

ABBREVIATIONS AND ACRONYMS

AD	Administration Division
AOFP	Annual Operational and Financial Plan
BMP	Behaviour Management Policy
BoM	Board of Management
CBTA	Competency Based Training Assessment
CCVE	Citizenship and Christian Values Education
CDD	Curriculum Development Division
CSMT	Curriculum Standards Monitoring Test
DDA	District Development Authority
DFAT	Department of Foreign Affairs and Trade
DfCDR	Department of Community Development and Religion
DHERST	Department of Higher Education, Research, Science and Technology
DoE	Department of Education
DSIP	District Services Improvement Program
ECE	Early Childhood Education
Ednet	Education Network
EFG	Education Function Grant
EMIS	Education Management Information System
EBESA	Evidence Based Education Sector Analysis
EU	European Union
FBD	Finance and Budget Division
FODE	Flexible, Open and Distance Education
GCD	Guidance and Counseling Division
GEEP	Girls Equity in Education Policy
GER	Gross Enrolment Rate
GESI	Gender Equity and Social Inclusion
GES	General Education Services
GTFS	Government Tuition Fee Subsidy
GO-SPIN	Global Observatory of Science & technology Policy Instrument Initiative
GPI	Gender Parity Index
GU	Gender Unit
HSCE	Higher School Certificate Examination
ID	Inspection Division
IERC	Inclusive Education Resource Centre
IEU	Inclusive Education Unit
IFMS	Integrated Financial Management System
ISC	In-Service Coordinator
JSR	Joint Sector Review
JICA	Japan International Cooperation Agency
LLG	Local Level Government
LLGSIP	Local Level Government Service Improvement Program
LSU	Legal Services Unit
MHM	Menstruation Hygiene Management
MSD	Measurement Services Division
NC	National Certificate
NCDES	National Capital District Education Services
NCSF	National Curriculum Standards Framework
NSRTF	National School Restructure Task Force
NEB	National Education Board
NEC	National Executive Council
NEP	National Education Plan
NER	Net Enrolment Rate
NGO	Non-Government Organisations
NIST	National In-Service Training
NLAC	National Literacy and Awareness Council
NLAS	National Literacy and Awareness Secretariat

ABBREVIATIONS AND ACRONYMS

OLA	Office of Libraries and Archives
OOSC	Out-Of-School-Children
PABER	Pacific Assessment Benchmarking and Evaluation Report
PARI ER	Parity and Remoteness Index Extreme Remote
PARI	Parity and Remoteness Index
PARS	Payroll and Related Services
PD	Procurement Division
PEB	Provincial Education Board
PILNA	Pacific Islands Literacy and Numeracy Assessment
PIST	Provincial In-Service Training
PNG	Papua New Guinea
PNG-AP	Papua New Guinea-Australia Partnership
PPD	Policy Planning Division
PPCCP	Public, Private, Church and Community Partnership
PSIP	Provincial Services Improvement Program
PTR	Pupil Teacher Ratio
RED	Research and Evaluation Division
RSIU	Remote School Improvement Unit
SAPNG	Scout Association of Papua New Guinea
SCE	School Certificate Examination
SDG	Sustainable Development Goal
SLIP	School Learning Improvement Plan
STEM	Science, Technology, Engineering and Maths
TFF	Tuition Fee Free
TMT	Top Management Team
TSC	Teaching Service Commission
TTC	Trade Testing Centre
TVET	Technical and Vocational Education and Training
UBE	Universal Basic Education
UN	United Nations
UNICEF	United Nations Children's Fund
UoG	University of Goroka
UNESCO	United Nation Education, Scientific and Cultural Organisation
WaSH	Water, Sanitation and Hygiene

Minister's Foreword



It gives me great pleasure to introduce the National Education Plan (2020-2029). I acknowledge everyone who has contributed to the growth of education in Papua New Guinea since the pre-independence days.

The Department of Education has a constitutional responsibility to ensure that the needs and aspirations of our children are adequately catered for in ways which are consistent with our National Goals and Directive Principles, as captured in PNG Vision 2050, the PNG Development Strategic Plan 2011-2030, the Medium Term Development Plan III 2018-2022, and the Education Sector Strategic Plan.

Our vision is to provide quality education for our children that is affordable for parents and government, and appreciates Christian and traditional values that prepare our citizens to be literate, skilled and healthy, each educated and trained to their fullest potential, to contribute to the economic and social development of our nation.

I call on all partners and stakeholders, churches and development partners to work in harmony and in the true spirit of partnership throughout the life of this plan to achieve its objectives. Our education must be compatible regionally and globally and benchmarked by our Curriculum Standards Monitoring Test and Regional Assessments. We need well-trained teachers who are committed to every child, regardless of their geographic location, disability, economic status, ethnicity, religion or race.

This Plan also captures and addresses current ministerial priorities including FODE and Adult Literacy, Library. Teachers and Student Awards System, Disadvantage Areas Intervention, Out of School Children and One Text Book per child.

In this plan period it is anticipated that all Local Level Governments will have a high school that offers both vocational and FODE courses to people in its locality. All schools will be required to have an equipped library for their student to access for their learning. Students who perform exceptionally well will be awarded through the student award system.

To address disadvantage areas, interventions have been identified to ensure all schools are included and no child is left behind. The Plan identifies strategies that will enable and motivate out of school children to go back to a learning environment. Adult literacy programs will be initiated for adults to access and further enhance their literacy and numeracy skills.

It is also anticipated that teachers are fairly remunerated, awarded and have access to professional development opportunities.

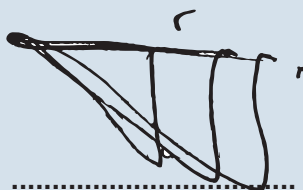
The Government is committed as a signatory to the *Call to Action in Early Childhood Education*. This is a very significant shift to school readiness at an early age before entering the formal education system. Scientific evidence show that investing in a child's education between the ages 3 and 6 leads to social and economic benefits to the child and country. Our education system must also be inclusive so that it caters for children with special needs.

These changes must be underpinned by greater leadership and influence from school, district, province and national levels. I call on all provinces and districts to take leadership roles in accelerating education to achieve national goals and objectives.

Let me extend my appreciation to Hon Joseph Yopyyopy MP outgoing Minister for Education for his great leadership and vision in the development and completion of this plan.

I call on all provinces and districts to take leadership role in the acceleration of education to achieve national goals and objectives. Let me emphasize that the School Learning Improvement Plan must drive this Plan in all sectors.

Finally, I commend the Department for this Plan and call upon all partners and stakeholders to join hands to work together in its implementation.



HON. JIMMY UGURO MP
Minister for Education

"Leave No Child Behind"

Message from the Secretary



The National Education Plan (NEP) has been the signature document that provides a clear road map for the Department to deliver quality education over the years. Since independence we have had numerous plans that have greatly shaped the National Education System. I congratulate all previous Education Ministers and Secretaries for their bold leadership towards implementing these plans. They have set the momentum and a strong foundation to continue driving the agenda of quality education forward.

After 44 years and going forward, I stand proud to announce that to date, we have 2.2 million students enrolled and 58,000 teachers teaching in 12,800 registered schools in the National Education System. This includes elementary to secondary schools, vocational and FODE centres. This data shows how much time and resources have been invested in the education of our children by past and present governments with support from our valued stakeholders, partners and NGO's.

The current data demonstrates that education is a growing industry as the population increases. This data will not be static. As a results, the challenges we face in our efforts to deliver education become cumbersome and complex. Effective planning, budgeting and stringent management of the National Education System is important to success. In the previous NEP 2015-2019, we have achieved a lot in implementing some major government policy reforms aligned to PNG Vision 2050, the Alotau Accords I and II, the Medium Term Development Strategy (MTDS) and the UN Sustainable Development Goals (SDG's).

In this NEP 2020-2029, we have seriously considered three new Focus Areas. They are Early Childhood Education (ECE), Equity, and Citizenship and Christian Values. We have recognised contemporary challenges, and have included these additional Focus Areas to add value to the standard and quality of education, and to further promote equity, morals and ethics, as the way forward for this nation. The other Focus Areas are a continuation from the previous NEP 2015-2019. They are Access, Teachers and Teaching, Quality Learning, Education Pathways, Leadership and Partnership, Management and Administration.

Implementation of the Plan is crucial. It calls for collective effort, dedication and commitment, as well as adequate allocation of resources. Our major stakeholders, development partners, churches and Non-Government Organisations (NGO's) have always consistently supported our implementation strategies and efforts.

I take this opportunity to express our deepest appreciation, and look forward to their continued support in implementing this plan. Together we can make a difference in providing accessible, affordable and quality education.

I also extend my appreciation to all the Department staff, and particularly the Policy and Research Wing, who have taken a proactive approach to complete this NEP 2020-2029 under extreme circumstances.

Together we can make a difference in providing accessible, affordable and quality education.

I look forward to a very successful implementation of this Plan.



DR. UKE W. KOMBRA PhD
Secretary

SECTION ONE

VISION, MISSION AND VALUES



VISION, MISSION AND VALUES

1: Our Vision

Our vision is an education system that is affordable for parents and Government, that appreciates Christian and traditional values, and that prepares literate, skilled and healthy citizens, each educated and trained to their fullest potential, to contribute to the economic and social development of the nation

2: Our Mission

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
- To make education accessible to the disadvantaged, physically, mentally and socially handicapped.

3: Our Values

The plan is also underpinned by the country's Public Service Ethics and Values-Based Leadership Capability Framework.

- *Honesty*: The plan encourages openness and transparency
- *Integrity*: Policies and practices are clear, ethical and intended for educational progress
- *Accountability* : Staff are expected to take responsibility for their actions and report transparently to the wider community
- *Respect* : Staff are expected to work together with trust, while accepting differences, for mutual and national benefit
- *Wisdom* : Staff actions are expected to be based on information and analysis
- *Responsibility* : Staff are expected to be committed to the plan and its holistic goals for progress in education

4: Major outcomes for the Focus Areas

Early Childhood Education

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

Access

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

Equity

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

Teachers and Teaching

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

Quality Learning

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

Education Pathways

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

Leadership and Partnership

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

Management and Administration

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

Citizenship and Values

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

SECTION TWO

EXECUTIVE SUMMARY



EXECUTIVE SUMMARY

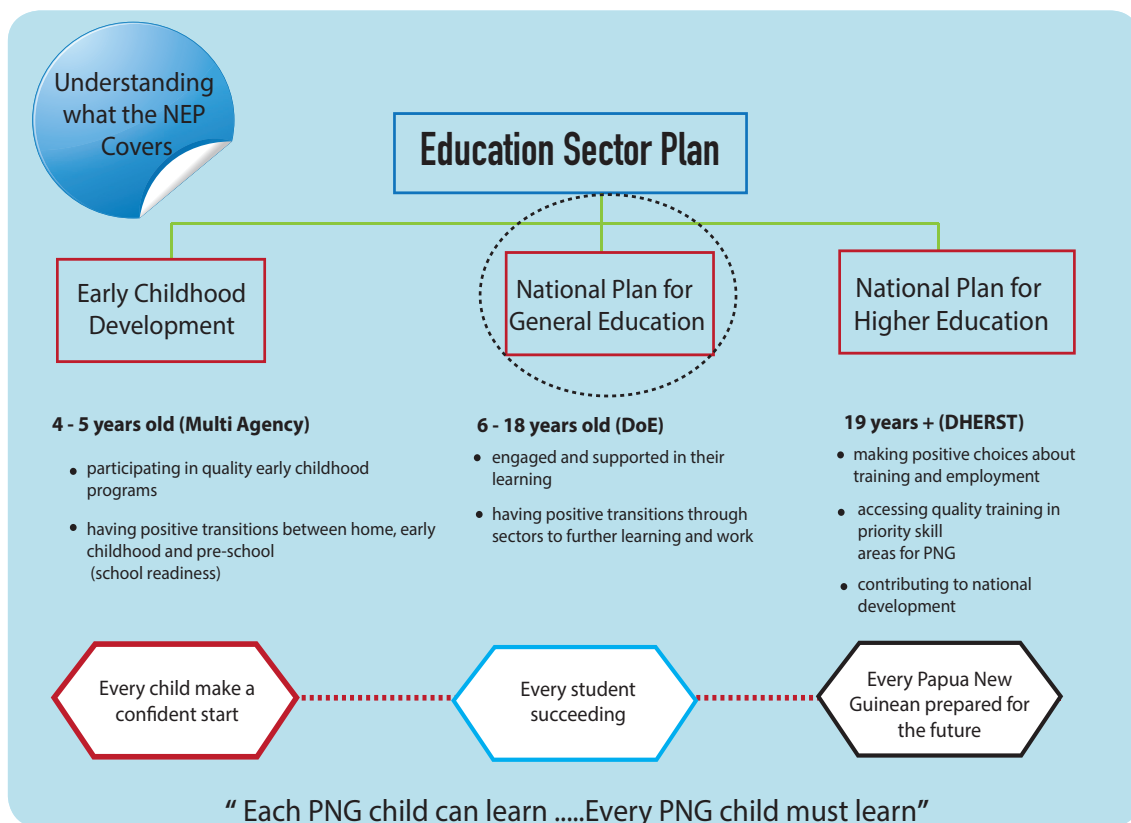
Introduction

This Plan is one part of a whole education sector plan. There is a growing realisation in the country that an education plan should cover all education from early childhood through to tertiary and post graduate education. In the past, the National Education Plan has only concerned itself with those parts of the education system that are administered by the Department of Education (DoE).

There will need to be a plan for Early Childhood Education (ECE), the development of this be overseen by the Department of National Planning and Monitoring (DNPM). The relocation of business and technical colleges and teacher colleges to the Department of Higher Education, Research, Science and Technology (DHERST) will mean that these sectors will be a part of the National Plan for Higher Education.

Further to these, an Education Sector Plan will need to be developed that pulls together these three, subsectors and considers interdependence, linkages and articulation between them. It is anticipated that this overarching plan will be formulated by the DNPM.

Figure 1 : Education Sector Plan Structure



The National Education Plan (NEP) 2020-2029 guides the education system over a ten year period that will pose very real technical challenges and intense demand for available resources. The challenge is to keep education relevant and affordable. The plan considers the traditional past pre-independence period, and looks at the demands for the types of new knowledge that is required to advance Papua New Guinea.

It is guided by United Nations (UN) Strategic Development Goal (SDG) 4, Education, and provides support to SDG 5, Gender equality and women's empowerment and SDG 6, Water and Sanitation. Education for Sustainable Development is the agenda for education development in Commonwealth countries, as stated at the Commonwealth Education Ministers' conference in 2018. It is therefore the will of the National Education Plan to provide a robust education system that will deliver excellent teaching and learning, provide fair opportunities for all of its beneficiaries, and leave no child behind.

Early Childhood

Early Childhood Education (ECE), Focus Area 1, will gradually become the responsibility of the DoE over the plan period. Under the 1-6-6 structure the Department will take care of the 6 years olds and will gradually embrace early childhood education which will see the enrolment of 4 and 5 year olds in the early stages prior to formal schooling sometimes during the plan period. There is an increasing acknowledgment of its importance and the global call to promote early childhood learning has challenged the department. It is expected that during the plan period a PNG model for ECE will be developed with contributions from all parts of society. There are still important decisions to be made in regard to the financing of ECE that will be determined by the NEC early in the plan period. An ECE unit will be established within the Department following a restructuring and the Department will increasingly take the lead in technical areas where they have a comparative advantage. Ultimately, the Department will take responsibility for all aspects of Early Childhood in later stages of the plan.

Access

Under this Plan through the school restructure reform, the Department of Education is taking a bold step to declare 13 years of Universal Education this means that our target is to get all students to start at prep and complete grade 12. The early grades prior to prep will set the foundation for school readiness.

There are two major reforms being undertaken in this Plan. The first of these is the restructuring of the system from the current 3-6-4 to a 1-6-6 structure. This will involve and give recognition on the importance of early childhood development and the introduction of Kindergarten 1 and 2 classes into ECE taught by ECE trained teachers as spelt out in NEC Decision No 232/2020 on Early Childhood Education Policy. Districts and Churches will continue to be partners in delivering Early Childhood Education Sector. It will also involve turning the existing Elementary 1 and 2 classes into Grade 1 and 2 primary classes taught by primary trained teachers. In a similar way, current Grade 7 and 8 primary school classes will become secondary school classes taught by secondary school teachers in a secondary school environment.

In order to introduce the 1-6-6 structure there are a number of challenges which are outlined in Focus Area 2, Access. The first challenge is to plan and budget for the most cost effective way in which to phase in this new structure. The bulk of this implementation schedule will be developed at the subnational level. Provinces will be allowed much greater flexibility in the structures of the schools under their authority, than previously. There will be primary schools that offer Grades 1 to 6 and secondary schools that offer Grades 7 to 12. There will also be 'growing schools'. These are either elementary schools that will take on only prep and primary school classes, or primary schools that will take on lower secondary school classes. This flexibility reflects the fact that needs around the country vary greatly, and one rigid structure cannot be applied to every community.

The second challenge is the need for a significant amount of investment in infrastructure development. The responsibility for this will be shared between different levels of government, the schools, and the communities themselves. The shifting of Grade 1 and 2 classes to the primary schools and the expansion of prep classes will result in a need for extra classrooms and teacher housing at the institutions that will host these classes.

The shift of Grades 7 and 8 means that there will be a rapid increase in the number of students undertaking a secondary education. Some of this expansion will be at existing secondary institutions but most of it is expected to be at existing primary schools, as noted earlier. These will be known as Junior High Schools. Wherever these classes are located, specialist rooms for teaching the STEM subjects, such as science, will be a need to build. It is planned that the existing National High Schools and few secondary schools will become National Schools of Excellence offering STEM subjects.

Transition between Grades 8 and 9, and 10 to 11, will rise gradually during the period. However, the larger number of students working their way through the system will result in higher numbers. The most suitable and versatile pathways to cater for the increased enrolment is the FODE and TVET sector. This Plan looks at developing and promoting

an understanding among parents and students for TVET education pathways purpose, and routes to employment. The FODE system will be strengthened and linked to TVET to provide viable options for students.

Students in inclusive education centres will be mainstreamed depending on their special needs and special needs. Practical and sustainable literacy programs are made available to provide opportunities for out-of-school children and youths.

The third of the challenges is the need to provide staff for all schools in the country that will meet the needs of the 1-6-6 structure. There will be a major upgrading program for teachers to upgrade their teacher qualifications, so that they will be able to be accepted to teach at ECE schools and higher levels. The Government will design these courses and provide the opportunities.

During the reform, the early childhood sector will be administered through a multi-sectoral approach. Establishment of primary schools will be the responsibility of the Districts while secondary schools will be the responsibility of provincial government. The National High Schools will continue to be administered by the Department of Education.

Quality Learning

The second of the major reforms is the introduction of a Standards Based Curriculum (SBC). The bulk of the curriculum development work has been completed. The challenges in Focus Area 5 revolve around, first, the effective preparation of teachers and, second, the distribution of student and teacher materials. Further to the SBC, recent years have also seen considerable work on a Citizenship and Christian Values Education (CCVE) curriculum that will be applied throughout the system. The implementation of the curriculum will be supported in an increasingly important way by the use of e-learning.

The measurement of standards will be strengthened through the reintroduction of a Curriculum Standards Monitoring Test (CSMT). This test will be used for Grades 3, 5 and 7. It will provide educators with valuable data about the effectiveness of teaching. PNG will also continue to take part in international education standards assessment programs such as the Pacific Islands Literacy and Numeracy Assessment (PILNA). Classroom testing has long been seen as a weakness in PNG schools, and a major effort to train teachers in effective classroom assessment will be undertaken.

Citizenship and Values

The CCVE curriculum will be supported, in a more practical manner, by activities in *Focus Area 9, Citizenship and Values*. These will address concerns about poor attitudes shown by students, and the increasing prevalence of reports about school fights and cult movements. The introduction of scouting will instill discipline and foster leadership, while programs of extracurricular activities will broaden the interests of many of our young people.

Teachers and Teaching

The Teachers, Focus Area 4, have to be the centre of attention if standards are to be raised. Teacher education must be the first priority. The 1–6–6 restructuring process will involve large numbers of teachers being given the opportunity to be upgraded. The teachers' colleges will come under the auspices of DHERST. A major quality assurance program will be undertaken to ensure that the quality of graduates remains high. Increasingly, students from the primary teachers' colleges will exit with a degree, rather than a diploma. Pre-service teacher education is clearly important, but it is equally important to provide ongoing professional development opportunities for our teachers.

Equity

In previous plans there has been scant attention given to the less fortunate in our society and these have now been given greater prominence in Focus Area 3. The 1-6-6 restructuring will allow more girls to enrol in secondary education in a school close to their home, and this allow them to live at home rather than requiring them to board. It is hoped that this will improve the Gender Parity Index at this level of the system. Equal opportunities will be provided for women in the workforce to achieve higher qualifications and move into more decision making positions in administration and management. Those schools in remote and very remote areas have long been disadvantaged and a remote schools unit will be established to give them a voice and to allow for greater coordination.

A report has been made on Out-Of-School-Children (OOSC). Strategies will be put in place to entice these children and young people back into the system, so that they are able to gain a basic education along with some basic life skills. At the other end of the spectrum are the exceptionally gifted students. They need to be given the chance to fully develop their particular talents in whatever field that may be. The Schools of Excellence (SoE) will be developed throughout the period of the plan. The Inclusive Education Resource Centres (IERCs) will continue to be developed, with support from our development partners, to allow those living with a special needs every opportunity to make their way through the education system.

Education Pathways

There is growing recognition that not all students require full academic secondary education. Greater opportunities will be made available for students to gain accreditable trade qualifications. This is a part of *Focus Area 6, Education Pathways*. Students will be able to access this from some selected secondary schools, which will be paired to nearby vocational institutions. There will be facilities available in each district for students who wish to either follow a trade course in a vocational centre, or further their academic qualifications through FODE.

Leadership and Partnership

The quality of institutional management, Focus Area 7, is critical for achieving standards in education and, to this end, the program of training for head teachers and governing body members will be continued. School Learning Improvement Plans (SLIPs) are considered to be vital for effective school management. However many head teachers still require support from their inspectors. Some need support to be able to develop these plans, and others to be able to put the plans through the review process. Inspectors will be provided with funds to allow them to carry out their duties. This will be a shared responsibility, rather than one borne entirely by the DoE.

Management and Administration

The Management and Administration of the system in *Focus Area 8* will continue to develop. The DoE will become rather smaller, with the transfer of teacher education and TVET to the DHERST, and NCD Education Services to the NCDC. The DoE will undergo a restructuring to reflect these changes and the needs of this Plan, particularly with regard to ECE. More functions will be decentralised to the provinces and, increasingly, electronic applications will be put in place to replace existing manual operations. These changes will build on the progress made with the e-registrations of schools and other apps.

In terms of affordability, the figures available show an average financial gap of some 6%, rising to 12% at the end of the period. Closing this gap may prove to be a real challenge. Parental contributions to education will be reintroduced as a strategy to do this. They will be tied to projects that are a part of a Provincial Education Board (PEB) approved SLIP. Planning for implementation of the 1-6-6 structure will have to be meticulous. There will need to be close coordination between all stakeholders, and all expenditures will have to be directed toward priority needs, if desired outcomes are going to be achieved. The Plan will be reviewed after just three years to assess progress and, if necessary, targets will be recast in the light of financial realities.

SECTION THREE

SITUATIONAL ANALYSIS

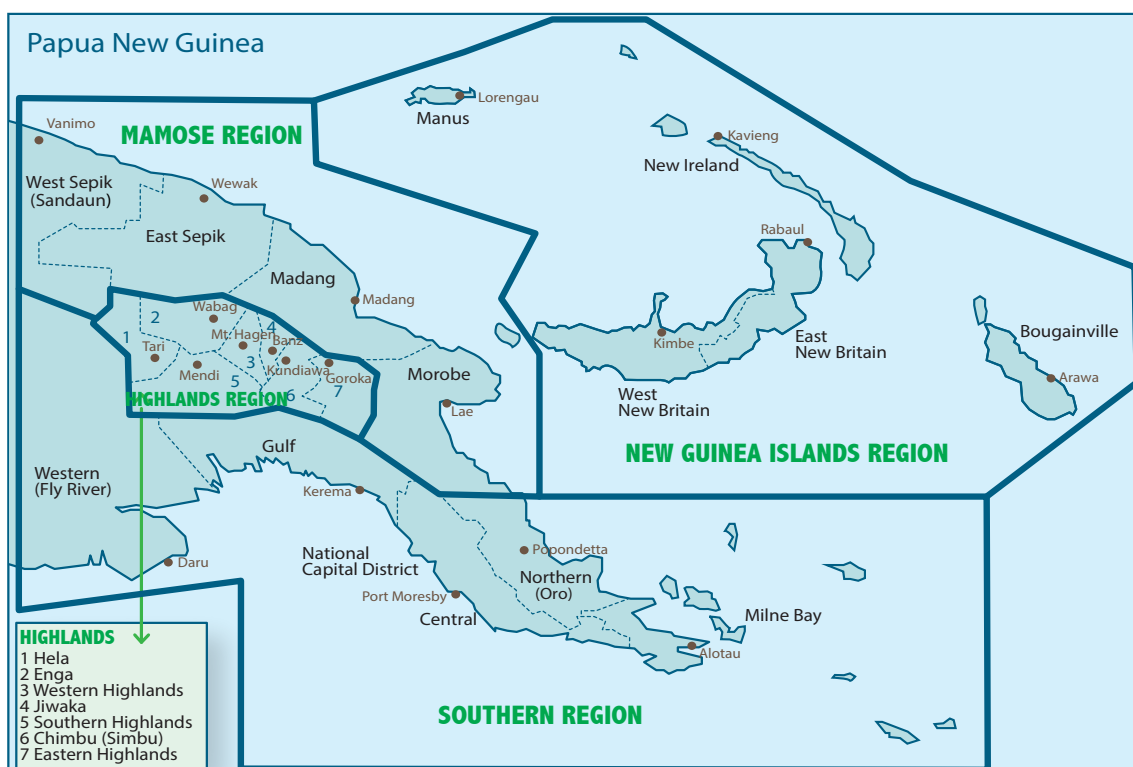


Papua New Guinea Context

Papua New Guinea (PNG) occupies the eastern half of the island of New Guinea and is the biggest country in terms of land mass and population of all the Pacific Island countries, Territories and Areas. The PNG mainland and its six hundred islands and atolls have a total land area of 462,840 square kilometers. The country geographically shares international borders with Indonesia on the west of island of New Guinea, Australia on the south, Solomon Islands on the south-east, and the Pacific Ocean. PNG's population is estimated at 8.5 million and is one of the world's most ethnically diverse countries, with over 850 indigenous languages spoken among a population divided into more than 10,000 ethnic clans. PNG has complex cultural dynamics deeply rooted in tribal and ethnic identity, traditional social institutions, and relationship to land. These contribute to both the country's unique challenges as well as its considerable resilience (World Bank 2020).

Most people living in PNG are Melanesian, but some are Micronesian or Polynesian. Eighty per cent of Papua New Guineans reside in traditional rural communities that are hard to reach, the majority secures their livelihoods from subsistence gardens and small-scale cash cropping. Twenty per cent of the populations live in urban areas. English, Tok Pisin (Pidgin), and Hiri Motu (the lingua franca of the Papuan region) and sign language are the official languages. The overall literacy rate (literate in at least one language) is 68 per cent, an increase of 12 percentage points since the 2000 Census. Tok Pisin shows the highest literacy rate of 57 per cent, followed by local languages (Tok Ples) at 56 per cent and English at 49 per cent (PNG Census, 2011).

Figure 2: Map of Papua New Guinea



source: NEP 2015-19

- **Highlands Region:** Chimbu (Simbu), Eastern Highlands, Enga, Hela, Jiwaka, Southern Highlands, and Western Highlands.
- **Momase Region:** East Sepik, Madang, Morobe, and Sandaun (West Sepik).
- **Southern Region:** Central, Gulf, Milne Bay, Oro (Northern), and Western (Fly River).
- **New Guinea Islands Region:** Autonomous Region of Bougainville, East New Britain, Manus, New Ireland, and West New Britain.

PNG is undergoing economic and social transformation. In economic terms, the country is rich in natural resources (forestry, agriculture, fisheries and minerals) and has vast natural ecosystems hosting a unique range of biodiversity. The country's economy remains dominated by two broad sectors: the agricultural, forestry, and fishing sectors that engage most of PNG's labor force (the majority informally); and the minerals and energy extraction sector that accounts for the majority of export earnings and GDP. The global financial crisis had little impact because of continued foreign demand for PNG's commodities however the country is ranked as a lower to middle income country with a gross national per capita income of US\$2,386 and 155 out of 189 countries on the Human Development Index (HDI).

PNG is demographically a young and growing country; 76 per cent are under 35 years old and 40 per cent are under the age of 15. With an annual population growth rate of 3.1 per cent, the population is projected to reach 10 million by 2030 and could double by 2050. Life expectancy is at 63 years for men and 68 years for women. The current infant mortality rate for Papua New Guinea in 2020 is 39 deaths per 1000 live births, a 2.62% decline from 2019.

In January 2020 - prior to the COVID-19 global pandemic's impact – the World Bank forecast that real GDP growth in PNG was projected to hover around 3% on average in 2020-2022, with downside risks – including unexpected external shocks or potential domestic political and economic turbulence – prevailing. PNG's revenues continue to face challenges arising from lower global commodity prices. Sound macroeconomic management and more efficient service delivery is critical to ensure development benefits reach a greater number of Papua New Guineans, particularly given 80% of Papua New Guineans live in rural areas.

With such a highly dispersed and remote population of over 8 million people the consequences of a COVID-19 outbreak in PNG has the potential to be devastating. The future resilience and economic growth of the country will depend on how its health system responds to the pandemic in 2020.

Papua New Guinea Education System

Papua New Guinea has an education system which originates from the British and Australian education systems. According to recorded history, the education system in PNG went through several successive stages of change (Watson, 1982; Weeks & Guthrie, 1984). These stages include the: conversion stage (1880s-1940s) where the indigenous Papua New Guineans were converted to Christianity from their traditional lifestyles through the work of the early missionaries, dualism stage (1940s-1960s) was when the colonial government established and operated schools alongside the missions, but the curriculum was based on the mission philosophy, expansion stage (1960s-1970s) was the period when many schools were built with the main purpose of manpower preparation for the would-be independent nation before the country got independence in 1975, nationalism stage (1970s) is when the church and government established partnership to run the schools that they had built. This was the time when the idea of localisation began to take effect, decentralization stage (late 1970s and early 1980s) was the time when certain functions of the central National Department of Education (NDOE) such as the operation functions of primary schools, high schools, vocational and technical schools were transferred to each of the 20 provinces in PNG (Pau, 1993; Weeks & Guthrie, 1984).

The late 1980s and early 1990s and to present day can be called the education reformation stage and was initiated with the main purpose of establishing relevant education for all Papua New Guineans based on the Philosophy of Education for Papua New Guinea.

The current education philosophy, structure, and curriculum have their roots in a number of key documents. First are the National Goals and Directive Principles from the preamble of the PNG Constitution. These provides a core set of guiding principles for the social, cultural, economic, and political development of PNG and all its citizens. The first of these principles is that of Integral Human Development which was the key priority underpinning the Matane Report which drove the major reforms of the system that occurred in the 1990s.

Papua New Guinea has long had Universal Basic Education (previously Universal Primary Education) as the key policy objective in education. This is entirely consistent with the most relevant of the Strategic Development Goals, SDG 4, to 'Ensure inclusive and quality education for all and promote lifelong learning', and contribute towards the achievement of SDGs 5 & 6 to 'Achieve gender equality and empower all women and girls', and to 'Ensure access to water and sanitation to all'. They are also consistent with the previous iteration of UN goals – the Sustainable Development Goals.

The Education Structure

The education structure that was established at the time of Independence was designed to produce a cadre of Papua New Guineans equipped to take over the reins of Government and to be able to administer the public service. Only a very small number of children were able to complete a full secondary education and severe bottlenecks at the end of primary schooling and at the end of lower secondary education. These and other pressures led to a major restructuring of the system following the Matane Report of 1989. This featured the introduction of elementary schooling, with the language of instruction to be that of the community, and the expansion of upper secondary education through the addition of Grades 11 and 12 to selected high schools.

The country is embarking to introduce what is called the 1-6-6 school structure following NEC Decision No. 315/2016. During the time of writing this plan NEC Decision No 232/2020 on Early Childhood Education and NEC Decision No 347/2020 National Education Plan 2020-2029 noted the importance of early childhood development and approved Districts and Churches to partner in delivering Early Childhood Sector. NEC also approved pre-school to be financed under a Public Private Church Community Partnership.

Figure 3: The 3-6-4 and 1-6-6 Structure

Student age (years)	Current structure 3-6-4		New structure 1-6-6	
	Sectors	Grades		Sectors
18	Secondary (4 years)	Grade12	Grade12	Secondary (6 years)
17		Grade11	Grade11	
16		Grade10	Grade10	
15		Grade 9	Grade 9	
14	Primary (6 years)	Grade 8	Grade 8	Primary (6 years)
13		Grade 7	Grade 7	
12		Grade 6	Grade 6	
11		Grade 5	Grade 5	
10		Grade 4	Grade 4	
9	Elementary (3 years)	Grade 3	Grade 3	Pre-School (1 year)
8		Elementary 2	Grade 2	
7		Elementary 1	Grade 1	
6		Elementary Prep	Preparatory	
4 & 5	Public Private Church Community Partnership		Kindergarten 1 & 2	Early Childhood (2 years)
Total Years of school	13 years		13 years	

LEVELS OF EDUCATION IN 1-6-6

PRE-SCHOOL SECTOR

Preschool: Preparatory Grade
(Kindergarten 1 & 2 - by 2023)

PRIMARY SECTOR

Primary School: Grade 1- Grade 6

SECONDARY SECTOR

Secondary School: Grades 7-12
(Senior High School : Grades 11 and 12)
(Junior High School : Grade 7 – Grade 10)

National High Schools: Grades 11 and 12
(Becomes National Schools of Excellence)

FODE SECTOR

FODE: Grades 7-12
(Will also offer matriculation)

TVET SECTOR

Vocational Centres: Grades 8,10 and 12
(Will offer NC1 and NC2)

SPECIAL EDUCATION:

Inclusives of all sectors

The proposed 1-6-6 school restructuring of the system will mean that the institutional barriers, following Grades 8 and 10 exams, will, will not be used for selection but for assessment. Implementation for 1-6-6 has started on a few sites in the NCD and it must be recognized that to move into 1-6-6 there must be careful planning and that a rush towards achieving too much too soon is only likely to compromise standards further. A measured approach is needed, one that is flexible and sensitive to differing situations, and one that consolidates what has been achieved in basic education.

The problem has always been to provide a system that provides for all parts of the population – the vast majority who will remain in their community and be largely self-reliant, the 15% or so who will be able to gain formal employment and, finally, there is the very small group who might be expected to excel and compete with the best in the world.

Progress toward Universal Education

There has been significant progress made towards achieving universal education and the barriers of the past have slowly been removed. The first of these which existed prior to Independence is that of the number of places in schools. There are no institutional barriers until Grade 8 and the percentage progressing to Grade 9 is now well over 60%. Approximately 60% moved from Grade 10 into Grade 11 according to latest figures, with a very healthy GPI, and in absolute terms the numbers being provided with a full secondary education has improved dramatically. Gross enrolment rates are now at 131%, 81% and 34% for elementary, primary and secondary education respectively. Enrolments have also risen in vocational education although that sector is still considered a poor relation in many quarters. The numbers attending FODE have also continued to rise and the institution is now offering academic courses through matriculation. The table below shows post primary transition rates for 2017 to 2018.

Table 1: Post primary transition rates for 2017 to 2018

	Male	Female	Total	GPI
Grade 8 to 9	67.3%	62.9%	65.4%	0.93
Grade 10 to 11	58.6%	57.7%	58.3%	0.98

The second barrier preventing Papua New Guineans completing their education is school fees. There have been attempts made by successive Governments to alleviate the pressure on parents. The Tuition Fee Free (TFF) subsidy policy has been in operation since 2012. However, the appropriations for the TFF have not risen over the period. Schools continue to receive the same amount.

The Government is playing an increasingly important role, but all partners, including parents, need to take responsibility for their children's education. The TFF policy was reviewed recently. It is now called the Government Tuition Fee Subsidy (GTFS) Policy. It requires parents to contribute towards their children's education.

Early Childhood Education

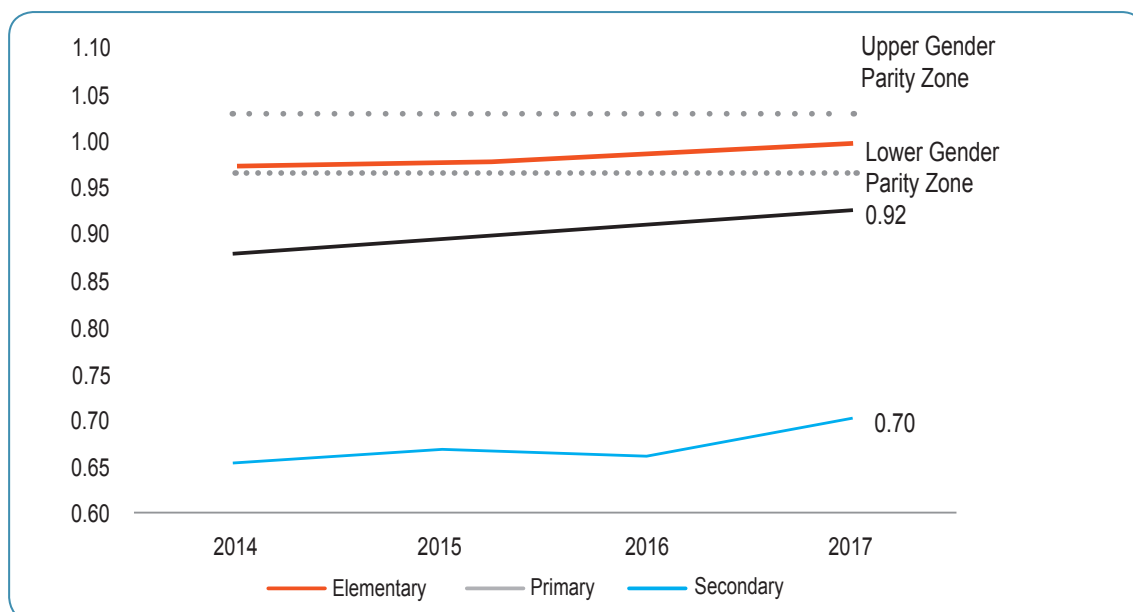
Early Childhood Education (ECE) in PNG has never been a part of the formal education system. It is currently the responsibility of the Department for Community Development and Religion (DfCDR), but this Department has little capacity to advance ECE further. It is not known how many children are enrolled, or how many institutions there are. Simplistically, there are early childhood centres in the urban areas that are operated as businesses and charge fees accordingly. There are also centres in the rural areas that are operated by the churches, NGOs and other community groups. Despite this, there is a growing appreciation of the benefits of early childhood education. The Department of Education (DoE) has been supporting the DfCDR in the areas of teacher education, curriculum development and developing a policy document to govern the establishment of early childhood centres.

Equity

The participation of girls has improved over time. Gender equity has been achieved in elementary and primary schooling where the Gender Parity Index (GPI) is close to 1. This is not the case in secondary education, where the GPI remains less than 0.8, even though girls perform as well as the boys as they reach the upper grades. Currently vocational and technical education programs are perceived as male dominated areas. There is still considerable variation between the provinces.

The chart below shows the Gender Parity Index (GPI) by sector in recent years.

Figure 4: Gender Parity Index (GPI), 2014–2017



Despite this progress there are still large numbers of children and youth outside of the formal education and training system. An Out-of-School Children study was completed in 2018 and progress and strategies need to be developed to address the issues raised in the study. These include the need to provide opportunity for those who are of school age but are not in school, those who have never enrolled and those who have dropped out of the system over the years without completing their basic education.

There is always very little mention in plans about the needs of children with special needs and this does need to be addressed in future plans. There are Inclusive Education Resource Centres in most provinces but they have never been adequately funded by Government. Callan Services, an NGO based in the East Sepik, have been the recipient of significant funding under the Papua New Guinea-Australia Partnership (PNG-AP) to improve the situation. There continue to be problems with serving remote schools and this has only been exacerbated by some of the funding issues being faced. Children in remote areas have been disadvantaged in many ways and this has been highlighted in the Out of School Children report and others.

Quality Education

As the problems surrounding access have slowly been addressed, if not solved, priority has shifted more towards the quality of education being provided.

An important aspect of quality is providing adequate school infrastructure. Many schools in the country do not have the infrastructure they need. Significant commitment is required from all parties to improve this situation and to ensure that school buildings are inclusive and resilient. Commitment is required from the different levels of Government, the schools themselves, and their local communities. As with classrooms, there is urgent need for specialist buildings to reflect the importance being given, quite rightly, to the STEM disciplines. It is impossible to know just how much has been done because records are not kept. The construction of new infrastructure will continue to be of vital importance as the implementation of the 1–6–6 structure gathers pace. A start has

been made on encouraging sound Water, Sanitation and Health (WaSH) practices and infrastructure, but this is well behind schedule.

There has been some progress in providing the number of teachers required to cope with increased demand because of increased enrolments. The number of pre-service teacher training students has increased. Three primary teachers' colleges, and one providing secondary school pre-service training, have been opened over the last ten years. Despite these efforts, the increases in enrolment have led to some very high pupil teacher ratios in some provinces. The pupil teacher ratio is higher than recommended in all sectors, and is of particular concern in the secondary sector with ratios of up to 50 students per teacher being reported.

All teachers colleges are now considered Higher Education Institutions (HEI) and will be administered by the Department of Higher Education, Research, Science and Technology (DHERST). The relocation has started and several Catholic colleges now operate under the auspices of the Divine Word University (DWU). This relocation is not without its concerns and a committee has been formed to oversee the process. Ongoing in-service training is as important as pre-service teacher education, but little has been done in this area, apart from regular school based professional development programs.

The teacher is the pivotal component of a quality education system and well trained teachers need an appropriate curriculum and sufficient classroom materials and equipment to be able to carry out their work effectively. A policy decision, NEC 253/2013, was made to replace the existing Outcomes Based Curriculum to one with a Standards Based approach. Progress has been made with the realignment process, but has lagged in comparison with the original time line, and the process has been rushed.

A National Curriculum Standards Framework (NCSF) was endorsed in 2013 that supersedes the National Curriculum Statement. There has been little consultation with teachers, nor has there been adequate trialling of the content. In short, an established cycle of curriculum development has been short-circuited. In addition, the quality and the length of the training provided for teachers to prepare them for teaching the new curriculum have been questioned.

This process has also included developing and providing teacher guides and large procurements of textbooks for elementary maths and junior primary maths and science. These have been assessed for gender sensitivity prior to production and distribution. Science books and equipment have been distributed to secondary schools as a part of a program to improve the delivery of the Science, Technology, Engineering and Mathematics (STEM) curriculum. Finally, a curriculum for Citizenship and Christian Values Education (CCVE) has been developed for all sectors. It will be in use from 2019.

The grades 8, 10 and 12 examination has continued and is used for the purpose of selection into the next level. There is no move to abandon the Grade 8 and 10 exams under the 1-6-6 reform however; these exams will be used as assessment to measure performance. Classroom testing remains a weakness and efforts to alleviate this will require significant funding.

The Department has taken part in the Pacific Islands Literacy and Numeracy Assessment (PILNA) in both 2015 and 2018. The table below shows the literacy and numeracy results for grade 5 in 2015 assessment. The results presented shows that students at grade 5 level generally were finding difficulty to demonstrate expected skills in literacy and numeracy.

Table 2: PNG PILNA results of grade 5 in literacy and numeracy, 2015

	Papua New Guinea		Pacific Region	
	Literacy	Numeracy	Literacy	Numeracy
Performing at a satisfactory and expected level	18.1%	36.7%	29.2%	48.1%
Working towards expected Level	56.8%	24.0%	41.8%	21.8%
Critical and not yet working towards expected Level	25.1%	39.4%	29%	29.9%

Alternative Pathways

Recent years have seen more young people going through the formal education system. It is becoming appreciated that the current, largely academic, curriculum will not be suitable for all. This should complement anticipated developments in the Technical and Vocational Education and Training (TVET) sector, but there has been little progress made in providing multiple pathways. There has been little success with the technical high schools, with greater chances of positive outcomes coming from vocational centres that offer some academic studies.

NEC decision number 25/2017 determined that the technical colleges, along with the teachers' colleges, are Higher Education Institutions that will come under the auspices of DHERST. DoE is working with DHERST to make this transition as smooth as possible.

Certificate levels 1 and 2 of the National Qualifications Framework are offered at an increasing number of vocational centres. A major enhancement program for infrastructure and materials is being undertaken at a few centres as part of a European Union (EU) funded program of support. A successful outcome of this will help portray a more positive image of vocational training than is currently the case, and demonstrate that it is being taken seriously.

The curriculum offered by Flexible Open and Distance Education (FODE) has now been fully aligned with that of the general education system. However, the certificates awarded are still different, and this needs to be resolved. These achievements, along with increases in enrolments, should help raise public perception of distance education as being a viable alternative pathway, particularly if FODE is linked up with vocational centres. Enrolments in Grade 11 and 12, and matriculation courses have been rising, but not as much as was anticipated. The virtual classroom remains a long-term dream, but progress has been made with providing tablets that are preloaded with all materials.

Governance, Financing and Coordination

Sound school governance is key to a successful school, and to produce satisfactory outcomes for their students. A National Quality School Standards Framework (NQSSF) and a National School Leadership Competency Framework have been developed. These will help to provide the quality assurance that is required for all schools. However, implementation of these programs is well behind schedule, due to a lack of funds, and there has been little progress in developing school leadership.

Regular visits by the inspector have long been the main form of monitoring standards and providing support for head teachers. Of late, however, inspectors have been unable to visit schools on a regular basis due to funding constraints. They have depended on support from the provinces, through the Education Function Grant (EFG), to carry out their work. This is an unacceptable situation and means that important areas, such as support for developing School Learning Improvement Plans (SLIPs), have not been taking place.

The GTFS policy allows for parents to pay a certain National Education Board (NEB) approved percentage of school fees, while the government pays for the rest. The parental component of fees varies for the different sectors. A major program of training has taken place for school administrators and their governing bodies to improve management of school funds. The school inspectors have conducted this training.

In order to achieve desired outcomes, in a period of severe financial constraints, management and administration at all levels needs to be both efficient and effective. There has been some considerable success in supporting provinces to improve communication, connectivity and information systems, by providing them with access to the Education Network (EdNet). Much of the responsibility for maintaining and extending these systems now rests with the provinces, and there has been mixed acceptance of this.

The decentralised nature of the education system dictates that much of the planning for education is a subnational responsibility. However, there is little subnational capacity for this, and the Department has not had the funds to provide the support that is needed. Regional centres have been established, but they are not as effective as they could be. At the highest level, there has been a lack of effective coordination between the Department and other stakeholders. The Local Education Group has not been meeting regularly to allow all partners, including government, development partners, churches, NGOs, schools and parents, an opportunity to discuss issues, and for all to contribute to a common cause and help determine government priorities in education. There have been no Joint Sector Reviews (JSR) or reviews of the last NEP conducted in recent years.

On the financial side, management processes that include accountability, monitoring and procurement have been enhanced with the introduction of the Integrated Financial Management System (IFMS). Progress has also been made in asset management processes. However, there is still much to be done to improve procurement processes.

A key aspect of human resources management is providing professional development opportunities for staff throughout the system. There has been very little happening in this regard, due largely to a lack of funds. There is also no plan for future professional development. This will be especially important in the future as the Department grapples with the challenges faced by the proposed structural changes. The Teaching Service Commission (TSC) has established offices in a number of provinces to improve the services it provides to teachers.

The implementation of the NEP 2015-2019 has been greatly affected by the very difficult financial situation in recent years. In 2014 the Government was expecting several years of high growth but the actual economic growth rate dropped to 2.6% in 2016, mainly because of the collapse of international resource prices. As a result, education, amongst other sectors, has been experiencing significant real reductions in appropriations. In some core function areas the goods and services made available by Government has dropped to approximately only 25% of that available in 2014.

Higher Education

Higher Education Institutions (HEI) in PNG operate under the auspices of the DHERST. The business and technical colleges, along with the teachers' colleges that are currently with the Department of Education will be relocated to DHERST from 2020 or soon thereafter. This sub-sector also includes the nursing colleges and a number of miscellaneous colleges such as the Maritime College.

There is a National Higher and Technical Education Plan (NHTEP) 2015 to 2024 and a Higher and Technical Education Strategic Implementation Plan 2017–2030. They contain an overarching strategic direction, nine priority strategic goals, and twelve Standards for Quality Assurance to achieve within the framework of the PNG National Qualifications Framework (PNGNQF). These build upon the vision of the NHTEP, which is to provide the higher skills, knowledge and innovation needed for PNG's sustainable development. Basic statistics from 2016 show that there are some 27,000 students enrolled in the different categories of HEIs, 40% of whom are female.

SECTION FOUR

PLANNING FRAMEWORK



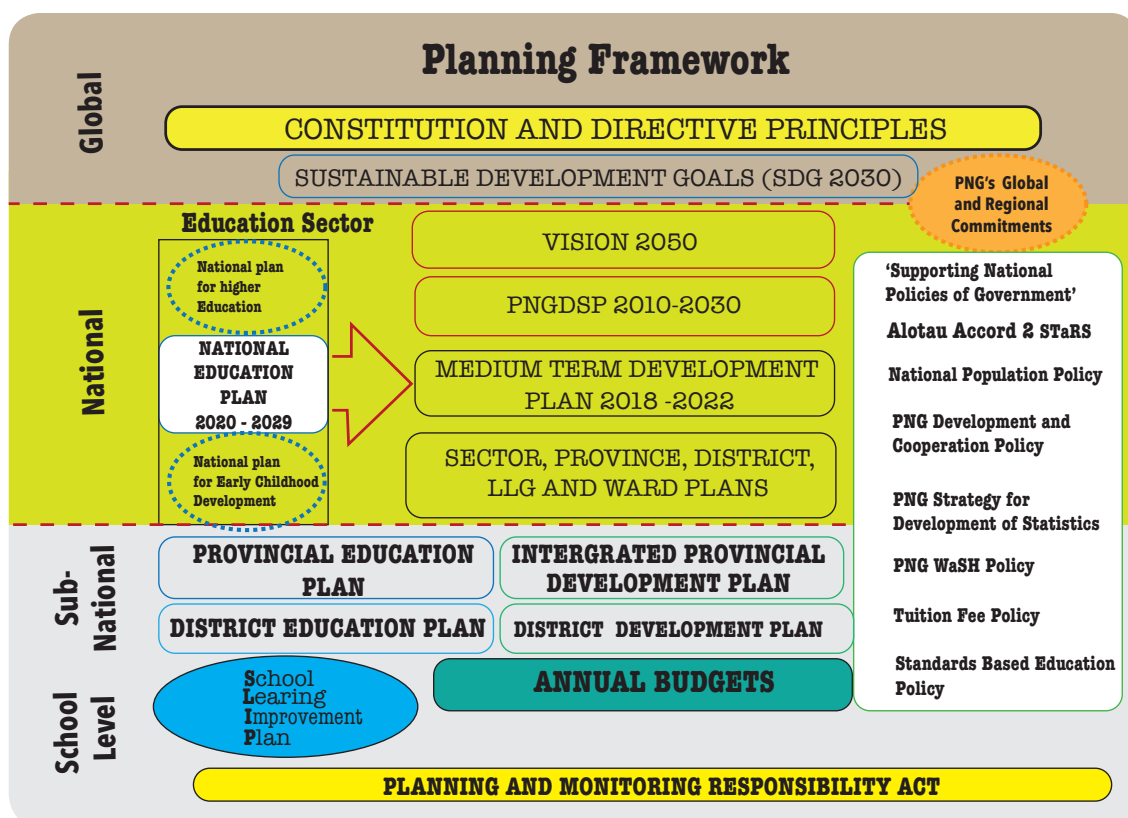
PLANNING FRAMEWORK

This plan will be implemented over a period when there are major government reforms and expenditure controls across the whole of the Papua New Guinea government. This plan will be subject to annual planning processes at the national and subnational levels and monitored nationally.

The overall objectives of the plan are aligned to:

- The Papua New Guinea National Goals and Directive Principles
- PNG global and regional commitments, in particularly the UN 2030 Strategic Development Goals (SDGs)
- The aspirations of PNG Vision 2050 for the country to become a ‘smart, fair, healthy and happy society by 2050.
- The PNG Development Strategic Plan (PNGDSP) 2010–2030 call to become a “middle income country” by 2030.
- The PNG Medium Term Development Plan (MTDP) 2018–2022, whose goal is to achieve universal quality education for all through improved education services and indicators.
- Government objectives as outlined in the mission statement, the Alotau Accord II, and other supporting national policies.
- Community and stakeholder demands as determined during provincial consultations.

Figure 5: National Planning Framework



(Source: Department of Personnel Management (undated))

The National Education Plan (NEP) provides strategic direction for an integrated approach to education. It focuses on improving the quality of education for all, and takes account of widespread consultation. Gender equality and equity issues are cross-cutting and are reflected across the entire plan and its implementation.

The NEP 2020–2029 builds on the NEP 2005–2014, NEP 2015–2019 and the Education Sector Strategic Plan 2011–2030, while boosting the Universal Basic Education (UBE) Plan 2010–19.

The goals of the Education Sector Strategic Plan 2011–2030 are:

- Access: All children complete nine years of basic education and have the opportunity for education or training beyond Grade 8
- Teachers and teacher education: All teachers are well trained and resourced and are accepted by the community as professionals
- Curriculum: All curricula are sensitive to local needs and students' aspirations
- System management and planning: All institutions are managed effectively and transparently and are accountable to their local communities
- Technical and Vocational Education and Training: A national system of public and private institutions offering skills development courses, ranging from short to full-time, leading to diploma and technician qualifications

Efforts have been made to ensure that this Plan is developed in accordance with acknowledged best practice. The DoE has carried out a considerable amount of work with the Global Partnership of Education (GPE) in recent times, through the Local Education Group. This has primarily been to access funds, but there is also a desire to develop plans that are consistent with what is presently considered best international practice.

There are five areas outlined in the UNESCO International Institute for Educational Planning–Global Partnership for Education (IIEP–GPE) Guidelines that are used by the GPE to appraise education plans. These have been further split up in appraisals conducted on earlier PNG plans. These are discussed below.

The areas are:

- Leadership and Participation
- Soundness and Relevance
- Equity, efficiency, and learning in basic education
- Coherence
- Feasibility, implementation, and monitoring

Leadership and participation

Leadership and ownership: Leadership plays a vital role in the overall implementation of this plan. The success of achieving the aspirations and expected education goals for this nation rests on good and effective leadership from every level of authority-national, subnational, district and school. Leaders will take full responsibility and be accountable for policy reforms, planning and implementation.

The national leadership will provide a clear strategic policy and planning framework. Ideally this will be supported with adequate funding and resources to promote and encourage equal and meaningful engagement and participation towards the overall national implementation. This will foster mutual understanding and lively partnerships with, and among, other central government agencies, development partners, churches and Non-Government Organisations (NGOs).

The subnational leadership will ensure that their local plans are aligned to government policies and plans. The alignment will mostly be dictated by the level and availability of local resources. The involvement and leadership of Provincial and District Development Authorities (DDA) will be more towards closer monitoring and supervisory roles. This will ensure that planned activities are implemented within the Provincial Services Improvement Program (PSIP) and District Services Improvement Program (DSIP). The

leadership of the Local Level Government (LLG) is required at the ward and community levels.

School leaders and their leadership roles are more to do with actual implementation on the ground. Therefore a more proactive and interactive approach is desired for meaningful engagement and participation in all school programs and activities. School leaders play the critical role of connecting with and involving the community, for greater education awareness and participation in collective efforts towards achieving the plan.

Participatory process: The provincial and regional consultations involved participation from both inside and outside the education system. In addition to these, there have also been meetings with key stakeholder groups including churches, donors, NGOs and the business community.

Capacity development: The DoE continued to play the leadership role in developing this plan. Capacity building is captured under the training needs of each focus area.

Soundness and Relevance

Evidence Based Education Sector Analysis (EBSA): A full EBSA has been completed. An executive summary of this is included in the Plan. This, and a review of the previous National Education Plan, has been used to identify areas that need attention.

Relevance of policies and programs: The Plan is split in to 9 Focus Areas. This is an increase of three from the previous plan with Equity and Access having been split into two, and two further Focus Areas added. The first of these is Early Childhood Education and the second Values and Citizenship. There is a Major Outcome for each Focus Area. These are broken down into Minor Outcomes and then, in the log frames at the end of each section, into Activities. The Activities will be further broken down as a part of the Annual Operational and Financial Plan (AOFP) and the implementation schedules which are to be developed at the subnational level.

Soundness of budget and financial framework: The simulation model used is based on the UNESCO Education Policy, Planning and Strategy Simulation Model (EPPSSim). It is extremely comprehensive and provides a considerable amount of data for costings. This data can then be used in the DoE Projections model to provide detail on enrolments, staffing requirements and a variety of other costs. It can be manipulated to provide for different paces of transition to the proposed 1-6-6 structure. It can then be adapted for the provinces and districts who can use it for their own implementation schedules. It can also be updated on an annual basis.

The DoE budget provides for some fraction of the total costs of implementing this Plan. The largest component of the DoE budget is for providing Government Tuition Fee Subsidy (GTFS) funds, although it is expected that these will be transferred to the provinces at some point. In addition, there are the provincial budgets and also transfers to the provinces that include teacher salaries and the Education Function Grants (EFGs). The District and Provincial Services Improvement Programs (DSIPs), which will provide the bulk of the funding for infrastructure development, are managed by the Department of Implementation and Rural Development. One of the major risks is that these funds will not be expended in a way that is consistent with outcomes expected from this Plan.

Soundness of the Action Plan: The action plan is the AOFP for the Department of Education and the provincial and district implementation schedules. The implementation schedules are required, as well as a document that links to the NEP, Vision 2050, MTDP and any provincial development plans that have been developed.

Equity, Efficiency and Learning

Robustness and relevance of strategies.

Change strategies

Results framework: There will be no results framework as such. It is incorporated into the Monitoring and Evaluation Framework and provides interim targets for the key indicators. All indicators will be disaggregated by gender and those living with disability.

Coherence

Coherence among strategies, programs and interventions: The linkage of national and international goals is important. In this plan the major and minor outcomes and activities emphasise this consistency. The activities are specified and attainable as targets of the National Education System

Comprehensive costing aligned with budget. The cost of implementing these activities is captured in the finance and costing section and detailed in the AOFPP and provincial implementation plans. The costs provided do not include those for ECE and Higher Education.

Feasibility, Implementability and Monitorability

Financial feasibility: The targets in this plan are extremely ambitious. A projected funding gap is provided, and there needs to be an early review of progress so that these targets can be recast if they are clearly not being achieved.

System capacity: There is an acknowledged lack of capacity in the system. Therefore, one of the priorities must be a major professional development program for administrators and planners at all levels of the system. The Planning Unit will be providing support for subnational officers in their plan development.

Governance and accountability: Although there is no communications strategy outlined, as such, it is noted in the section on the Media and Communication Unit. There is a section at the end of each of the Focus Areas on responsibilities, and these are further articulated in the implementation chapter.

Risk to implementation and mitigation of risks: A risk analysis that includes mitigation strategies is included in the plan. These are organised by Focus Area. There are also a number of more general risks such as lack of political will and the risk of adequate funding not being made available as a result of fluctuating economic circumstances.

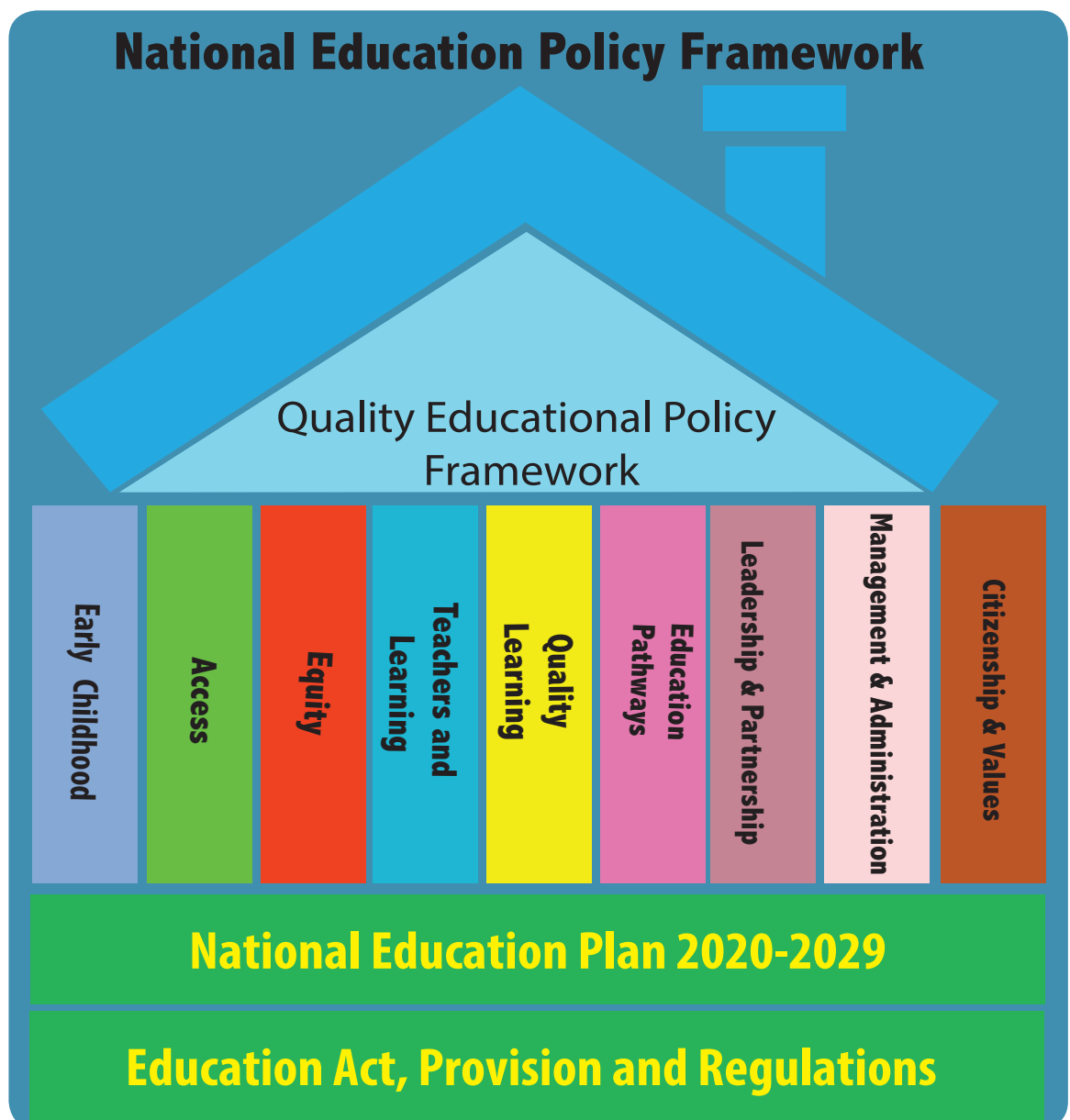
Robustness of the Monitoring and Evaluation Framework: The Framework has been developed using a results-based approach. It has been based on the principles that the data that is required is collectible, and that it is economic to collect it. This means that the data that is required is already being collected and that there is a valid baseline. The danger is that there will continue to be problems with collecting some of the qualitative data, because the inspectors have not been able to visit schools. It is expected that the inspectors will get funding as a result of this Plan, and that the Curriculum Standards Monitoring Test (CSMT) will be introduced during the Plan period.

NATIONAL EDUCATION PLAN POLICY FRAMEWORK

The National Education Plan 2020–2029 is in accordance with the Education Act (1983) and is based on the following national statements of principle:

- The National Constitution statement that basic education is a right for all citizens.
- The Vision 2050 aim for the country to become a smart, wise, fair, healthy and happy society by 2050, through improving the number and quality of opportunities at all education levels.
- The Medium Term Development Plan III 2018–2022 which identifies improving the quality of education and skills development as strategic priority for development.

Figure 6: The National Education Plan Connections in the Policy Framework



SECTION FIVE

THE PLAN



Each of the **Focus Areas** is organised in the same manner.

First, there is the **Major Outcome** and this is followed by a brief introductory paragraph or two. There is a major outcome for each focus area and several Minor Outcomes that contribute towards achieving the major outcome.

This is followed by a statement of each minor outcome and an explanation of the activities that will need to be carried out to achieve the minor outcome.

References to activities (in brackets) relates to the Minor Outcomes and activities tables that follow all of the minor outcomes.

This table provides information in a logical fashion. Under each of the minor outcomes there are a number of activities that produce outputs. When all of the activities have been completed and the outputs produced, the outcome will have been achieved. This information is followed in the table by schedule of the activities to take place. Heavy shading shows that a development activity (research, review and planning) will be taking place. Light shading shows when an activity is of a recurrent nature (implementation).

Following the Minor outcomes and activities table there are two sections about Responsibilities.

The first identifies Financial responsibilities. It provides some general comments about who will be responsible for funding the activities. In most instances these will be shared.

The second Responsibilities list details of who is responsible for implementing the activities. It is split between three levels of administration and community stakeholders. The three levels of administration are national, provincial and district administration. The community stakeholders are the school governing body and the parents.

Finally, there is a list of Training needs that have been identified as being necessary to implement the Plan. They have been identified by the Department of Education divisions relevant to those activities.

FOCUS AREA 1: EARLY CHILDHOOD EDUCATION

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

Providing Early Childhood Education (ECE) is not at present a role of the Department of Education (DoE). This responsibility currently rests with the Department for Community Development and Religion (DfCDR). However, the value of a preparatory education prior to enrolling in the first grade of formal schooling is acknowledged, and the DoE will take over development of this sector of education in the next ten years commencing 2023. However, preparations to facilitate a smooth transition of ECE into the National Education System will commence during beginning of the plan period.

Formal education in PNG does not include ECE or Early Childhood Development (ECD) centres. The UNICEF Situational Analysis of 2016 identified two main reasons for this. First, there are not sufficient resources, financial or otherwise, to provide an education for children younger than six years old. Second, in relation to demand, many parents are not aware of the benefits of having their young children enrolled in formal education institutions. This lack of awareness is translated into a lack of demand for services.

Most of the current limited number of ECE institutions are private, or run by faith based organisations, and most are in urban areas. Many are expensive, and those that are free are limited in the number of spaces available. There are no statistics available to show the number of institutions, the number of children enrolled or the number of teachers.

It is important that guidelines are developed and endorsed that will provide minimum operating standards for ECE centres, in the areas of infrastructure, curriculum and teacher preparedness. There is an existing ECE policy that needs to be revised. While there is not yet an endorsed curriculum or standards, an ECE curriculum has been completed by NDoE with contributions from DfCDR, UNICEF and others.

Teacher training for ECE is provided through Diploma programs at the University of Goroka (UoG) and the Papua New Guinea Education Institute (PNGEI). This program will be further offered by teachers colleges not only for pre-service ECE teachers but also to upgrade and in-service elementary teachers with CET.

This Focus Area consists of five Minor outcomes.

Minor outcome 1.1: *That opportunities are provided for increasing numbers to have access to an early childhood education*

The Department of National Planning and Monitoring (DNPM) is taking the lead in gathering together all stakeholders, including relevant Government Departments and UNICEF, to develop a costed ECE Plan (**Activity 1.1.1**). It is expected that there will be technical assistance available from UNICEF to complete this Plan. A coordinating unit will be created within the DoE as part of the restructuring that will take place. This is an acknowledgment of the enhanced role that the DoE will play in establishing ECE.

Early Childhood Education institutions will be established at the ward level around the country and is to be a component of the provincial government (**Activity 1.1.2**). They will be established in accordance with the policy and the plan that will set out minimum operating standards. They will be administered by the churches, and by women's and other community groups. They will be supported by small establishment grants from the Local Level Government Service Improvement Program (LLGSIP), which is a program that has been designed to help those at the ward level.

Parents will be expected to make a contribution by way of fees so that the schools will be able to operate. It has yet be determined who will be responsible for teacher remuneration. It may be the Government, school boards of management (BoM) and the community, or some sort of combination of the two. Parental and community contributions could be in cash or kind.

The DfCDR will initially be responsible for collecting, analysing and disseminating all enrolment and staffing statistics. However, the DoE will provide technical assistance with developing appropriate, very basic, data collection tools. These will all be disaggregated by gender and children living with special needs.

A submission will be made by the DoE to the National Executive Council (NEC) to present the policy relating to minimum standards, and also to determine exactly who will be financially responsible for various aspects of introducing ECE. It is recognised that the costs will be immense, especially if Government is to take on the responsibility of paying teacher salaries. There will potentially be up to 500,000 children eligible for ECE.

The table below shows the estimated costs for salaries and construction for ECE over the period of the Plan.

Table 3: Projected estimated cost for Pre-School sector (Km), 2020-2029

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Total
Salaries	21.5	24.0	26.7	64.4	72	80.1	89.2	99.2	110.3	122.7	637.9
Constructions	14.9	16.4	18.1	20.1	22.2	24.8	27.6	31	34.8	38.4	217
Total	36.4	40.4	44.8	84.5	94.2	104.9	116.8	130.2	145.1	161.1	958.6

From 2020 to 2029 the ECE strategy, would cost, on average, around 96 million kina per year, comprising 71 million kina for salaries and 2 million kina for construction. Salary costs would initially be lower, (21.5 million in 2020, rising to 122.7 million in 2029). The total cost would be around 0.96 billion kina for the ten year period, comprising 0.64 billion for salaries and 0.22 billion kina for construction.

Minor Outcome 1.2: That quality preparedness program for 4 and 5 year old children is provided through Public Private Church Community Partnership.

The Department has always assisted in areas where they have had a comparative advantage and acknowledged expertise at their disposal. A standards based curriculum has already been developed by the Curriculum Development Division (CDD) with support from UNICEF. This is in the process of trial. Working drafts of a teacher's guide, a teacher resource book and a teacher training manual, for training teachers and implementing the ECE syllabus, will all be completed and distributed (**Activity 1.2.1**).

A teacher training course has also been developed. It is currently being offered at PNGEI and UoG. The graduates from these courses take up teaching positions in ECE institutions around the country (**Activity 1.2.2**). The teacher training programs to be offered in the provinces will be determined, following discussion between experienced and knowledgeable partners, and will be approved by the Teacher Education Division (TED) of the DoE. Part of the teacher training would be an in-service for CET teachers. (**Activity 1.2.3**)

Table 4: Projected number of teachers for Pre-School, 2020-2029

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Prep	6,287	6,815	7,633	12,021	14,608	16,712	21,976	30,295	43,510	65,152
Total	6,287	6,815	7,633	12,021	14,608	16,712	21,976	30,295	43,510	65,152

The table above suggests that approximately 1,000 extra teachers will be needed each year in total for the Preparatory sector. This figure cannot be equated to the number of new teachers required to be graduated by the colleges each year. A realistic figure of the numbers of teachers that are needed, and what specialisations and qualifications they need, should be determined following the application of assumptions relating to the retention of teachers, retirement patterns and the like.

ECE is a stage in education where the children are being prepared for learning in a school setting. This preparatory stage will cover 4, 5 and 6 years old children for school readiness. This includes strong literacy, numeracy skill development and English proficiency for primary education. This will form the basis of 1-6-6 school structure and called pre-school. Communities will be responsible to plan for effective transition to accommodate pre-school.

The table below shows the estimated number of four and five year old children that will enrol in ECE over the period of the Plan. It shows the projected enrolment rising from around 500,000 in 2020 to around 600,000 in 2029.

The baseline for ECE enrolment will not be straightforward. Certain assumption and circumstances have been taken into consideration to determine the projected numbers as shown in the table below.

Table 5: Projected net enrolment for Pre-School Sector, 2020-2029

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Kinder 1				15,413	24,411	37,979	58,792	91,369	143,495	228,855
Kinder 2					53,568	67,136	87,949	120,526	172,652	258,012
Prep	126,176	130,994	136,118	141,639	147,687	154,457	162,245	171,514	183,016	197,991
Total	126,176	130,994	136,118	157,052	225,666	259,573	308,986	383,409	499,163	684,858

Minor Outcome 1.3 : That ECE institutions are managed and monitored in an effective manner

There is at present no ECE Unit within the DoE. This will be rectified during the restructuring that will take place following the endorsement of the Plan. The Unit will be established (**Activity 1.3.1**). When responsibility for ECE is passed to the DoE it will become responsible for registration of these institutions.

There will need to be a major awareness campaign to persuade communities to take on ECE. (**Activity 1.3.2**). This will be carried out by the DoE in collaboration with NGOs, the churches, development partners and others who will be involved with administration and promotion of ECE. The Education Management Information System (EMIS) will gather data from the schools for monitoring purposes.

A series of multi-sectoral stakeholder meetings will be organised both at the national and provincial level prior to full transition to the National Education System so best practices to be shared by the private ECE providers and the government (**Activity 1.3.3**).

Minor outcomes and activities

Activities	Output	Outcome	Resp.	20	21	22	23	24	25	26	27	28	29
Minor outcome 1.1 : That opportunities are provided for increasing numbers to have access to an early childhood education													
1.1.1 To complete a costed ECE Plan	An approved plan	ECE institutions established in all wards	PPD										
1.1.2 To establish ECE centres	4 and 5 year old children enrolled		Wards										
Minor outcome 1.2: That the quality preparedness program for 4 and 5 year old is provided through Public Private Church Community Partnership													
1.2.1 To produce teachers guides and other documentation	ECE Teacher Guide	That ECE_institutions are able to provide a quality preparedness program for 4 and 5 year old children	CDD, TED										
1.2.2 To enrol student teachers in approved ECE pre- service courses	ECE Student Teacher Enrolment		TED										
1.2.3 To in-service CET teachers for ECE	ECE teachers trained												
Minor outcome 1.3: That ECE institutions are managed and monitored in an effective manner													
1.3.1 To establish an ECE Unit	ECE Unit	Effective ECE management and monitoring system	GES										
1.3.2 To conduct Awareness on ECE	ECE Awareness		MCU										
1.3.3 Conduct Stakeholders meetings	Number of Meetings held	Agreements between stakeholders established	PR Wing										

Finance responsibilities

Funding for activities in this Focus Area will be determined following the NEC submission and the extensive costing study that was undertaken late in 2019. It is likely, as noted in the relevant sections, that much of the responsibility will rest with parents and the communities, although it is expected that some support for establishment of ECE centres might come from Local Level Government sources.

Responsibilities

National

- Determine policy relating to Early Childhood Education
- Support provinces and districts in planning for the establishment of ECE institutions
- Support DfCDR in the provision of Early Childhood Education programs.

Department for Community Development and Religion

- Initial registration of ECE institutions
- Collect, analyse and disseminate data relating to ECE

Provincial

- Work with districts to provide an implementation schedule for the establishment of ECE institutions

Districts, LLGs and Wards

- Work with communities to establish ECE Institutions

School boards

- Make nominations for the selection of teachers
- Prepare a SLIP to include infrastructure needs and to budget for fees levied on parents

Parents and the school community

- Pay any school fee or project fee levied by the Board of Management
- Take part in any school income generating activities
- Take part in any school work days / Parent and Citizen Activities
- Ensure that their child attends school every day
- Appoint and support assistant teachers.

Training needs

To achieve the outcomes expected, the following training programs, will need to be prepared and delivered to the proposed target groups.

No.	Program	Target group
TP1.1	ECE Advocacy	Policy Analyst, Planners, Inspectors
TP1.2	ECE Admin and Management	All teachers
TP1.3	ECE Curriculum	All teachers
TP1.4	ECE Assessment	All teachers

FOCUS AREA 2 : ACCESS

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

To achieve the long term goal of allowing all children the opportunity of 13 years of education, there will need to be a significant investment in school infrastructure.

This plan period will see implementation of the proposed shift from the current system into one with a structure of 1–6–6, as outlined in the chapter on enrolment and staffing projections.

This Focus Area consists of five minor outcomes and is related to one of the key priorities - to establish and maintain a sufficient number of schools and school facilities.

Minor outcome 2.1: *That all children enter preparatory and then have the opportunity to complete 13 years of education*

The 1-6-6 structure will be put in place during this plan period. School Restructure Implementation plans for the districts will be formulated by the DEAs, with support from provincial and national planning personnel (**Activity 2.1.1**). There will be a variety of different models and the one that is most applicable for each cluster of schools will be determined by district officials. District Schools Restructure Teams have been formed, in consultation with communities themselves and provincial planners.

The overall coordination and oversight will be provided by the DoE and the structures to be put in place are outlined in detail in the section on coordination and implementation. The pace of transition will be determined at the national level and from this the number of new Pre-school, Grade 1 and 2 primary school and Grade 7 and 8 secondary classes can be derived based upon recommended class sizes. Indicative quotas will be provided for all provinces to give the provincial planners a guide as to the pace of implementation in their own provinces (**Activity 2.1.2**).

All children must be able to access, and then enrol, in a pre-school at the age of 6 years (Activity 2.1.3). It will be the responsibility of the primary school Board of Management to make sure that all children in their catchment area are advised as to when they should enrol and that there are sufficient classrooms and teachers to cater for the enrolment numbers. Prior to establishing pre-school, relocating Grades 1 and 2 classes into a primary school, and Grade 7 and 8 classes to a high school, planners will ensure that all children can be accommodated (**Activity 2.1.4**) and that either distances for travel are realistic or adequate dormitory accommodation can be provided. The needs of girls and those living with disabilities will be taken into account. No school or community will be left in a worse position than previously as a result of the restructuring.

Implementation of the Tuition Fee Policy in recent years has demonstrated that consistent Government support for parents has resulted in improved enrolment rates at all levels of the system. The Government subsidy will continue although a major review will be conducted (See Minor Outcome 8.5) and recommendations made to ensure that the most effective use is made of the significant sums of money that are to be invested. A small percentage of the total subsidy appropriation will be used each year to invest in quality education. The amounts required for the subsidy by sector are shown in the Appendix (**Activity 2.1.5**).

Minor outcome 2.2: *That sufficient infrastructure is constructed to enable the 1-6-6 restructure program*

The second minor outcome is provision of the infrastructure required in order to implement the 1-6-6 structure. The pace of establishing pre-schools, transition of grade 1 and 2 classes into primary schools and grades 7 and 8 into secondary schools is such that an infrastructure program is manageable.

There will be a need for new infrastructure at each of the pre-school, primary, secondary and vocational schools in the education system. It is not expected that there will need to be any expansion program at the elementary level aside from the possible upgrading of the preparatory classrooms.

In addition to this investment on new infrastructure to enable the enrolment of more children in Grades 7 to 12 there will also be a need to upgrade the facilities in existing education institutions. The designs for all classrooms and other infrastructure will be based upon approved designs, inclusive to pre-school students, girls and those living with special needs (**Activity 2.2.2**) Further to this, classroom design should be resilient in terms of climate change and disaster risk reduction and recognise the very different needs of different locations.

The major expansion will be in the elementary and primary sector. This will mean establishing pre-school classes and relocation of Grade 1 and 2 classes from elementary to primary schools. This will be implemented in a phased manner with implementation being started in 2020 and completed by 2029. Whilst the bulk of Grade 1 and 2 classes will now be taught in the primary schools some of these classes will remain in the elementary sites that will later grow to become a primary school (**Activity 2.2.5**).

The number of Grade 1 and 2 classrooms in primary schools that will be needed will be offset to an extent by the redesignation of existing elementary school E1 & E2, and primary school Grade 7 and 8 classes as high school classes. Many of these classes will be relocated to high schools but there will also be a large number that will be part of a 'growing school' concept. A growing school in this instance will be an existing primary school that takes on extra grades. It is expected that some Grade 7 and 8 classes will remain on the present primary school sites and become part of a Junior High School offering an education through to Grade 10. The students attending these schools will all be day students. In this plan it is required that all LLGs must have at least one high school.

Beyond the extra classrooms required due to the restructuring, there will also be a need for more because of the fact that many schools do not have a sufficient number of suitable classrooms to cater for existing enrolments. Careful planning will ensure that the correct number of classrooms are available to cater for the extra enrolments due to the restructuring and also to cater for those already in the school. This planning will be carried out at the provincial, district and LLG levels with support from the Department of Education (Activity 2.2.1). The responsibility for the funding of these buildings will rest with provinces, districts and LLG. It is expected that these authorities will work closely with the church agencies to make sure that they make the best use of the funds that they have at their disposal.

In the secondary schools there will be significant increases in the number of classrooms required as a result of both the restructuring program and the need to be able to accommodate all students following completion of Grades 8 and 10. Opportunity will be given to these students to be accommodated in the vocational and FODE programs in existing high schools. The number of classrooms needed in each year of the plan period are shown in the appendix and derived from this table are the number of new classrooms that are required to be built each year by sector.

The redesignation of Grade 7 and 8 classes and their relocation into the secondary schools, the expansion of Grade 9 and 10 and the target of allowing all students to complete Grade 12 will require the building of specialist classrooms to allow for effective teaching of the STEM subjects. This construction will also be consistent with standard approved designs (**Activity 2.2.3**). The exact needs of upper secondary schools still need to be determined with a view to reducing the number of science laboratories that will be needed.

As noted earlier, some of the redesignated Grade 7 and 8 classes will remain in their existing locations and become 'growing schools'. These schools will also take on Grades 9 and 10 to allow their students to complete their lower secondary education. A block of suitable STEM facilities will be designed and costed.

An equipped library will be required for all the existing primary schools that are to be redesignated as 'growing schools'. Construction of these library facilities will be preceded by a study to determine the exact nature of what a library in a secondary or a 'growing school' should be. The DoE will be supported by the National Library, Archives and Records Services (NLARS) in this task. The cost of paying for these specialist facilities will be the responsibility of the provinces, and will be funded through the Provincial Services Improvement Program (PSIP). The NLARS will also have the capacity to support schools with procuring library books.

Whilst the provinces and districts are responsible for the construction of the specialist buildings, the Department of Education will take on the responsibility of providing the tools and equipment required. These equipment sets will be those that have been approved by the respective Boards of Studies and are required for teachers to be able to teach effectively. These sets of equipment will be provided for buildings that are consistent with approved plans and have received prior approval. Specialist buildings for Grades 11 and 12 will also be eligible for the supply of kits in a similar arrangement as that outlined earlier for Grades 7 to 10.

Teacher housing is not a condition of service, but it has long been an issue for many schools. Providing housing will be the responsibility of individual school and communities. They should understand that providing adequate housing is important for attracting teachers, particularly female teachers, to their schools. Governing bodies will be able to use the infrastructure component of their GTFS funds. They should add to these funds with whatever income they can generate, through their own fund raising and project fees, or from outside agencies. They should take care to ensure that any houses constructed are of an approved design, and satisfy certain objective criteria related to features such as security, basic furnishing, sanitation and kitchen conditions (**Activity 2.2.4**).

The infrastructure to be constructed as a result of this minor outcome deals with the new facilities that are required as a result of restructuring and expanding the system. It is recognised that not all existing schools have adequate buildings, and so there will also be a program to rehabilitate existing infrastructure. 3% of classrooms in primary and secondary schools, and of specialist buildings in secondary schools, will be replaced each year. The costs of these are included in Table 6 below.

There are further important areas that need to be considered. These are rehabilitation of existing pre-school classrooms, dormitory accommodation in the secondary schools, teacher housing in all schools and WaSH facilities in all schools. These are needed in order that schools can become health, happy and safe communities and this is the third of the minor outcomes.

Minor outcome 2.3: That all schools have adequate sanitation and living accommodation

Assumptions have been made regarding the percentage of secondary students who will board, and a house to teacher ratio. All SLIPs will include implementing the WaSH program. The process for this will be supported by development partners (**Activity 2.3.1**).

The WaSH component in the SLIPs for secondary schools, will address issues related to shower and toilet facilities in school dormitories, as well as addressing facilities in the school itself, (**Activity 2.3.2**). In particular, schools must be safe and welcoming for girls. Construction of dormitory accommodation for girls should be accompanied by appropriate ablution blocks and WaSH facilities. These can improve girls' Menstruation Hygiene Management (MHM) which will in turn contribute to improved retention rates amongst girls. Women should participate in all decision making regarding the design and siting of any female dormitory accommodation and WaSH facilities. Responsibilities for the building of dormitories and WaSH facilities will rest with the districts and provinces.

It is critical for good sanitation facilities that schools have a reliable water source that can provide safe drinking water for all students (**Activity 2.3.3**). There are a variety of sources ranging from a reticulated supply, in many of towns in the country, to water tanks in the rural areas. Schools should utilise their GTFS funds and work with their communities to ensure that their water supply is appropriate and sufficient for their needs.

The table following shows the projected total costs for infrastructure at each level of education over the period of the plan.

Table 6: Total Infrastructure cost by sector (Km), 2020-2029

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Pre-School	17.9	36.4	51.1	59.1	66.2	59.8	53.6	56	57.8	60.4
Primary	171	346	386	386	428	324	253	254	188	137
Secondary	255	452	553	630	681	631	593	555	577	687
Vocational	182	273	427	489	463	461	484	647	857	754
FODE	161	172	247	221	181	158	172	344	449	196
Special Education	70	29.1	24.3	19.37	19.9	43.93	58.97	27.99	9.1	19.23
Total	6.1	6.4	6.7	7.1	7.67	7.72	8.07	8.11	8.43	8.68

New infrastructure needs to be constructed to provide for the enrolment of all children, and to provide them with a healthy environment that encourages learning. There is also an important need for the maintenance of existing infrastructure. This will be the responsibility of the schools and the LLGs, through their LLGSIP. The GTFS requires that 30% be set aside for infrastructure, and it is recommended that this be split between housing and maintenance. There will be a component of the SLIP that is related to maintenance.

Minor outcome 2.4: *That all school infrastructure is well maintained*

The cost of maintaining schools is based upon a figure per class that will depend on the school sector, and also the age of the buildings. There will be a maintenance section included as a part of each of the SLIPs (**Activity 2.4.1**). The maintenance plan should cover regular, routine maintenance that will be undertaken on an annual basis, and will be paid for out of the GTFS funds supplied to schools (**Activity 2.4.2**).

The total costs of maintaining existing school infrastructure and constructing the new infrastructure that will be required for each level of education, over the period of the Plan, is shown in the table that follows.

Table 7: Total maintenance cost of schools by sector (K'000s), 2020-2029

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Pre-School	19,300	18,792	17,725	16,321	14,588	13,152	12,003	10,833	9,639	8,419
Primary	66,065	69,964	74,199	78,241	82,792	85,814	87,868	89,947	90,881	90,191
Secondary	15,308	16,476	19,042	23,334	28,284	34,214	40,454	45,919	53,139	63,885
Vocational	2,000	2,200	2,400	2,600	2,800	3,000	3,200	3,400	3,600	3,800
FODE	3,112	3,276	3,367	3,456	3,555	3,653	3,662	3,722	3,811	3,888
Spec Education	1,234	1,345	1,555	1,678	1,772	1,789	1,886	1,911	1,935	1,973
Total	109,392	314,228	520,340	727,498	935,469	1,143,156	1,350,412	1,556,877	1,764,058	1,973,290

Minor outcome 2.5: *That by 2029 the retention rate between each Grade will have improved.*

The ultimate goal is for all children to complete 13 years of education or training and major identified barriers have been gradually removed. There is now no institutional barrier, such as a public examination, in place to stop any child who has entered the preparatory grade from completing Grade 8. There are many reasons students leave school despite subsidizing education. The reintroduction of parental contribution as school fees will impact access and equity negatively. The challenge is how to ensure that these children remain. Some measures would include;

- all fees to be approved by a legal authority such as NEB, PEB,
- school administration allow for flexibility in fee payments
- parents who cannot afford to pay the required fee to pay through effort and kind
- disadvantage children loan scheme to be introduced
- reintroduce Provincial and LLGs subsidies program to schools

It is expected that the switch to a 1-6-6 structure allied to better teaching and greater opportunities to enter secondary education which result in improved retention rates. In addition, it might be expected that the introduction of 1-6-6 will lead to better teachers, more resources in the schools, greater accessibility to schools and also better infrastructure and improved PTR in classroom. All of these should contribute toward a rise in retention.

The Out-of-School Children (OOSC) report, in 2018, identified a number of reasons why children drop out of school. Many of these reasons are school related, and solutions should be school based. Teachers will be in the best position to identify children who are at risk of dropping out of school (**Activity 2.5.1**), and to then follow up with parents to counter this risk. This is linked to Activity 7.5.2 Counseling, which is to strengthen the pastoral care provided for students. It is expected that the SLIPs will include strategies and activities to reflect the particular situations pertaining to each individual school (**Activity 2.5.2**).

Minor outcomes and activities

Activities	Output	Outcome	Resp.	20	21	22	23	24	25	26	27	28	29
Minor outcomes 2.1: That all children enter and then have the opportunity to complete 13 years of education.													
2.1.1 To develop plans for instituting the 1-6-6 structure	District implementation plans	All Papua New Guinean children with an opportunity for 13 years of education	Districts										
2.1.2 To determine national and provincial quotas for implementation of the 1-6-6 structure	Provinces provided with quotas for 1-6-6 implementation.		PPD										
2.1.3 To enrol all 6 year old children in prep classes	All children enrolled		Schools										
2.1.4 To create sufficient Grade 9 places for all	Increased number of Grade 9 places		PDoE										
2.1.5 To allocate and distribute TFP funds based upon agreed criteria	Subsidy allocated for all children		GTFS										
Minor outcome 2.2: That sufficient infrastructure is constructed to enable the 1-6-6 restructure program													
2.2.1 To develop plans for construction	Provincial construction plans	Improved condition for teaching and learning	Province										
2.2.2 To construct classrooms based on approved designs	Classrooms constructed		Districts										
2.2.3 To construct libraries and specialist buildings for STEM subjects	STEM facilities constructed		Districts										
2.2.4 To construct teacher housing based upon approved designs	Houses constructed		Schools										
2.2.5 To establish one high school per LLG	High School per LLG registered												
Minor outcome 2.3: That all schools have adequate sanitation and living accommodation													
2.3.1 To include a WaSH component in all SLIPs	SLIPs endorsed	A more healthy environment for teachers and learners in schools	Schools										
2.3.2 To construct toilets and sanitation facilities	Toilets and other related sanitation facilities constructed		Schools										
2.3.3 To ensure a reliable water supply in schools	All schools have plentiful water.		Schools										

Activities	Output	Outcome	Resp.	20	21	22	23	24	25	26	27	28	29
Minor outcome 2.4: That all school infrastructure is well maintained													
2.4.1 To develop plans for the maintenance of schools	Maintenance plans included as part of SLIPs	Teaching and learning taking place in a healthy and safe environment	Schools										
2.4.2 To carry out maintenance on an annual basis	Annual school maintenance program		Schools										
Minor outcome 2.5: That by 2029 the retention rate between Grade will have been improved.													
2.5.1 To provide basic counseling training for students	Counseling strategies outlined	Improved completion rates	Guidance & Counseling										
2.5.2 To include retention improvement strategies in SLIPs	School management of retention		Schools										

Finance responsibilities

The funding for activities in this Focus Area will come from a very wide variety of sources. The National Government will be responsible for developing country wide infrastructure projects. The cost of paying for the classrooms and other buildings as per the provincial infrastructure plan, will be largely borne by funds from the DSIP, the PSIP with support from the churches, the schools themselves, the business community, resource developers and the donor community.

Responsibilities

National

- Determine policy relating to the government subsidy.
- Develop standard building designs sensitive to gender and the needs of the disabled, and gain approval from provinces.
- Support provinces and districts to develop their education and infrastructure plans, specifically related to transition to the 1-6-6 structure.
- Endorse provincial and district infrastructure plans.
- Allocate quotas for the construction of buildings that will be required in order to achieve targets related to 1-6-6.
- Provide tools and equipment for all approved STEM buildings constructed, as per approved plans, in growing and secondary schools.
- Monitor all construction.
- Support DfCDR in providing Early Childhood Education programs.

Provincial

- Prepare approved plans that provide detailed implementation schedules for the construction of buildings related to the 1-6-6 structure. This will be based upon quotas provided by the Department of Education.
- Form Province School Restructure Committees.
- Ensure that the work being undertaken utilising PSIP funds is consistent with approved provincial plans and, where appropriate, is eligible for Equity Fund support.
- Ensure that DSIP and PSIP expenditures are consistent with plans.

Districts, Wards, LLGs

- Form District School Restructure Teams
- Prepare approved plans that provide detailed implementation schedules for the construction of buildings. This plan should be endorsed by the respective PEB. This will be based upon quotas provided by the Department of Education.
- Ensure that the work being undertaken utilising DSIP funds is consistent with approved provincial plans and, where appropriate, is eligible for Equity Fund support.
- Prepare submissions for the expenditure of DSIP funds that are consistent with plans.
- Support SLIP development projects

Governing bodies of schools

- Form District School Restructure Teams
- Ensure representation on a Cluster School Restructure Teams
- Prepare and implement a SLIP that includes infrastructure construction and maintenance needs
- Budget school funds, including funds for constructing and carrying out maintenance of infrastructure, including new and existing teacher housing
- Construct and maintain infrastructure, including new teacher housing, to improve retention of teachers
- Make sure that arrangements are in place to make sure that no child is denied schooling due to not being able to pay school fees

Parents and the school community

- Take part in any school income generating activities
- Take part in any school work days / Parent and Citizen activities
- Support the schools through timely payment of project and other approved fees

Training needs

To achieve the outcomes expected, the following training programs will need to be prepared and delivered to the proposed target groups.

No.	Program	Target group
TP2.1	Enrolment, staffing and costing projections model	Provincial planners
TP2.2	School mapping	DEAs
TP2.3	Monitoring and data analysis skills	DEAs
TP2.4	Submission writing skills	PEAs
TP2.5	Computer skills	DEAs
TP2.6	Basic Counseling training	All teachers

FOCUS AREA 3: EQUITY

Major outcome: *That all Papua New Guineans will have equal opportunity regardless of geographic location, economic circumstances, gender and disability*

Despite the progress that has been made in providing an education to an increasing number of children and young people, not all Papua New Guineans have been able to benefit fully from these advances. It has long been acknowledged that girls and women have been at a disadvantage. Strategies still need to be put in place to try to ensure that girls are given equal opportunities to participate in education, and to contribute equally to national development.

This Focus Area also considers the plight of three other groups of people who have been let down by the formal education system. First are those who are special needs and who are not able to take their place in the regular school system. An inclusive education plan has been developed and endorsed with this group in mind.

Second are the children and young people who have been left behind, either because they have never been to school, or have dropped out for whatever reason prior to completing a basic education. The strategies outlined here build upon the findings of the Out-of-School Children report that was published in 2018.

Third are the children from the most rural and remote parts of the country where the schools face their own particular problems.

This Focus Area consists of five Minor outcomes.

Gender

Minor outcome 3.1: *That by 2029 the GPI for secondary education will have improved and women have a place on all decision making bodies*

This minor outcome is divided into two sections. The first targets the participation of girls in secondary education. The second, female participation in decision making roles.

Participation of girls is high in the lower levels of schooling. Gender Parity has been reached in the elementary schools. It has also improved in the primary schools, where the Gender Parity Index (GPI) has reached 0.9. However, the situation is very different in secondary education, where the GPI is only about 0.7, and there are significant differences between provinces. In other words, in elementary schools, there are equal numbers of girls and boys attending, but in secondary schools, for every 10 boys there are only 7 girls attending.

There are a number of things that can be done to provide girls with the greatest opportunity of taking up and then completing a secondary education.

The first is to ensure that all infrastructure is gender sensitive, particularly with regard to WaSH facilities, as is noted in other relevant sections of this Plan. Girls need to feel secure when they are at school. This is particularly important in the boarding situation, and at a time in life when girls are entering puberty. Women should be represented on any committee that is dealing with the construction and siting of girls dormitory accommodation and WaSH facilities (**Activity 3.1.1**).

Second, it is important that all schools have a Behaviour Management Plan (BMP) in place. There have been serious reports of sexual harassment and exploitation happening in schools. Girls must be aware of referral pathways that have been established. These should be included as a part of the SLIPs. Similarly, referral pathways and focal points should be established within the Department at divisional level (**Activity 3.1.4**), and all staff made aware of these.

Third, there must be continued vigilance of textbooks and other materials to ensure that they remain gender sensitive. There is a particularly low participation of females in the vocational centres, and it is difficult to know how to make the traditional male trade skills more attractive for girls. This is addressed in Focus Area 6 Education Pathways (see Minor outcome 6.2). The facilities at the vocational centres must be made more welcoming for girls, and boarding accommodation constructed where not presently available.

The principle of gender equity is enshrined in the second of the PNG National Goals and Directive Principles. The DoE aim is for equity as opposed to equality. This desires an environment where there is equal opportunity for both men and women. It does not believe in quotas in all cases, although there are instances when they can be valuable. There is a Gender Equity in Education Policy (GEEP) and the Department also subscribes to the Gender Equity and Social Inclusion (GESI) Policy. The GEEP needs to be reviewed. This will be undertaken as a matter of priority **(Activity 3.1.2)**. This will be the responsibility of the National Gender and HIV/AIDS Coordinator. This is a key role that will be re-categorised. The Duty Statement will be revised during the restructuring process that will take place following the endorsement of this Plan.

Women are involved in decision making and policy determination throughout the system. However, in many cases women are included on committees only because there is a requirement that they have to include a woman **(Activity 3.1.3)**. A women NEP implementation group comprising of female members of LEG and two female DoE representative appointed by the Secretary among the SSM/TMT to monitor the progress of the plan.

The problem of women not having the same opportunity for professional development as men has diminished in recent years. However, it is important that alternative modes of learning are offered for as many courses as feasible. There should be a digital online mode, and also a full distance mode offered for all courses. This is a strategy that will allow more women to take part because it acknowledges many women's double work burden.

Equally, digital infrastructure can provide flexible alternate learning pathways, and e-libraries can give girls and others, access to learning resources that are not available due to shortages of text books.

Remote and rural schools

Minor Outcome 3.2: That by 2029 the percentage of remote schools with SLIPs will have improved as in urban and accessible areas.

A Remote School Improvement Unit (RSIU) will be established within the DoE during the restructure that will take place in 2020 **(Activity 3.2.1)**.

Currently there are on the around 200 schools, across five provinces, that are classified in the 'extremely remote category', according to the Parity and Remoteness Index (PARI). The RSIU will ensure, initially, that all schools in the PARI extremely remote category, are provided with regular inspectorial services **(Activity 3.2.2)**.

This will have two immediate effects on those school communities. First, the schools' boards of management will be able to have support with developing their SLIPs. Second, the teachers in these schools will not be disadvantaged in their ability to gain professional advancement through the inspectorial system. This is one of the reasons for teachers not wishing to serve in those schools. It is expected that the RSIU will be a voice for these remote schools and will act as an advocate to represent their interests.

The range of services offered to these schools will be expanded as the unit becomes established and staffed to cover areas such as:

- Teachers in those schools not being disadvantaged in accessing professional development opportunities.
- Improving the distribution of materials to these remote schools.
- Updated technology provided as, and when, available and feasible.
- Improving the use of the government subsidy funds for remote schools.
- Teacher deployment issues, including ensuring that schools are fully staffed, and
- Ensuring pay queries are dealt with.

Members of the RSIU will liaise with partners, such as the churches and resource developers, to consider which strategies will deliver the best services **(Activity 3.2.3)**. Memorandums of understanding (MOUs) could be drawn up as a result of these negotiations. One strategy to be considered, if MOUs are signed, would be to direct funds for development through these partners rather than using government systems.

A review of the program will be conducted in 2026, with a view to extending the program to those schools in the PARI 'very remote' category. That would include a further 1100 schools across 13 provinces.

Out-of-School Children

Minor Outcome 3.3: *That by 2029 children who have dropped out of the school system will have been provided with opportunity for education and training.*

The Out-of-School Children (OOSC) report was completed in 2018, with the support of UNICEF. An implementation plan will be put in place **(Activity 3.3.1)**. This plan will need to identify strategies that will enable, and then motivate, these children to go back to a learning situation.

The OOSC group can be split into two distinct categories that will require differing strategies. First are children who are still of primary school age and who have either dropped out of school, or have never been enrolled. This group may welcome the opportunity of being allowed to enrol again in school although, depending on age and ability, maybe not necessarily at the entry point of ECE. An accelerated curriculum will be developed for these children, following an assessment to determine where each child stands in terms of Grade level **(Activity 3.3.2.)**

The second group are those older than primary age, who will need to be strongly motivated in order to take up any training. The type of training for this group will need to vary according to their ages, and how long they have been out of the system. The types of skills that they require would be in the broad areas of income generation, small scale entrepreneurial skills, and small business training. The short courses to be offered will need to be at a time and a place that is non-threatening and convenient for the young people **(Activity 3.3.3.)**.

Strategies to minimize issues on repeat will be developed **(Activity 3.3.4)**. Special attention will be on ECE and Out-of-School Children.

Gifted Children

Minor Outcome 3.4 *That by 2029 children with identified special talent in a variety of academic and non-academic areas will be provided with the opportunity to fulfill their potential to the fullest*

The report on the proposed School of Excellence concept will be completed by 2020 with a view to the first students being enrolled in 2022 **(Activity 3.4.1)**. First, students will be enrolled, initially, in Grades 9 and 11 with only a Grade 9 enrolment from 2023. Second, convert existing National High School to become National School of Excellence. The following preparatory work will have been carried out during 2020 and 2021:

- The curriculum that will be followed
- The schools that will become Schools of Excellence
- A formal School of Excellence policy
- The identification of teachers for the schools, with overseas recruitment being undertaken if deemed necessary
- The development of supplementary tests by Measurement Services Division (MSD), to be used for selection beyond the Grade 8 examination.

In addition, efforts will be made to provide an opportunity for those with demonstrated special talents in areas that are not catered for in the current school curriculum **(Activity 3.4.2)**. The first of these areas will be in the creative arts disciplines, such as music and art, but this could also be extended to sports. These students, who initially will be small in number, would either be catered for in small specialist units established in the Schools of Excellence, or would be offered scholarships at schools in the international sector that can provide such an education. Prior to starting this program, the MSD would have to develop tests to identify those with potential in non-academic areas. This battery of tests could include the provision of folios of work from artists. Students found to excel in comprehension and understanding beyond their grade level may be allowed to skip the grade enrolled **(Activity 3.4.3)**.

Finally, in order to fully stretch those students within the regular system, Measurement Services Division (MSD) and Curriculum Development Division (CDD) will produce a bank of materials, possibly self-instructional, to be used for those students who have completed the regular assignments.

Inclusive Education

The Inclusive Education and Strategic Plan is expected to be endorsed by the Top Management Team (TMT) by the end of 2019. This plan outlines the way forward for inclusive education in the country and focuses on the development and the monitoring of some model schools.

Minor outcome 3.5: That a collaborative approach is used to institutionalise inclusive education within the school system

There are a number of organisations who are partnering the Department of Education in the implementation of inclusive education. They include:

There will be regular meetings convened amongst all of these organisations (**Activity 3.5.1**) to ensure that all partners are contributing towards achieving the same goal. This group will oversee the identification, planning, piloting and monitoring of 23 model schools that will be established to show exactly how inclusive education can be institutionalised in mainstream schools. Each of the existing Inclusive Education Resource Centres (IERCs) will be expected to nominate a school in their area to be their model school (**Activity 3.5.2**). These model schools will have IERC staff work with some of their staff. IERC staff, as well as being qualified teachers, will also be trained in one area of student disability, such as hearing, sight or learning. Their role will be to support both affected students and the other teachers in the schools.

Equipment and materials will be provided for the model schools. This will range from standard stationary equipment to more specialist equipment, such as braille machines. In addition, there is also a request for a significant amount of infrastructure, including staff housing, and some vehicles. These will not be included until there has been proper budgeting and funding support of the project for a three year period, as outlined in the strategic plan.

A teacher training program will be developed and implemented (**Activity 3.5.3**) for a number of different groups of teachers. First are those in the 23 model schools. Second are teachers from other schools who have an interest in inclusive education. Finally, there are the group support staff, many of whom have worked tirelessly for the IERCs for many years without getting any true recognition. This course will give them the opportunity to gain an accredited certificate and teach in a recognised school, provided they have the required level of academic qualifications to enter the training.

Minor outcomes and activities

Activity	Output	Outcome	Resp.	20	21	22	23	24	25	26	27	28	29
Minor outcome 3.1: That by 2029 the GPI for secondary education will have improved and women have a place on all decision making bodies													
3.1.1 To design gender sensitive school buildings	Appropriate school buildings	Greater female participation in all sectors of the education system	PPD										
3.1.2 To conduct a review of the GEEP	Reviewed GEEP		GU										
3.1.3 To ensure female participation on all committees	Female committee members		GU										
3.1.4 To introduce focal points and a referral system for women in the Department	Focal points determined		HRoD										
Minor outcome 3.2: That by 2029 the percentage of remote schools with SLIPs will have improved as in accessible and urban areas													
3.2.1 To establish and monitor a Remote Schools Improvement Unit	Unit established	Schools with SLIPs	HRoD										
3.2.2 To provide regular inspectoral services to PARI ER schools	All schools visited on a regular basis		GES										
3.2.3 To liaise with partners to improve services	MOUs		GES										

Activity	Output	Outcome	Resp.	20	21	22	23	24	25	26	27	28	29
Minor Outcome 3.3: That by 2029 children who have dropped out of the school system will have been provided with some education and training													
3.3.1 To develop an implementation plan for OOSC	OOSC Plan	Second chance Opportunities for out of school children	RED										
3.3.2 To develop an accelerated curriculum to allow children to return to schooling	Accelerated Curriculum		CDD										
3.3.3 To design short vocational courses to provide income generating skills	Applied Skills Courses		TVET										
3.3.4 To develop strategies in minimizing repeats	Strategies on repeat		PPD										
Minor Outcome 3.4: That by 2029 children with identified superior talent in a variety of academic and non-academic areas will be provided with the opportunity to fulfill their potential to the fullest													
3.4.1 To enrol students in the SoE	Number of students graduate each year	Opportunity for the gifted to excel	GES										
3.4.2 To provide opportunities for gifted children	Access for gifted children		GES										
3.4.3 To provide opportunities for accelerated learning	Accelerated learning allowed		GES										
Minor outcome 3.5: That a collaborative approach is used to institutionalise inclusive education within the school system													
3.5.1 To convene regular meetings of all partners	Regular Inclusive meetings	Inclusive Education mainstreamed	IEU										
3.5.2 To identify, plan, pilot and monitor the establishment of 23 model schools	Model schools established		IEU										
3.5.3 To develop training program for teachers in the model schools	Inclusive Training Programed		IEU										

Finance responsibilities

There is a very wide ranging set of activities that make up this Focus Area. Funding for these activities will come from a similarly very wide variety of sources.

The DoE will take responsibility for GEEP and GESI policy development, but much of the work around gender equity in the school system will rest with provinces.

It is likely that the DoE will also take responsibility for Schools of Excellence in the first instance. However, it may well be that policy initiatives will allow provinces to establish of their own such institutions.

Responsibilities

National

- Support and develop policies related to Equity Issues
- Continue to roll-out OOSC interventions
- Support interventions toward improving girls' participation in school
- Establish the Remote School Improvement Unit (RSIU)
- Develop policy for gifted children
- Strategic partnerships to strengthen education inclusiveness
- Strategies on repeaters.

Provincial

- Support and implement policies related to equity issues and interventions
- Support the work of monitoring officers, including inspectors
- Support the establishment of special schools for gifted children
- Consult regularly with key partners on inclusive education

Districts, LLGs and Wards

- Make sure schools are administered effectively and are functioning
- Assist schools to implement equity policies and interventions

School Boards

- Ensure girls are enrolled in schools
- Be proactive in implementing equity policy changes to improve school learning
- Actively encourage and support parents and the school community to provide ongoing support for their children's educational welfare
- Actively encourage community engagement to ensure that the school environment is conducive for learning

Parents and the school community

- Actively support their children's participation in education, both girls and boys
- Contribute to and take part in school activities, to ensure that the school environment is conducive for learning, including taking part in school meetings, activities and workdays

Training needs

To achieve the outcomes expected, the following training programs will need to be prepared and delivered to the proposed target groups.

No.	Program	Target group
TP3.1	Inclusive Education Administration	All teachers
TP3.2	Inclusive Education Training	All teachers

FOCUS AREA 4: TEACHERS AND TEACHING

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

The quality of teachers is the key to ensuring that the long term goal of allowing all children the opportunity of 13 years of quality education, is achieved. This Plan period will see implementation of the proposed shift from the current 3–6–4 system into one with a structure of 1–6–6 as outlined in the chapter on enrolment and staffing projections. The pace of transition to the new structure will be determined by the DoE (see Focus Area 2), and will be driven to a great extent by the ability of the system to prepare teachers to take on the responsibilities required of them under the new structure.

There will be three minor outcomes in place to prepare these teachers. The first is the pre-service program. During this Plan period this will become a part of the Higher Education system, and be under the auspices of DHERST.

The second is a program of upgrading the qualifications of teachers who will be moving from teaching at elementary and primary schools, to teaching in primary and secondary schools, respectively. Elementary teachers will also undergo Early Childhood training to teach in Prep. The Preparatory teachers are to upgrade their academic qualification to Grade 12 and, second, upgrade their teaching certificate to a diploma in Early Childhood.

The third is the in-service program, of which there are a number of aspects. The first aspect is the traditional ongoing professional development program that should be undertaken by all teachers. The importance of this program should not be underestimated because of the need for teachers to take on the implementation of the new Standards Based Curriculum (SBC).

Secondly, there is a growing requirement for schools to have specialists in different, not necessarily teaching, areas. Training opportunities will have to be provided for these. Examples of such areas might be librarianship counseling, and providing support for children with special needs and Teacher Assistants. A successful implementation of these teacher education programs will lead to a more highly qualified, and better prepared, teachers.

In addition to the need for more teachers to be prepared for working in the classroom, there is also an urgent need for school administrators to be provided with management and leadership skills. This is also noted in Focus Area 7, Leadership and Partnership.

Minor outcome 4.1 *That all new teachers have undergone an effective pre-service teacher education program*

This section concerns the traditional pre-service teacher education programs for all sectors. It is not expected that there will need to be any major expansion of the current elementary school teacher education program that has become institutionalized. The number of elementary schools teachers, who will be termed Prep Teachers, under the new structure are in the appendix. The number of Elementary prep 1 and 2 teachers required in the elementary school will fall dramatically as these classes become primary school classes to be taught by primary school teachers.

In addition to these teachers who are lost to the primary schools there will be others who either retire or leave the system for their own reasons. An average of 400 will be needed each year over the plan period to teach in the pre-school classes. There will be minimum standards set for entry but academically the entrants will be required to have achieved a Grade 12 education. They will, on completion, be awarded a Certificate. This program will be reviewed to ensure that it is consistent with the new SBC curriculum.

There will be a need to expand the number of teachers coming through both the Teacher Training Colleges and the Universities that are also producing teachers for primary and Pre-schools. The number of new teachers required each year will be in the region of 3000 by the end of the period. This figure is high because of the assumed number of teacher who retire or who leave the system voluntarily. In addition to these, there will be a large number of primary teachers who will opt to go through an upgrading program and take up the opportunity to become a high school teacher.

The teachers' colleges will come under the auspices of DHERST very early in the Plan period. This process is being overseen by a Transition Working Group (**Activity 4.1.1**). All colleges will be required

to undergo a Quality Assurance (QA) process that will cover, among other things, curriculum, lecturer qualifications, infrastructure and the availability of specialist facilities. It is intended that this QA process will guarantee the quality of the teachers graduating from the colleges. As a result of this relocation, the colleges will have far more autonomy than has previously been the case.

Indicative figures for the number of new teachers that are needed in the classroom each year are presented in the table below. These figures have been generated from the projections model, based upon assumed implementation of the 1–6–6 structure, and other variables such as teacher attrition.

Table 8: Number of new teachers required by sector and year, 2020-2029

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Pre-School	-	-	400	700	900	900	900	900	800	800
Primary	2,500	2,500	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000
Lower Secondary	600	600	600	800	800	1,200	1,200	1,200	1,200	1,200
Upper Secondary	200	500	500	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Vocational	150	240	240	240	240	240	240	240	240	240
FODE	44	60	74	90	104	118	134	148	164	178
Special Education	178	182	188	193	199	201	207	211	218	224
Total	3,672	4,082	5,002	6,023	6,243	6,659	6,681	6,699	6,622	6,642

Planning for developing the teachers colleges has, in the past, been the responsibility of the DoE, although in recent years any funding for infrastructure has been included as a part the DHERST budget. In light of the transfer of these colleges to DHERST, the DoE is now no longer in a position to plan for their future development. Future planning will be carried out by an Inter Departmental Committee that will be of similar make up to the current Transitional Working Group (**Activity 4.1.3**). This group will work with universities, colleges and their providers, to ensure that there are sufficient teachers to satisfy the needs of the system.

The primary school teacher education program will be reviewed to ensure that it is consistent with the new SBC (**Activity 4.1.2**). This will be completed early in the plan period through the joint project with the DOE, DHERST, Global Partnership for Education and JICA. The students enrolled on this course will all, over a period of time, undertake a four year program leading to the award of a Bachelor of Education. This upgrading of the courses will require that teachers college lecturers will, themselves, require further training, most are first degree holders, to upgrade their formal qualifications to a Masters level. DHERST will act as a coordinating agency for this program.

The expansion in lower secondary schools will be caused by the relocation of Grade 7 and 8 classes from the primary schools, and also the expansion of the numbers in Grades 9 and 10 so that the increasing number of Grade 8 students can complete a full secondary education. During the transition period under the 1-6-6 structure, schools that do not have sufficient facilities to absorb Grade 7 and 8 will see these grades remain in the primary schools while High school teachers will go down to Primary Schools to teach them. Gradually, Grade 7 and 8 will move to High Schools when all required infrastructure is put in place.

Elementary teaching positions will remain and will be converted and become part of Primary Schools. Elementary teachers who meet Primary School qualification will be moved into Primary Schools. Elementary teachers who do not meet Primary School qualification will be assisted to upgrade their qualifications or leave the system.

In order that targets are met, there will need to be an average of about 850 teachers trained each year through the pre-service program. This will provide them with the knowledge and teaching skills to be able to teach at least two subjects through to Grade 10, although not, necessarily, to teach the upper secondary Grades. The planning for this number of students will be carried out by the joint departmental committee, noted earlier, that will include representation from DoE, DHERST and the universities.

The growth in upper secondary is probably the biggest challenge in terms of providing a suitable number of qualified teachers. They are required to have both a first degree in their particular field as well as a teaching qualification before they start to teach. Any existing teachers with a subject degree, but not a teaching qualification, will be required to gain such a qualification. The major strategy for attracting sufficient numbers will be to recruit new graduates directly into the classroom, and require them to complete a Post Graduate Diploma in Education during their early years of teaching. In the short term, gaps in capacity of key teachers of STEM subjects will be filled through the short term recruitment of contract teachers.

There will need to be an average of about 400 upper secondary teachers trained each year to meet needs at the upper secondary level. The exact mix of subjects that will be needed is not known at present. This will be determined by a teacher supply demand study which will be conducted early in the plan period. Teachers at this level are far more likely to be offered alternative, maybe more attractive, employment elsewhere than are teachers in other sectors.

Minor outcome 4.2 *That a teacher upgrading program has been implemented*

The 1-6-6 restructuring requires that the Grade 1 and 2 classes will be taught by the existing elementary school teachers who will need to complete an upgrading course. The 1-6-6 restructuring requires that the 6 year old in prep will be taught by the existing elementary school teachers who will need to complete an upgrading course and under-go an ECE training program.

Districts and Churches will continue to partner in delivering Early Childhood Education Sector and Elementary teachers to be detached to the Early Childhood Sector. The department will be responsible, to monitor standards while training and preparing 300 ECE teachers annually from 2021 to 2022.

However, it is not anticipated that a sufficient number of elementary teachers will be able to complete their requirements on time and it is assumed that half of the new Grade 1 and 2 primary school classes will be taught by the existing primary school teachers.

An average of approximately 400 elementary teachers will need to be upgraded each year in order that targets be met. This group of teachers are, in general, Grade 10 graduates and holders of the Certificate of Elementary Teacher Training. In order that they satisfy the requirements of the Teaching Services Commission these teachers will, first, have to upgrade their academic qualifications to Grade 12 and, second, upgrade their teaching certificate to a diploma (**Activity 4.2.1**). This will then allow them to be employed, and paid, as primary school teachers. The teachers to be upgraded will be nominated by the provinces and will upgrade their qualifications through FODE. The PNGEI will develop a suitable conversion course that will be provided in a variety of modes that will ensure that women, in particular, are able to access these opportunities.

An average of about 1000 primary school teachers will need to be provided with an upgrading course each year to allow them to teach in the junior secondary grades. They will be provided with the knowledge that allied to the teaching skills that they already possess, will allow them to teach in all of the lower secondary grades (**Activity 4.2.2**). However, it would be expected that any qualifications that they do receive will be accreditable and allow them to complete their degree studies at a later juncture.

The teachers for both of these courses will be nominated by their schools, based on qualifications and performance. They will then have to be endorsed by respective Provincial Education Boards, taking into account the need for gender equity. The numbers nominated will be based on approved plans that will have taken account of the quotas for implementation provided by the DoE. To ensure that the nominees are suitably qualified, these selections will then be further endorsed by the institutions that deliver the courses.

The responsibility for paying the costs of this upgrading program will be shared. There is a good case for teachers to pay at least a proportion of the cost, because they will benefit both professionally and financially. It is also expected that the provinces, through their Education Function Grants (EFGs), the schools, through their government subsidy funds, and NGOs will also have a role to play.

Finally, there is the group of upper secondary teachers who have a first degree but no teaching qualification. They will be required to undertake studies for a Post Graduate Diploma of Education (PGDE) (**Activity 4.2.3**).

The following two tables show the numbers and the costs for these upgrading courses.

Table 9: Number of teachers to be upgraded by sector and year, 2020-2029

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Elem to Prim conversion	518	993	1,201	1,387	1,092	818	779	741	703	247
Prim to Sec conversion	0	467	1,037	1,210	1,166	1,037	1,165	1,970	2,807	1,729
PGDE	518	1460	2238	2597	2258	1855	1944	2711	3510	1976

Table 10: Teacher Upgrade Costing (K'000s), 2020–2029

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Elem to Prim conversion	2,585	4,952	5,988	6,920	5,446	4,077	3,886	3,695	3,507	1,234
Prim to Sec conversion	0	1,870	4,147	4,840	4,664	4,146	4,660	7,881	11,227	6915
PGDE	758	1,071	1,559	1,490	1,311	1,074	1,109	2,393	3,258	1,704
Total	3,343	7,893	11,694	13,250	11,421	9,297	9,655	13,969	17,992	9,853

Minor outcome 4.3 That all teachers regularly participate in a program of In-Service teacher professional development

This will take a number of forms beyond the upgrading programs, the first being regular, usually annual activities. These will include orientation for new teachers and the National and Provincial In Service Training weeks that will be funded primarily by the schools themselves as a part of the subsidy. These funds will be augmented by contributions from the provinces that will be expected to make a contribution through their EFG **(Activity 4.3.1)**. The DoE will contribute through the provision of technical assistance and materials. In recognition of the needs for STEM teachers to be prepared to teach in the senior grades a mixed mode course for Maths and Science teachers offered by the University of Technology will be re-introduced.

That all serving teachers in the country are adequately prepared to deliver the SBC and the Citizenship and Christian Values Education (CCVE) curriculum. **(Activity 4.3.2)**. Introductory workshops were conducted for all elementary and primary school teachers in 2018 and 2019. More comprehensive courses will be conducted during the early plan years in all sectors.

In addition to these regular activities, there will be stand-alone short courses that will support implementation of this Plan, by helping to improve the quality of education being delivered **(Activity 4.3.3)**. The type of courses that should be offered on a regular basis will be in areas such as: special needs education, behaviour management, and school librarianship supported by the National Library, Archives and Records Services (NLARS).

These courses will also be included in the Teacher Professional Development Plan.

There are two areas that are of particular note, and are needed to support two key initiatives that have been included in this Plan:

- Workshops that will deal with the techniques of classroom assessment. These will need to reach all teachers in all sectors as part of minor outcome 4.3.
- Workshops leading to a National Certificate 4 in Training and Assessment for all teachers and instructors working in secondary schools and vocational centres who are training students to National Certificate 1 and 2 levels.

Workshops leading to a National Certificate 4 in Training and Assessment for all teachers and instructors working in secondary schools and vocational centres who are training students to National Certificate 1 and 2 levels. The projected costs of these teachers development programs, for each level of education, over the Plan period, are shown in the table that follows.

Table 11: Projected cost for professional development by sector (K'000s), 2020–2029

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Pre-School	1195.3	1195.7	1167.2	1119.0	1051.6	996.4	952.4	904.6	862.0	816.0
Primary	3110.0	3175.3	3281.8	3344.2	3495.1	3613.0	3785.5	3953.6	4060.6	4108.7
Secondary	1100.3	1214.6	1377.6	1658.0	1897.5	2118.9	2272.9	2409.1	2714.8	3145.2
Vocational	246.1	267.9	285.6	312.9	343.6	370.9	366.4	351.5	371.8	402.0
FODE	120.0	130.0	140.0	150.0	160.0	170.0	180.0	190.0	200.0	210.0
Special Education	30.0	40.0	40.0	45.0	45.0	50.0	50.0	55.0	55.0	60.0
Total	5,801.7	6,023.6	6,292.3	6,629.0	6,992.9	7,319.2	7,607.1	7,863.8	8,264.2	8,741.9

These costs will be funded through the annual GoPNG budgets, with support from the provinces and donor partners. In addition, there will also be an annual recurrent cost. At present these costs are those of the Teacher Education Division (TED), and cover the costs of administering the Primary Teacher Colleges and the PNGEI.

Minor outcomes and activities

Activity	Output	Outcome	Resp.	20	21	22	23	24	25	26	27	28	29
Minor outcome 4.1: That all new teachers have undergone an effective pre-service teacher education program													
4.1.1. To complete the relocation of the Primary Teachers Colleges to DHERST	Colleges under auspices of DHERST	Well prepared teachers in all schools	TED DHERST										
4.1.2 To realign the pre-service programs with the new SBC	Updated primary teachers college curricula		TED DHERST										
4.1.3 To work with DHERST to develop a plan for the development of teacher education programs	Five year rolling plan for primary teacher education		TED DHERST										
Minor outcome 4.2: That a teacher upgrading program has been implemented													
4.2.1 To develop and deliver a conversion program for elementary teachers	Elementary teachers capable of teaching lower primary grades/ Prep	Teachers prepared for the 1-6-6 restructuring program	PNGEI										
4.2.2 To develop and deliver a conversion program for primary school teachers	Primary qualified teachers capable of teaching the junior secondary grades		PNGEI										
4.2.3 To provide opportunities for non-education university graduate teachers to gain a PGDE	Fully qualified first degree holders capable of teaching senior secondary grades		UoG										
Minor outcome 4.3: That all teachers regularly participate in a program of In-Service teacher professional development													
4.3.1 To support the facilitation of In-service Training activities.	Annual NIST / PIST week for all teachers	Professionally trained and In-service teachers	Provinces										
4.3.2 To prepare teachers for using a Standards Based curriculum and the CCVE	Teachers equipped with knowledge of SBC and CCVE		TED ID CDD										
4.3.3 To develop and deliver short courses for teachers and leaders in all sectors.	Set of courses prepared for teachers		TED ID CDD										

Finance responsibilities

The funding for activities in this Focus Area will come from a variety of sources. The National Government, through DHERST, will fund the teachers colleges. A large number of students are self sponsored – HECAS / TESAS.

The Provincial Governments will support the costs of the upgrading of teachers and a lot of this will also be paid for by the teachers.

Responsibilities

National

- Develop and deliver teacher education pre-service programs - DHERST
- Develop and deliver teacher professional upgrade programs - DHERST
- Develop and deliver teacher educator professional upgrade programs - DHERST
- Plan for and fund the development and maintenance of all teachers colleges - DHERST
- Fund the airfares of teachers undergoing upgrade programs
- Develop a suite of in-service modules to be used for teachers in schools at all levels of the system

Provincial

- Identify teachers to undertake upgrade programs in accordance with approved plans
- Fund or subsidise course fees for teachers undergoing upgrade programs
- Deliver a suite of in-service modules to be used for teachers in schools at all levels of the system

Districts, LLGs and Wards

- Provide logistical support for NIST and PIST week activities

School boards

- Prepare a SLIP to include teacher training needs and to support teachers undergoing upgrading.

Parents and the school community

- Identify suitable candidates for pre-school teacher training

Training needs

- In order that the outcomes expected can be achieved the following training programs, with proposed target group, will have to be prepared and delivered

No.	Program	Target group
TP4.1	Teacher professional development program	Prov ISC
TP4.2	Under upgrading program for elementary and primary teachers	Teachers
TP4.3	CCVE training program	Pre-Service & In-Service

FOCUS AREA 5: QUALITY LEARNING

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

Teaching and Learning in the national education system is offered through the newly developed Standards Based Curriculum (SBC) for the Basic education Sector and Competency Based Training (CBT) for the VET Sector.

For Basic Education, all syllabuses and teachers' guides have been developed and distributed to all elementary and primary schools at the provincial and district level.

For the VET, the CBT curriculum was developed and launched around the beginning of the previous plan (NEP 2015-2019). The CBT is now into its 5th year of implementation with none or negligible setbacks. It is due for its first review at the start of this plan period.

The ECE curriculum has been developed as well to be used in Kindergarten 1 and 2, which is majorly **'play based'**.

Whilst English remain the language of instruction, the Plan recommends that the local vernacular will continue to be taught as a subject to preserve culture and language..

The Citizenship and Christian Values Education (CCVE) curriculum was also developed to address certain behavior issues in schools. Distribution of its respective syllabuses and teachers' guides are underway. There are three minor outcomes for this Focus Area. The first focuses on the ongoing review and adapting of the curriculum, the second on supply, production and distribution of materials to support implementation of the curriculum, and the third focuses on the assessment and monitoring processes that needs to measure standards on an annual basis. CDD will ensure that all CCVE curriculum materials reach the schools in the system by the start of this plan.

Minor outcome 5.1: That the curriculum being used in schools remains current and appropriate

The Standards Based Curriculum was developed in consistent with the National Curriculum Standards Framework. The reviews will be conducted after the curriculum has been taught for three to four years. It is anticipated that reviews will be conducted every five years thereafter.

The CCVE curriculum will also undergo the same review process as the rest of the curriculum. . These will be conducted by the Curriculum Review Committee The endorsement process will follow suit under necessary high-level proficient comprehensive analysis by the appropriate Board of Studies.

Support materials needed by schools to tackle disaster risk reduction in education will continue to be produced. These materials have been incorporated into the Social Science and Community Living aspect of the SBC Curriculum and will reflect the increasing effects of climate change in Papua New Guinea **(Activity 5.1.5)**. This particular inclusion into will be supported by UNICEF. Teachers will be expected to incorporate this material into the appropriate sections of each curriculum.

An Early Childhood Education curriculum has been developed for the 4, 5 and 6 year olds. Syllabuses and teacher guides are being worked on currently and should be available for distribution by the start of the plan.

The Primary School SBC has been developed and completed. Distribution of curriculum material with syllabuses and teacher guides has been distributed system wide with a few schools yet to receive. CDD will continue to follow up with the contractors that were engaged in the distribution of the curriculum materials to make sure that they reach all the schools in the system by the beginning of this plan.

Work has also commenced on the development of the secondary school SBC curriculum with curriculum materials, syllabuses and teacher guides and is expected to be completed and ready for distribution at the start of this plan. CDD will continue to take the lead in ensuring a timely system wide distribution to schools within that sector. The Plan is determined to have all that accomplished within the first year of the plan period.

The FODE curriculum has been realigned with that of the general education system, although the students still sit for separate examinations. The examinations will be aligned from 2023. At this point the curriculum officers from FODE will be reassigned to work with the Curriculum Development Division (CDD) to ensure this change is adamant.

The Competency Based Training (CBT) VET curriculum has been developed and rolled out in all VET institutions in the national education system. Review will be undertaken by the Curriculum Review Committee every 5 years dependent on shifts in the industrial climate and endorsed for implementation by its respective Board of Studies.

Minor outcome 5.2: That sufficient textbooks are produced, procured and distributed to achieve one textbook per child policy

This Minor outcome relates to textbooks and support materials for both students and teachers. The DoE will procure, print and distribute student and teacher materials for all schools, as funds become available. The CDD operates a printing facility that will be used for small runs of curriculum documentation, but for most cases, printing will be outsourced.

Textbooks will in the meantime, be purchased directly from the publishers overseas. In all other cases CDD will ensure that all learning materials meet the interests of both girls and boys. This process will be included in a National Textbooks Policy that will be developed with emphasis on one textbook per child **(Activity 5.2.1)**. In future, the writing of textbooks will be contracted out by the CDD. The process will be similar to that used in the production of the lower school science and math books, which were supported by the Government of Japan, and which involved many Papua New Guineans, including teachers, in the writing of its lesson contents. The mode of distribution will be determined on a consignment by consignment basis **(Activity 5.2.2)**. The preferred option would be to deliver door to door. The bulk of materials will be delivered to the district or the cluster, funded by the DoE. The responsibility for delivery to the school from the cluster or the district will rest with the school, using subsidy or the province, using EFG funds, respectively. The policy relating to this, the Procurement and Distribution Policy, 2011, will be reviewed and amended in 2020 to ensure that responsibilities related to distribution are clearly laid out **(Activity 5.2.3)**. The Provincial Materials and Supply Officers (PMSOs) in each province will be liaised with closely in all aspects of distribution. There will be increasing demands for equipment for subjects such as science and the other STEM subjects, as the new reform is being rolled out. These subjects will be offered, and will be taken by both girls and boys. The CDD will prepare a list of the items required for these subjects. They will be supplied as a kit **(Activity 5.2.4)**.

Minor outcome 5.3: That a sustainable national examination and assessment system has been established for use in all schools

This Minor outcome is about the system of national examinations and the monitoring of standards, both nationally and within the classroom.

There are currently national examinations at Grades 8, 10 and 12. The long term objective is to have just one exit point, Grade 12, and so the Grade 8 and Grade 10 examinations will be used to measure and monitor students learning. The Grade 10 and 12 examinations will both continue throughout the Plan period. They will be reviewed on a regular basis and realigned, if necessary, with the new SBC **(Activity 5.3.2)**.

The FODE curriculum has been realigned with that of the formal system, and from 2023 FODE graduates will receive the same certificate as those in the mainstream schools **(Activity 5.3.3)**. Standards will be monitored on a regular basis at both the national and regional levels.

The regional Pacific Islands Literacy and Numeracy Assessment (PILNA) will continue to be administered every three years. It is valuable as a measure of PNG standards against those of other Pacific Island countries. Eventually, the country will participate in global large scale assessment surveys, such as the Program for International Students Assessment (PISA), the Trends in International Maths and Science Study, and the Progress in International Literacy Study.

The Curriculum Standards Monitoring Test (CSMT) will be reintroduced at Grades 3, 5, 7 and 9 **(Activity 5.3.4)**. Test development will follow the process of item writing, field testing items, scoring and data entry, and item selection based on analysis of individual items (questions). Testing started at Grades 5 and 7 from 2018, and this will be extended to the other Grades during the Plan period. The inspectors will be used to train the head teachers in the administration of these tests.

During the Plan period a sustainable standardised learning assessment system will be established to promote consistency in internal assessments at the school level. School based assessment has long been considered a weakness in the teaching and learning process. These weaknesses will be addressed by developing a program to support all teachers (Activity 5.3.5). This will follow a review and amendment, if necessary, of the National Assessment Policy of 2003. The Assessment Handbooks for both primary and secondary teachers will be revised. Item banks of questions, for all grades and all subjects, will be trialed and verified, and then produced and distributed. A training program will also be provided.

Minor outcome 5.4: That schools will be able to access teaching and learning materials electronically utilising appropriate technology

There is an e-Learning Division (ELD). It works closely with a number of other divisions, including principally the CDD, to produce and distribute instructional programs and materials on a variety of different platforms, to schools and other education institutions (**Activity 5.4.1**). The platforms include radio, TV and DVD, and materials that have been produced off-line for Grades 6, 7, 8, 11 and 12. This will be extended to all grades and all subject areas, and the information will be available on tablet. A library of audio programs will be digitised and placed on the DoE web site, or on DVDs, for distribution. On the technical side, the Division will work closely with the Information and Communication Technology Division (ICTD) and UNESCO to complete an ICT Policy and Plan, e-Learning Policy Framework and Infrastructure Plan for connectivity (see Activity 8.3.4). These will guide the development of ICT across the entire education system, both in and out of schools.

There are about 2000 schools in remote areas that will receive the Enhancing Quality in Teaching through TV Programs (EQUITV) package. This includes a power source, DVD player, dish, and resource book, as well as the TV (**Activity 5.4.2**). There are still about 1000 schools to be reached. Other platforms will be investigated, particularly the use of multimedia projectors and DVDs, rather than just the TV. The model lessons can be uploaded to the DoE website as reference material. The long term goal is for the DoE to be able to provide access to all content through the DoE web site. This will require uploading of all the radio and TV programs, as well as written material. There will be need to significantly improve Internet connectivity for this to happen.

Materials are also likely to be provided off-line for this Plan period. Concentration will be on disseminating material onto off-line platforms (**Activity 5.4.3**), and supporting the FODE in their efforts to provide materials electronically.

Minor outcomes and activities

Activities	Output	Outcome	Resp.	20	21	22	23	24	25	26	27	28	29
Minor outcome 5.1: That the curriculum being used in schools remains current and appropriate													
5.1.1 To review and revise the elementary curriculum to include CCVE	Elementary curriculum revised	An up to date and inclusive curriculum	CDD										
5.1.2 To review and revise the lower primary curriculum to include CCVE	Prep, G1, G2 revised curriculum		CDD										
5.1.3 To review and revise the upper primary curriculum to include CCVE	Gr 6-8 curriculum revised		CDD										
5.1.4 To review and revise the secondary curriculum to include CCVE	Gr 9-12 curriculum revised		CDD										
5.1.5 To develop emergency in education materials	Disaster & Emergency curriculum endorsed by Board of Studies		CDD										
Minor outcome 5.2: That sufficient textbooks are produced, procured and distributed to achieve one textbook per child policy													
5.2.1 To conduct a review an update of the National Curriculum Distribution Policy	National Curriculum Distribution Policy updated	Better equipped classrooms to facilitate better learning outcomes	PPD										
5.2.2 To develop a National Textbook Policy.	National Textbook Policy		CDD										
5.2.3 To distribute all locally produced syllabus and teacher guide.	Access to locally produced syllabus and teachers guide		CDD										
5.2.4 To prepare kits for the teaching of science and practical subjects	Practical subjects teaching kits		CDD										

Activities	Output	Outcome	Resp.	20	21	22	23	24	25	26	27	28	29
Minor outcome 5.3: That a sustainable national examination and assessment system has been established for use in all schools													
5.3.1 Phase out selection based examination	Eliminate system of examinations for selection	An effective administration of examination and assessment system	MSD										
5.3.2 To administer all aspects of the SCE and the HSCE	Improved administration of school examinations		MSD										
5.3.3 To align FODE certification with that of mainstream schools	FODE is competent with the main system		MSD FODE										
5.3.4 To administer the CSMT	Increased number of grades sitting for CSMT		MSD										
5.3.5 To support in school assessment of student learning	Programs to support teachers on student assessment.		MSD										
Minor outcome 5.4: That schools will be able to access teaching and learning materials electronically utilising appropriate technology													
5.4.1 To Support teaching and learning through the use of media & technology	Improved teaching and learning	Improved accessibility and use of electronic teaching and learning materials	e-LD ICT										
5.4.2 To develop e-Curriculum lesson and programs	Availability of E Curriculum in School for teaching		e-LD ICT										
5.4.3 To upload teaching and learning materials to the website and appropriate platforms	Electronic copies of teaching and learning materials accessed		ICT e-LD										
5.4.4 To train teachers to use appropriate ICT for sharing and accessing information	Interactive teaching and learning		e-LD ICT										

Finance responsibilities

The funding for activities in this Focus Area will come from a variety of sources.

- The GoPNG Development budget provides significant amount of funding for the purchase of text books.
- Donor partners have a long history of supporting curriculum and this might expect to be continued. In particular the Government of Japan has supported in the areas of science and maths.
- Provinces will contribute through the expenditure of their EFG funds for the procurement and distribution of school materials.

Responsibilities

National

- Review and revise the curriculum
- Develop climate change curriculum support materials
- Develop specialist kits for Grades 7 and 8 in growing schools
- Advise schools on textbooks to be used to implementing the curriculum
- Administer all aspects of the national examinations

Provincial

- Facilitate the transport of curriculum materials from provincial centres to schools.
- Budget EFG money on textbook and other teaching materials for schools.

Districts, LLGs and Wards

- Facilitate the transport of curriculum materials from district centres to schools.

School boards

- Prepare SLIPs to include the annual purchase of curriculum documentation and the transportation of school materials.
- Facilitate purchase of electronic materials for use in teaching and learning.

Parents and the school community

- Ensure schools are operational.
- Support the standard learning of the children.

Training needs

To achieve the outcomes expected, the following training programs will need to be prepared and delivered to the proposed target groups.

No.	Program	Target group
TP5.1	Classroom testing	All teachers
TP5.2	Induction training for PMSOs	PMSOs
TP5.3	Editing skills	CDD staff
TP5.4	Updating printing skills	CDD printers
TP5.5	Data Analysis	CDD staff
TP5.6	Specialist training	e-Learning Division staff

FOCUS AREA 6 : EDUCATION PATHWAYS

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

The technical colleges will be relocated to DHERST during the early years of this Plan, so this Focus Area will largely deal with vocational education and training, the introduction of accredited trade courses into the secondary school system, and the future of FODE, and the National Literacy and Awareness Secretariat (NLAS).

The restructuring of the school system is to give an opportunity of 13 years of education and training. The standard pathway would be to complete Grade 12 in the secondary schools and attain an academic certificate, but there are other effective pathways that may be more suitable for other. These people will continue through FODE and vocational pathways. These pathways serve multiple goals and allow people to gain an academic qualification as well as obtain a trade certificate.

The tables that follow illustrate the projected transition by various education pathways.

Table 12: Projected grade 9 transition by various education pathways, 2020-2029

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Mainstream Grade 8-9	71151	84,097	98,980	108,092	120,893	124,624	146,719	153,721	170,491	147,314
Vocational	6,000	6,334	7,119	7,643	8,102	8,419	9,016	9,696	10,257	10,005
FODE	2,299	2,484	2,614	2,683	2,747	2,044	2,468	2,583	2,470	2,480

Table 13: Projected grade 11 transition by various education pathways, 2020-2029

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Mainstream Grade 10-11	29,847	34,716	40,368	50,699	63,191	72,853	85,800	92,900	114,613	125,575
Vocational	2,000	2,111	2,373	2,548	2,701	2,806	3,005	3,232	3,419	3,335
FODE	3,448	3,726	3,921	4,024	4,120	3,066	3,702	3,874	3,705	3,720

Making vocational education as part of the formal system will see students opting for skills education. The students who wish to continue with their academic studies while at the vocational centers will be encouraged to do so through FODE. In this plan period it is anticipated that all Local Level Governments will have a high school that offers both vocational and FODE courses to people in its locality.

The objective for Technical Vocational Education and Training (TVET) is that, as much as is possible, the technical colleges will offer National Certificate (NC) 3 and 4 qualifications. This will mean, in general, that students will complete the NC1 and NC2 courses at either the vocational centres or the secondary schools. A small number of centres may be able to offer NC3 courses. These will largely be in the nontrade areas and be offered in urban centres. It may also be the case that some technical colleges may offer NC5 programs. The higher level courses will be carried by the Polytechnic Colleges and the University of Technology. For most traditional trades, NC3 is usually the level required to be recognised as a qualified trades person. Despite the moving of the colleges to DHERST, the pathway from vocational centres into the technical colleges will still be open. The first minor outcome will be to enhance this pathway, and by doing so allow the colleges to concentrate on the higher level courses.

Minor outcome 6.1: *That there is strong articulation between vocational centres and technical colleges.*

The colleges will move over to DHERST's authority very early in the plan period (**Activity 6.1.1**). This process will be facilitated by a joint Departmental working group. This group will be responsible, among other things, for ensuring that the colleges are prepared for becoming largely autonomous. and that plans are in place for the expansion of the technical college system.

There are only a relatively small number of vocational centres offering NC courses. This number will be increased through a program of centre rehabilitation (**Activity 6.1.2**). It will use the work carried out in six provinces by the European Union funded HRDP2 program as a model. The target of having one vocational centre in each district still stands, and they will offer NC1 and NC2 courses by the end of the Plan period. A curriculum audit will be conducted early in the period to determine what is taught, and the capacity of

these centers to offer the National Certificate Courses. This will take into account the possibilities for job placement in each of the provinces. There is still a great reluctance for parents and students to opt for vocational centre training, rather than a more traditional academic education, even though the student may be much more technically inclined.

In order to gain a place in a technical college, students must have achieved an NC2 certificate and have gained matriculation. To ease the pathway, efforts will be continued to allow students at vocational centres to have the opportunity to continue with their academic studies (**Activity 6.1.3**), either through formal classroom lessons, or by undertaking FODE courses. The fact that FODE courses and examinations are now exactly the same as the regular secondary school courses, should make this pathway more attractive to parents and students. The second of the minor outcomes is to improve the provision of National Certificate courses in the secondary school system. The technical high schools established to date have met with mixed results.

There have been some successes but these have usually been with the softer trade subjects such as tourism and hospitality. These courses fit rather more neatly into the daily routine of a secondary school in that they do not need large blocks of time and can largely be taught in regular classrooms without the need for expensive workshop areas and equipment.

Minor outcome 6.2: That certifiable trade courses have been introduced into secondary schools.

Efforts to teach the more traditional trade areas such as mechanics or the building trades have not been so successful. This is for two main reasons that have yet to be resolved. First is that the teachers in the Secondary School system do not have the trade qualifications to be eligible to deliver National Certificate programs. No teachers in the system have the mix of trade qualifications, trade experience and academic qualifications that TSC require. Second, the vast majority of schools have not got either the facilities or the equipment that are required to be eligible to deliver training for National Certificate qualifications.

Finally, it has to be recognised that these courses are very expensive to run because they need smaller class sizes, as well as adequate facilities and equipment. In light of the problems that have been faced, there will be no further attempts to introduce these more traditional trade areas directly into the secondary schools. Instead, an alternative strategy will be put in place to provide opportunities for students to be able to gain an accredited trade certificates while attending a secondary school. Secondary schools will be encouraged to form partnerships with existing TVET institutions that have staff and facilities available to train students at the NC1 and NC2 trade course levels (Activity 6.2.1). This addresses the issues of both available resources and teacher preparedness, and may also provide encouragement for more girls to enroll on such courses. The twinning arrangements would usually be between institutions that are close to each other. These will often be in urban settings, but there are examples in some rural districts. In some instances, probably with adjoining campuses in the rural areas a secondary school and a vocational centre could be combined into one institution. It is recognised that not all secondary schools will be able to arrange for such a twinning arrangement, and that alternative strategies will need to be developed for students attending these schools.

Students will spend one full day each week at the vocational institution for their elective trade subject, and the remaining four days will be allocated for the core academic subjects. This will allow an NC1 to be completed in Grades 9 and 10, and an NC2 in Grades 11 and 12. These twinning type arrangements could also stretch to secondary school staff being used to support any academic subjects being taught in vocational centres, either formally or through FODE.

Teachers who are currently working in the secondary schools will be provided with the opportunity to both undertake the training required to work in a competency based training environment (**Activity 6.2.2**), and to gain industry experience if appropriate (**Activity 6.2.3**) The position of a Competency Based Training and Assessment (CBTA) coordinator should be created during the restructuring that will take place following the relocation of technical education to DHERST. The concept of concentrating all such training in one location should be considered.

Minor outcome 6.3: That by 2025 short courses will be offered by vocational centres in all districts

The main thrust of development in the vocational centres will be for them to be offering nationally accredited courses based on the National Qualifications Framework (NQF). However, it is recognised that many centres will not be in a position to deliver such courses, and that such a move would be a major deviation from their traditional role. These centres, largely in the rural areas, have for many years specialised in running full time non-accredited courses for school leavers. They have also provided short term training courses for people in their communities.

These short courses have also not been accredited, have not had any qualifications required for entry, and have been for varying lengths of time ranging from just a few hours to regular sessions for one afternoon a week for a term. The aim of these courses has been to provide participants with income generating skills that are specific for their particular area.

Short courses will continue to be delivered by the centres (**Activity 6.3.1**). The centres themselves, with the Vocational Centre Coordinators, will be responsible for determining the courses that are best suited for their area, and then for marketing them. The courses that are chosen will provide skills that only require the type of tools and equipment that would be readily available in the community. Although responsibility for the business and technical colleges will pass over to DHERST, the DoE will retain a certain number of positions in order to service the vocational centres. Amongst these positions will be a capacity to design simple skills courses, and to produce accompanying simple teaching materials and instructor guides. They will also be able to support any centres that wish to develop their own courses (**Activity 6.3.2**).

They will also be able to support any centres that wish to develop their own courses (**Activity 6.3.2**). Many of these short courses will be run by the vocational centres themselves, but efforts should be made to allow other training providers to also use those facilities in a responsible manner. This will ensure that the most use possible can be made of workshops and other scarce facilities (**Activity 6.3.3**). The final minor outcome is to expand the breadth of Flexible Open and Distance Education (FODE) by offering the course in a secondary school. This will mean that, by then, a large number of the traditional FODE clients will be completing secondary education.

Minor outcome 6.4: That the breadth of courses offered through the FODE has expanded

The FODE has a long established and strong network of provincial and district offices and has proved that it has the institutional knowledge to sell and administer distance education programs. FODE has traditionally had three different groups of clients. The first are those who have left the formal system following an examination, the second are those wishing to upgrade their Grade 10 or 12 marks and finally there are those working class people who may wish to upgrade from Grade 10 to Grade 12. These includes elementary and primary teachers.

Table 14: Projected FODE enrolment by gender, 2020-2029

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Male	12,989	14,000	15,139	15,600	16,000	10,442	12,679	13,000	12,701	12,402
Female	10,000	10,840	11,000	11,226	11,468	10,000	12,000	12,825	12,000	12,400
Total	22,989	24,840	26,139	26,826	27,468	20,442	24,679	25,825	24,701	24,802

To date, with exception of some business education courses from a few years ago, the courses on offer have all been traditional secondary education courses. The FODE curriculum has now been aligned with that being used in the general education system although the examinations are still different. The examinations will be aligned by 2023 (**Activity 5.3.3**) and students completing their education through FODE will receive the same certificate from that time. It is expected that this will put an end to the public perception that a FODE certificate is of less value and of lower quality than a regular Grade 10 school certificate. At the time that there is a complete alignment, the officers currently working within the FODE curriculum and assessments unit will be redeployed to CDD and MSD.

Table 15: Projected number of FODE teachers by gender, 2020-2029

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Male	25	25	33	33	40	42	43	44	47	50
Female	24	24	30	32	32	35	36	39	45	49
Total	59	59	63	65	72	75	79	83	92	99

Table 16: Projected FODE students by courses, 2020-2029

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Existing Curriculum Grade 7-10	40%	39%	39%	38%	38%	37%	37%	36%	36%	35%
Matriculation studies program	51%	50%	50%	49%	49%	48%	48%	47%	47%	46%
New aligned curriculum Grade 7-10	6%	7%	7%	8%	8%	9%	9%	10%	10%	11%
New aligned curriculum Grade 11-12	3%	4%	4%	5%	5%	6%	6%	7%	7%	8%
Total subject enrolment	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Source: FODE Report 2017

It will expect to continue the growth in matriculation level students (**Activity 6.4.1**) and to further develop links with the vocational schools (**Activity 6.4.2**). In addition, FODE will look into offering practical component of the secondary school courses (**Activity 6.4.3**). Examples of such courses might be the upgrading programs for teachers that will be designed by the Teacher Education Division. FODE could administer the delivery of these programs using the systems that are already well established.

A review of FODE will be conducted in 2022 to determine the future of the institution, and to consider making the institution a Division of its own within the DoE or even becoming autonomous (**Activity 6.4.4**).

The table below illustrates the proposed FODE expansion policy to have resources in each district.

Table 17: Projected FODE in districts and high schools, 2020-2029

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
FODE in Districts	22	39	56	72	89	-	-	-	-	-
FODE in High Schools	0	73	146	218	291	320	352	387	426	469

The **National Literacy and Awareness Secretariat** (NLAS) is a part of the TVET wing of the DoE. This is logical in the sense that they provide an education pathway that is an alternative to the formal education system. However, its place will be reconsidered during the restructuring process. The focus of the NLAS is on those with no education. Activities are run in all provinces and most districts in the country. The NLAS has a wide network of partners in all of these areas who assist them with providing classes in literacy and lifelong learning. This network of community contacts includes women's groups, church groups, NGOs in general, and individual volunteers. They also have strong links with DfCDR.

The **National Literacy and Awareness Council** (NLAC) is the body that is responsible for determining policy and guiding implementation and monitoring of NLAS activities. In order for the work of both the NLAC and the NLAS to continue, both must be supported and funded appropriately.

Minor Outcome 6.5: That the operations of the National Literacy and Awareness council is regenerated

The NLAC has been dormant since 2004. There are 12 members proposed who have been approached with regard to taking up a position on the Council. More than half of them come from outside Port Moresby because the bulk of the work of the Council is in the provinces and the districts. There needs to be funding made available for this Council (**Activity 6.5.1**) to meet twice each year so that they can determine policy and guide implementation and monitoring of NLAS activities. They will require approximately K1 million annually to be able to carry out their functions effectively. The first task for the NLAC will be to update the National Literacy Policy that dates from 2000 (**Activity 6.5.2**). The second task is to coordinate adult literacy programs in all provinces (**Activity 6.5.3**).

Minor Outcome 6.6: That a Out-of-School program for youths is carried out by 2022

One of the main target groups of the NLAS, as noted in the National Literacy Policy, is the Out-of-School Youth. Three strategies were put forward in this Policy. They were:

1. Facilitate programs that teach numeracy skills of reading and writing in their vernacular and or in a national language that they speak
2. Incorporate life skills into their literacy programs
3. Help design practical and sustainable programs in such a way that out of school youth are prepared and encouraged to lead a productive and meaningful life by becoming self-employed in the village or by seeking paid employment.

Minor outcomes and activities

Activities	Output	Outcome	Resp.	20	21	22	23	24	25	26	27	28	29
Minor outcome 6.1: That there is strong articulation between vocational centres and technical colleges													
6.1.1 To ensure smooth transition of Technical and Business Colleges to DHERST	Autonomous colleges answering to DHERST	An easier pathway from vocational centre to technical college	TVET										
6.1.2 To develop further vocational centres offering NC1 and NC2 courses	More students gaining nationally accredited trade certificates		Provinces										
6.1.3 To develop academic options within vocational centres	More students able to do both academic and trade subjects a vocational centre		Provinces										
Minor outcome 6.2: That certifiable trade courses have been introduced in certain selected secondary schools													
6.2.1 To twin secondary schools with TVET institutions to provide NC 1 and 2 courses	More Secondary School students gaining nationally accredited trade certificates	A greater range of opportunities for secondary school students	Provinces										
6.2.2 To provide training in CBTA for secondary school teachers	Secondary School teachers able to teach competency based training courses		TVET										
6.2.3 To provide industry experience where appropriate for secondary school teachers	Secondary School teachers able to teach competency based training courses		TVET										
Minor outcome 6.3: That by 2025 short courses will be offered by vocational centres in all districts													
6.3.1 To run short skills development courses in vocational centres	Courses available for use by the community	A range of applicable short courses offered	Voc. Centres										
6.3.2 To develop and document short skills development courses	Short courses curriculum		TVET curriculum										
6.3.3 To better utilise TVET institution facilities	Full utilisation of TVET facilities		TVET Admin										
Minor outcome 6.4: That the breadth of courses offered through the FODE has expanded													
6.4.1. To establish matriculation centres in province	22 matriculation centers by 2024 at an average annual rate of 4	Increase number of relevant and appropriate FODE courses offered	FODE										
6.4.2. To extend partnership with District and High School	89 districts by 2024 at an average annual rate of 17 and 469 high school by 2029 at an average annual rate of 300		Provinces										
6.4.3. To explore possibilities of offering practical component of secondary school courses	FODE offering practical and skills education with support from conventional school system		FODE										
6.4.4. To conduct a review of FODE	Realigning of FODE to main education system		GES										
Minor outcome 6.5: That the operations of the NLAC is regenerated													

Activities	Output	Outcome	Resp.	20	21	22	23	24	25	26	27	28	29
6.5.1. To ensure NLAC meet on a regular basis	4 minuted meetings each year	An active NLAC	NLAS										
6.5.2 To update the National Literacy Policy	Policy endorsed by NEC		NLAS										
6.5.3 Develop adult literacy programs	Adult literacy program		NLAS										
Minor Outcome 6.6: That a lead role in the Out-Of-School program is carried out													
6.6.1 Community - based life skills modules	Communities participate in establishing local literacy/numeracy, livelihoods, and life skills training opportunities	Through multiple available pathways offering quality education and training, PNG individuals and communities are productive and self-reliant	Community Development										
6.6.2 Basic & advanced literacy/numeracy	Multiple pathways made available & Provincial Resource Centres established		NLAS										
6.6.3 Preparation courses for FODE & TVET	Learners gain the foundational knowledge and skills needed to succeed in further education or training		TVET & FODE										
6.6.4 Instructor recruitment and training & Teacher mentoring	Qualified, professional PNG adult educators trained and deployed		NLAS										
6.6.5 Course materials development/printing	Flexible, relevant curricula developed for literacy, livelihoods, and life skills		CDD/ FODE										
6.6.6 Staff recruitment	Operational systems/ procedures for program administration developed		HRoD/TSC										
6.6.7 Technical assistance and training	Professional development pathway established for youth/ adult educators		PPCC/ TVET										
6.6.8 Appropriate Monitoring and Assessment framework	Learner assessment and program monitoring systems in place		TVET/ FODE										

Finance responsibilities

Provinces will be responsible for funding the vocational centres and establishing the twinning arrangements between secondary schools and vocational institutions. FODE is the responsibility of the DoE. Provinces and other institutions will be responsible for establishing registered study centres and for ensuring that there is nationwide access to distance education services.

Responsibilities

National

- Review and revise policy related to trade subjects in secondary schools
- Develop trade course 'kits' to be purchased by schools
- Utilise FODE systems in many different ways
- Increase access to youth and adult education and training through multiple, flexible pathways
- Provide quality youth and adult education, literacy, livelihoods and life skills training
- Improve the capacity of PNG's education system to deliver youth and adult education and training

Provincial

- Develop plans to introduce National Certificate courses in vocational centres
- Identify secondary schools and vocational centres to be twinned
- Identify vocational centres to offer National Certificate courses
- Introduce academic program options in vocational centres

Districts, LLGs and Wards

- Ensure that their district has one vocational centre

School boards

- Establish appropriate twinning arrangements between secondary schools and TVET institutions
- Market vocational centre courses at primary and secondary schools
- Prepare a SLIP that includes the purchase of 'trade kits' required to train at the NC level

Training needs

To achieve the outcomes expected, the following training programs will need to be prepared and delivered to the proposed target groups.

No.	Program	Target group
TP6.1	Training to deliver and assess CBTA	Vocational teachers
TP6.2	Training on FODE curriculum writing	FODE teachers
TP6.3	Education Leadership training for Vocational and FODE Administrators	Managers

FOCUS AREA 7 : LEADERSHIP AND PARTNERSHIP

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

In order for quality education to be delivered, there must be qualified and competent teachers in the classrooms. They must be able to work in a healthy and conducive environment and teach a relevant curriculum. These are all aspects of education that can be influenced significantly by decision makers and planners at the national and at the provincial levels. Successful implementation in the classroom, however, largely depends upon the quality of management and leadership at the local level.

Three main strategies will be put in place to ensure sound local management. First, there will be appropriate training for school leaders, both school heads and those involved with the governing bodies of schools. Second will be an effective system of monitoring and evaluation through SLIP. Finally, the local communities will be empowered to play a role in running their schools.

There are five minor outcomes in this Focus Area to support these strategies.

Minor outcome 7.1: *That opportunities have been provided for school leaders and governing body officials to receive leadership and management training*

The Teacher Professional Development programs described in Focus Area 4 concentrates on providing support for teachers to improve implementation of the curriculum. The activities for this minor outcome will complement those, by helping to improve the management and administration of education institutions.

There will be a number of modes of training programs. The first will be short courses (**Activity 7.1.1**). It is anticipated that funding for these programs will usually come from provinces, through their Education Function Grants (EFGs), or from schools who will be able to use their Government Subsidy funds. Some of these courses will be designed to be induction courses to prepare new head teachers to take on their new roles. They will be run on an annual basis (**Activity 7.1.4**). New head teachers will need to be provided, first, with the knowledge and the skills to be able to conduct inspections of teachers for registration purposes. Second, they will be required to understand how the School Learning Improvement Plans (SLIPs) are developed, reviewed and then implemented. These induction courses will be accompanied by a Head Teachers Handbook that they will be able to use as a resource throughout their career. The Financial Management workshop should be repeated on a regular basis.

The second mode will be based upon that used during the successful Financial Management workshops held in 2018. This program of training used a training of trainers approach, with courses delivered at the district level by inspectors (**Activity 7.1.2**). This enabled a very large number of participants to benefit from the course in a cost effective manner. Such large scale training will usually be undertaken by the Department of Education, with project support from either Government or development partners. Other areas to be covered might include planning and budgeting, and behaviour management.

Finally, there are the full time degree courses (**Activity 7.1.3**) that are offered by the University of Goroka and the PNGEI. Participants are enrolled annually. They are mainly serving members of the teaching service who are self-sponsored, but often have some type of support from their provinces. Provincial support is usually in the form of allowing them to remain on the payroll while they are studying.

Minor outcome 7.2: *That inspectors have provided professional support to all schools on a regular basis.*

The role of the inspectors is critical for effective monitoring of what is happening in schools. This is of added significance at the moment as the schools are beginning to implement the Standards Based Curriculum (SBC). The Inspectorate Review of 2005/06 should be revisited with a view to empowering inspectors. The number of inspectors has remained constant for a number of years and the teacher to inspector ratio is now at unacceptable high rate of 220 in primary and 240 at the secondary level. Additional inspectors will be recruited annually so that the ratios are maintained at 180 throughout the system (**Activity 7.2.1**).

To attract high quality candidates to inspector positions, the level of the positions will be upgraded by one level. This is to offset the increases in salaries and allowances that have been awarded to head teachers in recent years. An orientation program will be run for all new inspectors on an annual basis **(Activity 7.2.2)**. This program will use the information gathered for the Inspector Handbook. This will be produced at consultative meetings that will be run with support from UNICEF. Similarly there should be an orientation course run for all new teachers as a part of the ongoing professional development program. This would be run by school heads with support, where necessary, from inspectors.

In order to support inspectors with assessing schools, a National Quality Schools Standards Framework (NQSSF) has been developed. Inspectors will start using this tool at the start of the Plan period. This NQSSF covers 64 indicators in each of four standards and sixteen components **(Activity 7.2.3)**.

In recent years the funding for the inspectors has been totally inadequate, As a result, in some cases only schools in or near provincial and district centres have been visited. Many inspectors have been dependent upon funds from the provinces, as a part of the EFG, and in some case from the schools themselves. This is a situation that will be resolved in a number of ways.

First, although there has always been a desire to visit all schools at least once each year, this is clearly not a realistic target. Provinces will be looked at individually, and a decision will be made relating to the frequency of visits to remote schools. The decisions will be based on the Parity and Remoteness Index (PARI) category of schools. The Index categorises schools as Highly Accessible, Accessible, Remote, Very Remote, and Extremely Remote. Some schools may only be visited once every three years, for example, but these schools will be advised of such arrangements. **(Activity 7.2.4)**.

Second, following consultation with the provinces, the funding of the inspectorate will become a shared responsibility. One option is for the DoE to be responsible for all secondary and vocational inspectors, while the provinces would be required to support the basic education inspectors through their Education Function Grants and other internal revenue. A second option would be for the provinces and districts to be responsible for everything except for personnel emoluments.

Finally, following a review of the Government subsidy funds it is expected that a certain percentage of these funds will be set aside to ensure that the school subsidy is having a positive impact on the quality of education being provided. One of the components of this support will be the funding of the Inspectorate **(Activity 7.2.5)**. In particular, these funds will support the development of SLIPs.

Minor Outcome 7.3: That all schools are actively engaged in the development, management and sustenance of SLIPs

The SLIP is the main vehicle for school planning and development. The SLIP Policy provides the legal guidelines for schools to use when developing their SLIPs. School funds must be budgeted carefully to ensure greatest impact on their students' learning.

Inspectors will continue to provide technical support to review and update the plans, for both internal and external reviews **(Activity 7.3.2)**. This will be part of the new Inspector Induction Training **(Activity 7.2.2)**, so that inspectors will be competent and confident in providing training for head teachers **(Activity 7.3.1)**.

The SLIP will be revived, expanded and sustained **(Activity 7.3.3)** in accordance with the SLIP Policy, throughout the Plan period.

Minor outcome 7.4: That community participation in education has had a positive impact on schools performances

Community engagement can be a driving force for student success. Parents, educators, church, and communities' partnership are a shared responsibility and reciprocal process whereby schools and other community agencies and organizations engage families in meaningful and culturally appropriate ways.

Community partnership includes every formal arrangement a school can make with an individual, association, private sector organization or public institution to provide a program, service or resource that will help support student achievement. To foster Early Learning, communities will play a major role in the establishment and management of ECE.

In 2012, a Parent for Quality Education program was carried out in partnership with the Church Education Secretaries. The program was never sustained by the department due to financial constraints. A manual for school community partnership will be developed to assist schools to engage in partnership programs. **(Activity 7.4.1)**, a training of trainers manual will be written as a companion of this document **(Activity**

7.4.2). The provinces themselves will then be encouraged to run courses for their schools. The program will encourage parent teacher conferences, reading at home and discuss parent and family responsibilities in the education of their children.

Minor outcome 7.5: That by 2029 all schools will have a workable Behaviour Management Policy in place.

There is nationally endorsed Behaviour Management Policy documentation in place. Each school will have a Behaviour Management Policy (BMP) which will be based on the national policy. In order to achieve this schools will require the support of the Guidance Officers. They will need to be funded adequately so that they will be able to visit schools on a regular basis **(Activity 7.5.1).**

School visits for supporting the Behaviour Management Policy will also be used for the traditional role of providing students with career advice. Selection for tertiary institutions is now carried out on-line, but Guidance Officers still need to administer the Differential Aptitude Test to Grade 11 students. This test is designed to aid students with making their choices for the School Leaver Form. Advice is also provided for those who do not gain a place in a tertiary institution.

The work of guidance officers also revolves around student welfare issues. Approximately 1200 school based counsellors have been trained. Unfortunately, because teachers move school, not all schools have got one, and there are no specific positions for them in the schools. For these reasons, there still need to be more counsellors trained for the primary and secondary schools, and aspects of counseling should be included in the professional development program for teachers **(Activity 7.5.2).** It is expected that UNICEF will continue with their support for this work. In addition, the topic should be included in all pre-service training programs. There are already courses in Guidance and Counselling being offered at certificate and degree level at the University of Goroka and PNGEI.

A greater emphasis on citizenship and values (see Focus Area 9) means that a promotional position could be created for a teacher, who is a trained counsellor, to also take responsibility for scouts and other extra curricula activities, as well as and any community service that might be taking place in the school **(Activity 7.5.3).**

The advent of a greater emphasis on values and citizenship means that a promotional position could be created for a teacher, who is a trained counselor, to also take responsibility for scouts, or similar, and all extra curricula activities and any community service that might be taking place in the school **(Activity 7.5.3).**

All areas of discipline of students will need to be improved and strengthened. Schools will continue to apply the BMP Policy. Parents and schools will develop agreements on discipline of students that will be signed by both parties. Students needs and welfare will need to be addressed by strengthened counseling services. The need for schools to involve other stakeholders from outside to discipline students will be considered on a case by case approach. This may include the involvement of agencies such as the Police, Community Development, Law and Justice, and outside counseling services.

Minor outcomes and activities

Activities	Output	Outcome	Resp.	20	21	22	23	24	25	26	27	28	29
Minor outcome 7.1: That opportunities have been provided for school leaders and governing body officials to receive leadership and management training													
7.1.1. To identify and deliver short courses	Short courses delivered	There will be appropriate training put in place for school leaders, both school heads and those involved with the governing bodies of schools	Provinces										
7.1.2. To identify and deliver leadership courses for all school heads	Improved performance by School Heads		TED										
7.1.3. To enroll school leaders on full time courses	School leaders enrolled on full time course		TED										
7.1.4. To deliver induction courses for all teachers eligible for training	Induction courses for teachers		TED										
Minor outcome 7.2: That inspectors have provided professional support to all schools on a regular basis													
7.2.1 To recruit new inspectors on new terms and conditions	Recruitment of new inspectors on new terms and condition	An effective system of monitoring and evaluation	HRoD ID										
7.2.2 To conduct orientation courses for new inspectors	Number of orientation courses for new inspectors		ID										
7.2.3 To implement the NQSSF program	NQSSF program implemented		ID										
7.2.4 To ensure schools are visited at a minimum of 1 visit per year	Schools visited on regular basis, urban schools regularly, semi urban minimum of two a year and rural once a year		ID										
7.2.5 To strengthen cost sharing arrangements between DoE and the provinces	Schools are visited		PPD										
Minor outcome 7.3: That there is effective support in the development of SLIPs													
7.3.1 To train all Head teachers and Inspectors on SLIP	All School Heads and Inspectors trained on SLIP	Schools are able to develop, manage and sustain (reviews) SLIP	ID										
7.3.2 To guide on the SLIP review process	SLIPs are internally and externally reviewed		ID										
7.3.3 To revive and then sustain SLIP in schools	All schools have active SLIP		PPD/ ID										
Minor outcome 7.4: That community participation in education has had a positive impact on schools													
7.4.1 To update and reprint the Parents Quality Education handbook	PAQEP Booklet printed	Communities contribute to the life of the school	PPD										
7.4.2 To develop Training of Trainers manual and facilitate workshop	TOT Manual developed and Workshop conducted		TED										
Minor outcome 7.5: That by 2029 all schools will have a behaviour management policy in place													

Activities	Output	Outcome	Resp.	20	21	22	23	24	25	26	27	28	29
7.5.1: To visit schools to advice on behaviour management policy	Visitation to schools on BMP	Welfare of children in schools is valued and managed	GCD										
7.5.2: To train School Based counsellors	School based councilors in place		GCD										
7.5.3. To provide incentives for school CCVE school teacher champions	Incentives for school CCVE champions		GCD										

Finance responsibilities

Most of the funding for activities in this Focus Area has traditionally come from the DoE, although in recent years this funding has repeatedly not been made available. This has resulted in schools not being visited by inspectors, and guidance not being provided on the processes of SLIPs.

These responsibilities need to be shared with the provinces who should contribute through their Education Function Grants and other DoE funding assistance.

The same applies to the guidance officers who are critical to successful implementation of the Behaviour Management Policy, and also to many of the activities in Focus Area 9.

Responsibilities

National

- Develop training manual for school leaders
- Support provinces to review and implement BMP
- Develop SLIP policy, leverage M & E function through SLIP and revisit the feedback loop
- Develop induction courses for new inspectors
- Resource and equip inspectors through Public, Private and Church partnership arrangement

Province

- Endorse school leaders and BOM on school leadership training
- Identify potential inspectors
- Approve, coordinate and support all SLIPs
- Assist with developing BMPs in schools
- Support inspections of remote schools

District, LLGs and Wards

- Assist and coordinate in the all SLIP process of awareness, planning, implementation, internal and external reviews
- Support inspections of remote schools
- Assist in resourcing, developing, implementing and the reviews of the SLIP

School board

- Endorse SLIP committee, allocate SLIP budgets, and administer and manage the full SLIP processes through the School Head.
- Develop a BMP

Parents and school community

- Assist in developing and implementing the SLIP

Training needs

To achieve the outcomes expected, the following training programs will need to be prepared and delivered to the proposed target groups.

No.	Program	Target group
TP7.1	Teacher assessment for registration	New head teachers
TP7.2	SLIP preparation	New head teachers
TP7.3	Inspector orientation	New inspectors
TP7.4	Parents for Quality Education Program	School Boards
TP7.5	Annual orientation workshops for new Head teachers	New head teachers
TP7.6	Induction program for guidance officers	New guidance officers
TP7.7	School Based Counselor training	Selected teachers

FOCUS AREA 8 : MANAGEMENT AND ADMINISTRATION

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

The long term goal is to allow all children the opportunity of 13 years of quality education. For this to be achieved, the schools and teachers need to be supported by administrative systems that are bound by the highest levels of transparency, and are both flexible and responsive to the needs of those working in the school system. There are four strategies in this Focus Area that are not directly related to the other Focus Areas. These strategies are based on the four Wings within the Department of Education.

The first of these is the Financial Services Wing. Its role is to ensure the effective management of all finances. This can be split into three distinct areas. The first is the payroll, which is responsible for ensuring that all teachers and other staff are paid on a timely basis, and at the correct level. The second is related to efficient processing of payments through the Government's Integrated Financial Management System (IFMS), and the budgeting for Department of Education funds, to ensure that all is spent on targeted activities, as required by the NEP. An Annual Operational and Financial Plan (AOFP) will be produced each year to demonstrate the way in which funds are being expended, in order to achieve stated goals. Finally, there is the procurement of both goods and services in a manner that is both transparent and cost effective.

The second of the wings is the Provincial Services Wing. Its role is to provide services to provinces so that they are able to effectively manage their schools and teaching resources. This wing supports the provinces in administering a smooth and orderly round of teacher appointments, on an annual basis, and also a process for registering schools and creating teaching positions. The latter are achieved through the annual audit of registered schools, and production of the school vacancies gazette. National Capital District Education Services (NCDES) are currently administered through this wing, although dialogue is ongoing for NCDES to become the responsibility of the National Capital District Commission (NCDC).

The third wing is the Corporate Services Wing which provides the Department with its IT, Human Resources and basic logistical and administration support. With regard to human resources, the wing is responsible for developing a human resource development plan for the Department as a whole.

Finally, there is the Policy and Research Wing which is responsible for a range of functions linked primarily to policy and planning at all levels of the system. In addition to the Planning Unit, there are the research and statistics sections, that inform the planning and policy development processes, aid coordination that coordinates implementation of some of the planned activities, and communications which produces and disseminates information regarding policy and planning.

Minor outcome 8.1: *That effective financial and related services are provided for teachers and the education system.*

The **Finance Division** is responsible for providing efficient and accountable financial support services to all divisions within the Ministry (**Activity 8.1.1**). It assists the Ministry with the budgeting, management and monitoring of the Budget. It is responsible for producing the AOFP each year, to guide expenditures to achieve maximum outcomes. The Integrated Financial Management System (IFMS) has been in place since 2015, with ongoing training for officers within the ministry on specific aspects of its operation. The system still has to be rolled out into the national institutions. That is a Department of Finance role.

The production of the AOFP will help to ensure that all funds are expended in a manner that is consistent with the NEP (**Activity 8.1.2**), and consequently in line with Government priorities. All expenditure claim forms that are submitted will be required to have a reference to an NEP activity number prior to approval being given. The AOFP will be prepared by November of each year, following handing down of the National Budget. It will demonstrate in more detail how each of the individual activities is to be implemented.

The **Procurement Division** (PD) is responsible for providing timely, effective and quality procurement services and business advice to all entities within the Ministry (**Activity 8.1.3**). This will ensure that the limited funds available are spent in a most efficient manner that will be of benefit to all within the education system. The process of centralising the procurement of some goods and services has been started in areas of printing, basic stationary and other consumables. There remain further areas where significant savings can also be made as a result of centralising procurement. In order for these savings to be fully realized, the training for the staff in the Procurement Division and an audit of current practices, processes and resources needs to be carried out.

Major procurements, such as the commodity component of the Government subsidy funds, and the science kits purchased for primary and secondary schools, are included in the annual procurement plan. These procurements will be carried out in line with official National Procurement Commission procedures. The Department's Annual Procurement Plan of major projects must be completed in November each year, after the passing of the National Budget, and must be submitted to the National Procurement Commission for approval. This will allow the division to request Approvals to Pre-commit (APCs) and develop Requests for Tender (RFTs) to ensure that tendering for major projects can be completed efficiently and not delay implementation of projects. The Procurement Division is supported in major civil works contracts by the Project Management Unit which deals with all of the technical aspects of infrastructure projects.

The **Payroll and Related Services Division** (PARS) is responsible for providing a payroll system that is suitable for all of the teachers and public servants in the education system. It is also required to provide support services to the provinces. There is always room for improvement in processing the payroll. One particular area for improvement is being able to get new graduates on the payroll as soon as possible. The decentralization of payroll to provinces will help to improve the processing of the teachers' payroll. There are still a number of provinces that have not had some of the teacher salary functions decentralised **(Activity 8.1.4)**. Staff in each of these provinces will require training prior to them taking on the responsibility very early in the Plan period

There are many small routine payroll processes that currently take a long time to administer due to distance, and the paper based process that is used. It is expected that over time the administration of a number of these routines, such as one off allowances and resumption of duty, for example, will be made more efficient through the application of appropriate IT systems. It is recognised that, even if this can be done, there will be parallel paper based and electronic systems in operation for some time. The core function of payroll is to process and attend to teachers' and public servants' payroll issues. There are some activities that payroll officers are involved in outside of their core function that consume time. For example, processing of mini loans for loan companies are not part of the core function of payroll officers, but are time consuming. There are discussions to stop processing loans through the payroll, so that officers concentrate on their core functions.

An electronic filing system will be developed for both public servants and teachers in the National Education System. It will be called the Document Management System (DMS) **(Activity 8.1.5)**

Minor outcome 8.2: That the provinces are supported in effectively managing their schools and resources

The **General Education Services Division** (GES) is responsible for supporting the delivery of basic (Early Childhood & Primary) and secondary education services. through effective coordination and liaison of policies and strategies that provide access, equity and quality basic education for all school age children **(Activity 8.2.4)**.

This will include developing policy for the proposed Schools of Excellence. The policy which will be reviewed and endorsed in 2020 prior to developing an implementation plan in 2021 which will be followed by implementation.

The STEM concept will be enhanced by providing science equipment to primary schools, high schools and secondary schools. This will be coordinated by GES with support from CDD and the Procurement Division.

One of the key processes that the Division is responsible for administering is the registration of schools and this will be made more effective through the introduction of an e-registration system. This will be important as with the implementation of the 1-6-6 there will be a lot of schools needing to be re-registered as their status will be changed. By 2022 Early Childhood Unit will have been created and come under GES who will be responsible also for the administration of the establishment grants for new registered ECE schools.

Electronic solutions will increasingly be used to make routine procedures more efficient and effective. An electronic system for the personnel records of teachers is being developed, for use by TSC and payroll. Other processes for which electronic solutions will be developed include the Grade 11 selection process and teacher appointments **(Activity 8.2.1)**. In all cases, this work will be in close consultation with the ICT Division, and in most cases, following trial, the electronic systems will run in parallel with the manual processes.

The Division will oversee a process for endorsing senior level appointments made by the provinces. In particular, they will oversee the appointment of secondary school principals, to ensure that all appointees are eligible and qualified (**Activity 8.2.2**).

The NCDES is currently administered by this wing. It will pass across to the NCDC (**Activity 8.2.3**) in the early years of the Plan period, following final consultations with stakeholders in relation to the proposed NCD Education Act.

Minor outcome 8.3: That human resource, IT and other basic services to the Department of Education is provided

The **Human Resources and Organisation Development Division** (HROD) is responsible for providing services to the Department that include managing personnel affairs and organisational procedures, and providing a variety of training and development opportunities for the non-teaching workforce of the Department. These procedures include facilitating the operations of the Department's disciplinary committee, which functions independently and follows set procedures in handling misconduct by employees.

There will be a full restructuring of the Department early in the implementation period of this Plan. The objective will be to ensure that the structure of the Department reflects the needs of the Plan and, in particular, takes into account the relocation of many of the previous teacher education and technical education functions to DHERST, and the National Capital District Education Services to the NCD (**Activity 8.3.1**). There will be a further review of the structure in 2025. There will also be policy development work required in the areas of Staff Professional Development, Safety Health and Welfare, and Leave Fare Management.

HROD is responsible for many of the routine personnel management services (**Activity 8.3.2**) required by the Department. It is envisaged that many of these routine processes, such as managing leave fares, staff performance appraisals and modernising the workforce data base, will be able to be carried out electronically during the latter years of the Plan. However, this will depend on improvements in Internet connectivity. Key competency standards and performance indicators will be reviewed and developed for positions across all levels. DoE officers' remunerations, particularly in relation to the Domestic Market Allowance (DMA) and contract allowances, will be reviewed to ensure that they are as required by public service regulations.

A professional development policy, and plan will be developed (**Activity 8.3.3**) that will satisfy the Department's needs for succession planning, implementation of the NEP, and the general upgrading and updating of skills and knowledge needed by the Department's workforce over time. Successful outcomes in these areas will ensure that key national and provincial staff will be equipped with the skills and the knowledge they need to make informed decisions for planning and implementing education functions at the subnational level.

This professional development plan will cover general professional development that is required for all staff in the Department, and also the specialist training that is needed for staff in key technical areas such as student assessment. Emphasis will be placed on in-country training where possible. Future reviews of the policy and plan will take into account developments in the area of IT that will allow more training opportunities to be taken on-line. Selection for these courses will be the responsibility of the Executive Development Committee (EDC) for overseas and Master's degree courses, and the Staff Development Committee (SDC) for undergraduate and other courses in country. Recommendations for training will also come from respective directorates based on divisional needs.

The **Information and Communication Technology Division** (ICT) is responsible for establishing and maintaining strategic business processes and procedures for the Ministry of Education. This is achieved through the provision of appropriate and sustainable ICT. This technology should be readily available and used effectively by education personnel at national and subnational levels as well as at schools. Services are provided in offering solutions in areas such as the Education Management Information System (EMIS), payroll, GTFS and leave fares.

There is an urgent and immediate need to develop an ICT Policy and Plan which will provide an overarching vision for ICT across the whole education system, and cover all aspects of education from improved administration through to enhanced learning in the classroom (**Activity 8.3.4**). This will be completed by 2021 with support from UNESCO, and will be reviewed after five years, in light of expected changes in Internet connectivity.

The ICTD supports ICT services and infrastructure at education headquarters, provincial division of education offices and, increasingly, district offices. The infrastructure standards will be reviewed with a view to upgrading systems, in light of expected improvements in Internet connectivity. Nationally, the DoE will set standards in terms of centralised database and core communication systems. There will be a standardised operating environment with standardised software and hardware. Collaboration between the Department, through ICTD, and provincial governments will continue to be encouraged, to allow for increased coverage of ICT services within the Ministry.

Successful outcomes in these areas will ensure that the Department of Education remains closely linked to the provinces and the districts and that offices are equipped with the most appropriate IT equipment to support them in carrying out their roles. During the period of this plan the majority of districts will be equipped to be able to access services such as payroll, EMIS and GTFS. The responsibility for funding the recurrent costs, such as the internet bills, should rest with the provinces and districts themselves.

This ICT Policy and Plan will also include a component of training. This will include training to be provided for all education staff, in how to use the ICT systems at their disposal, and also advanced technical training for ICT staff that will be organised into a number of specialist areas. This training program will be incorporated into the DoE Professional Development program.

At the school level, ICTD and e-Learning Division will provide support and professional assistance to schools who wish to establish e-libraries. Payment for these will be the responsibility of schools, using Government subsidy funds, or provinces using their EFG.

The MyPNG School application will be used by schools to replicate, and ultimately replace, the hard school census form. This application will be in use by all schools by the end of the Plan period.

The **Administration Division** is responsible for providing efficient and effective administrative, management systems and practice across the Department to support the DoE's core function priorities and initiatives. An electronic document management system is being developed with the support of the ICTD. Much of the work involved here will need to be completed during the early part of this Plan period. By the end of the period there will be a well established electronic filing system (**Activity 8.3.5**).

An Asset Management Policy (**Activity 8.3.6**) has recently been developed and initial training has for school heads has taken place. Ongoing repeat training will be required for newly appointed school heads, in order that stock takes can be undertaken on an annual basis, and asset registers kept updated. School Management training needs to be embedded into the teacher training colleges. There will also need to be further work in identifying land ownership of the national institutions.

To keep up standards of logistical support for the Department, the Transport Policy will be reviewed and amended as deemed necessary. Re-fleeting is undertaken on a five yearly basis, and efforts will be made to gain control over the fleet by acquiring a tracking system.

Minor outcome 8.4: That quality planning and research services are provided to the Department and to the provinces

The **Policy and Planning Division** (PPD) is responsible for providing sound policy and planning services to the DoE, and technical planning assistance to provinces and districts. Successful outcomes in these areas will ensure that there are realistic and affordable education plans, consistent with the NEP and current Government policies, in place in all provinces and districts. These plans will provide for the introduction of the 1-6-6 structure and the implementation plan that will be developed from the endorsed National Education WaSH Policy, and other initiatives. Training at the provincial and district level will boost planning and implementation of government policies (**Activity 8.4.1**). The rollout of the 1-6-6 structure will require continuous consultation and exchange of information between the Department, through PPD, and the subnational levels.

PPD is also responsible to the National School Restructure Task Force (NSRTF) which provides overall direction to the 1-6-6 structure implementation. NSRTF is the body responsible for 1-6-6 School Restructure in the country and is headed by a member of the Top Management Team. The Task Force endorses implementation of all restructure activities and advises the administration on all developments on restructure. PPD provides the technical roles of the Task Force.

The Department decision making process revolves around the long established process of regular Top Management Team and Secretary's Staff Meetings (SSMs). Decision making is guided by the Education Act. This needs amendment. Appropriate amendment of the Act (see **Activity 8.6.2**) will ensure that decisions at all levels are reached by legally constituted bodies, in accordance with the Act and provincial education laws.

The responsibility for administration of all aspects of these meetings, along with the operations of the National Education Board (NEB), rests with the PPD. The Division advises and assists the Minister and Secretary in the review of current policy, and the development of new policies in emerging areas. Policy development initiatives will be driven by the appropriate divisions who will be provided with technical expertise from the policy unit (**Activity 8.4.2**). Further, the Policy Unit will take a proactive stance and identify areas where there is a need for policy review and update. Greater detail is provided on existing policies in the section on the National Education Policy Framework in the annex.

The **Research and Evaluation Division** (RED) is responsible for identifying and conducting education research, monitoring and evaluation studies, as well as taking the lead in the design, development and implementation of data collection techniques, using the most appropriate technology (**Activity 8.4.3**).

This data is then analysed and disseminated in a format that allows it to be readily used to inform policy, planning and budgeting. A well-resourced and trained staff in a specialised field will ensure that the outcomes of strategic advice on policy and programs in the plan are realised. Capacity building will include collaboration with reputable research and evaluation organisations, including the Australasian Evaluation Society.

The Division will undertake major research projects each year that should have a direct impact on DoE priorities and plan implementation. When appropriate these will be in collaboration with outside institutions, and with the support of development partners. RED will also provide support to other divisions who are undertaking their own research projects.

The Research Steering Committee will provide the overall guidance and direction for the Department's research, evaluation, monitoring statistics and EMIS agenda. This Committee, which represents the Department, will manage overall coordination, and will consider all research proposals in the field of education, whether from researchers in country or from overseas. The Committee is responsible for providing advice and recommendations, including approvals, to the Department. The Committee is also responsible for monitoring compliance with research protocols and ethics. It ensures that no organisation or individual bypasses the Department and carries out illegal access to schools to conduct research on teachers and students.

There will be an annual review of progress being made in implementing this NEP, and full, independent, reviews will be conducted after three and five years. These studies will be commissioned by the Department, and supervised by the Research and Evaluation Division.

The EMIS will be continually reviewed and updated, using the latest technologies. This is important so that the annual National School Census tool can provide decision makers with the information that they require (**Activity 8.4.4**). The data that is analysed from the EMIS will inform the regular plan reviews, and be used for evidence based policy development. Increasingly, all the EMIS required data will be entered from the schools using the MySchool App.

Training on the MySchool App, for head teachers and other officials, has been completed. It is expected that all schools will have the capacity to use the MySchool App by the end of 2021. However, the numbers who do so will be depend on Internet connectivity. This single application has the potential to be used, in a multitude of different ways, to make school administration and the monitoring of schools more effective and more efficient. One example of this would be its use with the Government subsidy funds. The high turnover of head teachers will require a system that is responsive for real-time data of schools to data unit.

The schools themselves will purchase the hardware required, using Government subsidy funds. The MySchool App will allow schools to see their own historical data in tabular or graphic format. It will also aid the verification process, due to the number of officers at the district and provincial levels that each payment has to pass through prior to being received at Headquarters.

The dissemination of the data will be enhanced through the development of a Statistical Digest. This will be produced on a three yearly basis, with the first one due to be published in 2023. This document will show trend data by province for a large number of indicators, and will be disaggregated by province.

The **Media and Communication Unit (MCU)** is responsible for preparing and disseminating information relating to education priorities, policies and plans, as well as providing general education news. A Communications Strategy (**Activity 8.4.5**) will be formulated to show exactly how and what information will be collected, how it is to be distributed and to whom.

The information prepared by the Unit is for an extensive target audience of education personnel, other government departments, and the general public. The strategy will outline the wide range of modalities to be used that will include media releases, radio programs, regular Pipeline newsletters and the production of public awareness materials covering important issues, such as education reforms. The Unit will continue to produce annual publications such as the DoE Annual Report and the Education Calendar. Increasingly, use will be made of social media, and this will include an education Facebook presence. Technical staff will either need to be recruited, or trained, in order to both do this and keep the education website updated.

The **Project Management Unit (PMU)** is responsible for providing support services and advice to the Secretary in areas of project implementation, project monitoring, evaluation, and supervision. An important role of the unit is to ensure that projects are located in areas where there is the greatest need, in order to improve equity in the provision of education services. In addition, they coordinate the efforts of donor partners and other stakeholders, to ensure consistency, and that all are involved with decision making. The PMU will facilitate regular meetings of the Local Education Group which has wide representation amongst all stakeholders. As a part of this coordination role the PMU will regularly monitor and provide reports on all education projects, both donor and GoPNG funded.

A National Schools Infrastructure Policy is being developed that is expected will be used by all provinces and by all partners (**Activity 8.4.7**). This policy will include detail on standard building designs that will be used throughout the country. The policy will have minimum standards requirements pertaining to the different school models.

The Unit is responsible for managing the implementation of all aspects of civil works that are included in the DoE budget. It is expected that, increasingly throughout the plan period, any infrastructure projects will be managed from the DoE, rather than from the provinces and the districts, as has been the case in the past.

There are a number of other units that operate within the Department of Education but are not included in any of the divisions. In some cases these units answer directly to the Secretary for Education

Minor outcome 8.5 That all schools benefit equally from the Government subsidy funds program

The **Government Tuition Fee Subsidy Secretariat** is responsible for providing Government subsidy funds to all eligible schools. A major review will be conducted (**Activity 8.5.1**), and recommendations will be made for effective, transparent and accountable distribution of school funds.

The Secretariat is responsible for ensuring that funds are released, and actions are executed, in a manner that is consistent with decisions of the interdepartmental steering committee (**Activity 8.5.2**). A sub component of this program is the annual procurement and distribution of basic education materials, as part of the teaching and learning component. This process is carried out annually. It ensures that all children in the country benefit and classroom outcomes are improved (**Activity 8.5.3**).

The program is administered centrally from Port Moresby. During the plan period the responsibility for the program will be decentralised to some provinces that demonstrate capacity (**Activity 8.5.4**). This will provide the opportunity for provinces to manage the Government subsidy funding and report on the delivery of key areas in the policy.

Minor outcome 8.6: That competent and prompt legal advice is provided to the Minister and Secretary for Education

The **Legal Services Unit** is a part of the Executive Wing. It is responsible for representing the Department in all legal matters, and to attend court to defend cases against the Government (**Act 8.6.1**). The services provided include litigation, drafting, advising, and the legal interpretation of legislation and investigations. The Education Act will require updating as a result of some existing

responsibilities being transferred to other agencies. This will include the changes needed to take account of the transfer of responsibility for NCDES to NCDC, and the teachers' business and technical colleges to DHERST. This will be completed early in the Plan period (**Activity 8.6.2**). The delivery of education services is largely a provincial function. As such, provinces are required to have their own education acts. The Department has a responsibility to support the provinces and to work with the provincial Legal Officers in these technical matters, to ensure that up to date laws are in place. The successful implementation of the new 1-6-6 structure will require decision making to take place at the provincial level. There is an important need to ensure that all Provincial Education Board (PEBs) are legally constituted and functioning (**Activity 8.6.3**).

Minor Outcome 8.7: That the UNESCO National Commission Board provide support to PNG in the advancement of appropriate policies and programs.

The **UNESCO Commission Wing**, represented by the Executive Director, is responsible for advising and assisting the Minister and Secretary, through the National Commission Board, to manage development and advancement of UNESCO policy and programs. These are designed to complement the four distinct programs of UNESCO, which are Social and Human Sciences, Natural Sciences, Culture, and Communication and Information. For this to be achieved, the National Commission Board and two relevant key sub committees will be resurrected prior to the start of the plan period. The two subcommittees are Higher Education and Basic Education.

The first of these programs is to support schools in promoting culture, heritage and citizenship in schools through the ASP Net (Associated Schools Programme Network) and will promote the slogan 'Health and Heritage in young Hands' (**Activity 8.7.1**). The support that is provided will be in terms of technical expertise, teacher training and teacher support materials. This activity will provide strong links to Focus Area 9 – Citizenship and Values. A number of schools, initially in Port Moresby will be identified to start the program and from these some ASP Coordinators will be selected and the program can be extended to other schools in the capital and then around the country. Considerable attention will be placed on the facilitation of short and long term capacity building programme for national experts consistent with UNESCO priority on Education for Sustainable Development under the 2015 Luncheon Declaration. Activities relating to the promotion of lifelong learning through the use of alternative pathways in education will be enhanced effecting the implementation of SDG 4 – Education 2030, whilst at the same time support will be given to initiatives taken by the government to improve the recognition and access to equitable and quality assured education provision within the established national/regional qualification frameworks.

The second of the programs is, with the cooperation from other Government entities, to progress Global Observatory of Science & Technology Policy Instrument (GO-SPIN) initiatives. The lead agency will be the PNG Science & Technology Secretariat, with support from DHERST and others. It is expected that the secretariat will work, with technical expertise from UNESCO, to complete a National Science Policy by 2025 (**Activity 8.7.2**). Geo-hazard and disaster risk mitigation activities including school safety and resilience jointly with UNDP and relevant national agencies and the school system. Biodiversity and climate change resilience activities will be promoted involving national and regional players in meeting the relevant SDG targets.

There will be a number of further sites considered to be granted World Heritage Listing. This work will be done in consultation with the Conservation and Environment Protection Authority (CEPA). Six sites from the different regions of the country will be considered to undergo the scoping and consultation process that has to be carried out prior to the sites being submitted to UNESCO (**Activity 8.7.3**). This activity will be supported by a series of workshops on UNESCO Culture Conventions with key stakeholders including CEPA and the National Cultural Commission that will also ensure PNG implementing the international conventions ratified effecting 2030 Agenda on sustainable development.

In full consultation with UNESCO necessary support will be granted for the promotion of freedom of expression and access to information both off and on-line community radio projects, currently in Gumine and activities relating to Memory of the World (MOW) programmes including commemoration of international days/events nourishing the best ideal for functioning democracy and the protection of journalists and journalism at its core.

Minor outcome 8.8: That easy access to information for nation building through a central information management system is provided

This Minor outcome is based upon the National Library and Archives and Records (NLARS) Strategic Plan for 2016 to 2025. This Plan, which was endorsed by Government in 2017, is consistent with Pillar One of Vision 2050 and other national planning documents. The Office of Library and Archives (OLA)

operates under its own Act – the National Library and Archives Act of 1993. The Library Services and Government Archives and Records have been programed within the DoE budget since its inception in 1993, and its administrative functions are managed by DoE. The NLARS Plan envisages that OLA will become autonomous.

In order to achieve the major outcome for the NLARS Plan two minor outcomes will have to be undertaken. These will be captured under activities in the annual plans that should be developed each year. The first of these minor outcomes is related to governance and administration.

Management and administration at all levels need to be improved if there is to be quality delivery of Library, Archives and Records services (**Activity 8.8.1**) This includes improving the operation and management of the National Libraries and Archives Board to ensure good governance, accountability and transparency. It also includes improving many different aspects of managing the system, including infrastructure, staff training and establishing specialist units such as procurement, planning, ICT services and printing.

The establishment of an ICT Division recognises the importance of IT for delivering library and archives services and that NLARS has not been able to keep up with technological advances in recent years.

Improved management systems will enable NLARS to provide quality library, archives and information services (**Activity 8.8.2**). There will be rehabilitation of the public library system and training of staff in the provincial centres to provide archival services and conservation of public records.

Minor outcome 8.9: *That there will be a highly qualified committed and satisfied Teaching Service workforce delivering quality education through effective teaching. “By 2030 all governments ensure that all learners are taught by qualified, professionally trained, motivated and well supported teachers” (UNESCO, 2014B, Bangkok, Thailand)*

The **Teaching Service Commission (TSC)** is the employer of the teachers. It is responsible for teachers' welfare and terms and condition of employment. It is also responsible for its employees' appointments and their discipline.

TSC continues to negotiate with the government to improve the welfare and conditions of its employees. It is anticipated that teaching and learning will improve when teacher conditions and welfare are addressed to by the employer.

TSC also consults and negotiates with the Department of Education, Papua New Guinea Teachers Association (PNGTA) and other government agencies and authorities to ensure that teachers' benefits are awarded appropriately.

Teacher salary rates will be reviewed every three years. This will be related to continuing reviews of the structures of positions in schools so that they are consistent with growing school populations and the implementation of the 1–6–6 school structure (**Activity 8.9.1**).

Teachers who are teaching in remote locations continue to be disadvantaged. The Commission intends to review the conditions of allowances to motivate and encourage teachers to continue teaching in remote locations. An award system will also be introduced to recognize best performing teachers in respective sector (**Activity 8.9.2**).

The TSC will decentralise some of its functions to all provinces. Further to this, the TSC will look to grant additional powers to the PEBs in the area of appointments (**Activity 8.9.1**). It is expected that these actions will lead to a more efficient service delivery being provided to teachers. Greater efforts will be made to monitor teacher attendance and teacher performance.

TSC intends to support DoE in teacher training, to promote the quality and competency of teachers. The teacher professional development program (see Focus Area 4) will be developed by the DoE in collaboration with TSC. The training funds will be generated by collecting teacher licencing fees and contributions from the provinces through their Education Functional Grants (EFG). (**Activity 8.9.3**).

TSC will work with DoE and other interested parties to establish a Teacher Licensing Board (**Activity 8.9.2**). Teachers will be expected to contribute annually in order to remain a licensed teacher. It is hoped that this will have the effect of further professionalising the teaching service and raising the overall perception of teachers in the eyes of the community.

Teachers are expected to possess the correct minimum qualification to be admitted into the teaching service. The level of qualification varies between different sectors, with a certificate required for elementary, a diploma for primary, and a degree for high and secondary schools. Teachers in vocational centres are required to have a trade certificate with a minimum of 5 years field experience and a post graduate diploma in education (**Activity 8.9.1**)

The creation, reclassification and abolition of teaching positions in schools and teacher training institutions are the responsibility of TSC, through consultation with DoE. TSC also ensures that, each year, teachers are appointed to all teaching positions, based on merit (**Activity 8.9.2**).

Minor Outcome 8.10: That competent and prompt advice on issues relating to financial probity is provided to the Minister and Secretary for Education.

The Audit Unit will continue to report directly to the Secretary for Education. This gives prominence to the role of the unit. The legal framework for the work of the Audit Unit is Section 9 of the Public Finance Management Act. The Unit has been facing problems in recruiting officers with appropriate qualifications and experience, probably due to the level of the positions on offer.

The routine annual work of the unit is largely to implement the Internal Audit Annual Plan (**Activity 8.10.1**), as per the Audit Committee Charter. The Audit Committee is chaired by the Secretary for Finance. The work involves audit of the finances of the Department and those of the national institutions. At present, the unit has little to do with Government subsidy funds expenditure, although involvement in this area could be extended in future years.

The Unit involves itself in provincial matters on request from provinces (**Activity 8.10.2**) and is in the form of providing support to the Office of the Provincial Auditor. A lack of finances and manpower limits the number of interventions that they are able to undertake.

The relocation of the NCDES and the teachers, technical and business colleges to NCDC and DHERST respectively will mean that the Unit will have reduced responsibilities over those institutions. That may mean that they have more time and resources to fully monitor Departmental projects and programs, or to deal more fully with Government subsidy funds issues or referred provincial matters.

Finances

The recurrent financial needs for carrying out these activities are shown in the tables below. There are total figures that can be split up into three categories: Personnel Emoluments, Goods and Services, and Other. These figures have been taken from the Corporate Plan and extended through to 2029. It has been assumed for the present that each of the Activities in each Division is accorded an equal expenditure.

Table 18: Recurrent costs - Financial Services (K'000), 2020-2029

Act	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
7.1.1	1,845.5	1,893.6	2,021.8	2,169.4	2,327.7	2,497.7	2,680.0	2,875.6	3,085.6	3,310.8
7.1.2	1,845.5	1,893.6	2,021.8	2,169.4	2,327.7	2,497.7	2,680.0	2,875.6	3,085.6	3,310.8
7.1.3	963.2	1,003.1	1,109.1	1,190.1	1,276.9	1,370.2	1,470.2	1,577.5	1,692.7	1,816.2
7.1.4	963.2	1,003.1	1,109.1	1,190.1	1,276.9	1,370.2	1,470.2	1,577.5	1,692.7	1,816.2
7.1.5	570.3	589.6	641.0	687.8	738.0	791.9	849.7	911.7	978.2	1,049.6
7.1.6	570.3	589.6	641.0	687.8	738.0	791.9	849.7	911.7	978.2	1,049.6
7.1.7	570.3	589.6	641.0	687.8	738.0	791.9	849.7	911.7	978.2	1,049.6
7.1.8	570.3	589.6	641.0	687.8	738.0	791.9	849.7	911.7	978.2	1,049.6
Total	7,898.7	8,151.9	8,825.7	9,470.0	10,161.3	10,903.1	11,699.0	12,553.0	13,469.4	14,452.6

Table 19: Recurrent costs - Provincial Services (K'000), 2020-2029

Act	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
7.2.1	7,524.4	7,805.2	15,696.0	16,841.8	18,071.2	19,390.4	20,805.9	22,324.8	23,954.5	25,703.1
7.2.2	7,524.4	7,805.2	1,408.8	1,511.6	1,621.9	1,740.3	1,867.4	2,003.7	2,150.0	2,306.9
7.2.3	7,752.4	8,041.7	8,811.5	9,454.8	10,145.0	10,885.5	11,680.2	12,532.8	13,447.7	14,429.4
Total	22,801.1	23,652.1	25,916.2	27,808.1	29,838.1	32,016.3	34,353.5	36,861.3	39,552.2	42,439.5

Table 20: Recurrent costs - Corporate Services (K000'), 2020-2029

Act	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
7.3.1	1,970.8	2,044.3	2,240.0	2,403.5	2,579.0	2,767.3	2,969.3	3,186.0	3,418.6	3,668.2
7.3.2	1,970.8	2,044.3	2,240.0	2,403.5	2,579.0	2,767.3	2,969.3	3,186.0	3,418.6	3,668.2
7.3.3	889.7	912.4	972.9	1,043.9	1,120.1	1,201.9	1,289.6	1,383.8	1,484.8	1,593.2
7.3.4	889.7	912.4	972.9	1,043.9	1,120.1	1,201.9	1,289.6	1,383.8	1,484.8	1,593.2
7.3.5	1,223.2	1,263.9	1,372.3	1,472.4	1,579.9	1,695.3	1,819.0	1,951.8	2,094.3	2,247.2
7.3.6	1,223.2	1,263.9	1,372.3	1,472.4	1,579.9	1,695.3	1,819.0	1,951.8	2,094.3	2,247.2
7.3.7	1,260.2	1,302.2	1,413.9	1,517.1	1,627.8	1,746.6	1,874.1	2,011.0	2,157.8	2,315.3
Total	9,427.6	9,743.5	10,584.2	11,356.9	12,185.9	13,075.5	14,030.0	15,054.2	16,153.2	17,332.4

Table 21: Recurrent costs - Policy and Planning Services (K'000), 2020-2029

Act	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
7.4.1	474.9	491.2	534.7	573.7	615.6	660.6	708.8	760.5	816.0	875.6
7.4.2	474.9	491.2	534.7	573.7	615.6	660.6	708.8	760.5	816.0	875.6
7.4.3	474.9	491.2	534.7	573.7	615.6	660.6	708.8	760.5	816.0	875.6
7.4.4	474.9	491.2	534.7	573.7	615.6	660.6	708.8	760.5	816.0	875.6
7.4.5	500.0	517.0	562.0	603.0	647.1	694.3	745.0	799.4	857.7	920.3
7.4.6	500.0	517.0	562.0	603.0	647.1	694.3	745.0	799.4	857.7	920.3
7.4.7	287.8	299.7	331.4	355.5	381.5	409.3	439.2	471.3	505.7	542.6
7.4.8	287.8	299.7	331.4	355.5	381.5	409.3	439.2	471.3	505.7	542.6
7.4.9	296.5	308.8	341.4	366.3	393.1	421.7	452.5	485.6	521.0	559.1
7.4.10	218.6	226.7	248.4	266.6	286.0	306.9	329.3	353.3	379.1	406.8
7.4.11	218.6	226.7	248.4	266.6	286.0	306.9	329.3	353.3	379.1	406.8
7.4.12	218.6	226.7	248.4	266.6	286.0	306.9	329.3	353.3	379.1	406.8
7.4.13	218.6	226.7	248.4	266.6	286.0	306.9	329.3	353.3	379.1	406.8
Total	4,645.9	4,813.8	5,260.6	5,644.7	6,056.7	6,498.9	6,973.3	7,482.3	8,028.5	8,614.6

Table 22: Recurrent costs - GTFS (K'000), 2020-2029

Act	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
7.5.1	209,091.2	217,741.7	240,757.6	258,332.9	277,191.2	297,426.2	319,138.3	342,435.4	367,433.2	394,255.8
7.5.2	209,091.2	217,741.7	240,757.6	258,332.9	277,191.2	297,426.2	319,138.3	342,435.4	367,433.2	394,255.8
7.5.3	215,427.3	224,339.9	248,053.3	266,161.2	285,590.9	306,439.1	328,809.1	352,812.2	378,567.5	406,202.9
Total	633,609.8	659,823.2	729,568.5	782,827.0	839,973.4	901,291.4	967,085.7	103,7683	114,1069	119,4714

Table 23: Recurrent costs - Legal Services Unit (Executive Wing) (K'000), 2020-2029

Act	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
7.6.1	649.4	673.3	736.7	790.5	848.2	910.1	976.5	1,047.8	1,124.3	1,206.4
7.6.2	649.4	673.3	736.7	790.5	848.2	910.1	976.5	1,047.8	1,124.3	1,206.4
7.6.3	669.1	693.7	759.0	814.4	873.9	937.7	1,006.1	1,079.6	1,158.4	1,242.9
Total	1,968.0	2,040.2	2,232.4	2,395.4	2,570.2	2,757.9	2,959.2	3,175.2	3,407.0	3,655.7

Table 24: Recurrent costs - UNESCO (K'000), 2020-2029

Act	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
7.7.1	725.8	755.9	835.8	896.8	962.2	1,032.5	1,107.8	1,188.7	1,275.5	1,368.6
7.7.2	725.8	755.9	835.8	896.8	962.2	1,032.5	1,107.8	1,188.7	1,275.5	1,368.6
7.7.3	747.8	778.8	861.1	923.9	991.4	1,063.8	1,141.4	1,224.7	1,314.1	1,410.1
Total	2,199.5	2,290.5	2,532.6	2,717.5	2,915.8	3,128.7	3,357.1	3,602.2	3,865.1	4,147.3

Table 25: Recurrent costs - Audit Services (K'000), 2020-2029

Act	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
7.8.1	304.7	317.3	350.9	376.5	404.0	433.4	465.1	499.0	535.5	574.6
7.8.2	304.7	317.3	350.9	376.5	404.0	433.4	465.1	499.0	535.5	574.6
Total	609.4	634.6	701.7	752.9	807.9	866.9	930.2	998.1	1070.9	1149.1

Minor outcomes and activities

Activities	Output	Outcome	Resp.	20	21	22	23	24	25	26	27	28	29
Minor outcome 8.1: That effective financial and related services are provided for teachers and the education system													
8.1.1 To improve budget processes within PFMA and legal guidelines	Appropriated budgeting, expenditure and reporting	Funds being expended in manner consistent with priorities of NEP	FBD										
8.1.2 To assist Divisions in the completion of an AOFP that links to the NEP	AOFP produced annually		FBD/ PPD										
8.1.3 To centralise and legally conduct all major procurement contracts	Coordinated Procurement, Accountability and value for money		PD										
8.1.4 To improve all aspects of payroll processing through the decentralisation of functions	Less pay queries		PARS										
8.1.5 To develop an electronic filing system for public Servants and teachers	Electronic filing system developed		PARS/ HROD/ AD										
Minor outcome 8.2: That the provinces are supported in effectively managing their schools and resources													
8.2.1 To improve routine administrative processes through the introduction of appropriate IT systems	Effective communication and timely feedbacks	More effective provincial and district administration	GES										
8.2.2 To oversee secondary school principals appointments.	Good school administrators		GES TSC										
8.2.3 To transfer NCDES activities to the NCDC	NCDES part of NCDC		GES/ NCDES										
8.2.4 To develop policy related to the delivery of basic and secondary education services	Policy guidelines		GES PPD										
Minor outcome 8.3: That human resource, IT and other basic services to the Department of Education is provided													

Activities	Output	Outcome	Resp.	20	21	22	23	24	25	26	27	28	29
8.3.1 To facilitate the restructure of the Department	New DoE organisational structure	A well trained work force prepared to implement the NEP	HROD										
8.3.2 To provide ongoing personnel management services	Efficient management services		HROD										
8.3.3 To develop and implement a staff professional development training program	Ongoing Professional Development program for national and provincial public servants		HROD										
8.3.4 To develop an overarching ICT Policy and Plan	ICT policy implemented		ICT UNESCO PPD										
8.3.5 To develop and implement an electronic document management system	Files archived electronically		AD ICT										
8.3.6 To develop and implement an asset management policy for effective recording and tracking of vehicles and other assets	Asset Management Policy		AD PPD										
Minor outcome 8.4: That quality planning, monitoring and research services are provided to the Department and to the provinces													
8.4.1 To support the implementation of all national plans	Implementation plans	Effective and coordinated research, strategic policy and monitoring using effective communication	PPD										
8.4.2: To provide support for policy review and development	Polices Reviewed and developed		PPD										
8.4.3 To carry out research, monitoring and evaluation studies	Research and Evaluation Reports		RED										
8.4.4 To review, amend and conduct the annual National School Census	Real-time and accurate data for use		RED										
8.4.5 To develop and implement a communication strategy	Communication Strategy		MCU										
8.4.6 To coordinate regular dialogue between the GoPNG and its partners to include reporting on all projects	Systematic and coordinated dialogue and participation with, NGOs and Development Partners		PCU										
8.4.7 To develop a National Schools Infrastructure policy	Implement National Schools Infrastructure policy		PCU										
Minor Outcome 8.5: That all schools benefit equally from the Government subsidy funds program													

Activities	Output	Outcome	Resp.	20	21	22	23	24	25	26	27	28	29
8.5.1 To conduct a review of the TFF Policy	Review TFF Policy	Sustainable Government school funding	RED										
8.5.2 To administer and manage all aspects of the implementation of the Tuition Fee Policy	All schools receive subsidy		GTFS Unit										
8.5.3 To procure and distribute teaching and learning resource materials	All schools receive basic materials on a timely basis		GTFS Unit										
8.5.4 To roll out the process of decentralization of GTFS functions	Decentralisation of GTFS functions		GTFS Unit										
8.5.5 To improve school acquittal and reporting process	Good administration and accountability		GTFS Unit/ Province										
Minor outcome 8.6: That competent and prompt legal advice is provided to the Minister and Secretary for Education													
8.6.1 To advice and defend all legal issues against the department	No outstanding legal cases	Effective & well-coordinated legal services to the department and provinces	LSU										
8.6.2 To draft legislation relating to the revised Education Act	Education Act up to date		LSU										
8.6.3 To assist provinces with the drafting of their Education laws and other legal issues	Provincial Education Boards to use for education services and benefits		LSU GES										
Minor Outcome 8.7: That the UNESCO National Commission Board provides support to education in PNG to advance appropriate policies and programs													
8.7.1 To support Associated project Network in schools	Culture, heritage and citizenship encouraged and promoted	More vibrant and coordinated partnership with DoE in implementing initiatives and programs	UNESCO										
8.7.2 To progress GO-SPIN initiatives	GO-SPIN initiatives supported		UNESCO										
8.7.3 To promote cultural diversity & heritage for sustainable development	New UN World Cultural and Heritage Sites		UNESCO										
8.7.4 To support implementation of SDG targets	SDG achievements		UNESCO PPD										
Minor outcome 8.8: That easy access to information for nation building through a central information management system is provided													
8.8.1 To ensure good governance and effective management	Good governance and management	Functional library services in provinces	OLA										
8.8.2 The provision of quality library and archive services	Improved Library and archival services	Quality Archival and informational services	OLA										
Minor outcome 8.9: That there will be a highly qualified, committed and satisfied Teaching Service workforce delivering quality education through effective teaching.													

Activities	Output	Outcome	Resp.	20	21	22	23	24	25	26	27	28	29
8.9.1 To ensure that teachers entering the service are qualified	Effective classroom teaching	Qualified and committed teacher	TED TSC										
8.9.2 To ensure that teachers are fairly remunerated and have access to professional development opportunities	Happy and motivated teachers		TED TSC										
8.9.3 To ensure fair teacher assessment and efficient service delivery	Fair and effective Teacher assessment		TED TSC										
Minor Outcome 8.10: That competent and prompt advice on issues relating to financial probity is provided to the Minister and Secretary for Education													
8.10.1 To implement the annual Internal Audit Plan including audit of DoE finances	Audit reports	An effective internal audit management system	Audit Unit										
8.10.2 To respond to audit referrals from provinces	Provincial Audits reports		Audit Unit										

Finance responsibilities

The activities in this Focus Area will mainly be the responsibility of the Department of Education. There is expected to be support from provinces in areas of training where they have their own staff involved, and also from donor partners who may support professional development opportunities.

Responsibilities

National

- Identify institutions to provide targeted training skills
- Support training needs for NDoE target groups
- Produce yearly AOFPP consistent with NEP activity
- Provide financial management and budgetary training
- Initiate and tender major projects for improving educational services
- Decentralise payroll systems
- Develop the electronic filing system
- Procure and distribute STEM equipment
- Register schools into the new school structures and models
- Develop the e-registration system and portfolios
- Enhance Grade 11 selection processes
- Provide an effective appointment system for senior level positions of schools
- Progress transfer of NCDES to NCD
- Restructure and fill all positions within the DoE
- Review the TFF policy
- Audit finances, schools and operating systems in the provinces
- Provide strategic plans and policies for new policy directives, including the 1-6-6 school structure
- Provide technical and legal support to decision making bodies of the DoE and the Ministry
- Provide in-depth research, monitoring and evaluation of all government policy initiatives
- Collect and collate data of all ministerial matters
- Support establishment and resourcing of school libraries
- Work with the TSC to enhance the terms and conditions for employment of the teachers
- Assist provinces to budget for their teachers' personal emoluments and leave fares
- Work with TSC to ensure the Teaching Vacancy Gazette is published annually

Provincial

- Support training for principals and Division of Education officers

- Review and draft the provincial education act, with wider consultation with DoE
- Identify schools for 1–6–6 restructure implementation
- Accommodate GTFS functions
- Accommodate decentralised payroll functions and personnel
- Support collection of data and information
- Support training on plans and new policy initiatives
- Support new initiatives for collecting data by electronic means
- Plan and budget for teachers' salary and leave fares
- Create or abolish teaching positions
- Train staff in library and archival skills
- Submit the list of schools and teachers appointed to multi-grade and disadvantaged schools to TSC each year

Districts, LLG and Wards

- Support teachers for professional training
- Plan for restructure in all sectors
- Support infrastructure development

Schools and school Boards

- Plan to accommodate the 1–6–6 school structure
- Support teachers for professional training
- To support restructure development
- Support the resourcing of school/classroom libraries
- Ensure working environment for the teachers and students supports teaching and learning.

Parents and the school community

- Support restructure of schools
- Support local teachers for training
- Parents and community members should monitor teacher absenteeism and report relevant authorities
- Ensure teachers are supported by the community that they serve in
- Attend parent teacher conferencing or meetings

Teachers

- Teachers are expected to comply with all regulations governing their employment
- Teachers have a responsibility to uphold the status of their profession in the schools and communities they serve.
- Teachers should promote a safe, healthy, respectful and student centered learning environment.

Training needs

To achieve the outcomes expected, the following training programs will need to be prepared and delivered to the proposed target groups.

No.	Program	Target group
TP 8.1	Library studies	Teachers and Librarians
TP 8.2	ICT programming, data management, web designing	ICT officers
TP 8.3	Archival recording, filing and document treatment	Archivists
TP 8.4	Office Administration and management	Admin Officers
TP 8.5	Staff trained on Excel applications	DoE Staff
TP 8.6	Staff trained on use of the IFMS	All Finance staff
TP 8.7	Financial management training	Principals and Registrars
TP 8.8	Revised payroll processes and procedures	PEOs and payroll officers
TP 8.9	Develop officers capacity for higher duties and to competently use IFMS	DoE Officers
TP8.10	Specialist ICT training	ICT staff
TP8.11	Staff trained on ICT systems	All staff
TP8.12	Staff trained on web site design and maintenance	MCU
TP8.13	Statistics, research, monitoring and evaluation skills	RED staff
TP8.14	Specialist audit training	Audit Unit

FOCUS AREA 9: CITIZENSHIP AND VALUES

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

The long term goal is that all children will have the opportunity of 13 years of quality education and training. Further than this, there is also an expectation that students will exit as people able to take their place in their communities and able to contribute in the best way that they can towards national development.

Teachers in especially early childhood and primary are expected to support the development of children's personal social skills, their understanding of social attitudes and values and their capacities for positive social interactions through the ways in which they arrange their provision and the learning opportunities which they provide. It is expected that through the citizenship and values education students will learn cultural norms, Christian values and appreciate the PNG values of respect, honesty and humility. This requires all schools to raise the national flag, sing the national anthem, recite the pledge and say the Lord's Prayer on a regular basis, usually at the time of the school assembly.

Teachers need opportunities in their professional development to consider how the social and learning environment they provide fosters positive citizenship, inclusion and equity. There are already components of the teacher inspection report that are related to being professionally attired and acting in a professional manner.

Minor Outcome 9.1: *That Christian Education is taught in schools*

Building strong lifestyle and character is vitally important for the children for their future lives. Schools have a Religious Education program embedded in their weekly programs, for teaching and educating children about basic and profound Christian principles (**Activity 9.1.2**). Implementing the CCVE curriculum will pave the way forward for children to be taught life changing and guiding Christian principles, values and ethics, guided by the Bible (**Activity 9.1.1**). A standard teachers and trainers guide to facilitate this, will be developed and used by trained teachers, in partnership with church bible teachers from the respective churches.

Many churches and NGOs are already delivering education services effectively in both urban and rural settings. Establishing MOUs with these organisations (**Activity 9.1.3**) could be a way to partner with them to deliver the CCVE curriculum.

Minor Outcome 9.2: *That Scouting activities be introduced into the schools*

There are some service organisations already operating in schools around the country. These include Pathfinders, in some agency schools, and scout and guide group activities. These are mainly confined to urban areas, are small in number, and depend to a very large extent on voluntary help.

It is intended that such groups will be established in all schools, and the number of schools involved will increase progressively throughout the period of the Plan. The establishment of scout troops will be facilitated through grants to the Scout and Guide Associations (**Activity 9.2.2**). These grants will be used by the Associations to conduct training of scout and guide leaders (**Activity 9.2.3**), and also for any establishment costs that there may be for troops based in schools. Membership will necessarily be confined to school students. However, teachers who are nominated for scout registration by their school management will be considered for membership, in order to keep troops running in the schools.

As a result of an NEC decision in 2015, a Policy and Guidelines for Scout Education in Schools is being developed jointly by the DoE, TSC and the Scout Association of PNG (SAPNG). This will make certain aspects of compulsory scouting activities aligned to the curricula for CCVE, Personal Development (PD), Making a Living (MAL) and Christian and Religious Education (CRE). It will also require all schools to enrol their children (**Activity 9.2.1**), both girls and boys, in Scouts. The Behaviour Management Policy will be consulted as well.

The outcomes from this program are expected to be that students:

- Appreciate who they are as individuals
- Respect and appreciate others and the environment
- Involve themselves in decision making processes
- Become self-reliant and productive
- Develop positive attitudes, a healthy lifestyle and physical fitness, and a sense of cultural identity.

Minor outcome 9.3 That schools initiate systems that promote good governance, leadership, and understanding of local culture and foster non-academic interests and skills

It is important that our young people develop an identity and a feeling of belonging to their respective cultural heritage. This will be imparted to them through community leaders visiting schools and speaking of language, legends, and local customs. The fact that language, culture and identity go together will see a community awareness program developed, so that students are taught about these community and societal values **(Activity 9.3.1)**.

There will be a re-introduction of extra curricula activities in the form of special interest clubs, sporting and Christian activities. These will all be reflected in the SLIPs **(Activity 9.3.2)**. These clubs should include activities that will build and develop confidence and leadership, especially amongst girls. Debating and public speaking are two activities that are to be implemented in all schools. All teachers will be required to take part in at least one extra curricula activity. Volunteers from outside should also be encouraged. It is hoped that these activities will provide opportunities for students to take part in activities that they like, and that they excel in, and that are not included in the regular curriculum.

Throughout their school time, children should experience and understand the processes of decision making, and respect for leaders and others. They should learn to appreciate the orderly conduct of their School Board. This will be the first time in their lives that they will have been exposed to the workings of a formally constituted authority, and it is important that this experience is positive. There will be workshops for school boards, and a governance handbook will be developed **(Activity 9.3.3)**.

Children should experience and understand the process of decision making and respect for leaders and others throughout their school time. They should learn to appreciate the orderly conduct of School Board. This will be the first time in their lives that they will have been exposed to the workings of a formally constituted authority and it is important that it's positive. There will be School Boards workshops and the development of governance handbook **(Activity 9.3.3)**.

There is much that can be done at the school level to foster leadership and good governance. In all schools there should be a Students Representative Council **(Activity 9.3.4)** that is run on a democratic basis by the students themselves, with the support of a supervising teacher. This, and the system of prefects that is in place in primary and secondary schools, will help those involved to develop a sense of responsibility, and further develop their Christian and community based leadership skills.

A training package for student leaders has been developed. It will be delivered at the local level, and be supported by provinces and the schools themselves. The training program will include sections on the working of an SRC and the role of prefects, and will allow the senior students to return to their schools and provide support for school leaders in the lower grades.

In addition to an SRC, virtually all secondary schools are organised in teams and colours. This system, too, involves leadership and teaches loyalty, courage and pride.

Minor outcomes and activities

Activities	Output	Outcome	Resp.	20	21	22	23	24	25	26	27	28	29
Minor Outcome 9.1: That Christian Education is taught in all sectors													
9.1.1 Develop standard program to promote teaching of Christian principles, values and ethics	Standard teaching programs	Effective teaching and administration of Christian Education	CDD										
9.1.2 To have Christian/ bible teachers or educators facilitate teaching of the principles, value and ethics	Trained and qualified teachers/facilitators		TED										
9.1.3 Partnership with Churches and NGO's delivering Christian Education	An MOA for effective partnerships		DoE Church										
Minor outcome 9.2: That scouting activities be introduced into all schools that strengthen values of leadership and citizenship													
9.2.1 To complete the Scouting Policy and Guidelines	Policy Implemented	Well mannered, respectful students	RED										
9.2.2 To provide grants to the SAPNG	Foster partnership and sustain Scout in schools		DoE										
9.2.3 To train group leaders	Leaders trained		SAPNG DoE										
9.2.4 To progressively establish scout in schools	Number of school implementing scout		SAPNG DoE										
Minor outcome 9.3: That schools initiate systems that promote good governance, leadership, an understanding of local culture and foster non-academic interests and skills													
9.3.1 To develop a program of community elders to visit schools	Lessons provided by community leaders	Confident child for leadership and citizenship roles	Schools and Governing Boards										
9.3.2 To introduce clubs and societies	Students involved in school and Community outreach program		Schools and Governing Boards										
9.3.3 To provide support for Schools Boards	School Boards workshops run		DEAs										
9.3.4 To facilitate a functioning SRC	SRC fully functional in schools		Schools and Governing Boards										

Finance responsibilities

Much of the financial support to implement activities in this Focus Area will come from the lower levels of Government and from the schools themselves, using some of their GTFS funds. The National Government will provide support to the Scout Association of PNG to allow them to play their part in implementing scouting initiatives.

Responsibilities

National

- Develop policy
- Support the Scout Association to train scout masters and establish troops

Provincial

- Provide support to schools who wish to introduce scouting
- Allocate funding for scouting activities
- Monitor the increase in the number of scout troops in the province

Districts, LLG and Wards

- Identify schools to take on scout troops
- Run workshops for school boards of management

School boards

- Include scouting activities in SLIPs
- Include community participation in the curriculum in SLIPs
- Monitor the activities of the SRC
- Include extra curricula activities in the SLIP
- Assign a School Chaplain or Pastor

Parents and the school community

- Support the school in providing expertise to teach cultural aspects of the curriculum
- Help schools, where appropriate, with organising extra curricula activities

Scout Association of PNG

- Provide technical training for scout leaders to deliver scouting program
- Provide advice about uniforms and other requirements

Training needs

To achieve the outcomes expected, the following training programs will need to be prepared and delivered to the proposed target groups.

No.	Program	Target group
TP9.1	School Board training	School board members
TP9.2	Parents for Quality Education Program	Schools, governing bodies
TP9.3	SRC leadership training	SRC supervisors
TP9.4	Scout master training	Relevant teachers

SECTION SIX

FINANCE AND COSTING



FINANCE AND COSTING

Following is a breakdown of projected costs and revenues over the plan period by Medium Term Expenditure Framework (MTEF) category and sector. The MTEF categories are teacher education, education materials, institutional infrastructure, standards, institutional funds, management and administration, and personal emoluments.

These figures are derived from the costing study which has been used to inform the projections model.

Table 26: Medium Term Expenditure Framework (K'000), 2020-2029

Elementary

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Teacher Education	965	940	2,881	2,811	2,724	2,653	2,595	2,537	1,978	1,917
Education Materials	965	940	886	816	729	658	600	542	482	421
Infrastructure	3,385	19,894	33,391	38,984	43,826	34,691	26,148	24,526	23,001	21,503
Standards	4,582	4,293	4,088	3,793	3,563	3,397	3,207	2,986	2,730	2,684
Institutional Funding	109,808	104,153	95,629	85,652	74,406	65,146	57,690	50,471	43,490	3,6745
Management & Admin	44,635	41,554	40,057	37,101	34,385	32,225	30,042	27,655	25,024	23,816
Personal emolument	352,226	342,959	323,487	297,863	266,224	240,022	219,062	197,707	175,918	153,650
Total	516,566	514,733	500,420	467,020	425,858	378,790	339,345	306,423	272,622	240,736

Primary

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Teacher Education	41,229	41,898	49,799	50,188	50,120	49,997	50,061	50,127	50,136	49,645
Education Materials	13,259	14,101	15,017	15,901	16,896	17,585	18,081	18,584	18,854	18,787
Infrastructure	167,658	325,605	352,655	346,967	383,540	289,290	227,123	229,068	164,594	114,686
Standards	7,353	7,931	8,857	9,959	10,969	11,930	12,996	13,990	14,809	15,695
Institutional Funding	344,732	366,837	390,903	414,167	440,336	458,565	471,750	485,172	492,495	491,019
Management & Admin	39,494	42,800	48,485	54,399	59,802	64,931	70,627	75,915	80,226	84,907
Personal emolument	992,959	1,051,564	1,115,206	1,175,967	1,244,363	1,289,784	13,20,656	1,351,903	1,365,945	1,355,565
Total	1,606,683	1,850,736	1,980,921	2,067,549	2,206,024	2,182,082	2,171,294	2,224,759	2,187,059	2,130,304

Secondary

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Teacher Education	20,094.2	22,351.3	25,262.3	32,220.7	32,114.7	43,871.9	44,722.7	49,521.1	54,120.1	48,771.8
Education Materials	19,315	20,339	22,303	24,886	27,519	30,288	33,092	36,344	40,733	45,279
Infrastructure	86,990	125,605	200,366	2,83,061	297,170	342,103	365,770	326,141	412,214	571,724
Standards	1,746	1,971	2,409	2,931	3,575	4,304	5,081	6,119	7,523	8,753
Institutional Funding	336,192	354,827	395,882	459,068	527,708	605,373	684,180	757,387	854,991	983,384
Management & Admin	27,641	28,933	32,281	36,146	40,887	46,109	51,000	56,510	64,413	73,074
Personal emolument	237,655	255,105	289,606	341,886	400,212	467,687	538,576	607,552	699,148	820,236
Total	729,633	809,131	968,108	1,180,200	1,329,186	1,539,735	1,722,421	1,839,574	2,133,142	2,551,222

Vocational

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Teacher Education	1,010	1,477	1,493	1,507	1,521	1,551	1,590	1,613	1,622	1641
Education Materials	5,386	5,577	5,713	5,786	5,855	6,162	6,599	6,721	6,612	6628
Infrastructure	65,834	24,738	20,177	14,845	14,993	39,441	54,018	23,422	3,613	13,781
Standards	-	-	-	-	-	-	-	-	-	-
Institutional Funding	64,816	67,080	68,669	69,509	70,295	73,933	79,116	80,517	79,143	79,266
Management & Admin	23,550	24,481	26,877	28,863	31,003	33,351	35,891	38,578	41,439	44,519
Personal emolument	61,162	65,320	69,073	72,304	75,703	82,536	91,680	96,990	99,255	103,674
Total	221,759	188,673	192,002	192,813	199,370	236,974	268,893	247,841	231,685	249,510

Table 27: Total expenditure by MTEF category (K'000), 2020-2029

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Teacher Education	63,298	66,666	79,436	86,727	86,481	98,072	98,969	103,797	107,856	101,976
Education Materials	38,925	40,957	43,919	47,389	50,999	54,692	58,372	62,191	66,681	71,116
Infrastructure	323,867	495,842	606,588	683,857	739,528	705,525	673,059	603,157	603,423	721,694
Standards	13,680	14,195	15,355	16,683	18,107	19,631	21,285	23,095	25,061	27,132
Institutional Funding	855,548	892,896	951,083	1,028,396	1,112,745	1,203,017	1,292,736	1,373,547	1,470,119	1,590,415
Management & Admin	135,321	137,769	147,699	156,510	166,077	176,616	187,560	198,657	211,102	226,316
Personal emolument	1,644,003	1,714,949	1,797,371	1,888,020	1,986,502	2,080,029	2,169,974	2,254,152	2,340,266	2,433,125
Total	3,074,642	3,363,273	3,641,450	3,907,582	4,160,439	4,337,581	4,501,954	4,618,597	4,824,508	5,171,773

Table 28: Total expenditure by sector (K'000), 2020-2029

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Elementary	516,566	514,733	500,420	467,020	425,858	378,790	339,345	306,423	272,622	240,736
Primary	1,606,683	1,850,736	1,980,921	2,067,549	2,206,024	2,182,082	2,171,294	2,224,759	2,187,059	2,130,304
Secondary	729,633	809,131	968,108	1,180,200	1,329,186	1,539,735	1,722,421	1,839,574	2,133,142	2,551,222
Vocational	221,759	188,673	192,002	192,813	199,370	236,974	268,893	247,841	231,685	249,510
Total	3,074,642	3,363,273	3,641,450	3,907,582	4,160,439	4,337,581	4,501,954	4,618,597	4,824,508	5,171,773

Percentage expenditures by category and sector are shown in the following two tables. In terms of the different categories, the three big costs are institutional funding, infrastructure and personal emoluments with the costs of infrastructure rising during the plan period. As to be expected with regard to the sectors, the percentage expended on elementary decrease enormously as the Grade 1 and 2 classes are relocated to the primary sector.

The average teacher salary rises by about 12% as a result of the upgrading of elementary and primary teachers to primary and secondary respectively. The average TFF allocated per child rises by 70% over the period. This is as a result of the significant rise in allocations for the Grade 1, 2, 7 and 8 classes that move from the elementary and primary into the primary and secondary sectors.

Table 29: Percentage expenditure by MTEF category, 2020-2029

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Teacher Education	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%
Education Materials	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Infrastructure	11%	15%	17%	18%	18%	16%	15%	13%	13%	14%
Standards	0%	0%	0%	0%	0%	0%	0%	1%	1%	1%
Institutional Funding	28%	27%	26%	26%	27%	28%	29%	30%	30%	31%
Management & Admin	4%	4%	4%	4%	4%	4%	4%	4%	4%	4%
Personal emolument	53%	52%	50%	47%	47%	48%	49%	49%	50%	50%

Table 30: Percentage expenditure by sector, 2020-2029

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Elementary	17%	15%	12%	10%	9%	7%	5%	5%	4%	4%
Primary	51%	51%	52%	52%	50%	50%	49%	47%	45%	41%
Secondary	24%	25%	25%	26%	27%	28%	30%	30%	32%	33%
Vocational	5%	5%	6%	6%	7%	7%	7%	8%	8%	10%
FODE	3%	4%	5%	6%	7%	8%	9%	10%	11%	12%

It is anticipated that funding will come from a number of sources. The Department of Education budget and the Provincial Education Function Grants will rise by a minor factor each year. It is assumed that Government will fund all teacher salaries and that teacher leave fares will rise in accordance with the rise in the number of teachers who are eligible for these fares. The table below presents this data and also determines a gap and percentage gap. The latter rises to more than 24% by the end of the period. The average gap across the plan period is approximately 16%.

Table 31: Estimated revenues and gap analysis (K'000), 2020-2029

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
National										
DoE recurrent	831,497	850,622	870,186	890,200	910,675	931,620	953,048	974,968	997,392	1,020,332
DoE capital	160,290	160,290	160,290	160,290	160,290	160,290	160,290	160,290	160,290	160,290
Provincial										
Teacher salaries	1,644,003	1,714,949	1,797,371	1,888,020	1,986,502	2,080,029	2,169,974	2,254,152	2,340,266	2,433,125
Leave fares	35,409	37,595	40,327	43,399	46,841	49,938	52,762	55,448	58,117	60,874
Function grants	124,363	128,343	132,450	136,688	141,062	145,576	150,235	155,042	160,004	165,124
DSIP PSIP	204,000	204,000	204,000	204,000	204,000	204,000	204,000	204,000	204,000	204,000
Total	2,999,562	3,095,798	3,204,624	3,322,598	3,449,370	3,571,454	3,690,308	3,803,899	3,920,068	4,043,744
Total costs	3,074,642	3,363,273	3,641,450	3,907,582	4,160,439	4,337,581	4,501,954	4,618,597	4,824,508	5,171,773
Gap	75,079	267,475	436,826	584,985	711,069	766,128	811,645	814,697	904,439	1,128,028
% age	2%	8%	12%	15%	17%	18%	18%	18%	19%	22%

This is a significant gap that needs to be filled in order that targets and outcomes can be achieved. There are some minor cost recovery measures that should be considered during the review of the Plan. These would include, first, the charging of fees, to be deducted at source from the school fee subsidies, for the School Certificate and Higher School Certificate Examinations, and, second a greater contribution from teachers for professional development courses, costs for which could be recovered through salary deduction.

In order that a substantive reduction can be made in to this gap there will be a reintroduction of parental contributions to education that will be over and above the TFF. These contributions have been set at K50, K150 and K250 for elementary, primary and post primary education respectively. Any contributions paid by parents to schools should be spent on activities that are included in the appropriate SLIP that has gained endorsement from the PEB. The next table presents the effect that this would have on the gap which is cut, on average, to less than 8% per annum.

Table 32: Estimated revenues and gap analysis with parental contributions, 2020 - 2029

National	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Total costs	3,074,642	3,363,273	3,641,450	3,907,582	4,160,439	4,337,581	4,501,954	4,618,597	4,824,508	5,171,773
Revenue										
Funding	2,999,562	3,095,798	3,204,624	3,322,598	3,449,370	3,571,454	3,690,308	3,803,899	3,920,068	4,043,744
Par cont	0	0	327,207	346,285	36,7280	387,457	406,436	423,727	441,971	462,057
Total	2,999,562	3,095,798	3,531,831	3,668,883	3,816,649	3,958,911	4,096,744	4,227,626	4,362,040	4,505,802
Gap	75,079	267,475	109,619	238,699	343,789	378,671	405,210	390,970	462,468	665,971
% age	2%	8%	3%	6%	8%	9%	9%	8%	10%	13%

SECTION SEVEN

STAFFING AND ENROLMENT PROJECTIONS



STAFFING AND ENROLMENT PROJECTIONS

The enrolment figures have been derived based upon a variety of assumptions relating to the restructuring of the system to that of 1-6-6 and also minor expansion of access to Grades 9 to 12 that will allow a greater number of children to complete 13 years of education. It has further been assumed that prevailing attrition rates will be maintained with a much improved progression rate of 96% being applied for those who are a part of the 1-6-6 program.

The 1-6-6 structure will be phased in over the whole of the plan period and the table below presents the pace of that implementation. It shows the percentage of students each year that are enrolled in Grades 1 and 2 in the primary schools and Grades 7 and 8 in the secondary schools. There will be a decreasing numbers of children enrolled in Grades 1 and 2 in the elementary schools and Grades 7 and 8 in the primary schools for the whole period.

Table 33: Phasing in of 1-6-6 structure by year, 2020-2029

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Primary	0%	10%	20%	35%	50%	60%	70%	80%	90%	100%
Secondary	0%	0%	10%	20%	30%	40%	50%	60%	80%	100%

The transition rates between Grades 8 and 9, and Grades 10 and 11, rise to approximately 75% and 60% respectively. There remain further opportunities in either the vocational centres or in Flexible, Open and Distance Education for those who are not able to continue in the secondary schools in Grades 9 and 11.

Table 34: Post primary transition rates, 2020-2029

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
G8 to G9	61.9%	62.6%	63.3%	64.1%	64.8%	65.6%	66.3%	67.0%	67.8%	68.5%
G10 to G11	52.6%	52.7%	52.9%	53.0%	53.1%	53.2%	53.4%	53.5%	53.6%	53.7%

The total enrolments by Grade for the period are shown in the table below. It should be noted due to the transition to the 1-6-6 structure Grades 1 and 2, and Grades 7 and 8 include children going to different types of school. Some Grade 1 and children will be in the old elementary school system whilst others will be being educated through the primary school system and similarly Grades 7 and 8.

Table 35: Total enrolment by grade, 2020-2029

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Kinder 1				15,413	24,411	37,979	58,792	91,369	143,495	228,855
Kinder 2					53,568	67,136	87,949	120,526	172,652	258,012
Prep	126,176	130,994	136,118	141,639	147,687	154,457	162,245	171,514	183,016	197,991
Gr 1	324,378	323,502	322,460	323,530	324,351	322,729	320,941	318,988	316,868	314,583
Gr 2	307,888	300,374	300,807	301,043	303,791	306,243	305,789	305,137	304,289	303,243
Gr 3	258,316	253,250	247,069	252,255	257,109	266,190	274,774	278,467	281,828	284,857
Gr 4	221,548	236,101	231,470	225,821	231,182	236,217	245,394	254,083	257,981	261,553
Gr 5	190,679	211,579	225,477	221,054	215,659	220,843	225,715	234,570	242,956	246,733
Gr 6	177,978	180,573	200,365	213,526	209,338	204,229	209,300	214,070	222,684	230,845
Gr 7	161,707	163,740	166,127	184,336	196,444	192,591	187,891	192,556	196,944	204,869
Gr 8	150,485	153,298	155,226	157,688	175,193	186,936	183,501	179,248	183,930	188,594
Gr 9	89,244	94,194	97,090	99,460	102,206	114,849	123,933	123,014	121,491	126,026
Gr 10	79,619	84,507	89,317	92,190	94,572	97,365	109,595	118,445	117,728	116,409
Gr 11	38,756	41,989	44,673	47,329	48,968	50,352	51,962	58,628	63,511	63,276
Gr 12	37,661	38,219	41,423	44,089	46,728	48,365	49,752	51,363	57,974	62,827
Voc	52,989	54,840	56,139	56,826	57,468	60,442	64,679	65,825	64,701	64,802
FODE	22,989	24,840	26,139	26,826	27,468	20,442	24,679	25,825	24,701	24,802
Spec Ed	11,230	11,321	11,333	11,439	11,446	11,462	11,555	11,616	11,666	11,690
Total	2,251,643	2,303,321	2,351,233	2,414,464	2,527,589	2,598,828	2,698,446	2,815,244	2,968,416	3,189,968

The following three tables show projected enrolments in the various sectors and illustrate clearly how the transition from the current structure to the 1-6-6 structure will happen. Retention rates have been kept at the current level aside from those children who are passing through the restructured 1-6-6 system. The intra grade rate for these children has been set at 96% as per Minor Outcome 2.5.

Table 36: Elementary schools enrolment by grade, 2020-2029

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Prep	365,993	359,567	353,141	346,714	340,288	333,862	327,435	321,009	314,583	308,156
Elem 1	324,378	286,902	250,546	199,931	150,994	118,556	87,238	57,039	27,960	0
Elem 2	307,888	300,374	265,671	232,006	185,136	139,821	109,783	80,782	52,818	25,891
Total	998,259	946,843	869,358	778,651	676,418	592,239	524,457	458,831	395,361	334,047

Table 37: Primary school enrolment by grade, 2020 - 2029

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Gr 1	0	36,599	71,913	123,599	173,357	204,173	233,703	261,948	2,88,908	314,583
Gr 2	0	0	35,135	69,037	118,655	166,423	196,006	224,355	251,470	277,352
Gr 3	2,58,316	253,250	247,069	252,255	257,109	266,190	274,774	278,467	281,828	284,857
Gr 4	2,21,548	236,101	231,470	225,821	231,182	236,217	245,394	254,083	257,981	261,553
Gr 5	10,679	211,579	225,477	221,054	215,659	220,843	225,715	234,570	242,956	246,733
Gr 6	1,77,978	180,573	200,365	213,526	209,338	204,229	209,300	214,070	222,684	230,845
Gr 7	161,707	163,740	149,515	147,469	137,511	115,555	93,945	77,023	39,389	0
Gr 8	150,485	153,298	155,226	141,740	139,800	130,360	109,546	89,060	73,017	3,7341
Total	1,160,714	1,235,140	1,316,170	1,394,501	1,482,612	1,543,991	1,588,384	1,633,575	1,658,233	1,653,263

Table 38: Secondary school enrolment by grade, 2020-2029

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Gr 7	0	0	16,613	36,867	58,933	77,036	93,945	115,534	157,555	204,869
Gr 8	0	0	0	15,948	35,392	56,576	73,955	90,188	110,912	151,253
Gr 9	89,244	94,194	97,090	99,460	102,206	114,849	123,933	1,23,014	121,491	126,026
Gr 10	79,619	84,507	89,317	92,190	94,572	97,365	109,595	118,445	117,728	116,409
Gr 11	38,756	41,989	44,673	47,329	48,968	50,352	51,962	58,628	63,511	63,276
Gr 12	37,661	38,219	41,423	44,089	46,728	48,365	49,752	51,363	57,974	62,827
Total	245,280	258,909	289,117	335,884	386,800	444,544	503,142	557,171	629,172	724,661

Table 39: Vocational institution enrolments by years, 2020-2029

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Year 1 (G9)	21,643	22,573	22,995	23,284	23,653	26,279	28,040	27,525	26,887	27,589
Year 2 (G10)	19,488	20,409	21,286	21,684	21,957	22,305	24,781	26,442	25,956	25,355
Other	11,858	11,858	11,858	11,858	11,858	11,858	11,858	11,858	11,858	11,858
Total	52,989	54,840	56,139	56,826	57,468	60,442	64,679	65,825	64,701	64,802

Minor outcome 2.5 speaks of the importance of improving progression rates. It is assumed that these rates will improve to 96% for those who are educated through the 1-6-6 structure. It is further assumed that those who are still being educated in the old 3-6-4 system will continue to progress at the current rates. The rationale behind this is the children in the 1-6-6 system will be being taught by better qualified teachers and will be being taught in better resourced classrooms. This should lead to improved progression

rates.

Table 40: Progression rate by grades, 2020-2029

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Prep to G1	87%	88.0%	89.0%	90.0%	91.0%	92.0%	93.0%	94.0%	95.0%	96.0%
G1 to 2	88.5%	89.4%	90.3%	91.2%	92.0%	92.9%	93.8%	94.7%	95.6%	96.5%
G2 to 3	85.0%	86.2%	87.3%	88.5%	89.6%	90.8%	91.9%	93.1%	94.2%	95.4%
G3 to 4	92.0%	92.6%	93.2%	93.8%	94.5%	95.1%	95.7%	96.3%	96.9%	97.5%
G4 to 5	94.5%	94.9%	95.3%	95.8%	96.2%	96.6%	97.0%	97.5%	97.9%	98.3%
G5 to 6	97.0%	97.2%	97.5%	97.7%	97.9%	98.2%	98.4%	98.6%	98.8%	99.1%
G6 to 7	94.0%	94.5%	94.9%	95.4%	95.8%	96.3%	96.8%	97.2%	97.7%	98.2%
G7 to 8	96.0%	96.3%	96.6%	96.9%	97.2%	97.5%	97.8%	98.2%	98.5%	98.8%
G8 to 9	68.0%	70.5%	72.9%	75.4%	77.8%	80.3%	82.8%	85.2%	87.7%	90.2%
G9 to 10	95.5%	95.5%	95.6%	95.6%	95.7%	95.7%	95.7%	95.8%	95.8%	95.8%
G10 to 11	52.0%	56%	59%	63%	67%	70%	74%	78%	82%	85%
G11 to 12	99.0%	99.0%	99.0%	99.0%	99.0%	99.0%	99.0%	99.0%	99.0%	99.0%

Staffing figures have been projected with incremental improvements in the average class sizes that by the end of the period will be 37 in the remaining elementary and the primary schools. In the secondary sector the pupil teacher ratio will be 30 and the teacher class ratios will remain at 1.5 in lower secondary and 1.75 in upper secondary.

Basic staffing requirements by sector are presented below. There is a greater analysis regarding how these figures can be translated into the numbers needed to be graduated from the teacher colleges and the numbers that need to go through an upgrading program on an annual basis in Focus Area 4, Teachers and Teaching.

Table 41: Staffing requirements by sector, 2020-2029

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Early Childhood		2,295	2,653	3,194	3,999	5,198	7,008	9,782	14,126	21,076
Elementary	19,300	18,792	17,725	16,321	14,588	13,152	12,003	10,833	9,639	8,419
Primary	33,033	34,982	37,099	39,121	41,396	42,907	43,934	44,973	45,441	45,095
Lower Sec	4,592	4,943	5,713	7,000	8,485	10,264	12,136	13,776	15,942	19,166
Upper Sec	2,078	2,219	2,423	2,618	2,789	2,930	3,075	3,388	3,815	4,038
Vocational	1,747	1,866	1,974	2,066	2,163	2,358	2,619	2,771	2,836	2,962
FODE	59	59	63	65	72	75	79	83	92	99
Spec Ed	178	182	188	193	199	201	207	211	218	224
Total	60,987	65,338	67,838	70,578	73,691	77,085	81,061	85,817	92,109	101,079

The planning for, and implementation of, the 1-6-6 restructuring will need to be meticulous if it is to succeed. There will need to be close consultation and coordination between the stakeholders. The Planning Unit within the Policy and Planning Division will provide technical support to the National School Restructure Task Force (NSRTF). The NSRTF has wide representation from within the DoE.

SECTION EIGHT

PLAN IMPLEMENTATION AND COORDINATION



PLAN IMPLEMENTATION AND COORDINATION

The Provincial School Restructure Committee will have a similar make up to that of the national Task Force, but with added representation from the districts. Their role will be to develop an implementation schedule that is sensitive to the capacity of local management, and schools themselves, to implement. Critical for their consideration should be the availability of infrastructure and teachers. Planning for restructure will be bottom-up, but some control measures will need to be applied by the NSRTF. This is to avert the problems faced during implementation of the last reform program, when there was a proliferation of newly established elementary schools and upper secondary schools that greatly compromised quality.

District School Restructure Teams (DSRT) have also been formed. The role of these will be to make local, district level, decisions in relation to schools becoming part of the program, and teachers to be upgraded. It is this group that is responsible for the clustering of all the schools in their district. These clustering arrangements will be reflected in the School Learning Improvement Plans (SLIPs).

The construction of appropriate classrooms and other specialist buildings will be a major challenge for the Provincial committee. They will need to liaise closely with the District School Restructure Teams to ensure that the needs of the Plan are reflected in the budgets and the plans for expenditure of the DSIP and the PSIP funds. The role of the district committees will be to assess the preparedness of the different schools to take on new classes and, on the basis of these assessments, to determine an implementation schedule for all of the schools in their district. They will also be required to make recommendation to the Provincial Education Board (PEB) for the teachers to undertake upgrading programs.

Implementation will be driven by a number of principles:

- Classes will not be established unless suitable teachers are in place. The teachers must be satisfactory to the TSC, and must be paid at the correct higher level.
- Subnational authorities will be responsible for all of the costs of classes established over and above the number recommended by the DoE.
- Infrastructure must be completed to minimum standards prior to enrolment taking place. The DSRT will be required to check that this is in place.

The schools will have the responsibility of ensuring that these changes are reflected in their school SLIP, and that their SLIP is endorsed by their PEB.

So that national targets can be met, the NSRTF will provide provinces with a recommended number of classes to establish each year at each level. It will then be up to the provinces to determine exactly where these classes will be established. They may decide to provide similar quotas to each district, or may concentrate their efforts on one district per year. The provinces will be responsible for making sure that suitable teachers are selected for the upgrading programs, and that they have the qualifications required for the Teaching Service Commission (TSC) to approve payment of their salary at the primary or secondary level. If they decide that they wish to establish more classes than will be supported by the DoE, then they will have to provide the necessary funding.

The NSRTF will provide provinces with a recommended number of classes to establish each year at each level in order that national targets can be met. It will then be up to the provinces to determine exactly where these classes will be established - they may decide to provide similar quotas to each district or may concentrate their efforts on one district per year. The provinces will be responsible for making sure that suitable teachers are selected for the upgrading programs and that they have the qualifications required for TSC to approve the payment of their salary at the primary or secondary level. If they decide that they wish to establish more classes than will be supported by the DoE then they will have to provide the funding required.

The construction of appropriate classrooms and other specialist buildings will be a major challenge for the Provincial committee and they will need to liaise closely with

the District School Restructure Team to ensure that the needs of the Plan are reflected in the budgets and the plans for expenditure of the DSIP and the PSIP funds. The role of the district committees will be to assess the preparedness of the different schools to take on the new classes and, on the basis of these assessments, to determine an implementation schedule for all of the schools in their districts. They will also be required to make recommendation to the PEB for the teachers to undertake the upgrading programs. The schools will have the responsibility of ensuring that these changes are reflected in their school SLIP that is endorsed by their PEB.

Implementation will be driven by a number of principles. First, that classes will not be established unless teachers are in place who are satisfactory to the TSC and who will be paid at the correct higher level. Second, that sub national authorities will be responsible for all of the costs of classes established over and above the number recommended by the DoE. Third, is that infrastructure must be completed to minimum standards prior to enrolment taking place. The DSRT will be required to make a check that this is in place.

Lastly with the introduction of ECE a pre-school will have one grade comprising of 6 years old. It is primarily aimed at improving and engaging children readiness to proceed into primary schooling. The enrolment of students in the preparatory schools is oriented by the community depending on the availability of the school age group. It is flexible and the responsible stakeholders in the community determine and coordinate it in partnership with DoE to ensure they comply to set basic requirements and minimum standards in providing early education.

The implementation of the plan by the Department of Education will be driven by the Annual Operational and Financial Plan (AOFP). The major activities outlined in the plan will be broken down in the AOFP and all activities in the AOFP will be linked to the outcomes expected in the plan.

Below is a summary of the roles and responsibilities of the key stakeholders in the crucial implementation of the NEP 2020-2029.

National	<p>The DoE will;</p> <ul style="list-style-type: none"> • Provide technical assistance and advice to provincial and district education offices drafting their own aligned plans, based on local context and priorities but working towards common outcomes. • Collaborate with other government agencies and partners in education to achieve the common goal. • Create and implement operational plans for NEP Minor Outcomes and Activities
Provincial	<p>The PDoE will;</p> <ul style="list-style-type: none"> • Create provincial and district implementation plans to carry out NEP responsibilities and priorities • Implement the NEP in accordance with both Provincial Education Laws “ and National Education Act
Districts, LLGs and Wards	<p>The district administration will;</p> <ul style="list-style-type: none"> • Ensure that districts meet the minimum education standards • Provide professional and administrative support to schools and their administration
School Boards	<p>The boards will implement strategies to improve quality learning through SLIPs for all</p>
Parents and the school community	<p>The parents and communities will;</p> <ul style="list-style-type: none"> • Support students in quality learning • Ensure schools safety, healthy and hygienic for students learning
Church and Non-Government Organization	<p>Provide support in Education program implementation</p>

SECTION NINE

MONITORING AND EVALUATION



MONITORING AND EVALUATION

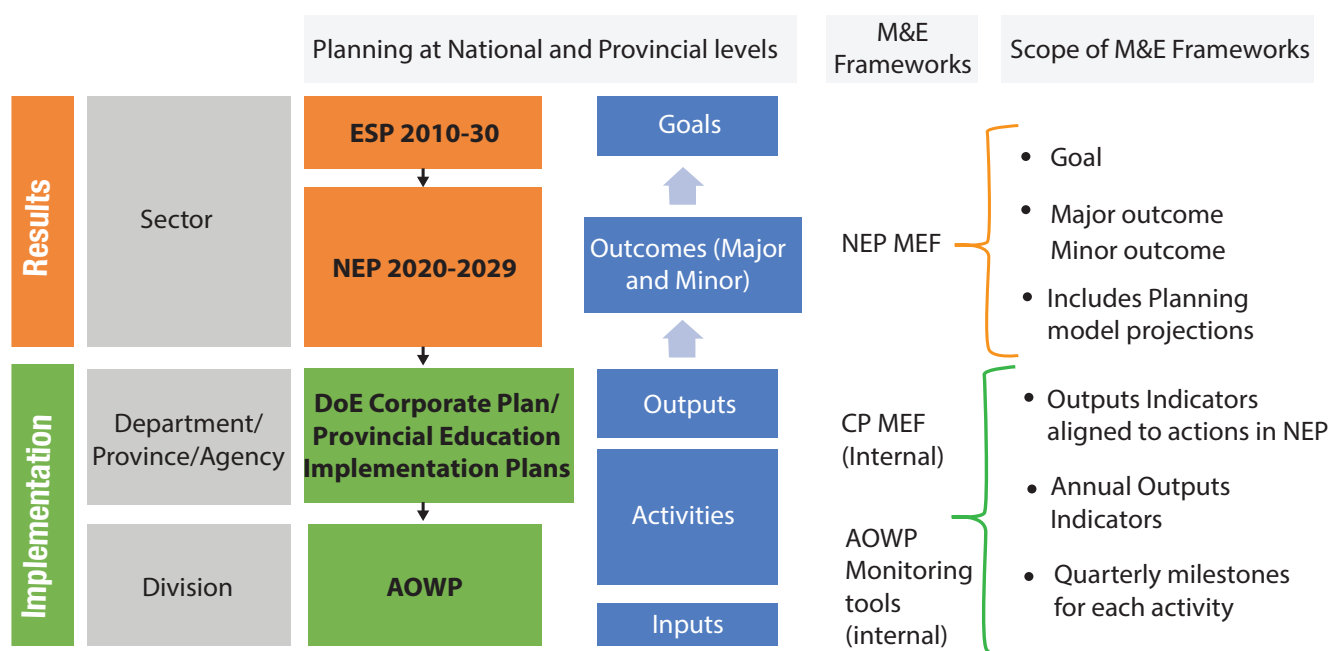
This section contains the Monitoring and Evaluation (M&E) Framework that will be used to monitor the National Education Plan. The Framework is designed around a sequence of events that are planned to occur when planned activities are implemented successfully.

The Department of Education has decided to follow a Results-Based approach to create the NEP M&E Framework. The aim of this approach is to focus stakeholders on assessing the results achieved in the schools and other educational institutions, rather than assessing the implementation of activities.

The following figure illustrates the linkages between the NEP M&E Framework and other Planning and M&E Frameworks in the Sector by making a distinction between

- **Results – What the Sector achieves, and**
- **Implementation - What the Sector does**

Figure 7: Linkages between the NEP M&E Framework and the other sector planning documents



Results - Based monitoring.

This Results-Based approach will involve using the M&E Framework to examine the progress made towards achieving the NEP's long-term outcomes and goals. Therefore, the M&E Framework will concentrate stakeholders' attention on Sector results through assessing indicators concerning the Planned Outcome and Goals. In other words, it will provide stakeholders with an insight into the changes that are occurring in the county's schools and colleges

Implementation monitoring.

Although each organisation will monitor implementation, this will not form part of the NEP M&E Framework. Each organisation will have a medium term plan that details the outputs and activities they are responsible for implementing. They will revise these plans in a three to five year planning cycle, along with an accompanying implementation M&E Framework. The purpose of the organisation's M&E Framework will be to focus the attention of management on monitoring the implementation of activities in their plans. Each organisation will align its M&E Framework to the outcomes of the NEP M&E Framework.

The NDoE's Research and Evaluation Division will take the lead in supporting plans to better understand why outcomes have or have not been achieved, and to identify where impediments lie in meeting the Sector goals

The following tables provide a list of the indicators by Focus Area. The Minor outcome that each relates is noted in parenthesis. There is much more detail available of baselines and targets in an accompanying document.

Focus Area 1: *Early Childhood Education*

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

Indicator	Disaggregated by	Baseline (2018)		Target (2029)	Source
1.1 Percentage of wards with a registered Pre School (Major Outcome)	Province, district PARI	Pre-school	Total (%)	Total (%)	EMIS
		% of Wards	0	90	
1.2 Percentage of pre school with ECE classes (K 1, K 2 & Prep) (Major outcome)	Province, district, LLG, ward, school	Kinder 1-Prep classes	Total (%)	Total (%)	EMIS
		% of ECE	0	80	
1.3 Number of 4-5 years old children enrolled in ECE (Minor Outcome 1.1)	Province, district, LLG, ward, school	NAR	Total (%)	Total (%)	EMIS
		ECE	0	80	
1.4 Percentage of ECE infrastructure built (Minor Outcome 1.1)	Province, district, LLG, ward, school	ECE Infrastructure	Total (%)	Total (%)	GES/ Projects
		% of pre-school	0	70	
1.5 Percentage of ECE teachers with an approved teacher qualification (Minor Outcome 1.2)	Province, district, LLG, ward, school	ECE tr. Qualification	Total (%)	Total (%)	EMIS
		% of ECE teachers	0	80	
1.6 Percentage of Standard ECE syllabus & materials procured to pre schools (Minor Outcome 1.2)	Province, district, LLG, ward, school	SBC	Total (%)	Total (%)	CDD
		% of pre-school	0	90	

Focus Area 2: *Access*

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

Indicator	Disaggregated by	Baseline (2018)				Target (2029)			Source
2.1 Net Enrolment rate (Major Outcome)	Sector, province, district	NER	M	F	Total (%)	M	F	Total (%)	EMIS
		Early Childhood	0*	0*	0*	50	50	50	
		Elementary	88	88	88	92	93	93	
		Primary	60	60	59	64	62	80	
		Secondary	20	20	18	24	21	60	
2.2 Gross Enrolment rate (Minor Outcome 2.1)	Sector, province, district	GER	M	F	Total (%)	M	F	Total (%)	EMIS
		Early Childhood	0*	0*	0*	110	110	110	
		Elementary	145	146	145	141	142	141	
		Primary	84	78	81	88	82	85	
		Secondary	40	40	35	44	33	39	

2.3 Survival rate (Minor Outcome 2.1)	Sector, province, district PARI	Survival rate	M	F	Total (%)	M	F	Total (%)	EMIS
		Prep to Gr 8	48	45	47	58	55	57	
		Prep to Gr 12	16	12	14	26	22	60	
2.4 Number of new science labs constructed (Minor outcome 2.2)	Province,sector	Science labs			Total			Total	EMIS
		Primary			520			600	
		Secondary			166			250	
		Vocational			54			65	
2.5 Percentage of schools with functional toilets (Minor Outcome 2.3)	Sector, province, district PARI, gender	Functional toilets			Total (%)			Total (%)	EMIS
		Elementary			83			90	
		Primary			89			95	
		Secondary			93			100	
		Vocational			93			100	
2.6 Percentage of school budget spent on maintenance (Minor Outcome 2.4)	Sector, province, district, PARI, gender	School Maintenance Budget			Total (%)			Total (%)	GES
		Early Childhood			*0			50	
		Elementary			5			50	
		Primary			10			50	
		Secondary			10			50	
		Vocational			15			50	
		FODE			10			50	
		Spec Education			10			50	
2.7 Intra Grade Retention rate (Minor Outcome 2.5)	Gender, sector, province, district, PARI	Retention Rate	M	F	Total (%)	M	F	Total (%)	EMIS
		Prep – G1	94	92	93	96	94	95	
		G1 – G2	94	94	94	96	96	96	
		G2 – G3	83	80	81	85	82	83	
		G3 – G4	86	87	86	88	89	88	
		G4 – G5	97	96	96	100	100	100	
		G5 – G6	99	98	99	100	100	100	
		G6 – G7	98	96	97	100	100	100	
		G7 – G8	98	97	98	100	100	100	
		G8 – G9	67	63	65	75	75	75	
		G9 – G10	95	93	94	100	100	100	
		G10 – G11	59	58	58	65	65	65	
		G11 – G12	99	100	100	100	100	100	

Focus Area 3: *Equity*

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

Indicator	Disaggregated by	Baseline (2018)		Target (2029)	Source
3.1 Gender Parity Index (Major Outcome)	Sector, province, district PARI	GPI (NER)	Total	Total	EMIS
		Pre-School	na	1.0	
		Elementary	1.01	1.0	
		Primary	0.96	1.0	
		Secondary	0.84	1.0	
		GPI (GER)	Total	Total	
		Early childhood	NA	1.0	
		Elementary	1.01	1.0	
		Primary	0.94	1.0	
		Secondary	0.73	0.80	
		Vocational	0.63	0.80	
		FODE	0.67	0.80	
3.2 Percentage of women in decision making bodies (Education Boards) (Minor Outcome 3.1)	National, province, district, school	Woman Leaders	Total (%)	Total (%)	PPD GES
		National	10	50	
		Provincial	15	50	
		District	18	50	
		School	32	50	
3.3 Percentage of very remote & disadvantage SLIP schools (Minor Outcome 3.2)	Sector, province, district ,PARI	SLIP	Total (%)	Total(%)	Inspection GES
		Elementary	20	20	
		Primary	20	20	
		Secondary	20	20	
3.4 GER for OOSC (Minor Outcome 3.3)	Sector, province, district	GER	Total (%)	Total (%)	OOSCI Report
		OOSC	70	35	
3.5 Percentage of students enrolled in schools of excellence (Minor Outcome 3.4)	Gender, province	GER	Total (%)	Total(%)	EMIS
		School of Excellence (SoE)	10	40	
3.6 Number of special needs students in mainstream education registered with Special Education Resource Centre (Minor Outcome 3.5)	Sector, province, Gender	Special Need children enrolled	Total	Total	Special Educ Report
		Elementary	3,599	4679	
		Primary	2,882	3747	
		Secondary	1,453	1889	
		Vocational	1,335	1736	

Focus Area 4: *Teachers and teaching*

Major outcome: *That there will be sufficient well-trained and qualified teachers in place to meet student demand with resources and the support at schools to allow for quality teaching and learning to take place*

Indicator	Disaggregated by	Baseline (2018)				Target (2029)			Source
4.1 Percentage of teachers with required minimum teaching qualification by sector (Major Outcome)	Gender, sector, province, district PARI	Minimum qualification	M	F	Total	M	F	Total	EMIS
		Early Childhood - Certificate & above	0*	0*	0*	2,384*	1,616*	4,000*	
		Elementary - Certificate & above	10,213	13,571	23,784	10,713	14,071	24784	
		Primary - Diploma & above	20,234	14,738	34,972	20,734	15,238	35972	
		Secondary - Degree & above	5,116	2,884	8,000	5,616	3,384	9000	
		Vocational - Diploma & above	1,523	587	2,110	2,023	1,087	3110	
		FODE - Degree & above	41	29	70	91	79	170	
		Special Education - Diploma & above	98	92	190	148	142	290	
4.2 Pupil teacher ratio (PTR) (Major Outcome)	Sector, province, district, PARI	PTR				Total			Total
		Early Childhood				NA			15
		Elementary				20			35
		Primary				31			35
		Secondary				29			30
		Vocational				23			30
4.3 Percentage of teacher's accessing up-grade training opportunities (Minor Outcome 4.2)	Sector, province, gender	% of Teacher up-graded	M	F	Total (%)	M	F	Total (%)	TED
		Elementary	35	35	35	50	50	100	
		Primary	40	40	40	70	70	70	
		Secondary	40	40	40	90	90	90	
4.4 Percentage of teacher's accessing in-service training opportunities (Minor Outcome 4.3)	Sector, province, gender	% of Teacher In-serviced	M	F	Total (%)	M	F	Total (%)	TED
		Elementary	34	23	57	70	70	70	
		Primary	35	35	60	80	80	80	
		Secondary	40	40	80	70	70	70	
		Vocational	60	60	60	90	90	90	

Focus Area 5: *Quality Learning*

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

Indicator	Disaggregated by	Baseline (2019)			Source
5.1 Percentage of schools at each level using SBC National Curriculum (Major outcome)	Sector,	SBC	Total (%)	Total (%)	NQSSF Report
		Early Childhood	90	100	
		Primary	50	100	
		Secondary	0	100	
5.2 Pupil : SBC textbook ratio (Minor outcome 5.2)	Sector, province, district, PARI	Pupil: Textbook	Total	Total	NQSSF Report
		Primary	1:3	1:1	
		Secondary	1:2	1:1	
5.3 Percentage of schools using assessment for learning system (Minor outcome 5.3)	Sector, province, district, PARI	Assessment standard	Total (%)	Total (%)	CSMT
		Early Childhood	na	90	
		Elementary	0	100	
		Primary	0	100	
		Secondary	60	100	
5.4 Percentage of students reaching satisfactory regional benchmarks (Minor outcome 5.3)	Sector, Gender	Regional Benchmark	Total (%)	Total (%)	PILNA Report
		Elementary	60	70	
		Primary	70	80	
		Secondary	80	90	
5.5 Percentage of students reaching national numeracy and literacy standards (Minor outcome 5.3)	Sector, province, district, Gender	National Standards	Total (%)	Total (%)	PILNA Report
		Elementary	60	70	
		Primary	70	80	
		Secondary	80	90	
5.6 Percentage of schools using e-learning (Minor outcome 5.3)	Province, district, sector	e-Learning	Total (%)	Total (%)	e-Learning Annual Report
		Elementary	5	40	
		Primary	20	50	
		Secondary	40	60	
5.7 Survival Rate (Minor outcome 5.3)	Sector and Gender	Survival Rate	Total (%)	Total (%)	EMIS
		Kinder 1- Prep	70	90	
		Grade 1-6	90	100	
		Grade 7-12	65	80	
5.8 Graduates by level- students receiving grades 8. 10 & 12 certificates (Minor outcome 5.3)	Sector and Gender	HSC	Total (%)	Total (%)	MSD
		Grade 8	98	100	
		Grade 10	98	100	
		Grade 12	98	100	

Focus Area 6: Education Pathways

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

Indicator	Disaggregated by	Baseline(2018)				Target (2029)			Source
6.1 Number of FODE centers, vocational, secondary schools, polytechnics, non trade and flexible open learning institutions operational (Major outcome 6)	Region, Province, District, School	Schools and institutions in operation			Total			Total	EMIS
		FODE per district			23			89	
		FODE per high school			0			170	
		Vocational centres per district			137			150	
		Technical secondary school			5			22	
		Technical or Business college per province			8			22	
		Polytechnic per region			2			4	
6.2 Number of students enrolled in vocational programs (Minor Outcome 6.3)	Province, District, Course, Gender	Voc Enrol	M	F	Total	M	F	Total	EMIS
		Year 1 & 2	22,981	10,189	33,179	24,981	12,189	28,981	
		NC1 & 2	3,037	1,956	4,993	5,037	3,956	6,993	
6.3 Number of FODE enrolments (Minor Outcome 6.4)	Province, District, Subject, Gender	Enrolment	M	F	Total	M	F	Total	EMIS
		FODE	12,989	10,000	22,989	12,402	12,400	24,802	
6.4 Percentage of FODE enrolments by courses (Minor Outcome 6.4)	Province, District, Subject, Gender	<i>FODE Enrol by courses</i>	M	F	Total (%)	M	F	Total (%)	EMIS
		Existing Curriculum Gr. 7-10	40	40	40	35	34	35	
		Matriculation studies program	50	51	51	46	45	46	
		New aligned curriculum Gr.7-10	5	6	6	10	11	11	
		New aligned curriculum Gr. 11-12	3	3	3	8	8	8	
6.5 Number of secondary schools offering certifiable trade courses (Minor Outcome 6.2)	Province, Course	Secondary School			Total			Total	EMIS
		Number of schools offering trade courses			0			100%	
6.6 Percentage of out of school children (Minor Outcome 6.5 & 6.6)	Province, District, Gender	Percentage of school age children			Total (%)			Total (%)	EMIS
		Out of school			40			20%	

Focus Area 7: *Leadership and Partnership*

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

Indicator	Disaggregated by	Baseline (2018)		Target (2029)	Source
7.1 Percentage of schools with functional school boards (Major Outcome)	Sector, province, district, school	School Board	Total (%)	Total (%)	EMIS
		(% functional)			
		Pre-School	80	100	
		Primary	90	100	
		Secondary	100	100	
7.2 Percentage of schools with SLIPs endorsed by PEB (Major Outcome)	Sector, province, district, PARI	SLIP	Total (%)	Total (%)	EMIS
		(% endorsed)			
		Pre-School	57	100	
		Primary	60	100	
		Secondary	70	100	
7.3 Percentage of school heads trained on finance and management (Minor Outcome 7.1)	Sector, province, district, school	Finance & Management	Total (%)	Total (%)	EMIS
		(% of school heads trained)			
		Pre-School	10	60	
		Primary	30	100	
		Secondary	40	100	
		Vocational	40	100	
7.4 Percentage of schools visited and observed by Inspectors (Minor Outcome 7.2)	Sector, province, district, school	Inspections	Total (%)	Total (%)	EMIS
		(% of school visited)			
		Pre-School	80	100	
		Primary	80	100	
		Secondary	90	100	
		Vocational	90	100	
7.5 Percentage of schools reviewing SLIP annually (Minor Outcome 7.3)	Sector, province, district	SLIP	Total (%)	Total (%)	EMIS
		(% reviewed)			
		Pre-School	50	100	
		Primary	60	100	
		Secondary	50	100	
7.6 Percentage of schools registered by non-government agencies (Minor Outcome 7.4)	Sector, province, district, school	Non- Govt Agencies	Total (%)	Total (%)	EMIS
		(% of schools registered)			
		Pre-School	40	50	
		Primary	40	50	
		Secondary	40	50	
7.7 Percentage of schools with PEB endorsed behavior management policy (Minor Outcome 7.5)	Sector, province, district, PARI	BMP	Total (%)	Total (%)	EMIS
		(% endorsed by PEB)			
		Pre-School	80	90	
		Primary	80	90	
		Secondary	80	90	

Focus Area 8: *Management and Administration*

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

Indicator	Disaggregated by	Baseline (2018)		Target (2029)	Source
8.1 Percentage of Provinces and Districts using EdNet system (Major Outcome)	Province, District	Ednet System	Total (%)	Total (%)	ICT Annual Report
		(% of coverage)			
		Province	80	100	
		District	40	80	
8.2 Percentage of teachers and school officials put back on payroll by end of April annually compared with March payroll (Minor Outcome 8.1)	Province, District, Sector	Payment of salaries	Total (%)	Total (%)	PARS
		(% of staff & teachers)			
		Pre-School	80	100	
		Primary	90	100	
		Secondary	90	100	
		Vocational	90	100	
8.3 Teaching position vacancy (Minor Outcome 8.2)	Province, District, Sector	Position Vacancy	Total (%)	Total (%)	Payroll ALESCO/ GES
		Pre-School	14	No vacancy	
		Primary	25	No vacancy	
		Secondary	31	No vacancy	
		Vocational	27	No vacancy	
		FODE	36	No vacancy	
		Spec Educ	28	No vacancy	
8.4 Electronic portals for all DoE staff files, assets, committee meetings and documents (Minor Outcome 8.3)	Divisions, Committee	DoE electronic Files	Total (%)	Total (%)	ICT
		% archived	60	80	
8.5 National Education Plan implementation, review and evaluate (Minor Outcome 8.4)	Division, Implementing Agency	National Plan	Total	Total	NEP Review report/ Annual Report
		Number of reviews conducted	0	3 reviews conducted	
8.6 Percentage of schools receiving GTFS (Minor Outcome 8.5)	Province, District, Sector	Governments Subsidy	Total (%)	Total (%)	TFF Report
		Pre-School	95	100	
		Primary	95	100	
		Secondary	95	100	
		Vocational	95	100	
		FODE	100	100	
		Special Education	100	100	

Indicator	Disaggregated by	Baseline (2018)		Target (2029)	Source
8.7 Number of schools with libraries (Minor Outcome 8.2)	Province, District, Sector	School Libraries	Total (%)	Total (%)	OLA
		Pre-School	492 (6%)	50	
		Primary	1215 (31%)	100	
		Secondary	185 (63%)	100	
		Vocational	17 (12%)	50	
8.8 Percentage of teachers registered annually (Minor Outcome 8.9)	Province, District, Sector	Teacher registered	Total (%)	Total (%)	TED
		Pre-School	27	100	
		Primary	30	100	
		Secondary	30	100	
		Vocational	20	100	
		FODE	5	100	
		Special Education	10	100	
8.9 Number of teachers admitted annually (Minor Outcome 8.9)	Province, District, Sector	Teacher admitted	Total (%)	Total (%)	TSC
		Pre-School	30	100	
		Primary	30	100	
		Secondary	30	100	
		Vocational	30	100	
		FODE	30	100	
		Special Education	30	100	
8.10 DoE annual budget and report tabled in parliament on time (Minor Outcome 8.10)	National	Budget and Report			Annual Reporting
		Time of reporting	Annual Reporting	Annual Reporting	

Focus Area 9: *Citizenship and Values*

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

Indicator	Disaggregated by	Baseline (2018)		Target (2029)	Source
9.1 Percentage of schools offering training on social and emotional domain (Major Outcome)	Province, district, school	Training on applied social studies	Total (%)	Total (%)	Guidance and Counseling
		Pre-School	Data not available	60	
		Primary	Data not available	60	
		Secondary	Data not available	60	
9.2 Percentage of schools using CCVE curriculum (Minor Outcome 9.1)	Province, district, school	CCVE	Total (%)	Total (%)	CDD Annual Report
		Pre-School	Data not available	100	
		Primary	Data not available	100	
		Secondary	Data not available	100	
9.3 Percentage of schools with scouting groups (Minor Outcome 9.2)	Province, district, school	Scout group	Total (%)	Total (%)	Guidance and Counseling Annual Report
		Pre-School	Data not available	60	
		Primary	Data not available	60	
		Secondary	Data not available	60	

SECTION TEN

RISK ANALYSIS



RISK ANALYSIS

The implementation of this plan is not without risk. At a time when there are some significant problems, such as low access to Grades 11 and 12, there might be a tendency to address particular problems in isolation, in order to achieve some early results. The key risks to education system reform across the whole country, of the type envisaged in this plan, can be identified in the following categories:

- **Lack of political will, and failure to secure political agreement** to the whole approach, from provinces, may result in piecemeal change, a lack of direction, and failure to maximise the benefits.
- **Fluctuating economic circumstances**, including variations in funding and failure to secure and sustain development funds, may result in failure to deliver sustainable solutions. This will substantially impact longer term change and the ability to achieve successful outcomes at school level.
- **Lack of DoE capacity and resources:** Strengthening the DoE, and sustaining its resources for the whole plan period, is critical to initiating, driving, sustaining and evaluating implementation of the Plan.
- **Ineffective communication and advocacy:** Active involvement is required at all levels of the system. Failure to secure agreement early in the process will result in outcomes not being achieved.

Beyond these more general risks to implementation, there are also significant further risks in each of the nine Focus Areas. The consequence and probability of these risks occurring have been assessed, and each risk has been given a risk rating from 1 to 4. Mitigation strategies have been outlined for each. The consequence and the probability of a particular risk occurring are each placed into four categories:

- Extreme 4
- High 3
- Medium 2
- Low 1

The rating for the consequence (cons) and the probability (prob) of each are then multiplied together to give an overall risk rating. The higher this risk rating, the greater the chance of the risk severely affecting the outcomes.

Risk	Cons	Prob	Rating	Mitigation
Focus Area 1: Early Childhood Education				
Appropriate infrastructure not available (Minor outcome 1.1)	2	2	4	Factor school infrastructure
Insufficient qualified ECE teachers (Minor outcome 1.2)	3	3	9	Provide local pre service training for new ECE teachers
High cost of establishment and sustaining ECE (Minor Outcome 1.3)	3	3	9	Reach agreement regarding cost sharing
Focus Area 2: Access				
Children from remote schools dropping out (Minor outcome 2.1)	4	4	16	Consider recluster arrangements
Insufficient capacity to construct required infrastructure (Minor outcome 2.2)	2	2	4	Consider alternative construction methods
Inability to build standard toilets (Minor outcome 2.3)	2	2	4	Identify cost effective toilet construction suitable for the local environment
A lack of understanding of the importance of maintenance (Minor Outcome 2.4)	3	2	6	Provide awareness to head teachers on relative costs of maintenance and new builds.
Poor implementation of education reforms (Minor outcome 2.5)	2	2	4	Closely monitor PIPs

Risk	Cons	Prob	Rating	Mitigation
Focus Area 3: Equity				
Appointment and selection not done on merit (Minor Outcome 3.1)	2	2	4	Outsource appointment and selection processes
Awareness and SLIP training covering accessible schools only (Minor Outcome 3.2)	3	3	9	Identify alternative ways to fund support for remote schools
Programs for out of school children not developed (Minor Outcome 3.3).	3	2	6	Work more closely with outside stakeholders to use existing courses
Not enough specialist teachers for all identified needs (Minor Outcome 3.4)	3	3	9	Form partnership with industry and higher education institutions
Lack of teachers for students with different special needs (Minor Outcome 3.5)	2	2	4	Provide professional development opportunities for serving teachers to specialise in inclusive education
Focus Area 4: Teachers and Teaching				
Inability to fully institutionalise Prep teacher training (Minor outcome 4.1)	3	2	6	Identify and use alternative locally based providers
Insufficient funding available (Minor outcome 4.2)	4	3	12	Reach agreement regarding cost sharing between teachers, provinces and DoE
Poor coordination of training (Minor outcome 4.3)	3	3	9	Provide support to provinces in their 'organisation of PIST week.
Focus Area 5: Quality Learning				
Lack of capacity to conduct curriculum reviews (Minor outcome 5.1)	2	2	4	Request assistance from outside agencies
Lack of systematic distribution process (Minor outcome 5.2)	3	4	12	Review and amend distribution process in consultation with other partners
Lack of capacity to introduce CSMT (Minor outcome 5.3)	3	3	9	Access short term support from outside agencies
Lack of ICT equipment and facility available at schools (Minor outcome 5.4)	3	3	9	Encourage inclusion in SLIP program
Focus Area 6: Education Pathways				
A lack trade testing centres (Minor outcome 6.2)	3	3	9	Liaise with industry to Establish trade testing centres
Poor Sec School perception of the value of certifiable trade courses (Minor outcome 6.2)	3	3	9	Conduct awareness and advocacy at secondary schools
Not having vocational centres in all districts (Minor outcome 6.3)	3	3	9	Advocate for the establishment of centres
Lack of capacity to fully embrace change and fully market FODE (Minor outcome 6.4)	3	3	9	Provide outside support and mentorship to FODE management
NLAC does not have the funding to operate (Minor Outcome 6.5)	3	3	9	Form NLAC with only local Port Moresby membership
No Lack of support from other stakeholders (Minor Outcome 6.6)	4	4	16	Concentrate efforts in just a single province

Risk	Cons	Prob	Rating	Mitigation
Focus Area 7: Leadership and Partnership				
Lack of prioritization of capacity building in schools (Minor Outcome 7.1)	2	2	4	Encourage provinces to support Governing body training
Inadequate resources allocation and support for inspections (Minor Outcome 7.2)	4	4	16	Reach agreement regarding cost sharing
Inconsistent awareness and technical knowledge of SLIP by schools leaders (Minor Outcome 7.3)	2	3	6	Inspectors to provide greater awareness on implementation of SLIP Policy
Lack of support for the Parents for Quality Education Program (Minor Outcome 7.4)	3	3	9	Source outside funding
Guidance officers not allocated sufficient resources to visit all schools (Minor Outcome 7.5)	3	1	3	Reach agreement regarding cost sharing
Focus Area 8: Management and Administration				
Inconsistent rollout of ALESCO to all provinces (Minor Outcome 8.1)	4	4	16	Liaise with provinces to ensure facilities and staffing available
Inconsistent implementation of school registration policy (Minor Outcome 8.2)	4	3	12	Communicate with provinces re school registration policy and procedures
Lack of appreciation of the value of ICT services (Minor Outcome 8.3)	4	4	16	Support training and professional development programs
High turnover of planning and research officers (Minor Outcome 8.4)	4	4	16	Provide career path for planning and research officers
Schools are not paid according to PARI (Minor Outcome 8.5)	4	4	16	Identify and implement alternative ways of supporting PARI remote schools
Lack of availability of sound, legal advice (Minor Outcome 8.6)	4	3	12	Review of Terms of Conditions of Legal Officer
Lack of effective coordination, awareness and understanding to implement UNESCO and DoE programs (Minor Outcome 8.7)	2	2	4	Develop awareness on the roles and responsibilities of UNESCO
Insufficient capacity to carry out routine audit activities (Minor Outcome 8.8)	4	3	12	Review staff levels during restructuring
Focus Area 9: Citizenship and Values				
Acceptance and implementation of Christian Education Policy by schools (Minor Outcome 9.1)	2	2	4	Require Inspectors to report specifically on CE implementation.
Acceptance and implementation of Scout Policy by agency schools (Minor Outcome 9.2)	2	2	4	Negotiate MOU with churches regarding alternative, existing programs
Teachers not willing to participate in out of school activities (Minor Outcome 9.3)	4	2	8	Foster discussion between TSC and PNGTA about allowances

SECTION ELEVEN

REFERENCE MATERIALS



REFERENCE MATERIALS

- Papua New Guinea EFA 2015 Review*, Department of Education, (2015)
- Situation Analysis of Education in Papua New Guinea*, Geoffery.T, Department of Education, (2018)
- Education Sector Strategic Plan 2011-2030, A Roadmap to the Future*, Department of Education, (2012)
- National Education Plan 2015-2019 Review Report (the addendum)*, Department of Education, (2019)
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- Papua New Guinea Vision 2050*, Government of Papua New Guinea National Strategic Taskforce, (2009)
- National Executive Council*, (December 2009).*Universal Basic Education Plan 2010-2022*
- Education Sector Revenue and Expenditure Estimates on Recurrent and Development* (2018) For the year ending 31st December (2018)
- The Papua New Guinea Pacific Islands Literacy and Numeracy Assessment (PILNA) Report*, (2015)
- Department of Education, Corporate Plan 2015*,(2019)
- Education Act 1983* (consolidated to No.13 of 1995)
- East Asia- Pacific Early Child Development Scales Survey Report*, UNICEF - EAPRO (2017)
- Papua New Guinea Planning and Monitoring Responsibility Act 2016* Part II Section 4, sub-section i(a) to (g)



Department of Education

National Education Plan

2020-2029

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