



DEPARTMENT OF EDUCATION



2003 ANNUAL REPORT

**Relevant Curriculum for
a Better Future**

2003 Education Directory

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DEPARTMENT OF EDUCATION



2003 Annual Report

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Photographs

Back Row: (l-r) Patrick Modakewau, Louis Keamau, Luke Taita, Damien Rapese, Jerry Kuhena.

Front Row: (l-r) Late Tamarua Miria, Alan Jogioba, Peter Baki, CBE, Michael Pearson, Dr. Joseph Pagelio.

Cover : (from top)- St Paul's Elementary School children (Morobe); Baitabag Primary School (Madang); Grade 11 geography class, Gordon Secondary School (NCD) during filming of a model lesson for the Live Television School Broadcast Pilot Project



Education Minister Michael Laimo CBE MP, a delegation from SONY and JICA, and senior education officers observe a live classroom broadcast at the Gordon Secondary School, NCD



A model grade 11 Geography class at Gordon Secondary School during the launching of the live television broadcast

Minister's Message



Education and training is an essential investment in the recovery, sustainable development and future of Papua New Guinea. Education is a priority activity for the Government along with health, law and order and infrastructure maintenance.

The Government's priorities for education are, as stated in the Medium Term Development Strategy, basic education and literacy, technical and vocational education, secondary education and open learning, and tertiary education.

I am pleased to have provided leadership in ensuring that the Government's policies have been implemented by the Department of Education through 2003.

This report shows that overall in 2003 good progress was made in many areas, despite some difficulties. The progress and problems reported here are noted. The experience will serve to encourage and guide us to keep moving forward in 2004.

I thank all who have contributed to the continued growth and development of education in Papua New Guinea in 2003, and look forward to your continued support in 2004 and beyond.

A handwritten signature in blue ink, consisting of a large, stylized 'M' followed by a horizontal line and a small flourish.

HONOURABLE MICHAEL LAIMO CBE MP
Minister for Education

Members of the Secretary's Staff Meeting(SSM) at National Ratings Conference



Back Row left to right: Erama Ugaia, Luke Taita, Patrick Modakewau, Louis Keamau, Damien Rapese, Ouka Lavaki, John Josephs, Cherian Lukose, Godfrey Yerua, Daniel Paraide, Eliakim Apelis,



Front Row left to right: Late Tamarua Miria, Etwin Apai, Michael Pearson, Allan Jogioba, Peter Baki, CBE, Dr. Joseph Pagelio, Henao Tau Nauna, Winsley Degoba, Jerry Kuhena, Diari Gabina

Inset: Pala Wari

Provincial Education Advisors at the National Ratings Conference, 2003



Back row left to right: Baran Sori, Kini Puele, Pompiran Kuyei, John Bossi, Anthony Tsora, Murika Bihoro, Alphonse Dobo, Ignas Wunum

Front row left to right: Paul Namono, Pius Gawi, Mefearamu Mero, Thomas Jonduo, Peter Baki, CBE, Evare Kulau, Paul Sarr, Casper Sorea

Secretary's Message



This is the National Department of Education Annual Report for 2003. It reports on our progress and use of resources in implementing Government policies and programs in the year to December 31, 2003.

Education is an investment and foundation for national development and our children's future. The mission of education in the 21st Century is to develop an education system that will enable Papua New Guinea 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. The four main programs in education include access and expansion, quality and relevant education, literacy and awareness, and higher education.

The total government and donor investment allocated for the National Education System in the original 2003 Budget appropriation was K535.6 million or 12% of the total National Budget. This included Department of Education operating costs, education subsidy and education projects, as well as teachers' salaries and subsidy included in provincial budgets.

The return from this significant national investment in the National Education System was the satisfactory continuation of education for more than one million students, taught by 33,000 teachers in nearly 8,000 schools and other institutions. Despite difficulties we have continued to move forward.

We have continued to expand access to education in line with National Education Plan targets. In 1993, before the reform, total enrolment was only 500,000. Since then enrolments have grown two to three times faster than population growth and have doubled in ten years, without increasing Education's share of the National Budget.

Other achievements in 2003 have included:

- distribution of the K30 million national component of education subsidy
- preservice training of more than 3,500 new teachers and inservice training for more than 4,000 teachers
- advisory and inspection visits to more than 14,000 teachers
- national examinations for some 86,000 grade 8, 10 and 12 students
- writing, printing and distribution of more than 300,000 copies of reform curriculum materials and teacher support materials
- development of self-reliance projects in schools
- nationwide consultations to begin developing the next National Education Plan for 2005-2014
- implementation of the Government's new Human Resource Management (HRM) Payroll System.

The major difficulties experienced in 2003 relate to financing core functions, infrastructure, law and order, and the capacity of provincial divisions of education to carry out their Organic Law responsibilities to provide education services. In addition, many parents have been either unwilling or unable to pay school fees and only a few provincial governments have passed their component of subsidy on to schools.

The education theme for 2003 was '*Relevant curriculum for a better future*'. Reforming the curriculum to promote positive values, practical skills and knowledge relevant to PNG today is a priority, and we have begun to make good progress.

The education theme for 2004 will be "Prosperity through self-reliance". This supports the Government's Policy on Recovery and Development and will promote the policy that schools should be more self-reliant and implement projects that will reduce costs, discourage the hand out mentality and help students develop positive values and useful life long skills.

In conclusion, we made good progress in 2003, despite difficulties. Many challenges remain to be faced but Education is central to our future. The progress we made this year was possible due to the commitment, vision and contribution of the many partners in education working together. I thank you all and ask for your continued support. We must continue to move forward to make Papua New Guinea peaceful, productive and prosperous.

A handwritten signature in dark ink, reading "Peter Baki". The signature is written in a cursive, flowing style.

PETER M. BAKI, CBE
Secretary for Education



Ambang Primary School students perform drama about 'Bride Price' during the opening of *National Education Week 2003* in Western Highlands Province



Students during work parade at Malahang Technical High School, Morobe Province

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Introduction

The Education Sector

Figure 1 shows the relationship of different bodies in the Education sector in Papua New Guinea.

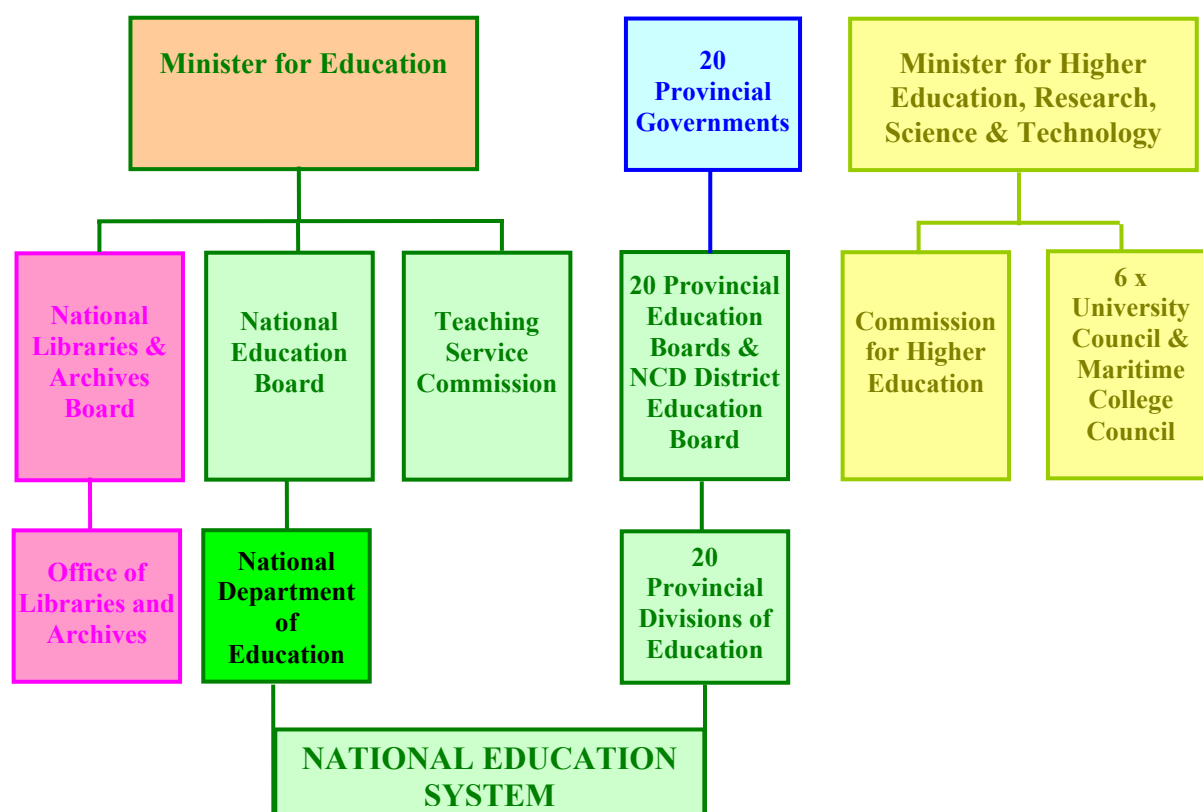


Figure 1 Overview of the PNG Education sector

The National Education Board, Department of Education, Teaching Service Commission and Libraries and Archives Board all report separately to the Minister for Education.

Department of Education Annual Report

This is the report of the National Department of Education. It, therefore, reports on the responsibilities and activities of the Department of Education, and the ten Divisions within the Department's structure. It does not report in detail on the activities of the other bodies in the Ministry.

The Department of Education is the executive branch of the National Education System and is responsible for overseeing and coordinating the development and functioning of the system.

This report, therefore, begins with an overview of the National Education System, progress in Education Reform and Education Policy and Objectives. It then focuses more closely on the Department of Education's organisational structure and manpower, budget and the achievements and constraints of each of its divisions.

The National Education System and Education Reform

The National Education System

National Education System Administrative Authorities

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

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

The National Education Board

The National Education Board (NEB) is responsible for overseeing the development and functioning of the National Education System (NES) and implementation of the National Education Plan (NEP). It is responsible for providing advice to the Minister on these matters, in consultation with provincial governments, the Teaching Service Commission (TSC), education boards and agencies. The Secretary for Education as the Departmental Head is Chairman of the National Education Board.

National Department of Education functions

Apart from the *Education Act*, the *Organic Law on Provincial Governments and Local-level Governments*, the *Medium Term Development Strategy 1997–2002 and 2003–2007* as well as the *National Education Plan 1995–2004*, and the *Department of Education Corporate Plan 2003–2007* 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 Education System - National component

The National Department of Education is also responsible for operating and developing the national component of the National Education System – that is the national institutions, namely teachers' colleges, technical colleges, national high schools, special education resource centres, the College of Distance Education and schools in the National Capital District.

National Education System - 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

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

Provincial Governments must budget for teachers' salaries and entitlements and school subsidies for basic school materials and operating costs. Communities, 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.

The National Charter for Reconstruction and Development 2000–2002 called for ownership of elementary, lower and upper primary schools by Local-level Government councils; and lower and upper secondary, including vocational, schools, by Provincial Governments. Amendments to the Organic Law on Provincial Governments and Local-level Government in 2003 replace the provincial component of Education Subsidy with Education Function Grants. Function Grants are required to be spent on operating costs and maintenance, and at least half must be spent in the districts.

The National Education Plan and Education Reform

The Education Reform is bringing about both restructuring of the system and reform of the curriculum. The deliberate intention has been 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.

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.

Access

The reform is well established and has resulted in significant increases in access and participation at all levels of the system. Enrolments have almost doubled since the reform began. They have increased two to three times more than could have been expected from the average national population growth rate of 2.7% per year. (see Table 10 on page 88)

According to data returned from provinces during 2003 there were more than 1,000,000 students in the National Education System in 2003, compared with just over 500,000 in 1992 (the year before the reforms began in a small way). In 2003 our students were taught by around 33,000 teachers in approximately 8,000 schools and other institutions throughout the country. In 1992 there were approximately 18,000 teachers and 3,000 schools. (see Table 9 on page 87)

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 has been receiving strong donor support through projects. It supports the Government's *Policy on Recovery and Development*, and is in turn supported by policy and planning initiatives such as the *Language Policy in all Schools*, the *Curriculum Management Plan 2001–2005* and *In-service Management Plan 2001–2005*, the *Policy for Self-reliance in Schools*, the *National Education Skills Plan*, *National Literacy Policy*, and *Technical Vocational Education Corporate Plan*.

Further information about the reform and education policy

The reforms are guided by the Government's *Medium Term Development Strategy 1997–2001* and *2003–2007*, 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* (NEPU1) was launched in 2000. It provided updated implementation data and revised targets, and identified implementation issues and strategies required from the different stakeholders to meet these targets.

The *Department of Education Corporate Plan 2003–2007* was completed in 2002. It contains objectives and strategies for updating and continuing to achieve the goals of the reforms. Development of the *National Education Plan 2005–2014* began in 2003 and the new plan is expected to be presented to the NEB and the Government quarter 4, 2004, for implementation to begin in 2005. It will incorporate plans to implement *Education For All Goals*. It is expected to build upon the strong foundations of the current plan and give increased emphasis to certain areas, including skills development, self-reliance and cost effectiveness.

The State of Education in Papua New Guinea, which is produced at regular intervals by the Policy, Planning, Research and Communication Wing, details implementation progress and concerns at the time of publication. (The most recent edition was produced in March 2003).

Further detail about the education reform is presented elsewhere in this report. Information on the system structure is below in Figure 2. Information about targets, objectives and achievements is presented under *Education Policy and Objectives* in the section following, and in Table 1, page 7 and Figure 4 to Figure 30, pages 5 to 16. The Divisional activity reports that follow in the second half of the document from page 45 report elements of the reform relevant to each Division's responsibilities. For sources and other information about the data in Figure 2 to Figure 30 see pages 85 to 86.

Structure of the Education System

Reform structure

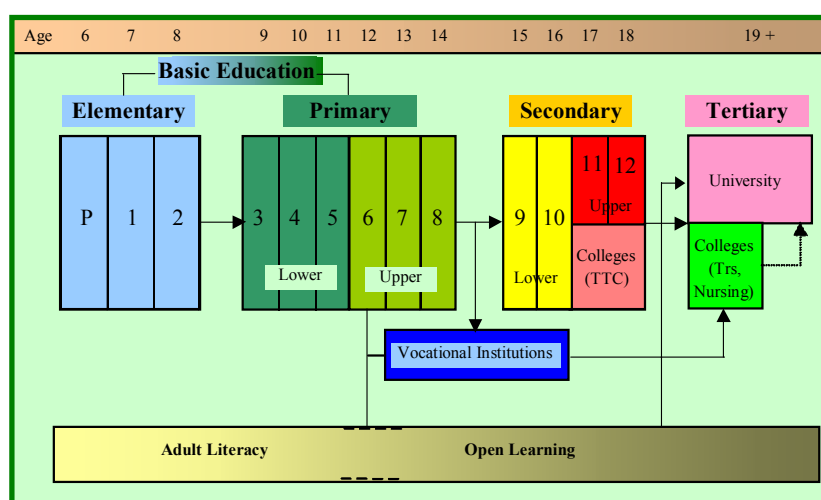


Figure 2 Education Reform Structure of the National Education System

Old structure

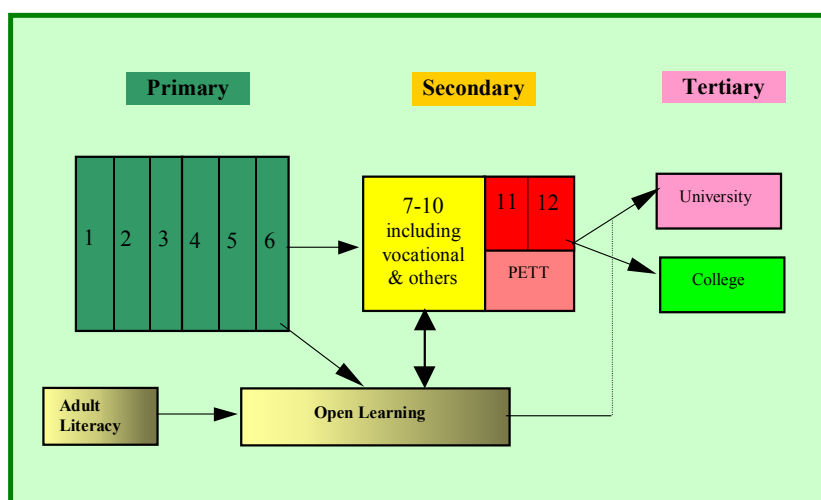


Figure 3 Old Structure of the National Education System

The National Education System

Students

NOTE

Data for Figure 4 to Figure 30

See Appendix pp 85 - 90 for sources, explanatory notes and data (Table 9 to Table 13)

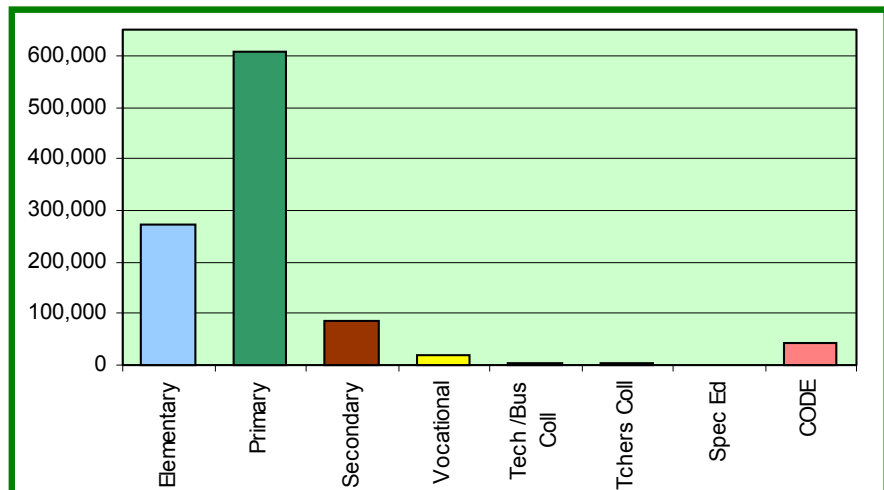


Figure 4 Total National Education System 2003 quarter 3 enrolments - by level of education (not type of school)

Teachers

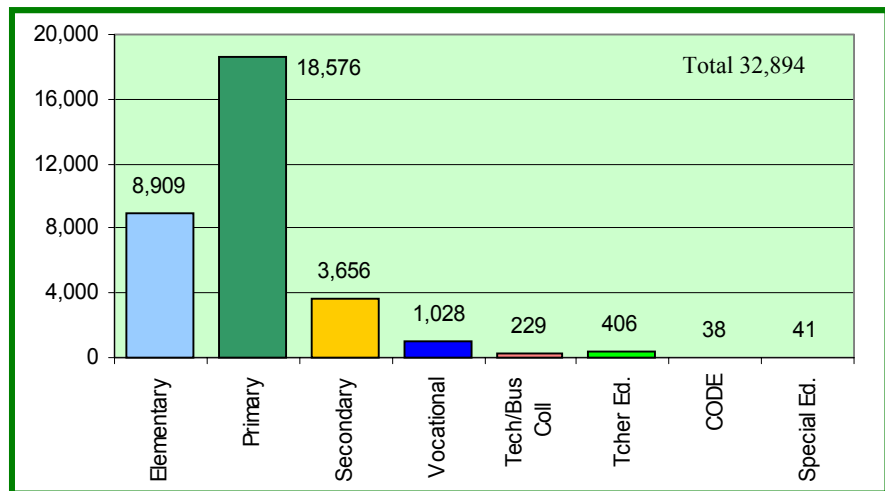


Figure 5 The National Teaching Service - teachers on payroll on payday 17/10/2003 (by type of school)

Institutions

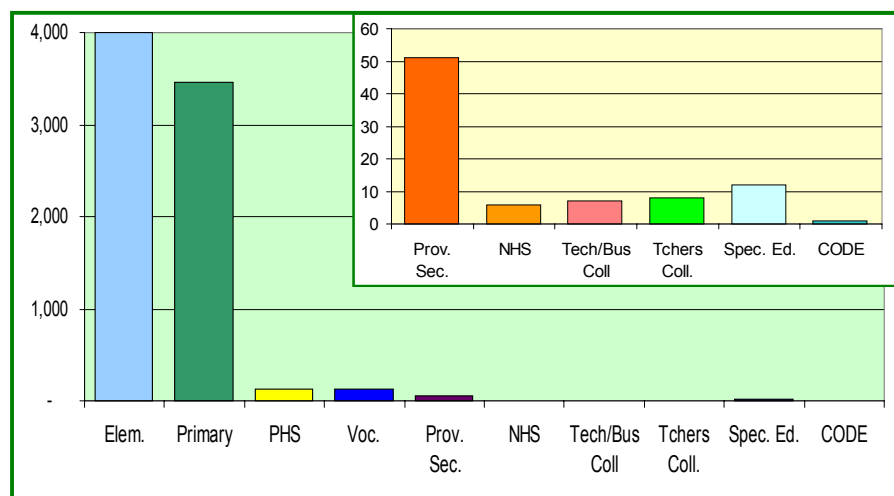


Figure 6 Number of registered institutions in the National Education System at 17/10/2003 (by type of school)

Gross enrolment

The enrolment in Elementary Prep was equivalent to nearly 70% of the 6 year old age group in the population.

The higher enrolment for age 7 (G1) includes children who started school in a community /primary school at G1.

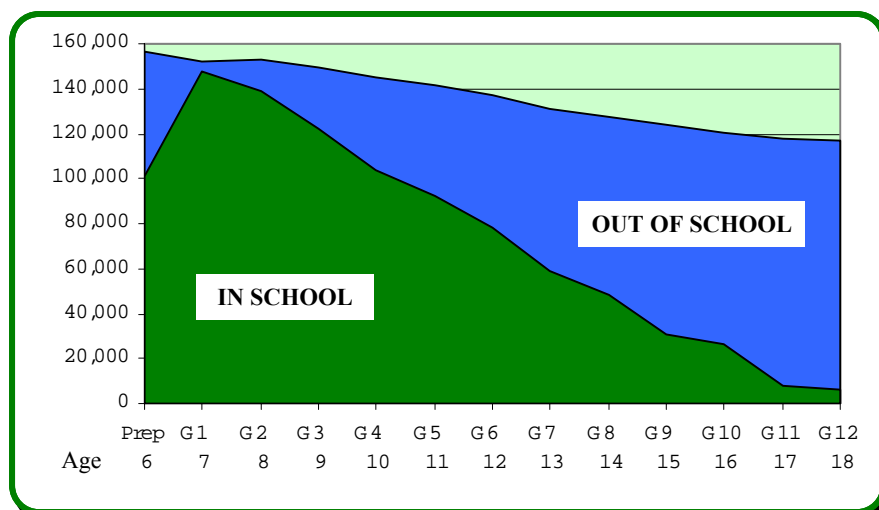


Figure 7 Gross enrolment – school enrolment in 2003 compared with the population for each age group (as derived from National Census data)

Partners

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

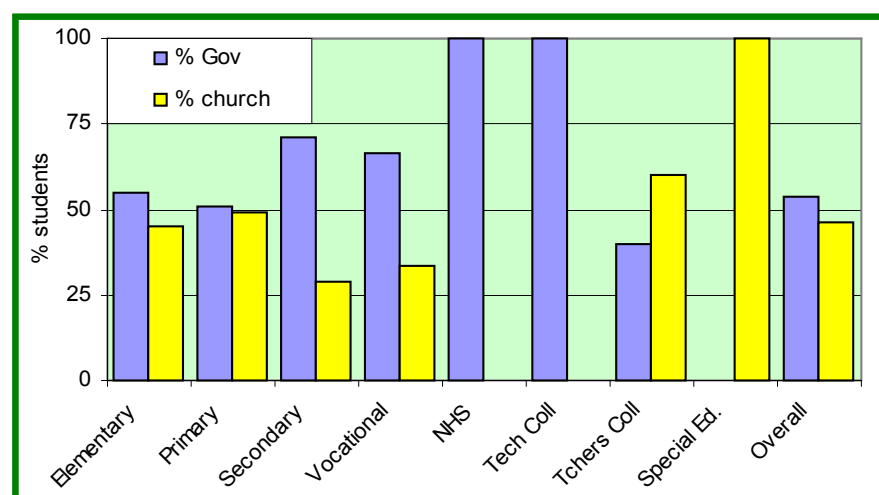


Figure 8 Percentage of students in government agency institutions and institutions run by churches and other agencies in 2001 (by type of school)

Gender equity

There has been a gradual increase in the percentage of girls attending school since the start of the education reform (see Table 12, p 89).

For % female teachers & public servants see Figure 39 and Figure 40 p 30

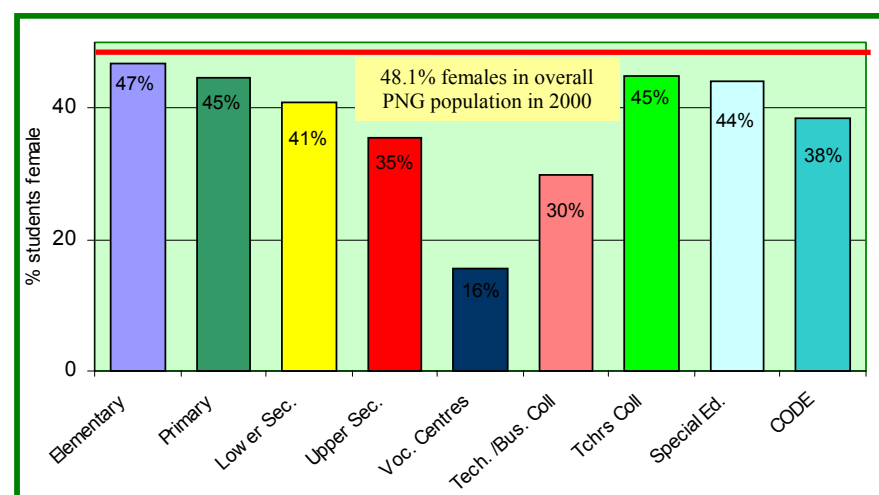


Figure 9 Participation of girls in education in 2003 (by type of school)

Table 1 Education Reform 2003 – Progress, Achievements and Constraints

Sector /level	2003 **	Comments /change since 1992 **	Comments / Constraints / Issues
Total ** see notes at end of table	Students doubled - 2003 more than 1 million Teachers (pay 21, 17/10/03) 32,894 (overall average of 31 students per teacher) Institutions 8,000 2003 numbers include estimates for data not yet returned by provinces**	1992 Students 500,000 Teachers (26.7 students per teacher) 19,000 Institutions 3,000 Up to 98% of children enrolled in school at some time in the 10 years 1994 - 2003	Data return from provinces at an all time low. Worst so far in 2000-2003 Still a very high attrition rate. Nearly half (45%) of those who enroll still drop out & do not complete grade 6. Large variations between provinces
Elementary Elementary Preparatory (EP) at age 6 Elementary 1 (E1) Elementary 2 (E2)	Students (estimated) more than double Elementary schools approx 270,000 Approx 60% G1 enrolment in Elementary schools and 40% still in community schools Participation of girls 47% (PNG population % females 48.1%) Elementary schools approx. 4,000 (in all provinces) Elementary teachers (payday 17/10/03) 8,909 In training (CET) 4,000 Inspection of el. teachers commenced 2001 with 2,500 inspected. 2002 -1,000. 2003 – 1,275 Children learning in more than 200 languages New orthographies - 45 since 2000 15 in 2002	1992 G1/2 188,000 No elementary schools, all children started school in English. Large drop out in G1/2 % females 45% First EP in Milne Bay 1994. 24 schools in 1995 1995 EP, E1 students 1,500 Primary/comm. school G1/2 220,000 Elementary schools in 2 provinces 24 Elementary teachers (all in training) 51 Approx. 60% of children now starting school learning in their own language, not in a community school learning in English Curriculum –new syllabuses & teachers’ guides printed & distributed in 2003 for use in 2004	Poor planning by provinces in establishing el. schools and providing trainers for teachers Opening of new elementary schools slowed for 2003/4 due to funding constraints Supervision by trainers & inspectors Funding for training & orthography development, following end of ETESP. User pay applied to CET but no system to access and manage funds paid by trainees or provinces Local development of curriculum & reading materials inadequate & under resourced Trainer & inspector positions in provinces – funding & status of these officers still not clear Unit cost estimated as K290/student in 2003
Lower Primary Grades 3 - 5	Students more than 300,000 Reform curriculum bilingual /bicultural - bridge to learning in English by end of G5 All provinces now have former elementary children learning in bilingual lower primary curriculum	Students 198,000 Before reform children were learning in English Curriculum Development Management Plan provides for completion of reform elementary & primary curriculum, & revision of current reform materials by 2005, supported by CRIP. New LP curriculum materials to be distributed in 2004	Teacher shortage in remote areas Teacher inservice, materials and appropriate language skills for bridging into English CRIP supporting review of curriculum & inservice of teachers Unit cost for the year estimated as K648/ primary student in 2003
Upper Primary Grades 6 - 8	Students G6-8 more than 180,000 G7/8 more than 100,000 in primary schools nearly 90% More than 900 primary schools with G7/8	In 1992 G6-8 79,000 G7/8 students 32,000 All G7/8 in high schools only 17,000 G7 places No primary schools with G7/8	Standards. Inspectors not visiting most schools. Only 46% primary /community schools visited in 2003. Improved from 38% in 2002. Curriculum development supported by CRIP

Sector /level	2003 **	Comments /change since 1992 **	Comments / Constraints / Issues
Upper Primary (cont)	More than 70% of G6 stayed for G7/8 Participation of girls Primary G7/8 44% High school G7/8 38%	Less than 40% G6 students could stay for G7 Participation of girls in G7/8 40.5% Day school opportunities close to home seem to enable more girls to stay at school	New curriculum materials distributed in late 2003 for use in all schools in 2004 (including G7/8 still in PHS). Subjects include Making a Living - practical skills
Secondary Education Lower (G9/10) Upper (G11/12)	Large increase in enrolments in all grades Students 2003 G9/10 nearly 60,000 G11/12 over 14,000 Exams 2003 G10 candidates 26,000 G12 candidates 6,800 NES schools with G11/12 51 High schools phasing out G 7/8 & adding G9/10 9 new schools with G11 in 2003 Daru, Mainohano, Kerowagi, Hagen Park, Kokopo, Utmei, Martyrs, Manus, Lae	1992 G9/10 22,000 G11/12 2,000 Schools - 4 NHS, 3 permitted schools, no prov secondary schools Participation of girls still low G9/10 2001 - 41% girls 1992 - 40% G11/12 2001 - 35.4% 1992 -30% G8 to G9 transition dropping in some provinces - not enough G9 places because of slow phasing out of G7/8 to primary	Review and development of new G9/10 curriculum expected to start in 2004. Too rapid expansion in some provinces for school infrastructure, learning resources and supply of qualified suitable teachers Despite the dramatic progress, more than 16,000 grade 10 leavers could not continue into grade 11 in 2003 Grade 12 leaver numbers much greater than the number of tertiary student places available Unit cost estimated as K2,229/student in 2003
Technical & Vocational Education	Increasing % VTC students have completed G8 (70% in NCD) Merger of technical and vocation education administration. Institutionalisation of Trade Testing Centres. Competency based courses being developed	100% increase in VTC enrolments since 1992 In 2003 VTC students approx 18,000 Tech/Bus college 1,900 full time, 500 part time Tech/Bus college enrolment now 96.5% 2 year Certificate (TTC) instead of 1 year PETT More than 80 short flexible entry skills courses relevant to communities developed	High unit cost K2,757/student for VTC, K8,645/student for Technical /Business Colleges Supply of qualified instructors for different levels of Technical /Business College & VTC courses. High percentage of contract officers Small no. Vocational High Schools provide G9/10 skills & academic education
Teacher Education Teacher Education	Elementary Certificate of Elementary Teaching (CET) - 3 yrs through PNGEI. 3,874 trainees in 2003, approx. 2,000 completions for full qualification Primary preservice – 6 trimester Diploma PTC intake completed G12 90% Total students 2,600 Graduates 2003 1,400 Unit cost reduced & output increased by change to trimester system	Elementary none in 1992 Primary preservice in 1992 2 yr Certificate Teachers Colleges intake completed G10 Total students 1,208 Graduates per year approx 600 Secondary preservice 1992 - 3 year diploma Goroka Teachers College. Graduates per year approx 100 Now upgraded to 4 year degree at UOG	Ongoing need for resources for preservice and in-service teacher education 254 elementary teacher trainers trained through PNGEI since 1997 Inservice Management Plan 2001-2005 launched in 2001. Inservice on reform curriculum for all elementary & primary teachers & inspectors by 2005. Supported by CRIP – K1.3m in 2003 Self paced inservice units produced & distributed. 194 primary inspectors & senior

Sector /level	2003 **	Comments /change since 1992 **	Comments / Constraints / Issues
(cont.)	Primary inservice DEPI program through PNGEI Participants 2003 900 Graduates in 2003 400 Offered at 2 PTCs & provincial workshops to increase availability. 3,000 teachers have attended DEPI since it started in 1995	Secondary inservice 2 yr UOG Lahara PGDE /PVTE. started in 2000 to increase qualified graduate sec. tchers 2002 intake 211, graduates 200. 2003 – intake 300, graduates 200 Vocational Inservice - DOVET at PNGEI Upgrading to teaching diploma for trade instructors. 2002 intake 240, 2003 - 170	teachers & 200 elementary trainers trained as PNGEI accredited inservice assessors, to facilitate & assess teachers' progress in inservice units. Assessors now in every district. Teachers gain credit with PNGEI DEPI if tasks completed. Curriculum Reform Support Program helps develop & support provincial inservice plans for district cluster workshops. In 2003 approx 1200 teachers in 48 clusters K310,000
Distance Education	CODE 2003 Total enrolments 41,000 students /79,000 subjects Increased % G9/10 as access to G7/8 in schools increases. New students 67% G9/10 in 2002	CODE 1992 New enrolments 10,500 students /18,500 subjects New students 47% G7/8 53% G9/10	Distance Education provides alternative access, (esp. for remote populations). Resources required for CODE to provide for G11/12 & updating course /materials for G7-10, improve supply of materials, speed of marking
Education administration & planning	Staff clerks - 1 clerk to 643 teachers salaries prepared. 1 clerk to 400 salaries desirable District Education Administrators (DEAs) appointed for all districts in all provinces All PEPs complete, updates in progress. 10 still waiting to be ratified by their PEC NEP 2005 – 2014 Steering Committee formed. Consultations in every province. New NEP to be presented to NEB & NEC in Q4, 2004 for implementing 2005. Will incorporate EFA objectives Corporate Plan 2003 – 2007 completed in 2002	National Education Task Force established in 1992 Organic Law on Provincial Governments and Local-level Governments passed in 1995 Education Act amended in 1995. NEC endorsed National Education Plan (NEP) 1995-2004 in 1997 Only 7 reform Education Acts known enacted & enforced by Prov. Assemblies. Remainder still to be completed or approved by PECs District Education Plans need to be developed in accordance with Organic Law	Growth in system much greater than growth in administrative resources to support it Shortage of managerial, administrative and planning capacity at all levels of the system. Shortage of operating funds & material. PEAs appointed by provinces - rapid turnover, varying quality of DEAs, inadequate district infrastructure PNG Education Affordability Study completed in 2003. UPE not affordable with current practices

Data sources: *Education Statistics of Papua New Guinea* for 1992 & 2001, *The State of Education in Papua New Guinea*, 2002 and 2003, Divisional reports in DOE Annual Reports 2000 – 2003, and projections (for 2002, 2003) from data returns from provinces. See also Table 9 and Table 10 on pages 87 and 88 for enrolment data 1992-2003.

Notes **

1. In this table most figures are rounded to provide a simplified overview. Where available, more precise data is provided in this document in divisional reports, in Figure 4 to Figure 29, pages 5 to 16, and in Table 9 to Table 13 on pages 87 to 90. See also *Education Statistics of Papua New Guinea* for 1992 & 2000.
2. 2002/3 figures are based on divisional reports and data returns from provinces. 2002 & 2003 data is interim only, subject to audit prior to publishing of *Education Statistics*. Confirmed official enrolment statistics for 2002 and 2003 not complete at time of publication due to incomplete data returns from some provinces.

Growth in education 1992 –2003: improving access through Education Reform

Total enrolment

NOTE

For Figure 10 to Figure 21 2002 and 2003 enrolments are interim estimates based on incomplete data returns from provinces & national divisions of education.

Confirmed official enrolment statistics for 2002 & 2003 not available at time of publication.

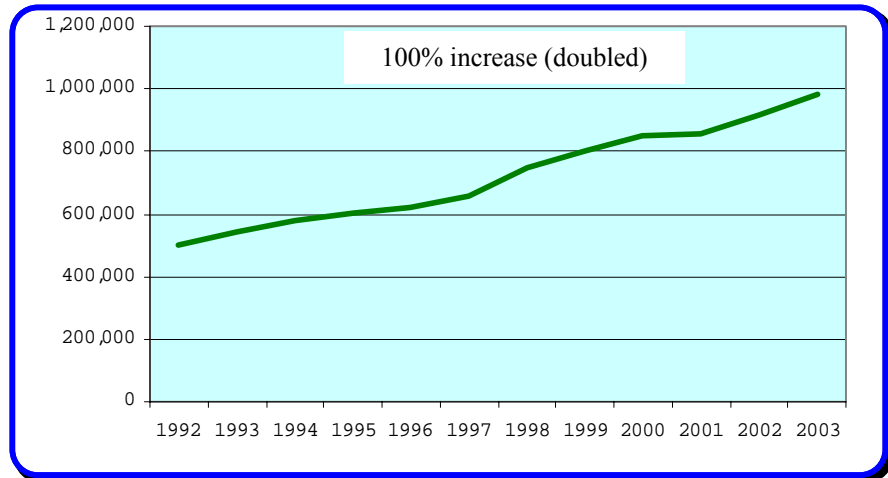


Figure 10 Growth in total school enrolments 1992 - 2003

Teachers

For Figure 11 to Figure 13 2000 to 2003 figures are quarter 4 payroll & school registration data published in the DOE Annual Report.

1992 – 1999 figures are from Education Statistics of PNG for each year.

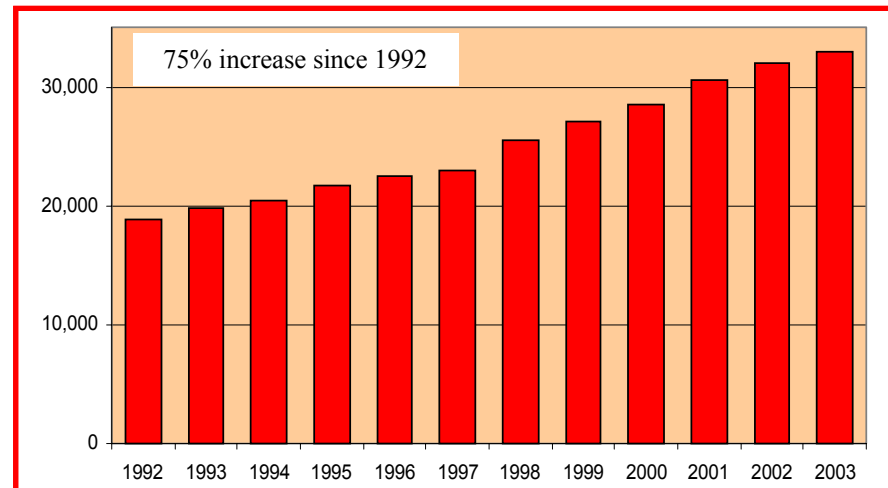


Figure 11 Growth in the total number of teachers in the National Education System, 1992 - 2003

Schools

Most of the increase in schools is in elementary schools. There were none before 1994. See Table 9 p87.

Elementary schools often have only 2 or 3 teachers. They are close to children's homes and provide easier access to school for many young children.

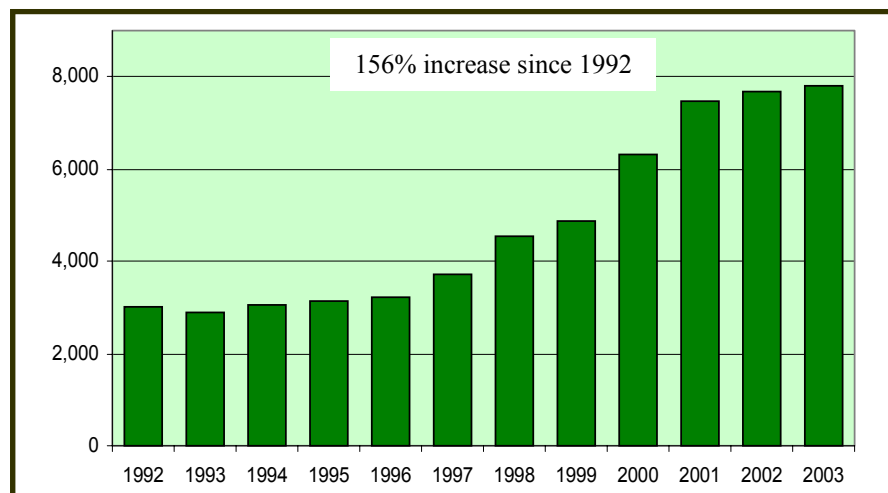


Figure 12 Growth in the total number of schools in the National Education System, 1992 - 2003

Number of students per teacher

The number of students per teacher has increased slightly since 1992, but has remained relatively constant. Growth in teacher numbers has kept pace with growth in enrolments.

Growth in teacher numbers has been required to cater for continuous growth in student numbers over the period.

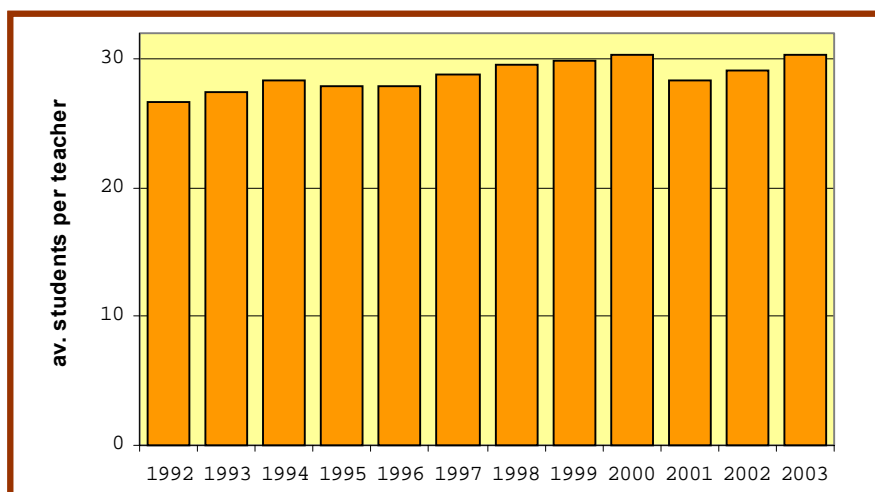


Figure 13 Student to teacher ratio 1992 – 2003 – the total number of students for each year divided by the total number of teachers

Growth in enrolment in different sectors

The most dramatic growth has been in the elementary sector where children learn the early literacy and numeracy in their own language

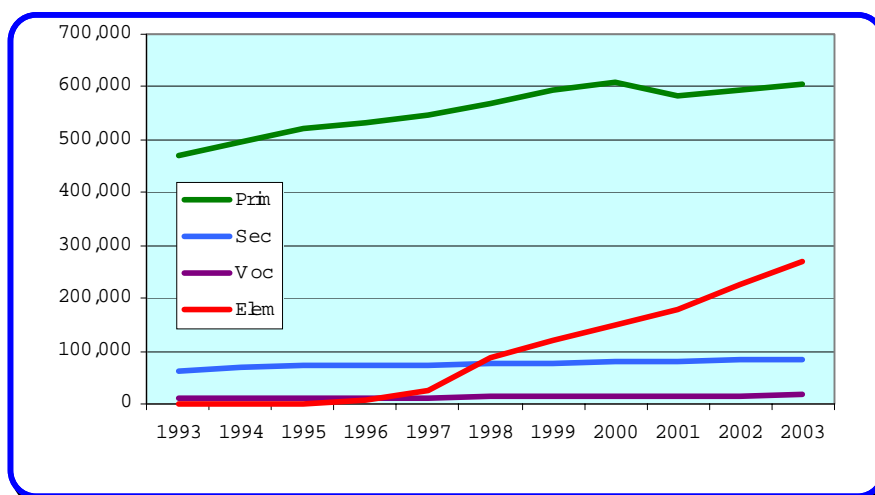


Figure 14 Growth in enrolment for different sectors of the National Education System 1992 – 2003

Elementary

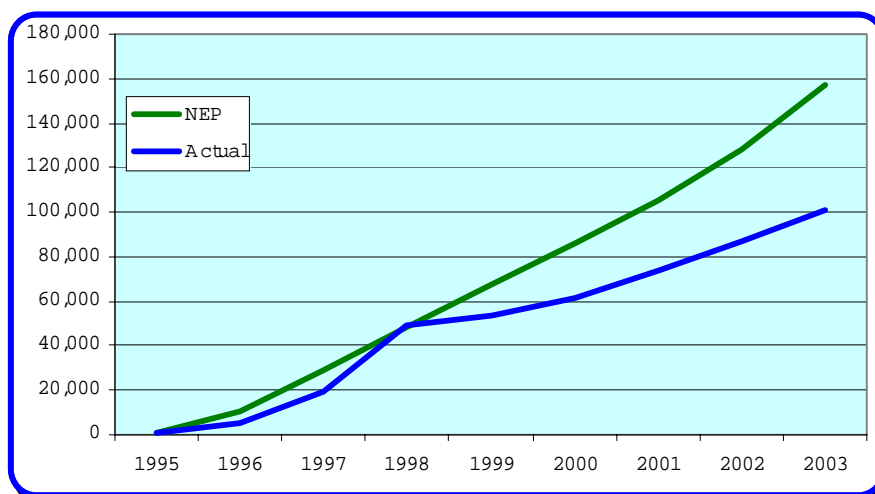


Figure 15 Elementary Prep enrolments 1995 - 2003

Primary

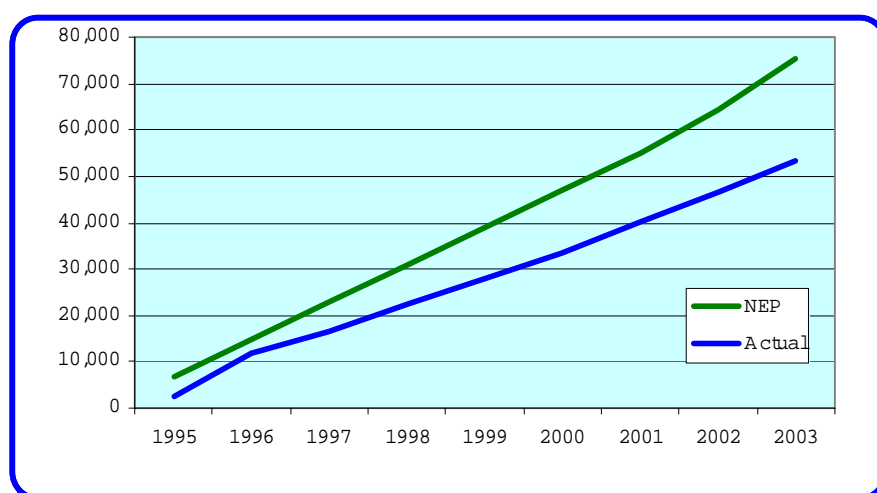


Figure 16 Growth in Grade 7 enrolment in primary schools 1995–2003

Secondary

Total grade 11 & 12 enrolments in 2003 are now more than 6 times the 1992 enrolment, before the reform (650% increase)

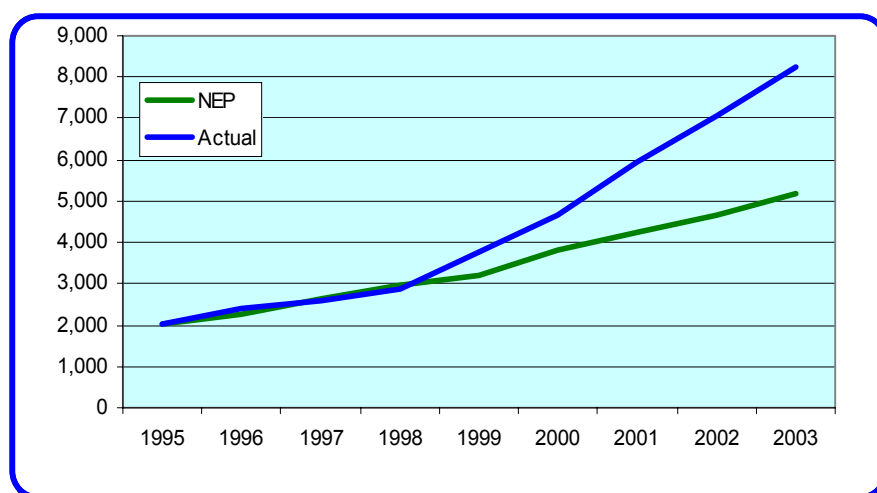


Figure 17 Growth in Grade 11 enrolment 1995 – 2003

Enrolments in other sectors

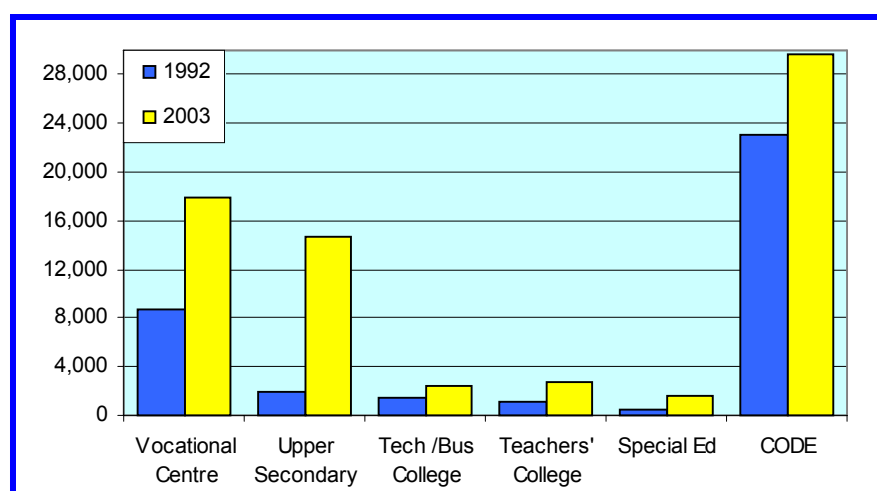


Figure 18 Enrolments in various sectors - 2003 and 1992 enrolments compared

Progress towards Education Reform targets

Primary teacher education

1992 100% G10 intake
2003 90% G12 intake
 Special case Grade 10 intake places reserved for students from remote areas

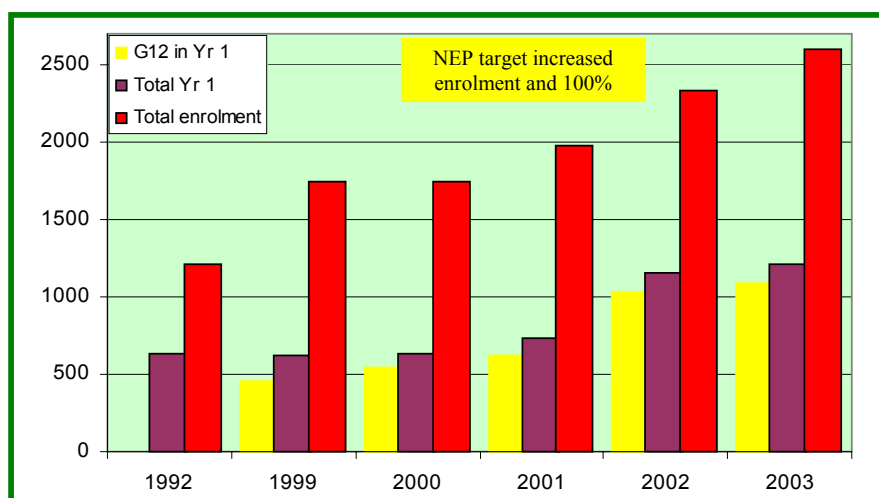


Figure 19 Teacher education - increased enrolment and entry level for primary teacher training

National examinations

Numbers of Grade 8, 10 & 12 exam candidates have increased parallel to enrolment increases. Increased resources to fund exams are also required.

The Grade 6 exam was discontinued nationally in 2001 because it is no longer required nationwide for grade 7 selection.

See MSU p. 63

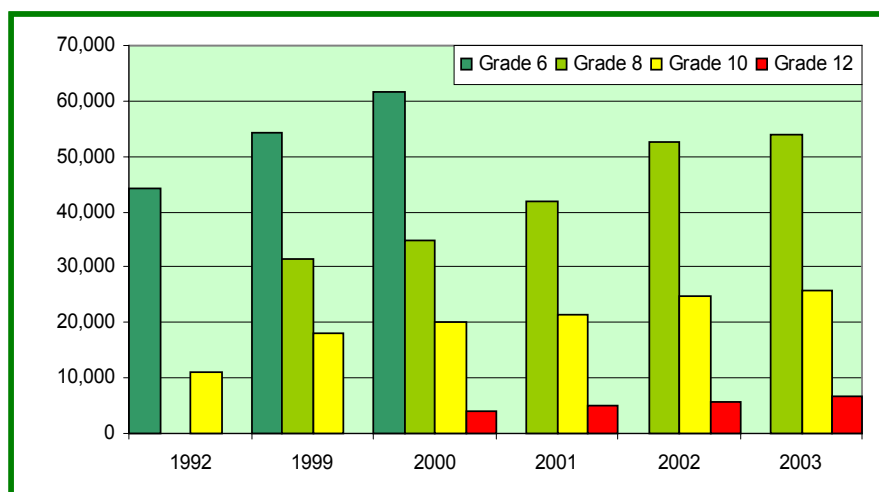


Figure 20 Candidates sitting for national examinations up to 2003

Upper primary

Target: to phase G7/8 out of high schools into primary schools, to increase access for day students close to home.

Progress: By 2003 90% of grade 7s were in primary schools & 10% were still in high schools. Enrolment had increased 2.4 times (240%) from 1992 level, (by 41,000 students)

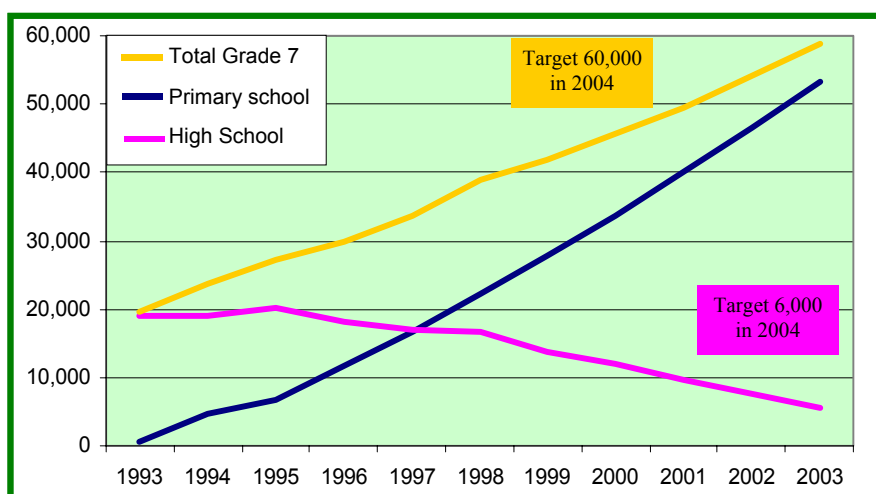


Figure 21 Enrolment of grade 7 in primary and high schools since the start of the education reform

Upper primary Access to grade 7

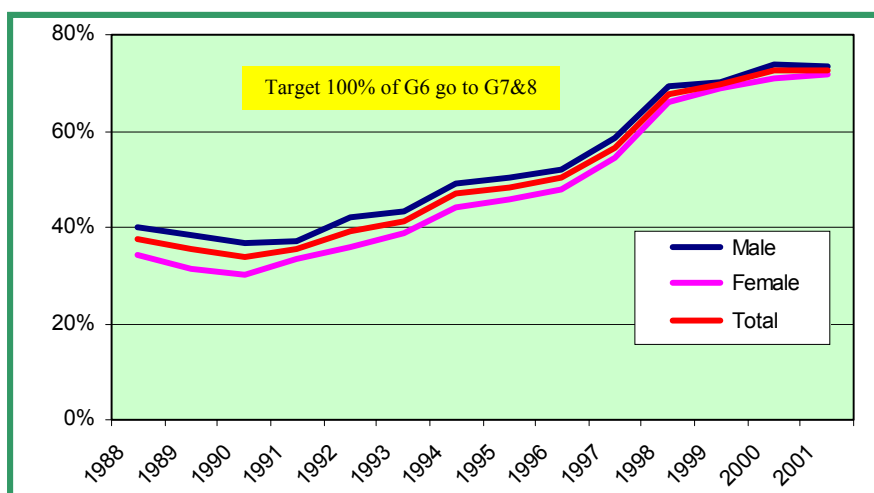


Figure 22 Transition from grade 6 to 7 - % grade 6 students staying at school for grade 7

Lower secondary

Target to double grade 9 & 10 places from 1992, & provide access for more than 50% of grade 8s.

In 2003, grade 9 enrolment already more than double 1992 (increase 160% from 12,000 to 30,000)

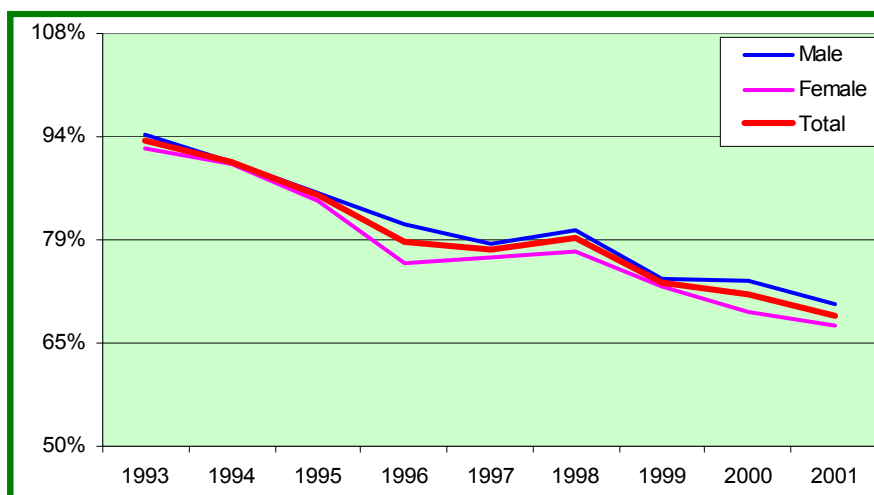


Figure 23 Transition from grade 8 to grade 9 - grade 8 students staying at school for grade 9

Upper secondary

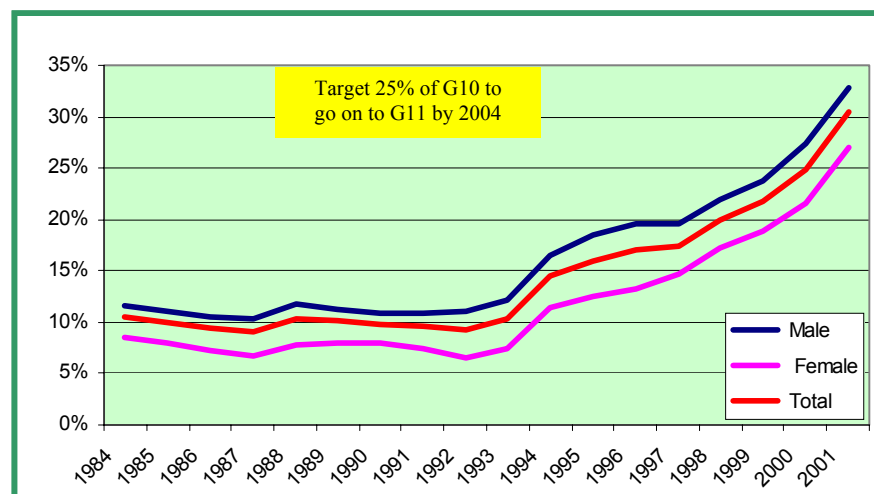


Figure 24 Transition from grade 10 to grade 11 - % of grade 10 students staying at school for grade 11

Permitted schools

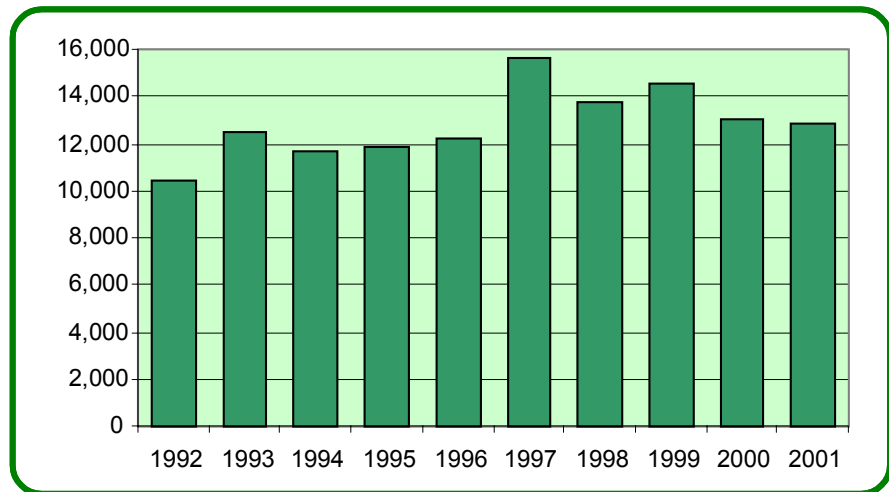


Figure 25 Number of students reported to be enrolled in permitted schools, 1992 - 2001 (all grades)

Variation between provinces

Enrolment

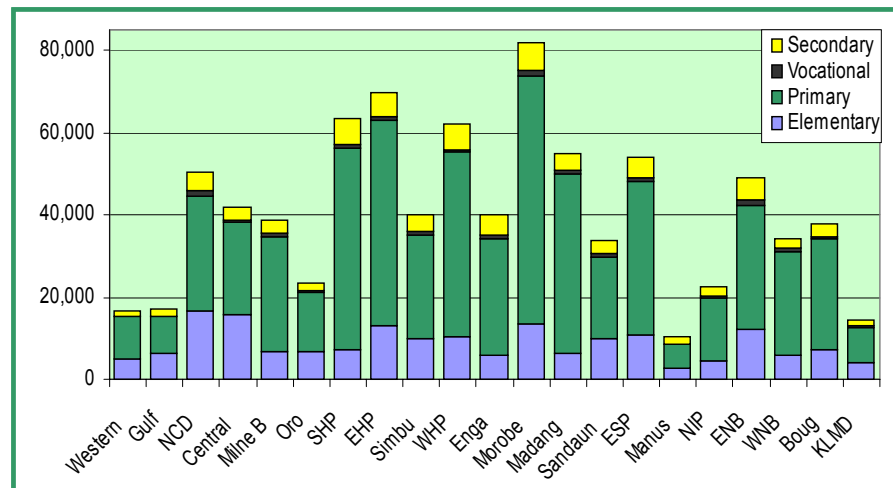


Figure 26 2001 total enrolment in institutions in each province

Students per teacher (primary)

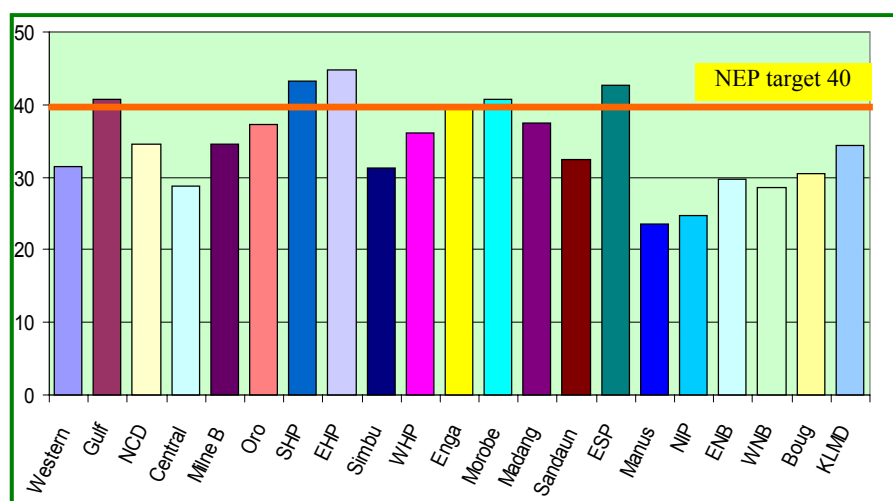


Figure 27 Student:teacher ratio (students per teacher) in primary schools grades 1-8 in 2001

Access to grade 7

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

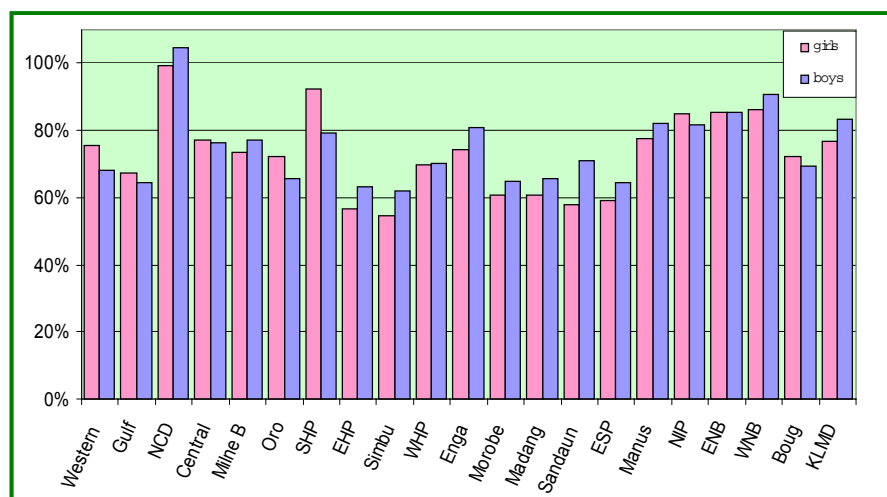


Figure 28 Transition from grade 6 to grade 7 – The percentage of grade 6 students staying at school for grade 7 in 2001

Retention at primary level

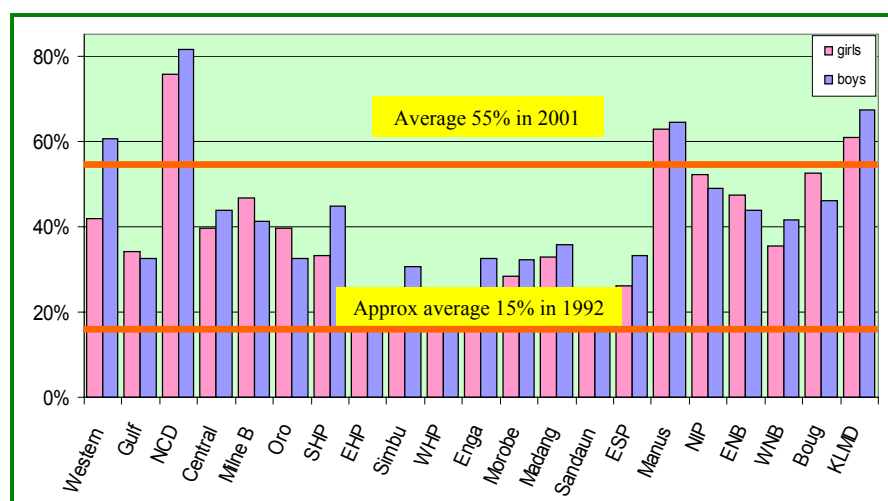


Figure 29 Grade 8 retention - the percentage of children who started school in 1994 who were still at school in grade 8 in 2001

Enrolment rate for Grades 1 to 6

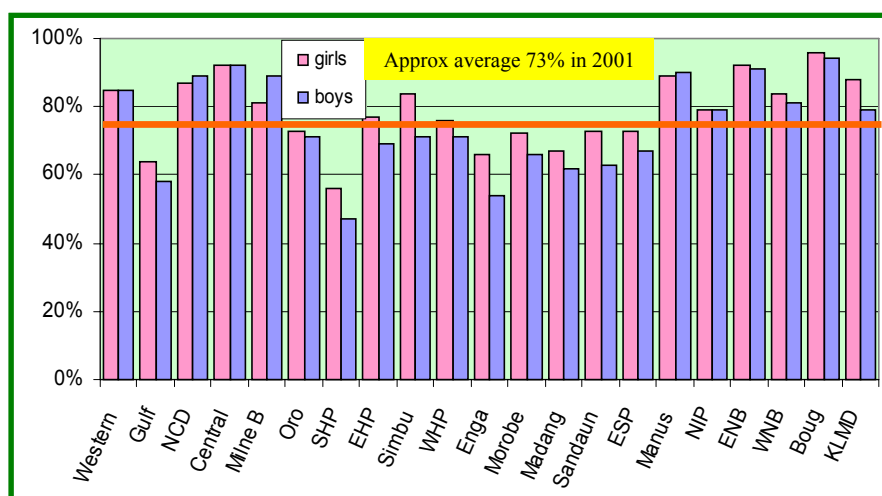


Figure 30 Percentage of 7 to 12 year old children in school in 2001

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 Laws:

- The Organic Law on Provincial Governments and Local-Level Governments, 1995, as amended 1996 - 1998
- The Education Act, 1983, as amended 1995
- The Teaching Service Act, 1988, as amended 1995
- The National Libraries and Archives Act 1993.
- The Higher Education Act, 1983, as amended 1995 and 2000

Department of Education's Objectives and Strategies

These are determined by the legal framework and policy. They are detailed in the *Department of Education Corporate Plan 2003 – 2007* and the *National Education Plan 1995 – 2004 updated in 2000*.

The Policy Framework

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 achieved in Education Reform.

1. Major Government Policies

- Medium Term Development Strategy (MTDS) 1997- 2001 and 2003 - 2007
- Integral human development of all citizens
- Reduction in the size and cost of the public service
- Provision of services at the provincial and district level.
- Recovery and Development

2. Policies Specific to Education

- Integral Human Development
- Education for All by 2015
- Universal Primary Education
- Increased access to education at all levels
- Government subsidy for school fees
- A priority for support for quality elementary, primary and secondary education
- Curriculum that is relevant to the life of the people – ‘skills development for life’
- Increased retention of children at school at all levels
- Equal participation by females at all levels of education
- Increased participation by the poor, people with physical and, mental disabilities, and those who are socially or educationally disadvantaged
- Development of literacy skills for all
- Improved technical and vocational education
- Rationalisation of higher education, rehabilitation of facilities and a reduction of cost to government on higher education

- Strengthening, rationalisation and increased availability of distance education
- Partnership in education between governments and NGOs including churches as well as parents and communities
- Self-reliance in schools
- Upgrading and autonomy status for the PNG National Commission for UNESCO
- Teaching Service Salary and Allowance Fixation Agreement 2000 to 2002

3. 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 co-operative effort by persons and bodies interested in education in the country, and the maximum utilization of the resources available from all sources, are:

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

as far as this can be done by legislative and administrative measures, and in such a way as to foster among other things a sense of common purpose and nationhood and the importance and value of education at all its various levels.

4. National Objectives

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

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

5. Mission Statement

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

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

6. Aims of Education

Consistent with the philosophy of Integral Human Development, as enshrined in the National Constitution and the Philosophy of Education 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

7. 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
- the small, but growing, number of marginalised urban youth for the realities of life in an urban situation

8. 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 to begin their learning at age 6, in a language they use and understand
- An increase in retention rates
- Equal participation by females at all levels of education
- Strengthening of all areas of the curriculum - improvement in standards and relevance
- Reduction in cost structure of the system, and improved capacity for planning and management
- 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 quality secondary level vocational education for grade 8 students in each province, and development of short courses that meet communities' skill needs
- Rationalisation and upgrading of courses in technical education, and development of links with the Trade Testing and Certification System
- Upgrading of 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, and an increase in the supply of new teachers at all levels.

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
- 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. Declaration of Education for All (EFA)

The major objectives of Education For All (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)

The World Declaration on Education For All was signed in Jomtien, Thailand in 1990 and reaffirmed in Dakar in Senegal in 2000. The EFA 'Dakar Framework for Action' sets the target date for achieving Education For All as 2015.

The Papua New Guinea Government is a signatory to this declaration. It has, therefore, committed itself to achieving Education for All along with other nations of the world.

The six EFA goals.

The commitment made in Dakar is to attain the following goals:

- To expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children
- To ensure that by 2015 all children have access to free and compulsory primary education of good quality
- To ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs
- To achieve a fifty percent improvement in levels of adult literacy by 2015
- To eliminate gender disparities in basic education by 2015
- To improve all aspects of the quality and excellence of education with measurable learning outcomes.

The Dakar Framework for Action calls for each country to ensure that EFA goals and targets are reached and sustained, and for each government to establish partnerships with all parts of society and give the ensuing national action plans the strongest political support.

The PNG draft National EFA Plan was completed and circulated for comment in 2002, and has been updated in 2003. The completed EFA Plan will be implemented through the National Education Plan 2005-2014, and will be launched in late 2004 at the same time as the National Education Plan.

11. United Nations Convention on the Rights of the Child (CRC)

Papua New Guinea signed the UN Convention on the Rights of the Child in 1993. Article 28 of the Convention commits the PNG Government to promote the right of all children to have an education. It stresses that this right must be achieved on the basis of equal opportunity.

The Goals of Article 28 of the Convention on the Rights of the Child include:

- To make primary education free and compulsory
- To promote the different forms of secondary and vocational education and make educational and vocational information available to all
- To make higher education accessible to all
- To take measures to encourage regular attendance at schools and reduce dropout rates.

Table 2 Recent Policy and Planning Initiatives

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

Source: Updated from National Education Plan Update 1, 1999

Initiative	Target Group	Description	Status	Linkages	Implementation Plan	Resource Implications
Medium Term Development Strategy (MTDS)	System wide	National priorities, objectives & strategies for development	MTDS 1997 – 2002 presented to Parliament in 1996. DNPRD developing draft for 2003 – 2007	National Constitution, Recovery & Development Policy NEP, PEPs	DOE input for draft MTDS 2003 – 2007 with DNPRD	Detailed in strategy document.
School Fee Subsidy Policy 2003	All institutions in National Education System and registered permitted schools	2003 Budget allocated K40m to national component of subsidy, and K20m for provincial component. 1 st distribution known as School Infrastructure Maintenance Grant (SIMG).	National component reduced to K30m in supplementary budget. K29.4 million distributed to schools. Most provinces have not paid provincial component.	Schools require funding for operational costs and maintenance. Supports participation and quality in education & education services in districts	Details in MPS 1/2003, Secretary's Circular 8/2003. Use broadened for 2 nd distribution to include other priority areas of school operations	K60m in National budget for DOE and provincial appropriations
DOE Corporate Plan	System wide	Objectives and strategies for DOE 2003 - 2007	Replaced Corporate Plan 1998-2002	NEP. NEC requirement for all Departments	Integral part of Corporate Plan & NEP	Included in NEP and NEP update. Will be included in NEP 2005-2014
National Education Plan (NEP) 1995-2004	System wide	Growth and development of education system	Cabinet approved 1996. Being implemented	MTDS, Corporate Plan, PEPs	Ongoing. Updated 1999. Update for 2005-2014 to begin in 2003	In plan. Funding for update from QIPE
National Education Plan (NEP) 2005-2014	System wide	Continued growth and development of education system	Being developed for NEB and NEC consideration in late 2004 for implementation 2005	MTDS, Corporate Plan, PEPs, EFA plan of Action	Steering Committee to consult nationwide and advise planning team. Provincial visits complete, advice being finalised	Funding for update from QIPE. Plan will include cost projections.
PNG Education Affordability Study	System wide, Planners and policy makers	Study commissioned by DOE to establish education cost structures, and financial planning model	Conducted and completed in 2003	MTDS, NEP 2005-2014, Corporate Plan, PEPs, EFA plan of Action	Incorporated into NEP 2005-2014 development & implementation	Study funded by AusAID. UPE not possible without changes to reduce unit costs

Initiative	Target Group	Description	Status	Linkages	Implementation Plan	Resource Implications
Provincial Education Plans (PEPs)	All provincial institutions	Plans & implementation schedules to guide projected education development within each province	All completed. Only 10 so far approved by PEC.	NEP, other PEP & district plans, NMA, LLGs, & Recovery and Development Policy	Preliminary work began in 1996, based on NEP. Documented in each plan. Work on updates continues	Documented in each plan
Provincial Education Acts	All provincial institutions	New Act required by Organic Law since 1997, to provide for Provincial & LLG reforms and education reform	7 enacted & enforced. 11 not yet approved by PEC. 2 exempt	Organic Law on Prov. Governments & LLGs, Education Act & Teaching Service Act	DOE has provided template draft Act, technical assistance & advice to PDOEs & legal sections	Legislating for resources already in education plans
Education For All (EFA) Dakar Framework for Action	System wide	International agreement to ensure that by 2015 all children have access to free & compulsory primary education of good quality, & to improve early childhood care, skills training for youth & levels of adult literacy	PNG is a signatory to EFA Declaration Implementation ongoing through education reform	NEP, PEPs, NGOs, School Fees Subsidy, National Literacy & Health Policies, UN Rights of the Child Declaration	Integral part of NEP & PEPs. Draft National EFA Plan circulated for comment in 2002 and presented to NEB in 2003. Completed plan to be launched in late 2004 with NEP, & implemented through NEP & PEPs	Additional resources needed to reach those beyond the reach of the present system, esp. remote rural and urban and rural poor.
Annual Education Theme	System wide & general public	Provides specific vision & focus for year's education activities and development	Endorsed by TMT	NEP	2002:Promoting national identity through education; 2003:Relevant curriculum for a better future, 2004:Prosperity through Self-reliance	Incorporated in existing activities & developments
Policy for Language in Schools	All schools	PNG languages as medium of instruction in elementary, bilingual to G5, vernacular maintenance after G5	Released September 1999	CDD, TE&SD, National Literacy Policy, Curriculum Management Plan 2001 - 2005	Immediate	Mainly at elementary and lower primary levels – teacher training and development of curriculum materials
National Literacy Policy	All schools and youth/adult community	Designed to improve the rate of literacy from 45% to achievable targets still to be determined	NEC approved. Launched by Minister in 2000	NLAS, PEPs, NGOs, CDD, Dept Community Development, LIFE	National Literacy Survey recommendations LIFE – Literacy Is For Everyone Project see p 65	Additional resources required for both Government &NGOs LIFE

Initiative	Target Group	Description	Status	Linkages	Implementation Plan	Resource Implications
Gender Equity in Education policy	System wide	Policy to promote gender equity in all education programs and practices	Launched in May 2003	PNG Constitution, EFA, Beijing Declaration, NEP, CDD, TE&SD, TSC, All institutions and projects	Regional workshops conducted in 2003 to promote awareness of policy & gain support for implementation	Integrated with current activity and supported by projects gender components. Requires counterpart funding
Self-reliance Policy	All institutions in National Education System	Promotion of self-reliance projects in schools for income-raising projects to supplement school budgets, and self-reliant students	Endorsed by NEB & NEC Decision 22/2001. More schools with projects. 131 (70%) secondary schools in 2003	NEP, NESP, Curriculum Management Plan, Recovery & Development Policy	Development continuing 2004 – 2007. 2004 theme <i>‘Prosperity through self-reliance’</i>	Limited. Targeted start up support for schools, from provinces, NDOE, EOSDP. Reduce school costs and fees if managed well, – problems reported
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), TESD, TVET community activities	To be incorporated in NEP 2005-2014	To be included in NEP 2005-2014. Targeted support for schools & provinces desirable
Curriculum Management Plan 2001 - 2005	All elementary & primary institutions, CDD	Plan & guidelines for completing development & review of reform curriculum	Launched by Minister, July 2001. Being implemented	NEP, relevant quality education, Language Policy for Schools, Self-reliance	Complete development & review of the reform curriculum for elementary & primary by 2005	Support from AusAID CRIP project. Requires ongoing counterpart recurrent funding to 2005
In-service Management Plan 2001-2005	All elementary & primary institutions CDD, TE&SD	Plan & guidelines for in-service training on reform curriculum	Launched by Minister, July 2001. Being implemented	NEP, relevant quality education, Language Policy for School, Self-reliance	Detailed in plan. Training for all el. & primary teachers, head teachers, inspectors & DEAs by 2005	Support from AusAID CRIP project. Requires ongoing counterpart recurrent funding to 2005
Special Education Plan 2004-08	Children with disabilities	Recognition of educational needs of disabled	Endorsed by NEB, Feb 2003. Updates 1994 plan	CDD, TE&SD, Teachers’ Colleges, Special Ed. Centres	Detailed in plan	43 teachers salaries in budget
Boarding Primary School Policy	System wide	Policy to guide establishment of rural boarding primary schools	Endorsed by NEB for implementation in 2003	NEP, EFA, PEPs. Improved access in remote areas	Pending discussion with TSC on teachers’ boarding allowance	Dependent on outcome of discussions with TSC
NGO participation in Education	System wide, NGOs	Policy to guide integration of NGO activities in all sectors of education	Endorsed by NEB for implementation in 2004	NEP, PEP, District Plans, EFA	To be incorporated in PEP updates	To be incorporated in PEP updates

Organisational Structure and Manpower

Structure

The Organisational and Functional Structure of the National Department of Education is shown in Figure 31 on page 25. 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.
- The position of Director-General Office of Libraries and Archives was endorsed by the NEC on 21/9/00. It was gazetted by the Minister for Education in National Gazette G123 of 12/10/00, in accordance with Section 7(2) of the National Libraries & Archives Act 1993. A revised structure for the Office of Libraries and Archives has yet to be submitted to DPM for approval and inclusion in the structure.

Organisation and Function

Executive

Secretary for Education

Deputy Secretary Policy and Administration (P&A)

Deputy Secretary Human Resource Development (HRD)

Management and Administration - Wings

There are 4 wings. Each is headed by a First Assistant Secretary (FAS) who is responsible to one of the Deputy Secretaries.

Operations - Divisions

There are 10 divisions. Each headed by an Assistant Secretary (AS) as the divisional head.

Finance and Administration Wing

- General Administration and Personnel Division (GAP)
- Finance and Budgets Division (F&B)

Policy, Planning, Research and Communication Wing

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

Education Standards Wing

- Inspections and Guidance Division (IGD)
- Curriculum Development Division (CDD)

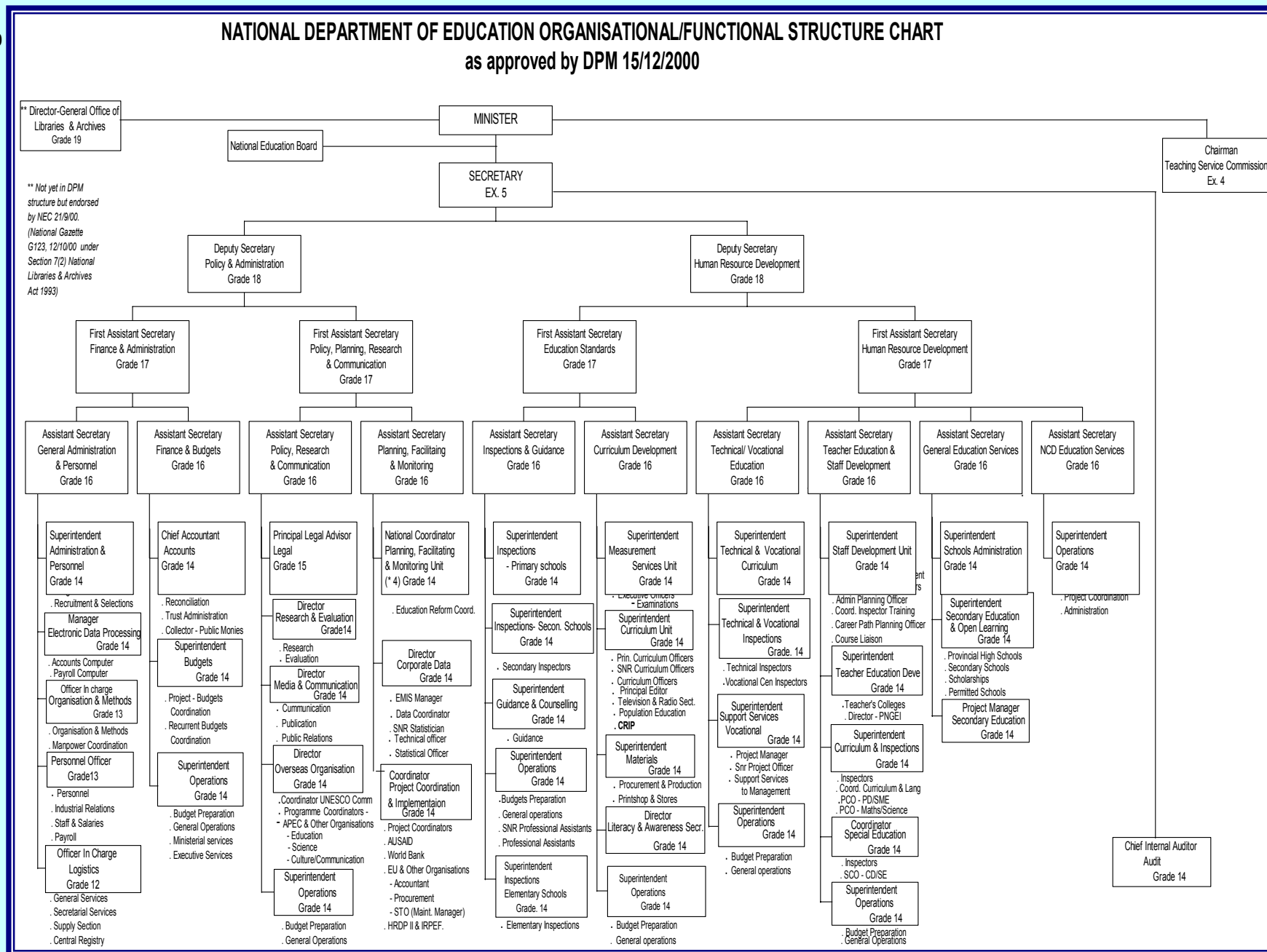
Human Resource Development Wing

- Technical Vocational Education and Training Division (TVET)
- Teacher Education and Staff Development Division (TE&SD)
- General Education Services Division (GES)
- National Capital District Education Services Division (NCDES)

Branches and Sections

The divisions are further divided into branches or units that in turn are divided into sections. A superintendent, or equivalent, heads each branch, while the sections have a section head.

Figure 30



Establishment and Manpower Ceiling

(Figure 32 to Figure 43, Table 3, Table 13, and Table 14 on pages 90, 91)

The "Education Payroll" (Figure 32, Figure 33)

- The total number of officers paid on the "Education Payroll", as printed by the Department of Finance for pay 21 on 17/10/03, was 33,835. Of these, 32,894 (97%) were teachers and only 941 (3%) were public servants.
- 3,078 (9%) officers were the responsibility of the Department of Education – 2,408 teachers and 670 public servants.
- 30,486 (93%) of the teachers and 237 (25%) of the public servants are provided for in Provincial Government manpower ceilings and budgets. The 237 public servants are paid under votes for Provincial Education Administrative Support and Provincial Libraries.
- The 941 public servants also included 34 officers from the Office of Higher Education, Research, Science and Technology (OHERST – formerly OHE). Since 29/8/2002, OHERST has been under the separate Ministry of Science and Technology, and on a separate Budget Division – 236. However OHERST payroll is still processed by NDOE and included on the "Education Payroll".
- GAP Division officers worked closely with 'Project Maoro' throughout 2003 to convert the Education Payroll to the Government's new Human Resource Management (HRM) payroll system. The new system is expected to reduce costs by significantly improving the efficiency and accuracy of the payroll system.
- Phase 1 was completed when Education went live on the HRM system on pay 22 for 31/10/2003.
- Phase 2, data cleansing, is continuing, with checking of all leave records completed, and approximately 85% of salary records remaining to be cleansed in 2004.
- Phase 3, implementation of the Human Resources Management System, commenced in November and will continue through 2004. In this phase, all personnel data and position specifications (qualifications, duties, skills and competencies) will be entered into the system.

Table 3 Department of Education staff ceiling and establishment at 17/10/2003

Staff Details	Recurrent		Development		Total
	PSC	TSC	PSC	TSC	
Staff on strength (SOS)	664	2,432	5	-	3,101
Active payroll	665	2,408	5	-	3,078
Budget approved ceiling	730	2,727	5	-	3,462
DPM /TSC approved establishment	776	2,407	3		3,186
Casuals	0	0	0	0	0

Department of Education establishment and manpower ceiling (Table 3, Figure 34)

- The manpower ceiling approved for the Department of Education in the 2003 National Budget appropriation was 735 public service positions and 2,727 teaching service positions – a total of 3,462 (79%) of the positions are for teachers.
- The Department was under budget for both Public Servants and teachers.
- Further details of staff ceilings, staff on strength and staff on active payroll at 17/10/2003 are given below and in Table 14 on page 91. This includes details for each division and category of teacher.

Public servants (Figure 36)

- 670 public servants on pay 21 were under the Department of Education structure. 580 of these officers were in line divisions providing Department of Education support services for general education, teacher education and technical education.
- The remaining 90 officers come under the Office of Libraries and Archives, the Teaching Service Commission, the PNG National Commission for UNESCO, the National Literacy and Awareness Secretariat and the NCD Education Services Office.
- Recruitment of public servants was frozen by DPM Circulars 10/2001 and 19/2002. By early 2003 there were 130 positions vacant (17% of the approved structure).
- These positions were advertised internally on 21/5/03, after receiving approval from DPM. 77 appointments were made, and 34 positions were withdrawn because there was no suitable applicant. With consequential vacancies, 113 positions remained vacant after the internal appointment exercise was complete.
- 99 positions were advertised externally on 27/11/03 in order to recruit new capacity to the Department. In order to retain the 2004 budget ceiling 14 DPM approved positions were not advertised.

Teachers (Figure 32, Figure 37 and Figure 5, on page 5)

- The 2003 Teaching Service Commission Budget Estimates set the total national ceiling for approved teaching service positions at 37,511.
- The number of teacher positions approved by TSC is based on the number of teachers required for the number of children expected to enrol in each school.
- The number of teachers actually on payroll for pay 21 on 17/10/2003 was 32,894. The shortfall of 4,617 (12% of total) represents unfilled positions and officers suspended from payroll for leave or other reasons.
- Teachers in positions approved for the Department of Education budget represent only 7% of the total National Teaching Service on Pay 21. The remaining 93% of teachers teach in provincial institutions and are provided for in Provincial Government manpower ceilings and budgets.
- 1,736 of the teaching positions approved for the Department of Education budget provide for schools in the National Capital District. The remaining 991 teaching positions are in the other National Institutions - 6 National High Schools, 7 Technical and Business Colleges, 8 Teachers Colleges, the College of Distance Education and 12 Special Education Resource Centres.
- The number of teachers on the payroll has increased by 872, or 3%, since November 2002. This compares with an increase in student enrolment of more than 120,000, or 14%, of students over two years since 2001. The relatively small increase in the number of teachers, when compared with the number of students, is a result of improvements in teacher deployment and payroll procedures aimed at improving the cost efficiency of the teaching service.

Further information

- Further information is presented in Figure 31 to Figure 43 on pages 25 to 31, and in Table 13 and Table 14 on pages 90 and 91.
- Figure 39, Figure 40 on page 30 and Table 12 on page 89 present data on gender equity.
- Figure 41 to Figure 43 on page 31 present information on localisation.
- Figure 35 on page 29 and Figure 38 on page 30 present information about the location of departmental officers and the composition of the public service by level.

The 'Education Payroll'

Total payroll

Sources of data for Figure 32 to Figure 43

- Fortnightly summary of staff & expenditure for Pay 21, 17/10/2003, EDP /O&M, GAP
- Staff Analysis, 17/10/2003, Manpower Review quarter 3, 2003 O&M, GAP
- 2003 Budget Estimates, Department of Treasury, November 2002
- Education Statistics of PNG 2001
- For data summary see tables pp. 89, 90, & 91

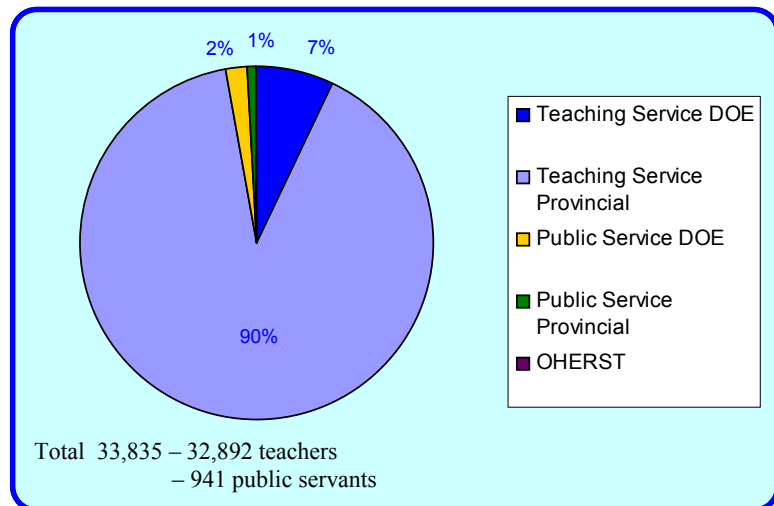


Figure 32 Total Personnel on Education payroll on payday 17/10/2003
(For no. teachers in each level of education see Figure 5 on p. 5)

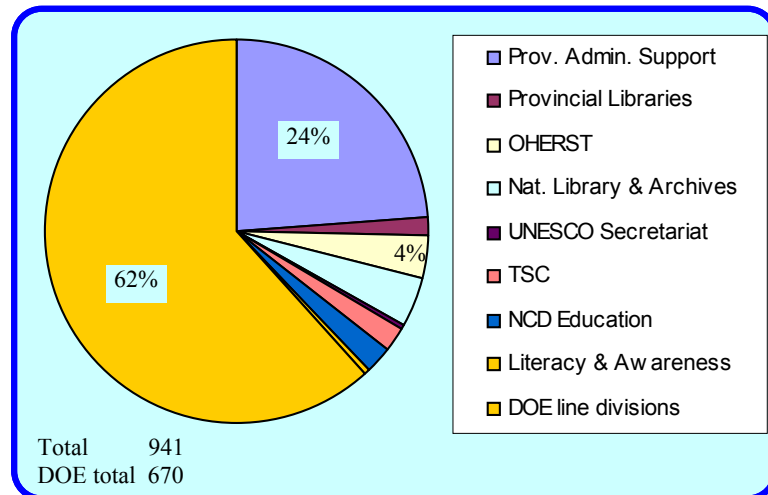


Figure 33 Public servants on Education payroll on payday 17/10/2003

Department of Education Manpower

Department of Education manpower ceiling

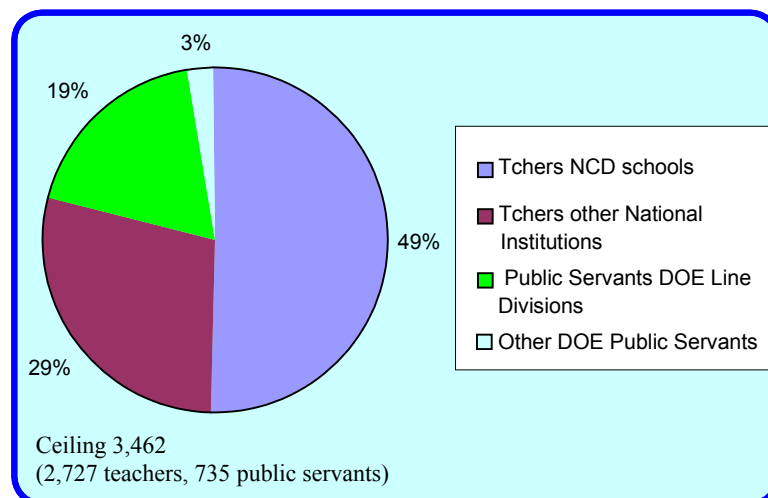


Figure 34 Department of Education manpower budget ceiling on payday 17/10/2003

Department of Education Manpower (cont.)

Location and function

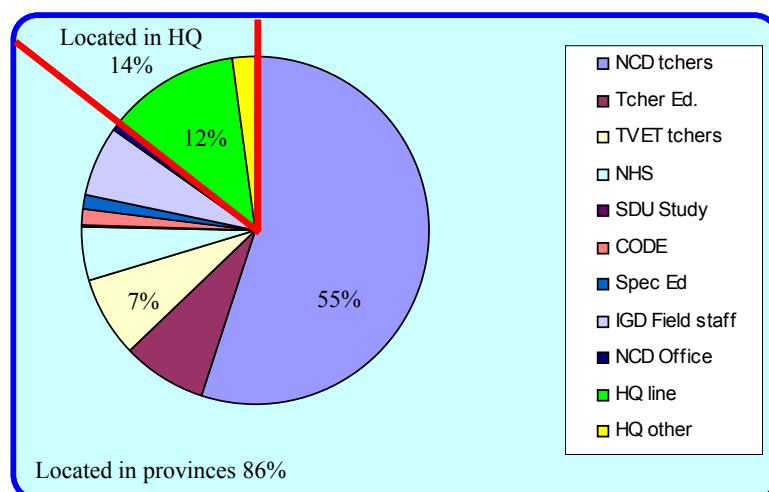


Figure 35 Department of Education payroll by location & function on payday 17/10/2003

Public servants

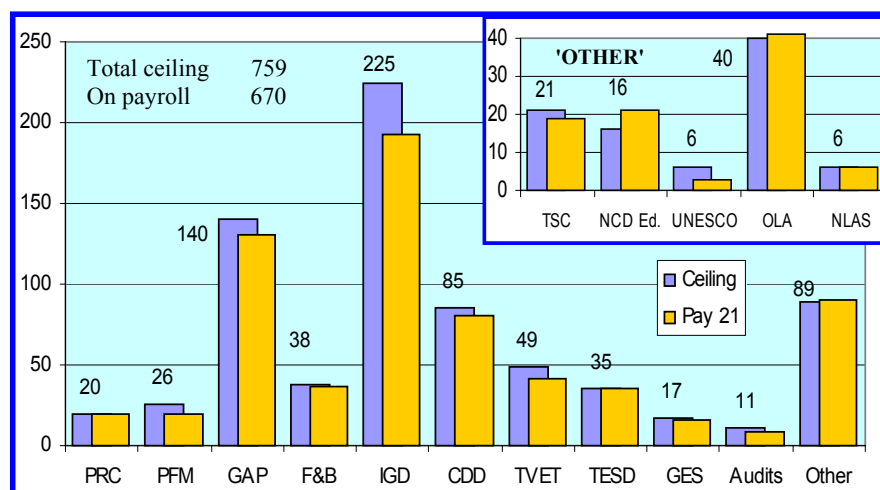


Figure 36 Public Servants in Department of education manpower establishment 17/10/2003

Teachers

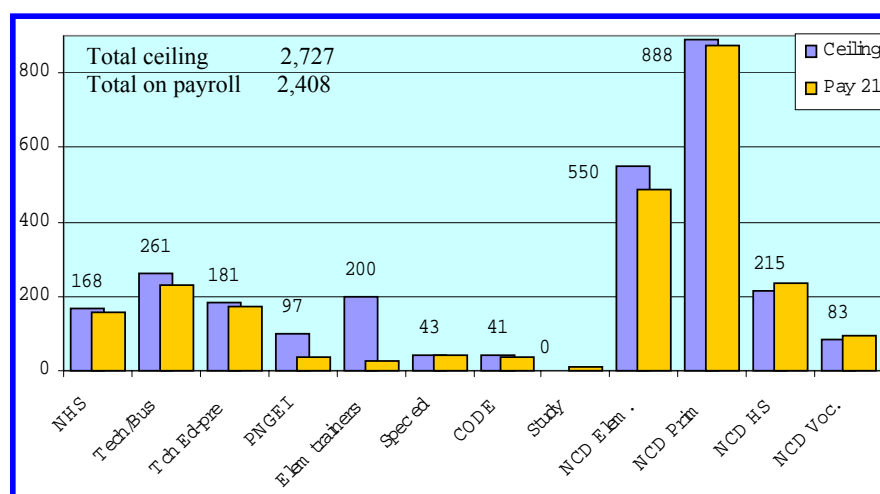


Figure 37 Teachers in Department of Education establishment 17/10/2003

Public Service position levels

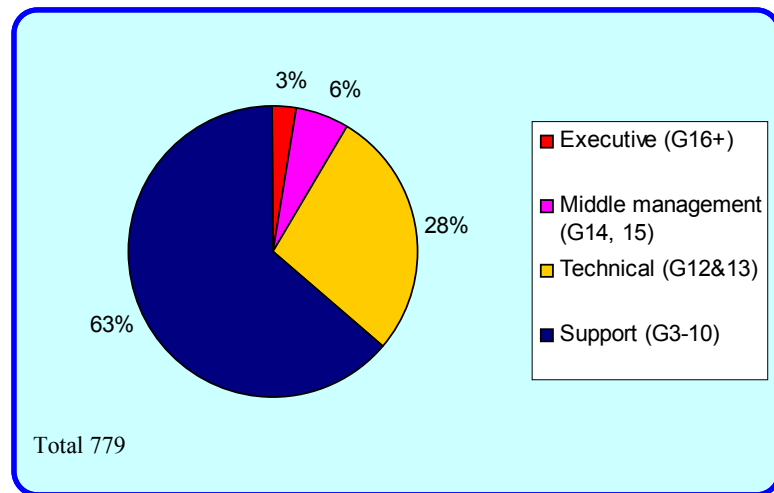


Figure 38 Total Department of Education 2003 public service manpower ceiling by level

Gender equity

Public service

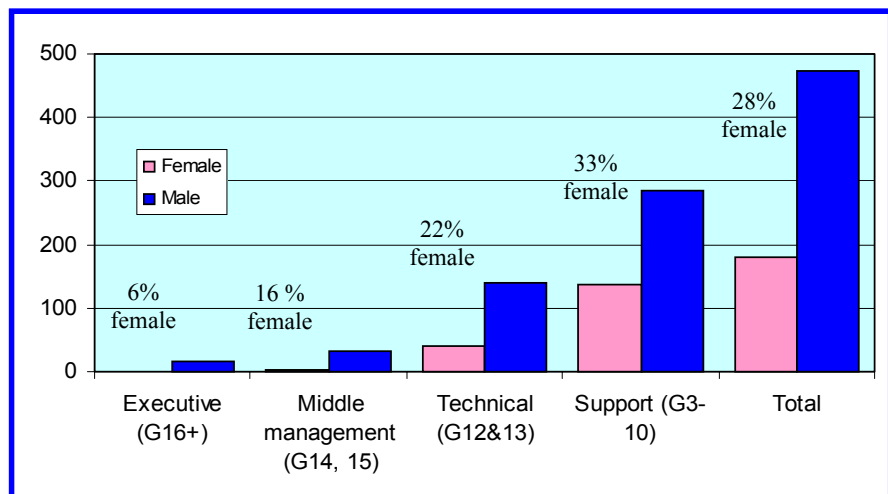


Figure 39 Gender equity - % female and male DOE public servants occupying permanent positions at different levels, quarter 3, 2003

Teachers

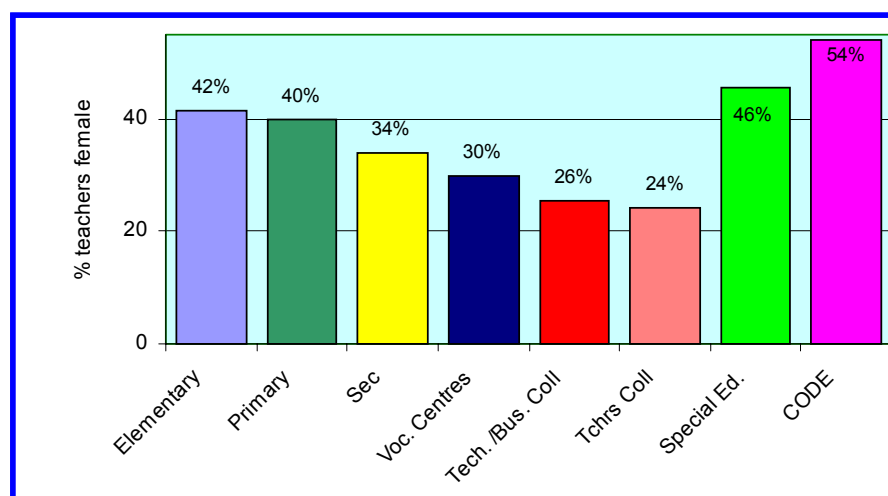


Figure 40 Gender equity - % female teachers in the National Teaching Service in 2003

Localisation

Teachers

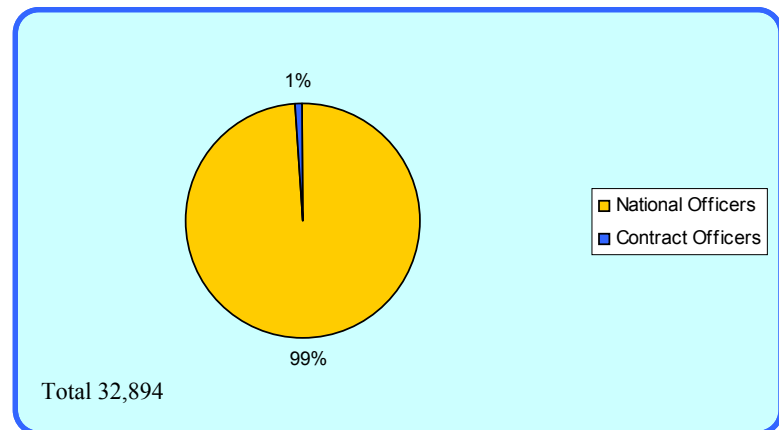


Figure 41 Localisation of the teaching service
– overall on payday 17/10/2003

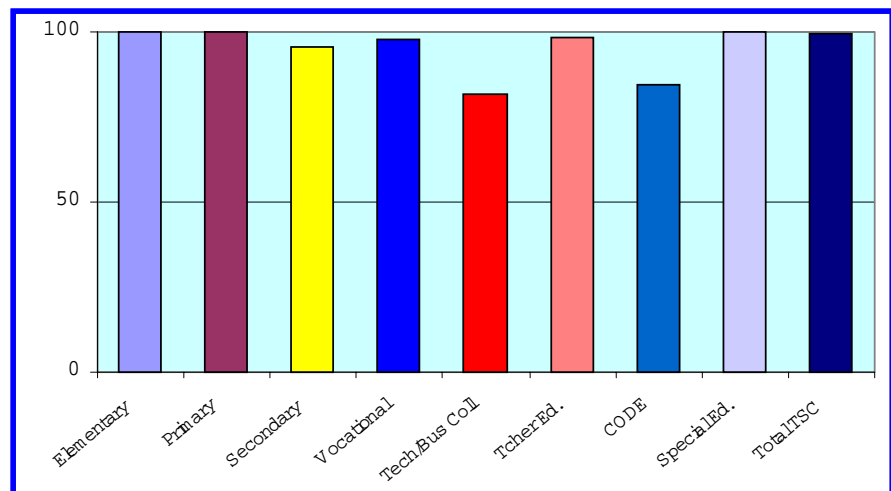


Figure 42 Localisation of the teaching service
– by school type /level on payday 17/10/2003

Public servants

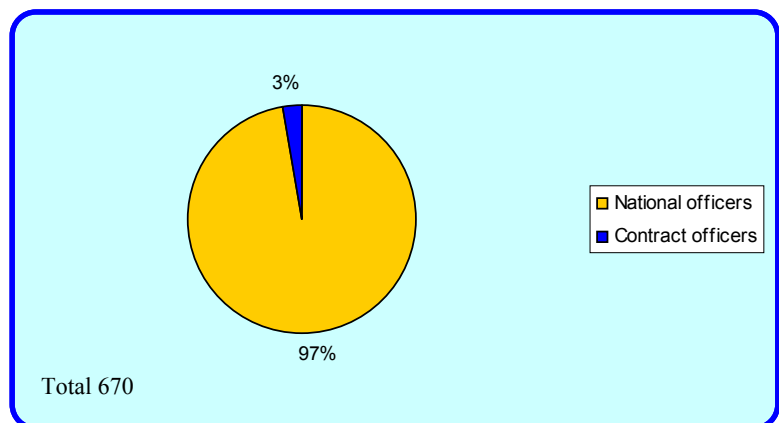


Figure 43 Localisation of the Department of Education public service
on payday 17/10/2003

The Education Budget

Total Education Sector 2003 budget

The composition of the total Education Sector budget appropriation for 2003 is shown in Table 4 below and Figure 44 to Figure 46 on the following page.

Table 4 Total Education Sector Budget by agency, including provincial grants

AGENCY	RECURRENT (K)	PROJECTS (PIP)	TOTALS (K)	TOTAL %
National Department of Education	99,285,700	103,304,900	202,590,600	31.0
Office of Higher Education	25,771,200	-	25,771,200	3.9
University of Papua New Guinea	26,809,000	-	26,809,000	4.1
University of Technology, Lae	26,780,300	-	26,780,300	4.1
University of Goroka	9,557,500	4,000,000	13,557,500	2.1
University of Vudal	4,794,800	303,000	5,097,800	0.8
All Provinces - Teachers Salaries	315,463,100	-	315,463,100	48.3
All Provinces - Teachers Leave Fares	17,560,800	-	17,560,800	2.7
All Provinces - Education Subsidy	20,000,000	-	20,000,000	3.0
TOTAL FOR EDUCATION SECTOR	546,022,400	107,607,900	653,630,300	100

- Table 4 shows data from the original Budget Estimates published in November 2002. A Supplementary Budget was approved in August 2003. Supplementary Budget information for the Department of Education is included in Table 5 and Table 6.
- The total 2003 Education Sector budget appropriation of K653.6 million represents approximately 15% of the total 2003 National Budget of K4.4 billion.
- The total recurrent budget appropriation of K546 million for the Sector represents approximately 17% of the total national recurrent budget of K3.2 billion.
- The total Public Investment Projects (PIP) appropriation of K107.6 million to this Sector represents 9% of the Government's total PIP appropriation (development budget) of K1.2 billion. It does not include provincial PIP appropriations.
- In 2003, approximately 33,000 teachers were teaching more than 1 million students nationwide. 93% of teachers work in provincial institutions. Their salaries and leave fares are provided for in provincial budget appropriations.
- There are a number of education and training activities in the custody of other agencies and their costs are not shown here. Funding for these is not included in the Education Ministry Budget, but is appropriated to the agencies responsible. These include the ADB/AusAID/PNG Employment Oriented Skills Development Project (EOSDP) and the AusAID Scholarships/Training Program (PATTAf).

Higher Education

- K98 million (15%) of the 2003 Education Sector Budget was allocated to the universities and the Office of Higher Education, Research, Science and Technology (OHERST).
- Since 29/8/2002, OHERST and the universities have been under the separate Ministry of Higher Education, Research, Science and Technology, and the separate Budget Division 236. They are not dealt with in further detail in this report.

Education Sector Budget 2003

Total

Sources of data for Figure 44 to Figure 60

- Budget Estimates 1998 - 2004, Department of Treasury
- Finance & Budget Division, Budget section records

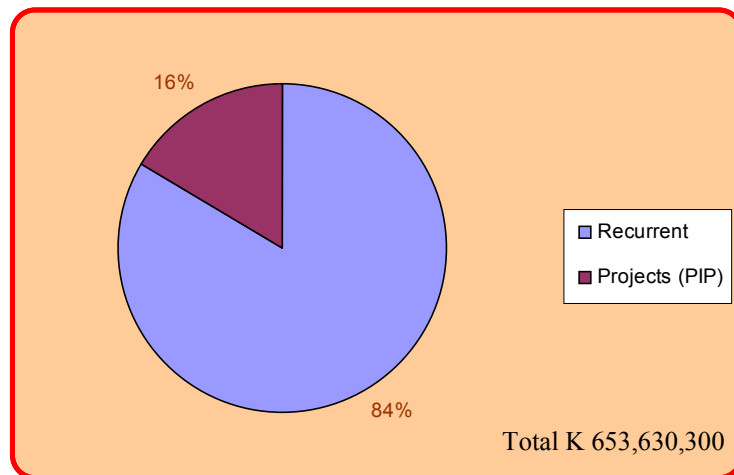


Figure 44 Total Education Sector 2003 budget appropriation

Recurrent

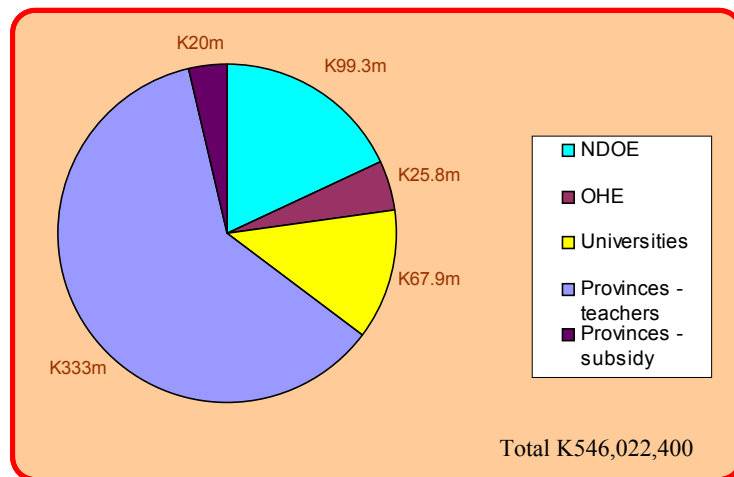


Figure 45 Total Education Sector 2003 budget appropriation - recurrent budget

Development

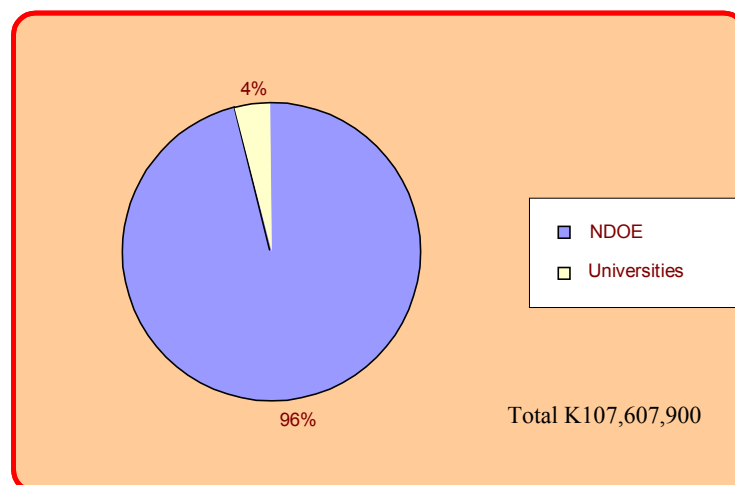


Figure 46 Total Education Sector 2003 budget appropriation - development budget (projects - PIP) by agency

Teachers' salaries

- The largest cost in the Education Budget is teachers' salaries and entitlements. Out of the total K653.6 million appropriated to the Education Sector for 2003, K333 million (51%) was for the salaries and entitlements of teachers in provincial institutions. A further K32 million (5%) was appropriated under the Department of Education budget for teachers in NCD schools and National Institutions. (see Table 4, Table 5, Figure 45)

Education subsidy

- The Department of Education's 2003 recurrent budget included an appropriation of K40 million for the national component of education subsidy, which was reduced to K30 million in the supplementary budget. An additional K20 million was appropriated in provincial budgets, for the provincial component of the subsidy. The original total appropriation of K60 million for subsidy was 9% of the total sector budget.

Department of Education budget

- The total appropriation for the National Department of Education in 2003 was K202.6 million, or 31% of the total sector budget. The Department's recurrent budget of K99.3 million was 15.2% of the total sector budget. Its PIP budget of K103.3 million was 15.8% of the sector total. (see Table 4, Figure 46)
- In the Supplementary Budget the Department's appropriation was reduced to K88 million for recurrent expenditure and K101.6 million for the development budget, a total of K189.6 million. (see Table 6)
- 46% of the Department's Supplementary Budget was for recurrent expenditure, and 54% was for development budget expenditure (projects). (see Table 6, Figure 47)
- Figure 49, Figure 55 and Table 6 analyse the Department's budget by program. The programs that make up the budget are described in Table 27. Table 16 to Table 19 on pages 92 to 93 compare the recurrent and development budgets for 1998 to 2003.

Department of Education Recurrent budget

- Table 5 on page 36 and Figure 48 on page 35 show the Department's recurrent budget appropriation by item. K82.2 million (93.4%) of the Department's supplementary recurrent budget was appropriated for education subsidy (K30 million), salaries and entitlements for public servants and teachers in the NCD and other national institutions (K52 million) and grants for church agencies and national institutions (K178,000).

Department of Education goods and services

- Only K5.8 million (6.6%) of the supplementary recurrent budget was available to supply goods and services for the operations of the Department of Education, NCD Education Services, National Institutions, TSC, and the National Library and Archives.
- The K5.8 million appropriation for goods and services included appropriations for the operating expenses of the Teaching Service Commission, Libraries and Archives Service, National Commission of UNESCO and National Literacy and Awareness Secretariat, as well as NCD Education Services and the other national institutions
- That left less than K4.3 million for National Department of Education operations. This represented less than 1% of the total Ministry 2003 recurrent budget to support and coordinate general education for more than 1 million students throughout PNG.
- As in 2002, this was a substantial reduction from the 2001 operational budget of K16.8 million for goods and services. It continues a trend of several years, and in a time of rising prices represents a significant reduction of the Department's operational ability to deliver and support education services.

Department of Education Budget 2003

Total

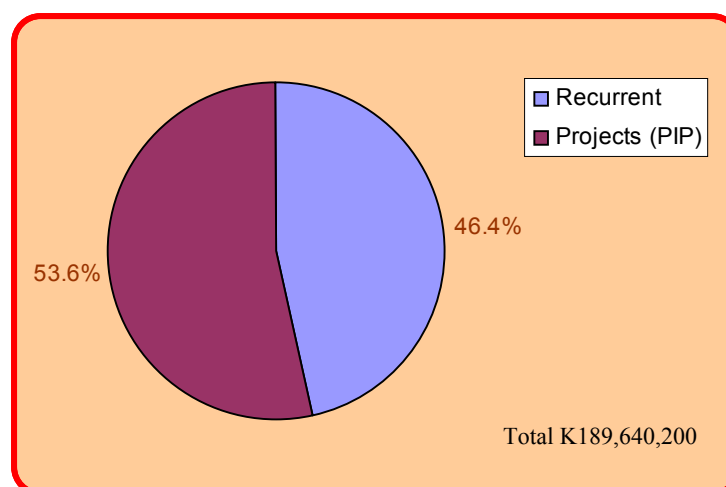


Figure 47 Department of Education 2003 supplementary budget - total appropriation

Recurrent

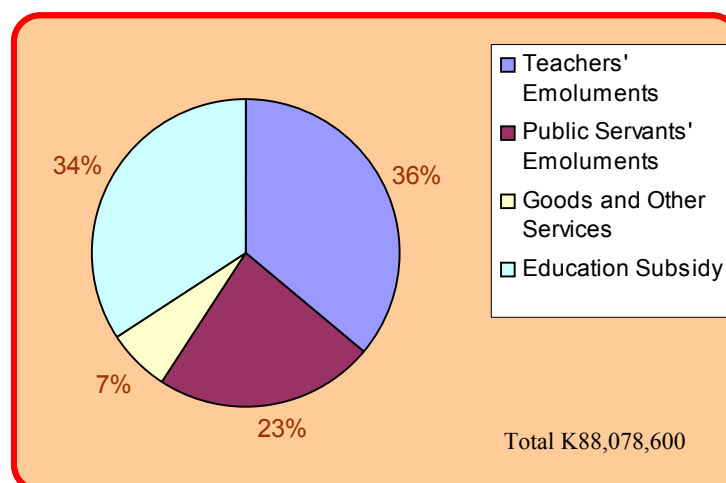


Figure 48 Department of Education 2003 supplementary budget - recurrent appropriation by item

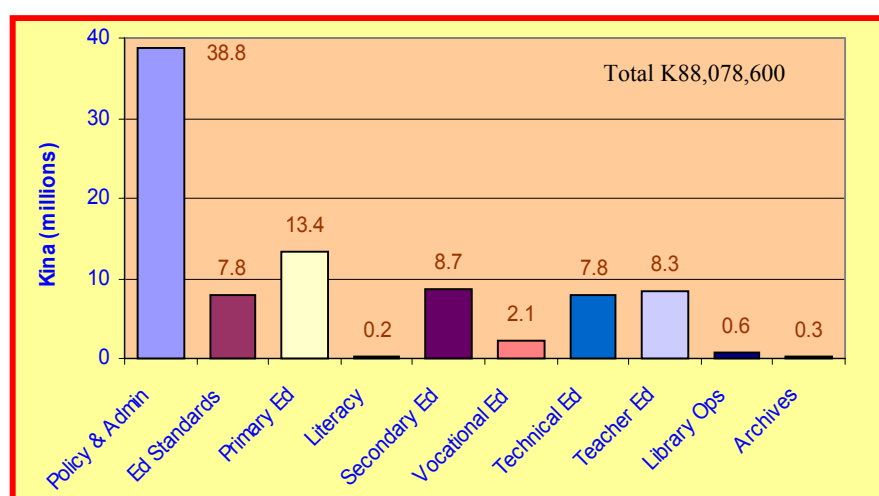


Figure 49 Department of Education 2003 supplementary budget - recurrent appropriation by program

**Table 5 Overview of Department of Education 2003 Recurrent Budget by item -
(Supplementary budget appropriation, August 2003)**

RECURRENT BUDGET		Appropriation		Supp. Budget	
SUMMARY		2002	2003	2003	
Education Subsidy (Item 143)		35,000,000	40,000,000	30,000,000	34.1%
Grants to National Institutions & Church Agencies (Item 144)		2,200,000	855,000	178,200	0.2%
Personnel Emoluments (Items 111, 112,113,114,116,141)		44,776,600	53,458,300	52,060,100	59.1%
Goods & Services (Other Items)		6,057,900	4,972,400	5,840,300	6.6%
Total		188,034,500	99,285,700	88,078,600	100%
COMPONENTS					
1	Education Subsidy	135,000,000	40,000,000	30,000,000	34.1%
2	NCD Education Services				
	Personnel Emoluments -Public service	318,100	345,800	352,000	0.4%
	Personnel Emoluments -Teachers	14,856,800	17,113,900	17,498,900	19.9%
	Goods & Services	531,000	245,500	289,500	0.3%
	Sub-Total	15,705,900	17,705,200	18,140,400	20.6%
3	Library & Archives				
	Personnel Emoluments	706,700	697,400	768,500	0.9%
	Goods & Services	316,000	391,200	181,900	0.2%
	Sub-Total	1,022,700	1,088,600	950,400	1.1%
4	TSC				
	Personnel Emoluments	595,500	654,800	654,800	0.7%
	Goods & Services	89,000	76,500	71,500	0.1%
	Sub-Total	684,500	731,300	726,300	0.8%
5	National Institution - Teachers				
	Personnel Emoluments	15,372,900	13,796,700	14,196,700	16.1%
	Grants to N/Institution & Church Agencies (Item 144)	2,200,000	855,000	178,200	0.2%
	Goods & Services	1,984,300	254,400	1,014,100	1.2%
	Sub-Total	19,557,200	14,906,100	15,389,000	17.5%
6	Department of Education				
	Personnel Emoluments	13,276,600	20,849,700	18,589,200	21.1%
	Goods & Services	2,787,600	4,057,300	4,360,800	5.0%
	Sub-Total	16,064,200	24,907,000	22,950,000	26.1%
DEPARTMENT OF EDUCATION TOTAL		188,034,500	99,338,200	88,156,100	100%

- Less than K6 million of operational funds were available in 2003 for the Department to carry out it's core function of coordinating and supporting general education for more than 1 million students in schools, vocational centres, teachers', technical and business colleges and special education resource centres throughout the country.
- Operational funds are required for national functions such as inspections, curriculum development, national examinations and teacher inservice. Funds are also required to operate the national institutions – teachers', technical and business colleges, national high schools and special education resource centres.
- In 2003 some core functions were only able to operate effectively because of donor funding available through QIPE, CRIP and other projects.

**Table 6 Summary of Department of Education 2003 Budget by Program
(Supplementary budget appropriation, August 2003)**

2003 Expenditure by program	Recurrent (K)	PIP (K)	TOTAL (K)	%
Policy formulation & general administration	38,762,500	10,061.40	48,823,900	26%
Development & Implementation of Education Standards	7,819,200	26,722.00	34,541,200	18%
Primary Education	13,439,100	21,379.70	34,818,800	18%
Literacy & Awareness	171,900	0	171,900	0%
General Secondary Education	8,681,900	1427.2	10,109,100	5%
Vocational Education & Training	2,130,600	16572.3	18,702,900	10%
Technical Education & Training	7,831,300	1774.9	9,606,200	5%
Teacher Education	8,291,700	23624.1	31,915,800	17%
Library Services	639,200	0	639,200	0%
Government Records & Archives	311,200	0	311,200	0%
Total Supplementary Approp.	88,078,600	101,561,600	189,640,200	100%
Original Appropriation	99,285,700	103,304,900	202,590,600	
	46.4%	53.6%		100%

Changes in the education budget over time - 1998 - 2003

- Figure 50, Figure 51, Figure 52 and Table 16 and Table 17 on page 92 compare the 2003 recurrent budget with other years. Further discussion is presented in *The State of Education in Papua New Guinea Update, March 2003*, pp. 49 -50.
- Figure 51 and Table 17 shows the DOE recurrent budget without allocations for NCD teacher salaries, Education Subsidy, Technical Education and Libraries and Archives. This represents the actual amount available for administering the National Education System, and coordinating and developing general education nationwide.
- The 2003 appropriation was effectively less than a 10% increase from 1998 Kina amounts despite cost increases and an increase in enrolments by 35% in that time. It represents a significant drop in real operational funding over the past five years.
- Figure 52 shows that the administrative budget for the National Education System has ranged from nearly K40 per student in 1998 and 2000 to around K30 in 2002 and 2003.

DOE total Recurrent budget since 1998

2002 budget inflated by large Education subsidy appropriation (K150m compared with usual around K40m)

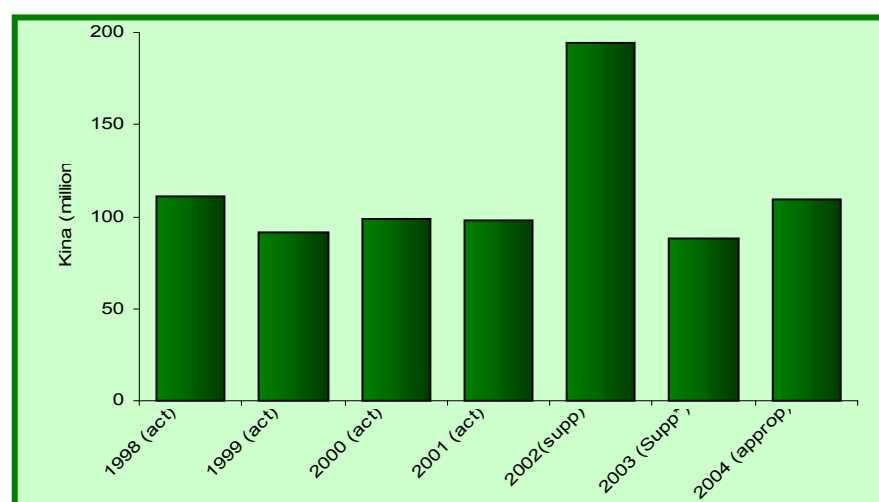


Figure 50 Department of Education total recurrent budget 1998 - 2004 (K million)

DOE Recurrent budget since 1998

Amount available for DOE operations to support General Education nationwide

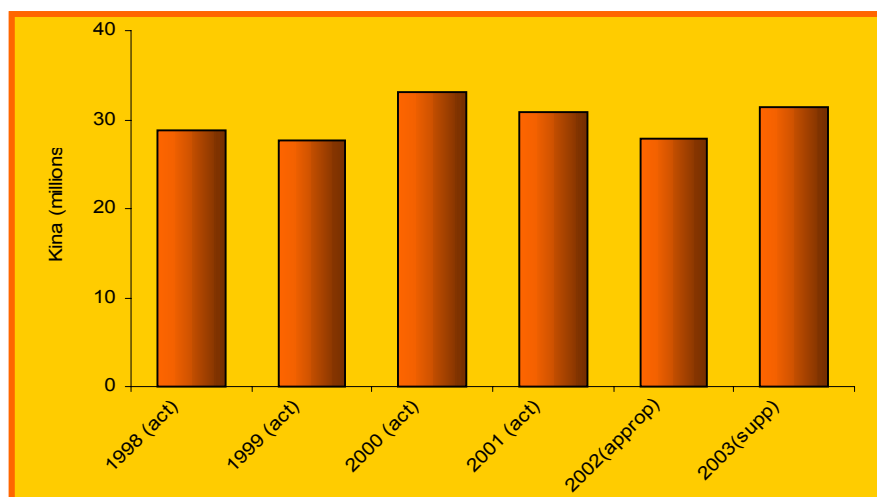


Figure 51 Department of Education total recurrent budget 1998 - 2003 for general education (K million)

DOE Recurrent budget allocation since 1998

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

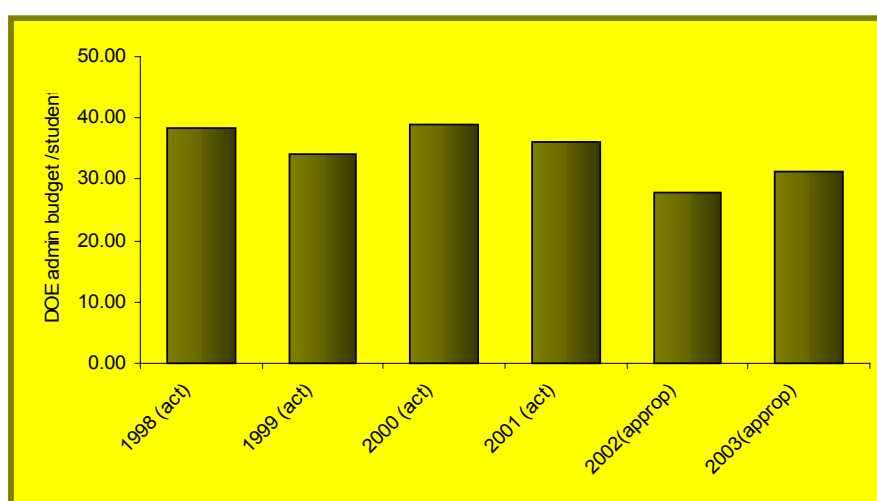


Figure 52 DOE Recurrent budget allocation per student for administering and developing the National Education System 1998 - 2003

Salaries and Entitlements

- Figure 53, Figure 54, and Table 23 and Table 24 on pages 95 and 96 give details of the amounts allocated for teachers' salaries and leave fares between 1998 and 2003.
- A total of K363.9 million was appropriated in the 2003 budget for teachers' salaries and leave fares. K333 million was included in the provincial budget appropriations, with an additional K30.9 million in the Department of Education budget, for teachers and lecturers in schools in the NCD, teachers, technical and business colleges, CODE and special education resource centres.
- The number of teachers on the payroll has increased by only 850 (3%) since October 2002 while student numbers have increased by more than 120,000 (14%) over the past two years.
- The relatively small increase in the number of teachers, compared with students, is a result of improvements in teacher deployment and payroll procedures aimed at improving the cost efficiency of the teaching service.
- The National Education Plan 1995-2004 has resulted in implementing a number of strategies to reduce the per student unit cost of education (see *The State of Education in PNG, 2003*, pp114-118). The greatest expansion has been in the lower cost areas,

particularly elementary education. Similar cost reduction strategies will be continued in the National Education Plan 2005-2014

- Conversion of the Education Payroll to the new HRM Payroll System is being accompanied by an audit of all teaching positions and payroll data. In addition TSC has been progressively auditing teacher deployment and, since July 1999, abolishing positions when not justified according to student numbers. The efficiency of teacher deployment is also slowly being improved by increased use of multi-grade teaching where appropriate.
- It is Government policy to continue to reduce the size and cost of the public service, in order to make more resources available for services at provincial and local level. The Department of Education continues to work towards efficient administration, but also has an obligation to provide services for a client base that continues to increase in size.
- Providing education services to more than 1 million children requires an appropriate number of teachers. School enrolments are expected to continue to increase, particularly at elementary level, both from population growth, and from children staying at school for longer, due to opportunities provided by education reform.

Functions transferred to the provinces

Teachers' Salaries

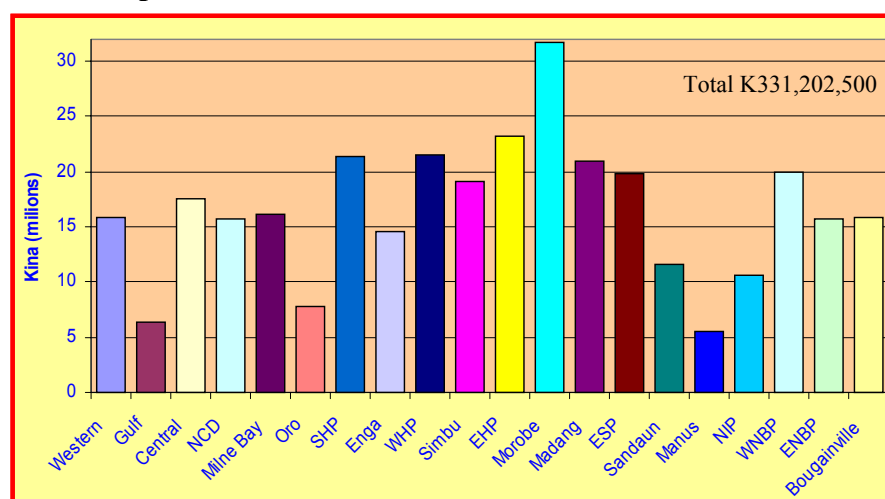


Figure 53 Transferred functions – 2003 budget appropriations in provincial budgets for teachers' salaries

Teachers' Leave fares 2003

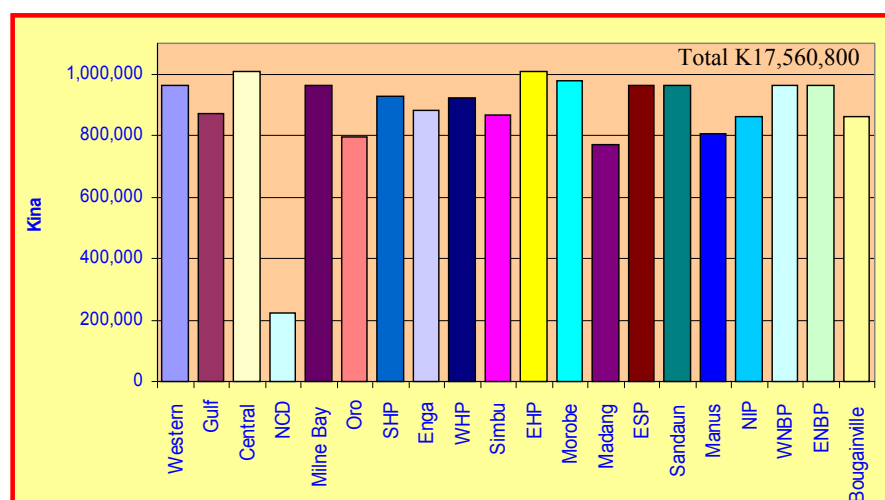


Figure 54 Transferred functions – 2003 budget appropriations in provincial budgets for teachers' leave fares

Department of Education Development Budget (PIP)

- The development budget and donor activity are shown in Figure 55 and Figure 56. Further detail is presented in Table 19 to Table 22 and Table 28 pages 93, 94 and 100.

Development Budget (Projects)

Projects & Donors
For further details about projects & donors see Table 28 p 100 and Table 20 to Table 22 pp 93 to 94

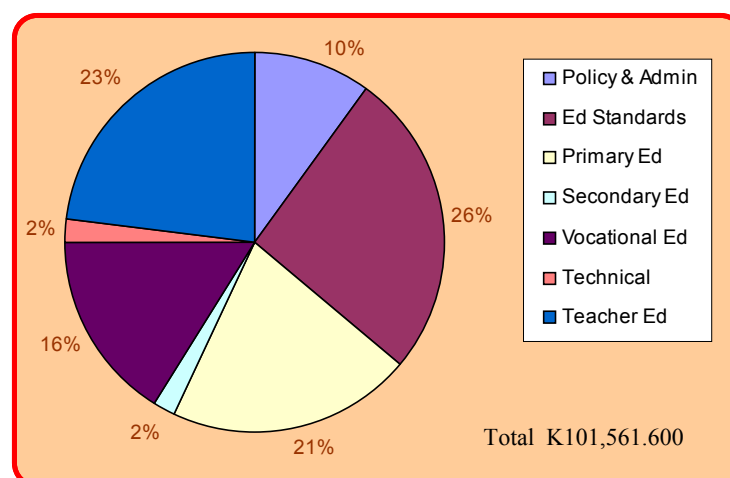


Figure 55 Department of Education 2003 supplementary budget-development appropriation by program

Donors

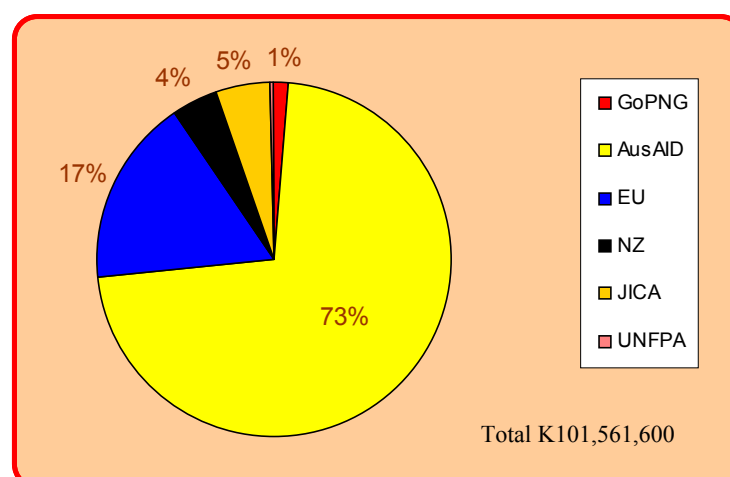


Figure 56 Department of Education 2003 supplementary budget-development appropriation by donor

- The 2003 PIP appropriation for the Department of Education was K103.3 million. This was reduced to K101.6 million in the Supplementary Budget by the reduction of the PNG Government component from K3.2 million to K1.5 million
- 98.6 % of the funding for these generous investments in education is through overseas donor assistance from AusAID (K73 million) and the European Union (K17.6 million).
- In 2003 donor support has again contributed significantly to the progress of education reform. Project funds will continue to be required for curriculum reform, supply of school materials and library books, increased access, maintenance and upgrading of buildings and facilities, and the training of teachers and lecturers.
- Economic constraints have continued to reduce the Government's capacity to meet its counterpart obligations for project funding. This has resulted in planned education services not being delivered within planned timeframes.
- Table 28 page 100 summarises project activity in each of the Department's programs. More detail about the activities of the different projects is presented in *The State of Education in Papua New Guinea, March, 2002*, pages 134 – 143.

Education Subsidy

2003 Education Subsidy Policy

- Policy and implementation strategies are detailed in Ministerial Policy Statement (MPS) No. 1 and 4/2003 and Secretary's Circulars No. 8, 64 and 87/2003.
- Information about the policy and each quarter's subsidy distribution was issued to all education authorities and heads of institutions within the education system. Details were also published as public notices in the national newspapers, and news releases to radio and television stations.

Budget allocation

- In the 2003 budget estimates K40 million was allocated in the Department's recurrent budget to fund the National Government contribution to education subsidy. An additional K20 million was included in Provincial Government budgets for the provincial component of subsidy.
- The Department's appropriation was reduced to K30 million in the Supplementary Budget in August.
- The Government's decision when framing the 2003 budget was that the 2002 appropriation of K150 million for education subsidy was not economically sustainable. The total 2003 appropriation of K60 million was similar to the 2001 appropriation, although enrolments have increased approximately 17% in that time.

Education Subsidy allocation per student

- Table 7 shows the amount of National Government contribution to education subsidy for 2003 that was allocated to each level of education. It also shows the actual amount paid per student with the funding released by the Department of Treasury.

Table 7 Education Subsidy allocation per student in 2003

School Level	NEB Maximum (K/student)	National Government Contribution	
		Anticipated (K/student)	Actual (K/student)
Elementary EP – Grade 2	40	5	8
Grade 3 - 6	80	15	15
Grade 7 & 8 Primary	250	40	30
Secondary /Vocational Gr 7–10 (day)	600	50	45
Secondary /Voc. Gr 7–10 (boarder)	900	75	50
Grade 11 & 12 (day)	1,000	100	80
Grade 11 & 12 (boarder)	1,200	120	80
College of Distance Education (CODE)	70	20	15

Summary of 2003 subsidy distribution - beneficiaries

- Table 8 summarises distribution of the subsidy. Figure 57 below and Table 26 on page 98 summarise the total national component of subsidy distributed to each province.
- The total amount for each province was determined by enrolments at each level of education. Details of the subsidy paid to each level of education and type of institution are shown in Figure 59 and Figure 60 on page 44 and in Table 26.

Table 8 Distribution of national component of Education Subsidy in 2003

	Payment 1	Payment 2 part 1	Payment 2 part 2	Administration & audit	Total
Funds released /allocated	K15m	K6m	K9m	K706,554	K30,142,953
Distribution commenced	24/3/03	15/9/03	12/11/03	various	Distribution delayed if schools did not supply enrolment data & acquittal

Subsidy payments to provinces

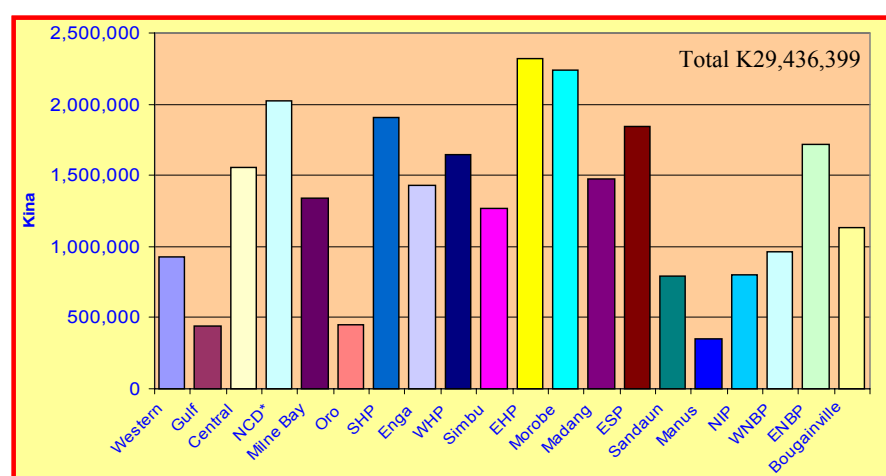


Figure 57 National component of 2003 Education Subsidy - payments raised for schools in each province

Subsidy appropriations in provincial budgets

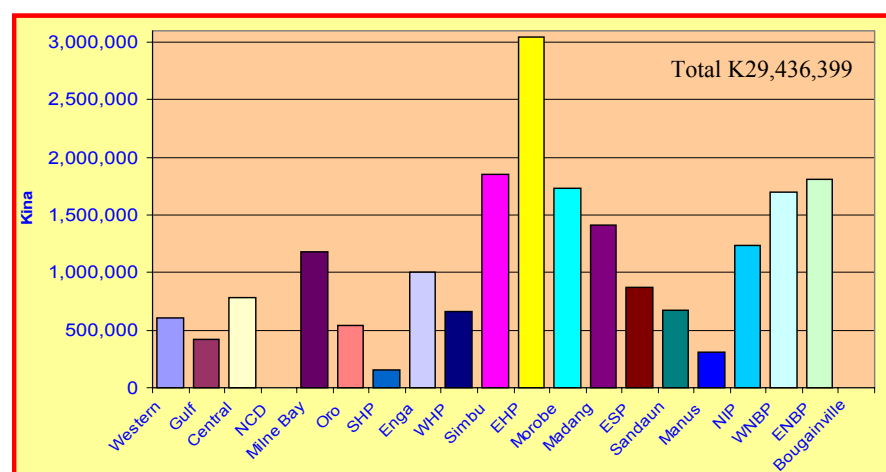


Figure 58 Total 2003 provincial government appropriations for Education Subsidy payments

- The national component of Education Subsidy was paid for more than 1 million students. 6,960 schools received subsidy cheques in quarter 4. The number of schools and students increased each quarter as updated enrolment data was supplied by schools, through provincial offices.

- A total of K29.4 million subsidy was paid into school bank accounts or delivered as cheques to provinces for distribution to schools in each province. This includes payments to CODE, permitted schools, special education resource centres and national high schools.
- The remaining K0.7 million was used to administer and audit the subsidy distribution. The largest expense was coordinating the distribution exercises to each province. 98% of the total funds released to the Department were paid to schools. 2 % were required for administration and audit.

Provincial component of Education Subsidy

- K20 million was included in Provincial Government budgets for the provincial component of subsidy. Figure 58 and Table 25 on page 97 shows the subsidy appropriation for each province. Provincial governments were expected to pay this to their schools to help with operational and administrative costs.
- Details of subsidy appropriations released to provinces by the Department of Treasury, and amounts paid out to schools by provinces are not available. Only a few provinces are known to have paid their component of subsidy to schools. This has been a recurring pattern over a number of years.

Objectives of 2003 Education Subsidy policy

- The initial release of subsidy in 2003 was known as School Infrastructure Maintenance Grant (SIMG) and was to be directed towards maintenance of school facilities.
- In the second payment the use of the subsidy was extended to cover areas of priority in the operation of the schools, such as basic materials and messing and rations for boarding students, as well as the maintenance of the existing school facilities. It was not permitted to be used for capital items such as new buildings or equipment and machinery.

Administration of 2003 subsidy policy

- Administration of the subsidy was coordinated by the Education Subsidy Committee. The committee was established by the Secretary for Education and chaired by the Deputy Secretary for Policy and Administration.
- Allocations for each school were calculated using 2002 enrolment figures.
- In the second distribution subsidy cheques were only released after schools had acquitted the first payment.
- Approved permitted schools received a lower level of subsidy than National Education System schools of the same level.

Subsidy distribution strategies

- For secondary and vocational institutions, cheques were deposited into school bank accounts for schools whose account details were known, and a copy of the deposit slip and cheque forwarded to the school.
- For the remaining schools, DOE officers delivered cheques to Provincial Education Offices for re-distribution to schools.
- Only heads of schools, or chairpersons of school boards who were verified by the distribution team members, were authorized to collect the cheques. Those who collected cheques were required to complete a standard form showing details of each cheque and who collected them.

Share of subsidy for different levels of education

- Figure 59 and Table 26 show the proportion of subsidy paid to each sector (or level) of education. Figure 60 compares the subsidy paid with the total enrolments in each sector.

Share of subsidy for each sector

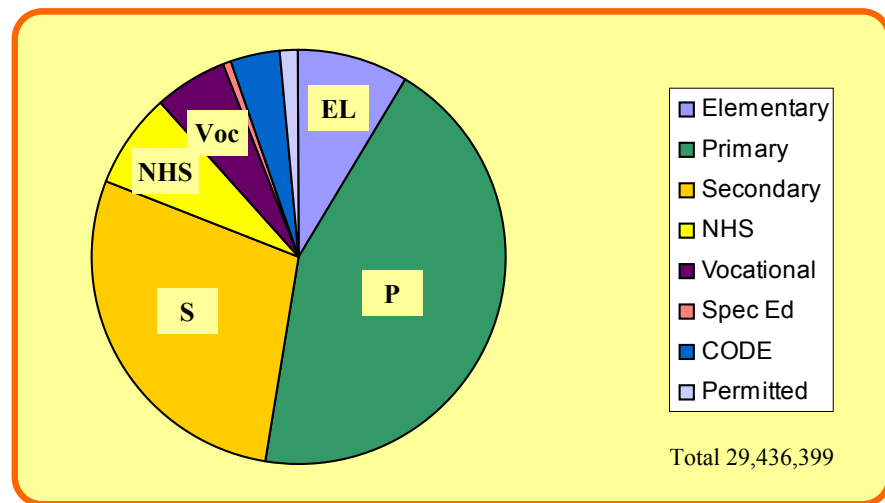


Figure 59 Break up 2003 Education Subsidy by sector

Subsidy compared with enrolment

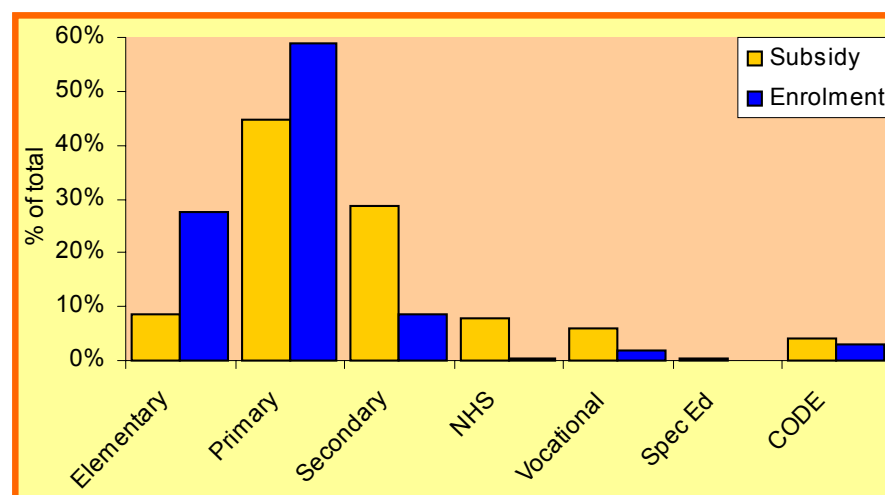


Figure 60 Percentage of subsidy received by each sector compared with enrolment

- Post primary students (secondary and vocational) make up less than 15% of school enrolments but they received nearly half (46%) of the total subsidy paid. 60% of post primary students are boarders who received a higher subsidy than day students.
- Basic education students (elementary and primary level) make up nearly 90% of students in the education system. However, because of the relatively low fee level for these grades, basic education received only approximately half (54%) of the total subsidy paid.

Divisional Reports

Policy, Research and Communication

Division Objectives

Policy Research and Communication (PRC) Division provides advice and assists the Minister, through the Secretary for Education, in the development of relevant policies in accordance with legislative requirements and national education objectives. The Division's main objectives are:

- To coordinate the work of various executive committees and conferences.
- To provide advice on education policies.
- To provide the Department with legal services, including advice and legal representation.
- To identify and carry out research and evaluation studies for the Department, and disseminate research findings.
- To communicate Departmental policies and information to the media, policy makers, education professionals and other public officials at national and provincial level.
- To coordinate and promote Departmental strategies for promoting awareness of education reform amongst the general public, policy makers, educational professionals and public officials at both national and provincial level.
- To co-ordinate UNESCO Commission activities in PNG.

Activities and Outcomes

Policy Coordination

Activities	Outcomes	2002	2003
NEC submissions Prepared and submitted	Approved by NEC State of Education, 2002 Annual Report, SIMG Status, Commencement Resumption, Self-reliance in schools, Outstanding leave-fares for teachers	7	6
NEC information paper	Commonwealth Education Ministers Conference		1
Statements presented to Parliament	Written & printed, approved by NEC SIMG Status, State of Education 2002, 2002 Annual Report, Self-reliance in schools	3	4
NEB functions	Full board meetings. (March meeting in Manus)	4	4
Meetings organised and minuted. Correspondence attended to	Special NEB meetings Appeals committee Appeals heard	1 6	0 7 50
NEB Annual Report - 2001 2002	Printed	300 copies	K500
NEB Circular	Written & printed Maximum School Fees 2004 Circular drafted	300 copies	K5,500
TMT/SSM matters	Meetings organised and minuted. Correspondence attended to		
TMT meetings	TMT weekly meetings	49	41
SSM meetings	SSM monthly meetings	1	12
Special meetings	Special SSM Special TMT	1 1	1 2
Liaison/Follow up on matters arising from meetings	Assistance to action officers to formalise responses to decisions		25
Venues	External liaison for TMT/SSM brief on relevant issues Meetings arranged at venues outside Fincorp House External venues trialled to observe and promote developments in education such as agriculture, technical, gender and curriculum		10 4
Reform Implementation and Monitoring Group (IMG)	Meetings organised and minuted. Correspondence attended to Meetings quarters 3 and 4 Responsibility for providing executive services to IMG was transferred to PRC from PFM in July 2003		6

Activities	Outcomes	2002	2003
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Legal Coordination

Legislative amendments	Drafting instructions for amendments to TSC and Education Acts at State Solicitors Office for Certificate of Necessity to be issued		
Provincial Education Acts	Enacted by Provincial Assembly	6	7
Status of Provincial Education Acts	Draft not yet approved by PEC	12	11
Technical assistance to provinces	Not applicable (Bougainville & NCD)	2	2
	All provinces now have draft for further development in province. Assistance ongoing, on request. Assistance provided to Central, EHP & Morobe for finalising draft Act for submission to PEC		
Public Service General Orders	Printed and distributed.	75 copies	K8,413
Ombudsman Commission liaison	Ombudsman Commission referrals July 2002 – Oct 2003 analysed and updated		
Referrals	75% salary related. Total complaints referred		211
	Cases resolved by NDOE		16
	Cases in progress with DOE Salaries Section		96
	Referred to provinces with decentralized salary functions		99

Research and Evaluation

Research projects	Projects completed	1	8
Project completed in 2003	Computer instructional programs in post-primary institutions in PNG, Factors affecting girls education in PNG, Monitoring and evaluation of Live Broadcast of TV lesson, Impact study on 2002 school fee subsidy, Parents owing schools outstanding fees, SDA schools readmission, Corporal punishment study, Student lunch and transport fees study		
Field studies	Studies awaiting funding		8
	Self-reliance, A formative evaluation of elementary education, Teachers pay needs and satisfaction, National Language Policy, Students attitudes toward HIV/AIDS, Election impact on school operations, Factors affecting performance of students in PNG high schools, Expansion of vocational education		
Data analysis	Data collection and analysis continuing. Interpretation and report to be finalised in 2004. Studies		2
	Corporal Punishment, The extent and the impact on teaching and learning of TV model broadcasts		
Submissions written	Total submissions		9
Statement to Parliament	Self-reliance in schools (see policy section)		1
NEB	NCD school transport study, Reintroduction of Toana day		2
TMT & SSM	NGO participation in education, TV Broadcast policy, SDA school re admission, Corporal punishment, Student lunch and transport fee in NCD		6
Research & Evaluation Committee (REC)	Quarterly meetings	3	3
	Forums & seminars	1	0
NEW 2002 Summary Report	QIPE funded Printed and distributed to all libraries		
	500 copies		K9,900

Media and Communication

NDOE Annual Report	2002	NEC submission & Parliamentary statement prepared. Presented to Parliament in March		
	2003	Report completed for printing in January 2004		
		500 copies	K19,900	K22,175
Education Calendar		2004 Calendar printed Dec. Dispatched to provinces early Jan.		

Activities	Outcomes	2002	2003
	Effective design and layout support from Graphics Section, CDD Printing 10,000 copies K6,000 K12,760 Air freight K6,000 K10,000		
Education News broadcast	Weekly ½ hour program on NBC 40 47 Script and narration by MCU. Recorded by National Education Media Centre, CDD K1301 per term - K5,204 for the year		
Pipeline newsletter Printing	9 issues, 8pages, 600 copies /issue: cost per issue K500 Writing and layout in MS Publisher by MCU. Pdf version emailed to EduNET users. External email address list needs to be developed Frequent unsatisfactory delays in printing (both internal & external)		
Media publicity & liaison written and disseminated	Media releases & letters to editor 35 79 Public notices (including condolences) 10 41 Secretary's column in Post Courier 17 49 Other press liaison /supply of information 84		
Speeches & papers	Written for Minister, Secretary, senior officers 21 70		
Requests for assistance Documents /information Technical services /advice	Supply of documents and /or information (requests from within DOE and outside) 135 Services provided include editing, layout, photography, scanning, advice on printing specifications 90		
State of Education	Awareness document compiled by PFM. Overview of education reform progress, issues & needs. Printing & distribution coordinated by MCU 5,000 copies (110 pp) K31,000 K31,000		
Education Reform Awareness Advisory report on options for awareness strategy, policy and resources Awareness kits (CRIP activity)	Report on Education Awareness strategies, policy and resource options received from AusAID. Report commissioned by PPRC under ISP, and conducted by NRI. Options recommended in the report to increase awareness activity need to be considered in relation to potential resources available through ECBP and other sources Provided advice and information to CRIP to help select and advise advertising agency contracted to develop 500 Awareness kits for use by inspectors, PEAs, DEAs and other education officers		

UNESCO

UNESCO National Commission (NatCom) Executive support	NatCom meetings 4 4 Program meetings Education, Communication 0 2 each Sciences 0 1
Overseas conferences Annual Program	Organized travel for country representatives, assisted with the preparation of country papers Headquarters (Paris), Regional (Bangkok), Sub-regional (Fiji) Education Directors (Cook Is), Education Ministers (Samoa), APEC/Commonwealth (Scotland and Thailand)
In country conferences/consultancy visits	Education (EFA) 0 1 Sciences (Biosphere) 0 1 Culture 2 2
UNESCO Program Activities 2000-2001 2002-2003 2004-2005	Prepare proposals, work plans, reports and secure funds Report submitted to UNESCO headquarters in Paris Work plans completed. Approved funding yet to be released from Paris. K120,000 – K150,000 New proposals prepared
Education Sector programs Community Learning Centres	Adult Education - Workshop report submitted to UNESCO Project continuing in Enga. To be completed in mid 2004. Brief prepared on implementation progress

Activities	Outcomes	2002	2003
Associated Schools (ASP) Korean School Assistance	Attended ASP 50 th Anniversary International Congress (NZ) Participant Popondetta Primary School - 4 computers installed, and basic computer training provided for teachers		1
Culture Sector programs Kuk Historical Site Bobongarra Natural Site	Assisted site team to formalise document presentation at NATCOM for UNESCO World Heritage Listing. Activities ongoing. Site visit for commencement of preparatory work		
Communication Sector	Community Radio - Activities ongoing at Sirunki Community Radio and Divine Word University Electronic Media Studio		
NATCOM Autonomy proposal submission	3 working meetings held with DPM. Finalising cabinet submission for presentation to DPM and cabinet.		

Operations

Coordinate daily operations	Operational activities including logistics, meetings, office supplies, equipment, & staff travel attended to on a daily basis.
Coordinate and monitor Divisional budget activities	PRC budget reduced from K2,752,300 to 1,808,300 in 2003. Budget maintained at the required level. Quarterly reviews, monthly performance reports & 2003 budget prepared
Equipment	No funding in divisional budget for purchasing equipment. Superseded computers belonging to PFM on loan to PRC. 6 computers and other equipment required needed to adequately equip all officers for work required
Training Computer skills Writing Skills Participants Total training effort	Dalton Training Centre – Microsoft Office programs (Word, Excel, PowerPoint, Publisher, Outlook) 10 different courses UPNG Extension Studies - Business Writing Skills (2 levels) 35 PPRC officers, senior executives & executive secretaries 369 days of training Funded QIPE K58,000

Achievements

- Executive and planning services provided for the successful operation of NEB, TMT and SSM, and coordination of the Ministry's submissions to NEC and Parliament.
- 8 research studies completed including self-reliance, information technology and NCD school transport.
- Strong flow of information to the media maintained and increased. Continued improvement in the quality and availability of professional information in publications such as the Annual Report and State of Education.
- Improvement in the availability of computer hardware and skills within the division, although more is still required.
- Secured K150,000 of new UNESCO funding for participation projects.
- Training arranged using QIPE funds to address needs in computer, and professional writing skills. Further training required in 2004 to continue progress.

Constraints

- Reduction in 2003 Supplementary Budget for divisional activities from K2.75m to K1.8 million, including salaries.
- No recurrent funding for replacing broken office furniture and upgrading inadequate computer hardware. Need 6 suitable capacity computers for officers who do not have computers or need effective replacements.
- No journalist in Media and Communication Unit, reducing output from the unit, particularly Pipeline and the Education Gazette. DPM restrictions on recruitment prevented replacement of the previous journalist through external recruitment during 2003. No suitable applicant to internal advertisement. Advertised externally in December.

Planning, Facilitating & Monitoring

Division Objectives

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

- To facilitate and monitor education reform activity throughout the country, by providing advice and technical assistance to provincial and national education divisions, on education policies and development of education plans and implementation schedules.
- To develop, manage and maintain the Education Management Information System (EMIS), and produce education statistical information.
- To provide information technology advice and support.
- In conjunction with Policy Research and Communication Division, to 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.
- To coordinate project formulation and liaison with DNPRD and donors.

Activities and Outcomes

Facilitating and Monitoring

Activities	Outcomes	2002	2003
Facilitating & monitoring education reform implementation	Provincial visits by FMU/RMPA officers Visits Days Reports written for IMG, PEA & Prov. Admin	24 176 17	18 102 18
National Education Plan (NEP) 1995-2004 NEP 2005 - 2014	Approved by NEC in 1997. NEPU1 completed 1999. Implementation of NEP 1995-2004 Update 1 monitored by FMU Program for development of NEP approved by TMT. National & provincial consultations completed in November. Plan to be presented to NEB and NEC in late 2004		
National EFA Plan 2004 – 2015 (Education For All)	Draft completed 2002 presented to NEB in 2003 To be integrated into NEP 2005 – 2014 & PEPs		
Provincial Education Plans (PEP) PEP updates	Approved by PEC & printed Still to be approved by PEC No progress with approvals in 2003 Updates in progress in all provinces. Technical assistance provided	10 10	10 10
Relocation of RMPAs to regions	3 RMPAs operating from regional bases in Kundiawa, Lae, Rabaul		
National capacity building Attachment Workshop Masters degree IEPI Training, Paris	Supported by ASF, NDOE, QIPE, UNESCO Provincial planners - 4 month attachments with FMU RMPA training workshop conducted by ASF Completed MED International Planning Institute - 9 month course	4 1	4 1 1
Representing DOE in national duties Melanesian Spearhead bilateral assistance to Vanuatu	PFM officers regularly represent the Department in various national duties. Prepare and assist with presentation of information papers Conducted 2 week Planning & Management workshop in Vanuatu. Hosted 4 week attachment of 2 Vanuatu planning officers in FMU		

Activities	Outcomes	2002	2003
Commonwealth Education Minister's Conference	Provided country paper and technical adviser to Minister at 15 th Commonwealth Education Minister's Conference in Edinburgh, Scotland. Prepared NEC information on conference outcomes		
Involvement with donors and associated projects	Provided technical and corporate advice to donors, consultants and their programmes – AusAID, EU, UNESCO, JICA, CRIP, ECBP		

Corporate Data (CD)

Annual Statistical Bulletin 2001 2002 2003 Data collection/travel	Data collection improved in 2003 Printed and distributed 400 copies K11,000 Data entry complete, tabulation ongoing– print March 2004 Data collection 98% complete, data entry ongoing. Printing Apr 04 Data collection improved because of extensive travel to work with provinces to obtain data missing from provincial mid year returns 2002 8 provinces 40 days K25,000 2003 14 provinces 45 days K35,000
Supplementary publications <i>Education At A Glance</i> <i>School Age Population</i> <i>Education in Review</i>	To provide information and analysis of trends in general education, for education planners, managers and donor agencies Education indicators. Booklet edited. Expect printing March 2004 Population structure by age. Booklet completed. Expect printing March in 2004 Growth in the education system since the start of the education reform. Leaflet near completion. Expect printing in June 2004
Self-reliance projects in school	Database on school projects created to capture self-reliance projects initiated by schools. Trial compilation only
Technical Training Daltron Training Centre	MS Access 3 modules completed 7 days /person 3 officers Advanced hardware & software support skills 5 days 1 officer Funding QIPE K15,548
EdNet development	EdNet upgraded from leaseline link to radio to radio transmission link. 2 additional servers installed & configured onto LAN system Cabling on Floors 5, 6, 7. Additional workstations 7 Total email users 31 Dec (increase 53%) 98 150 Total network user/clients (increase 44%) 122 176
ICT technical support network, hardware and software support, advice and servicing	2 technicians provide ongoing support to DOE users, provincial education divisions, institutions Average service requests attended per week: 75 75 Weekly requests attended per technician (av) 30 30 Requests unable to be attended (av per week) per technician 10 Attendance to service requests limited by manpower

Project Coordination and Implementation

Project Pipeline Committee Project proposals	Quarterly meetings facilitated 4 4 PIP approved in principal and referred back to divisions for detailed proposal development (PFD) 4 0 Submitted to DNPRD 2 0
Project formulation support	Advice provided to NDOE divisions on going
Liaison with Department of National Planning and Rural Development (DNPRD)	Represented NDOE at Upgrading of High Schools Project Coordination Group & other meetings on going Frequent consultation with DNPRD regarding counterpart funding and other advice for AusAID projects including ECBP, BEDP, Payroll system phase II, ETESP extension, & upgrading of Torokina Training Centre
Donor /project liaison	Joint activity between FMU & PCIU. Frequent involvement with

Activities	Outcomes	2002	2003
	AusAID, EU, JICA, UNDP, UNICEF & NZODA to provide advice on current projects and formulation of new projects		
AusAID Projects	Co-ordination and monitoring carried out for CRIP, CASP, PASTEP, and high school upgrading		
CASP PSTU6	Text book supply to 411 primary schools starting G7 in 2002. Deliveries began in 2002, completed in 2003		
High school infrastructure upgrading for grade 11/12	Malabunga completed in 2003 No future planned schools		
EU HRDP II Infrastructure	Managed by Pacific Architects Consortium and Education representative on Project Implementation Committee		
Status of completion (31/12/03)	Kuiaro 90% Mt Hagen 20% Malahang- 90% Popondetta 86% Wabag- 20% Counterpart funds secured for site visits. K100,000		
New scope of works, design and tender documentation	Kabaleo PTC - Contract signed in 2003 ready for construction start in Q4 2003 Unitech - ready for retender in late 2003 for start in 2004 Hutjena SS – contract designed & ready for construction Hoskins – annulled due to surrounding volcanoes. Funds transferred to variations for mess buildings at the other sites		
Don Bosco Technical Inst Malahang and Kuiaro VTC	Tools, equipment and training incomplete. Contract expired Tools, equipment and teaching aids with NAO for endorsement		
Overseas Post graduate scholarships – 2003/2004	12 month Masters degree program in UK 20 19 2-4 awards /year to education sector. Remainder to other sectors		
2004/2005	Accredited short courses 6-12 wks completed 6 3 Advertised Sept 2003. Applications closed 31/12/03.		
In country training	DWU MA Education Leadership. Students - 32. Cost K96,277 3 cohorts in 5 workshops		
Post graduate DWU	Scholarships provided for VTC instructors K306,503		
Diploma Vocational Education & Training	DOVET Candidates 253 180		
DOVET through PNGEI	PNGEI has not completed acquittal for 2002		

Achievements

- National Education Plan 2005-2014 Steering Committee and planning team established. Wide ranging consultation conducted in every province to guide development of plan in 2004.
- Education computer network link upgraded. Number of email users continued to increase.
- Donor project coordination and liaison continued successfully.
- Collection of education statistics for 2002 and 2003 98% complete by end of year, due to extensive program of provincial visits to collect missing data. Travel funded by QIPE.

Constraints

Despite staff shortages and budget constraints, the division successfully achieved the main tasks it planned to undertake during the year. The main constraints experienced were:

- High turnover of Provincial Education Advisers, transport, communication and weather have been the major problems in delivering goods and services to provincial divisions and schools during the year.
- Schools missing from the list of registered schools, and other data not submitted by provinces, have delayed production of education statistical bulletins.
- No internet access through GovNET. Capacity to provide ICT technical support to the Department restricted by not being able to recruit technical skills externally. Two technical positions insufficient to provide level of ITC technical support now required by increasing level of computer and network use. ICT capacity also limited by lack of budget for maintenance and equipment.

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 conduct O&M and Establishment review, maintain records for the Department's approved establishment and Budget Manpower Ceilings.
- To provide efficient logistical support services for all divisions.

Activities and Outcomes

Personnel

Activities	Outcomes	2002	2003
Preparation & dispatch of payroll	Payrolls prepared & dispatched Manual cheques processed New graduates (overall)	26 16,078 1,330	26 1,050 263
Centrally maintained personnel & salary records	Records maintained for DOE public servants & teachers in the 8 provinces with centralised salary function Public servants Teachers Salary variations & allowances processed	 106,834	 941 17,059 120,000
Ratio staff clerks to officers paid for pay 21	2002: 28 clerks for 17,743 officers 2003: 28 clerks:18,000	1:631 1:643	(1:400 desirable)
2003 teacher resumption and position auditing exercise Assistance to provinces	Annual exercise. All teachers required to complete resumption of duty (EDB012) form. Late forms and incorrect and missing information causes suspension from payroll GAP officers travelled to provinces to check and collect EDB012 forms. Positions audited at workshops in conjunction with TSC Funding QIPE	 K60,250	 K161,353
2003/2004 teacher resumption documents	Teachers' Leave Circulars for 2003/2004 Christmas Vacation and Resumption of Duty Forms (EDB012) printed & dispatched to provinces. Funding QIPE	K60,250	K89,940
Revenue collection for DOF Commission for payroll deductions Rental for institutional housing Sundry receipts	Vote Code 235-01 235-19 235-99 Total	Total receipts 2002 K289,710 K51,581 K646 K341,289	2003 K339,720 K55,926 K435,767 K831,413

Administration and Recruitment

Recruitment & selections Public servants	Recruitment frozen by DPM Circulars 10/2001 & 19/2002 Approved internal advertisement 21/5/03 Appointments Withdrawn because no suitable applicant Vacancies quarter 4 2003 External advertisement 27/11/03 Withdrawn to match 2004 budget ceiling	130 vacancies 77 34 113 99 vacancies 14
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Activities	Outcomes	2002	2003
National contract officers	National contract officers Renewals	12 3	11 0
Overseas contract officers	Teachers	277	285
Contracts & Visas	Public servants Renewals Teachers recruited (mission, volunteers, contract) Non renewals Passport/visa administration	20 79 71 14 17	0 85 29 10 40
Capacity building In country	Computer & secretarial courses – Participants Executive secretaries & KBOs Daltron, POM Business College, UPNG Extension Studies QIPE	3 K52,710	22
Overseas (EU funding)	Masters (see O&M below)	1	1
Workshops for provincial officers	Updated school registration and position data and inservice on procedures. Conducted jointly with F&B, GES & TSC. Funded by QIPE	2	2
Master Position Register	Lae Participants 80	Cost	K205,768
Elementary administration	Lae Participants 61	Cost	K184,560
Budget administration	CACC monthly management reports Quarterly reviews Annual budget estimates	12 4 1	6 2 1

Electronic Data Processing (EDP)

Payroll - established system	Data entered & reports produced. Pays Total on payroll pay 21, 17/10/03	26 33,014	21 33,835
Cleansing of payroll data	Checking and preparing payroll data for HRM system. Funding and advisory support from AusAID		
Concept HRM Payroll system	System went live for Pay 22, 31 Oct 2003 Training, cleansing and updating of data continuing Entering of personnel and position data began in November		

Organization Methods and Manpower Coordination (O&M)

Manpower control	Updated MPR New schools registered Printing of personnel listing deferred due to lack of funds	1 271	1 31
O&M procedural review, forms design & control, category review, job evaluation	Officer on study to increase capacity. Returned Dec 2003 Masters in Management & Information Systems Priorities & procedures require review in 2004 to be made consistent with HRM system		

Logistics

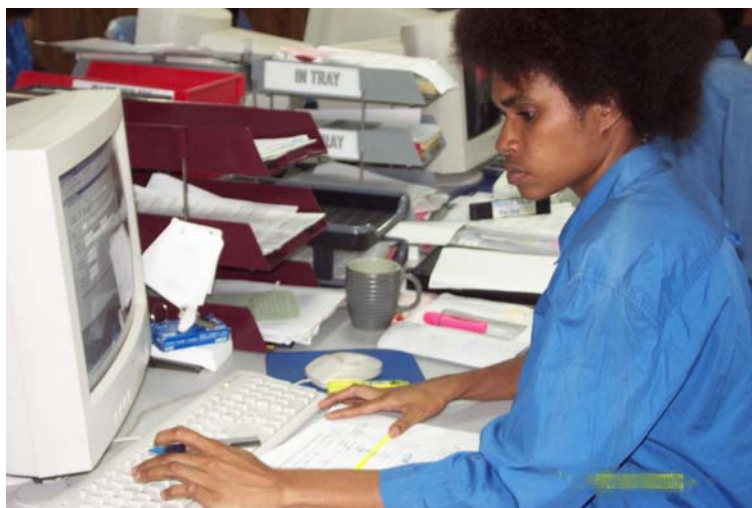
Utilities Claims for payment (to 30/9/03)	Bills processed & submitted to DOF Telephone, postage Electricity	Total:	K812,116 K365,966 K446,150
Transport services (to 31/12/03)	Department vehicles Senior officers' vehicles Fuel & maintenance	3 7 K39,499	3 7 K67,400
Internal Printing	Photocopying (av. sheets/week) Printing Large portion of output was for 2003 subsidy distribution Service restricted to divisions that provided ink & toner. GAP had no recurrent funding for printing	6,000 8,000	6,583 41,210
Central registry services	Files maintained created, updated and created	4,080	3,941

Achievements

- Concept HRM/Payroll system phase 1 implemented. Cleansing of data (phase 2) and implementation of Human Resource Management System (phase 3) continuing in 2004 (see p26).
- MPR and elementary administration workshops conducted with provincial officers to improve procedures and quality of information submitted for registering schools, teaching positions, resumption exercise and vacancy gazette.
- Teacher resumption exercise improving with fewer suspensions, due to capacity building workshops and improved accuracy of information on resumption of duty forms.

Constraints

- Continuing inadequacies in provincial capacity to carry out personnel and salaries functions efficiently. Payroll and entitlements data not maintained and forwarded accurately or early enough in many cases. Late appointments and inadequate checking of EDB012 forms contribute to unnecessary suspensions from payroll. Teachers' leave fares records not accurate and not administered efficiently, despite assistance provided at workshops.
- Recruitment freeze, in accordance with DPM Circulars 10/2001 and 19/2002 has prevented the Department increasing its pool of expertise, which has been diminished over time by normal attrition. After the internal recruitment exercise the Department still had 113 positions vacant (15% of the funded structure), because they were not able to be filled with suitable qualified officers from within the Department. This shortfall in expertise has been carried all year.
- Insufficient funding for many of the Division's activities. Logistical support limited by resources available. Internal printing restricted to divisions able to provide own consumables.
- Unable to provide internal printing services due to lack of recurrent funding for printing costs. This was previously funded by charging other divisions cost of service provided. This is now prevented by financial management procedures that prevent use of journal entries to transfer funds between items.
- Broken down payroll equipment needs replacing.



Project Maoro staff entering data received from provinces

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 services to the Division, the Senior Executive Suite and the Minister's administration and support services.

Activities and Outcomes

Budget

Activities	Outcomes	2002	2003
Annual budget estimates	2003 budget appropriation implemented by respective programs 2004 budget estimates compiled & submitted to DOT		
Cash flow projections	Cash flow projections submitted to DOT	12	8
Warrant authorities	Warrants received from DOT & disbursed according to respective cash flow projections	12	8
CFC updates			
Quarterly budget & manpower reviews	Manpower & Budget Quarterly Reviews coordinated Reports submitted to DOT	4	4
Control & monitoring of funds	Internal Expenditure Control Committee (IECC) meetings to review expenditure	4	4
Budget expenditure control & preparation of 2004 Budget Estimates	Provincial advisory visits To assist provincial divisions with preparation of provincial education budget	2	2
Ledger reconciliation	Original appropriation	K315,573,800	K99,285,700
Reconciliations to November 2003	Revised appropriation	K322,002,100	K90,771,500
	Warrant authority	K190,428,100	K90,771,500
	Unwarranted (not released)	K131,574,000	nil

Accounts

Registration and commitment of claims (general & subsidy)	Computerised ILPOCs issued	215	3,113
	Claims examined and certified	27,108	27,266
Process payment of accounts	Total cheques issued	70,511	26,298
General Account (31/12/03)	Total expenditure payments	K1,396,384	K24,849,952
Education Subsidy (31/12/03)	Total subsidy expenditure	K135,000,000	K30,000,000
PGAS System	Daily, weekly and monthly computer generated reports Routine exercise when warrant authorities are inputted and CFCs updated upon request by respective divisions		
Reconciliation of General Drawing a/c (31/12/03)	Receipts issued from Jan to 31/12/03	379	445
Collection of public monies	Collector's statements for 2003	K5,186,471	K21,141,776
	Collectors statements reconciled to 31/10/03		
Ex-ante audit report July 2003	Report recommended K1.7m outstanding education sector arrears for 1995-2000 be paid. K0.7m paid in 2000. K1m owing No funds released by DoF to make payment in 2003		

Activities	Outcomes	2002	2003
Auditor General's Office activities	2002 Interim and Final auditing completed in 2003 2003 Interim Audit expected Aug 2003. Still pending		

Trusts

Monitor & control National Education Trust Accounts (NETA) expenditure	Trust Accounts under NETA New accounts for subsidy payments waiting for acquittal NETA Committee meetings	43 3	64 Nil
NETA reconciliation	Trust Account ledgers reconciled for January - November 2003		
Kina for Kina Subsidy Reimbursements to institutions	Request for current financial year Approved cash ceiling for Applications in 2002 No applications form institutions received in 2003 because no funds	K1,000,000 K12,000 K427,750	K1,000,000 Nil Nil

Operations

Quality Initiatives in Papua New Guinea Education Program (QIPE) Administration & monitoring of expenditure	QIPE committee meetings held to approve & monitor expenditure in 2003 Funds received from AusAID Submissions approved (K0.7m carried over from 2002)	12 K9.4 m K9.47m	10 K9.4 m K9.47m
Leave fares for public servants, national institution and NCD teachers	Outstanding leave fares paid Current year leave fares paid	K10.0m K8.6m	n/a K6.1m
Staff development Courses	Funded by QIPE Accounting diploma (POM Bus. Coll.) Computer training	2 1	Participants 3 6
Workshops MPR Elementary registrations & administration	Capacity building for PEAs, Prov admin & appointment officers to improve payroll & registration processes & data In conjunction with GAP, GES & TSC. QIPE Funding. See GAP report for detail		
Overseas & domestic travel for Minister, senior executives & division staff	Total travel arranged Domestic trips Overseas trips	K39,460 25 3	K50,783 6 3
Staff matters	Gratuity payments to national contract officers Leave fares to divisional officers	8 7	8 9

Achievements

- 2003 budget appropriation implemented and 2004 budget estimates prepared.
- 2003 Education Subsidy expenditure program successfully implemented and monitored.
- QIPE program successfully administered and monitored.
- Funds secured for NCD and national institution teachers' 2003 leave fares and tickets distributed.

Constraints

- Insufficient funds. QIPE "Quality Initiatives" funding enabled the division to carry out some activities that would not otherwise have been possible.
- Late requests for financial assistance for leave fares, duty travel and other allowances cause difficulties in making payments.

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 counseling services to schools.
- To improve school management systems.

The IGD 2003 Operational Plans were used as guidelines for all sections and officers to achieve the objectives.

Activities and Outcomes

Inspections

Activities	Outcomes	2002	2003
Advisory and inspections visits to schools	Inspection visits are for teachers to be appraised for registration and promotional opportunities Advisory visits are for inspectors to advise school management and teachers in improving teaching and learning, and conduct inservice on pedagogical & management issues to enhance education quality Visits (% total visited)		
Elementary (visits to CET graduates eligible for registration)	Schools visited	800 (20%)	1,200 (30%)
	Teachers visited	1,000 (75%)	1,275 (42%)
	Inspectors	17	20
Primary	Schools visited	1,231 (38%)	1,500 (43%)
	Teachers visited	7,532 (42%)	9,600 (52%)
	Inspectors	161	161
Secondary	Schools visited	141 (77%)	156 (85%)
	Teachers visited	2,835 (84%)	2,986 (82%)
	Inspectors	23	23
Total visits (Travel funded by QIPE - see Operations)	Schools visited	2,172	2,856
	Teachers visited	11,367	13,861
	Inspectors	201	204
Ratings Conferences Target to inspect 25% of teachers each year	Teachers' reports rated for registration, satisfactory or unsatisfactory performance and eligibility for promotion		
Regional -Elementary	Venue Tchrs rated (% of total tchrs)		
	Alotau/Kimbe/Goroka/Vanimo	864 (65%)	990 (76%)
National - Primary	Port Moresby	2,264 (13%)	2,862 (15%)
- Secondary	Port Moresby	534 (15%)	614 (17%)
Inspectors conferences Purpose	Theme: <i>Relevant curriculum for a better future.</i> (See achievements) Professional development and growth of inspectors		
Elementary	Participants	20	30
	Venue	Vanimo	Alotau
Primary	Participants	27	35
	Venue	Kokopo	Lae

Activities	Outcomes	2002	2003
Secondary	Participants Venue	25 Alotau	35 Goroka
Provincial visits by HQ officers for support & appraisal of field officers	Elementary Primary Secondary	3 4 3	8 4 3
School Based Supervisory Management Reform (SBSMR) Policy and manual Workshop	Primary SBSMR trialled in all provinces Secondary SBSMR trialled in 18 provinces Drafts developed at workshop by inspectors & HQ staff In final development, for submission to TMT for approval Q1 2004 Held in Lae, 3 days Funding QIPE K20,000 Participants		8
Primary School Inspectors Handbook	Developed and written. To be printed Q1 2004 Funding QIPE		K123,750
Elementary inspections structure	Structure approved 2001. PEIC positions created 2002 All now filled - 9 substantive, 11 acting		

Guidance and Counseling

School visits for testing, guidance and counseling 17 Guidance Officers	Total visits Primary Secondary (PHS/PSS/NHS) Vocational Centres	260 220 40	419 227 173 19
School visits for career guidance and advice on completing School Leaver Application Forms	Total Grade 8 Grade 10 Grade 12 CODE	81 20 40 15 6	421 200 131 80 10
Trial aptitude tests for grades 9 & 11 students	Grade 11 (DAT) Grade 9 (AAT) deferred to 2004 due to financial constraints	5,372	637
School based counselors (SBC)	Proposal to establish positions in post primary & large primary institutions approved by TSC. Creation and funding of positions, code of ethics and policy pending final approval from TMT		
Training workshops for teachers	Volunteer SBC module 1 Volunteer SBC module 2 Assertive Discipline	7 provinces 2 provinces 350	200 150 350
In house training workshops for Guidance Officers	SBC training 4 days Bluff Inn, POM Train the Trainer (TOT) 5 days Bluff Inn, POM	writing training package modules 3&4 Participants inservice GOs as trainers, mods 3&4 Participants	16 17 15
Provincial visits by HQ officers	Staff support and appraisal visits to GOs. Combined with travel to SBC training workshops. Additional funding from Guidance Trust Account	7	8
Guidance officers' conference Purpose	<i>Enhancing attitude development & behaviour for a better future</i> Professional development and growth of guidance officers 4 day conference Venue	Participants 20 Madang	17 POM

Inspections and Guidance combined activities

Transparency International (TI) 'Standing Against Corruption' workshops	1 day workshops for inspectors, guidance officers and PEAs, in conjunction with CRIP reform curriculum inservice Facilitated by IGD Courses (1/region) Funding	Materials provided by TI Participants 192 CRIP included in curriculum workshop costs
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Activities	Outcomes	2002	2003	
Staff development	Funds secured from SDU, IGD, CRIP.		Participants	
Management/computer skills	CRIP activity in POM	7 courses	30	52
PNGEI	Elementary trainers & inspectors course		35	27
DWU (Early Childhood)	Undergraduate degree module - (Elementary Insp)	4		0
UOG	BEd Degree		6	4
Overseas study (Australia)	Masters degree completed		2	2
	continuing		2	0
Performance Based Duty Statements (PBDS)	Awareness and implementation begun. To be completed in all institutions by mid 2004. Printing to be completed Q1 2004			
Renovation of standards building (CRIP activity)	Renovation of IGD offices completed March 2003 Space allocated for Elementary Inspections New office furniture required for all sections			
Southern Highlands Province Working Desk	SHP officers based at Fincorp House Inspections 1 Salaries 2 Officers returned to province on 31/7/03			
Staff housing establishment	Officers with houses		86	85
	Officers without houses		139	140
	Acute shortage. 12 houses completed by end 2001 under World Bank EDP. Most houses occupied by officers need major maintenance but need funds. Housing project proposal completed, ready for submission to Project Pipeline Committee in early 2004			

Operations

Divisional budget processes	2003 IGD recurrent appropriation was again insufficient to carry out statutory obligations. Many required activities only possible because of QIPE funding		
Divisional Reports	Monthly performance reports	12	12
	Quarterly budget reviews	4	4
	Annual management reports	1	1
Estimated costs from divisional operational plan	Salaries	K3.4m	K4.9m
	Operational costs for school visits, ratings & other conferences projects, training, office operations & entitlements	K0.7m	K4.4m
* 2002 estimates restricted to budget ceilings	Total	K4.1m	K9.3m
	Shortfall with recurrent budget	*	K4.1m
Recurrent appropriation	Salaries	K4.6m	K3.9m
	Other	K0.7m	K1.3m
	Total	K5.3m	K5.2m
Total Expenditure Recurrent (actual)	Salaries	K4.6m	K3.9m
	Operations - HQ provincial visits, office operations, rent and entitlements	K0.7m	K1.3m
Other	QIPE – other quality support operations	K0.3m	K1.7m
Shortfall	School visits/other activities not carried out	K3.0m	K3.4m
QIPE funding	Elementary	K100,000	K492,500
National quality support and provincial operational costs, including school visits, office expenses and utilities	Primary	K100,000	K500,350
	Secondary	K140,391	K290,000
	Total	K340,931	K1,282,850
	Includes ratings and other conferences, training workshops and quality support projects such as handbooks		
Personnel functions	Functions include facilitating postings, transfers, duty travel, salaries, entitlements & leave fares		
Transfers	Drastic decrease due to reduced funding	33	5
Leave fare funding	Sufficient for outstanding, and all 2003 fares		114 officers

Activities	Outcomes	2002	2003
Headquarters operational visits to provinces	Provinces visited Housing matters, office equipment, equipment servicing, acquittals		3

Achievements

- Approximately 40% of the schools and teachers in PNG (2,856 schools and 13,771 teachers) visited by 204 inspectors. The purpose of the visits was to provide advice, appraisal and inservice for school management and teachers.
- This represents an increase of 20% to 30% in inspector's visits, but is still 20% to 30% less visits than took place in 2001. The decrease in school visits has been because of significant reductions in operational budgets over recent years. The extent of increased activity in 2003 was the result of successful submissions for donor funding through QIPE.
- Elementary inspections system fully operational. Regional ratings conferences implemented for elementary level, cutting costs and providing a potential model for primary.
- Performance Based Duty Statements (PBDS) awareness package and duty statements ready to be distributed and implemented in early 2004.
- Proposal for School Based Counsellors completed and approved by TSC.
- Inspectors' and Guidance Officers conferences successfully held for 117 participants, on the themes '*Relevant curriculum for a better future*', and '*Enhancing attitude development & behaviour for a better future*'. Participants analysed provincial situational reports and discussed issues related to the theme, including self-reliance strategies, development of supervision approaches, skills development and strengthening inspectors' and guidance officers' roles.
- 26 provincial visits carried out by headquarters staff to assist newly appointed inspectors' and guidance officers, collect and confirm data, appraise field officers' performance, take stock of resources and monitor use of finances.
- Sufficient recurrent funding obtained for recreational leave fares for 2003 and outstanding fares from 2000-2002.
- IGD housing proposal completed for submission to PPC early 2004.

Constraints

- Lack of funding for HQ staff to conduct a sufficient number of visits to all provinces for monitoring of operational funds and advising and appraising field officers.
- Lack of funding for general operations and late allocation of funds when available affected school visits for inspections and testing programs. Funds were secured through QIPE for some advisory, inspection visits and conferences activities to take place.
- 94% of IGD personnel are based in and operate in the provinces. Headquarters manpower and resources are insufficient to adequately support them.
- Breakdown in communication because of utility disconnections due to unsettled telephone/fax bills. Submission to Department of Treasury to settle utility accounts remain unsettled. Outgoing mail to provinces hampered by lack of funding for postage.
- Housing shortage and maintenance of existing houses continues to hamper placement and sustainability of suitable officers. This adversely affected operations.
- Absence of a standards building in each province to accommodate field officers and provide well-secured place of work and storage. Provinces have been approached to help officers where possible with office space and other resources.
- Insufficient funds to maintain and service office equipment.

Curriculum Development

Division Objectives

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

- To plan, develop, produce, procure and distribute curriculum teaching and learning materials to schools in PNG.
- To contribute to social, economic, and technical development of PNG through the design and implementation of high quality and relevant PNG curriculum.
- To facilitate, coordinate and assist in the promotion of literacy program in PNG.
- To maintain and improve the quality and scope of education in elementary, primary and secondary schools through the improvement of professional standards.
- To produce and monitor the distribution and implementation of curriculum and materials sent to schools within the national education system.
- To monitor and maintain standards through well-defined national assessment and examinations, policies and systems.

Activities and Outcomes

Curriculum

Activities	Outcomes	2002	2003
Reform Curriculum development & implementation support CDD supported by CRIP Lower primary Lower secondary	Implementation of <i>Curriculum Management Plan 2001-2005</i> Writing of Elementary and Upper Primary syllabuses, teachers' guides, implementation support and inservice materials complete. Materials distributed in Q4 for implementation in 2004. New textbooks and other student resource materials still required. Syllabuses and teachers' guides to be completed, printed and distributed in 2004, for implementation in 2005 To begin in 2004		
Materials development Syllabus and teachers' guides	Completed Elementary and Upper Primary (see materials production and distribution) In progress Lower Primary, for distribution late 2004		7 7
Workshop/inservice/meetings for development & trial of syllabuses & teachers' guides	Lower Primary (draft syllabus) Secondary	0 2	28 0
Teachers' guides consultation /monitoring meetings	Elementary Primary	10 13	0 16
Subject Advisory Committee meetings (SAC)	Elementary Lower Primary Upper Primary Secondary	2 0 4 0	0 7 0 0
Board of Studies meetings	Elementary Primary Secondary	2 1 1	1 1 1
Syllabus Accreditation Meeting	Consideration of secondary curriculum proposals Nil due to no new secondary school developed curriculum proposals submitted by schools	1	0
School Journals	Junior (volume 1 and volume 2)	2	2

Activities	Outcomes	2002	2003
	Senior (volume 1 and volume 2)	2	2
Training for CDD officers Short term (CRIP funded)	Management courses: Managing Personnel for Peak Performance, Managing Projects, Time Management, Working in teams, Financial Management.	Participants	25
Long term (SDU sponsor)	Lahara and DEP(I)		2
Overseas	BEd UOG		1
Short term (JICA funded)	Multimedia production, AV education, Digital video equipment maintenance, Secondary curriculum		7
Long term (AusAID/NZODA)	Master in Arts (media and graphics)		2
Attachments (CRIP funded)	1-3 week attachment in Australia.		8
Reform curriculum inservice /implementation support	Implementation of <i>Inservice Management Plan 2001-2005</i> CDD & PNGEI strongly supported and funded by CRIP Cost of inservice activities in 2003		K1.3 million
Inservice materials	Self paced inservice booklets produced to support teaching of reform curriculum. Distributed with curriculum materials. Inservice materials accredited with PNGEI so that teachers completing required assessment tasks receive credit towards PNGEI programs. Satisfactory completion assessed by accredited assessors		
PNGEI accredited assessors (primary & elementary)	194 primary assessors trained, 200 elementary trainers inserviced Headteachers, senior teachers, inspectors, assistant teachers, PTC and PNGEI lecturers and elementary trainers trained as PNGEI accredited assessors to facilitate and assess inservice activity		
Regional workshops	7 workshops	210 officers inserviced	
Curriculum implementation support /inservice planning	National Planning workshop for Senior Primary Inspectors (SPIs) and provincial inservice coordinators Strategic Planning workshop for 40 PEAs, SPIs, NDOE staff, church education secretaries and other stakeholders		
Provincial Inservice Plans District cluster workshops	Support for implementation of Provincial I/S Plans	K310,000	
Vernacular language wkshops Teachers' colleges	Province developed plans to inservice all elementary, primary /community teachers in district cluster workshops. In 2003, 48 cluster workshops x average 25 teachers = 1,200 participants. Elementary and lower primary teachers - 2 wkshops 60 participants Briefing workshop for Primary Teachers' College staff		
Refurbishment of buildings	Funded by CRIP		K1.9 million

Measurement Services

Grade 6 Examinations	National examinations at grade 6 discontinued in 2001 Camera ready copy of grade 6 selection exam prepared on request for province still needing it. Requests actioned	9	8
	2004 examinations under preparation		
Grade 8 Examinations (Certificate of Basic Education – COBE)	Examinations administered. Candidates	52,500	54,000
	Provincial Examination Supervisor's Handbooks		
	Copies printed & distributed	1,000	1,000
	2004 examinations trial tests administered		4 provinces
Grade 10 Examinations (School Certificate Examinations – SCE)	Examination administered. Candidates	24,948	25,900
	2002 SCE report, 2003 handbook printed /distributed		2,000
	2004 examinations trial tests administered		4 provinces
Grade 12 Examinations (Higher School Certificate Examinations – HSC)	Examination administered. Candidates	5,696	6,800
	HSCE Handbook printed & distributed	750	750
	2002 examination report delayed due to workload		

Activities	Outcomes	2002	2003
Exam development workshops /meetings in conjunction with curriculum officers	Camera ready Grade 6 provincial selection exam Primary (COBE) Secondary (SCE) – all subjects (HSCE) – Lang, Chem, Hist, Geog	3 3 4 8	3 4 4 4
Standards monitoring	Curriculum standards monitoring pilot program initiated to monitor Grade 3, Grade 5 & Grade 8 standards		
Statements of Results issued	Verified qualifications for Police, PNGDF & commercial companies Grade 10 Grade 12	689 95	700 39
In-service and test item bank development (for school use)	Secondary – school based assessment No progress on item bank development due to lack of suitable staff. 3 out of 10 professional & technical positions vacant	2	0
Data processing system	New data processing program near completion and tested November 2003		

Materials Production and Distribution

Graphics	Computer layout, design & illustrations Posters & charts	20 3	17 2
Syllabuses	Upper primary Elementary		7 3
Supplementary materials	PNG School journals Booklets for elementary		6 10
Policy documents	National Curriculum Statement, National Assessment and Reporting Policy		2
Procurement and distribution of reform curriculum materials Funded and assisted by CRIP Distribution Contractors	More than 600,000 copies of Reform curriculum and inservice materials produced and distributed door to door to elementary, primary and community and secondary schools nationwide Total production and printing cost Total distribution cost Commenced August. Provinces completed by 31/12/2003 Packed ready for delivery in Jan 2004 All documents printed in PNG. 5 local freight companies contracted to distribute the materials direct to schools	K1.5 million K2.5 million 18 2	
Other distribution (included in CRIP funding)	Obsolete extra curriculum materials from stores dispatched to provinces. 19X20ft containers purchased for provincial distribution.		
Grades 7/8 textbook distribution (AusAID CASP PSTU7) – Liaison & monitoring	Books purchased & delivered to schools by contractor to AusAID. Monitored deliveries. Liaised between PEOs & AusAID 80% completed in 2002. Remainder delivered to schools in 2003		290 titles, 230 schools
Printshop	Jobs received & completed	115	95

Literacy and Awareness

Awareness National Literacy Week	Official opening at Veifa'a. Closing at Kupiano, Central province Newspaper supplement, radio talkback and poster organised. Funding limited		
Training workshops Literacy Teachers' Training Life Projects Training Programs	NCD venue PNGEI Funding UNICEF To design training packages containing manuals for TOT, inservice and teacher training. Participants NGOs, Government agencies Conducted by SIL at Ukarumpa. Funding ADB	Participants K10,500 2 X 1 week 15	60

Activities	Outcomes	2002	2003
L.I.F.E Literacy Is For Everyone Project	ADB project in conjunction with Dept Community Development Preparatory technical assistance (Phase 1) commenced June 2003. Project expected to commence March 2004 Piloted in 4 provinces ESP, Madang, EHP and Enga To expand to other provinces		
Materials production Literacy Training Materials LAMP Centre Programs	TPPS resource book edited. Graphics to insert pictures Teacher training guide edited by Editorial section Additional LAMP equipment purchased with assistance from JICA for Wewak, Kavieng, Lae and Kundiawa LAMP Centre bulletin for Q1 2003 printed. Distribution pending funding		

Population Education

High level advocacy meetings	Simbu, WSP, EHP, SHP, NSP, NIP, ENB, WNB, Enga, Gulf	10
Sexual Reproductive Health SRH Kit TOT and inservice Workshops	TOT workshop and inservice for teachers conducted to help teachers teach the reform curriculum on Personal Development Regional TOT – Southern, NGI Provincial inservice participants (teachers)	2 200
Funding	Total funded by UNFPA	K150,000
Gender materials	Progressive distribution to provinces that complete teacher inservice on Sexual Reproductive Health	

National Education Media Centre

Distance Education utilising live classroom broadcasts	Science & Social Science (primary) Maths & Geography (secondary)	10 2	332 332
Radio production	Current Events Papa mai Radio time	37 36 24	37 16 24
Check	Education News recorded from PRC scripts Reform awareness	37 12	46 3
Videos	CRIP coverage on inservice of new reform curriculum National Education Week jingle National Literacy Week jingle		2 2 2
Video coverage for media	Various, including National Education Week and National Ratings Conference opening/closing		7

Achievements

- Significant progress in implementing the *Curriculum Management Plan 2001-2005*, with strong support from the AusAID Curriculum Reform Implementation Project (CRIP).
- National Curriculum Statement, National Assessment and Reporting Policy, 10 new elementary and upper primary syllabuses, and 8 teachers' guides completed and distributed for implementation in 2004. Lower primary materials near completion for production and distribution in 2004.
- More than 600,000 copies of reform curriculum and inservice materials produced and distributed door to door to elementary, primary /community and secondary schools nationwide. Professional support and K4 million funding secured from CRIP for writing, production and distribution.
- Progress in implementing the *Inservice Management Plan 2001-2005*, with K1.3 million support from CRIP for reform curriculum inservice activity. 394 PNGEI accredited elementary trainers and primary assessors trained to facilitate and assess inservice activity at district and school level. Provincial inservice plans developed and supported with K350,000 from CRIP for district cluster workshops for elementary, primary /community school teachers.
- National Examinations successfully completed for 86,700 candidates. Insufficient recurrent budget funding, but funded under quality support component of QIPE.

- Professional output from Graphics section and National Education Media Centre increased, including education awareness radio programs and live TV broadcasts to schools.
- Purchase of 5 LMIS computers at a cost of K10,000 for HQ staff at Materials Unit, and 19X 20ft containers at a cost of K85,000 for provinces.
- CDD buildings refurbished and installed with new office equipment, and an email access computer in the CRIP office. Supported by K1.9 million from CRIP.

Constraints

CDD still lacks resources and capacity to adequately support the education reform. The AusAID Curriculum Reform Implementation Project (CRIP), which commenced in October 2000, has begun to address this. Major constraints have included:

- Insufficient resources to provide sufficient support for teachers and literacy and awareness workers.
- Shortage of suitable qualified staff and contract writers particularly at secondary level. 20% of professional and technical positions in structure unfilled, due to freeze on external recruitment and lack of housing for curriculum officers.
- Insufficient funding to provide for CRIP counterpart funding as well as the recurrent budget, secondary curriculum reform, and production and distribution of curriculum and literacy and awareness materials.
- Non-formal education (NFE) /Literacy has continued to receive a low priority in budget allocation. Only K205,000, including salaries, for the National Literacy and awareness Secretariat for the whole year's operation to coordinate and support literacy programs nationwide.
- CDD officers only have email and internet access through one computer. Need a link to Government Network through EduNET server in Fincorp Haus. Network access needed to communicate efficiently with external clients and stakeholders and to update information and data.



Primary and elementary curriculum materials and teacher's guides being sorted before packing

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 socioeconomic 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	2002	2003
Institutions & courses	Colleges operational	7	7
Technical Colleges	POM, Lae, Madang & Mt Hagen (Arawa still closed)		
Business Colleges	POM, Goroka & Kokopo		
Vocational Centres	Registered on MPR	137	139
	Operational	124	128
	New registration	2	3
	Offering core academic subjects to Grade 10	4	4
	Offering CODE curriculum	76	40
Students (30/11/2003)	Total enrolment full time+part time	2,510	2,437
Technical and Business Colleges	Enrolment equivalent to full time students	2,054	2,045
	Full time (Diploma, TTC, PETT)	1,902	1,914
	Diploma	503	690
	PETT & TTC total	1,399	1,224
	Business Courses	532	509
	Trade Courses	867	715
	TTC courses	70%	96.5%
	PETT	30%	3.5%
	Part time (extension, short courses)	608	523
	Extension (Apprenticeship) 8 weeks/yr/student		310
	non CBT	76	156
	CBT	350	154
	Demand driven short courses	182	213
Vocational centres	VTC total students	17,932	17,090
Female participation (% female students)	Vocational centres	30%	16%
	Technical and Business colleges overall	29%	30%
	Extension (Apprenticeship)	3%	3.5%
	Diploma	32%	29%
	Demand driven short courses	50%	48%
	PETT /TTC Business courses	73%	50%
	PETT /TTC Trade courses	12%	19%
Staffing (pay 21, 17/10/2003)	Total teachers on pay	233	239
Technical & Business colleges	Contract officers	47 (20%)	42 (18%)
	Female	35%	26%

Activities	Outcomes	2002	2003
Vocational centres	Total teachers	994	1,038
	Contract officers	6	25 (2%)
	Female	27%	30%
TVET HQ	Total HQ	46	44
	Female	27%	30%
	Contract officers	21%	18%
Finance and Budget	Coordinated and distributed funds to VTC, Technical & Business College operations & duty travel.		
Budget and manpower	Prepared 2004 budget, cash flow projections, manpower reviews, and reclassification of teaching positions.		
Donor liaison	Liaised with donor agencies for funding (EU AusAID and ADB)		
Quick Books training	Completed follow up training programs at all colleges.		
	Funded by QIPE		K27,520
Principal's briefing	Coordinated briefing 28 Apr-2 May		
			K28,862

Inspections

Advisory and appraisal visits to teachers	Technical/Business Colleges	67	56 (24% of tchrs)
	Vocational institutions	108	108 (11% of tchrs)
Annual Rating Conference Reports rated	Reports rated for registration or eligibility for promotion		
	Total reports rated	165	175
	Technical/Business Colleges	56	55
	Vocational institutions	109	120
Provisional teacher registration for teachers joining TVET	Teachers employed with practical skills but without teaching qualifications receive restricted provisional registration until formal qualifications are obtained		
Teachers with Provisional registration (including extensions)	Technical/Business Colleges	22	11
	Vocational institutions	200	329
Investigations	Carried out under instruction from Secretary	1	2
Development of Manuals	Inspection Manual second Draft completed Institutional Administration Operations manual in progress		
TVET inspectors' conference	Compilation of inspections master list Check list for appraisal of TVET institutions finalised and accepted Staff development plan format for TVET institutions approved Held in Lae 5 days 20 participants. No conference in 2002 Funding QIPE		
			K52,753
Staff development Internal staff development plans for TVET institutions	Format developed. Coordinating development of plans by each college. POM Business College plan completed in 2003. Others in draft form only. To be completed in 2004. To be extended to VTC to be completed by 2006		
Applications for courses	Applications coordinated with SDU and training providers No SDU sponsorship in 2003 due to lack of funds. No SPEG		
University of Goroka programs	PVTC enrolments (no sponsorship in 2003) selected for study in 2004	20	9
	PVTE Lahara program completed	4	26
	BEd (Inservice)	0	7
Other skills development programs	Computer IT & Methodology	4wks	1
	Integrating ICT in language teaching	4wks	1
Short term Malaysia (nil in 2002)	Project Planning & Management	4wks	1
	Engine Electrical & Electronic system	4wks	1
	Welding Technology	4 wks	2
Longer term Australia	Med, Dip in Metal Fabrication & Welding	0	2

Activities	Outcomes	2002	2003
Curriculum			
Rationalization of Colleges Technical Colleges Lae Madang Mt Hagen POM Business Colleges POM Goroka Kokopo	Metal trades, Tourism & Hospitality, Science Technology, Diploma courses in Engineering, Business Studies & Hospitality Management Building trades and apprenticeship courses Vehicle trades and apprenticeship courses Electrical & Printing trades, apprenticeship courses Business Studies Business Studies/Vehicle trades Business Studies		
Curriculum Development Courses conducted PETT TTC Diploma	Technical syllabuses reviewed Butchery, Panel Beating & Spray-painting Electrical Trades, Printing & Composing, Business Studies, Tourism & Hospitality, Science Technology, Building Construction, Cabinet Making & Furniture Trades, Painting & Decorating Trades, Plumbing/Sheet Metal Trades, Vehicle Trades, Metal Trades, Draughting Building, Business Studies, Electrical Engineering, Mechanical Engineering, Architectural & Draughting, Civil Engineering, Applied Science, Tourism & Hospitality	5	5
National TVET Examinations Courses examined	All examinations written, printed and administered internally for the 7 colleges. Coordination and vetting of master examinations by relevant PCOs at Headquarters		
Meetings Boards of Studies Others conducted/attended	Building/Civil Engineering, Electrical Engineering, Business Studies, Science Technology; Mechanical Tourism & Hospitality Academic Advisory Committee /Governing Councils Apprenticeship & Trade Testing Panels (ATTP)	1 each 1 22	1 each 1 12
Measurement & Evaluation Diplomas and Certificates issued	PETT TTC CHTE (being replaced by Diplomas) Diplomas Vocational Training Certificates	423 321 242 182 3,490	42 443 349 233 4,386
Vocational Curriculum Syllabi completed CBT Conventional Modular packages Entrepreneurial Skills Agriculture Fisheries Construction	Syllabus development Carpentry Construction, Fisheries, Plumbing Tailoring Tailoring – Quilting Business Management, Business Responsibility, Book keeping Vegetable Production, Animal Production, Cash Crop Production, Organic Farming Fish Farming (Aquaculture), Basic Seamanship, Fishing Gear & Methods, Starting Fishing Business Plumbing Safety; Electrical Meters		
Certified Trade Testing Centres Trade Tests conducted in 2003 Level 1 Level 2 Level 3	All 7 Technical & Business Colleges & Raval Vocational Centre Private providers: Ela Motors Training Centre, Ok Tedi Mining Limited (OTML), Porgera Joint Venture (PJV), Misima Mines POM, Lae, Madang, Mt. Hagen Tech. Colleges, Goroka Bus. College, Ela Motors, OTML & PJV MVM, CC, Elect, MFM, MFW, PLB, BS Candidates MVM, CC, MFW Candidates MVM, CC, MFM, MFW Candidates	206 21 71	155 20 54

Activities	Outcomes	2002	2003
Total candidates	Total	229	278
Total competent	% tested competent	78%	79%
Professional development	Workshops conducted by TVET officers	Participants	
CBT&A Training	For PNGDF training personnel	20	40
Training of Trainers(TOT)	For Madang VTC teachers	18	90
Test Design & Construction	Entrepreneurship		11
Computerized exam writing	All Tech & Business Colleges		163
Vocational Syllabus Writing	1 week courses, including NIST Week		205
QIPE funded	Tailoring (conventional)		15
	Plumbing CBT		16
	Carpentry Construction CBT		12
	Fisheries CBT		15
	Entrepreneurship CBT(editions by TOT participants)		
	Tourism & Hospitality CBT		15
Submissions & Projects	Text Design		K40,791
QIPE approved funding	Computerized exam writing		K54,447
	Vocational Syllabus Writing & TOT (above)		K118,000
	Kuiaro Tech High School planning & development		K110,105

Vocational Support Services (VSS)

Vocational Schools Board of Studies (BOS)	Final draft of Terms of Reference and membership with DOE Principal Legal Officer for checking
Vocational Curriculum Statement	Final draft circulated for comments

Achievements

- Replacement of 1 year PETT courses by 2 year broad based TTC courses continued – 96.5% complete.
- 5 Vocational CBT syllabuses completed and 27 short courses developed into 136 modules in Entrepreneurial, Trades, Agriculture and fisheries and tourism and hospitality.
- Development and uptake of trade testing continued.
- Follow up training for Quick Books budgetary control system completed.

Constraints

- Insufficient funding to attend important meetings such as the Boards of Studies, Academic Advisory Committees and Governing Councils.
- Negative attitude of some teachers on the implementation of the TTC.
- Insufficient funding to support the introduction of new courses.
- Insufficient ongoing staff development to upgrade or provide retraining to teachers.

Teacher Education and Staff Development

Division objectives

The Teacher Education and Staff Development (TE&SD) Division is responsible for supporting and providing cost effective and sustainable preservice and inservice teacher education to meet the learning needs of children at all levels of the National Education System.

The Division's main objectives are:

- To provide quality preservice training for primary, elementary, vocational and technical teachers.
- To coordinate support services for the training institutions and programs through professional, supervisory, administrative, curriculum, resource allocation and staff development activities.
- To provide, coordinate, administer, and monitor inservice and upgrading programs for teachers as well as public servants.
- To provide professional and administrative, curriculum and resource support to Special Education Resource Centres.
- To support and coordinate gender equity and awareness programs.

Activities and Outcomes

Preservice Teacher Education

Activities	Outcomes	2002	2003
Primary Teachers Colleges	Church agency PTCs	6	6
Diploma in Teaching (Primary)	Government agency PTCs	1	1
Total enrolment	Years 1, 2 & 3	2,333	2,605
	female	42%	45%
	self-sponsored students	10%	10%
Intake	Year 1	1,154	1,208
	grade 12 leavers	90%	90%
	grade 10 leavers	10%	10%
Output	Graduates during current year	827	1,435
Revised PTC program	Colleges implementing program 2000	7	7
	Colleges implementing trimester program	5	7
	6 trimesters in 2 years instead of 3		
	Output of graduates increased by 100% since 2001		
Preservice Vocational teacher training at PNGEI (DOVET) (6 trimester program)	Tourism/Hospitality	60	77
	Completions in current year	24	36
	Carpentry completed May 2003. No intake 2003	25	25
Secondary teacher training (University of Goroka - UOG)	In-service BED studies funded by UOG, TESAS & students		
	PVTE graduates fully funded by DOE (SDU)	23	0
Primary Teachers' College staffing	TSC ceiling	190	190
	Budget ceiling	181	181
	Staff on Pay 21 (17/10/2003)	157	173
	Female		24%
Inspections (PTCs & PNGEI)	Lecturers inspected	nil	50
	Institutions inspected	1	0
	No inspections in 2002 due to funding constraints		
Workshops Facilitated by TE&SD Funding QIPE	Theme: <i>Relevant curriculum for a better future</i> - examined the development of college improvement plans, and how to improve teachers' college curriculum and management to better prepare teachers to teach the reform curriculum in schools		
Principals	Lae 12 participants, 5 days	0	1
Deputy Principals	Loloata 14 participants, 5 days	0	1

Activities	Outcomes	2002	2003
PASTEP activities	Participation in Project Coordinating Group (PCG) & other planning /coordination meetings	5	5
Participation /co-facilitation in workshops	Curriculum development workshops (all 5 strands)	3	2
	Practicum workshop	1	1
	Staff development & training workshop	1	3
Teacher Registration Registrations	Total registered	2,390	2,186
	Elementary	930	252
	Primary	960	1519
	High/Secondary (restricted)	132	124
	High/Secondary (provisional)	208	132
	National High Schools	11	11
	Vocational	130	113
	Technical	14	32
	Special Education	3	0
	Teacher Education	2	3
De-registrations	Total de-registered	7	7

Elementary Teacher Education

PNGEI Elementary Unit	Unit staff	6	6
	Unit & programs developed with support of ETESP. Project ended 30/09/02. Targeted AusAID support continued to Dec 2003		
Certificate of Elementary Teacher Training (CETT)	Trainers in training	193	20
	Total completed CETT during project	234	234
BEd Early Childhood	through University South Australia (distance mode)		
	Participants	40	37
Certificate of Elementary Teaching (CET)	Elementary teachers		
	On payroll at 17/10/2003 (incl trainees)	8,981	8,909
	Completed CET in current year	2,000	2,000
	In various stages of training in current year	6,100	4,026
	Graduates since start of program (1997 - 2002) 41% female		5,641
Year 2 and 3 (2003)	Funded by continuation of ETESP funding		
Year 1	User pay. No training in 2003 because no system to access and manage funds paid by trainees or provinces		
CET Curriculum materials	Year 2&3 student materials (SIUs) printed	copies	1,000
	Vernacular Literacy Book		1,000
	Materials to be distributed in early 2004		
	Cost		K72,000
	ETESP counterpart fund		K36,000
	User pay fund (NDOE counterpart) outstanding		K36,000
Workshops for Elementary trainers, & coordinators	Provincial Management (CET) Participants	200	420
	Provincial EI Training Coordinators (PETTC)		24
Orthographies completed with ETESP support	Completed in current year	15	0
	Total orthographies funded by ETESP 1998-2002		45

Special Education

Special Education Resource Centres (SERC)	Church agency	8	8
	NGO	3	4
SERC Staffing	TSC Staff ceiling	41	44
	Staff on strength at year end	43	46
Female participation	Female	44%	46%
Student enrolment	Total student clients	1,788	1,605
Program groups	Full time students at SERC	232	445
	In schools supported by SERC staff	1131	611

Activities	Outcomes	2002	2003
Female participation	Community based supported by SERC staff Female	425 44%	549 44%
Teacher Development PNGEI Diploma Special Ed Wokshops PASTEP National Special Education workshop	Certificate upgraded to Diploma in 2002. Program on hold because lecturer resigned. Students not completed, but expected to resume during 2004 Participants PTC lecturer workshop program completed in 2002 4 day workshop for SERC coordinators & senior teachers to evaluate practice of inclusive education in PNG Funding QIPE K82,000 Participants	17 30	0 30
National Special Education Committee	Committee meetings Sub committee (training, curriculum & research)	2 2	1 2
Special Education Plan 2004-2008 & Special Education Policy Guideline	Special Education Plan (5 year plan – 2004 –2008) & Special Education Policy Guideline completed. Endorsed by NEB meeting 139/2003		

In-service and Staff Development

PNG Education Institute (PNGEI) Staffing	TSC staff ceiling (includes PETTC) Staff on payroll (Pay 21 17/10/03)	52 35	72 35
Diploma in Education Primary (Inservice) - DEP(I) Teachers participating Graduates	DEP(I) decentralised to PTCs to increase access for field teachers PNGEI campus Field workshops Holy Trinity, Madang, Kabaleo Gaulim Balob Total participants Graduates (completed over previous years) Total graduates since start of DEP(I)	215 650 287 0 0 1,042 203 1,217	334 500 0 53 35 922 407 1,624
PNGEI Diploma in Vocational Education & Training (DOVET)	Upgrading for vocational instructors Foundation Course (PNGEI 16 wks) Practical skills courses 2003: Integrated Agriculture, OISCA, ENB, Carpentry POM ech	Inservice students 92 143	60 140
University of Goroka (UOG) BEd (Inservice) 2 yr PGDE/PVTE by Lahara and work place assessment (for practicing teachers)	Practicing teachers under NDOE sponsorship. Started in 2000 Self-sponsor only in 2003 (no recurrent funds) Graduates (642 since start of program) New intake (over Lahara period from Nov) New MOU signed for 2003/2004. Funded QIPE	42 200 211	67 200 300 K1.5m
Training & upgrading In country - full time study Overseas - full time study	Funded by NDOE and donors Undergraduate (no recurrent funds in 2003) Doctorate Masters Under graduate	71 2 6 4	0 2 4 4
Staff development for public servants * self-sponsor only in 2003	Diploma in Accounting POM Bus. Coll. Diploma in Middle Management PNGIPA Bachelor in Administration UPNG Diploma Mechanical Engineering Lae Tech	2 3 1 4	7 0 0 0
Special Education Gazette (SPEG) 2003 2004	No applications called for 2004. SPEG not printed because no DOE sponsorship available in 2003 due to financial constraints. Applicants selected for 2003 deferred to 2004, subject to funding. To be printed in 2004 for applications for 2005 sponsorship		
Reform curriculum inservice activity (supported by CRIP)	For progress in implementing the <i>Inservice Management Plan 2001-2005</i> , see CDD divisional report		

Activities	Outcomes	2002	2003
Gender Equity in Education			
Gender Equity in Education Policy	Policy launched on the 7 May 2003. Funded by PASTEP		
Materials printed and distributed	Policy brochures, Gender Resource booklets 30,000 copies each Gender implementation booklets 10,000 Printing funded by PASTEP K150,000 Distribution CRIP		
Policy implementation & awareness workshops	Regional, 3days each 2 4 Participants PEAs, insp., inservice coordinators, PTC lecturers 80 Funding PASTEP K108,000		
Gender inclusive curriculum	Funding CRIP. 1 day, 25 CDD officers 1 1		
Facilitation of gender training workshops	TOT workshop at PNGEI 4 3 Participants PTC Gender specialists, UOG lecturers		
Curriculum materials	Printing and distribution of 6 posters supported by PASTEP		
Gender Posters	Copies printed and distributed to schools 3,000 3,000 Copies printed & distributed to PTCs 200 200		
Skilling of Women booklet (BEICMP booklet)	Workshop to review /revise booklet for accreditation in PTCs BEICMP funding. 1 week PTC, CDD officers 25		
Gender network with projects	Facilitated workshop and training for gender network projects. Projects provided financial and professional support for policy launch and workshops (as described above)		
PASTEP counterpart	Gender counterpart to PASTEP Gender Advisor Meetings attended: 2 2 Facilitated policy launch, awareness and training (as above)		

Achievements

- Training and curriculum activities have continued to progress despite financial difficulties. Access to preservice and inservice training and output of new primary teachers has been increased to help meet demand.
- All Primary Teachers' Colleges now implementing the trimester program for the Primary Diploma. This has reduced the course from three to two years, therefore reducing costs and increasing the output of new primary teachers by 50%.
- Access to DEP(I) has been increased by decentralising to PTCs and running additional field workshops in other provinces.
- Continued support from projects (ETESP, PASTEP and CRIP) for staff development activities and curriculum workshops. Significant increase in reform curriculum inservice for inspectors and teachers, in line with the Inservice Management Plan 2001 – 2005, supported by CRIP (see CDD).
- Continuation of year 2 and 3 training for 3,874 elementary teachers. Printing of year 1 and 2 elementary teacher education student materials with ETESP support.
- Launch of Gender Equity in Education Policy.

Constraints

- Recurrent budget provided little support for staff development and training activity in 2003. NDOE sponsorship for teachers selected for 2003 programs was deferred to 2004.
- No recurrent funds for elementary teacher training, following end of ETESP project. No system in place to access & and manage money paid for CET training under user pay policy. In 2003 Year 2 and 3 training was donor funded. Year 1 was user pay, but no training was able to take place.
- Communication difficulties continued to disadvantage some officers by preventing them attending staff development activities (particularly Southern Highlands, Bougainville, Western Province).
- Shortage of qualified lecturers for the DOVET unit of PNGEI.
- Lack of counterpart funding for gender programs and activities.

General Education Services

Division Objectives

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

- To improve the quality of education and increase education opportunities, including coordination, liaison and monitoring activities with relevant projects.
- To coordinate, monitor, liaise with and advise provinces on school administrative matters, including registration of schools, enrolment and staffing records and supply of school administrative materials.
- To coordinate and oversee operations of National High Schools (NHS), the College of Distance Education (CODE) and national selections for grade 11.
- To coordinate the Vacancy Gazette for teachers, and supply and maintain Declaration of Eligibility Certificates.

Activities and Outcomes

School Administration Services

Activities	Outcomes	2002	2003
Coordination of Education Subsidy payments (national component)	Q1 payment named School Infrastructure and Maintenance Grant (SIMG) and required to be spent on maintenance. Use of subsidy broadened for later payments to other school operational expenses. Cheques raised and distributed to each province in Q1, 3 and 4, following release of funds by DoT.		
Further detail on pages 41 to 44. Table 26 shows the amounts distributed to each province and type/level of school	Raising and distributing cheques coordinated by GES, with officers of all other divisions involved. A senior DOE officer traveled to each province to deliver cheques and report on each distribution. Total SIMG/subsidy distributed K129,929,838 K29,436,399 Cheques raised more than 24,000 23,000 Schools receiving payments 6,286 7,760 Cheques not distributed due to non acquittal of previous payments held in trust a/c until acquitted.		
Raising cheques	Raising payments required approx 40 officers working for 3 weeks for each distribution. More than 7,000 claims/cheques required each time. Considerable cost in work not done elsewhere, and overtime payments, in addition to travel costs.		
Administration cost	Administration costs (incl travel) K2,528,000 690,554 Audit costs K100,000 16,000 Admin & audit as % of total subsidy funds 2% 2%		
Data collection	Visits (school and PEO) 3 3		
Elementary school registration	Schools approved and forwarded to TSC for creation of positions (for current or following year) 245 375		
Declaration of Eligibility	Certificates issued to primary teachers na 1,127		
2003 Vacancy Gazette	Total copies 0 3,807 Distributed to provinces Sept 2003. Funding QIPE 0 K63,198		
Central sorting	More than 20,000 teacher preference forms for 15,000 positions required to be sorted from October. 11,000 Appointment Forms to be processed. 3 officers only allocated to sorting. Delayed by late and incomplete return of provincial recommendations, and inaccuracies in LQPQC list.		

Activities	Outcomes	2002	2003
Confirmation of appointments	Sorting of appointments completed by 31/12/03 for levels 4-8. Remainder to be completed in January. Provinces instructed by TSC to make provisional postings based on recommendations		
Confirmation Gazette	Confirmation of Appointment Gazette expected printed by March		

Secondary Education and Open Learning (SEOL)

Represent NEB and coordinate Grade 11 selections	Students	Selections for 2004 conducted in December 2003		
		Selection results	for 2003	for 2004
		Total students selected	5,668	6,438
		Meeting minimum criteria (4 upper passes)	7,470	7,712
		% students meeting minimum criteria selected	76%	80%
	Schools	Number of schools (including permitted)	53	57
	Costs	Travel & accommodation met by schools	K80,000	K128,000
Permitted schools		Total schools	151	217
		Enrolment	22,687	23,753
Registrations		New schools	1	66
Receive, and process monthly and quarterly returns		Monthly activity for PHS, SS, CODE and NHS. Data computerized. Rate of data return from provinces low		

Upper Secondary Education (National High Schools - NHS)

Recruitment & appointment of NHS teachers		TSC ceiling	170	170
		Staff on payroll (Pay 21 17/10/2003)	155	156
Students		Total NHS enrolment	2,318	2,533
Output		Grade 12 graduates	1,398	1,400
Travel		All students traveled to NHS and returned home for 2003 vacation. Student travel cost (SIMG funds in 2003)	K646,156	K764,169
NHS recurrent expenditure		Controlled through acquittal system	K3,995,900	K3,780,900
		(not included in maintenance and student travel)		
Student & building grants		Disbursed and expended	K254,000	NIL
School projects 2003		Development budget GoPNG project funding through DNPRD		
Construction and renovation of dormitories & classrooms		2003 Sogeri NHS budget appropriation released	K500,000	
		2004 Passam NHS appropriation	K500,000	nil released
		2004 Wawin NHS classroom extension	Budgeted K100,000	
		Recurrent funding released	K15,000	
Representing DOE on Governing Councils		Council meetings attended (out of 24)	10	9
		Meetings not attended due to shortage of funds	14	15

College of Distance Education (CODE)

CODE Centres		Provincial CODE centres	20	20
extending services to the most remote areas		Registered Study Centres	59	59
		Correspondence Centres	35	39
Staffing		Professional staff TSC ceiling	41	41
Professional		Staff on payroll (Pay 21 17/10/2003)	38	38
		Female	n/a	54%
Ancillary		Ancillary staff approved by Gov. Council	131	131
		On strength	110	70
Student statistics		Total student enrolment at start of year	20,571	32,458
Grades 7/8 & 9/10		Subject enrolment at start of year	34,877	61,996
		New student enrolments Jan 1 – Dec 12	14,872	9,103
number of inactive enrolments from previous years not known		New subject enrolments Jan 1 – Dec 12	27,524	17,387
		Total students for year	35,443	41,561
		Total subjects for year	62,401	79,383

Activities	Outcomes	2002	2003
Cert. Business Studies	Certificates issued Jan 1 – Dec 1	475	746
	Successful subject completions	6,023	4,206
	Fails	276	153
		Not offered in 2003	
Provincial visits to assist staff and advise students on courses	CODE centres visited by secondary inspectors	4	3
	CODE centres visited by CODE HQ officers	11	4
Curriculum Social Science & Commerce Maths English Science Grade 11/12 Matriculation subjects	Development of materials Rewrite in progress G 7, 8, 9 current for pre reform curriculum New G 10 English materials ready for consideration by SAC G 7/8 needs rewriting. G 9/10 need funds for contract editing Writing of course outlines commenced. Some ready for consideration by SAC or AAC.		
Materials production Course materials output	Materials normally printed in Port Moresby, sent to provincial centres and mailed from there to students. 2003 printing completed Sheets 8.4 million 5.2 million Books 165,800 60,000 Cost K557,528 K135,000		
Monitoring & evaluation of curriculum by CODE curriculum committees	New system of exam security approved in 2002. Implemented in 2003. New risograph in use. MSU to assist with Assessment		
Information Technology - CODENET 2002 and Beyond	Training program slowed due to insufficient funding. Inhouse training for HQ staff - Introduction to Lotus, School Management system (SMS), Introduction to graphics		
Bougainville CODE project	New Zealand Government assistance continuing		

Achievements

- Education Subsidy distribution successfully coordinated to all provinces in quarters 1, 3 and 4. More than 23,000 cheques raised and delivered to provinces to distribute the K30 million released.
- Selections for secondary schools and National High Schools successfully completed. Enrolments for upper secondary continue above National Education Plan targets. 6,438 grade 10 students who met minimum grade 11 selection criteria were selected for 57 schools. This was 80% of students who met the minimum criteria, and an increase of 770 students (10%) and 4 schools (7%).
- MPR updated and vacancy gazette printed to enable teachers to apply for substantive positions.
- CODE enrolments for grades 9 and 10 continued to increase. Backlog of CODE materials was printed and distributed to provincial centres. Writing of grade 11 and 12 course outlines started.

Constraints

- Insufficient funding, office equipment and expertise to support the Division's increasing volume of scheduled activities. Activities affected by financial constraints include maintenance and development of facilities in CODE and national high schools, printing of school administrative materials, and production of CODE grade 11/12 course materials.
- Record keeping and progress of scheduled activities slowed by late and incomplete data return from provinces. Training and hardware also required.
- Vacancy gazette, central sorting and confirmation of appointments late being completed, due to insufficient manpower and computer resources being allocated for the size of the task, and PEB recommendation lists being inaccurate and returned to Central Sorting late.
- Renovation of National High Schools slowed by destruction of facilities.
- Shortage of suitable qualified teachers for National High Schools and CODE. Course development and the release of results and certificates delayed by staff inexperience and English competency.
- Raising and distributing subsidy cheques in three separate distribution exercises is costly in terms of work not done elsewhere, overtime payments and travel. Affects staff from all divisions.

National Capital District Education Services

Division Objectives

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

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

Activities and Outcomes

Activities	Outcomes						2002	2003
Implementation of NCD Education Plan	Implementation of phasing in and out of grades complete for elementary, primary & lower secondary. NCD Education Plan update in progress with technical assistance from FMU							
Statistics (mid year enrolments)	Years	1992	2002	2003	Increase 1992 - 2003			
					No.	%		
Elementary	Schools	0	40	43	40	-		
	Students	0	17,251	17,252	17,252	-		
Primary	Schools	36	38	38	2	6%		
	Students	22,963	29,671	30,552	7,589	33%		
Secondary	Schools	7	8	8	1	14%		
	Students	4,735	5,975	6,244	1,509	32%		
Vocational Centres	Schools	7	5	5	-2	-29%		
	Students	997	1,890	1,745	748	75%		
Total (mid year teacher data)	Schools	50	91	94	41	82%		
	Students	28,695	54,787	55,793	27,098	94%		
	Teachers	807	1,636	1,741	890	110%		
Gross Enrolment Rate	Basic education EP-G8 6-14yr old 86% children in school							
% children in school compared to the population	Secondary G9-12 158 yr old 38% children in school							
	Calculated using estimates of population size calculated from 2000 National Census data							
Phasing in/out of grades at different levels	Grade 1 phased out of all primary schools, into elementary schools, making room for G7/8 in primary schools							
Primary	All primary schools with G7/8						37	38 (100%)
Lower secondary	G7/8 phased out of all high schools, enabling expansion of G9 - 12							
	High schools with only G9 &10						8	8 (100%)
Upper secondary	Secondary schools with G11&12						2	4
Transition rates 2002 to 2003	E2 to G3	99% of E2 children in 2002 stayed at school for G3 in 2003						
	G6 to G7	Transition rate - 105%. More children in G7 than G6. Suggests all NCD G6 children stayed on to G7, and others also moved into NCD schools from outside NCD						
	G8 to G9	52% of G8 students in 2002 went on to G9 in 2003						
	G10 to G11	24% of G10 students gained a G11 place in a secondary school						

Activities	Outcomes	2002	2003																								
Vocational centre enrolment	Grade 8 students	33%	49%																								
Decreasing % grade 6 leavers	Grade 10 students	23%	22%																								
	Others	44%	30%																								
Vocational education reform	Introduction of CBT courses, in collaboration with TVET Participating centres specialising in particular trade areas Koki Mechanical & allied trade courses Badili Building & allied trades & short courses Limana Business & hospitality & allied trade courses																										
Distribution of school materials - Administrative	Roll books	2,000	1,000																								
	Program books	1,000	1,500																								
Reform Curriculum materials – produced and distributed by CDD supported by CRIP	Syllabus packs (elementary/ upper primary)	10	769																								
	Teachers' guides (elementary/ upper primary)	30	351																								
	Student resource books (upper-primary)	60	288																								
Education Subsidy 2003 National Government component	<table> <tr> <th></th><th>Institutions</th><th colspan="2">Total subsidy</th></tr> <tr> <td>Elementary</td><td>43</td><td>K543,431</td><td>K146,095</td></tr> <tr> <td>Primary</td><td>38</td><td>K3,024,613</td><td>K741,750</td></tr> <tr> <td>Secondary/High</td><td>8</td><td>K3,784,125</td><td>K458,638</td></tr> <tr> <td>Vocational</td><td>5</td><td>K838,440</td><td>K125,320</td></tr> <tr> <td>Total</td><td>94</td><td>K8,190,609</td><td>K1,471,802</td></tr> </table>				Institutions	Total subsidy		Elementary	43	K543,431	K146,095	Primary	38	K3,024,613	K741,750	Secondary/High	8	K3,784,125	K458,638	Vocational	5	K838,440	K125,320	Total	94	K8,190,609	K1,471,802
	Institutions	Total subsidy																									
Elementary	43	K543,431	K146,095																								
Primary	38	K3,024,613	K741,750																								
Secondary/High	8	K3,784,125	K458,638																								
Vocational	5	K838,440	K125,320																								
Total	94	K8,190,609	K1,471,802																								
NCDC support	Total	K6.7 million	K14,065,349																								
Infrastructure Program	Teachers' houses	24	6																								
	Classrooms	54	38																								
Essential services	Total	K120,000	K520,000																								
School Fee subsidy	Quarters 1 & 3	K1.1million	K293,000																								
Material Assistance program	Total cost		K595,000																								
District Education Board (DEB)	Full DEB meetings	3	4																								
	Disciplinary Committee meetings	1	1																								

Achievements

- Continued increase in enrolments and implementation of education reform in line with Education Plan targets.
- Reform of the education structure is fully implemented in NCD at elementary, primary and lower secondary. As a result, opportunities for children to stay at school in upper primary and lower secondary have increased significantly since 1992, reducing the drop out at each level and increasing enrolments.
- Continued expansion of upper secondary opportunities with the introduction of Grade 11 and 12 classes to Marianville and Jubilee Secondary Schools.
- Activation of NCD vocational education reform, with the introduction of Competency Based Training, 3 centres specialising in particular trade areas, and short courses for skills useful for self-employment provided for community members on a user pay basis.

Constraints

The NCD Division of Education again received excellent support from the National Capital District Commission. This cushioned effects of budget shortfalls on schools. The main constraints have been:

- Large class sizes and overcrowding in schools. Increased access to education has not been able to keep up with population growth. Still too many children out of school. Land and funds needed to establish new schools.
- Reduction in the quality of students' learning due to large classes.
- Insufficient funds for rental accommodation for contract officers, and for teachers' leave fares.
- Lack of a proper warehouse to hold current supply of materials in stock.
- Lack of proper data collection in NCD.
- Security of office equipment and payroll need to be addressed in the office block lease agreement.

Internal Audit

Unit Objectives

The Internal Audit Unit is a management function of the Department of Education, which reports directly to the Secretary. It provides an independent appraisal of the various operations and systems of control in the Department.

The Units objectives are:

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

Activities and Outcomes

Activities	Outcomes	2002	2003
Completed audits and audit investigations	Total audits carried out and reported on	11	50
	Total investigations carried out and reported on	46	40
National Education Institution audits	Audits and reports completed and released	5	9
	Programmed	11	16
	Shortfall due to insufficient funding		
NCD Education Institution audits	Audits and reports completed and released	6	9
	Programmed	10	11
	Shortfall due to reprioritising with other audit activities		
Trust Account audits	Audits and reports completed and release	0	2
	Programmed	0	8
	Shortfall due to resignation of staff assigned to Trust a/c audits		
Head Office audits	Audits and reports completed and release	0	8
	Programmed	2	11
	Shortfall due to staff constraints		
Payroll losses	Fraudulently negotiated salary cheque cases	35	30
Project audits	Outstanding teachers' leave fares 1998 – 2000		
	Audits and reports completed and released	0	22
	Programmed (20 provinces & 2 districts)		22
Special audit investigations Cases dealt with	Programmed		23
	Deferred to 2004		13
	Total cases dealt with	11	10
	Referred to police for criminal investigation	3	3
	Fraud /theft /misuse of funds	4	4
	Incorrect payment of leave fares	1	2
	Misuse of education fee subsidy		1
	Theft /fraudulent salary cheques	4	1
	Audit of closed project assets		1
	Dispute over payment /supply of goods	1	1
	Missing attendance records	1	
Staffing	Staff on strength, 31/12/03	9	7
	Ceiling	11	11

Achievements

- 50 audits and 40 investigations completed and reported on in 2003.
- Rectification reports indicate that audit recommendations are being implemented as required by a majority of divisions and institutions.
- Unit staff cooperated well to accomplish assigned audit tasks, despite constraints.

Constraints

- Urgent need to establish Department Audit Committee, as recommended by PSRMU. Committee would monitor compliance with audit report recommendations and ensure follow up of non-compliance.
- Increasing yearly workload for Audit Unit, due to increasing numbers of trust and project audits, and special audit investigations. Increased number of positions required.
- Present funding and experienced qualified manpower insufficient to accomplish the annual audit program and deal adequately with requests for audit investigations.
- Salary levels and lack of housing hinders staff work performance and has resulted in staff leaving for employment elsewhere.
- Two unfilled vacancies from January. Resignation of another two staff left the unit with four vacant positions from quarter 4. All vacancies advertised in December
- Insufficient funding for staff training to upgrade qualifications. QIPE funds approved for training in 2004 to strengthen computer skills.
- Inadequate office space and office equipment such as computers and filing cabinets. Request for extension of office space submitted to Office Space Allocation Committee for approval.



Budget officers being briefed on new financial procedures using computer generated ILPOCs

Abbreviations

AAC	Academic Advisory Council	DPM	Department of Personnel Management
AAT	Academic Aptitude Test (Grade 9)	DWU	Divine Word University
ADB	Asian Development Bank	E1, E2	Elementary 1, Elementary 2
AGO	Auditor General's Office	ECBP	Education Capacity Building Project (AusAID)
APEC	Asia Pacific Cooperation (UNESCO)	EDB012	Resumption Form
AS	Assistant Secretary	EDP	Electronic Data Processing Branch, GAP
ASF	Australian Support Facility (AusAID)	EduNET	DOE computer network
ASP	Associated Schools Project (UNESCO)	EFA	Education For All
AusAID	Australian Agency for International Development	EHP	Eastern Highlands Province
BEd	Bachelor of Education	EMIS	Education Management Information System
BEDP	Basic Education Development Project (AusAID)	EMVET	Entrepreneurial Management for Vocational Education & Training
BEICMP	Basic Education Infrastructure & Curriculum Materials Project (AusAID)	ENBP	East New Britain Province
BOG	Board of Governors	EO	Executive Officer or Education Officer
BOM	Board of Management	EOSDP	Employment Oriented Skills Development Project (ADB /AusAID)
BOS	Board of Studies	EP	Elementary Prep (Preparatory) grade
BOS	Board of Survey (depending on context)	ESP	East Sepik Province
BS	Business Studies	ETESP	Elementary Teacher Education Support Project (AusAID)
Bus. Coll.	Business College	EU	European Union
CACC	Central Agencies Coordinating Committee	F&A	Finance & Administration Wing
CASP	Commodities Assistance Support Program (AusAID)	F&B	Finance & Budget Division
CBE	Commander of the British Empire	FAS	First Assistant Secretary
CBT	Competency Based Testing	FMU	Facilitating & Monitoring Unit
CBT&A	Competency Based Training and Assessment	G1, G2 etc	Grade 1, grade 2, etc.
CC	Carpentry Construction	GAQEP	Government Assistance to Quality Education Program
CDD	Curriculum Development Division	GER	Gross Enrolment Rate
CECC	Council of Education Chairmen's Conference. Formerly CEMC	GES(D)	General Education Services Division
CEMC	Council of the Education Minister's Conference. Renamed CECC	GO	Guidance Officer
CET	Certificate of Elementary Teaching (PNGEI)	GoPNG	Government of Papua New Guinea
CETT	Certificate of Elementary Teacher Training (PNGEI)	GovNET	Government computer network
CFC	Cash Funds Certificate	GTZ	Deutsche Gesellschaft fuer Technische Zusammenarbeit (German Aid Organisation)
CHTE	Certificate of Higher Technical Education	HATI	Highlands Agricultural Training Institute
COBE	Certificate of Basic Education	HDA	Higher Duties Allowance
CODE	College of Distance Education	HQ	Headquarters
CRC	UN Convention on the Rights of the Child	HRD	Human resource Development (Wing)
CRIP	Curriculum Reform Implementation Project (AusAID)	HRDP II	Human Resource Development Project 2 (EU)
CS	Community School	HRM	Human Resource Management
DAT	Differential Aptitude Testing (Grade 11)	HS	High School
DEA	District Education Administrator	HSC	Higher School Certificate Examination
DEB	District Education Board	ICT	Information and Communication Technology
DEP(I)	Diploma of Primary Education (Inservice) (PNGEI)	IDCE	Institute of Distance & Continuing Education (UPNG)
DLE	Department of Labour & Employment	IEA	International Education Agency
DLE	Department of Labour & Employment	IECC	Internal Expenditure Control Committee
DNPM	Department of National Planning & Monitoring (now DNPRD)	IGD	Inspections & Guidance Division
DNPRD	Department of National Planning & Rural Development (formerly NPO & DNPM)	ILPOC	Intermediate Local Purchase & Order Charge
DOE	(National) Department of Education	IMG	Implementation & Monitoring Group
DOF	Department of Finance (formerly DOFT)	ISP	Institutional Strengthening Project (AusAID)
DOFT	Department of Finance & Treasury	IT	Information Technology
DOT	Department of Treasury (formerly DOFT)	JICA	Japan International Cooperation Agency
DOVET	Diploma in Vocational Education & Training	K	Kina
		KBO	Key Board Operator
		KLMD	Kiunga Lake Murray District (Western

	Province)	OTML	Ok Tedi Mining Limited
LAMP	Literacy & Awareness Materials Production (Centre)	P&A	Policy & Administration Wing
LIFE	Life Is For Everyone (NLAS project)	P&C	Parents' & Citizens' Association
LLG	Local-Level Government	PASTEP	Primary & Secondary Teacher Education Project (AusAID)
LP	Lower Primary	PATTAF	Papua New Guinea Australia Targeted Training Assistance Facility
LS	Lower Secondary	PAU	Pacific Adventist University
MA	Master of Arts	PBDS	Performance Based Duty Statements
MCU	Media & Communication Unit, PRC	PBSS	Performance Based Salary Structure
MEd	Master of Education	PCG	Project Coordinating Group
MFM	Maintenance Fitter Machining	PCIU	Project Coordination & Implementation Unit, PFM (formerly PIU)
MFW	Metal Fabrication and Welding	PCO	Principal Curriculum Officer
MOA	Memorandum of Agreement	PDOE	Provincial Divisions of Education
MP	Member of Parliament	PEA	Provincial Education Adviser
MPR	Master Position Register	PEB	Provincial Education Board
MPS	Ministerial Policy Statement	PEC	Provincial Executive Council
MSU	Measurement Services Unit, CDD	PEO	Provincial Education Office
MTDS	Medium Term Development Strategy	PEP	Provincial Education Plan
MVM	Motor Vehicle Mechanics	PETT	Pre-employment Technical Training
na	Not available	PETTC	Provincial Elementary Teacher Training Coordinator
NatCom	PNG National Commission of UNESCO	PFD	Project Formulation Document
NAO	National Authorizing Office (UNESCO)	PFM	Planning, Facilitating & Monitoring Division
NATTB	National Apprenticeship & Trade Testing Board	PGDE	Post Graduate Diploma in Education
NBC	National Broadcasting Corporation	PhD	Doctorate of Philosophy
NCD	National Capital District	PHS	Provincial High School
NCDC	National Capital District Commission	PIP	Public Investment Program
NCDES	NCD Education Services	PIP	Project Implementation Proposal (depending on context)
NDOE	National Department of Education (DOE)	PJV	Porgera Joint Venture
NEB	National Education Board	PLB	Plumbing
NEC	National Executive Council	PMIC	Port Moresby Inservice College (now PNGEI)
NEP	National Education Plan	PMSO	(PMO) Provincial Materials (Supply) Officer
NEPU1	National Education Plan Update 1	PNG	Papua New Guinea
NES	National Education System	PNGDF	PNG Defence Force
NESP	National Education Skills Plan	PNGEI	PNG Education Institute (formerly PMIC)
NETA	National Education Trust Accounts	PNGIPA	Papua New Guinea Institute of Public Administration (formerly Admin. College)
NEW	National Education Week	PNGJE	PNG Journal of Education
NGO	Non-Government Organisation	PNGTA	Papua New Guinea Teachers' Association
NHS	National High School	POM	Port Moresby
NI	National Institutions	POSF	Public Officers Superannuation Fund
NIP	New Ireland Province	PPRC	Policy, Planning, Research & Communication Wing
NIST	National Inservice Training (Week)	PPC	Project Pipeline Committee
NLA	National Library & Archives (OLA)	PRC	Policy, Research & Communication Division
NLAC	National Literacy & Awareness Council	PS	Primary School
NLAS	National Literacy & Awareness Secretariat	PSC	Public Service Commission
NLW	National Literacy Week	PSRMU	Public Service Reform Monitoring Unit
NMA	National Monitoring Authority	PSS	Provincial Secondary School (SS)
NPO	National Planning Office (now DNPRD)	PSTU	Primary School Top up
NRI	National Research Institute	PTB	Public Transport Board (Gov. vehicle pool)
NSP	North Solomons Province (Bougainville)	PTC	Primary Teachers College (formerly CTC - Community Teachers' College)
NTC	National Training Council	PVTE	Post Vocational Teacher Education
NTTCS	National Trade Testing & Certification System	Q	as in Q1, Q2, Q3, Q4 – quarter 1,2, 3 or 4 of the year
NTTCSP	National Trade Testing & Certification Support Project	QIPE	Quality Initiatives in PNG Education (AusAID)
NZODA	New Zealand Overseas Development Agency	QUT	Queensland University of Technology
O&M	Organisation & Methods section, GAP	REC	Research & Evaluation Committee
OHE	Office of Higher Education		
OHERST	Office of Higher Education Research & Technology (formerly OHE)		
OISCA	Organization for Industrial, Social and Cultural Advancement		
OLA	Office of Libraries & Archives (NLA)		
OLPGLLG	Organic Law on Provincial Governments & Local-level Governments		
ORD	Office of Rural Development		

REU	Research & Evaluation Unit	TE&SD	(TESD) Teacher Education & Staff Development Division
RMPA	Regional Management & Planning Advisers	Tech Coll	Technical College
SAC	Syllabus Advisory Committee	TESAS	Tertiary Education Scholarship Assistance Scheme
SBC	School Based Counsellors	TI	Transparency International
SCE	School Certificate Examination	TIC	Teacher in Charge
SCMC	Salaries & Conditions Monitoring Committee	TMT	Top Management Team (DOE Secretary, D/Ss, FASs)
SCO	Senior Curriculum Officer or Senior Communication Officer	TOT	Training of trainers
SDA	Seventh Day Adventist	TSC	Teaching Service Commission
SDO	Staff Development Officer	TTC	Trade Training Certificate
SDU	Staff Development Unit	TV	Television
Sec	Secondary - post grade 8	TVET(D)	Technical & Vocational Education & Training (Division)
SEOC	Senior Education Officers' Conference	UK	United Kingdom
SEOL	Secondary Education & Open Learning section, GES	UN	United Nations
SERC	Special Education Resource Centre	UNDP	United Nations Development Program
SHP	Southern Highlands Province	UNESCO	United Nations Educational, Scientific & Cultural Organisation
SHRD	Standards & Human Resource Development	UNFPA	United Nations Fund for Population Activities
SI	Secondary Inspector	UNICEF	United Nations Children Fund
SIL	Summer Institute of Linguistics	UNIGOR	UNIGOR Consultancy Ltd – UOG Consultancy Company
SIMG	School Infrastructure and Maintenance Grants	UNITECH	(UOT) University of Technology, Lae
SIU	Self Instructional Unit (CET)	UOG	University of Goroka
SIYB	Start & improve your business	UP	Upper Primary
SNR	Senior	UPE	Universal Primary Education
SOS	Staff on strength	UPNG	University of Papua New Guinea
SPA	Senior Professional Assistant	US	Upper Secondary
SPEG	Special Education Gazette (SDU)	VC/VTC	Vocational (Training) Centre
SPI	Senior Primary Inspector	VI	Vocational Inspector
SRH	Sexual Reproductive Health	VSS	Vocational Support Services Unit, TVETD
SS	Secondary School (also PSS)	VTC	Vocational Training Centre
SSM	Secretary's Staff Meeting (all DOE ASs, & above, TSC Chairman & Commissioners, Director Generals OLA & OHERST)	WB	World Bank
STO	Senior Training Officer	WHP	Western Highlands Province
TA	Technical Assistance or Travel Allowance (depending on context)	WNB(P)	West New Britain (Province)
TC	Technical College		
Tchrs Coll.	Teachers' College (s)		

Appendix

Data sources and notes

Sources

General

- *The State of Education in Papua New Guinea*, March, 2002 and March 2003, FMU, PFM, NDOE
- Divisional reports in *Department of Education Annual Report* (various years), PRC, NDOE
- *National Education Plan 1995 – 2004 Update 1* and *National Education Plan 1995 – 2004*, NDOE
- *Department of Education Corporate Plan 2003 – 2007*, PPRC, NDOE

Population data

- 1990 and 2000 PNG National Census, National Statistical Office of Papua New Guinea

Education system structure (Figure 2, Figure 3), and education reform targets

- *National Education Plan 1995 – 2004 Update 1* and *National Education Plan 1995 – 2004*, NDOE

Enrolments (Figure 4 to Figure 30, Table 9, Table 10)

- *Education Statistics of Papua New Guinea*, Corporate Data, PFM, NDOE, for each year 1992 - 2001, and data returns to Corporate data section PFM, from provincial and national divisions of education for 2002 and 2003. Official *Education Statistics of Papua New Guinea* for 2002 and 2003 not available at time of publication
- College of Distance Education Registry Reports (CODE enrolment and gender data)
- Teacher Education and Staff Development Division records for Primary Teachers' College, PNGEI and Special Education enrolment and gender data

Institutions (Figure 6, Figure 12)

- O&M section, GAP - Department of Education Establishment data base – Analysis of locations by type
- Department of Education Master Position Register and data base, O&M section, GAP
- *The State of Education in Papua New Guinea*, March, 2002, 2003 FMU, PFM, NDOE
- *Education Statistics of Papua New Guinea* for 1992 – 2001

National Examinations (Figure 20, Table 11)

- Measurement Services Unit (MSU), CDD records

Teachers

- Fortnightly summary of staff and expenditure and staff analysis for Pay 21 2003, 17/10/2003, and 2003 Manpower Review, quarter 3 2003 – EDP /O&M, GAP
- TSC Staff Ceilings for 2002 and 2003 Budget, TSC, September 2002 and September 2003, and *2003 Budget Estimates*, Department of Treasury, December 2002
- *Education Statistics of Papua New Guinea* for 1992 – 1999 (Figure 11, Figure 13)
- Gender statistics (Figure 40, Table 12) are from 2003 enrolment and staffing returns from provinces to Corporate data section PFM and NDOE Division records in this Annual Report

Manpower and Establishment (Figure 32 to Figure 43, Table 3, Table 13, Table 14)

- Fortnightly summary of staff and expenditure and staff analysis for Pay 21 2003, 17/10/2003, and 2003 Manpower Review, quarter 3 2003 – EDP /O&M, GAP
- TSC Staff Ceilings for 2003 Budget, TSC, September 2003
- *2003 Budget Estimates*, Department of Treasury, December 2002
- *Education Statistics of PNG 2001*

Education Budget and Education Subsidy

(Figure 44 to Figure 60, Table 4 to Table 8, Table 15 to Table 28)

- *Budget Estimates 1998 - 2004*, Department of Treasury
- Finance and Budgets Division, Budgets section records
- Ministerial Policy Statements 1/2003 and 4/2003 and Secretary's Circulars 8, 64 and 87/2003

Notes for data in Figure 2 to Figure 29

1. **Enrolment data** is from *Education Statistics of Papua New Guinea* for each of the years 1992 to 2001, inclusive. Data used for 2002 and 2003 are interim estimates only based on returns from provincial and national divisions of education, subject to further audit prior to publication as official enrolment and staffing statistics.

Confirmed official enrolment statistics for 2002 and 2003 (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. **Population data for different age groups and estimates of population increase** (Figure 7, Figure 10, Table 9, NCD data p 78)

Population statistics are from Census 1990 and 2000 data.

Projections for population growth, and age populations since 2000, have been estimated using procedures recommended by the National Statistical Office of PNG. The average national population growth rate used is 2.7% per year. This is the 20 year average growth rate from Census 1980 to Census 2000, not the 10 year average from 1990 to 2000, as recommended.
3. **Number of students counted by grade or level** (Figure 7, Figure 16, Figure 17, Figure 20, Figure 22 to Figure 24, Figure 28 to Figure 30 and Table 10)

Students are counted according to their grade /level in the reform education structure, regardless of the type of school they attend (see Figure 2).

Elementary level counts students in grades 1 and 2 in community and primary schools as well as students in grades elementary prep, elementary 1 and elementary 2 in elementary schools.

Similarly primary counts students in grades 3-8 in primary schools as well as those in schools still called community schools. It also includes students in grade 7 and 8 classes who are still in high schools.

Secondary counts students in grades 9 – 12 and includes students in provincial high schools, secondary schools and national high schools.
4. **Number of students, teachers and institutions counted according to the type of institution** (Figure 4, Figure 5, Figure 6, Figure 8, Figure 9, Figure 14, Figure 15, Figure 18, Figure 21, Figure 26, Figure 27, Table 9, Table 10)

The number of institutions, teachers, and students in 'elementary' includes only schools registered as elementary schools, and teachers and students in those schools (i.e. those involved with grades Elementary Prep, Elementary 1 and Elementary 2).

Similarly 'primary' counts schools registered as community or primary schools, and teachers and students involved with any of the grades 1 – 8 in those schools. Grade 7 and 8 teachers and students still in provincial high schools are counted as 'secondary'.

'Secondary' and 'upper secondary' includes students and teachers in grade 11 and 12 classes in both national high schools and provincial secondary schools, unless otherwise stated. 'Secondary education' also includes students in grades 9 and 10 in lower secondary in both provincial high schools and provincial secondary schools.
5. **Special Education** enrolment figure (Figure 18) is for 1993, not 1992. 1992 data not available.
6. **Permitted schools** enrolment (Figure 25) is from *Education Statistics of Papua New Guinea* for each of the years 1992 to 2001. The variability between years may indicate variability in schools and agencies reporting enrolments.
7. **Number of institutions** (Figure 6) 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. It also includes new elementary schools registered during 2003 for opening in 2004. The greatest discrepancy between registered and actual operating schools is at the elementary level.

The official number of registered technical colleges still includes Arawa which is closed, and St. Pauls Vunakanau Teachers College whose teaching positions are relocated to Kabaleo TC.

Data tables

Table 9 Total enrolments 1992 – 2001 (by type of institution)

Type of Institution	Grades	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
Elementary schools	EP, E1, E2	0			1,497	7,119	25,633	88,260	119,147	148,808	180,186
Primary /community schools	1-8	433,592	468,556	496,745	521,018	533,582	548,256	568,164	594,444	610,282	583,307
Provincial High & Secondary	7-12	54,165	61,770	66,949	70,214	69,967	69,746	74,313	74,042	76,778	77,451
National High School	11,12	1,965	1,997	2,000	2,051	2,461	2,673	2,426	2,337	2,382	2,655
Vocational Centres	after G6 or G7	8,750	10,466	11,061	9,807	9,869	11,106	14,462	14,202	13,714	14,333
Technical & Business Colleges	after G10 or G12	1,182	1,084	2,043	2,005	2,452	1,859	2,371	1,720	2,077	2,118
Primary Teachers Colleges	after G10 or G12	1,208	1,735	1,738	1,718	1,766	1,784	1,631	1,746	1,758	1,982
Total National Education System		500,862	545,608	580,536	608,938	608,310	627,216	661,057	751,627	855,799	864,033
Permitted schools (IEA & SDA)											
Permitted Primary	1-8	8,955	10,495	9,932	9,741	9,940	13,199	11,787	12,392	11,100	10,984
Perm Secondary	7-12	1,489	1,984	1,743	2,091	2,274	2,454	2,003	2,152	1,901	1,828
SDA Teacher Ed.	after G10 or G12				242	257	86	87	246	81	76
Total permitted		10,444	12,479	11,675	11,832	12,214	15,653	13,790	14,790	13,082	12,888
Total enrolments		511,306	558,087	592,211	620,384	639,687	676,796	765,504	822,428	868,881	876,921
Est. total due to pop.growth at 2.7% per year			525,111	539,289	553,850	568,804	584,162	599,934	616,132	632,768	649,853
Upper Secondary (G11 & 12)											
National High Schools		1,965	1,997	2,000	2,051	2,461	2,673	2,426	2,337	2,382	2,655
Provincial Secondary Schools		0	119	800	1,621	2,035	2,326	2,960	4,229	5,942	7,614
Permitted school		123	122	179	263	205	398	574	523	625	745
Total grade 11 & 12		2,088	2,238	2,979	3,935	4,701	5,397	5,960	7,089	8,949	11,014
Total National Education System teachers		18,785	19,866	20,446	21,775	22,545	22,980	25,448	27,109	28,439	30,622
Total National Education System schools		3,008	2,909	3,069	3,125	3,226	3,696	4,548	4,852	6,929	7,475

Source: Enrolments: *Education Statistics of PNG*, 1992 – 2001. 2002 & 2003 data still subject to audit prior to publishing of *Education Statistics*. Teacher numbers for 2000, 2001: quarter 4 payroll data as presented in DOE Annual Report. School numbers for 2000, 2001: MPR /O&M records of school registration.

Table 10 National Education System enrolment by level and type of school 1992 and 2001

	1992		2001							increase 1992 - 2001					
Grade /level	Enrolment		Type of school					Totals			number	%			
	Grades	Levels	Elementary	Primary & community	Prov high/ secondary	Natl High School	Other	Grade	School level	%					
EP	0		73,364					73,364			73,364				
E1/G1	99,879		60,105	75,088				135,193			35,314	35%			
E2/G2	87,815		46,717	78,455				125,162			37,347	43%			
Total elementary level	187,694		180,186	153,533				33,719		38%	146,025	78%			
Grade 3	75,650			111,493					111,493		35,843	47%			
Grade 4	66,706			97,565					30,859		46%				
Grade 5	56,021			81,382					25,361		45%				
Total lower primary (G3-5)	198,377			290,440					92,063		46%				
Grade 6	47,521			68,831					68,831		21,310	45%			
Grade 7	17,323			40,001					9,521		32,199	186%			
Grade 8	14,481			30,502	10,907	26,928	186%								
Total upper primary (G7-8)	79,325			139,334	20,428	80,437	101%								
Total Grade 7/8	31,804							90,931		59,127	186%				
Total primary level (G3-8)	277,702							450,202		51%	172,500	62%			
Grade 9	11,684							26,628		14,944	128%				
Grade 10	10,677							22,781		12,104	113%				
Total lower secondary	22,361							49,409		27,048	121%				
Grade 11	1,002							4,470	1,469	4,937	493%				
Grade 12	963							3,144	1,186	3,237	350%				
Total upper secondary	1,965							7,614	2,655	8,304	423%				
Total sec. level (G9-12)	24,326											59,678	7%	35,352	145%
Vocational	8,750											14,333	14,333	4%	5,583
Tech & Business Colleges	1,182		2,118	2,118	936	79%									
Primary Teachers Colleges	1,208		1,982	1,982	774	64%									
Special Education all grades	-		1,020	1,020	1,020	-									
College of Distance Ed	10,500		21,298	21,298	10,798	103%									
TOTAL National Ed. System		511,362	180,186	583,307	77,451	2,655	40,751					857,932	884,350		100%
% of total in type of school			20%	66%	9%	4%	100%								
Population growth at 2.7%/yr		511,362	649,853							138,547	27%				

Source: See p 86. *Education Statistics of Papua New Guinea* 1992 and 2001. Population growth rate 20 year average 1980 – 2000, from PNG National Statistical Office.

Table 11 Candidates sitting for National Examinations

	1992	1999	2000	2001	2002	2003
Grade 6 exam	55,410	67,853	76,852	0	0	0
Grade 8 exam	0	38,178	41,993	41,993	52,061	54,000
Grade 10 exam	11,722	19,152	21,616	21,313	24,948	25,900
Grade 12 exam	979	2,991	4,219	4,219	6,400	6,800
Total	55,328	103,606	120,427	68,579	83,144	86,700

Source: Measurement Services Unit, CDD records

Table 12 Gender Equity - % female students and teachers

	Students			Teachers		
Level	1992	2000	2003	1992	2000	2003
Elementary	-	46.5%	47%	-	42%	42%
Primary (including G7/8 in primary schools)	44%	45%	45%	33%	39%	40%
Lower secondary (including G7/8 in high schools)	40%	41%	41%	34%	33%	34%
Upper secondary	30%	35%	35%	31%		
Vocational centres	34%	28%	16%	33%	30%	30%
Technical & business colleges	28%	25%	30%	22%	27%	26%
Teachers colleges	47%	46%	45%	26%	21%	24%
Special Education Centres	na	40%	48%	na	47%	46%
College of Distance Education (CODE)	32%	37%	*39%	na	42%	54%
PNG population overall (1990 Census)	47.5%	48.1%		47.5%	48.1%	

Source: *Education Statistics of Papua New Guinea* 1992, 2000, 2001 and 2003, *DOE Annual Report 2000*, Divisional Reports, PNG National Census 2000. *2001 figure. 2003 not available

**Table 13 Total teachers and public servants on education payroll on payday 21,
17/10/2003**

Pay 21 2003	Total 'Education Payroll'			Public Servants		Teachers	
	Total	Tchrs	PSC	DOE	Prov /OHE	DOE	Prov.
Elementary	8,909	8,909				489	8,420
Primary /Community	18,576	18,576				876	17,700
Secondary (PHS/PSS)	3,500	3,500				236	3,264
Vocational	1,028	1,028				96	932
National High School	156	156				156	
Teacher Ed. - Elementary trainers	198	198				28	170
Teacher Ed. - Preservice Primary	173	173				173	
Teacher Ed. - Inservice (PNGEI)	35	35				35	
Technical /Business Colleges	229	229				229	
College of Distance Ed. CODE	38	38				38	
Special Education	41	41				41	
Study	11	11				11	
Total Teachers	32,894	32,894				2,408	30,486
DOE Public Service	670		670	670			
Provincial Administrative Support	226		226		226		
Provincial Libraries	11		11		11		
OHERST (Higher Education)	34		34		34		
Total Public Servants	941		941	670	271		
Total National Ed Payroll	33,835	32,894	941	670	271	2,408	30,486
Total NDOE	3,078			670		2,408	
Total Provinces/OHERST	30,757				271		30,486
% Total Tot 'Ed Payroll'	100%	97%	3%	2%	1%	7%	90%
% Tchrs		100%				7%	93%
% PSC			100%	71%	29%		
% DOE Payroll				22%		78%	
Budget Ceiling				735		2,727	
TSC/PSC Establishment		37,511		779		2,407	35,104
Vacant Teaching Positions		4,617					

Data for Figure 32 to Figure 37

Source: *Staff Analysis and Fortnightly summary of staff and expenditure for Pay 21, 17/10/2003, EDP /O&M, GAP, 2003 Budget Estimates, Department of Treasury, November 2002, TSC Staff Ceilings for 2003 Budget, TSC, September 2002.*

Table 14 2003 Department of Education establishment and manpower ceilings

- by division and category of teacher

Division /Category		TSC/PSC Establish - ment ceiling	Budget ceiling	Staff on strength	Staff on Pay 21, 17/10/2003
Public Service positions	PRC	20	20	20	20
	PFM	27	26	20	20
DOE Line Divisions	GAP	149	140	130	130
	F&B	40	38	36	36
	IGD	225	225	209	193
	CDD	104	85	77	81
	TVET	49	49	35	41
	TESD	39	35	31	35
	GES	19	17	18	16
	Audits	11	11	8	8
	Unattached	0	0	0	0
Total DOE Line Divisions		683	646	584	580
Other DOE Divisions	TSC	21	21	19	19
	NCD Ed.	16	16	16	21
	UNESCO	6	6	3	3
	OLA	46	40	41	41
	NLAS	7	6	6	6
Total other Divisions		96	89	85	90
Total Public Service positions (PSC)		779	735	669	670
Teaching Service positions (TSC)	NHS	170	168	162	156
	Tech/Bus Coll	273	261	227	229
National Institutions (NI)	Preserv Tchr Ed	190	181	169	173
	Inserv Tchr Ed	52	97	53	35
	Elem Tchr Ed	28	200	28	28
	Special Ed	44	43	43	41
	CODE	41	41	41	38
	Study	0	0	11	11
Total National Institution positions		798	991	714	711
NCD school positions	NCD Elem.	503	550	524	489
	NCD Primary	764	888	870	876
	NCD HS	226	215	221	236
	NCD Voc	116	83	83	96
Total NCD positions		1,609	1,736	1,698	1,697
Total teacher positions under DOE		2,407	2,727	2,412	2,408
Total DOE positions		3,186	3,462	3,081	3,078

Data for Figure 32 to Figure 37

Source: *Staff Analysis and Fortnightly summary of staff and expenditure for Pay 21, 17/10/2003, EDP /O&M, GAP, 2003 Budget Estimates*, Department of Treasury, November 2002, *TSC Staff Ceilings for 2003 Budget*, TSC, September 2002.

Table 15 Education Sector budget 1999 - 2003 (Kina)

AGENCY	Original appropriation				
	1999	2000	2001	2002	2003
National Department of Education	169,651,400	214,601,600	181,614,800	315,573,800	202,590,600
Office of Higher Education	22,288,100	23,846,300	27,973,200	17,051,700	25,771,200
University of Papua New Guinea	20,200,000	25,568,600	29,068,800	29,068,800	26,809,000
University of Technology	26,500,000	23,666,700	28,384,600	25,000,000	26,780,300
University of Goroka	11,000,000	9,000,000	13,000,000	13,000,000	13,557,500
University of Vudal	2,600,000	2,800,000	4,200,000	4,200,000	5,097,800
All Provinces (Teachers Salaries)	186,000,000	236,912,700	284,100,000	283,900,000	315,463,100
All Provinces (Teachers Leave Fares)	-	1,100,000	1,100,000	-	17,560,800
All Provinces Education Subsidy	20,000,000	20,000,000	21,000,000	-	20,000,000
TOTAL	458,239,500	557,495,900	590,441,400	687,794,300	653,630,300

Table 16 DOE recurrent expenditure by program 1998 - 2003 (K,000)

Description	Actual				Appropriation. (Supp*)	
	1998	1999	2000	2001	2002	2003
Policy & General Admin.	47,735.0	47,535.5	50,434.0	49,313.3	143,240.4	38762.5
Education Standards	7,999.1	7,156.8	8,455.3	6,929.2	7,681.2	7819.2
Primary Education	9,891.4	11,040.7	11,523.3	13,349.6	13,715.6	13439.1
Literacy & Awareness	209.4	189.8	193.1	267.2	206.3	171.9
Secondary Education	9,595.6	9,125.0	10,642.2	10,204.7	9,557.0	8681.9
Vocational Education	1,323.1	1,463.5	1,698.3	2,132.7	2,416.8	2130.6
Technical Education	28,694.0	8,797.7	9,186.4	8,997.0	9,827.8	7831.3
Teacher Education	5,088.8	5,595.6	5,662.6	5,891.8	6,642.7	8291.7
Library Services	480.2	513.2	537.4	661.4	674.0	639.2
Govt. Records & Archives	251.4	255.4	419.8	351.8	323.9	311.2
TOTAL	111,268.0	91,673.2	98,752.4	98,098.7	194,285.7	88,078.6

* 2002 and 2003 data is from Supplementary Budget Appropriation, August 2002 and August 2003

Table 17 Department of Education recurrent expenditure 1998 - 2003
- amount available for administration and service delivery for general education

[Total without NCD teachers salaries, Education subsidies, Libraries and Archives, Literacy and Awareness, Technical Education and OHE] (K,000)

Program	Actual				Appropriation (Supp*)	
	1998	1999	2000	2001	2002	2003
Policy & General Admin	7,735.0	7,536.3	10,438.9	9,860.1	7,688.1	8,762.5
Education Standards	7,999.1	7,156.8	8,455.3	6,929.2	6,907.7	7,819.2
Primary Education	201.3	246.6	262.3	292.9	245.5	226.8
Literacy & Awareness	209.4	189.8	193.1	267.2	208.5	
General Secondary Ed	7,091.3	6,335.3	7,276.3	6,540.8	5,544.2	5,269.3
Vocational Education	492.2	575.1	760.3	1,137.0	1,128.9	1,044.6
Technical Education	-	-	-	-	-	-
Teacher Education	5,088.8	5,595.6	5,662.6	5,891.8	6,052.0	8,291.7
Library Operation	-	-	-	-	-	-
Government Archives	-	-	-	-	-	-
Total	28,817.1	27,635.5	33,048.8	30,919.0	27,772.7	31,414.1

Source: Table 15 to Table 17 Budget Estimates 1998 – 2003, Department of Treasury, DOE Finance & Budgets

Table 18 Department of Education recurrent budget - summary by item 1998 - 2003
(K,000)

Expenditure items	Actual				Appropriation (Supp*)	
	1998	1999	2000	2001	2002	2003
Personal Emoluments	38,029.1	32,664.2	39,599.8	45,503.4	48,215.3	52,060.1
Goods and Other Services	13,238.9	11,460.4	15,554.7	7,244.7	11,070.4	6,018.5
School Fee Subsidy	76,000.0	40,000.0	40,000.0	39,453.2	135,000.0	30,000.0
Current transfers				5,277.8		
TOTAL	127,268.0	84,124.6	95,154.5	97,479.1	194,285.7	88,078.6

Table 19 Department of Education development budget by program 1998 – 2003 (K000)

Program	Actual				Appropriation (Supp*)	
	1998	1999	2000	2001	2002	2003
Policy & General Administration	23,828.0	1,748.3	1,771.5	1,572.4	6,118.6	10,061.4
Education Standards	2,742.0	9,275.9	19,216.8	73,684.8	23,939.8	26,722.0
Primary Education	10,268.4	16,451.6	45,320.1	28,480.6	18,737.3	21,379.7
Literacy & Awareness	0	0	87.0	187.8	0	0
General Secondary Education	17,185.1	37,076.5	19,987.8	8,662.3	500.0	1,427.2
Vocational Education	0	74.6	101.1	2.0	52,000.0	16,572.3
Technical Education	4,102.6	860.2	0	0	0	1,774.9
Teacher Education	9,858.0	11,138.2	7,542.0	45,024.4	26,276.1	23,624.1
Library Operation	1,302.9	321.5	278.9	596.8	0	0
Government Archives	0	0	0	0	0	0
Total	69,287.0	76,946.8	94,305.2	158,211.1	127,571.8	101,561.6

Table 20 Percentage of development budget funded by donors by program, 2000 - 2003

Program	2000	2001	2002	2003
Policy & Administration	2.5%	3%	4%	10%
Education Standards	31%	39%	19%	26%
Primary Education	18%	8%	15%	21%
Literacy Awareness	0%	13%	0%	0%
General Secondary	22%	5%	0.4%	2%
Vocational Education	1%	0.6%	41%	16%
Technical	0%	0%	0%	2%
Teacher Education	24%	29%	21%	23%
Library Operation	1.5%	3%	0%	0%
Government Archives	0%	0%	0%	0%

Table 21 Share of development budget by donor, 2000 - 2003

Donor	2000	2001	2002	2003
World Bank	6%	20%		
AusAID	80%	65%	58%	73%
European Union	3%		41%	18%
New Zealand	0.6%			4%
JICA	9%	14%		5%
GTZ	1%			
UNFPA	0.1%	0.2%	0.4%	0.4%

Source: Table 18 to Table 21 Budget Estimates 1998 – 2003

Table 22 Department of Education 2003 development budget appropriation by program and donor (K,000)

Vote Code	PIP No	Description	Appropriation			2003 Supplementary Appropriation (K'000")						
			2002	2003	2003	GoPNG	AusAID	EU	NZ	JICA	UNFPA	Total
			Total	Total	GoPNG							
CAPACITY BUILDING												
235-2101-1204	2161	Capacity Building	394.6	3,983.4	403.4		3,580.0					3,580.0
235-2101-1208	1536	Education Media Centre		5,000.0						5,000.0		5,000.0
235-2101-1210	1836	Population Education		360.4							360.4	360.4
235-2101-1211	1835	Curriculum Reform (AusAid)	13,178.5	19,803.0	709.9	509.9	19,093.1					19,603.0
235-2101-1212	2126	Quality Education Initiatives	1,500.0	3,580.0			3,580.0					3,580.0
235-2101-1213	2130	Education Sector Development	375.0	1,193.4			1,193.4					1,193.4
235-2101-1214	2132	Institutional Strengthening (TAG)	300.0									
235-2101-1215	2190	PNG Education Personnel Payroll Project		1,354.6	161.3	154.3	1,193.3					1,347.6
235-2101-2204	1502	PNG/NZ School Journal Development		519.0					519.0			519.0
235-2101-2206	1836	Population Education	448.2									
235-2101-2209	2181	Feasibility Study In HRD		1,600.0				1,600.0				1,600.0
235-2101-3204	2148	Elementary Teacher Training Phase 2	2,237.3	2,628.7	242.0	100.0	2,386.7					2,486.7
235-2101-5213	2204	Bougainville Secondary School/CODE Proj.		1,427.2					1,427.2			1,427.2
235-2101-6202	2025	Human Resource Development Phase 2	52,000.0	16,000.0				16,000.0				16,000.0
235-2101-6209	2205	Vocational Training Support		472.3					472.3			472.3
235-2102-1206	2202	Agriculture Institutional Strengthening Pro2		311.4					311.4			311.4
235-2102-1209	2224	NZ In Country Training		1,432.4					1,432.4			1,432.4
235-2102-1210	2225	Bougainville Scholarship		31.1					31.1			31.1
235-2102-2203	1432	Elementary Teacher Training	7,843.7	2,386.6			2,386.6					2,386.6
235-2102-2204	1807	Teacher Education	12,400.0	18,838.3	790.6	703.1	18,047.7					18,750.8
235-2102-2206	2131	BED-Pre Implementation Phase	5,999.9	9,949.9	403.4		9,546.5					9,546.5
		Capacity Building sub total	100,226.2	90,871.7	2,710.6	1,467.3	61,007.3	17,600.0	4,193.4	5,000.0	360.4	89,628.4
CAPITAL PROJECTS												0.0
235-2101-2205	1680	Infrastructure & Materials	9,863.1									
235-2101-2208	2124	Upgrading of High School Facilities	450.0									
235-2101-3205	2162	Improvement of Rural Ed Facilities	3,000.0									
235-2101-3206	2163	Education CASP (School Supplies)	13,500.0	11,933.2			11,933.2					11,933.2
235-2101-5212	2164	Sogeri National High School	500.0									
235-2101-5214	2164	Passam National High School		500.0	500.0							0.0
		Capital sub total	27,313.1	12,433.2	500.0	0.0	11,933.2					11,933.2
		TOTAL	127,539.3	103,304.9	3,210.6	1,467.3	72,940.5	17,600.0	4,193.4	5,000.0	360.4	101,561.6
		% Total			3.2%	1.4%	71.8%	17.3%	4.1%	4.9%	0.4%	100.0%

Source: 2002, 2003 Budget Estimates and DOE Finance & Budgets Division records

**Table 23 Functions transferred to provinces -
Budget Appropriation for Item 111 teachers' (TSC) salaries 1998 – 2003**
(K,000)

PROVINCE		1998	1999	2000	2001	2002	2003
1	Western	8,163.3	8,474.9	11,269.8	13,275.6	13,275.6	15,906.0
2	Gulf	4,460.4	4,630.7	4,717.1	5,640.4	5,213.0	6,312.3
3	Central	7,633.8	7,925.3	12,376.9	14,599.4	15,547.5	17,517.1
4	NCD	9,595.4		11,354.9	13,096.8	K13,549.1	15,739.4
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	16,148.5
6	Oro	4,935.3	5,123.7	6,076.4	8,065.0	6,460.5	7,780.8
7	SHP	14,452.9	15,004.7	16,552.6	19,592.0	20,834.3	21,438.4
8	Enga	8,506.3	8,831.1	11,621.4	13,696.0	13,466.2	14,527.9
9	WHP	13,178.1	13,681.2	16,706.4	19,976.5	19,282.1	21,496.0
10	Simbu	9,889.2	10,266.8	13,982.6	16,725.1	17,340.4	19,150.4
11	EHP	14,420.2	14,970.7	18,234.5	22,141.6	21,529.6	23,261.5
12	Morobe	18,938.9	19,662	23,853.5	28,122.2	27,656.5	31,713.4
13	Madang	11,082.9	11,506	15,331.3	18,262.9	19,013.2	20,962.0
14	ESP	11,494.4	11,933.3	14,565.1	18,115.9	17,736.7	19,778.2
15	Sandaun	7,700.2	7,994.2	9,907.9	11,847.2	10,599.9	11,608.2
16	Manus	3,126.4	3,245.8	4,203.3	5,169.1	5,389.8	5,577.0
17	NIP	6,235.1	6,473.1	8,512.1	10,178.1	9,947.1	10,657.5
18	WNBP	9,474.9	9,938.4	11,740.1	14,038.0	14,637.5	20,010.3
19	ENBP	8,965.1	9,307.4	14,692.1	17,367.7	17,536.5	15,723.0
20	Bougainville	6,642.1	6,895.6	10,414.0	12,452.3	13,846.0	15,894.60
TOTAL Provinces		179,061.9	186,000.0	236,912.7	283,500.0	283,900.0	315,463.1
TOTAL Prov. + NCD		188,657.3		248,267.6	296,596.8	297,449.1	331,202.5

Source: Budget Estimates 1998 - 2003

Table 24 Functions transferred to provinces
Budget Appropriation for Item 114 teachers leave fares 2000 - 2003

(K,000)

	PROVINCE	2000	2001	2002	2003
1	Western	42.1	42.1	398.1	961.1
2	Gulf	51.6	51.5	213.0	874
3	Central	55.5	55.5	768.1	1,011.1
4	NCD	543.1	16,485.0	1,113.6	225.1
5	Milne Bay	55.5	55.5	308.8	961.1
6	Oro	53.4	53.4	133.7	794.8
7	SHP	52.1	52.1	266.6	927.6
8	Enga	53.7	53.7	221.1	882.2
9	WHP	54.2	54.2	283.5	923.2
10	Simbu	43.5	43.5	204.5	865.6
11	EHP	55.4	55.4	895.2	1,011.1
12	Morobe	163.1	163.1	648.0	976.1
13	Madang	43.5	43.5	108.9	769.4
14	ESP	49.4	49.4	458.1	961.1
15	Sandaun	54.3	54.3	532.9	961.1
16	Manus	43.6	43.6	146.4	807.5
17	NIP	42.2	42.2	202.3	863.3
18	WNB	62.8	62.8	562.6	961.1
19	ENBP	52.9	52.9	377.4	961.1
20	Bougainville	71.3	71.3	202.3	863.2
TOTAL Provinces		1,100.1	1,100.0	6,931.3	17,335.70
TOTAL Prov. + NCD		1,643.2	17,585.0	8,045.1	17,560.80

Source: Budget Estimates 1998 – 2003 and F&B records (2002 – see note 2 below)

Note:

1. NCD teachers leave fares included in DOE Budget.
2. The 2002 budget estimates did not include any appropriation for teachers leave fares in provincial budgets. The amounts shown here were released by DOF after representations by DOE. The funds released were based on data submitted to DOE by provinces. Funds were released to DOE. Tickets were issued to provinces by DOE based on the lists submitted.

**Table 25 Functions transferred to provinces - Budget Appropriation for Item 143
Education Subsidy (Provincial Component) 2000 - 2003** (K,000)

PROVINCE		2000	2001	2002	2003
1	Western	557.2	607.2	Equivalent amount added to NDOE appropriation for Education Subsidy to be administered by NDOE	607.2
2	Gulf	372.9	422.9		422.9
3	Central	737.6	787.6		787.6
4	NCD	see note 1	see note 1		see note 1
5	Milne Bay	1131.1	1,181.1		1,181.1
6	Oro	489.1	539.1		539.1
7	SHP	see note 2	150.0		150.0
8	Enga	957.3	1,007.3		1,007.3
9	WHP	610.4	660.4		660.4
10	Simbu	1801.2	1,851.2		1,851.2
11	EHP	3994.2	4,044.2		3,044.2
12	Morobe	1681.8	1,731.8		1,731.8
13	Madang	1367.6	1,417.6		1,417.6
14	ESP	820.5	870.5		870.5
15	Sandaun	625.9	675.9		675.9
16	Manus	256.1	306.1		306.1
17	NIP	1188.6	1,238.6		1,238.6
18	WNB	1644.3	1,694.3		1,694.3
19	ENBP	1764.2	1,814.2		1,814.2
20	Bougainville	see note 2	see note 2		see note 2
TOTAL		20,000.00	21,000.0		20,000.00

Source: Budget Estimates 2000 – 2003

Note:

1. NCD included in Department of Education Budget – no separate allocation equivalent to provincial component.
2. Appropriation not included in Provincial Budget estimates.
3. For National Component of Subsidy see Table 26 on page 98.

Table 26 Distribution of National Component of 2003 Education Subsidy by province and type /level of school (Kina)

Province	Elementary	Community & Primary	PHS/PSS	NHS	Vocational	Permitted	NDOE	TOTAL	%	%
Western	98,717	486,203	279,238		60,205			924,362	3.1%	
Gulf	52,350	227,719	163,205					443,274	1.5%	
Central	145,795	538,203	416,640	382,160	47,140	24,626		1,554,564	5.3%	
NCD*	146,095	741,750	458,638	381,200	125,320	167,412		2,020,414	6.9%	
Milne Bay	130,857	612,364	298,538		298,538	678		1,340,973	4.6%	
Oro	70,347	164,715	171,965		45,183	768		452,977	1.5%	
SHP	95,396	933,114	767,890		107,413	3,484		1,907,296	6.5%	
Enga	299,200	557,386	506,098		67,030			1,429,713	4.9%	
WHP	130,337	746,328	676,210		68,975	19,393		1,641,243	5.6%	
Simbu	129,115	604,796	451,570		82,593	975		1,269,049	4.3%	
EHP	198,704	1,064,571	548,448	395,280	65,473	46,642		2,319,117	7.9%	
Morobe	107,835	1,044,432	624,958	316,800	113,505	33,843		2,241,372	7.6%	
Madang	152,025	890,845	357,838		64,295	10,610		1,475,613	5.0%	
ESP	93,973	877,110	466,518	323,520	77,313	7,520		1,845,952	6.3%	
Sandaun	66,353	394,209	244,793		80,298	5,630		791,282	2.7%	
Manus	26,206	161,160	152,000		8,715	3,977		352,057	1.2%	
NIP	79,741	441,765	233,308		35,173	11,856		801,841	2.7%	
WNBP	75,667	503,128	218,113		158,358	5,134		960,399	3.3%	
ENBP	126,893	683,067	435,160	297,360	128,743	50,537		1,721,759	5.8%	
Bougainville	144,551	585,772	349,960		35,958	13,077		1,129,318	3.8%	
CODE							1,100,360	1,100,360	3.7%	
Spec. Ed Centres							94,560	94,560	0.3%	
Reserve*	Paid back into trust account. Schools not open/not acqitted. Funds available in 2004						1,618,907	1,618,907	5.5%	
Total for schools	2,370,153	12,258,633	7,821,083	2,096,320	1,670,223	406,162	2,813,827	29,436,399	100%	97.7%
Total Secondary			9,917,403						32.9%	
Administration							690,554	690,554		
Audit							16,000	16,000		
Total admin & audit								706,554		2.3%
Total payments								30,142,953		100%
Percentage	7.9%	40.7%	25.9%	7.0%	5.5%	1.3%	11.7%	100.0%		

Source: Accounts section, Finance & Budget Division records.

Table 27 Structure of Department of Education budget

Main Program	Program	Comments on activities
Pre primary, Primary & Secondary Education	Policy Formulation & General Administration	All the policy, planning & administrative functions of DOE & Ministerial Services Includes Education Subsidies
	Development & Implementation of Education Standards	Curriculum, Inspections & Guidance and Measurement Services
	Primary Education	Primary Education Coordination Includes the costs of primary education in the NCD
	Literacy and Awareness	Coordination & Provision of Literacy & Awareness Services
	General Secondary Education	Secondary Education Coordination, including all costs for National High School, and CODE Includes costs of secondary education in NCD
	Vocational Education	Vocational Education Coordination and Special Education Includes costs of vocational education in NCD
Tertiary Education	Technical Education	All aspects of Technical Education and the Office of Higher Education (OHE has been in a separate ministry since the Supplementary Budget in 2002 - see page 26)
	Teacher Education	Preservice & inservice teacher education
Cultural Education	Library Services	Library operations
Government Archives Maintenance	Government Records & Archives	Maintenance & storage of Government archives

Table 28 Description of projects by program, 2003

Program	Comments on projects
Policy Formulation & General Administration	Includes Capacity Building programs. Prior to 2002 this included RMPA & PIU components of World Bank funded Education Development Project (EDP)
Development & Implementation of Education Standards	Prior to 2003 the main projects were the inspections & curriculum components of EDP and the Basic Education Infrastructure and Materials Project (BEICMP). CRIP is now the major project supporting Curriculum Development and has resulted in a large increase in funding since 2000. Inspections and Examinations have received support from QIPE in 2003
Primary Education	Commodity Assistance Support Project (CASP) has supplied materials to elementary & upper primary (grade 7/8) schools
Literacy and Awareness	JICA funding for developing the National Education Media Centre. Completed in 2001
General Secondary Education	Includes infrastructure support for upper secondary education from EU AusAID & PNG Government. Australian and New Zealand Secondary School Scholarship Project s phased out.
Vocational Education	GTZ project finished in 2000. Large EU funded Human Resource Development 2 program (HRDP11) began in 2002.
Technical Education	Includes New Zealand In-country training and Bougainville scholarship scheme for teacher training
Teacher Education	Elementary Teacher Training & Primary and Secondary Teacher Education Project (PASTEP)
Library Services	Library component of EDP finished. No current library related projects



Infrastructure development sponsored by the European Union-Malahang Technical High School, Morobe Province



Secretary for Education, Mr Peter Baki CBE, meets elementary school students in Manus, February 2003



Kupiano High School students display rice plants (Rice Project) during National Literacy Week 2003



Elementary and primary school students waiting for the arrival of official guests for the official closing of National Education Week 2003 in Popondetta, Oro Province