

2001 Official Directory

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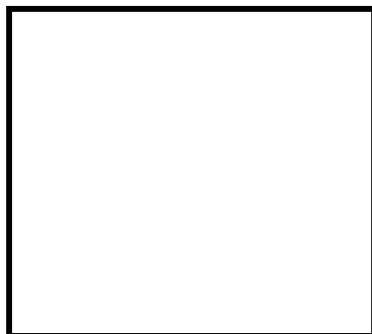
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Secretary's Message



This is the National Department of Education Annual Report for 2001. It reports on the Department's progress and use of resources in implementing Government policies and programs in the year to December 31, 2001.

Education is the basis of any development. Consistent with this, the mission of education in the 21st Century is to develop an education system that will enable Papua New Guinea to become a more literate, educated and skilled nation.

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

In the 2001 national Budget, the total government and donor investment appropriated for the Department of Education's budget, as well as education projects and teachers salaries and school subsidy payments through provincial budgets, was K590.4 million. This was 15% of the Government's total national budget appropriation.

The return from this significant national investment in the Department and the National Education System was the satisfactory continuation of education for approximately 900,000 students, taught by more than 30,000 teachers in over 7,000 schools and other institutions throughout the country.

We have continued to expand access to education in line with National Education Plan targets. In 1992, before the reform began our total enrolment was only 500,000. Enrolments in education have grown two to three times faster than population growth.

There is also now a considerable amount of work in progress towards addressing issues related to relevance and quality in education.

A significant event during the year was the development and launching of the Curriculum Management Plan 2001 - 2005 and Inservice Management Plan 2001-2005, with the assistance of the AusAID Curriculum Reform Implementation Project (CRIP). The two plans provide for the completion and revision of the reform elementary and primary curriculum materials, as well as inservice on the reform curriculum for all teachers and inspectors over the next five years.

The education theme for 2001 was '*Continuing Education through Distance and Open Learning*'. This focused on how to better reach the many thousands of Papua New Guineans outside the reach of the education system. Flexible and open distance education is not a second best option. It is the most appropriate and the best choice of education and training for many people.

We made good progress in 2001, but many challenges remain to be faced. Education is central to our future. The progress we made in Education this year was possible due to the commitment, vision and contribution of the many partners in education working together for the benefit of our children and our nation. I thank them all/

PETER M. BAKI
SECRETARY FOR EDUCATION

The National Education System and Education Reform

The National Education System

Apart from the *Education Act*, the *Organic Law on Provincial Governments and Local-level Governments*, *The Medium Term Development Strategy 1997-2002* and the *National Education Plan 1995-2004*, are significant determiners of the Department's policies, priorities and programs. The Organic Law strictly limits National Department functions and resources to determining national policies and standards, and coordinating their implementation through providing support and advisory services to the provinces in areas such as planning, research, training and staff development.

National component

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

Provincial component

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

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

Partners and responsibilities

The main principles that govern the National Charter include partnership between governments and non-government organisations, including churches, as well as parents and communities. Within the partnership the charter calls for ownership of elementary, lower and upper primary schools by Local-level Government councils; and lower and upper secondary, including vocational, schools, by Provincial Governments.

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

Provincial Governments must budget for teachers' salaries and entitlements and school subsidies for basic school materials and operating costs. The community, through schools' governing bodies continue to share in the responsibility for infrastructure. This includes sharing responsibility for planning for, providing and maintaining school buildings, teacher housing and ancillary facilities. Provision and rehabilitation of elementary and primary school infrastructure was one of the priorities assigned to the District Development Program funds available to Members of Parliament in 2001.

The National Education Board

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

National Education System Administrative Authorities

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

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

The National Education Plan and Education Reform

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

Access

The reform is well established and has already resulted in significant increases in access and participation at all levels of the system. There were approximately 900,000 students in the National Education System in 2001. That is an increase of 400,000 or approximately 80% since 1992 (the year before the reforms began in a small way). Enrolments have increased two to three times more than they could have been expected just from normal population growth.

Relevance and quality

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

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

Further information about the reform

The reforms are guided by the *National Education Plan 1995 - 2004*, and the 20 Provincial Education Plans that are based on the National Plan. The plans provide achievable targets, management strategies, costings and schedules for implementing the changes. *National Education Plan Update 1* was launched in April 2000. It provides updated implementation data and revised targets, and identifies implementation issues and strategies required from the different stakeholders to meet these targets. *The State of Education Reform in Papua New Guinea*, which is produced at regular intervals

by the Policy, Planning, Research and Communication Wing, details current implementation progress and concerns at the time of publication. (The most recent edition was produced in march 2001).

Further detail about the education reform is presented elsewhere in this report. Information on the system structure is below in Figure 1. Information about targets, objectives and achievements is presented under '*Education Policy and Objectives*' in the section following, in Table 1 Education Reform 2001 - Achievements and Constraints on page 7 and in Figure 3 to Figure 23 on pages 5 to 13. The Divisional activity reports that follow in the second half of the document each report on elements of the reform relevant to each Division's functions and responsibilities. For sources and other information about the data in Figure 1 to Figure 23 see page 74.

Structure of the Education System

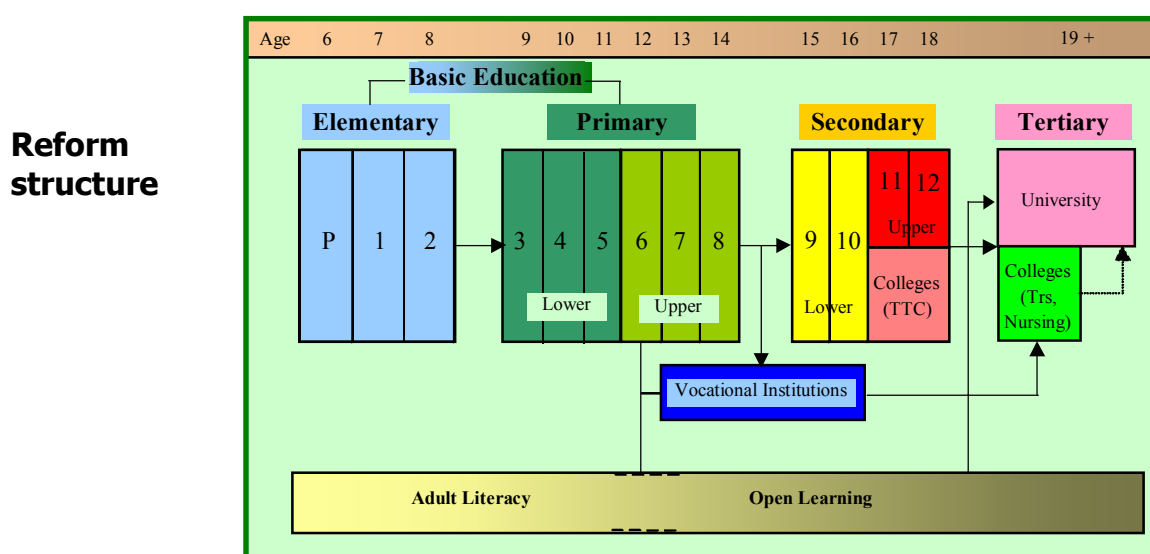


Figure 1 Education Reform Structure of the National Education System

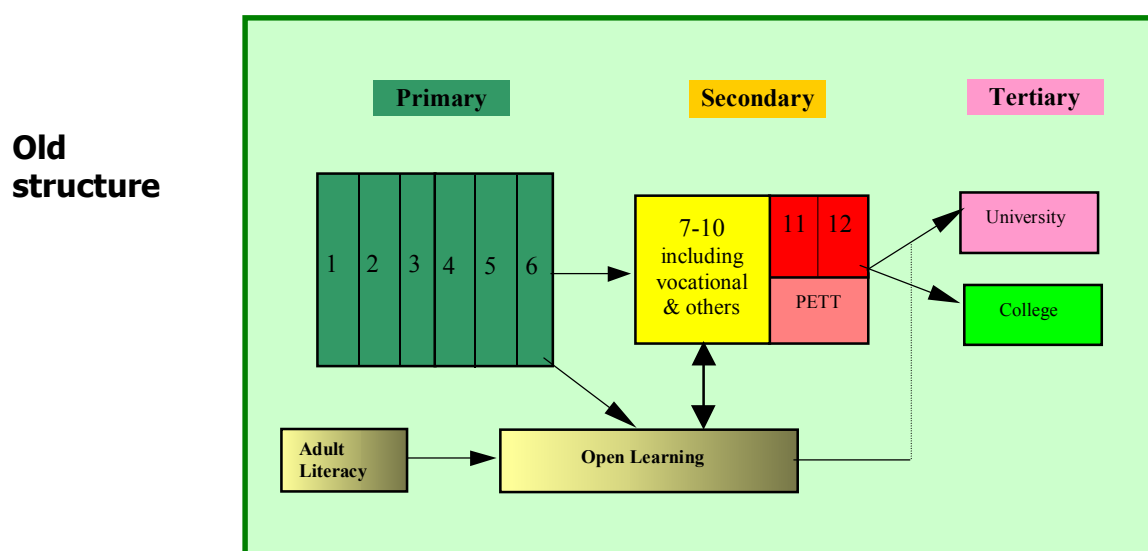


Figure 2 Old Structure of the National Education System

The National Education System in 2001

Students

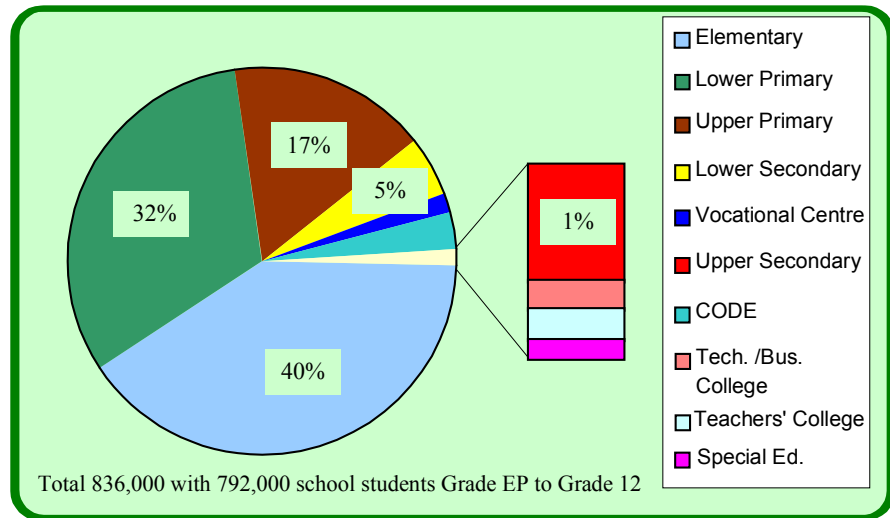


Figure 3 Total National Education System mid year enrolments, 1999

Teachers

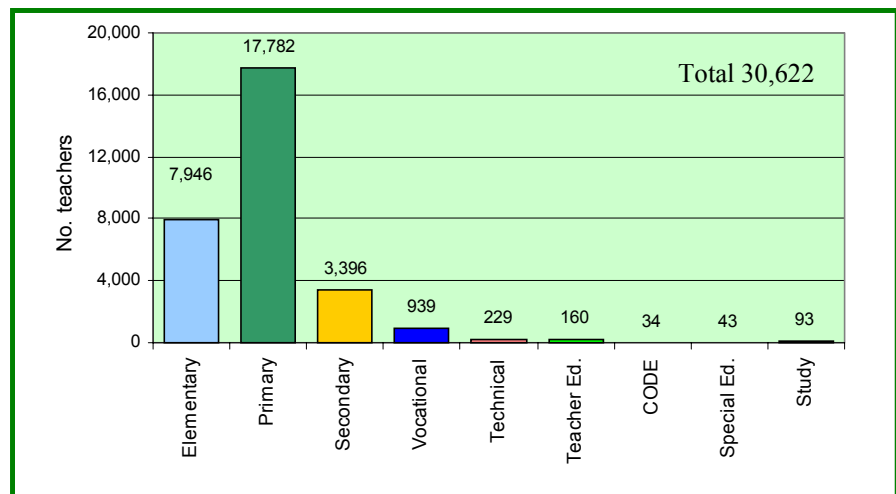


Figure 4 The National Teaching Service: teachers on payroll on payday 2/11/01

Institutions

NOTE

Data for Figure 1 to Figure 23

See Appendix for sources and explanatory notes

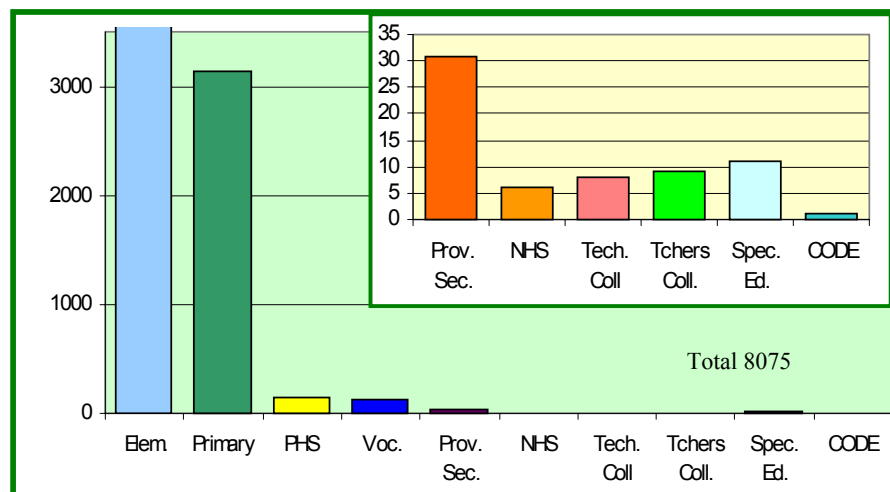


Figure 5 Number of registered institutions at 2/11/01

Partners

Church Education Agencies operate approximately 50% of the institutions in the National Education System

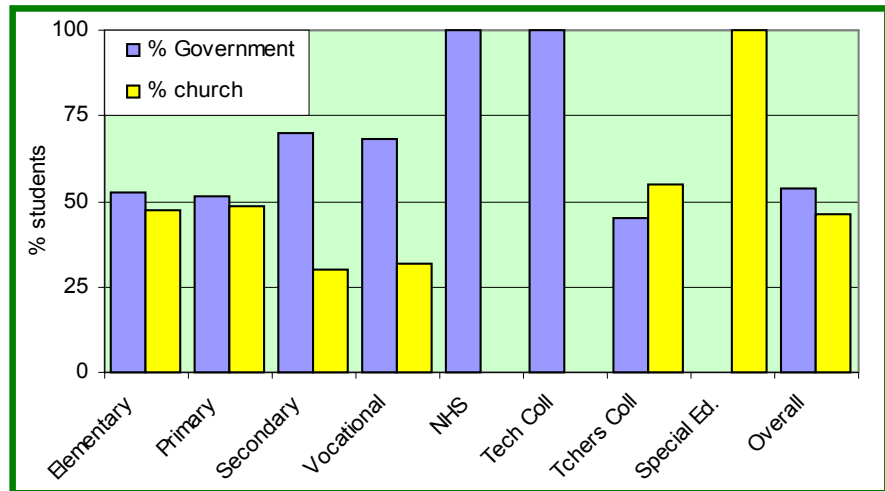


Figure 6 Percentage of students in government agency institutions and institutions run by churches and other agencies in 1999

National Examinations

Grade 6 discontinued nationally in 2001.
See MSU p. 53

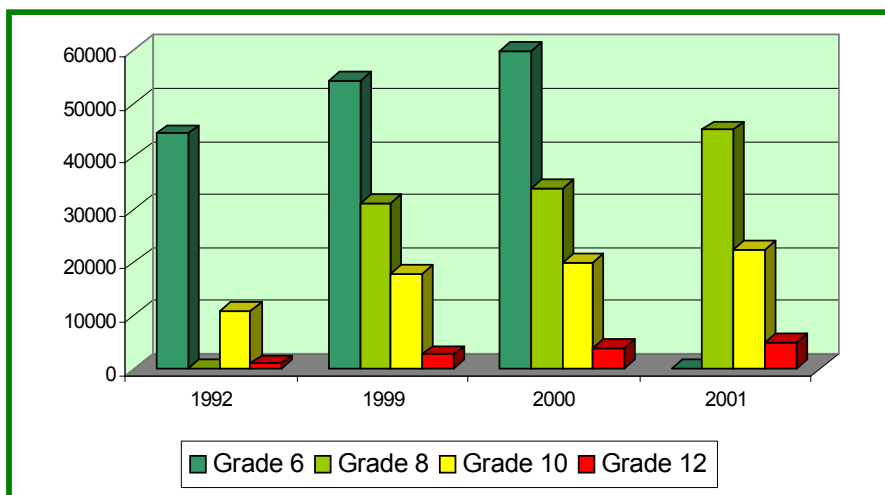


Figure 7 Candidates sitting for national examinations in 2001

Gender

For % female teachers and public servants see Figure 32 and Figure 33 p. 25

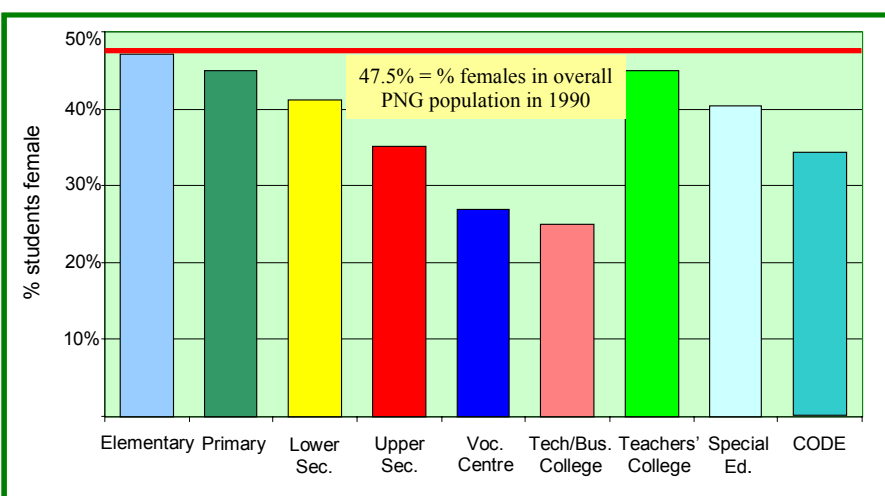


Figure 8 Participation of girls in education in 1999

Table 1 Education Reform 2001 - Achievements and Constraints

	2001	Comments /change since 1992	Constraints / issues
Total	In 2001 Students 900,000 Teachers 30,000 Institutions more than 7,000 Large variations between provinces	In 1992 Students 510,000 Teachers 18,500 Institutions 3,100 An estimated 5 - 10% of children still never get the opportunity to enrol in formal education. (Census data for number of 6 year olds in population not yet available)	Data return from provinces at an all time low. Worst so far in 2000. Still a very high attrition rate. Nearly half (50%) of those who enrol in elementary and G1 still drop out and do not complete G6
Elementary E prep (at age 6), E1 &E2	190,000 children in elementary classes - more than 3000 elementary schools - in all provinces - approximately 8000 elementary teachers - 5,877 in training (CET), 2,310 fully qualified - Certificate of Elementary Teaching (CET) - 3 years through PNGEI. 2000 graduates each year. - children learning in 200 of our 800 languages	<i>In 1992 no elementary schools. All children started school in English.</i> In 1995: 2 provinces, 24 schools, 50 teachers Many more children starting school. More than 40% of children now start school in elementary in tok ples, not community school in English 45 more orthographies completed through Elementary Teacher Education Project (ETESP)	Supervision Future of teacher training following end of ETESP at end of 2002. Orthography development Trainer positions Locally developed curriculum and reading materials Poor planning
Lower Primary (G 3,4,5)	- Reform curriculum bilingual /bicultural - bridge to learning in English by end of G5 - all provinces now have ex elementary children learning in bilingual lower primary curriculum	Teacher inservice very important. Curriculum Development Management Plan & Inservice Management Plan 2001- 2005 launched in 2001 for Elementary and Primary. Supported by Curriculum Reform Implementation Project (CRIP) Plans provide for completion of reform elementary & primary curriculum, revision of current reform materials & inservice for all teachers & inspectors	Teacher deployment in remote areas. Bridging into English Inspections visits
Upper Primary (G 6,7,8)	4 out of 5 G7&8 students now in primary schools not high school - nearly 80,000 students in G 7&8 in primary schools. Another 20,000 still in high schools.	<i>At least 60,000 more children in grades 7 and 8 because of reform</i> <i>Over 70% of G6 can now stay at school for G7&8.</i>	Boarding primary schools Distance Education as an alternative for remote areas

	2001	Comments /change since 1992	Constraints / issues
Upper Primary (G 6,7,8) (cont.)	- nearly 800 primary schools with upper primary, in all provinces. Another 150 in 2002 - so far over 1000 teachers have participated in at least part of the DEP(I) program through PNGEI - over 80% of primary teachers college students are now G12 graduates, not G10	In 1992 before the reform, less than 40% of G6 students could stay at school.. There were only 18,000 G7 places % females in G7/8 has improved from 40% to 45% Reform curriculum being trialled. Includes <i>Making a Living</i> - practical skills	Standards Infrastructure and, in particular, multi purpose buildings and libraries. Supply of suitably qualified upper primary teachers given the rapid expansion in the number of schools.
Secondary Education (G 9 to 12)	- high schools beginning to phase out G7/8 and increase number of. G9 classes 22,500 students sat the G10 exam in 2001. 5,000 sat G12 exam - more than 11,000 students enrolled in G11 & 12. NEP target is 10,000 by 2004 (5,000 in each year) 5,122 selected for G11 in 2002 for 45 schools (including NHS & permitted) - new G11 schools in 2002: Marianville (NCD), Tusbab (Madang), Dogura (MBP), Bishop Leo (East Sepik). In 2001, Kwikila, Kikori, Kimbe 240 graduates from first 2 year Lahara PGDE /PVTE at UOG. Initiative to increase supply of qualified graduate secondary teachers	in 1992 only 11,000 G9,10. 4 times increase in G 11/12 - up from less than 1200 in 1993 - in 1992 only 4 NHS, 3 permitted schools. & no provincial secondary schools - increasing number of vocational centre students have completed G8 - Despite the dramatic progress, more than 17,000 G10 leavers could not continue at school in 2002 - G12 leaver numbers much greater than the number of tertiary student places available	Teacher supply at the upper secondary level Infrastructure development at some schools Distance Education as an additional mode of delivery - needs resources Too rapid an expansion program in some provinces for school infrastructure, learning resources and supply of qualified suitable teachers Grade 8 to 9 transition beginning to drop in some provinces (not enough G9 places). Some provinces slow to phase G7/8 out to primary to allow expansion of G9 Participation of girls is still too low. 41% girls in lower secondary. Only 34% of G11/12 students are girls
Education Administration	- District Education Administrators (DEAs) in all districts - Training for DEAs completed. Computers provided - ISP workshops for all Provincial Education Advisors (PEAs) - All Provincial Education Plans complete. Updates in progress. 10 printed & distributed. 10 still waiting to be ratified by PEC	- Passage of Organic Law - Only 6 reform Provincial Education Acts so far known to have been enacted by Provincial Assemblies. Remainder still to be completed or approved by PEC - DOE developed & trialled a 5 day training (induction) workshop for new PEAs in 2001	Rapid turnover of PEAs Varying quality of DEAs Lack of managerial, administrative and planning capacity at all levels of the system Lack of district infrastructure Lack of operating funds

Improving access to education through Education reform 1992 -2001

Total enrolment

NOTE

For Figure 9 to Figure 12

2000 and 2001 data are estimates based on unofficial returns from provinces.

Confirmed official enrolment statistics for 2000 and 2001 not available at time of publication.

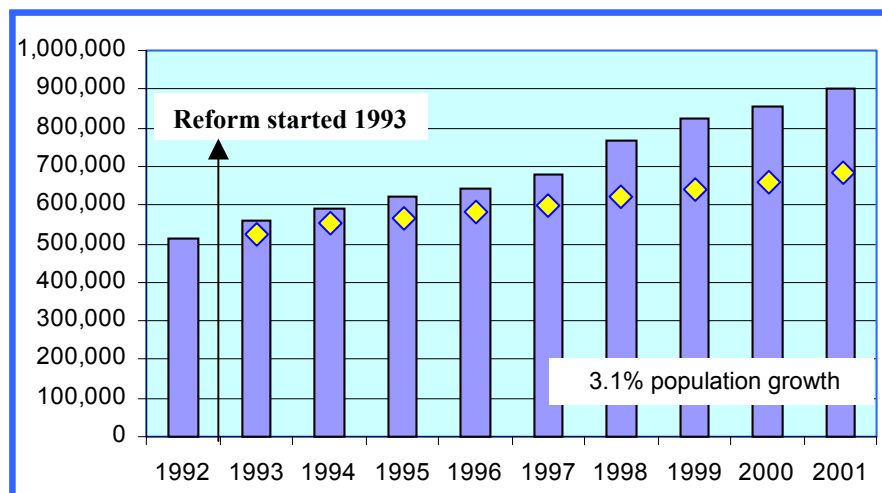


Figure 9 Total National Education System enrolments 1992 (before reform) to 2001

Elementary

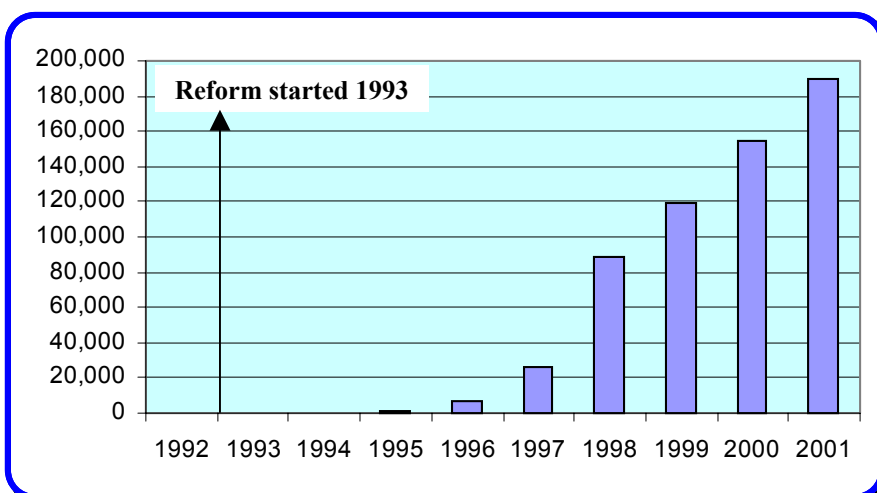


Figure 10 Elementary school enrolments 1992 - 2001

Primary

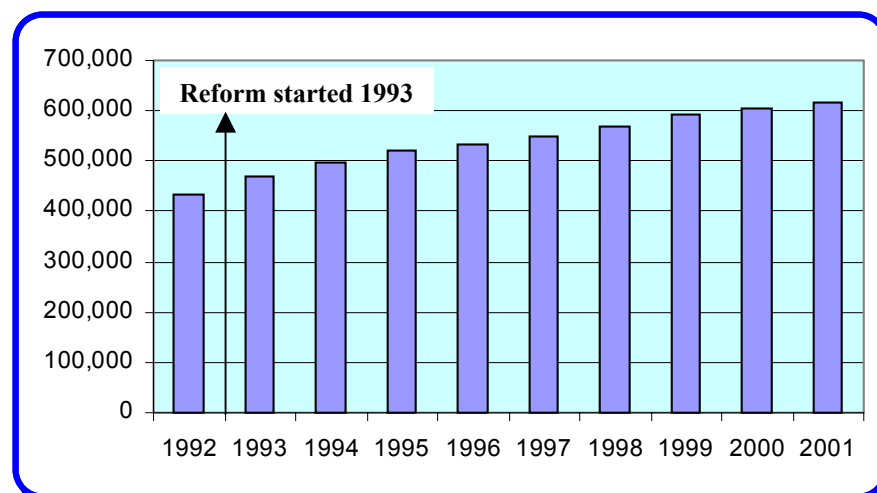


Figure 11 Primary school enrolments 1992 - 2001

Upper Secondary (Grades 11 & 12)

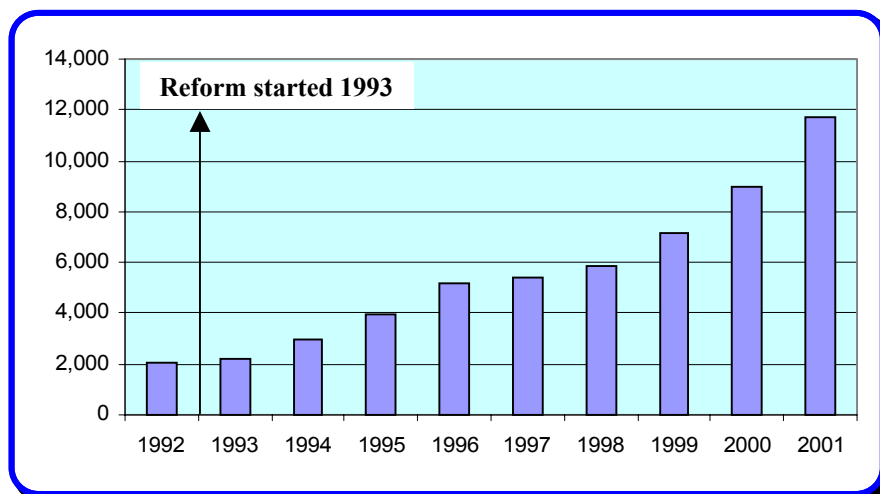


Figure 12 Upper secondary (Grades 11 and 12) enrolments 1992 - 2001

Various sectors

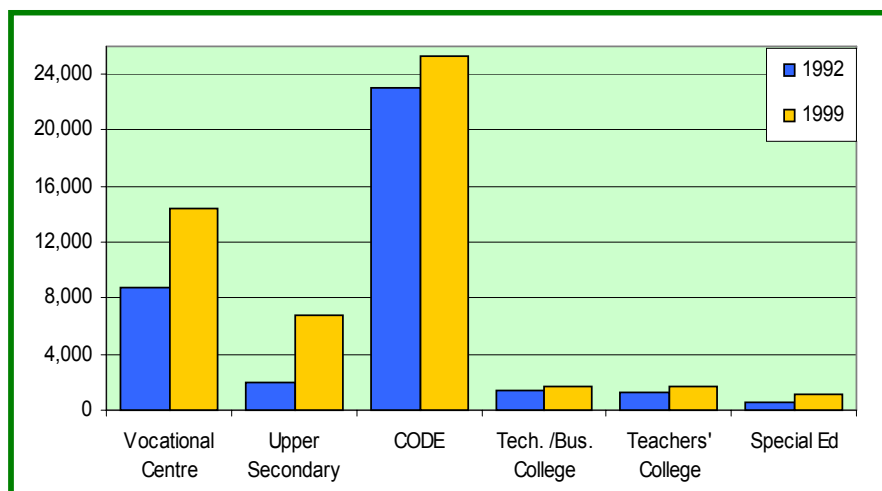


Figure 13 Enrolments in various sectors -1999 and 1992 compared

Permitted schools

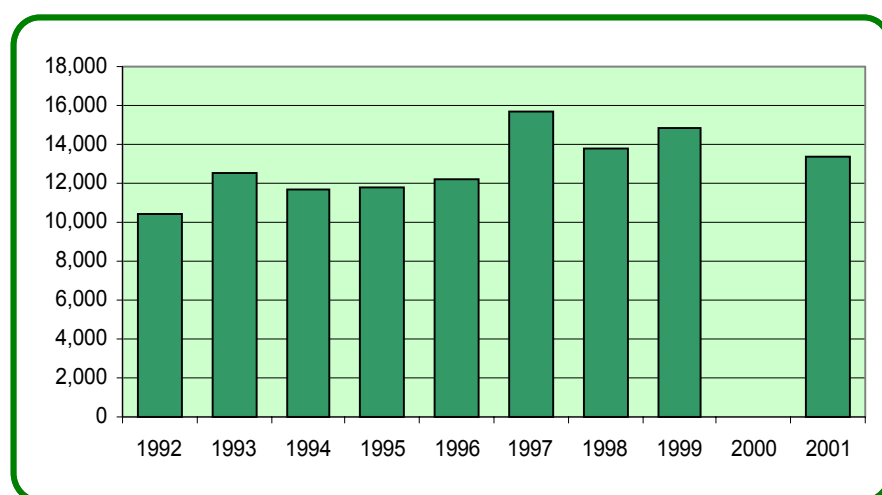


Figure 14 Number of students reported to be enrolled in Permitted Schools, 1992 - 2001 (all grades)

Progress towards Education Reform targets

Upper primary

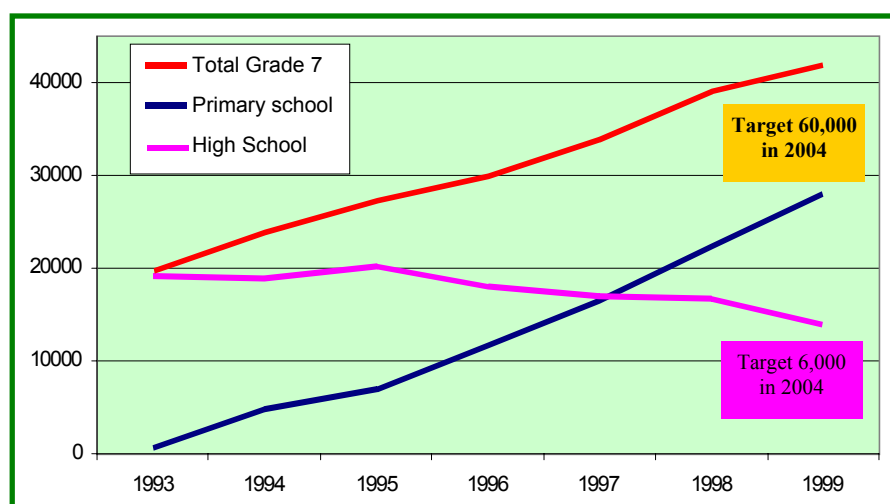


Figure 15 Enrolment of Grade 7 in Primary and High Schools since the start of the Education Reform

Lower secondary

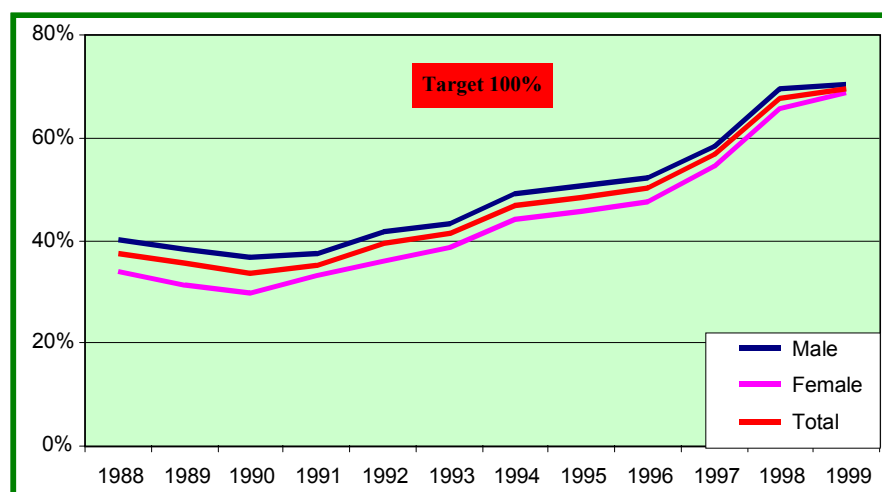


Figure 16 Transition from Grade 6 to 7
– Grade 6 students staying at school for Grade 7

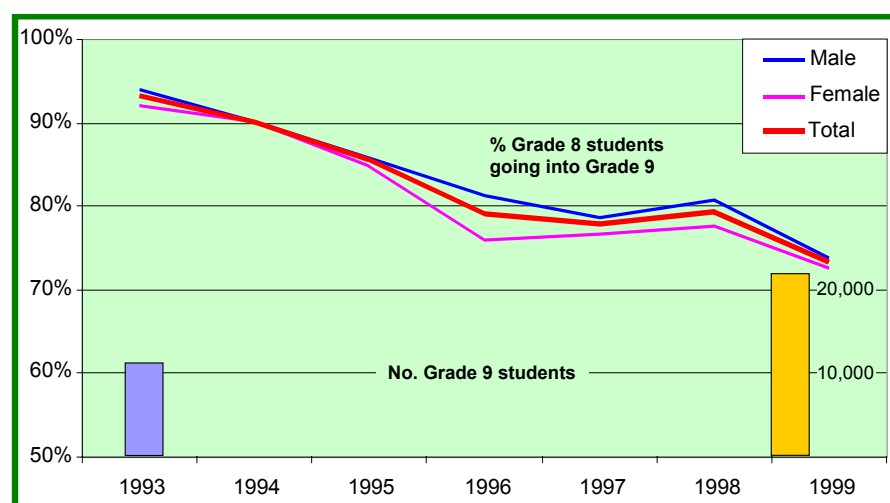


Figure 17 Transition from Grade 8 to Grade 9: - Grade 8 students staying at school for Grade 9

Upper secondary

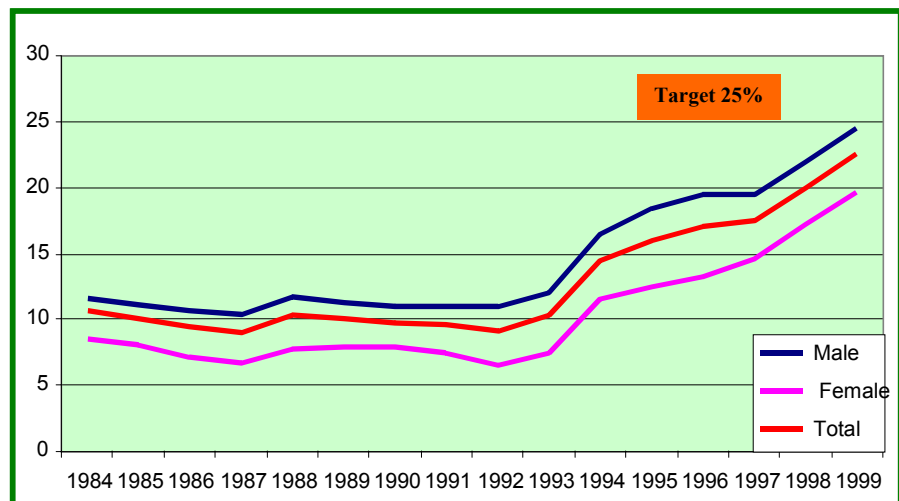


Figure 18 Transition from Grade 10 to Grade 11: - percentage of Grade 10 students staying at school for Grade 11

Primary teacher education

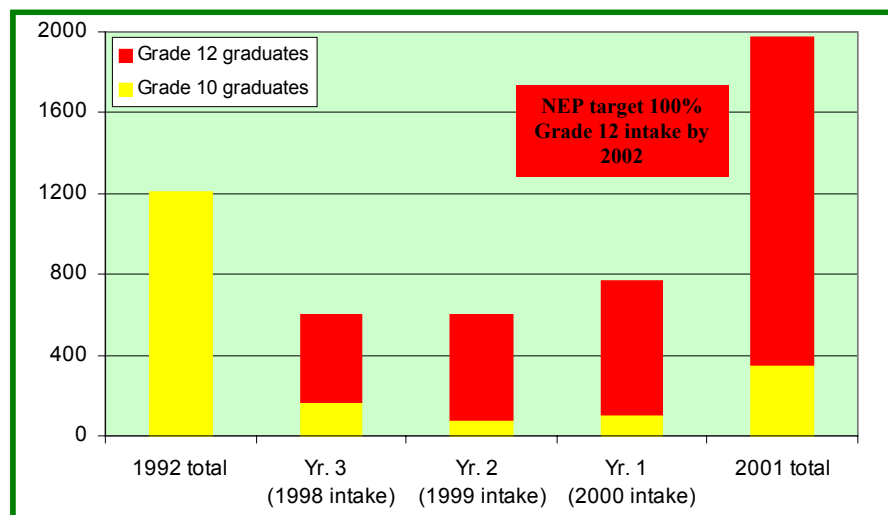


Figure 19 Teacher Education – increased entry level for primary teacher training

Variation between provinces

Enrolment

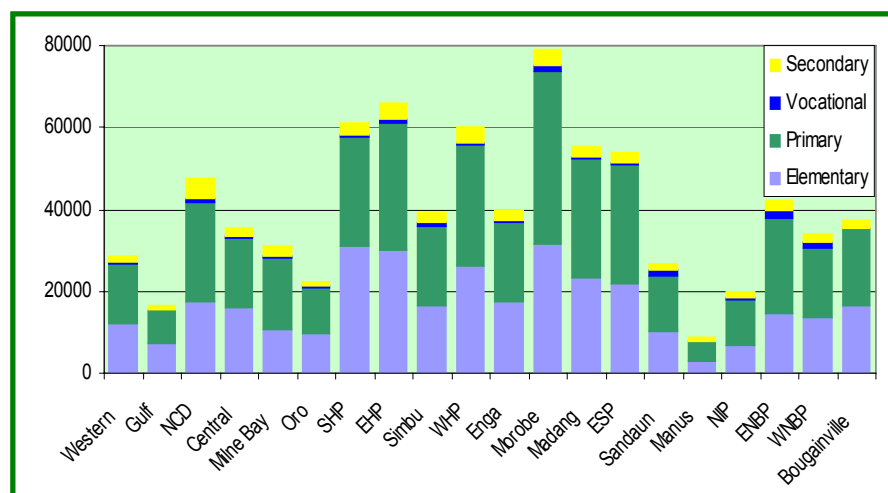


Figure 20 1999 total enrolment in provincial institutions

Post-primary enrolment

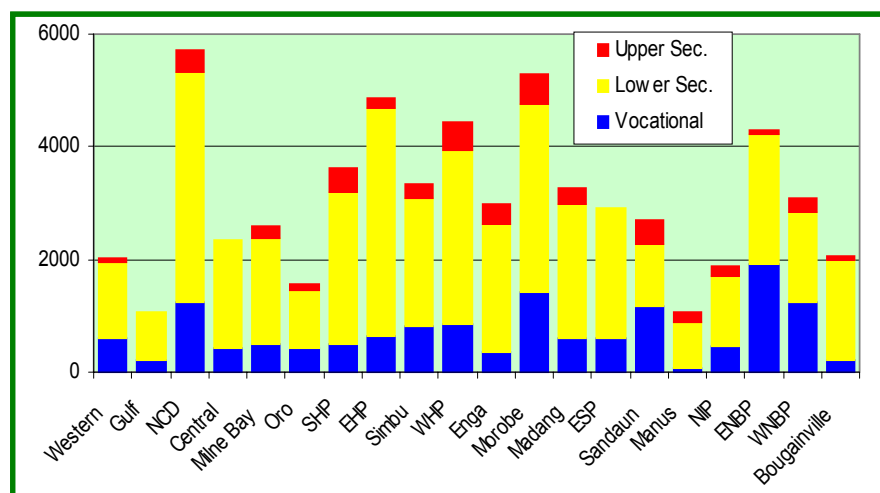


Figure 21 1999 enrolment in post-primary provincial institutions

Students per teacher (primary)

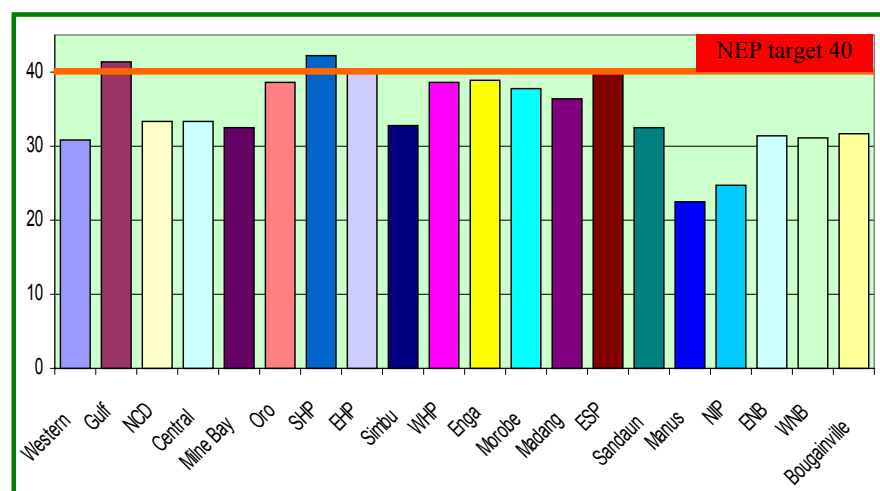


Figure 22 Student:teacher ratio (students per teacher) in primary schools Grades 1-8 in 1999

Access to Grade 7

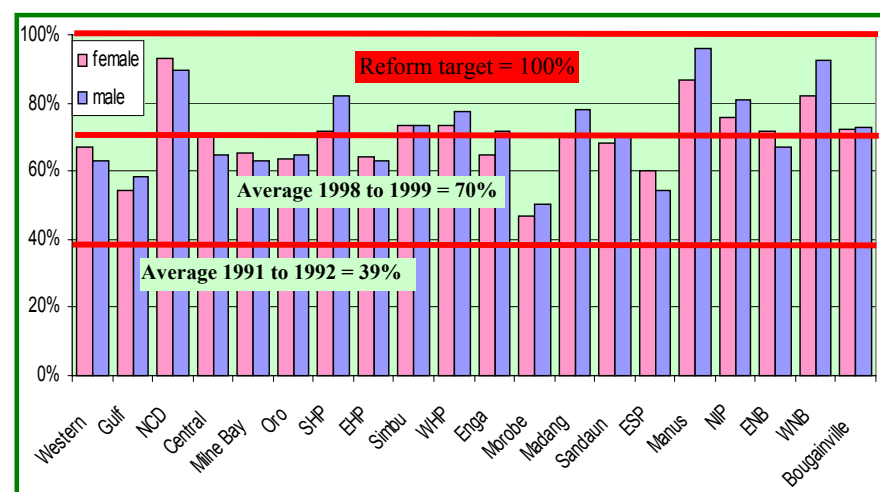


Figure 23 Transition from Grade 6 to Grade 7 – percentage of Grade 6 students staying at school for Grade 7 in 1999

Education Policy and Objectives

The Legal Framework

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

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

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

Department of Education's Objectives and Activities 1998-2002

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

The Policy Framework

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

1. Policies Specific to Education

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

2. Objects and Purposes of the National Education System

The Education Act, as amended, 1995, section 4 states that:

Bearing in mind the National Goals and Directive Principles of the Constitution, the objects and purposes of the National Education System, by maximum involvement and cooperative effort by persons and bodies interested in education in the country, and the maximum utilisation of the resources available from all sources, are:

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

3. National Objectives

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

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

4. Mission Statement

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

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

5. Aims of Education

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

- gives value and status back to appropriate community attitudes, knowledge and skills which are relevant to community development, and
- supplements this with a degree of competence in English, mathematics and science in order to ensure the development of Papua New Guinean citizens who are:
 - committed to their own personal development and view education as a continuing life-long process;
 - imbued with a productive work ethic, and value both rural and urban community development activities in the context of national development;
 - prepared for the realities of life in most communities; and
 - have the capacity to participate in further training for manpower needs.

6. Aims of the National Education Plan 1995 - 2004

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

- School leavers to return to their communities where there is, and always has been, traditional work and opportunities for community-based employment.
 - This covers approximately eighty-five percent of the population. The major source of employment for these citizens will be their own subsistence and small-scale, community-based commercial enterprises.
 - Their education will have prepared them and/or their parents for this reality.

- The approximately fifteen percent of the population who will find paid employment in the slowly increasing government, business, and service industries.
 - Their education will have provided them with the academic and technical skills to allow them to partake in tertiary education.
- The small number of children, like those of any other nation, who will perform at top international standards; and
- The small, but growing, number of marginalised urban youth for the realities of life in an urban situation.

7. National Education Plan Objectives and Targets

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

8. A Declaration of Education for All (EFA)

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

The major objectives of EFA are:

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

9. Universal Primary Education (UPE)

There are three components of universal primary education:

- All children should begin formal primary schooling (Grade 1) by the age of seven years.
- All children should complete the primary cycle of education.
- All children should reach a required standard of literacy and numeracy at the end of this primary cycle of education.

10. Shared Vision 2000 and Beyond

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

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

Table 2 Recent Policy and Planning Initiatives

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

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

Name	Target Group	Description	Status	Linkages	Implementation Plan	Resource Implications
Corporate Plan	System wide	Planned objectives and activities for Education 1998-2002	Released 1998	NEC requirement for all Departments to produce Corporate Plan. NEP	Integral part of document	Included in NEP and NEP update
National Education Plan Update 1 (NEPU1)	System wide	Updated implementation data, revised targets and costs. Identifies implementation issues and strategies required from the different stakeholders to meet targets.	Endorsed by CEMC and launched by Minister in April, 2000	Provincial Plans, Corporate Plan, National Charter on Reconstruction & Development. Need to now start planning beyond 2004.	Detailed in document and provincial plans	Detailed in plan. Update only of details approved in National Plan
Provincial Plans	All provincial institutions	Plans to guide projected education development within each province. Developed by provincial education divisions with technical advice & assistance from PFM, NDOE.	All complete. 12 approved by PEC Printed Copies available. 8 awaiting PEB and PEC approval.	National Plan, other provincial & district plans, NMA, LLGs, Nat. Charter on Reconstruction & Development	Preliminary work began in 1996, based on NEP. Documented in each plan. Work on updates underway.	Documented in each plan
Provincial Education Acts	All provincial institutions	New Act required by Organic Law since 1997, to provide for Provincial & LLG reforms. Also for education reform.	6 enacted 12 not yet approved by PEC 2 exempted	Organic Law on Provincial Governments & LLGs Education Act Teaching Service Act	DOE has provided template draft Act, technical assistance & advice to prov. ed. divs & legal sections	Legislating for resources already in education plans
Government Assistance to Quality Education Program (GAQEP)	All institutions in Nat. Ed. System and registered permitted schools	Targeted interventions that directly affect the quality of learning in schools.	Implemented in 2000. Approved with modifications for 2001.	To supplement other sources of school funds. Responsibility for different components allocated to, PFM, CDD, GES, TESD and	Contained in Ministerial Policy Statement No.1/2001 and Secretary's Circular Nos.9 to 14/2001	K40m in national budget appropriations and K21m in provincial appropriations

Name	Target Group	Description	Status	Linkages	Implementation Plan	Resource Implications
				provincial divisions.		
Language Policy for schools	All schools	Recognition of PNG vernacular languages as medium of instruction for elementary, with bilingual /bicultural program to grade 5. Vernacular maintenance after gr. 5.	Released September 1999	CDD, TESD National Literacy Policy	Immediate	Mainly at elementary and lower primary levels
National Literacy Policy	All schools and youth/adult community	Designed to improve the rate of literacy from 45% to achievable targets still to be determined.	NEC approved Launched by Minister in April 2000	Literacy and Awareness Secretariat, Provincial plans, NGOs, CDD.	To be recommended by National Literacy Survey	Additional resources required for both Government and non-government agencies
National Literacy Survey	Literacy programs nation wide	To establish resource requirements and strategies for implementation of National Literacy Policy.	Survey complete. Report 2001	To provide the basis for a National Literacy Plan to implement the Policy	Conducted in 2000 by NRI with assistance from NLAS	Funded by AusAID
National Education Skills Plan (NESP)	Nation wide	Designed to promote the development of skills for living within and beyond schooling.	Endorsed by CEMC, NEB and NEC	CDD, MSU (assessment in practical subjects) TESD, TVET Community activities	National Skills Committee in place under IMG	No major additional funds envisaged. Targeted support from GAQEP, CRIP and ADB skills project.
TVET Corporate Plan	Technical and vocational institutions	Corporate plan to develop technical and vocational education & training in the formal & informal sectors.	Endorsed by CEMC 2000	Private sector, DLE (NTC), Provincial plans. Infrastructure EU, ADB	Included in document. VCs are provincial responsibility	Included in document. ADB, EU
Self-reliance Policy	All institutions in National Education System	Encouraging the introduction of self reliance projects within schools.	Endorsed by NEB and NEC	GAQEP, NESP	To be further developed 2002 - 2005. Strategies in GAQEP 2001 administered by GES.	Limited additional funds envisaged. Targeted support from GAQEP 2001 and ADB
Special Education Plan	Children with disabilities	Recognition of educational needs of disabled.	Released 1994	CDD, TESD (Special Ed.) Special Education Centres	In operation since 1994	38 teacher salaries in DOE budget (33 teachers in Special Ed. Centres and 5 PTC lecturers)

Name	Target Group	Description	Status	Linkages	Implementation Plan	Resource Implications
Education For All Ten Year National Assessment Review	System wide	Report prepared with assistance from NRI and presented by Minister to UNESCO /UNICEF Regional Review in Bangkok and World EFA Framework for Action Conference in Senegal.	Report presented. Implementation ongoing	NEP, National Literacy Policy, GAQEP, National Health Policy, UN Rights of the Child Declaration, National Constitution, Nat. Development Charter	Integral part of NEP, Provincial Plans, Corporate Plan and National Literacy Policy	Additional resources needed to reach those beyond the reach of the present system, esp. remote rural and urban and rural poor.
Functional and Expenditure Review	Central Agencies Coordinating Committee	Report submitted as directed to CACC Review team.	With CACC	NEP, Corporate Plan, Medium Term Development Strategy	Dependent on outcome of committee's deliberations.	Dependent on outcome of committee's deliberations..
Distance and Flexible Learning for TVET	Rural communities and urban unemployed	Commitment by Commonwealth Pacific Island Education Ministers to collaborate to use Distance and Flexible Learning for employment oriented skills development.	NEC endorsed	Commonwealth of Learning (COL), University of South Pacific and other Pacific nations. TVET corporate Plan, NEP, NESP	COL developed project 2001 - 2003. Began implementation in 2001. 3 year project to produce, adapt & pilot 60 courses.	Counterpart participation
Autonomous status of UNESCO in PNG	National Commission for UNESCO	NEC decision to establish the National Commission for UNESCO as an autonomous entity instead of an office within DOE.	Submission including proposed structure with CACC UNESCO Bill is in its drafting stage. Requires drafting instructions before it is forwarded to NEC through the state solicitors office.	Supports activities in Education and international commitments	Dependant on CACC response to submission	Dependant on CACC response to submission

Name	Target Group	Description	Status	Linkages	Implementation Plan	Resource Implications
Gender Equity in Education Policy	System wide	Designed to promote gender equity in all education programs and practices.	Submission to NEC and launch in quarter 1 2002	National Constitution, Philosophy of Education and NEP. CDD, TESD, TSC, All institutions, projects	Committee established Nationwide Awareness, Developing implementation strategies and guidelines and staff development. Projects have activities & counterparts.	To be determined, but some integration with current activity.
Information Technology	System wide	Policy framework to direct and coordinate IT use and management.	Being developed Draft Policy in place. Meeting of IT Advisory Group yet to take place.	EMIS, GovNET, EduNET	To be determined by policy	To be determined by policy
Annual Education Theme	System wide and general public	Annual theme to provide a specific vision and focus for each year's education activities and development.	2002: Promoting National Identity through Education.	NEP	2001: Distance & Open Learning 2002: Promoting National Identity through Education. 2003: Curriculum Reform. 2004: Self-reliance.	Incorporated in existing activities and developments.

Organisational Structure and Manpower

Structure

The Organisational and Functional Structure of the National Department of Education is shown in Figure 24 on the next page. This also shows the Department's relationships with other organisations within the Ministry that are most closely related to its functioning.

The current structure was developed in accordance with the 1999 National Budget directives for restructuring and reduction of manpower ceilings in the public service, as well as National Executive Council Decision No. 28/99 on Manpower and Personal Emolument Ceiling. It was approved by the Secretary of the Department of Personnel Management in April 1999. Amendments to the structure and manpower ceiling have since been made in accordance with the 1999 Supplementary Budget and DPM Circular Instruction 36/99. The most recent amendments were approved on 4/2/00 and 15/12/00. to provide for elementary inspections and the counterpart requirements of current projects. Further minor adjustments to accommodate project requirements were approved on 12/2/01 and 17/7/01.

Establishment and Manpower Ceiling

Manpower ceiling (Figure 27)

The Department of Education's total approved manpower ceiling for 2001 was 3,276. This provided for 778 public servants and 2,498 teachers.

Teachers (Figure 25, Figure 30 and Figure 4)

1,633 of the teaching positions provide for NCD schools. The remaining 865 teaching positions are in the other National Institutions (6 National High Schools, 7 Technical and Business Colleges, 8 Teachers' Colleges and the College of Distance Education) and 8 Special Education Institutions. This is approximately 8% of the total National Teaching Service workforce. The remaining 92% are provided for in Provincial Government manpower ceilings and budgets.

The 2001 TSC Budget Estimates set the total national ceiling for teaching service positions at 31,111. The number of teachers actually on payroll for Pay 22 on November 2, 2001 was 30,622. The balance of 489 represents unfilled positions and officers suspended from payroll for leave or other reasons.

The "Education Payroll" (Figure 25)

The total number of officers paid on the "Education Payroll", as printed by the Department of Finance for pay 22 on 2/11/01, was 31,677. 30,622 (97%) of these were teachers. The remaining 1055 were public servants. Only 2,300 (8%) of the teachers were under the Department of Education establishment.

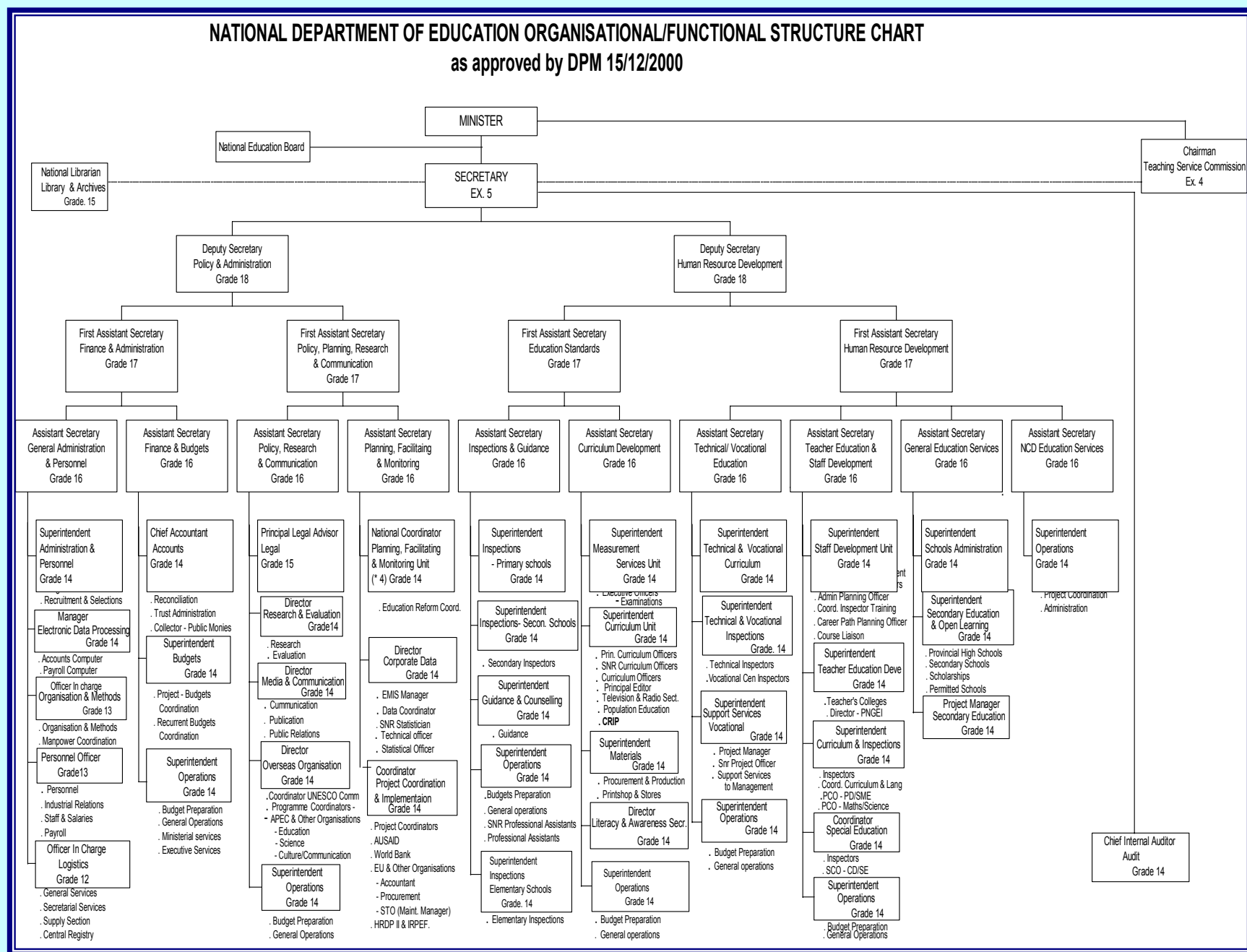
Public servants

The 1055 public servants on the Education payroll includes 270 officers who are the responsibility of Provincial Governments or the Office of Higher Education. They are paid under votes for Provincial Education Administrative Support, Provincial Libraries, and the Office of Higher Education. (see Figure 26)

The remaining 785 officers were under the Department of Education structure. 697 of these officers were in line divisions providing Department of Education support services for general education, teacher education or technical education. The 88 remaining officers come under the Office of Libraries and Archives, the Teaching Service Commission, the PNG National Commission for UNESCO or the NCD Education District Education Services Office (see Figure 26 and Figure 29).

Further information is presented in Figure 24 to Figure 36 on pages 22 to 26. Figure 32 and Figure 33 presents data on gender equity and Figure 34 to Figure 36 on localisation. Figure 31 and Figure 28 present information about the location of Departmental officers and the composition of the public service (by level).

Figure 24



The 'Education Payroll'

Total

Sources of data for Figure 25 to Figure 36

- Fortnightly summary of staff and expenditure for Pay 22, 2/11/01, EDP /O&M, GAP
- Staff Analysis, 2/11/01, O&M, GAP
- 2001 Budget Estimates, Department of Treasury, December 2000
- Education Statistics of PNG 1999

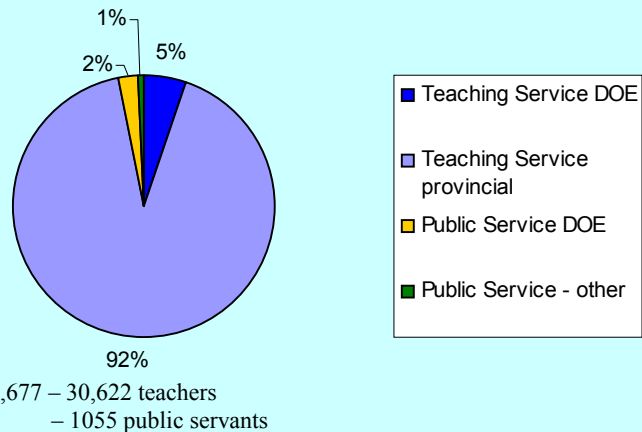


Figure 25 Total Personnel on Education payroll on payday 2/11/01
(For no. teachers in each level of education see Figure 4 on p. 5)

Public servants

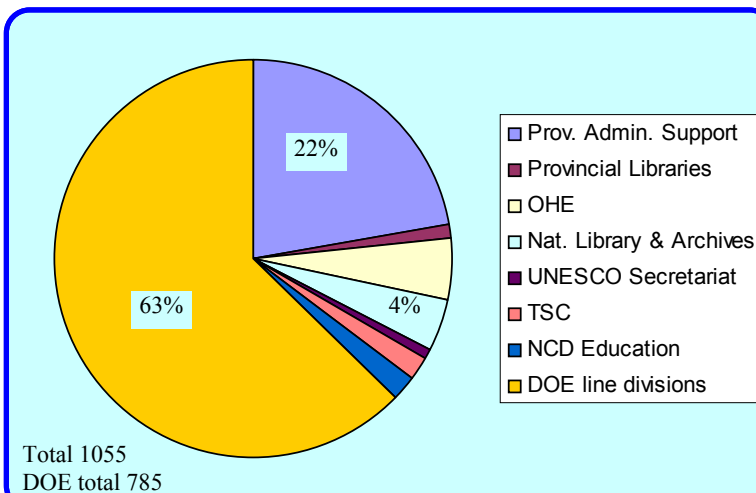


Figure 26 Public Servants on Education payroll on payday 2/11/01

Department of Education Manpower

Department of Education manpower ceiling

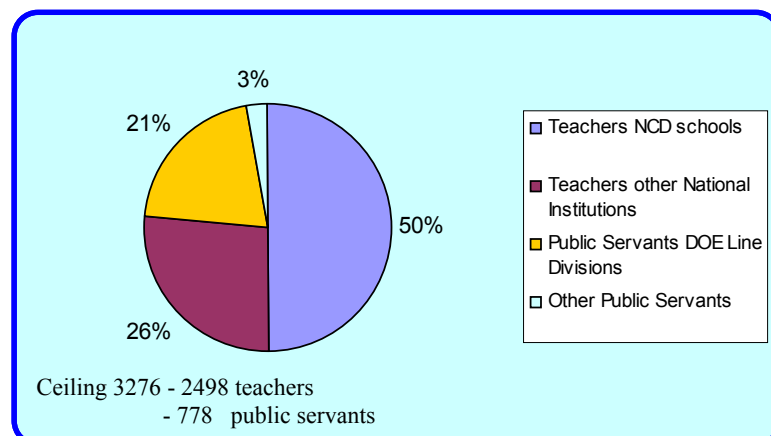


Figure 27 Department of Education Manpower Ceiling on payday 2/11/01

Department of Education Manpower (cont.)

Location and function

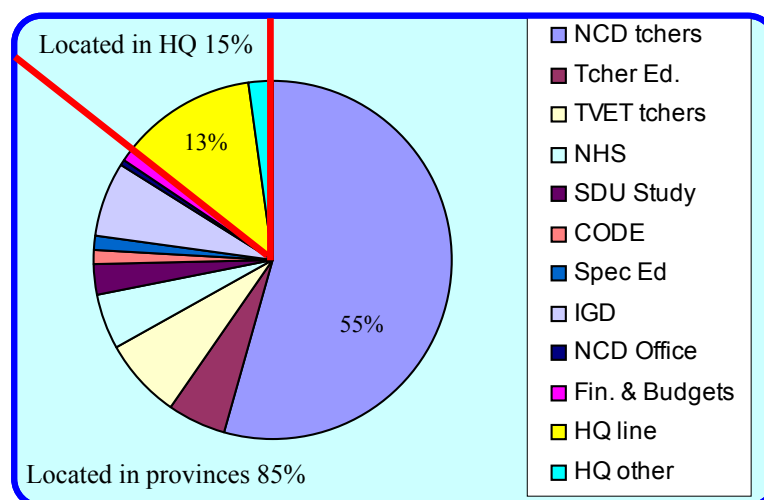


Figure 28 Department of Education payroll by location & function on payday 2/11/01

Public servants

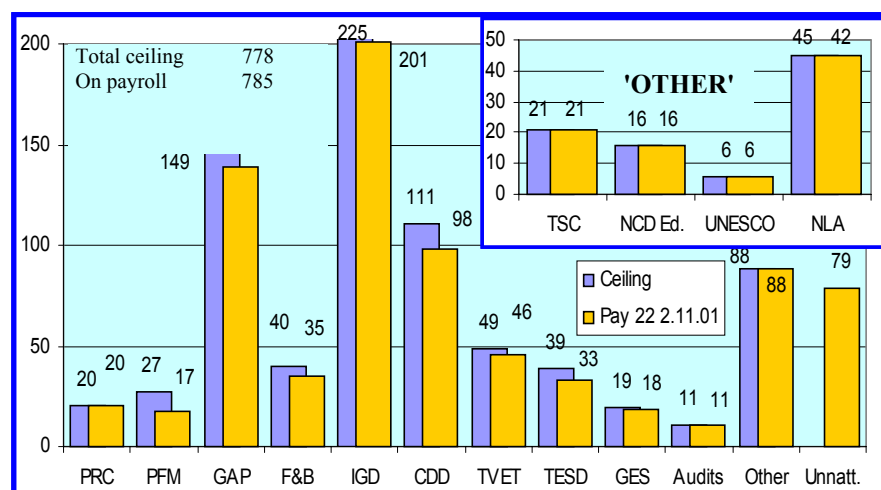


Figure 29 Public Servants in Department of Education manpower establishment 2/11/01

Teachers

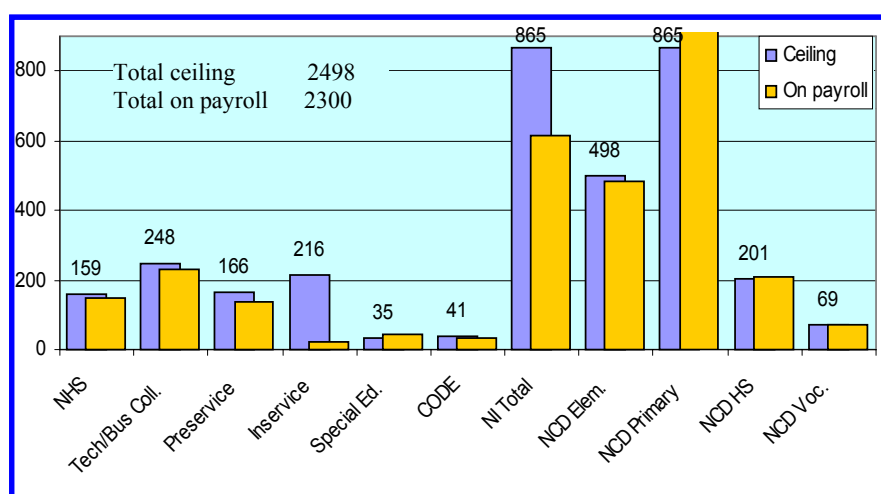


Figure 30 Teachers in Department of Education establishment 2/11/01

Public Service position levels

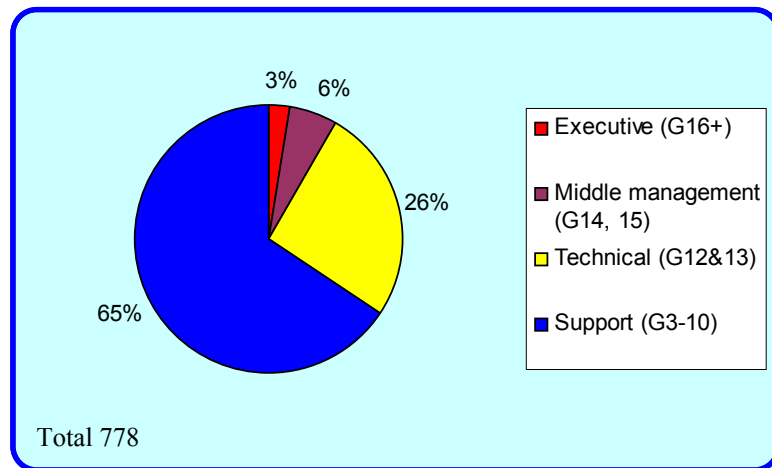


Figure 31 Total Department of Education 2001 manpower ceiling by level

Gender equity

Public service

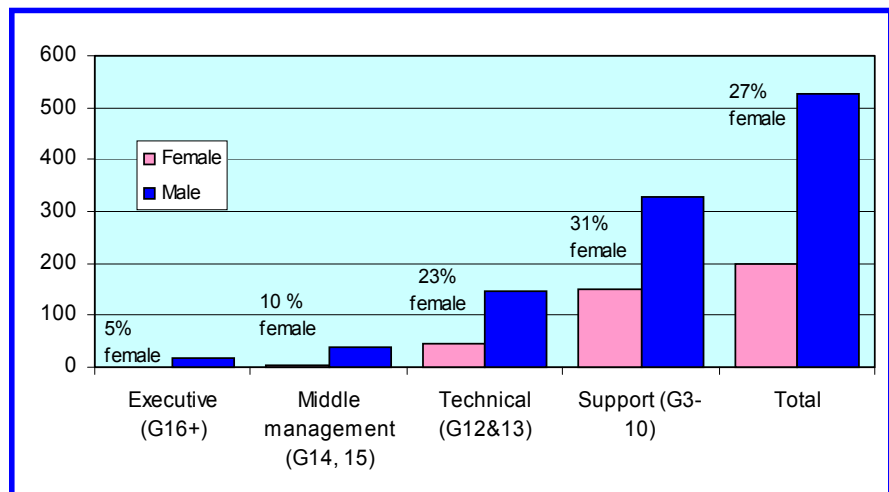


Figure 32 Gender equity - % female and male DOE public servants on strength at different levels (2/11/01)

Teachers

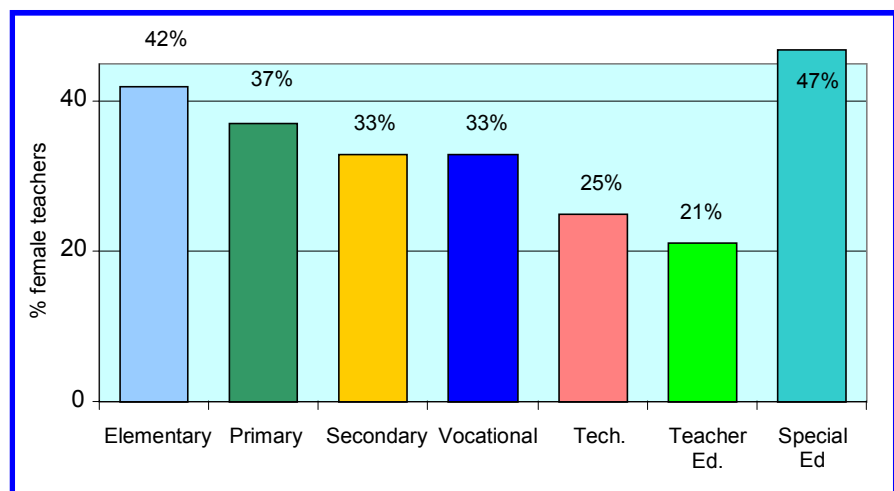


Figure 33 Gender equity - % female teachers in the National Teaching Service in 1999

Localisation

Teachers

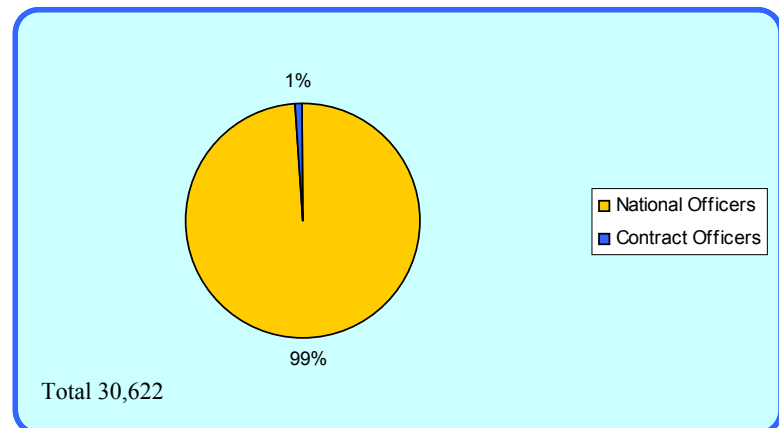


Figure 34 Localisation of the Teaching Service
– overall on payday 2/11/01

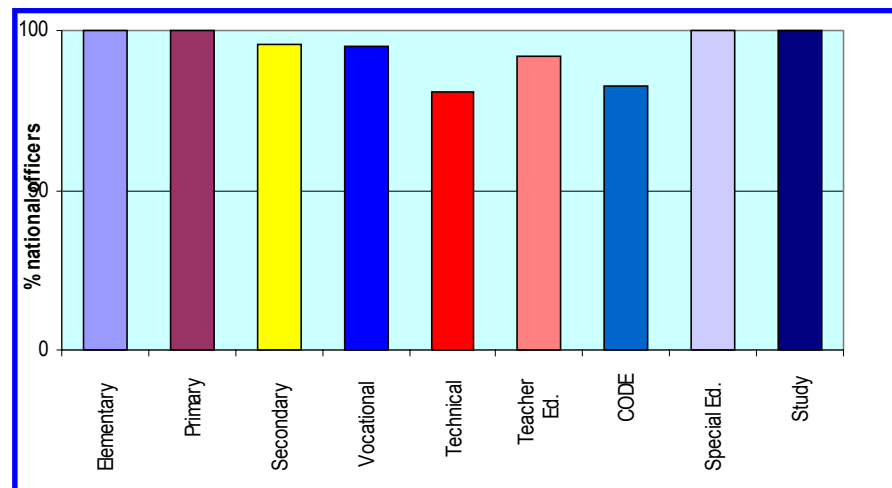


Figure 35 Localisation of the Teaching Service
– by school type /level on payday 2/11/01

Public servants

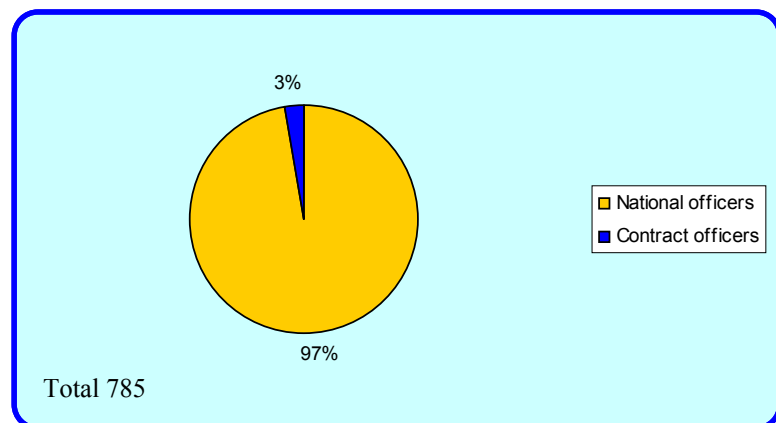


Figure 36 Localisation of the Department of Education Public Service
on payday 2/11/01

The Education Budget

Total Ministry of Education 2001 budget (Figure 39, Figure 40 and Figure 41)

- The Total Ministry of Education budget appropriation of K590.4 million represents approximately 15% of the total National Budget 2001 appropriation of K3.9 billion.
- The total Recurrent Budget Appropriation of K499.4 million represents approximately 17.5% of the total National Recurrent Budget of K2.8 billion. The total Public Investment Projects (PIP) appropriation of K91.0 million to this Ministry represents 8.7% of the Government's total PIP appropriation of K1.2 billion.
- The Ministry's total PIP Appropriation of K91.0 million does not include provincial PIP appropriations.
- There are number of education and training activities in the custody of other agencies. Funding for these is not included in the Education Ministry Budget, but is appropriated accordingly to the agencies responsible. These include the ADB/AusAID/PNG Employment Oriented Skills Development Project, the EU/AusAID Scholarships/Training Program and the National Trade Testing and Certification Support Project.
- K102.6 million (17.4%) of the total Ministry Budget in 2001 was allocated to the universities and the Office of Higher Education.

Teachers' salaries (Figure 41, Figure 43 and Figure 48)

- The largest cost in the Education Budget is teachers' salaries and entitlements. Out of the total K590.4 million appropriated to the Ministry of Education in 2001, 51.7% or K306.2 million was for Teaching Service Commission teachers' salaries.
- K284.1 million of this was appropriated in the form of grants to provinces for teachers in provincial institutions. The remaining K21.1 million was included in the National Department of Education recurrent appropriation for the salaries of teachers in NCD schools and other national institutions.

Education subsidy (Figure 43, Figure 47 and Figure 50)

- The Ministry's 2001 budget included an allocation of K61 million for education subsidy.
- K21 million of this was appropriated under the respective provincial budgets. The other K40 million was included in the Department of Education recurrent budget. This 40 million for education subsidy was 39.6% of the Department's total recurrent budget.

Department of Education budget (Figure 42, Figure 43 and Figure 44)

- The total appropriation for the National Department of Education was K181.6 million, or 30.8% of the total Ministry Budget. The Department's recurrent budget of 101.1 million was 17.1% of the total Ministry Budget. Its PIP budget was 13.6% of the Ministry total.
- K84.3 million (83.3%) of the Department's recurrent budget was for education subsidy and salaries and entitlements for public servants and NCD and other national institution teachers. The effective recurrent budget to support general education for 900,000 students around the country was approximately K37 million. (see Figure 38)

Goods and services (Figure 43, Figure 44)

- In 2001 only K16.8 million (16.6%) of the Department's recurrent budget was for goods and services. This was 3.2% of the total Ministry of Education recurrent budget. There was a slight increase in the goods and services budget from K15.6 million in 2000.
- The K16.8 million for goods and services included grants to churches, individual and Non-Profit Organizations (K1.1 million), and K1.3 million for retirement benefits. It also included goods and services appropriations for operating expenses of the Teaching

Service Commission (K776,000) Libraries and Archives (K1.2 million) and the National Commission of UNESCO (K443,000).

- The actual amount available to National Department of Education operations for goods and services in 2001 was only K12 million. This was the amount available for operational support for the coordination of education in NCD schools, the coordination, support and operation of teachers and technical colleges, as well as national coordination and support of general education for 900,000 students in schools and vocational centres throughout the country.

Education Budget - changes over time : 1998 - 2001

DOE total Recurrent budget since 1998

The large increase in the 2002 appropriation is due to the increase in education fee subsidy payment from K61 million to K150 million.

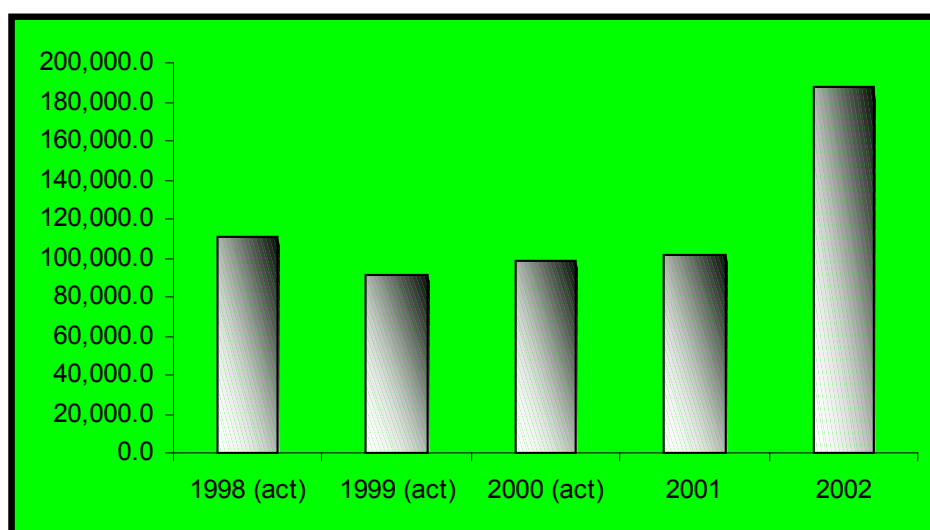


Figure 37 Department of Education Total Recurrent Budget 1998 - 2002 (K million)

DOE Recurrent budget since 1998

Amount available for DOE operations to support General Education nationwide

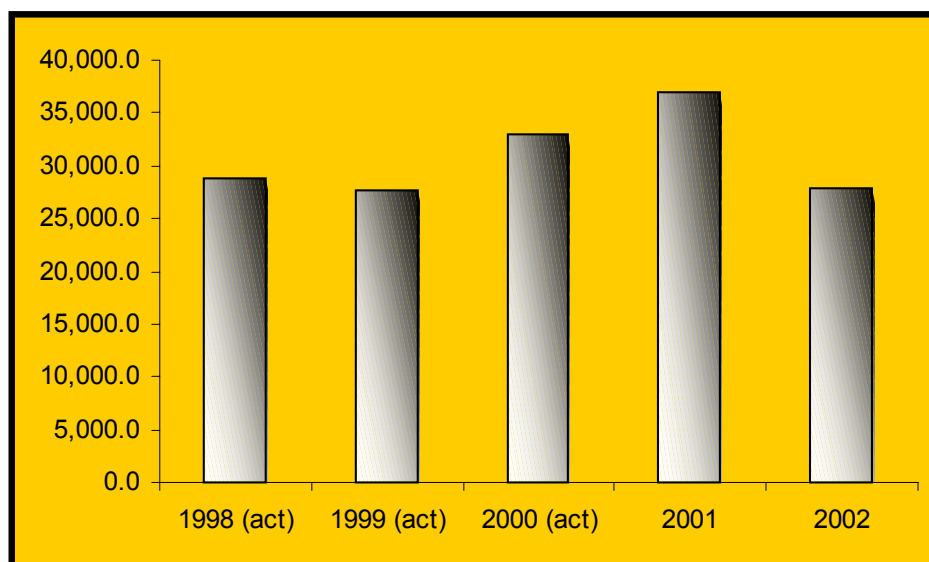


Figure 38 Department of Education Total Recurrent Budget 1998 - 2002 for general education (K million)

- Figure 38 shows the DOE recurrent budget without NCD teacher salaries, Education Subsidy, and allocations for Technical Education, Libraries and Archives and OHE.
- This represents the actual amount available to the Department for service delivery that supports coordination of General Education nationwide. The 2002 appropriation is effectively a return to 1998 Kina amounts despite cost increases and an increase in enrolments by nearly 20% in that time.

Ministry of Education Budget 2001

Total

Sources of data for Figure 37 to Figure 50

- *Budget Estimates 1998 - 2002*, Department of Treasury
- Finance and Budgets Division, Budgets section records
- Ministerial Policy Statement 1/2001, *GAQEP 2001*

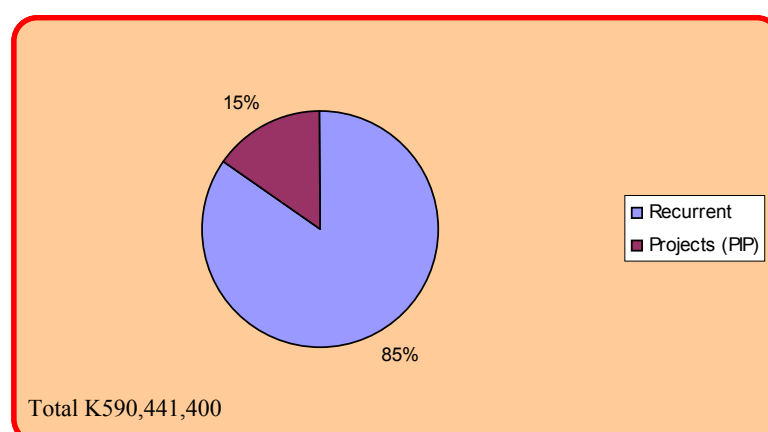


Figure 39 Total Education Ministry 2001 Budget Appropriation

Development

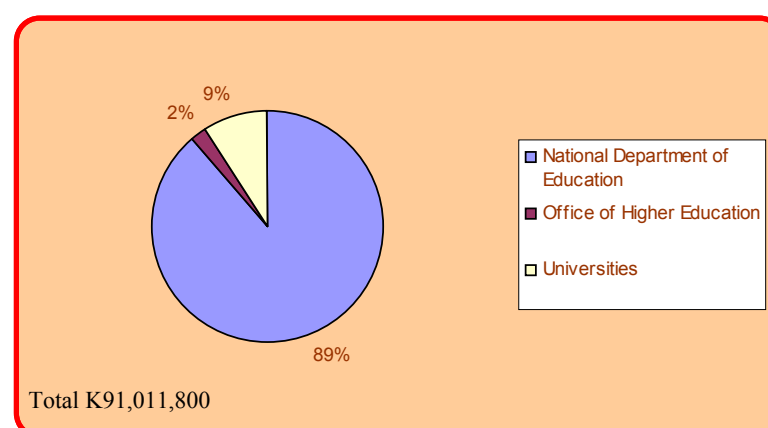


Figure 40 Total Education Ministry 2001 Budget Appropriation: Development Budget (Projects - PIP) by Agency

Recurrent

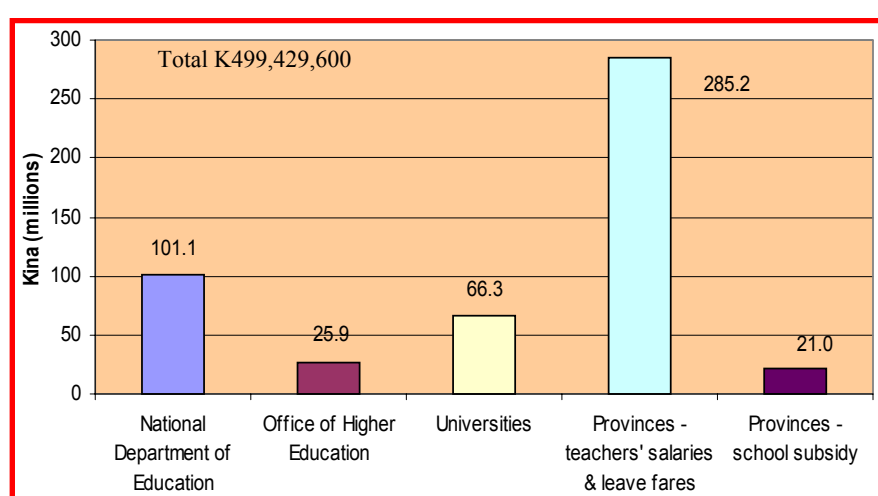


Figure 41 Total Education Ministry 2001 Budget Appropriation: Recurrent Budget by Agency

Department of Education Budget 2001

Total

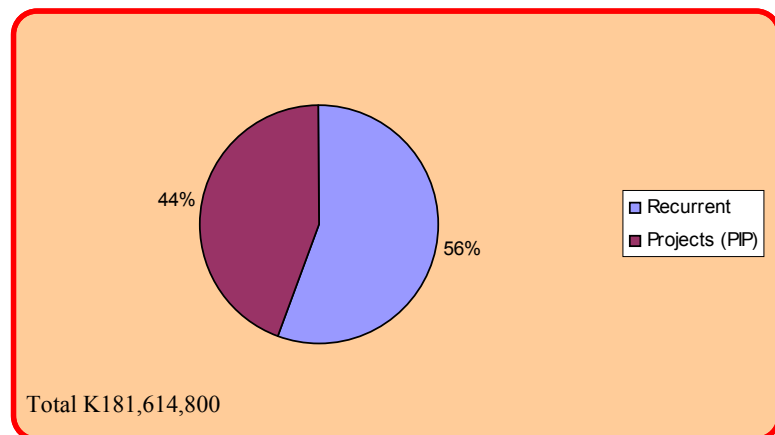


Figure 42 Department of Education 2001 Budget: Total Appropriation

Recurrent

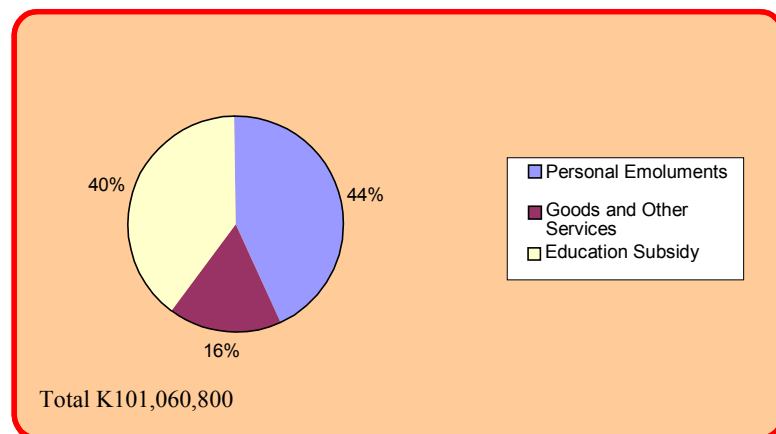


Figure 43 Department of Education 2001 Budget: Recurrent Appropriation by Item

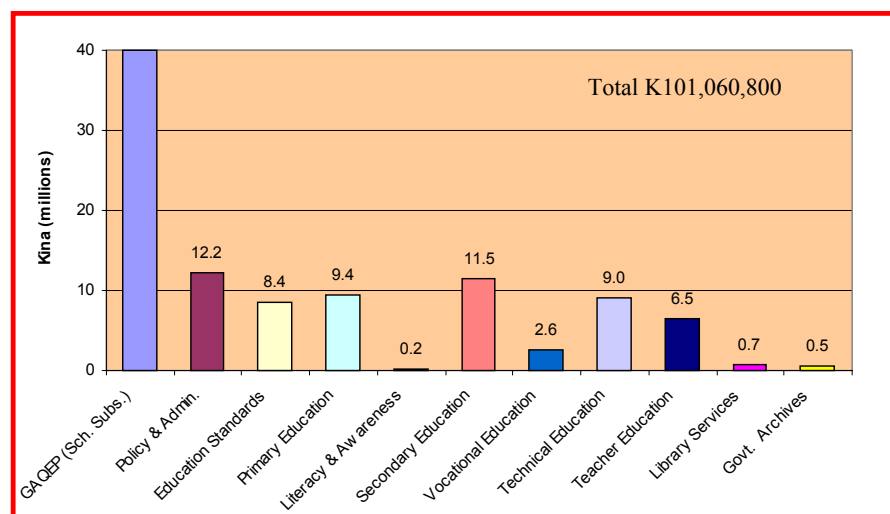


Figure 44 Department of Education 2001 Budget: Recurrent Appropriation by Program

Department of Education Budget 2001

Development Budget (Projects)

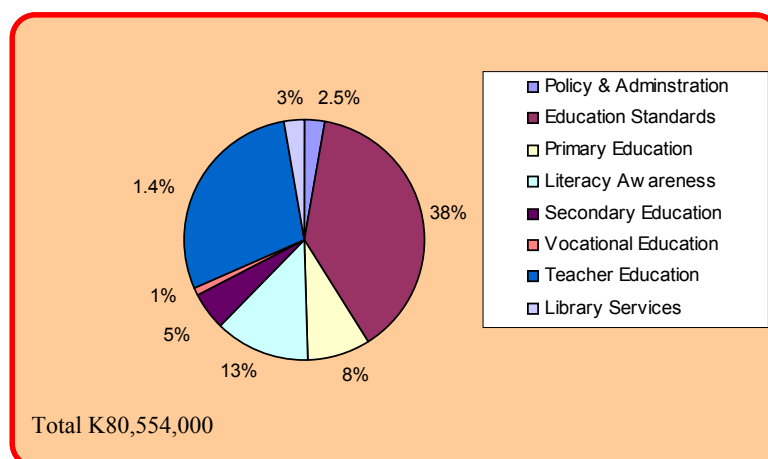


Figure 45 Department of Education 2000 Development Budget Appropriation by Program

Donors

Other Donors

China: Wawin NHS donor commitments completed (pp. 34, 60)
ADB: EOSDP funding under DNPM (pp.34, 53)
 Also COL, WHO, GDS (see pp. 33 - 35)

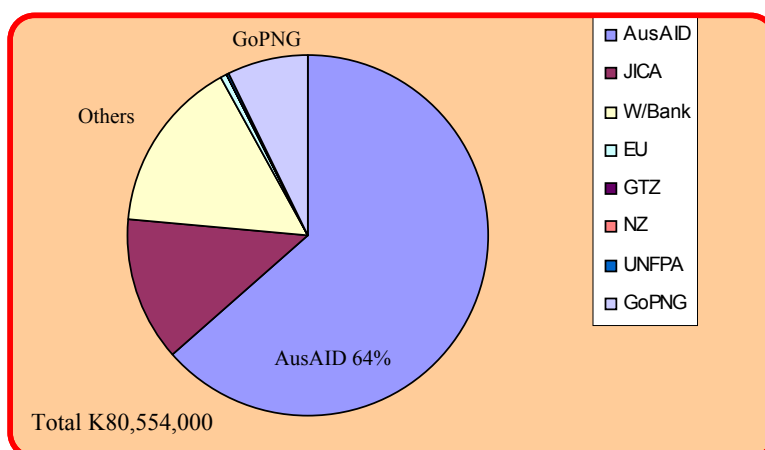


Figure 46 Department of Education 2001 Development Budget Appropriation by Donor

Government Assistance for Quality Education Program

GAQEP 2001

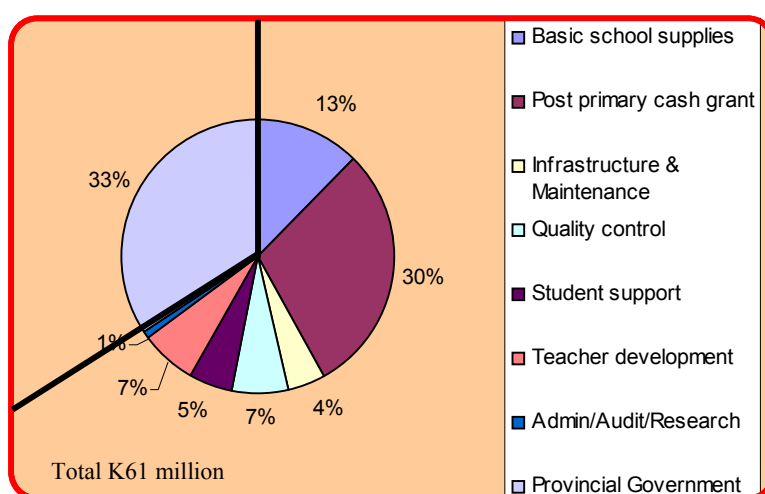


Figure 47 GAQEP 2001 by Program

Functions Transferred to provinces

Teachers' Salaries

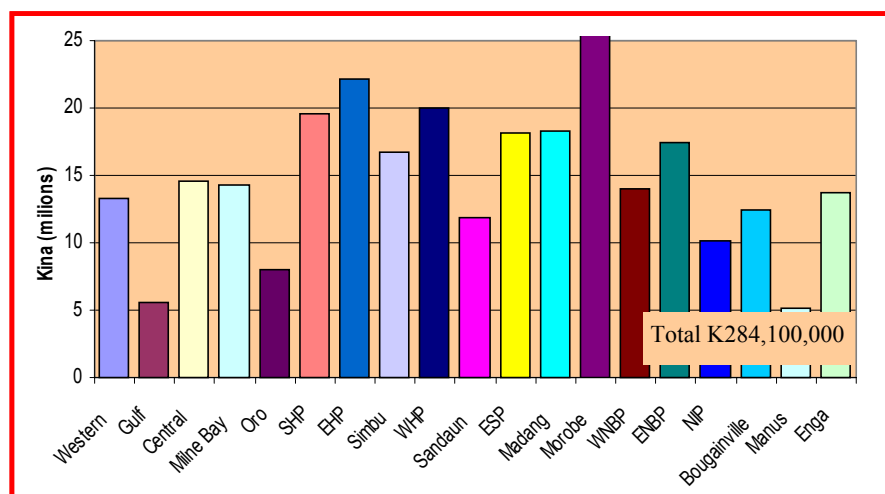


Figure 48 Transferred functions – 2001 Budget Appropriations in Provincial Budgets for Teachers' Salaries

Teachers' Leave Fares

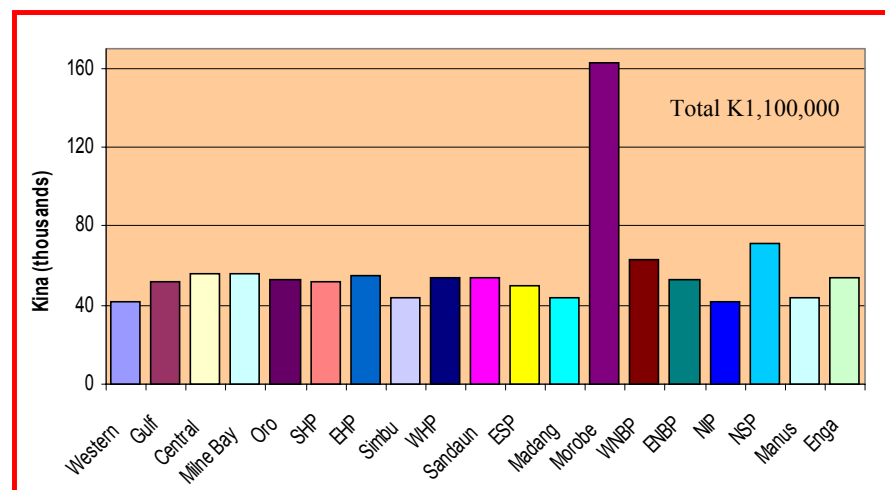


Figure 49 Transferred functions – 2001 Budget Appropriations in Provincial Budgets for Teachers' Leave Fares

School Subsidies

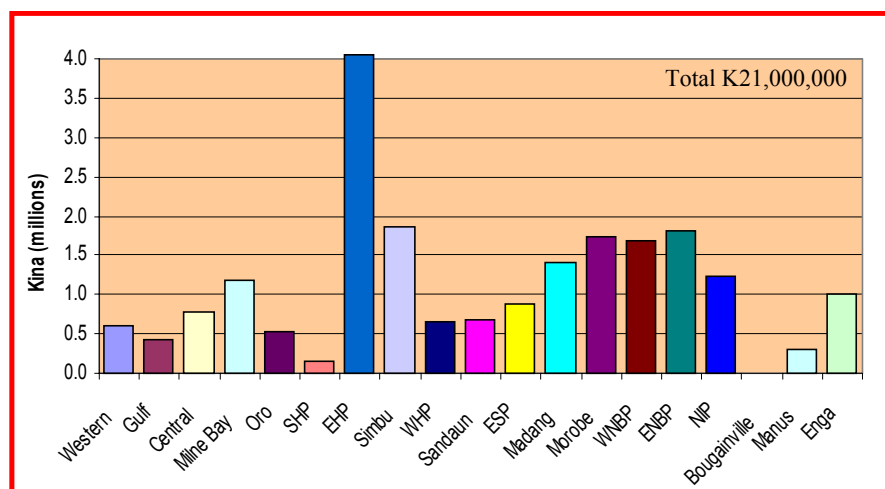


Figure 50 Transferred functions – 2001 Appropriations in Provincial Budgets for Provincial Component of School Subsidies

Donor Activity by level of Education

Table 3 Donor Activity by level of Education

Ref.	Project Title	Donor	Description	Completion	Comments
Elementary Education					
E2	Elementary Teacher Education Support Project (ETESP)	AusAID	Supporting establishment of elementary teacher training	mid 2000 /mid 2002	PNG support required for ongoing training. Agreement reached for 2 year extension.
E3	Literacy and Materials Production (LAMP) Centres	JICA	Literacy awareness and materials production	1995	Limited sustainability. Ongoing support required for similar activities.
E3	Curriculum Reform and Implementation Project (CRIP)	AusAID	Development of elementary school curriculum	2004	Began Oct. 2000. Pre-project activity produced & distributed materials in early 2000.
E4	Commodity Assistance Support Program (CASP)	AusAID	Elementary literacy /numeracy material kits.	Ongoing	
E4/5	Basic Education Infrastructure and Materials Project (BEICMP)	AusAID	Support for elementary infrastructure and supply of curriculum materials	Early 2002	Initially applicable to 5 provinces. Extension to other provinces planned.
E6	Institutional Strengthening Project (ISP)	AusAID	Support for promoting school and community awareness of elementary reforms	End 1999	Paid for reprint of elementary awareness materials in 2000. Materials distributed by ETESP.
Primary Education					
P2	Primary and Secondary Teacher Education Project (PASTEP)	AusAID	Upgrading primary teacher education	2004	Project commenced 1999. Infrastructure work commenced late 2000.
P3	Curriculum Reform and Implementation Project (CRIP)	AusAID	Development of primary school curriculum	2004	Began Oct. 2000. Pre-project activity produced & distributed lower primary materials in early 2000.
P3	Education Development Project	WB	Re-supply of primary school curriculum materials	2001	Unable to obtain full counterpart funding, or draw down full loan funds during life of project.
P3	Education Development Project	WB	Supply of library materials (1 st tender)	Completed	Successfully completed. More support is required.
P4	PNG School Journal Project	NZODA	Development of school journals	1997	Ongoing limited support.
P4	CASP	AusAID	Supply of grade 7 and grade 8 textbooks	Ongoing	PSTU4 supplied 404 kits to 346 primary schools and 8 teachers' colleges up to June. PSTU5 delivering 250 kits to 189 schools in early 2001.
P4/5	BEICMP	AusAID	Support for primary school infrastructure and curriculum materials	Early 2002	Initially in 5 provinces. Extension to 5 more provinces approved early 2001.
P6	Health Promoting Schools	WHO	Schools program on health and nutrition	Ongoing	Joint project of DOE, Health and WHO.
P6	Institutional Strengthening Project (ISP)	AusAID	Support for promoting school and community awareness of primary reforms	End 1999 Ext. to 2001	Primary awareness packages written in 1999. 30,000 printed & distributed for teachers in 2000.
Secondary Education					
S1	Secondary School Scholarship Project (SSSP)	AusAID	Support for grade 10-12 studies in Australia	2001	Final intake 1999. Last students finish 2001. Offset by increased grade 11/12 access in PNG.

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

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

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

Source: Updated from National Education Plan Update 1, 1999. **Additional information** on particular projects under PIU p. 43 and counterpart divisions

Divisional Reports

Policy, Research and Communication

Division Objectives

Policy Research and Communication (PRC) Division provides advice and assists the Minister, through the Secretary for Education, in the development of relevant policies in accordance with legislative requirements and national education objectives. At an administrative level the Division assists the Secretary in the management of the Department. In particular it assists the Secretary in the development and communication of national education policies, and plans and co-ordinates their implementation in the provinces and Local-level Government areas in accordance with his established tasks and responsibilities. The Division's main objectives are;

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

Activities and Outcomes

Policy Co-ordination

Activities	Outcomes
NEC submissions	Approved by the NEC 7 Self Reliance Policy: A Framework towards Self Supporting and Self-sustaining institutions Progress Report on the distribution of the first quarter school fee subsidy grants for 2001. Request for funds to pay for outstanding teachers leave fares all provinces – 1998,1999 & 2000. Increased school fee subsidy grants for 2002 Department of Education Annual Report 2000 The Status of Education in PNG, 2001 Approval and endorsement of EU funded improvement works tenders to selected education establishments in PNG
Statements to Parliament	2002 Budget GAQEP 2001 Education Fees 2002 The State of Education in PNG 2001 (pending)
NEB functions	Full board meetings 4 Appeals Committee meetings 5 Disciplinary Committee meetings 2 Special NEB meetings 2

Combined CEMC /SEOC	Held in Mt. Hagen April 23 – 27. Theme <i>Continuing Education Through Distance and Open Learning</i> . Planned and coordinated by Policy Unit in conjunction with Media and Communication Unit Report to be distributed at the 2002 Conference
TMT/SSM	TMT weekly meetings 42 SSM monthly meetings 11 Special SSMs 3 Special TMT 4 Full and accurate records of <i>minutes</i> maintained for all meetings.

Legal Co-ordination

Legislative amendments	Relevant amendments to the Education Act and TSC Act require further review before they are forwarded to NEC through the State Solicitors Office.
Provincial Education Acts	New Provincial Education Acts were required (except for Bougainville and NCD) after 1995 to accommodate the Organic Law on Provincial & Local-level Governments and the Education Reform. DOE drafted a model Act and provided this to all provinces in 1998 for local modification, at the request of the CEMC. Ongoing further technical assistance is provided to provinces on request. Status of Provincial Education Acts Enacted by Provincial Assembly 6 Draft not yet approved by PEC 12 Not applicable 2
Draft Legislation	UNESCO Bill in initial drafting stage. Requires drafting instructions before forwarding to NEC through State Solicitors Office.

Research and Evaluation (REU)

REU Committee activities	Quarterly meetings 4 Forums 'School Fee' and 'GAQEP' 2 Seminar 'National Identity' 1
Research conducted and completed	Implications and Viability of Boarding Primary Schools 2002 NEB School fee limits Non-government organizations' participation in education Parental perception towards education reforms NCD school transport study.
Journal of Education (PNGJE)	Editorial Board chaired by Dr Api Maha. Coordination and publication by University of Goroka. 2001 edition to be printed in December.
Submissions (NEB, TMT, SSM)	School Fee Boarding Primary Schools NCD Transport Policy

Media and Communication (M&C)

Newsletter and radio program	Pipeline newsletter (fortnightly) 20 Education News radio program on NBC (weekly in term time) 37 K300 per program - K10,800 for the year. Education Reform Awareness content of both increased.
The Education Gazette	First Quarter Vol. 28/01 <i>Government Assistance to Quality Education Program 2001</i> completed and distributed. Fourth Quarter Volume 28/02 <i>Continuing Education Through Distance and Open Learning</i> ready for printing in first quarter 2002.

Education Calendar	2002 Calendar printed and dispatched in November to PMSOs for distribution to all institutions including elementary schools and provincial and district education offices. 20 000 copies for K6000
NDOE Annual Report	2001 Annual Report content revised in Quarter 4, 2001. 2000 Annual Report revised colour format well received.
Media Liaison	Media releases and letters to the editor 40 Newspaper supplements 10 Press conferences arranged 3
Speeches and papers	For Minister, Secretary and other senior officers 26
Education awareness Workshop – Updating an Elementary Hand book Secondary Education Handbook	1-day workshop funded by PRC held in June. Feedback collected from NDOE stakeholders in Elementary Education. Follow up comments compiled for re-circulation to participants in early 2002. Feedback collected from secondary principals at 2001 Secondary Principals Conference.
Education Awareness/Information materials State of Education SEOC/CEMC 2001	Reprint of all existing awareness materials and information documents. Funded by QIPE. Planning Reference Documents NEPU1, Education Sector Review, Education Sector Resource Allocation and Reallocation Study, Education Skills Plans (7000) K86,000 A Handbook for Elementary Education, Ol pikinini bilong yumi long praimer skul, The reform of basic education (1000 copies each) K19,000 BEICMP developed Community Awareness posters and booklet Gender, Plan ahead, Lukautim skul, Helping our schools (10000 copies each) K71,000 School Community Awareness posters/booklets to be distributed to schools in 2002 Awareness document compiled by PFM. Overview of progress, issues and needs in the education reform 5,000 copies 110 pages K15,000 Half hour presentation by Director Media and Communications Unit on planning and implementing awareness.

UNESCO

Executive support for UNESCO National Commission (NatCom)	3 meetings each of NatCom, each sub-sector committee and APEC were held and recorded. The sub-sector committees are Education, Science/Human Sciences, Culture and Communication.
International Seminars and Workshops	UNESCO PNG coordinated 8 out of the 33 international workshops and seminars that were conducted. Staff from UNESCO Bangkok and Apia offices, and other UN organisations, visited project sites in PNG in consultation with line agencies.
Participation Program funds for projects	Total funding of more than K205,000 approved for 2000/2001 project submissions but funds are yet to reach UNESCO PNG.
Associated Schools Project (ASP)	35 PNG schools registered. UNESCO funded workshops for ASP teachers in March in New Zealand. ASP Coordinator accompanied by a teacher from a school in Kavieng attended 1 week coordinators' workshop in New Zealand.

University Radio and community-based radio station for Kasela, Enga Province	Funded by IPDC (International Program for Development in Communications) through UNESCO. South Pacific Sub-Regional Communications Advisor visited Kasela site. Kasela approved as a pilot project for PNG. Seed funding up to K10,000 is yet to be sent to UNESCO PNG.
Commonwealth celebrations	Organized in Wabag, Enga Province, in March.
World Heritage sites	6 visits made to Kuk (cultural) and Bobogara (natural). Working team formed and seed funding of K15 000 received for further development of sites.
Upgrading the Status of PNG NatCom	Consistent with the NEC Decision 63/2000 a Restructure Proposal was prepared for CACC/NEC. Enabling legislation drafted. Submission and information papers with NEC

Operations

Coordinate daily operations	Operational activities including logistics, meetings, office supplies, equipment, and staff travel attended to on a daily basis.
Coordinate and monitor Divisional budget	Budget 2001 for the Division maintained at the required level. 2002 budget prepared.
Training for division	Funded under QIPE: Basic skills organized in Research Skills Duration: 10 days Participants: 15 Cost: K50000 Computing (Word, Excel, Publisher, Powerpoint) Duration: 2 months Participants: 26 Cost: K40000 Report Writing. Duration: 1 week Participant: 1 Cost: K500 Public Relations Duration: 1 week Participants: 2 Cost: K900
Equipment	Computer: Software purchase Photoshop, Pagemaker for Media and Communications. High resolution digital camera purchased for use by the division. Office furniture: Desks and cabinets for UNESCO Computer hardware: Purchases approved by the Equipment Committee. No funding available

Constraints

- Overall budget was much less than what was allocated the previous year
- Casual labour needed for manual tasks such as driving, packing, preparing and other materials for distribution. Professional officers take up on less skill tasks.
- Inadequate computer hardware. Need 3 suitable capacity computers and 3 superceded computers for 4 others
- Training organised using QIPE funds to address needs in computer, research and professional writing skills. Further training required in 2002 to continue progress.
- Operations need a full time vehicle allocated for operational purposes including picking up and delivery of materials for printing.

Planning, Facilitating & Monitoring

Division Objectives

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

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

Activities and Outcomes

Facilitating and Monitoring Unit

Activities	Outcomes
Facilitating and monitoring implementation of the education reform	All provinces visited by FMU officers and reports presented to IMG. 45 days of provincial visits over 9 trips from April to December.
National Education Plan Update 1 (NEPU1)	Implementation being monitored by FMU.
Provincial Education Plans (PEP)	Technical assistance provided for completing and updating Provincial Plans. All now completed. Updates in progress. Printed & distributed. 10 PEC approval needed. 10
Training - national capacity building workshops	Workshops held 6 <i>Budgeting, Basic Research, Management of Change, Skills Development, Planning Workshop and Provincial Education Advisor's induction workshop</i> Participants 114 Provincial Departments of Education 91 National Department of Education 23 Overseas Attachments 2
Training for district and provincial planners	Computer training and planning workshops held in provinces 6 Planning model workshops for provincial planners 8

Computers for district education officers	12 computers provided for districts in 2 provinces, in conjunction with training. Funded by EDP (World Bank) to supplement computers in provincial offices previously provided by ISP (AusAID).
Capacity building attachments for provincial officers	7 provincial officers, including 2 women, spent 3 months each working in FMU to gain experience and expertise with computing skills & reform planning.
Representing the Department in various national duties including:	FMU officers are called upon regularly to represent the Department in various national duties, including preparing and assisting with presenting Departmental information papers.
National Dialogue for Development	National Development Forum 1 Regional development Forums 2 Provincial Administrators' Regional Conferences 1
Liaison with Office of Rural Development (ORD)	Rural Development Appraisal Committee meetings 6 Education projects approved (approx.) K2,000,000 This committee approves projects for school facilities funded from MPs' District Development funds.
Presentations at National Education forum	Senior Education Officers Conference (SEOC) 1 Minister's Council (CEMC) 1 Inspectors Conferences 1
Project counterparts and other donor /project liaison	3 counterparts worked with BEICMP, as required. This included helping develop a model for District Education Plans. Frequent advice, information and other assistance and liaison provided for other projects and donor groups. Representing the Department on BEICMP, CRIP and ETESP Project Coordinating Groups.
Functional and Expenditure Review report	Represent the Department in liaising with the Prime Minister's Department in the Functional Expenditure Review.

Corporate Data (CD)

Annual Statistical Bulletin	Data for 2000 Bulletin being finalised. Printing expected in 1 st quarter 2002.
Education Management Information System	Training workshops for provincial officers on EMIS and data collection of school enrolment and staffing statistics - 4 x 5 day workshops for 10 participants. Technical assistance through ISP - 5 days for EMIS system enhancement. Network manager trained in January 2001.
Data Entry 2001	Entry of 2001 data completed. Printing expected in second quarter 2002
Information Technology technical support	2 technicians (Network support and PC support) continue to provide service to PC users. Average service requests attended to per week 65
EduNET development (cont.)	Connection of users to GovNET continues. Users on GovNET by the end of 2001 105 Users with email service 70

Project Coordination and Implementation Unit (PCIU)

Co-ordinate AusAID Projects	Co-ordination and monitoring carried out for BEICMP, CRIP, CASP, PASTEP, ETESP and high school upgrading. Upper secondary upgrading of infrastructure at St. Ignatius began in 2000 and completed in June 2001.
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Co-ordinate European Union funded HRDP II Project	Don Bosco Technical Institute received equipment worth more than K5 million under HRDP II	
	Papua New Guineans awarded post-graduate scholarships to study in England	22
EU SAP 4 – High School Maintenance Project	Awarded short courses	8
	2002/2003 scholarships advertised in October 2001. Maintenance and construction tenders advertised and evaluated Recommendations from the evaluation of tender bids forwarded to the Central Supply and Tenders Board in early 2001 Maintenance, upgrading and expansion planned for 3 vocational centres, 4 secondary schools, 1 teachers' college (Kabaleo) and UNITECH delayed due to legal dispute between the EU and Studio Bichara (Contracting Consultants)	
	K239 000.00 for high school maintenance was expended to 9 high schools and a teachers college in April 2001.	
Co-ordinate the World Bank funded Education Development Project	EDP ended in December 2001. Progress good in all areas including the curriculum materials procurement and distribution component. In 2001 this project drew down K5, 978,039 of World Bank loan and utilised K3,824,539 million of PNG Government counterpart funding for the Development Maintenance Grant, IGD, CDD, RMPA, Library Development and PIU Local companies tasked to reprint elementary, primary, high schools and secondary schools curriculum materials.	
Co-ordinate Project Pipeline committee	Meetings	3
	Annual Informal Consultative Donors' Conference.	1
	Project proposals (PIP) approved in principal and referred back to divisions for detailed proposal development (PFD)	3

Constraints

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

General Administration and Personnel

Division Objectives

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

- To provide effective and efficient personnel and salary functions for members of the Teaching Service and Public Service on the NDOE payroll.
- To carry out recruitment and contract administration for national and overseas officers.
- To monitor, review, maintain records for the Department's organizational structure, master position register and manpower establishment ceiling.
- To provide efficient logistical support services, including secretarial, clerical, transport, supply, mailing and registry of files.

Activities and Outcomes

Personnel Branch

Activities	Outcomes														
Counter service	Opens 2.00 pm Mondays, Wednesdays, & Thursdays.														
Resumption Exercise	<table> <tr> <td>Resumption</td><td>24 779</td></tr> <tr> <td>New graduates (primary & secondary)</td><td>1185</td></tr> <tr> <td>New graduates (Elementary)</td><td>1795</td></tr> <tr> <td>Auto suspension</td><td>4448</td></tr> <tr> <td>HDA</td><td>7,245</td></tr> <tr> <td>Demotions</td><td>45</td></tr> <tr> <td>Late resumption</td><td>591</td></tr> </table>	Resumption	24 779	New graduates (primary & secondary)	1185	New graduates (Elementary)	1795	Auto suspension	4448	HDA	7,245	Demotions	45	Late resumption	591
Resumption	24 779														
New graduates (primary & secondary)	1185														
New graduates (Elementary)	1795														
Auto suspension	4448														
HDA	7,245														
Demotions	45														
Late resumption	591														
Process leave fare application	Requisitions raised for travelling warrants 300														
Disciplinary charges	<table> <tr> <td>Charges laid</td><td>1</td></tr> <tr> <td>Termination of employment</td><td>1</td></tr> <tr> <td>Public service appeals</td><td>3</td></tr> </table>	Charges laid	1	Termination of employment	1	Public service appeals	3								
Charges laid	1														
Termination of employment	1														
Public service appeals	3														
Process PBSS	Salary Increments 1250														

Payroll Section

Fortnight Payroll	Both Teachers & Public Servants pays processed and dispatched to all provinces on time 30,295										
Payroll Reconciliation	<table> <tr> <td>Last reconciliation statement in 1998</td><td></td></tr> <tr> <td>Paid cheques inputs up to 1999</td><td></td></tr> <tr> <td>Stop Notices – cheques</td><td>256</td></tr> <tr> <td>Lift Notices – cheques</td><td>331</td></tr> <tr> <td>Reconciliation software is yet to be completed.</td><td></td></tr> </table>	Last reconciliation statement in 1998		Paid cheques inputs up to 1999		Stop Notices – cheques	256	Lift Notices – cheques	331	Reconciliation software is yet to be completed.	
Last reconciliation statement in 1998											
Paid cheques inputs up to 1999											
Stop Notices – cheques	256										
Lift Notices – cheques	331										
Reconciliation software is yet to be completed.											
Repaid Salaries	<table> <tr> <td>Unclaimed cheques returned, registered, receipted and banked</td><td>2563</td></tr> <tr> <td>SPAs Raised</td><td>1859</td></tr> <tr> <td>Replacements for repaid salaries</td><td>69</td></tr> <tr> <td>Redirected to new locations</td><td>48</td></tr> <tr> <td>Bank salaries repaid</td><td>1299</td></tr> </table>	Unclaimed cheques returned, registered, receipted and banked	2563	SPAs Raised	1859	Replacements for repaid salaries	69	Redirected to new locations	48	Bank salaries repaid	1299
Unclaimed cheques returned, registered, receipted and banked	2563										
SPAs Raised	1859										
Replacements for repaid salaries	69										
Redirected to new locations	48										
Bank salaries repaid	1299										

Revenue Collection	Vote Code	Original Estimate	Total receipts
Payroll Commission	106-01	K320,000	K458 878
Rental Institutional Housing	106-19	K100,000	K112 498
Sundry Receipts	106-99	K1 200	K646
Total		421 200	K577 022

Administration

Budget planning activities	Quarterly budget and manpower reviews completed	4
Career development & career path planning	3-year program (1998-2001) confirmed and implemented. Involves all officers in GAP Division.	
In-house training	Induction courses conducted	4
Recruitment of non-citizen contract officers & volunteers	Contract officers arrived	16
	Awaiting travel arrangements	16
	Under process	8
	Volunteers recruited	25
	Pending	27
National and provincial requests for contract renewals for non-citizen officers	Contracts of employment renewed	150
	Approved by DPM	125
	Pending DPM approval	25
Contract of employment for national officers	Contracts being renewed	4
Local recruitment and selection	Positions advertised	182
	Selections and appointments under process.	
Employment and resignation of non-citizen officers	Completion of Contracts	20
	Resignations	0
	Volunteer Resignations	19

Electronic Data Processing (EDP)

Payroll - inputs, run, reports	Ongoing. Payrolls processed	26
Establishments	Ongoing	
Accounts	Ongoing	

Organisation methods and manpower coordination (O&M)

Organisation charts	Divisional organisation charts reflecting approved structure finalised and submitted to DPM for approval-stamping.	
Errors/ Anomalies on Job Descriptions & Divisional Functional Statement	Revisions on these forms completed, and submitted to DPM for approval stamping.	
Minor Restructure Reviews	Revised Structure to accommodate NLAS, HRDP II & Improvement to Rural Primary Education Facilities approved by DPM on 19/09/2000, 12/02/2001 and 17/07/01 respectively.	
Equipment Steering Committee	Requests for furniture and computers received and approved by Committee	43
Maintenance and Updating of Establishment Record	Ongoing	
Public Service MPR & Teachers MPR	Public Service and teachers MPR records are updated continually. Public service positions on MPR No of teaching positions on the MPR	778 33 591

Processing of TSC Form 26	Registration of new school structures and abolition and creation of teaching positions. TSC Forms 26 received and processed	138
Payroll Vote Code Analysis	Up to Pay 26, 28/12/2001 completed fortnightly and sent to Budget Activity Officer.	
Registration of new schools	Elementary Schools Primary/Community Schools High Schools Vocational National High Schools Special Education Centres Total	1113 30 7 1 1 3 1155
School Register/Personnel Listing	Current School Register and Personnel Listing printed in 1998. New School Register and Personnel for 2000 will be printed as soon as funds become available.	
Establishment Register – Personnel occupancy	Establishment Register being updated.	
TSC Position Auditing	Funding received from AusAID sponsored QIPE Program to audit all TSC Positions in all provinces.	

LOGISTICS BRANCH

Telephone bills	Paid Outstanding (quarter 4)	K35,330 K31,556
Electricity charges	Paid Quarter 4 yet to be paid.	K50,130
GAP Fuel shed	Completed - cost	K17,000
Land compensation	Total for 2 land compensation claims Both referred to provincial Lands Department.	K48,000
Departmental mail Incoming Outgoing	Mail items received & distributed Articles posted within PNG & overseas Service charges	23,071 5,530 K3,172
Creation of new files	Total general files created Total closed files transferred for storage	24 53
Purchase of capital assets	2 computers for GAP division 1 printer	K13,366 K325
Typing Services	Letters/minutes Incoming faxes Outgoing faxes	150 2,179 226

CONSTRAINTS

- Shortage of suitable qualified staff in the Personnel and EDB branches
- Shortage of funds for staff training to assist in the transfer of payroll functions to provinces.
- Insufficient storage facilities
- Delay of documents and responses from provinces to action contractual obligations.
- Slow processing of MPR, resumption exercise and appointments due to delays caused by not having the relevant documents on time.

Finance and Budget

Division Objectives

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

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

Activities and Outcomes

Budget

Activities	Outcomes
Cash Flow Projections and warrant authorities	Monthly Statements for cash flow projections from January to December received from the divisions submitted to DOF for release of funds. Warrants released by DOF disbursed according to the respective cash flow projections for each activity and project 12
Quarterly budget and manpower reviews	Quarterly Review submissions coordinated. Reports submitted to DOF 4
Annual budget estimates	2002 Budget Estimates completed and submitted to DOF.
Control and monitoring of funds	IECC, a committee responsible for controlling and monitoring departmental funds, met once a month to consider any unspent moneys that had to be diverted to needy areas of the Department.
Staff development and training	Officers in training (POM Business College) 1
Provincial advisory visits	Visits conducted 5
Ledger reconciliations	Completed
Warrant and CFC updates	Routine exercise when warrant authorities are released 12

Accounts

Registration and commitment of claims	Computerised ILPOCs issued 479 Claims examined and certified 6,762
Process payment of accounts (cheque usage reports)	Total cheques issued 6,653 Total expenditure payment K56,703,783
Provide daily, weekly and monthly computer reports	Routine reports produced as scheduled. Additional reports produced when requested by NDOE Divisions, OHE, TSC and National Library and Archives.
Collection of public monies	Receipts issued to date 575 Collector's statements for the year K7, 866,085
Bank reconciliation for	Account reconciled.

general drawing accounts	
Monthly VAT Returns to IRC	VAT Returns submitted.

Trusts

Monitor and control expenditure of National Education Trust Accounts (NETA)	Claims under various trust accounts received and registered. monthly reconciliations of Trust Account ledgers completed and NETA CFC and Trust holders advised. (NETA HQ 361/461-08 and Bank Accounts 350/450-14, CODE trust account 330/430-01 and National Library and Archives trust account TA360/460).
Distribute kina for kina subsidy to church agencies	Applications for year 2001 projects finalized for submission to NEB Meeting 1/2001 K1,000,000
Meetings	NETA Committee 1 Kina for Kina Subsidy Committee 1
Accounting Package	Officer from BECIMP helped to install Quickbook Program. All accounts re-designed and entered into QuickBook Program.

Operations

Administration Services	Administration support services provided include distribution of education subsidy to provinces, co-ordination and maintenance of the executive vehicle fleet and office equipment, and updating of service contracts for all equipment used by the Division and Minister's office.
Staff Matters	Attended to leave and other entitlements for staff. Co-ordinated senior executive entitlements under national contract conditions.
Training	Good progress made in this area. Officers trained 4

Constraints

- Shortage of resources, especially office space, computer equipment, and experienced Trust Account officers.
- Late requests made for financial assistance for duty travels and other allowances applicable to the Executive.

Inspections and Guidance

Division Objectives

The Inspections and Guidance Division (IGD) deals specifically with quality assurance and control. It plays a major role for provinces and schools within the National Education System through its supervisory, advisory and appraisal functions. The Division's main objectives are;

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

Activities and Outcomes

Inspections

Activities	Outcomes
Advisory and inspections visits to schools	Elementary Schools visited 2740 Teachers visited 4598 Primary Schools visited 2,555 Teachers visited 15,300 Secondary Schools visited 159 Teachers visited 2,658
National Ratings Conference	Reports rated Elementary 691 Primary 3,170 Secondary 421
Inspectors conferences	Senior Primary Inspectors' Conference in Lae. Secondary Inspectors' Conference in Lae. Elementary Inspections Conference in Buka. Reports with recommendations for the conferences were approved by SSM and are being implemented by the Division. New Elementary inspection format developed and used in 2001.
Provincial visits for workshops and inspection processes	All provinces visited by AS IGD, Superintendent Secondary Inspections, Assistant Superintendent Inspections-Primary and Superintendent-Elementary Inspections.
Workshops	Participants Report Writing Skills (2wks) 42 Branch workshops (4 1-week workshops) 95 Implementation of Tololo Reform recommendations (4 1-wk workshops) 50 Elementary Inspections awareness (6 3-day workshops) 36

Tololo Reform Review Committee - implementation of recommendations	Two combined workshops conducted and handbook on guidelines for further trials to be produced. Extension of trial approved by Secretary
Training of Elementary trainer/inspectors	5 weeks Elementary inspectors course conducted at PNGEI to carry out Inspections for registration. 39 out 40 officers selected attended.
Structure for Elementary Supervision.	New Structure approved by DPM and fully institutionalised. 3 appointed at Headquarters and 17 PEICs appointed in the provinces.
Review of Duty Statements for Teachers	Workshop held to review and revise duty statements for teachers in all national and provincial institutions. Revised statements submitted to TMT and NEB.

Guidance and Counselling

Guidance & Counselling school visits	Primary, provincial high and secondary schools visited	350
Career Advisory visits	Primary, provincial and secondary schools visited	350
Monitoring of guidance officers' work and identifying, training and settling new guidance officers	AS - IGD, Principal Guidance Officer and Superintendent Guidance visited all 20 provinces. Reports produced for each visit.	
Differential Aptitude Test (DAT) trialing for grade 11 students	NHS and permitted schools visited DAT testing conducted in all 38 schools. Content of DAT reviewed and finalised. Student counselling provided on career options and academic and vocational potential.	38
Academic Aptitude Test (AAT) for grade 9	Initial development of AAT documents. Full testing will be in 2002. Test trialed and validated.	
Volunteer School Based Counsellors (SBC) Workshops	Held in 19 provinces. 450 Certificates awarded to teachers and other participants. Manus, ESP and Enga yet to conduct basic counselling skills. Workshop 2 on advance counselling conducted in ENBP and WHP.	
Assertive Discipline Training	2-day course conducted in 3 provinces Attended by secondary and some primary teachers. Course yet to be conducted in the other 19 provinces.	
Attendance of workshops by officers	Basic Research workshop in Mt. Hagen (1wk) Conflict Resolution Workshop in USA (2wks) Attachment in QLD, Australia (3days) Australian Guidance and Counselling Association Conference Brisbane, Australia. Trainer for trainer workshop at Gateway	17 1 11 16 17

Operations

This branch services the operations of Inspections and Guidance Division

Prepare budget estimates and complete all required budget processes, allocating resources to best meet divisional objectives	IGD funding for 2001 activities (school visits, workshops and National Ratings Conference, Provincial Ratings Conference & Regional Ratings Conference improved significantly because of GAQEP and QIPE. Limited resources allocated for divisional needs in the recurrent subject to shortfalls in the appropriation and delays encountered due to cash flow problems.
Monitor and report on all expenditure and complete quarterly budget reviews	Accurate records maintained. Quarterly Budget reviews prepared and submitted on time. Requests for additional funding received support. The cash advance system was monitored well but difficulties with acquittals still remain.

Purchase and maintain all divisional office and household equipment and maintain records	12 H65 houses completed under the Inspection and Guidance Expansion program. Maintenance work is required for most houses. Funding for maintenance insufficient. No household items were purchased.
Manage staffing and personnel matters, including postings, salaries and entitlements	Transfers and movements of 34 inspectors completed, salary problems being addressed daily.

Constraints

- Insufficient manpower and resources in Headquarters to adequately support the 94 percent of IGD personnel based and operating in the provinces.
- Full time administrative officers in the area of transport and housing are needed to monitor and stocktake resources.
- There are officers who have been working too long in the Division and need to venture into other sections to make way for young and energetic officers who can perform better. Strategies to attract suitable and qualified officers to inspections positions are needed.
- A serious shortage of housing hampers placement of suitable officers. This adversely affects operations. Strategies to provide more housing are needed.
- Proper and suitable office spacing is needed for Elementary Inspections Branch-Headquarters.

Curriculum Development Division

Division Objectives

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

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

Activities and Outcomes

CURRICULUM

ACTIVITIES	OUTCOMES
Workshops and meetings	Elementary 16 Lower Primary 15 Upper Primary 13 Upper Secondary 1
Subject Advisory Committee meetings	Elementary 1 Lower Primary 0 Upper Primary 7 Secondary 3
Inservices	Elementary 1 Primary 2
Exam Development Meetings	Primary (COBE) 3 Secondary (SCE – all subjects) 4 (HSCE – Language, Chem, Hist, Geog) 8
School Journals	Lower Primary 1 Upper Primary 1
Newsletters	Elementary 1 Secondary (Science) 2
Student materials completed	Elementary 3 Primary 7 Secondary 3
Writing of General materials	Completed 4 Curriculum Management Plan, Curriculum Development Handbook, Curriculum Writers Handbook & Secondary Framework

Measurement Services UNIT (MSU)

Grade 6 Examinations	National examinations at grade 6 discontinued. 9 provinces requested examination for provincial selections. 2002 examinations under preparation.
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Grade 8 Examinations	Candidates to whom 2001 COBE examinations were administered 45 000 2001 Provincial Examination Supervisor's Handbooks printed and distributed. Trial tests for 2002 COBE examinations administered in 4 provinces.
Grade 10 Examinations	Candidates to whom 2001 SCE examination were administered 22500 Trial tests for 2002 examinations administered in 4 provinces. School Certificate Examinations Report 2000 and Handbook 2001 printed and distributed.
Grade 12 Examinations	Candidates to whom HSC examinations were administered 5000 Higher School Certificate Examinations Handbook for 2001 printed and distributed. 2000 examination report delayed.
Standards Monitoring	Report issued on comparative performance of primary and high school grade 8 on 2000 SCE (grade 10).
Statements of Results	Statements of results issued. Grade 10 511 Grades 12 88 Assisted Police & Defence Forces & commercial companies by verifying qualifications.
Test Development	Nil progress due to staff shortage and inexperience.
In-service	Secondary 2
Data Processing System	New Data Processing Program near completion and tested November 2001.

Materials

Graphics	Jobs completed 50 Story boarding whole book 4 Handbook covers 7 Major illustration jobs 60 Illustrations for gr 11 Numeracy Test – Computer-generated images 26 Computer layout 20
Procurement	Tenders by (Certificate of Inexpediency) 1 Follow up provincial visits 7 In-house reprints 121 Distribution Study completed in all provinces
Contract Writing	Contracts awarded & completed 8 Contracts cancelled 1
CASP	Grades 7 & 8 submission for 2002 completed & submitted to AusAID
Government Assistance to Quality Education Program	
Distribution of Basic School Materials Supply to Elementary, Community & Primary schools	2000 GAQEP Southern Region. All provinces in the Southern Region covered.
School subsidy	2001 GAQEP 3rd Qtr subsidy distributed to all provinces

Grades 7 and 8 CASP submission	Submission completed and sent to AusAID	
Printshop	Jobs received	298
	Jobs completed	268
	Jobs incomplete	25
Storage & Distribution	Titles received	89
	Titles for distribution and storage	15
	Titles completed	74
	School orders actioned	483

National Literacy and Awareness Secretariat (NLAS)

Administration		
Recruitment	New staff	3
Network Feasibility Study	Study completed & launched	
NLAC Meetings	Meetings held	1
Literacy and awareness Review	Ready for printing	
Vanuatu and Solomon Islands joint literacy project	Awaiting response from the Solomon Islands	
National Literacy Policy	Printed and distributed to all provinces	
Draft National Literacy plan	Completed and presented to National Literacy Council. Being used by provinces as a guide to develop provincial literacy plans.	
Awareness		
2001 National Literacy Week (NLW)	Official opening and Closing held in Kimbe, West New Britain Province.	
2000 Annual Report prepared	Awaiting printing	
DEP(I) students	Talked to 2 groups of DEP(I) students about the importance of literacy	
Lady Kidu's Moresby South Community Learning Centres literacy project.	Continue to provide training for teachers and teacher trainers to sustain the project.	
Materials		
Workshops	Teacher Training and Materials Production workshops	2
TPS Teachers' Manual	Waiting for printing.	
Tokpisin Adult Literacy Workers' Manual	Ready for printing	
Planning for Literacy in Papua New Guinea	updated	
Adult literacy reading booklets	3 adult literacy reading booklets ready for printing.	
TPS Resource Book	In progress	
Non formal Adult Education Facilitators	Sponsored by APPEAL. Being translated for non-formal adult education sector	
Development of Materials at Community Level	Funded by ACCU. Being translated	

Planet 2 (Our forests, our life) literacy packet (poster, book, video)	Work continuing on this project sponsored by ACCU.	
Training	Training of 3 new staff on-going. Literacy Training Workshops NGO/PLC/LLG meetings	5 1

Constraints:

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

Major constraints have included:

- Staff shortage, contributed to by unavailability of suitable staff and contract writers for certain subject areas, and delays in filling vacant positions.
- Inadequate funds and late release of funds.
- Insufficient and inadequate serviceable office space and up to date equipment, including computing, printing and graphics software and hardware.
- Delays in supply of printing paper by suppliers and slow payment for jobs into the Printshop Trust Account.
- Ongoing problems resulting from these constraints include:
- Delay in developing, printing and distributing reform curriculum materials.
- Low stock and inadequate printing and distribution of current curriculum materials for all levels of schools, and literacy and awareness materials.
- Inability to involve the wider community in curriculum review, design and development, and provide sufficient support for literacy and awareness workers in the field.
- Delay in developing test materials for schools.

Technical Vocational Education & Training

Division Objectives

The Technical Vocational Education and Training (TVET) Division provides broad based, Technical and Vocational Education and Training that meets national competency standards and the ongoing needs of the community, government, commerce and industry. Stakeholders include Governing Councils and Boards of Governors, Boards of Studies, Apprenticeship and Trade Panels, Provincial Education Advisors and the National Apprenticeship Trade Testing Board. The Division has developed a Corporate Plan to coordinate the activities of its four branches. Its main objectives are;

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

Activities and Outcomes

OPERATIONS

Activities	Outcomes																																						
TVET Corporate Plan	First part review of Corporate Plan – 3 to 14 September 2001. To be finalised at a later date.																																						
Institutions & courses	<table> <tr> <td>Colleges operational</td><td>7</td></tr> <tr> <td>Technical - POM, Lae, Madang & Mt. Hagen. (Arawa still closed.)</td><td></td></tr> <tr> <td>Business - POM, Goroka & Kokopo.</td><td></td></tr> <tr> <td>Vocational centres</td><td></td></tr> <tr> <td>Registered</td><td>136</td></tr> <tr> <td>Operational in 2001</td><td>129</td></tr> <tr> <td>New registration in 2001</td><td>1</td></tr> <tr> <td>Offering core academic subjects to Grade 10 (CODE or VSS curriculum)</td><td>7</td></tr> </table>	Colleges operational	7	Technical - POM, Lae, Madang & Mt. Hagen. (Arawa still closed.)		Business - POM, Goroka & Kokopo.		Vocational centres		Registered	136	Operational in 2001	129	New registration in 2001	1	Offering core academic subjects to Grade 10 (CODE or VSS curriculum)	7																						
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	PETT /TTC Trade courses	18%
Staffing	Technical and Business colleges at 2.11.2001	
	Total teachers	229
	Contract officers	44
	Volunteer	1
	Female	27%
	New contract teachers	10
	New national teachers	25
	Vocational centres	
	Total teachers at 2.11.2001	939
	Contract officers	5%
	Female	27%
TVET HQ	Total at 2.11.2001	47
	Female	26%
	Contract officers	19%
Finance and Budget	Coordinated and distributed funds to Vocational Centre and Technical and Business Colleges' operations, inspectors' and principals' annual conferences and duty travels. Prepared 2002 budget, cash flow projections and manpower reviews. Liaised with donor agencies for funding, including EU, AusAID, ADB and GTZ. Completed draft on Financial Manual, Budget & Budgetary control system for all Technical/Business College. AusAID funded	

INSPECTIONS

Inspections	Technical colleges and vocational institutions visited	131
	Teachers and lecturers observed during advisory visits	147
	Teachers and lecturers inspected in 2001	147
	Full teacher registration certificates issued	36
Annual Ratings Conference	Total reports rated for registration and eligibility	104
	Technical	38
	Vocational	66
Investigations	Carried out under instruction from Secretary	1
Workshops for Inspections - TVET	Competency base Training & Assessments, Investigation Report Writing and Inspection Handbook	16
TVET inspectors' conference	Third annual conference of TVET inspectors held in Alotau	16
Staff development	Continued coordinating plans for incountry and overseas courses, applications resulting from the Special Education Gazette and selections of trainee teachers for University of Goroka. Other staff development activities organised and participated in by inspectors in conjunction with the curriculum. TVET staff participated in the following programs	
	Chainsaw and Small Milling Operations (3wk DOVET program) held at Timber and Forestry Training College (TFTC)	1
	EMVET course and Furniture Manufacturing at TFTC	1
	SIYB Fisheries Workshop	1
	Developing Web-based Labour Market Information System (2wk CPSC course held in Korea)	1
	Managing Community Based Training (EOSDP course)	3
	Quick Book Accounting Software (2wk AusAID course)	14

CURRICULUM

Rationalisation of Technical & Business College.	Technical Colleges Lae Metal trades, Tourism & Hospitality, Science Technology, Diploma courses in Engineering, Business Studies & Hospitality Management. Madang Building trades and apprenticeship courses Mt. Hagen Vehicle trades and apprenticeship courses Port Moresby Electrical & printing trades, & Apprenticeship courses Business Colleges Port Moresby Business Studies Goroka Business Studies Kokopo Business Studies
Meetings	Branch meetings 3 Boards of Studies Building/Civil Engineering, Electrical Engineering, Mechanical Engineering, Science Technology, Business Studies 2 each Tourism & Hospitality 3 Meetings conducted/attended Branch Heads 3 Academic Advisory Committee and Governing Councils 28 Apprenticeship & Trade Testing Panels (ATTP) 17 Project Consultative Committee (NTTCSP) 1
National TVET Examinations for PETT, TTC and Diploma courses in Technical & Business Colleges and Don Bosco Technical School	Compiled, wrote and administered National Examinations for the 7 Technical and Business colleges and Don Bosco Technical School . Courses examined PETT (Externally Set) 19 TTC (Externally Set) 18 Diploma (Externally Set) 7 Diploma (Internally Set) 11 Examination papers set (externally) PETT 61 TTC 110
Technical Curriculum Development	Syllabi reviewed 18 TTC courses to be implemented in 2002 5 New courses implemented 2001 3 Courses conducted PETT 19 TTC 18 Demand driven courses 5
Vocational Curriculum Development	CBT based syllabus documents completed: (Panel Beating & Spray Painting book and students' workbooks and Sample instructional materials. Documents drafted Small Cake Baking as a short course Auto-Electrical Framework on Agriculture Course Agriculture Course in vegetable production, cash crop (coffee) and chicken production (broiler) Commercial Layers Management Guide. Conventional: Syllabus for Entrepreneurial Skills Community-based Fisheries course Tourist & Hospitality conventional syllabus In progress

	Converting Plumbing Syllabus to CBT format			
Trade Testing and related curriculum development (Technical)	Certified Trade Testing Centres			
	All 7 technical and business colleges and Raval Vocational Training Centre			
	Trade Tests conducted in 2001			
	<i>MVM trade</i>	5 x Level 1	42 candidates	33 competent
	<i>MVM trade</i>	3 x Level 2	25 candidates	22 competent
	<i>CC trade</i>	7 x Level 1	74 candidates	57 competent
	<i>EIE. trade</i>	4 x Level 1	31 candidates	22 competent
	<i>MFV trade</i>	3 x Level 1	23 candidates	4 competent
	<i>MFV trade</i>	3 x Level 1	30 candidates	27 competent
	<i>MFV trade</i>	1x Level 2	10 candidates	10 competent
	<i>MFV trade</i>	1 x Level 3	11 candidates	11 competent
<i>BS</i>	3 x Level 1	23 candidates	22 competent	
	Sub-total	30	269 candidates	209competent
CBT Training	5 Colleges (5 days each)			115
	Lae Technical College – 10 days			59
	ENBP VTCs teachers			50
	TVET Inspectors			16
	8 weeks Fellowship Programs in Australia			10
Submissions & Projects	NEB approved policy on Competency Based Assessment			
	NEB approved revised Terms of Reference for 6 Boards of Studies			
	QIPE approved purchase of text books			K175,000
	QIPE approved purchase of computer software			K20,000
	QIPE approved funding for printing of National Exam			K10,714
	QIPE submission on TVET documentary video			K61,311.80
	Donor submission for MIS			K250,000
	Donor submission for TTC equipment and facilities.			K1,750,000
ADB/AusAID PNG Employment Oriented Skills Development Project	Project commenced in 2000. Lead implementing agency DNPM with DOE collaboration. Project runs to 2006. NDOE identified 25 positions. Awaiting DPM’s approval.			

VOCATIONAL SUPPORT SERVICES (VSS)

Provincial Visits	Trade Testing Vocational Centres visited for asset management and ledger control 6														
School Administrative Materials	Printed <table> <tr> <td>Trade Certificates 10,000</td><td>K3,618.45</td></tr> <tr> <td>Stock Books</td><td>K4,150.00</td></tr> <tr> <td>Record of Attendance</td><td>K506.25</td></tr> <tr> <td>Transfer Certificates</td><td>K4,860.00</td></tr> <tr> <td>Dispatched to VTCs</td><td>80%</td></tr> </table> Monthly & Quarterly Reports <table> <tr> <td>Submitted</td><td>103</td></tr> <tr> <td>Not Submitted</td><td>27</td></tr> </table>	Trade Certificates 10,000	K3,618.45	Stock Books	K4,150.00	Record of Attendance	K506.25	Transfer Certificates	K4,860.00	Dispatched to VTCs	80%	Submitted	103	Not Submitted	27
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Constraints

- Insufficient funding to support the TVET education reform, particularly the introduction of the TTC courses.
- Insufficient qualified teaching staff for specialized TTC subjects.
- Insufficient support materials and facilities for TTC courses, including insufficient textbooks, teaching materials, specialist equipment and essential facilities.
- Insufficient housing for the officers in institutions and headquarters.
- Insufficient support from provincial governments to support the reform in Vocational Training Centres

Teacher Education and Staff Development Division

Division objectives

The Teacher Education and Staff Development (TE&SD) Division provides teacher education both at pre-service and in-service levels in a cost effective and sustainable way. The Division's main objectives are:

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

Activities and Outcomes

PRE-SERVICE TEACHER EDUCATION

Activities	Outcomes
Primary Teachers Colleges	Church agencies 6
	Government agencies 1
	PTC total enrolment (years 1, 2 & 3) 1982
	Male 56%
	Female 44%
	2001 intakes who completed grade 12 86%
	Grade 10 14%
Pre-service Vocational Teacher Training at PNGEI	Self-sponsored students 7%
	Tourism/Hospitality intake (PNGEI – female only) 45
Secondary Teacher Training (University of Goroka)	Carpentry & Construction (male only) 25
	University of Goroka provides teacher training for the secondary level.
Completion of Training (pre-service)	2001 PVTE graduates 23
	Primary teachers 745
Primary Teachers' College staffing	Vocational Centre teachers (Tourism/Hospitality) 16
	Staff ceiling 160
	Positions filled 150
Inspection of Teachers' College lecturers	Positions vacant 10
	Personal Reports 6
	Inspection Reports 22
	Registration 5
	Compulsory 2
	Advisory Reports 0
	Institutional Reports 7

Implementation of revised PTC program – Program 2000	Madang Teachers College trialed the trimester program. Other colleges expected to follow in 2002. Assessment policies are being reviewed in the light of TESAS policy and trimester program.																				
Institutional Reports	Madang, Dauli, Gaulim, Kabaleo and Kaindi, Holy Trinity and Balob reports completed																				
Conferences and workshops	Annual Principals Conference – Vanimo National Teacher Education Board of Studies 3																				
Primary and Secondary Teacher Education Project (PASTEP)	Curriculum Development workshops (all 5 Strands). National workshops for advisers and counterparts. Round robin visits on gender issues at teachers' colleges. Round robin visits for special education needs audits on equipment/teaching materials (text books) and curriculum workshops at PTCs and 8 SERCs done.																				
Registration and De-registration of teachers	<table> <tr><td>National High Schools</td><td>14</td></tr> <tr><td>High/Secondary (Restricted)</td><td>173</td></tr> <tr><td>High/Secondary (Provisional)</td><td>151</td></tr> <tr><td>Primary</td><td>663</td></tr> <tr><td>Vocational</td><td>77</td></tr> <tr><td>Technical</td><td>27</td></tr> <tr><td>Special Education</td><td>2</td></tr> <tr><td>Teacher Education</td><td>4</td></tr> <tr><td>Total No. of teachers registered</td><td>1111</td></tr> <tr><td>De-registered</td><td>0</td></tr> </table>	National High Schools	14	High/Secondary (Restricted)	173	High/Secondary (Provisional)	151	Primary	663	Vocational	77	Technical	27	Special Education	2	Teacher Education	4	Total No. of teachers registered	1111	De-registered	0
National High Schools	14																				
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Special Education	2																				
Teacher Education	4																				
Total No. of teachers registered	1111																				
De-registered	0																				

ELEMENTARY TEACHER EDUCATION

Elementary Teacher Education Project (ETESP)	The project continues to support the development of elementary education and will end in September 2002. The project will then be transferred to the Department as a recurrent activity.														
Certificate of Elementary Teaching (CET)	<table> <tr><td>Officers who completed CET Program</td><td>2,310</td></tr> <tr><td>Officers in various stages of training</td><td>5,877</td></tr> <tr><td>Elementary teachers on payroll (2/11/2001)</td><td>7,946</td></tr> </table>	Officers who completed CET Program	2,310	Officers in various stages of training	5,877	Elementary teachers on payroll (2/11/2001)	7,946								
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Elementary teachers on payroll (2/11/2001)	7,946														
Certificate of Elementary Teacher Training (CETT)	Officers who completed CETT program 194														
Curriculum	<table> <tr><td>Materials distributed</td><td></td></tr> <tr><td>Elementary School kits</td><td>10 120</td></tr> <tr><td>Copies of SIUs</td><td>55000</td></tr> <tr><td>Gender poster for teachers</td><td>8000</td></tr> <tr><td>Multigrade pamphlets</td><td>16000</td></tr> <tr><td>Training videos for trainers</td><td>1020</td></tr> <tr><td>Gender posters for trainers</td><td>170 sets</td></tr> </table>	Materials distributed		Elementary School kits	10 120	Copies of SIUs	55000	Gender poster for teachers	8000	Multigrade pamphlets	16000	Training videos for trainers	1020	Gender posters for trainers	170 sets
Materials distributed															
Elementary School kits	10 120														
Copies of SIUs	55000														
Gender poster for teachers	8000														
Multigrade pamphlets	16000														
Training videos for trainers	1020														
Gender posters for trainers	170 sets														
Workshops	Finance workshops conducted for each of the 4 regions. Participants 200														
Orthographies	Orthographies completed 45														
Infrastructure	Houses completed for the co-ordinators of elementary teacher training activities 13														

SPECIAL EDUCATION

Staffing	Staff ceiling	33
	Positions filled	33
Student enrolments in Community Based Rehabilitation Programs (CBR)	Red Cross SERC	182
	St John Association for the Blind	39
	Madang Creative Self-Help Centre	95
	Mt Sion Centre for the Blind	99
	Morobe SERC	93
	Callan SERC, Wewak	164
	Aitape Branch	73
	Callan SERC, Mt Hagen	215
	Callan SERC, Rabaul	60
	Total	1020
Special Education Resource Centres	Approved for establishment in 2002 (Buka, Mendi, Kiunga)	3
	Teaching positions created for new centres	10
Primary Teachers College staffing	Colleges with trained special education lecturers	3
Certificate Studies in Special education at PNGEI	Field teachers completing the course	13
Advisory Visits	TSC Staff in SERCs visited	33
	Inspection reports compiled	2
	Personal reports compiled	4
Workshops	Elementary – CETT workshops (Regional Based)	4
	CBM sponsored – Community Based Rehabilitation and Inclusive Education workshops	2
Materials		
Melanesian Sign Language Books	Distributed to all SERCs, Provincial Elementary Coordinators, Teachers Colleges, National and Provincial Libraries.	
Curriculum materials	CDD distributed curriculum materials to the 8 Special Education Resource Centres	
Special Education In-service Training Package	Printed and ready for distribution to all SERCs in 2002.	
Special Education Plan - Policy and Guidelines	Being reviewed. 10 year plan for special education being drafted	
Duty Statements for TSC positions	Being reviewed.	
National Special Education Committee	Committee meetings	3
	Sub committee (training, curriculum & research)	8

INSERVICE AND STAFF DEVELOPMENT

Training	Officers on full time study – in-country	167
	Officers on full time study – overseas	12
	Officers who attended overseas seminars	73
Teacher in-service and upgrading	DEP(I) graduates from PNGEI	300
	B.Ed (I) graduates from UOG (2000/2001)	80
	Special Lahara PGDE/PVTE program (UOG)	242
Staff Development for public servants	Accounting and Secretarial from POM Business College	6
	Middle Management Diploma from PNGIPA	7
	Degree in Administration from UPNG	2
	Mechanical/Engineering at LTC	1

Special Education Gazette for 2002 training	Published and applications processed
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Constraints

- Availability of sufficiently experienced staff in some subject areas in primary teachers colleges.
- Delay in the acquittal of funds for elementary teacher training and staff shortage has delayed elementary teacher training in some provinces. Inadequacy of the current structure for the positions of trainers, delay in the start of housing projects in some provinces and slow progress in completing orthographies is also slowing the expansion of elementary education.
- There is a need for more trained special education lecturers. Distribution of the Special Education In-service Training packages to all Resource Centres for 2001 in-service delayed.
- Limited availability of funding has been the major problem in offering more opportunities for staff development and training activities.

General Education Services

Division Objectives

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

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

Activities and Outcomes

SCHOOL ADMINISTRATIVE SERVICES

Activities	Outcomes
Provincial visits	Provinces visited to collect data for elementary and primary schools: New Ireland, Sandaun, East Sepik, Madang, Morobe, Gulf and Milne Bay.
Disbursement of GAQEP post-primary student cash grant allocation	Cash grants distributed to Post-Primary institutions including vocational centres in quarters 1 and 3.
Conferences	Provided logistical and planning support to combined CEMC & SEOC conference held in Mt Hagen in April 2001.
Declaration of Eligibility certificates	Certificates issued to primary teachers in 2001 1789
School administration materials	Materials printed in 2000 dispatched in 2001. Materials printed in 2001 to be dispatched in 2002.
Vacancy Gazette	2001 Vacancy Gazette for teachers produced and sent to provinces.
Training & Experience	No inhouse training conducted in 2001.

SECONDARY EDUCATION AND OPEN LEARNING (SEOL)

Post-primary General Education Scholarships (GAQEP Student Support)	Scholarships awarded	5382
	Total acquittals received and analysed	K958,331
Skills Development and Self Reliance Program (GAQEP Student Support)	Schools awarded	144
	Total Awards	K403,000
Recruitment and appointment of NHS and CODE teachers	Teachers appointed to NHS	129 for 141 positions
	Teachers appointed to CODE	37 for 41 positions

Registration of Permitted schools	New permitted schools registered in 2001 Ministerial instruction resulted in a site visit to 1 school in Western province.	28
Represent NEB and coordinate Grade 11 Selections	Selections for 2001 conducted in December 2000. Total eligible (4 upper passes) Total selected No of schools (including permitted) Selections for 2002 conducted in December 2001 Total eligible Total selected No of schools (including permitted)	6,106 4,708 43 7,089 5,122 45
Control and Monitor SEOL expenditure	Number of Activities Total Expenditure	6 K10,232,600
Receive, and process monthly and quarterly returns from PHS, SS, CODE and NHS	Monthly activity. Data is computerised.	

UPPER SECONDARY EDUCATION (NATIONAL HIGH SCHOOLS)

Select and transport students to and from provinces to NHS	All students travelled to NHS and returned home for 2001 vacation. Total NHS enrolment	2,382
Graduate students	NHS graduands for 2001	1150
Represent DOE on NHS Governing Councils	Council meetings attended. Meetings not attended due to shortage of funds	12 out of 24 12
Disbursement of student and building grants to NHS	Disbursed and expended	K1,240,000
NHS recurrent expenditure	Controlled through acquittal system	K1,594,200
Maintenance of institutional buildings	40 man dormitories repaired 20 man dormitories upgraded Student mess halls renovated Ablution blocks repaired Furniture supplied to Sogeri and Wawin	2 1 2 6
School projects	Approved replacement of 2 double classrooms burnt down at Sogeri and Passam for K456,000,00.could not be carry out work.	
Provide technical advice to NHS on administrative issues	2 new principals needed much help. Teachers' queries were addressed.	
Australia and New Zealand Secondary Education Scholarships	Transit students accommodated PNG students visited in Queensland Secondary Schools Students involved in career and guidance workshops held in Australia and New Zealand School Leaver Forms coordinated and sent for selections to OHE and tertiary institutions.	99 99 99 99
Completion of Wawin National High School	School completed and officially handed over to NDOE Phase 2 of the building program and landscaping continuing. Students selected for grade 11, 2001 Total construction and opening	250 K30,616,00

COLLEGE OF DISTANCE EDUCATION (CODE)

CODE Centres	Provincial CODE centres Registered Study Centres Correspondence Centres These centres operate like high schools using CODE materials. Centre supervisors conduct classes and exams	20 69 64
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	Total students at 29.12.01 Certificates issued Successful subject completions Fails	20,708 7485 4332 61
Provincial centre visits	Centre visits are to assist coordinators sort out problems, train new staff, visit registered study centres, meet distance teachers, visit schools and speak to students about CODE courses. CODE centres visited by secondary inspectors CODE centres visited by CODE headquarters officers	 11 1
Staffing	Professional staff ceiling On strength 1/12/00 Ancillary staff approved by CODE Governing Council On strength 1/12/00	41 37 131 115
Curriculum development	Social Science and Commerce materials need to be rewritten. Difficult to find contract writers. Maths for Grades 7, 8 and 9 is current for pre reform curriculum. New Grades 9 and 10 formal maths were completed in 1995. Grade 8 science course was completed in 1991. Grade 9 science completed, Grade 7 and 10 need to be rewritten. Materials are normally printed in Port Moresby, sent out to provinces and mailed to students from there.	
Monitoring and evaluation	CODE curriculum committees monitor and evaluate the CODE curriculum More research and evaluation required	
World Bank Project for CODE (1992-1999) Certificate in Business Studies Inservice/Information Technology CODENET 2001 and Beyond	World Bank Education Development Project completed in December 2001. Curriculum and materials development for stages 2 & 3 completed. Insufficient funds to print materials to increase stage 2 & 3 student numbers. Provincial centres connected through computer network Training to equip officers with necessary skills continuing. All staff are now word processor competent. Inservices were conducted on e-mail, internet and use of the network.	 17
UNESCO CODE project - Bougainville	Bougainville has 29 correspondence study centres. The Japanese Government is assisting with further development.	

Constraints

- Insufficient funding and support for the Division's increasing programs and activities, office equipment, including computers, fax and photocopy machines, CODE operations and warrants to fund scheduled activities.
- Shortage of suitable and qualified teachers to appoint to NHS and CODE.
- Shortage of housing at CODE to accommodate potential teachers.
- Delays in CODE course development and in releasing students' results and certificates due to staff inexperience, shortage and English competency level.
- Destruction of facilities in National High Schools.

National Capital District Education Services

Division Objectives

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

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

Activities and Outcomes

Activities	Outcomes			
Implementation of the Reform	Progress has been according to the NCD Education Plan			
	Schools	Teachers	Students	
	Elementary	41	495	16,166
	Primary	38	866	27,510
	High Schools	8	204	5,381
	Vocational Centres	5	72	1,174
Enrolments – providing Education services	Total enrolments have risen by about 50 percent since 1994. However, education opportunities are not keeping up with the city’s continuous increase in population. Many children are not able to enter the system.			
Transition – phasing in and phasing out of classes between levels.				
Elementary	Introduction of elementary schools has catered for EP, Grade 1 and Grade 2 classes.			
Primary Grade 6 to 7	All Grade 7 classes now in primary schools. As a result transition from Grade 6 to Grade 7 is now over 99%.			
	Only one primary school had grade 1 intakes in 2001. This has made classrooms available for Grades 7 and 8 to be integrated into primary schools.			
High schools and secondary	All grade 7 classes in high schools have been replaced by Grade 9 classes or, in the case of Gordons and Kilakila, by Grade 11 classes. There is a continuing demand for Grade 11 and 12 places.			
Vocational Centres	Most students who entered vocational centres in NCD were from Grade 8 and 10			
Professional and administrative services to teachers	Inspectors visited all schools. Schools were kept informed of developments on a regular basis.			

Materials for schools	Roll books and program books sent out to schools. Curriculum materials distributed as they became available.
Co-ordinate meetings of the District Education Board	3 full District Education Board meetings and 1 Disciplinary Committee meeting were held. Decisions actioned.
Liaison with NCDC and BEICMP	Project implementation (BEICMP) on target. There was great support for infrastructure development in schools from the National Capital District Commission. NCDC also provided school fee subsidies.

Constraints

The NCD Division of Education again received generous assistance from the National Capital District Commission. These have cushioned the effects of recurrent budget shortfalls on schools. The main constraints have been;

- Insufficient funds for rentals of properties for contract officers, and for teachers' leave fares
- Data collection has not been updated due to inability of personnel who were tasked to do it.
- Education opportunities in the NCD are not keeping up with the city's continuous increase in population. Many children are not able to enter the system. This will not change unless land is obtained for new schools.

Internal Audit

Unit Objectives

Internal Audit Unit is a management function which provides an independent appraisal of the various operations and systems of control within the Department to determine whether;

- Acceptable policies and procedures are followed to established standards,
- Resources are used efficiently and economically,
- Planned missions are accomplished effectively, and
- Department's objectives are being achieved.

Activities and Outcomes

Activities	Outcomes
National Institutions Audit	National institutions audited. Reports completed and released 11
Provincial Audit	NCD Education institutions audited. Reports completed and released 7
Audit of 1st & 3rd Quarter GAQEP Cash Grants	All 20 provinces, National High Schools & CODE visited. Reports to be released later.
Head Office Audit	Head Office collectors of Public Money have been audited, but report was not completed before the end of the year.
Trust Audit	Trust audits audited 4 Reports completed and released 1
Payroll Losses	Cases of fraudulently negotiated salary cheques dealt with 35

Special Investigations	NCD teachers annual airfares	1 case
	Misuse of duty travel funds	2 cases
	Massive purchase A4 photocopying papers	1 case
	Debt owing to Sedema Technology Ltd	1 case
	Forgery of a permitted school's subsidy cheques	1 case
	Misuse of NEB funds	3 cases
	Illegal use of a FMU Trust Account cheque	1 case
	Duplicate MILOF payment	1 case
	Overpayment of salaries	3 cases
	Misappropriation of school funds	2 cases
	Forgery of blank salary cheques resulting in a loss of K88 354	
Training	Diploma in Business Studies (accounting)	1 officer
	Report Writing seminar	9 officers
	Public Service Induction Course	3 officer
	Budget Plan and Preparation Workshop	1 officer
	Investigation Methods Course	10 officers
	Internal Auditing Courses	12 officers
	Basic Report Writing Course	7 officers
	Advanced Report Writing Course	2 officers
Other Tasks	Assisted Auditor General with DOE's 2000 final Audit.	
	Assisted the Audit consultant with the Public sector Reform Unit of Department of Prime Minister in the Department's Systems Audit.	

Constraints

- Part of actual audit time was spent on-the-job training of inexperienced staff by the senior staff and by attending short management courses/workshops/seminars.
- A sudden increase in the number of requests for special audit investigations this year has partly contributed to the Unit's inability to fully accomplish the approved 2001 Audit Program.
- With ever increasing volume of audit tasks to be undertaken, the current staff of 11 on strength are incapable of performing at their best to accomplish assigned audit tasks within the time frame given.

Abbreviations

AAC	Academic Advisory Council	EduNET	DOE computer network
AAT	Academic Aptitude Test (Grade 9)	EFA	Education For All
ACCU	Asian Cultural Centre for UNESCO	EHP	Eastern Highlands Province
ADB	Asian Development Bank	EMIS	Education Management Information System
APEC	Asia Pacific Cooperation (UNESCO)	EMVET	Entrepreneurial Management for Vocational Education & Training
AS	Assistant Secretary	ENBP	East New Britain Province
ASF	Australian Support Facility	EO	Education Officer
ASP	Associated Schools Project	EOSDP	Employment Oriented Skills Development Project (ADB /AusAID)
ATTP	Apprenticeship & Trade Testing Panel	EP	Elementary Prep (Preparatory) Grade
AusAID	Australian Agency for International Development	ESP	East Sepik Province
BEICMP	Basic Education Infrastructure & Materials Project	ETESP	Elementary Teacher Education Support Project
BOG	Board of Governors	EU	European Union
BOM	Board of Management	EUSAP	European Union Structural Adjustment Program
BOS	Board of Studies	F&A	Finance & Administration Wing
BS	Business Studies	F&B	Finance & Administration Division
Bus. Coll.	Business College	FAS	First Assistant Secretary
CACC	Central Agencies Coordinating Committee	FMU	Facilitating & Monitoring Unit
CASP	Commodities Assistance Support Program (AusAID)	G1, G2, G3, etc.	Grade 1, Grade2, Grade3, etc.
CBT	Competency Based Testing	GAP (D)	General Administration & Personnel (Div.)
CD	Corporate Data Branch, PFM	GAQEP	Government Assistance to Quality Education Program
CD	Curriculum Development	GES(D)	General Education Services (Division)
CDD	Curriculum Development Division	GoPNG	Government of Papua New Guinea
CDU	Curriculum Development Unit (in CDD)	GovNET	Government computer network
CEEP	Community Equity in Education Project	GTZ	Deutsche Gesellschaft fuer Technische Zusammenarbeit
CEMC	Council of the Education Minister's Conference	HDA	Higher Duties Allowance
CET	Certificate of Elementary Teaching (PNGEI)	HRD	Human resource Development Wing
CETT	Certificate of Elementary Teacher Training (PNGEI)	HRDP (II)	Human Resource Development Project (2)
CHE	Commission for Higher Education	HSC	Higher School Certificate Examination
COBE	Certificate of Basic Education	IDCE	Institute of Distance & Continuing Education
CODE	College of Distance Education	IEA	International Education Agency
COL	Commonwealth of Learning	IECC	Internal Expenditure Control Committee
CRIP	Curriculum Reform Implementation Project	IGD	(I&G) Inspections & Guidance Division
CS	Community School	IMG	Implementation & Monitoring Group
CSU	Charles Sturt University	IPDC	International Program for Development in Communications
CU	Curriculum Unit	IRC	Internal Revenue Commission
DA	District Administrator	ISP	Institutional Strengthening Project
DAT	Differential Aptitude Testing (Grade 11)	IT	Information Technology
DE	Distance Education	JICA	Japanese International Cooperation Agency
DEA	District Education Administrator	K	Kina
DEB	District Education Board	KBO	Key Board Operator
DEP(I)	Diploma of Primary Education (Inservice) (PNGEI)	KLMD	Kiunga Lake Murray District (Western Province)
Dip. Ed(I)	Diploma in Education (Inservice)	LAMP	Literacy & Awareness Materials Production Centre
Dip.S.T.	Diploma in Secondary Education	LAP	Literacy & Awareness Plan
DNPM	Department of Planning & National Monitoring (formerly NPO)	LAS	See LAS
DOE	(National) Department of Education	LLG	Local-Level Government
DOF	Department of Finance (formerly DOFT)	LP	Lower Primary
DOFT	Department of Finance & Treasury	LS	Lower Secondary
DOT	Department of Treasury	LTC	Lae Technical College
DLE	Department of Labour & Employment	M&C	Media & Communication section, PRC
DOVET	Diploma in Vocational Education & Training	MFM	Maintenance Fitter Machining
DPM	Department of Personnel Management	MFW	Metal Fabrication and Welding
E1, E2	Elementary 1, Elementary 2	MP	Member of Parliament
EDP	Education Development Project (WB)	MPR	Master Position Register
EDP	Electronic Data Processing Branch, GAP		

MPS	Ministerial Policy Statement	PNGEI	PNG Education Institute (formerly PMIC)
MSU	Measurement Services Unit, CDD	PNGIPA	Papua New Guinea Institute of Public Administration
MVM	Motor Vehicle Mechanics	PNGTA	Papua New Guinea Teachers' Association
NatCom	PNG National Commission of UNESCO	PPRC	Policy, Planning, Research & Communication Wing
NATTB	National Apprenticeship & Trade Testing Board	PRC	Policy, Research & Communication (Div.)
NBC	National Broadcasting Commission	PS	Primary School
NCD	National Capital District	PSTU	Primary School Top up
NDOE	See DOE	PTB	Public Transport Board (Gov. vehicle pool)
NEB	National Education Board	PTC	Primary Teachers College (formerly CTC - Community Teachers' College)
NEC	National Executive Council	PVTE	Post Vocational Teacher Education
NEP	National Education Plan	QIPE	Quality Initiatives in PNG Education
NEPU1	National Education Plan Update 1	QUT	Queensland University of Technology
NESP	National Education Skills Plan	REU	Research & Evaluation Unit
NETA	National Education Trust Accounts	RMPA	Regional Management & Planning Advisers
NGO	Non-Government Organisation	SAC	Syllabus Advisory Committee
NHS	National High School	SALD	School Administration & Liaison Division (now GES)
NIP	New Ireland Province	SAT	Scholastic Aptitude Testing (Grade 9)
NISIT	National Institute for Standards and Industrial Technology	SBC	School Based Counsellors
NIST	National Inservice Training (Week)	SBDC	Small Business Development Corporation
NLA	National Library & Archives (OLA)	SBOS	Secondary Board of Studies
NLAC	National Literacy & Awareness Council	SCE	School Certificate Examination
NLAS	National Literacy & Awareness Secretariat	SCMC	Salaries & Conditions Monitoring Committee
NLW	National Literacy Week	SCO	Senior Curriculum Officer or Senior Communication Officer
NMA	National Monitoring Authority	SDA	Seventh Day Adventist
NPO	National Planning Office (now DNPM)	SDO	Staff Development Officer
NRI	National Research Institute	SDU	Staff Development Unit
NTC	National Training Council	Sec	Secondary - post grade 8
NTTCSP	National Trade Testing & Certification Support Project	SEOC	Senior Education Officers' Conference
NZODA	New Zealand Overseas Development Agency	SEOL	Secondary Education & Open Learning section, GES
O&M	Organisation & methods section, GAP	SERC	Special Education Resource Centre
OHE	Office of Higher Education	SHP	Southern Highlands Province
OHERST	Office of Higher Education Research & Technology (formerly OHE)	SHRD	Standards & Human Resource Development
OLA	Office of Library & Archives (NLA)	SI	Secondary Inspector
OLPGLLG	Organic Law on Provincial Governments & Local-level Governments	SIL	Summer Institute of Linguistics
ORD	Office of Rural Development	SIU	Self Instructional Unit
P&A	Policy & Administration Wing	SPEG	Special Education Gazette
P&C	Parents' & Citizens' Association	SSM	Secretary's Staff Meeting (all DOE AS & above)
PASTEP	Primary & Secondary Teacher Education Project	SSSP	Secondary School Scholarships Project
PBSS	Performance Based Salary Structure	SSTU	Secondary School Top up
PCIU	Project Coordination & Implementation Unit, PFM (formerly PIU)	STO	Senior Technical Officer
PCO	Principal Curriculum Officer	TA	Technical Assistance or Travel Allowance (depending on context)
PDOE	Provincial Divisions of Education	TC	Technical College (Tech. Coll.)
PEA	Provincial Education Adviser	Tchrs Coll.	Teachers' College (s)
PEB	Provincial Education Board	TE	Teacher Elementary (TSC designation)
PEC	Provincial Executive Council	TESAS	Tertiary Education Scholarship Assistance Scheme
PECE	Primary Education Certificate Examination (Grade 6)	TESD	(TE&SD) Teacher Education & Staff Development Division
PEP	Provincial Education Plan	TFTC	Timber and Forestry Training College
PES	Provincial Examination Supervisor	THS	Technical High School
PETT	Pre-employment Technical Training	TIC	Teacher in Charge
PFD	Project Formulation Document	TMT	Top Management Team DOE Secretary, D/Ss FASs)
PFM	Planning, Facilitating & Monitoring (Div.)	TSC	Teaching Service Commission
PGDE	Post Graduate Diploma in Education	TTC	Trade Training Certificate
PhD	Doctorate of Philosophy		
PHS	Provincial High School		
PIP	Public Investment Program		
PIST	Provincial Inservice Training (Week)		
PLC	Provincial Literacy Coordinator		
PMIC	Port Moresby Inservice College (now		

TVET (D)	Technical & Vocational Education & Training (Division)
UK	United Kingdom
UNDP	United Nations Development Program
UNESCO	United Nations Organisation for Education, Science & Culture
UNFPA	United Nations Fund for Population Activities
UNICEF	United Nations Children Fund
UNITECH	(UOT) University of Technology, Lae
UOG	University of Goroka
UP	Upper Primary
UPE	Universal Primary Education
UPNG	University of Papua New Guinea
US	Upper Secondary
VAT	Value Added Tax
VC	(VTC) (Voc.) Vocational (Training) Centre
VI	Vocational Inspector
VSS	Vocational Secondary School (curriculum for THS)
WB	World Bank
WHO	World Health Organisation
WHP	Western Highlands Province
WNB	West New Britain Province
YWCA	Young Womens' Christian Association

Appendix

Data sources and notes for Figure 1 to Figure 23

Sources

Enrolments

- *Education Statistics of Papua New Guinea* for each year 1992 - 1999, and adhoc returns from provinces for 2000 and 2001. Official *Education Statistics of Papua New Guinea* for 2000 and 2001 not available at time of publication.
- College of Distance Education Registry Reports December 1999 and December 1992 (CODE enrolment and gender data).
- Teacher Education and Staff Development Division records for Primary Teachers' College intake and Special Education enrolment and gender data.

Education system structure Figure 1 and Figure 2, and education reform targets

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

Teachers

- Fortnightly summary of staff and expenditure for Pay 22, 2001, November 2, 2001 – EDP and O&M sections GAP (Figure 4). *Education Statistics of Papua New Guinea* for 1992 - 1998 (Figure 14)

Institutions

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

National Examinations (Figure 7)

- Measurement Services Unit (MSU), CDD records

Notes

1. **Enrolment data** is from *Education Statistics of Papua New Guinea* for the each of the years 1992 to 1999, inclusive. National total official enrolment statistics for 2000 and 2001 (published as *Education Statistics of Papua New Guinea*) were not available at the time of publication, due to deficiencies in data returns from a number of provinces. The data available indicates that enrolment increases have continued broadly in line with National Education Plan Update 1 projections.
2. **Enrolments** in Figure 3, Figure 7, Figure 13, Figure 16, Figure 17, and Figure 23 are by grade or level.
Students are counted according to their grade /level in the reform education structure (see Figure 1) i.e. Elementary level counts students in Grades 1 and 2 in community /primary schools as well as students in Grades Elementary Prep, Elementary 1 and Elementary 2 in Elementary schools. Similarly Primary counts students in Grades 3-8, including students in Grade 7 and 8 classes still in high schools.
3. The **estimate for population increase** used in Figure 9 is based on the preliminary Census 2000 figure of 3.1% average population growth per year.
4. **Numbers of teachers, institutions and students** in Figure 4, Figure 8, Figure 20, Figure 21 and Figure 22 are all counted according to the type of institution.
i.e. The number of teachers, institutions and students in 'Elementary' includes only those schools registered as Elementary and teachers and students in those schools i.e. those involved with Grades Elementary Prep, Elementary 1 and Elementary 2. Similarly 'Primary' counts schools registered as community or primary schools, and teachers and students involved with any of Grades 1 – 8 in those schools. Grade 7 and 8 teachers and students still in provincial high schools are counted as 'secondary'.

'Secondary' and 'upper secondary' includes students and teachers in Grade 11 and 12 classes in both National High Schools and Provincial Secondary Schools, unless otherwise stated. 'Secondary education' also includes students in grades 9 and 10 in **lower secondary**.

5. Figure 13 **Special Education** enrolment figure is for 1993, not 1992. 1992 data not available.
6. Figure 14 **Permitted schools** enrolment from *Education Statistics of Papua New Guinea* for the each of the years 1992 to 1999. 2001 figure is from unofficial reports and estimates from provinces and schools. The variability between years may indicate variability in schools and agencies reporting enrolments.
7. The **number of institutions** given in Figure 5 is the number of institutions of each type that are officially registered and listed on the Master Position Register. This overestimates the number of schools operating, due to delays in de-registering schools and de-listing them when they suspend operations. For example, the number of technical colleges registered includes Arawa which is still closed. Similarly the number of teachers colleges includes St. Pauls Vunakanau which is amalgamated with Kabaleo Teachers College. The St. Paul's teaching positions are relocated to Kabaleo. The greatest discrepancy between registered and actual operating schools is at the elementary and primary levels.

Data tables

Table 4 Candidates sitting for National Examinations

	1992	1999	2000	2001
Grade 6 exam	4,4328	54,282	61,482	0
Grade 8 exam	0	31,324	34,000	45,000
Grade 10 exam	11,000	18,000	20,073	22,500
Grade 12 exam	898	2,743	3,869	5,000

Source: Measurement Services Unit, CDD records

Table 5 Gender Equity - % female students and teachers

Level	Students		Teachers
	1999	1992	1999
Elementary	47%	n/a	42%
Primary (including G7/8 in primary schools)	45%	44%	37%
Lower Secondary (including G7/8 in high schools)	41%	40%	33%
Upper Secondary	35%	30%	
Vocational Centres	27%	34%	33%
Technical & Business Colleges	25%	28%	25%
Teachers Colleges	45%	47%	21%
Special Education Centres	40%		47%
College of Distance Education (CODE)	34%	32%	
PNG Population overall (1990 Census)	47.5%??	47.5%	

Source: *Education Statistics of Papua New Guinea 1992 and 1999*

Table 6 Total enrolments 1992 - 1999

Type of Institution	Grades	1992	1993	1994	1995	1996	1997	1998	1999
Elementary	EP, E1, E2	0			1,497	7,119	25,633	88,260	119,147
Primary	1-8	433,592	468,556	496,745	521,018	533,582	548,256	568,164	594,444
Secondary	7-12	54,165	61,770	66,949	70,214	69,967	69,746	74,313	74,042
NHS	11,12	1,965	1,997	2,000	2,051	2,461	2,673	2,426	2,337
Vocational	After G6 or G7	8,750	10,466	11,061	9,807	9,869	11,106	14,462	14,202
Tech	After G10 or G12	1,182	1,084	2,043	2,005	2,452	1,859	2,371	1,720
PTC	After G10 or G12	1,208	1,735	1,738	2,346	2,323	2,371	2,291	2,476
Total Nat. Education System		500,862	545,608	580,536	608,938	627,773	661,644	752,287	808,368
Permitted schools	IEA & SDA								
Permitted Primary	G1-8	8,955	10,495	9,932	9,741	9,940	13,199	11,787	12,392
Perm Secondary	G7-12	1,489	1,984	1,743	2,091	2,274	2,454	2,003	2,152
SDA Teacher Ed..	After G10 or G12				242	257	86	87	246
Total permitted		10,444	12,479	11,675	11,832	12,214	15,653	13,790	14,790
Total enrolments		511,306	558,087	592,211	620,770	639,987	677,297	766,077	823,158
Upper Secondary	G11 & 12								
National High Schools		1965	1997	2205	2051	2461	2673	2426	2337
Provincial Secondary Schools		123	241	737	1884	2681	2724	3446	4789
Total G11 & 12		2088	2238	2942	3935	5142	5397	5872	7126

Source: Education Statistics of Papua New Guinea

Table 7 Total Teachers and Public Servants on Education Payroll on payday 22, 2/11/01

Total Education Payroll	On payroll	% total	Ceiling
Teaching Service DOE	2,300	5%	2,498
Teaching Service provincial	28,322	92%	28,613
Total teachers	30,622	97%	31,111
Public Service DOE	785	2%	778
Public Service - other	270	1%	
Total Public Service	1,055	3%	
Total on payroll	31,677	100%	

Table 8 Total Teachers on Education Payroll on payday 22

All Teachers	National	Contract	% National	Total
Elementary	7,946	0	100%	7,946
Primary	17,782	0	100%	17,782
Secondary	3,248	148	96%	3,396
Vocational	894	45	95%	939
Technical	185	44	81%	229
Teacher Education	147	13	92%	160
CODE	28	6	82%	34
Special Education	43	0	100%	43
Study	93	0	100%	93
Total TSC	30,366	256	99%	30,622

Table 9 Total Public Servants on Education Payroll on payday 22

Public servants	Local	Contract	Total
Not DOE responsibility			270
Provincial Admin. Support	211	1	212
Provincial Libraries	11	0	11
OHE	47	0	47
DOE line divisions	675	22	697
DOE "other"	88	0	88
Total PSC on Educ. Payroll	1032	23	1055

Table 10 Total DOE Manpower Establishment on payday 22

DOE establishment	Ceiling	Pay 22
Public Service positions	778	785
Teaching Service positions	2,498	2,300
Total	3,276	3,085

Table 11 Department of Education Public Service on payday 22

Division	Ceiling	Pay 22	Division	Ceiling	Pay 22
PRC	20	20	IGD	225	201
PFM	27	17	CDD	111	98
GAP	149	139	TVET	49	46
F&B	40	35	TESD	39	33
Internal Audit	11	11	GES	19	18
			Unattached		79
Total DOE Line Divisions				690	697
TSC	21	21	UNESCO	6	6
NCD Education	16	16	Nat. Library & Archives	45	45
Total 'Other'				88	88
Total DOE structure				778	785

Table 12 Teachers under Department of Education Structure on payday 22, 2/11/01

National Institutions	Ceiling	On payroll	NCD Schools	Ceiling	On payroll
National High Schools	159	148	Elementary	498	482
Tech/Bus Coll.	248	229	Primary	865	927
Preservice T. Ed	166	135	Secondary	201	207
Inservice Tchr Ed	216	24	Vocational	69	71
Special Education	35	43	Total NCD Teachers	1,633	1,687
CODE	41	34	Total DOE teachers	2,498	2,300
Total National Institution Tchrs	865	613			

Table 13 Total Ministry of Education 2001 Budget**- by Agency including Provincial Grants (Kina)**

AGENCY	RECURRENT	PROJECTS (PIP)	TOTALS	% of TOTAL
National Department of Education	101,060,800	80,554,000	181,614,800	30.8
Office of Higher Education	25,900,000	2,073,200	27,973,200	4.7
University of Papua New Guinea	29,068,800	-	29,068,800	4.9
University of Technology	25,000,000	3,384,600	28,384,600	4.8
University of Goroka	8,000,000	5,000,000	13,000,000	2.2
University of Vudal	4,200,000	-	4,200,000	0.7
All Provinces (Teachers Salaries)	284,100,000	-	284,100,000	48.1
All Provinces (Teachers Leave Fares)	1,100,000	-	1,100,000	0.2
All Provinces Education Subsidy	21,000,000	-	21,000,000	3.6
TOTAL	499,429,600	91,011,800	590,441,400	100

Table 14 Ministry of Education Total Budget 1999 - 2002 (Kina)

AGENCY	1999	2000	2001	2002
National Department of Education	169,651,400	214,601,600	181,614,800	315,573,800
Office of Higher Education	22,288,100	23,846,300	27,973,200	17,051,700
University of Papua New Guinea	20,200,000	25,568,600	29,068,800	29,068,800
University of Technology	26,500,000	23,666,700	28,384,600	25,000,000
University of Goroka	11,000,000	9,000,000	13,000,000	13,000,000
University of Vudal	2,600,000	2,800,000	4,200,000	4,200,000
All Provinces (Teachers Salaries)	186,000,000	236,912,700	284,100,000	283,900,000
All Provinces (Teachers Leave Fares)		1,100,000	1,100,000	-
All Provinces Education Subsidy	20,000,000	20,000,000	21,000,000	-
TOTAL	458,239,500	557,495,900	590,441,400	687,794,300

Table 15 Ministry of Education Total Recurrent Budget 1999 - 2002 (Kina)

AGENCY	1999	2000	2001	2002
National Department of Education	84,124,600	95,154,500	101,060,800	188,034,500
Office of Higher Education	15,700,000	19,975,300	25,900,000	17,051,700
University of Papua New Guinea	20,000,000	25,568,600	29,068,800	29,068,800
University of Technology	20,000,000	23,000,000	25,000,000	25,000,000
University of Goroka	7,000,000	7,000,000	8,000,000	8,000,000
University of Vudal	2,600,000	2,800,000	4,200,000	4,200,000
All Provinces (Teachers Salaries)	186,000,000	236,912,700	284,100,000	283,900,000
All Provinces (Teachers Leave Fares)		1,100,000	1,100,000	
All Provinces Education Subsidy	20,000,000	20,000,000	21,000,000	
TOTAL	418,424,600	431,511,100	499,429,600	555,255,000

Table 16 Ministry of Education Total Development Budget 1999 - 2002 (Kina)

AGENCY	1999	2000	2001	2002
National Department of Education	85,526,800	119,447,100	80,554,000	127,539,300
Office of Higher Education	6,588,100	3,871,000	2,073,200	-
University of Papua New Guinea	200,000	-	-	-
University of Technology	6,500,000	666,700	3,384,600	-
University of Goroka	4,000,000	2,000,000	5,000,000	5,000,000
University of Vudal	-	-	-	-
TOTAL	102,814,900	125,984,800	91,011,800	132,539,300

Table 17 Department of Education Recurrent Budget

- summary by item 1998 - 2002 (K,000)

Expenditure items	Actual			Appropriation	
	1998	1999	2000	2001	2002
Personal Emoluments	38,029.1	32,664.2	39,599.8	44,276.3	43,376.6
Goods and Other Services	13,238.9	11,460.4	15,554.7	16,784.5	9,657.9
School Fee Subsidy	76,000.0	40,000.0	40,000.0	40,000.0	135,000.0
GRAND TOTAL	111,268.0	84,124.6	95,154.5	101,060.8	188,034.5

Table 18 Department of Education Recurrent Expenditure

- by Program 1998 - 2002 (K,000)

	Description	Actual				Appropriation
		1998	1999	2000	2001	2002
MAIN PROGRAM 1	Pre-Primary, Primary, Secondary Education	76,753.6	71,676.2	80,209.5	84,367.1	172,048.7
Program 1	Policy & General Admin.	47,735.0	47,490.7	50,639.2	52,239.8	142,688.1
Program 2	Education Standards	7,999.1	7,078.9	7,749.7	8,434.5	6,907.7
Program 3	Primary Education	9,891.4	7,636.6	9,592.1	9,371.1	11,192.6
Program 4	Literacy & Awareness	209.4	193.5	193.5	226.6	208.5
Program 5	Secondary Education	9,595.6	8,034.7	10,025.6	11,456.6	8,907.7
Program 6	Vocational Education	1,323.1	1,241.8	2,009.4	2,638.5	2,144.1
MAIN PROGRAM 2	TERTIARY EDUCATION	33,782.8	11,688.3	13,915.0	15,465.1	14,963.1
Program 1	Technical Education	28,694.0	6,688.4	7,823.1	9,005.2	8,911.1
Program 2	Teacher Education	5,088.8	4,999.9	6,091.9	6,459.9	6,052.0
MAIN PROGRAM 3	CULTURAL SERVICES	480.2	421.5	608.0	739.5	675.1
Program 1	Library Services	480.2	421.5	608.3	739.5	675.1
MAIN PROGRAM 4	GOVT. RECORDS & ARCHIVES	251.4	338.6	421.7	489.1	347.6
Program 1	Govt. Records & Archives	251.4	338.6	421.7	489.1	347.6
TOTAL		111,268.0	84,124.6	95,154.5	101,060.8	188,034.5

Table 19 Department of Education Recurrent Expenditure 1998 - 2002

- amount available for service delivery to General Education

[total without NCD teachers salaries, Education subsidy, OHE, Libraries and Archives and Technical Education (K,000)]

Program	1998 (actual)	1999 (actual)	2000 (actual)	2001 (approp)	2002 (approp)
Dev and Implementation of Education Standards	7,999.1	7,156.8	8,455.3	8,434.5	6907.7
Primary Education	201.3	246.6	262.3	322.8	245.5
Literacy and Awareness	209.4	189.8	193.1	226.6	208.5
General Secondary	7,091.3	6,335.3	7,276.3	7,740.4	5544.2
Vocational	492.2	575.1	760.3	1,523.1	1128.9
Teacher Education	5,088.8	5,595.6	5,662.6	6,459.9	6052
Total	28,817.1	27,635.5	33,048.8	36,947.1	27,774.9

Table 20 Department of Education Development Budget 1999 - 2002 (K millions)

PIP NO.	Project Title	Source of Funding	Total Approp 1999	Total Approp. 2000	Total Approp 2001	Total Approp 2002
1171	Secondary Education Scholarship	NZ/AUSAID/PNG	13.7	9.9	-	-
1432	Elementary Teacher Training	AUSAID/PNG	5.8	1.5	9.4	7.8
1435	Education Reform & Monitoring	AUSAID/PNG	8.2	1.9	-	-
1465	Education Development Project	WB/PNG	5.8	10.3	18.4	-
1502	School Journal	NZ/PNG	0.3	0.2	-	-
1526	Vocational Training	GTZ/PNG	1.1	1.1	-	-
1536	Media Centre	JICA/PNG	-	10.1	10.3	-
1807	Teacher Education	AUSAID/PNG	16.6	27.3	14.0	12.4
1835	Curriculum Reform	AUSAID/PNG	0.3	3.2	6.2	13.2
1836	Population Education	UNFPA/PNG	0.4	0.1	0.1	0.4
2025	HRDP2	EU/PNG	-	-	0.5	52.0
2126	Quality Education Initiatives(QIPE)	AUSAID/PNG	-	-	-	1.5
2130	Education Sector Development	AUSAID/PNG	-	-	-	0.4
2131	BED Pre-Implementation Phase	AUSAID/PNG	-	-	-	6.0
2132	Institutional Strengthening (TAG)	AUSAID/PNG	-	-	-	0.3
2148	Elementary Teacher Trng (Phase 2)	AUSAID/PNG	-	-	-	2.2
2161	Capacity Building	AUSAID/PNG	-	-	-	3.9
TOTAL CAPACITY BUILDING PROJECTS			44.1	65.6	58.9	100.1
1134	Exp. Upper Secondary School	AUSAID/PNG	5.1	5.0	3.3	-
1680	Infrastructure, Equipment & Materials	AUSAID/PNG	12.9	17.8	11.8	9.9
1681	Gender Equity	AUSAID/PNG	1.0	2.5	-	-
1720	Primary School Materials	AUSAID/PNG	10.0	21.6	6.6	-
1733	Const. Upper Secondary School	EU	7.5	.7		
1776	High School Maintenance	EU/PNG	3.5	3.5	-	-
1856	Secondary School Equipment	AUSAID/PNG	-	2.8	-	-
2025	HRDP2	EU/PNG	-	-	.5	-
2124	Upgrading of H/School Facilities	AUSAID/PNG	-	-	-	0.5
2162	Improvement of Rural Facilities	AUSAID/PNG	-	-	-	3.0
2163	Education CASP(School Facilities)	AUSAID/PNG	-	-	-	13.5
2164	Sogeri NHS Reconstruction	GOPNG	-	-	-	0.5
TOTAL CAPITAL PROJECTS			39.9	53.8	22.2	27.4
TOTAL			85.0	119.4	80.1	127.5

Table 21 Department of Education 2001 Development Budget by program

Program	2001 Appropriation (K million)	%
Policy & Administration	2.1	2.7
Education Standards	31.1	38.6
Primary Education	6.7	8.3
Literacy Awareness	10.3	12.7
Secondary Education	4.3	5.4
Vocational Education	5.0	0.6
Teacher Education	23.4	29.0
Library Services	2.2	2.8
Total	80.55	100.0

Table 22 Department of Education 2001 Development Budget by program and donor

Vote Code	Project Description	AusAID	JICA	W/Bank	EU	GTZ	NZ	UNFPA	GoPNG	Total					
235-2101-1201	Education Reform Institutional Strengthening Project (ISP)	11207.7	10,261.9	964.9 685.9 9,000.0 1,406.9				123.8	252.7 250.0 1,500.0 1047.5	0					
235-2101-1202	Project Implementation Unit (PIU)									1,217.6					
235-2101-1203	Regional Management Planning Advisors (RMPA)									935.9					
235-2101-2201	Curriculum Development Reform									10,500.0					
235-2101-2202	Expansion of Inspections & Guidance									2,454.4					
235-2101-2204	PNG/NZ Schools Journals									0					
235-2101-2205	Infrastructure and Materials (BEICMP)			550.0					11,757.7						
235-2101-2206	Population Education								123.80						
235-2101-2207	Curriculum Reform - AusAID (CRIP)			5,923.1					300.5	6,223.6					
235-2101-3202	Primary Schools Equipment (CASP)			6,661.5						6,661.5					
235-2101-4202	National Education Media Centre									10,261.9					
235-2101-5202	Construction of Upper Secondary			3,330.8					650.0		436.5			350.0	0
235-2101-5204	Expansion of Access in Grade 11-12														3,330.8
235-2101-5205	Development Maintenance														1,000.0
235-2101-5208	Female Participation														0
235-2101-5209	Secondary Education Scholarship														0
235-2101-5210	High School Maintenance Program														0
235-2101-5211	Secondary Schools Equipment Project														
235-2101-6202	Human Resource Development Project II (HRDP11)			60.0											496.5
235-2102-2203	Elementary Teachers Training (ETESP)			8,846.2										530.0	9,376.2
235-2102-2204	Primary & Secondary Teacher Education. Pre-Service (PASTEP)			13384.6										600.0	13,984.6
235-2802-1201	Library Development			1784.0										445.5	2,229.5
Sub total		51,197.9	10,261.9	12,707.7	436.5		0	123.8	5,826.2	80,554.0					
% total		64%	13%	16%	1%	0%	0%	0.2%	7%	100%					

Table 23 Functions transferred to provinces - Item 111 Teachers (TSC) Salaries (K,000)

PROVINCE		1998	1999	2000	2001	2002
1	Western	8,163.3	8,474.9	11,269.8	13,275.6	13,275.6
2	Gulf	4,460.4	4,630.7	4,717.1	5,640.4	5,213.0
3	Central	7,633.8	7,925.3	12,376.9	14,599.4	15,547.5
4	NCD	9,595.4		11,354.9	13,096.8	K13,549.1
NCD teachers salaries included in DOE Budget						
5	Milne Bay	9,762.4	10,135.1	12,155.6	14,235.0	14,587.6
6	Oro	4,935.3	5,123.7	6,076.4	8,065.0	6,460.5
7	SHP	14,452.9	15,004.7	16,552.6	19,592.0	20,834.3
8	Enga	8,506.3	8,831.1	11,621.4	13,696.0	13,466.2
9	WHP	13,178.1	13,681.2	16,706.4	19,976.5	19,282.1
10	Simbu	9,889.2	10,266.8	13,982.6	16,725.1	17,340.4
11	EHP	14,420.2	14,970.7	18,234.5	22,141.6	21,529.6
12	Morobe	18,938.9	19,662	23,853.5	28,122.2	27,656.5
13	Madang	11,082.9	11,506	15,331.3	18,262.9	19,013.2
14	ESP	11,494.4	11,933.3	14,565.1	18,115.9	17,736.7
15	Sandaun	7,700.2	7,994.2	9,907.9	11,847.2	10,599.9
16	Manus	3,126.4	3,245.8	4,203.3	5,169.1	5,389.8
17	NIP	6,235.1	6,473.1	8,512.1	10,178.1	9,947.1
18	WNBP	9,474.9	9,938.4	11,740.1	14,038.0	14,637.5
19	ENBP	8,965.1	9,307.4	14,692.1	17,367.7	17,536.5
20	Bougainville	6,642.1	6,895.6	10,414.0	12,452.3	13,846.0
TOTAL (Provinces)		179,061.9	186,000.0	236,912.7	283,500.0	283,900.0
TOTAL Prov. + NCD		188,657.3		248,267.6	296,596.8	297,449.1

Table 24 Functions transferred to provinces - Item 114 Teachers Leave Fares (K,000)

PROVINCE		2000	2001	2002
1	Western	42.1	42.1	(see below)
2	Gulf	51.6	51.5	
3	Central	55.5	55.5	
4	NCD	NCD teachers leave fares included in DOE Budget		K887.6 in Ministry Budget
5	Milne Bay	55.5	55.5	Amounts not included in Provincial Government Appropriations as published in 2002 Budget Estimates
6	Oro	53.4	53.4	
7	SHP	52.1	52.1	
8	Enga	53.7	53.7	
9	WHP	54.2	54.2	
10	Simbu	43.5	43.5	
11	EHP	55.4	55.4	
12	Morobe	163.1	163.1	
13	Madang	43.5	43.5	
14	ESP	49.4	49.4	
15	Sandaun	54.3	54.3	
16	Manus	43.6	43.6	
17	NIP	42.2	42.2	
18	WNBP	62.8	62.8	
19	ENBP	52.9	52.9	
20	Bougainville	71.3	71.3	
TOTAL		1,100.0	1,100.0	-

Table 25 Allocation of Education Subsidy in 2001

(known as Government Assistance to Quality Education Program or GAQEP 2001)

GAQEP Component	Kina (million)	%
Basic school supplies	7.65	13
Post primary cash grant	18	30
Infrastructure & Maintenance	2.7	4
Quality control	4	7
Student support	3	5
Teacher development	4.15	7
Admin/Audit/Research	0.5	1
Provincial Government contribution	21	34
Total	61.0	100

Table 26 Functions transferred to provinces - Item 143 Education Subsidies (K,000)

PROVINCE		2000	2001	2002
1	Western	557.2	607.2	Equivalent amount added to NDOE appropriation for Education Subsidy to be administered by NDOE
2	Gulf	372.9	422.9	
3	Central	737.6	787.6	
4	NCD	included in the Ministry Budget		
5	Milne Bay	1131.1	1,181.1	
6	Oro	489.1	539.1	
7	SHP	not included in Provincial Budget estimates	150.0	
8	Enga	957.3	1,007.3	
9	WHP	610.4	660.4	
10	Simbu	1801.2	1,851.2	
11	EHP	3994.2	4,044.2	
12	Morobe	1681.8	1,731.8	
13	Madang	1367.6	1,417.6	
14	ESP	820.5	870.5	
15	Sandaun	625.9	675.9	
16	Manus	256.1	306.1	
17	NIP	1188.6	1,238.6	
18	WNBP	1644.3	1,694.3	
19	ENBP	1764.2	1,814.2	
20	Bougainville	not included in Provincial Budget estimates	not included in Provincial Budget estimates	
	TOTAL	20,000.00	21,000.0	