

DEPARTMENT OF EDUCATION

**2002**  
**ANNUAL REPORT**



**“Promoting National Identity  
through Education”**

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

# 2002 Education Directory

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Minister for Education

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Hon. Muki Taranupi, MP (3.11.01 – 29.08.02)

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# Secretary's Message

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This is the National Department of Education Annual Report for 2002. It reports on our progress and use of resources in implementing Government policies and programs in the year to December 31, 2002.

Education is an investment and foundation for national development and our children's future. The mission of education in the 21<sup>st</sup> 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 appropriation in the 2002 Supplementary Budget of K599.5 million for the National Education System included the Department of Education operating costs, school subsidies and education projects, as well as teachers' salaries that were included in provincial budgets. This was 14% of the total national Supplementary Budget appropriation.

The return from this significant national investment in the National Education System was the satisfactory continuation of education for approximately one million students, taught by over 32,000 teachers in more than 7,000 schools and other institutions. We have continued to expand access to education in line with National Education Plan targets. Before the reform in 1993 our total enrolment was only 500,000. Enrolments have grown two to three times faster than the population growth, since.

The Corporate Plan 2003-2007 is a 'shared vision'. It is what we think our future is to be like and how we can get there. It envisions challenges for the education system in the 21<sup>st</sup> century. The Corporate Plan will complement the work on the second National Education Plan for 2005 – 2014 which will be carried out over two years.

The Department of Education experienced cuts in the 2002 Supplementary Budget Appropriation. Some of our programmed activities and contractual obligations were affected. Despite reduced resources we produced satisfactory results.

Schools throughout the country should be self-sustaining and self-sufficient, and venture into projects that will encourage life long skills for children to produce their own food and other items, and to supplement their income. Ultimately they should impart a new mindset and remove the handout mentality.

There continues to be a considerable amount of work towards addressing issues related to relevance and quality in education. A significant event during the year was the completion and launching of the National Curriculum Statement, reform curriculum syllabuses for Elementary and Upper Primary, and an increase in reform curriculum inservice activity for our teachers. The new Statement demonstrates that we own our curriculum. It promotes Papua New Guinea's many languages, cultures and traditions, and will foster our national identity. It encourages students to learn practical skills for living, and to lead healthy, productive lives.

The education theme for 2002 was '*Promoting National Identity Through Education*'. This theme was chosen because schools have a significant contribution to make for the nation in helping to develop responsible and reliable citizens who take pride in themselves and their culture, and respect others. We can reconstruct a peaceful and productive country where our citizens can live safely with respect, and live off their natural resources according to their talents.

In conclusion, we made good progress in 2002, 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.

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

# The National Education System and Education Reform

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

Apart from the *Education Act*, the *Organic Law on Provincial Governments and Local-level Governments*, *The Medium Term Development Strategy 1997-2002 and 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 component**

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

### **Provincial component**

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

These arrangements were reaffirmed under the *National Charter for Reconstruction and Development 2000 - 2002*. The National Charter, signed with the Governors of the provinces in November 1999, restated 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. Provision and rehabilitation of elementary and primary school infrastructure was one of the priorities assigned to the District Development Program funds available to Members of Parliament in 2001 and 2002.

## ***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 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 Plan and Education Reform**

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

#### **Access**

The reform is well established and has already resulted in significant increases in access and participation at all levels of the system. 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 3.2% per year.

According to data returned from provinces during 2002 there were a little more than 1,000,000 students in the National Education System in 2002, compared with just over 500,000 in 1992 (the year before the reforms began in a small way). In 2002 our students were taught by over 32,000 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 10 on page 85)

#### **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 and Vocational Education Corporate Plan*.

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

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

The reforms are guided by the 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

2000. It provides updated implementation data and revised targets, and identifies implementation issues and strategies required from the different stakeholders to meet these targets.

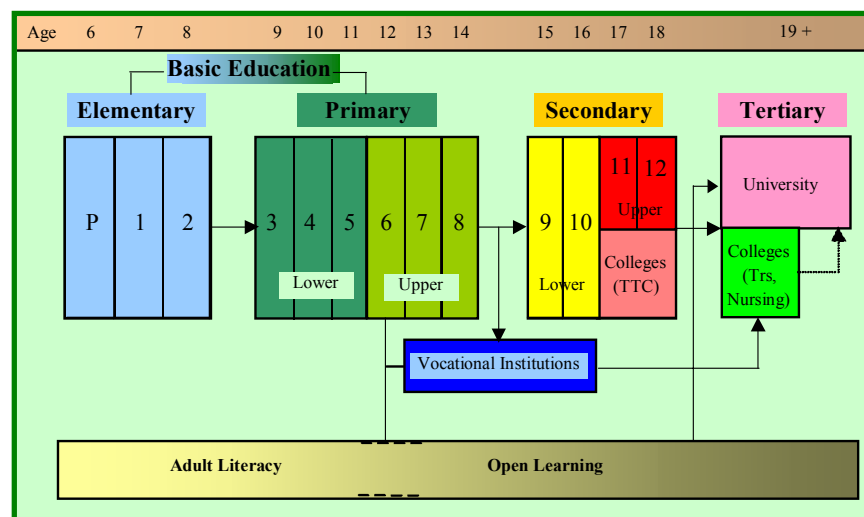
The *Department of Education Corporate Plan 2003 – 2007* was completed in 2002. It contains objectives and strategies for updating and continuing to achieve the goals of the reforms. *National Education Plan Update 2* is planned for 2004. Development of the *National Education Plan 2005 – 2014* will commence in 2003 and is expected to be completed in 2004. It will incorporate plans to implement *Education For All*.

*The State of Education Reform in Papua New Guinea*, which is produced at regular intervals by the Policy, Planning, Research and Communication Wing, details current implementation progress and concerns at the time of publication. (The most recent edition was produced in March 2002).

Further detail about the education reform is presented elsewhere in this report. Information on the system structure is below in Figure 1. Information about targets, objectives and achievements is presented under *Education Policy and Objectives* in the section following, and in Table 1, page 7 and Figure 3 to Figure 29, pages 5 to 16. The Divisional activity reports that follow in the second half of the document report elements of the reform relevant to each Division’s responsibilities. For sources and other information about the data in Figure 1 to Figure 29 see pages 84 to 86.

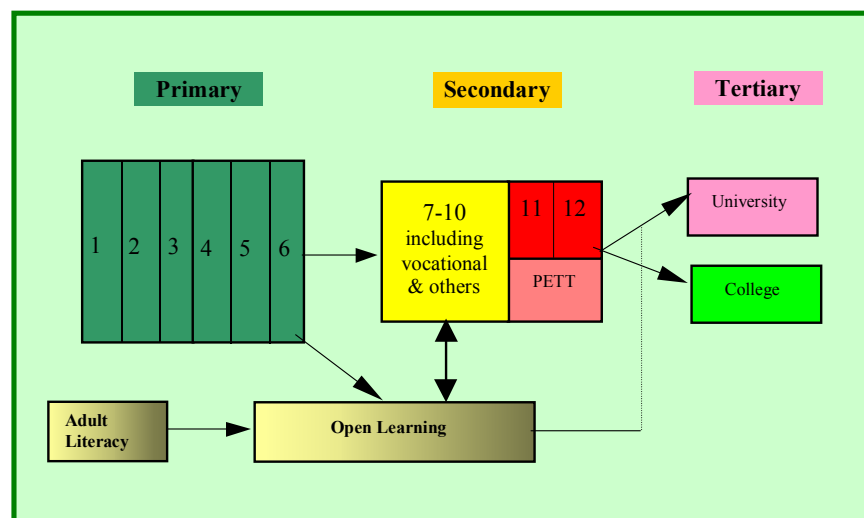
## Structure of the Education System

**Reform structure**



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

**Old structure**



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

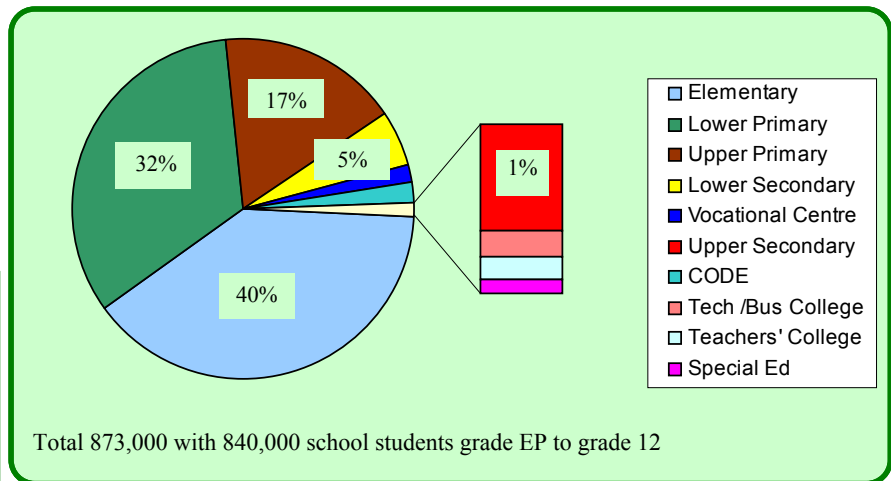
# The National Education System

## Students

### NOTE

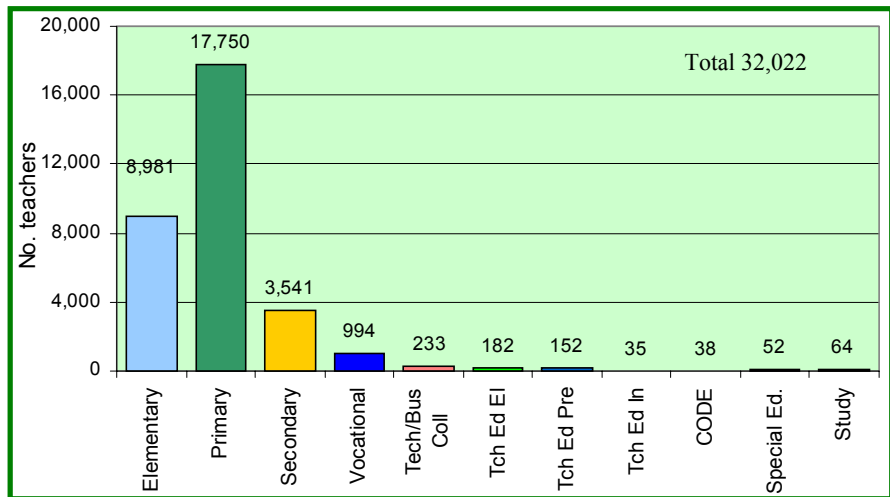
#### Data for Figure 3 to Figure 29

See Appendix pp 84 - 88 for sources, explanatory notes and data (Table 9 to Table 12)



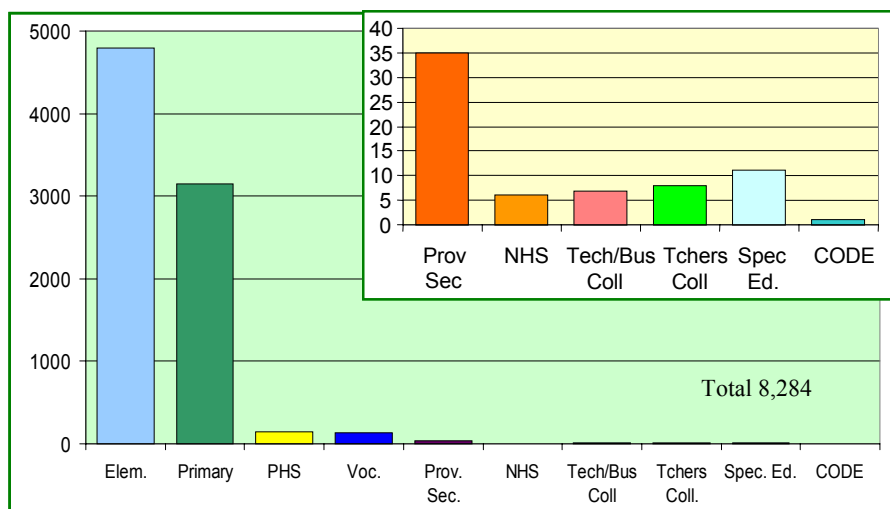
**Figure 3** Total National Education System 2000 mid year enrolments - by level of education (not type of school)

## Teachers



**Figure 4** The National Teaching Service - teachers on payroll on payday 1/11/2002 (by type of school)

## Institutions

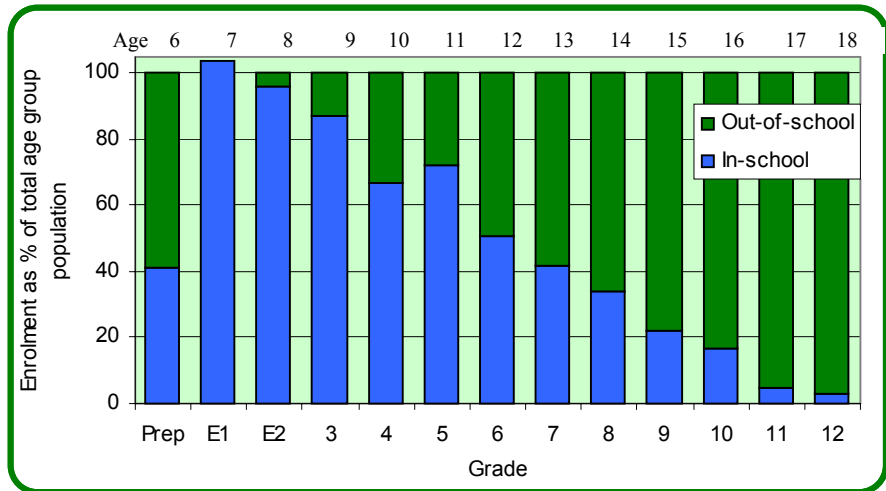


**Figure 5** Number of registered institutions in the National Education System at 1/11/2002 (by type of school)

## % children enrolled in school

Population data from 2000 National Census

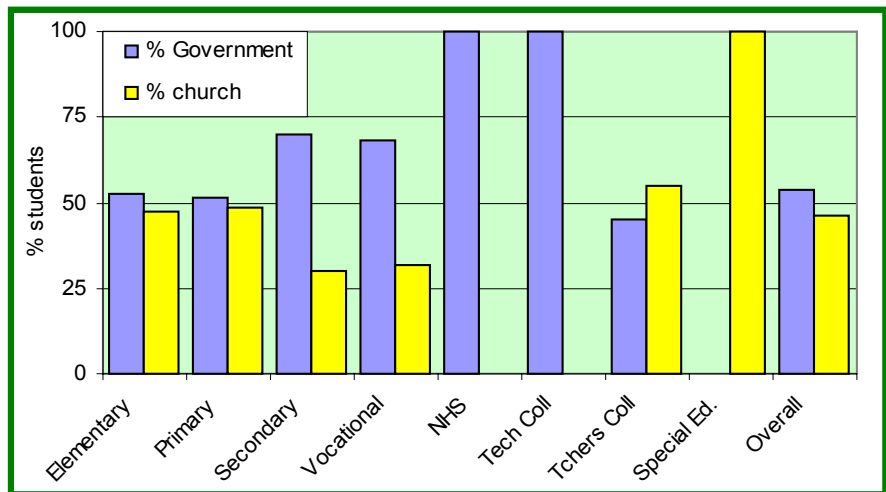
E1/G1 GER of 103% indicates children of ages older than 7 also enrolled in those grades



**Figure 6** Gross enrolment rates (GER) - percentage of children in school as a percentage of the total number of each age group in the population

## Partners

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

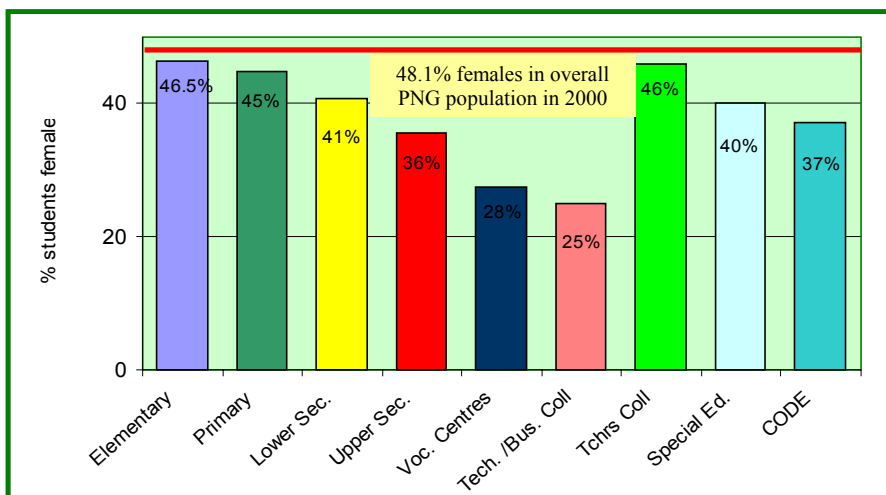


**Figure 7** Percentage of students in government agency institutions and institutions run by churches and other agencies in 2000 (by type of school)

## 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 85).

For % female teachers & public servants see Figure 38 and Figure 39 p 30.



**Figure 8** Participation of girls in education in 2000 (by type of school)

**Table 1 Education Reform 2002 – Progress, Achievements and Constraints**

Sector /level	2002 **	Comments /change since 1992 **	Comments / Constraints / Issues
<b>Total</b>  ** see notes at end of table	Students doubled - 2002 more than 1 million Teachers (pay 22, 1/11/02) 32,022 (28.5 students per teacher) Institutions more than 8,000 2002 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 have enrolled in school at some time in the 10 years 1992 - 2001	Data return from provinces at an all time low. Worst so far in 2000, 2001 & 2002 Still a very high attrition rate. Nearly half (50%) of those who enroll still drop out & do not complete grade 6 Large variations between provinces.
<b>Elementary</b> Elementary Preparatory (EP) at age 6 Elementary 1 (E1) Elementary 2 (E2)	Students (estimated) more than double Elementary schools (EP, E1, E2) 220,000 Primary/community schools (G1&2) 200,000 Participation of girls 46.5% (PNG population % females 48.1%) Elementary schools more than 4,000 (in all provinces) Elementary teachers (payday 1/11/2002) 9,000 Fully qualified 3,000 In training (CET) 6,000 Inspection of el. teachers commenced 2001 2,500 inspected 2001, 1,000 in 2002 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. half of our children now start school in elementary, learning in their own language, not in a community school in learning in English Curriculum - 3 new syllabuses launched in 2002	Poor planning by provinces in establishing el. schools and providing trainers for teachers Opening of new elementary schools on hold for 2003 due to funding constraints Supervision by trainers & inspectors Funding for future teacher & trainer training & orthography development, following end of ETESP at end of 2002 Locally development of curriculum & reading materials inadequate & under resourced Trainer & inspector positions in provinces & districts – structure, funding & status of these officers still not clear
<b>Lower Primary</b> Grades 3 - 5	Students 292,000 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	Teacher shortage in remote areas Teacher inservice, materials and appropriate language skills for bridging into English CRIP supporting review of curriculum & inservice of teachers
<b>Upper Primary</b> Grades 6 - 8	Students (estimated) more than 90,000 G7/8 in primary schools (approx 80%) 70,000 G7/8 in high schools 20,000 More than 70% of G6 stayed for G7/8	1992 G7/8 students 32,000 Less than 40% G6 students could stay at school - only 17,000 G7 places	Standards. Inspectors are not visiting most schools. Only 38% primary /community schools visited in 2002 Curriculum development & teacher inservice has been slow to date

Sector /level	2002 **	Comments /change since 1992 **	Comments / Constraints / Issues
<b>Upper Primary</b> (cont)	Participation of girls Primary G7/8 45% High school G7/8 40% Day school opportunities close to home seem to enable more girls to stay at school Schools - more than 900 primary schools with G7/8, in all provinces	Participation of girls G7/8 40.5% Curriculum - 5 new syllabuses launched in 2002. Development assisted by CRIP. Includes Making a Living - practical skills  In 1992, all G7/8 in high schools	
<b>Secondary Education</b>  Lower (G9/10)  Upper (G11/12)	Large increase in enrolments in all grades Students 2002 G9/10 approx 60,000 G11/12 approx 13,000 Exams 2002 G10 candidates 25,000 G12 candidates 5,700 Schools with G11/12 53 High schools phasing out G 7/8 & adding G9/10 New G11 schools in 2002: Marianville (NCD), Tusbab (Madang), Dogura (MBP), Bishop Leo (East Sepik). 2001: Kwikila, Kikori, Kimbe	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 2000 - 41% girls 1992 - 40% G11/12 2000 - 35.6% 1992 - 30% G8 to G9 transition dropping in some provinces - not enough G9 places because of slow phasing out of G7/8 to primary	Teacher supply for upper secondary Too rapid an expansion program in some provinces for school infrastructure, learning resources and supply of qualified suitable teachers Despite the dramatic progress, more than 17,000 grade 10 leavers could not continue into grade 11 in 2002 Grade 12 leaver numbers much greater than the number of tertiary student places available
<b>Technical &amp; Vocational Education</b>	Increasing no. VTC students have completed G8 Small no. Vocational High Schools provide G9/10 skills & academic education Merger of technical and vocation education administration Institutionalisation of Trade Testing Centres	70 - 80 % increase in enrolments since 1992 In 2002 VTC students 15,000 Tech/Bus college 1,902 full time, 608 part time Curriculum Reform - Competency based courses being developed. Certificate (TTC) replacing PETT courses into Tech/Bus colleges	High cost Supply of qualified instructors for different levels of Technical /Business College & VTC courses. High % contract officers
<b>Teacher Education</b>	Elementary Certificate of Elementary Teaching (CET) - 3 yrs through PNGEI. 6,000 trainees in 2002, 2,000 completions  Primary preservice 3 yr Diploma PTC intake completed G12 86% Total students 2,333 Graduates 2002 827	Elementary none in 1992  Primary preservice in 1992 2 yr Certificate Tchers Colleges intake completed G10 Total students 1,208 Graduates per year approx 600	200 elementary teacher trainers trained through PNGEI since 1997 Ongoing need for resources for preservice and in-service teacher education Inservice Management Plan 2001-2005 launched in 2001. Provides for inservice on reform curriculum for all elementary & primary teachers & inspectors by 2005. Supported by CRIP

Sector /level	2002 **	Comments /change since 1992 **	Comments / Constraints / Issues
<b>Teacher Education</b> (cont.)	Unit cost reduced & output increased by change to trimester system Primary inservice DEP(I) program through PNGEI Participants 2002 339 Graduates completed in 2001 412 Offered at 3 PTCs to increase availability Vocational Inservice - DOVET at PNGEI Upgrading to teaching diploma for trade instructors. 2001 graduates 60, 2002 intake 240	Secondary preservice 1992 - 3 year diploma Goroka Teachers College. Graduates per year approx 100 Now upgraded to 4 year degree at UOG Secondary inservice 2 yr UOG Lahara PGDE /PVTE. started in 2000 to increase qualified graduate sec. tchers 2002 intake 211, graduates 200	
<b>Distance Education</b>	CODE 2002 New enrolments 14,872 students /27,524 subjects New students 33% G7/8 67% G9/10 Increased % G9/10 as access to G7/8 in schools increases	CODE 1992 New enrolments 10,500 students /18,500 subjects New students 47% G7/8 53% G9/10	Distance Education provides alternative access to general education & G11/12 (esp. for remote populations - needs resources Resources required for CODE to provide for G11/12 & updating course /materials for G7-10, improve supply of materials, speed of marking &
<b>Education administration &amp; planning</b>	Staff clerks - 1 clerk to 630 teachers salaries prepared District Education Administrators (DEAs) appointed for all districts in all districts All PEPs complete, updates in progress. 10 still waiting to be ratified by their PEC NEP Update 11 (NEPU11) planned for 2004. New NEP to be developed for 2005 – 2014, which will incorporate EFA objectives Corporate Plan 2003 – 2007 completed in 2002	Staff clerks - 1 clerk to 400 salaries desirable 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 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 Rapid turnover of PEAs, varying quality of DEAs, inadequate district infrastructure Only 7 reform Education Acts known enacted & enforced by Prov. Assemblies. Remainder still to be completed or approved by PECs

**Data sources:** *Education Statistics of Papua New Guinea* for 1992 & 2000, DOE Divisional reports in DOE Annual Reports 2000 - 2002 and estimates (for 2001, 2002) from unofficial data returns from provinces.

**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 3 to Figure 29, pages 5 to 16, and in Table 9, and Table 10 pages 84 and 85. See also *Education Statistics of Papua New Guinea* for 1992 & 2000.
2. 2001 and 2002 figures are based on divisional reports and unofficial enrolment returns and school subsidy data from provinces. Confirmed official enrolment statistics for 2001 and 2002 not available at time of publication due to incomplete data returns from some provinces.

## Growth in education 1992 –2002 - improving access through Education Reform

### Total enrolment

#### NOTE

For Figure 9 to Figure 17 2001 and 2002 enrolments are estimates based on unofficial enrolment returns and school subsidy data from some provincial & national divisions of education.

Confirmed official enrolment statistics for 2001 & 2002 not available at time of publication.

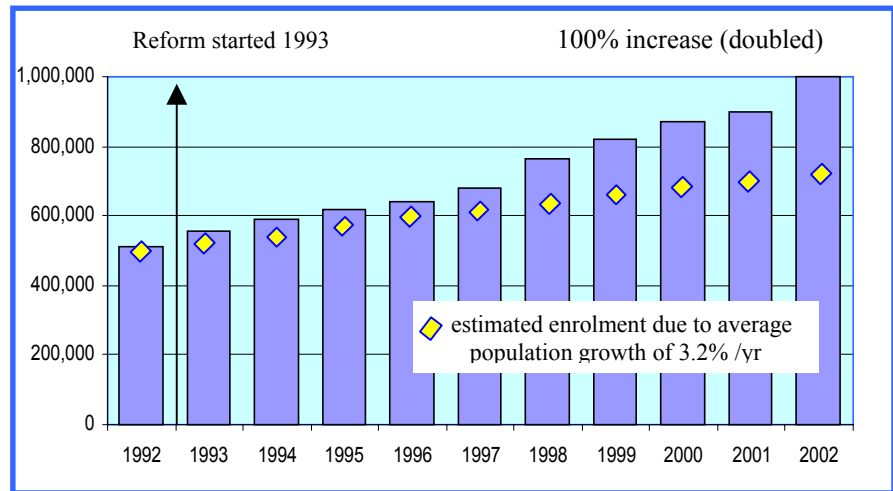


Figure 9 Growth in total enrolments 1992 (before reform) to 2002

### Teachers

For Figure 10 to Figure 12 2000 to 2002 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.

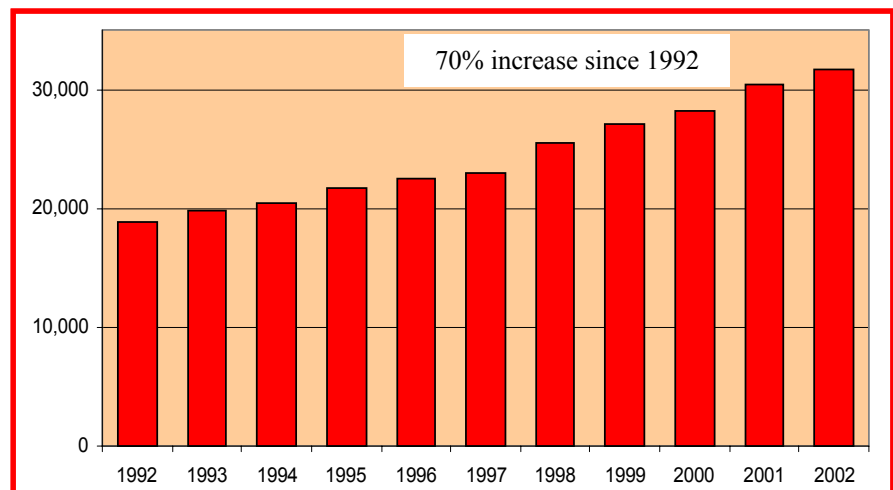


Figure 10 Growth in the total number of teachers in the National Education System, 1992 - 2002

### Schools

Most of the increase in schools is in elementary schools. There were none before 1994. See Table 9 p86.

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.

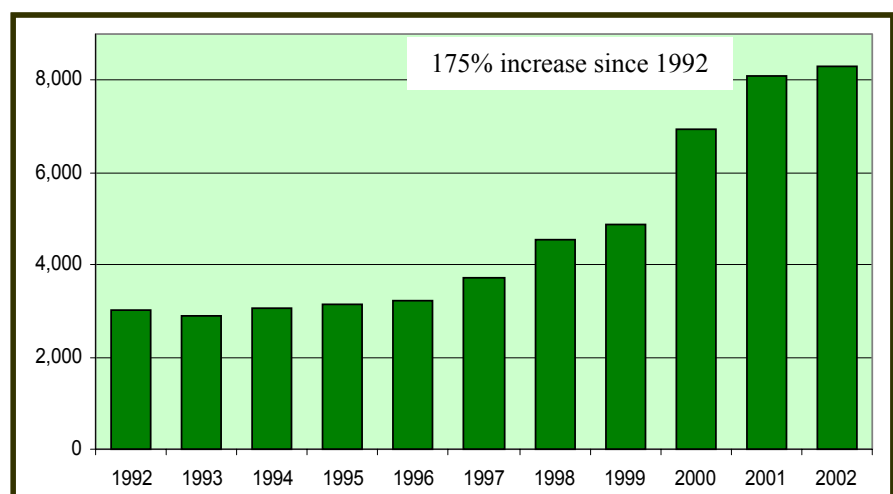


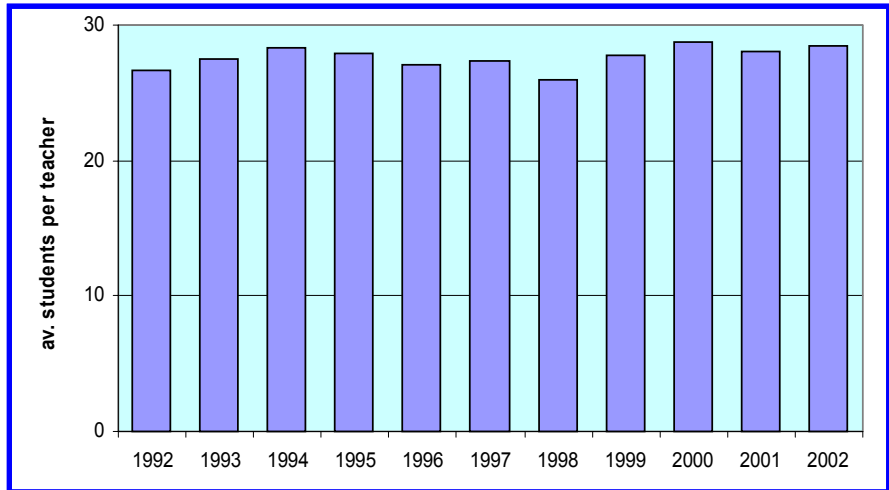
Figure 11 Growth in the total number of schools in the National Education System, 1992 - 2002



## 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.



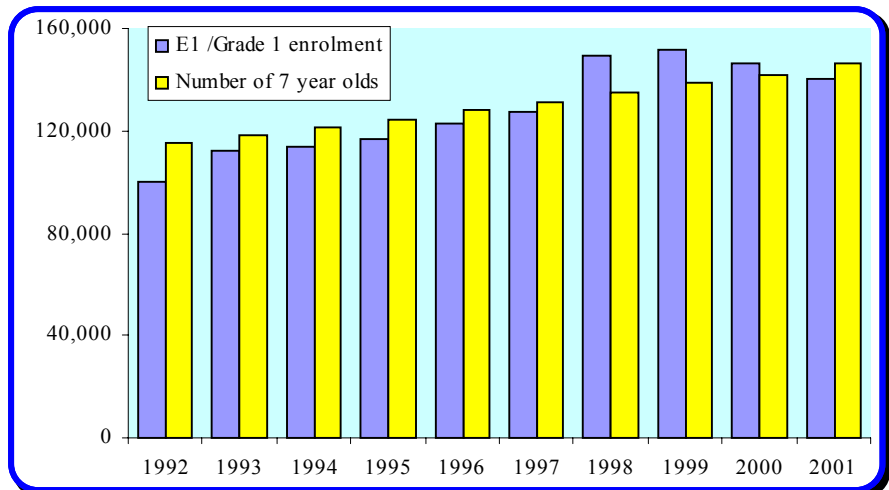
**Figure 12** Student to teacher ratio 1992 – 2002 – the total number of students for each year divided by the total number of teachers

## Children starting school

During the 10 years 1992 – 2001 1.3 million children turned 7 years old and 1.2 million children enrolled in E1 or grade 1. This indicates that 98% of children enrolled in school at some time.

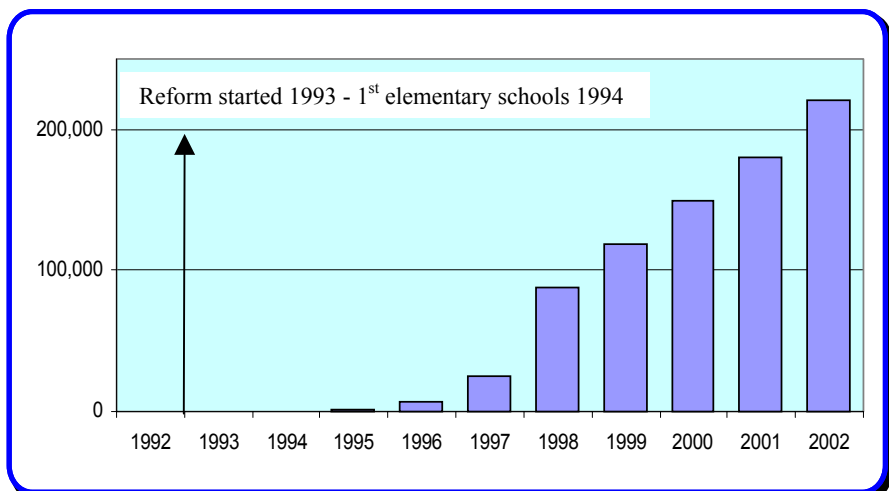
Enrolments higher than the population of 7 year olds are caused by children starting school older than age 7.

High enrolments in 1998 – 2000 coincided with rapid growth in elementary schools. It is likely that this increased accessibility enabled numbers of older children who had not previously gone to school to enrol.



**Figure 13** Elementary 1 and grade 1 enrolments compared with the number of 7 year olds in the population 1992 – 2001

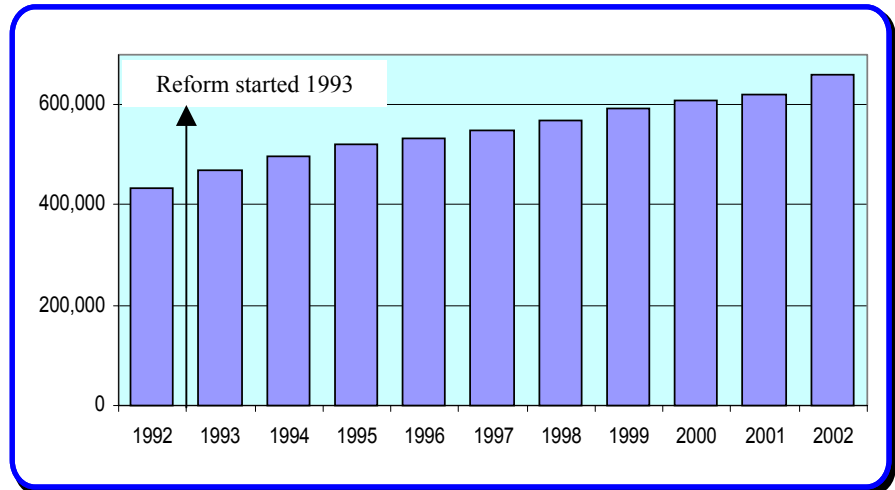
## Elementary



**Figure 14** Elementary school enrolments 1992 - 2002

## Primary

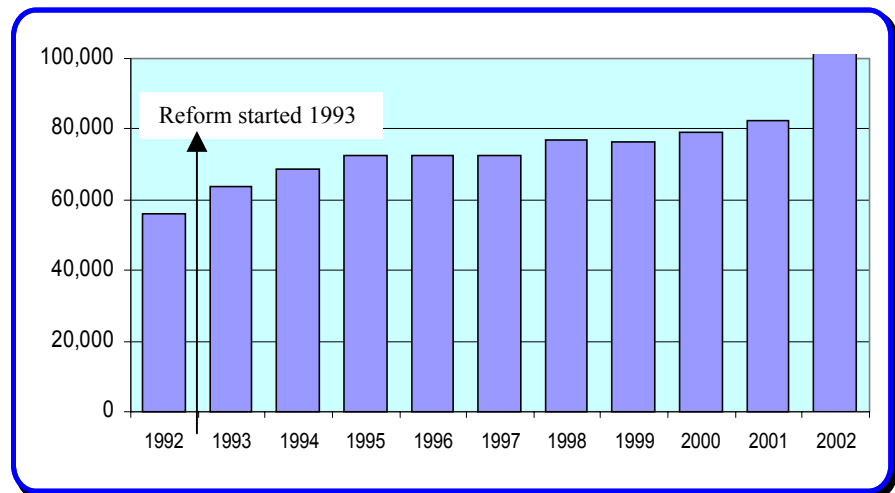
**Basic Education**  
(elementary & primary,  
grade EP - grade 8)  
Total enrolments have  
doubled since 1992  
(100% increase)



**Figure 15** Primary school enrolments 1992 - 2002 (grades 1-8 in primary and community schools)

## All secondary institutions

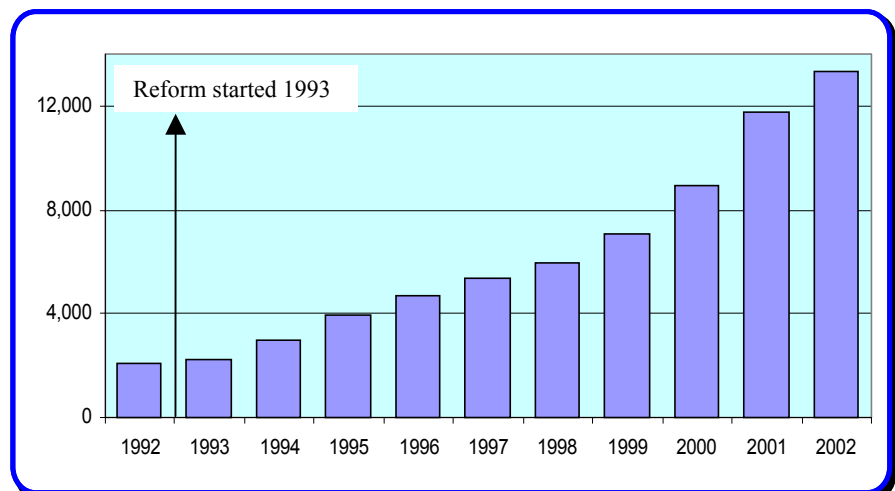
Lower secondary (G9/10)  
enrolment has increased  
1.6 times (160%) from the  
1992 level (by 36,000  
students).  
Only 20% of G7/8  
students are now in high  
schools. The rest are in  
primary schools



**Figure 16** Total enrolment in secondary institutions 1992 – 2002 (grades 9 - 12 and grades 7/8 still in high schools)

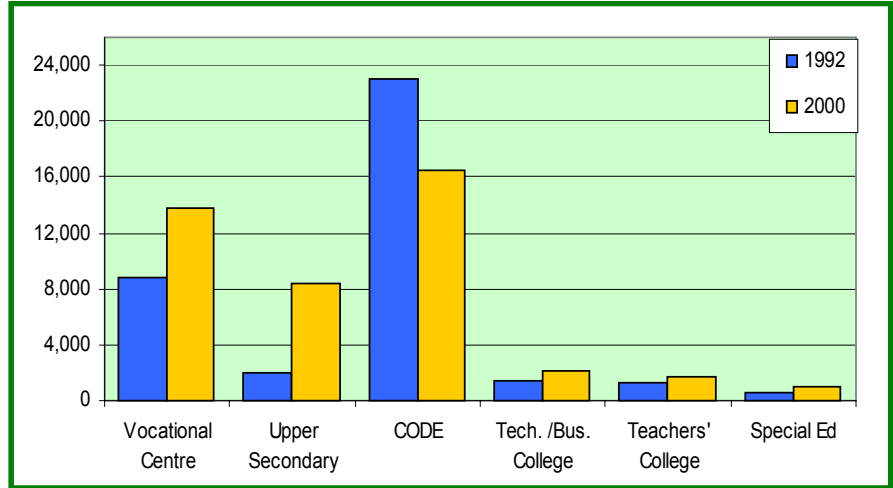
## Upper secondary (grades 11 & 12)

Total grade 11 & 12  
enrolments in 2002 are  
now more than 5 times the  
1992 enrolment  
(560% increase)



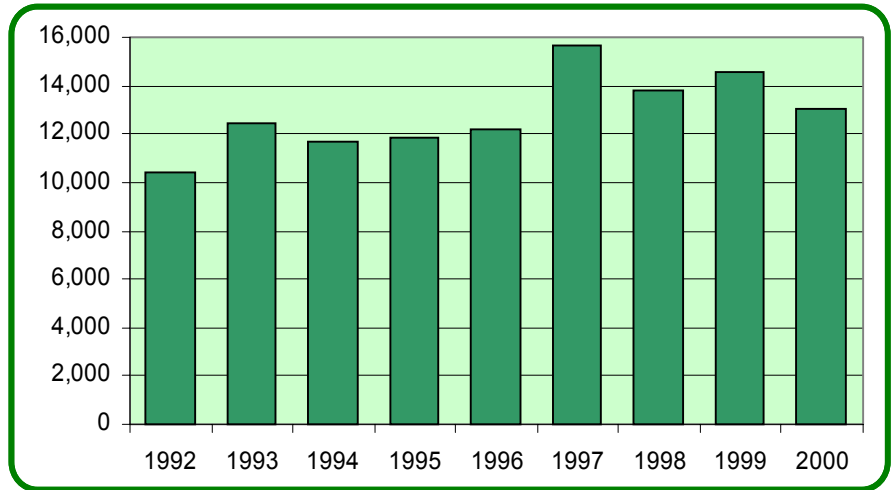
**Figure 17** Upper secondary enrolments 1992 - 2002 (grades 11 & 12 in national high schools and provincial secondary schools)

## Enrolments in other sectors



**Figure 18** Enrolments in various sectors - 2000 and 1992 enrolments compared

## Permitted schools



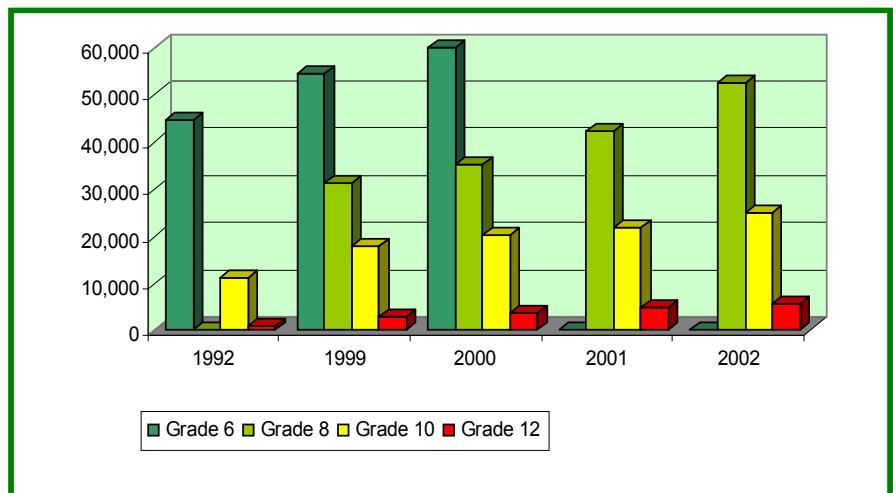
**Figure 19** Number of students reported to be enrolled in permitted schools, 1992 - 2000 (all grades)

## 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. 64



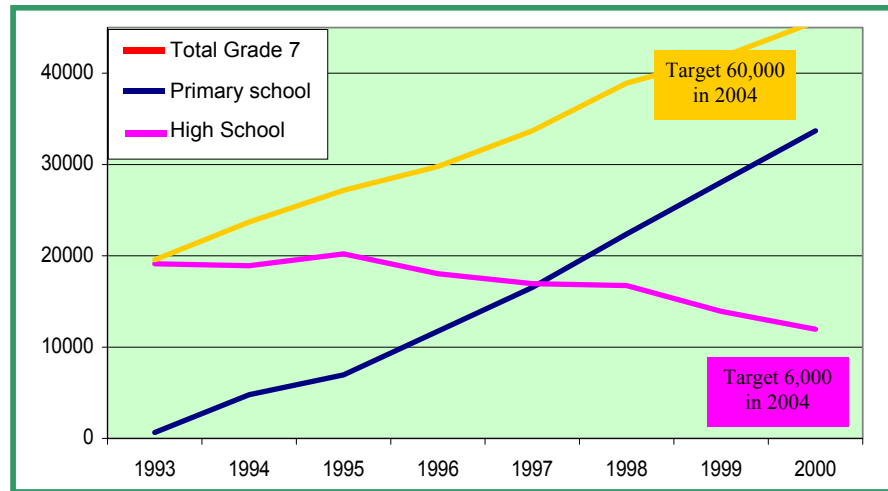
**Figure 20** Candidates sitting for national examinations up to 2002

## Progress towards Education Reform targets

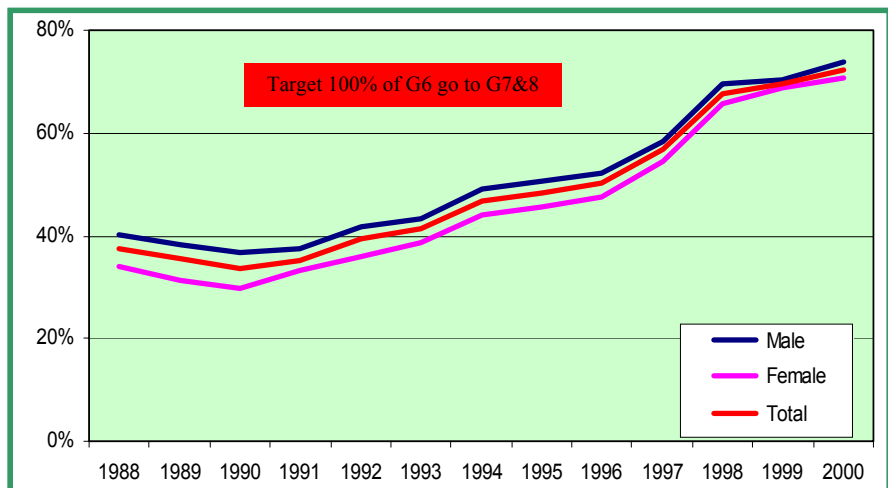
### Upper primary

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

**Progress:** By 2000 74% of grade 7s were in primary schools & 26% were still in high schools. Enrolment had increased 1.6 times (160%) from 1992 level, (by 28,000 students)



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

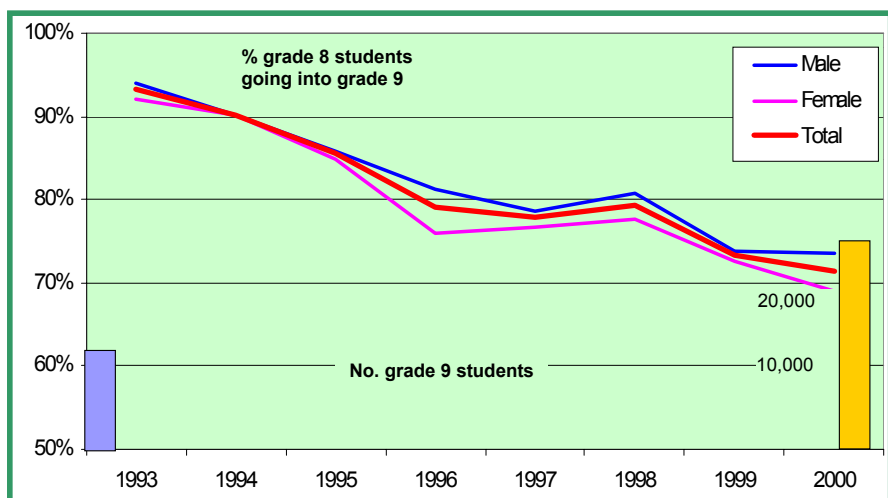


**Figure 22** Transition from grade 6 to 7 - % grade 6 students staying at school for grade 7

### Lower secondary

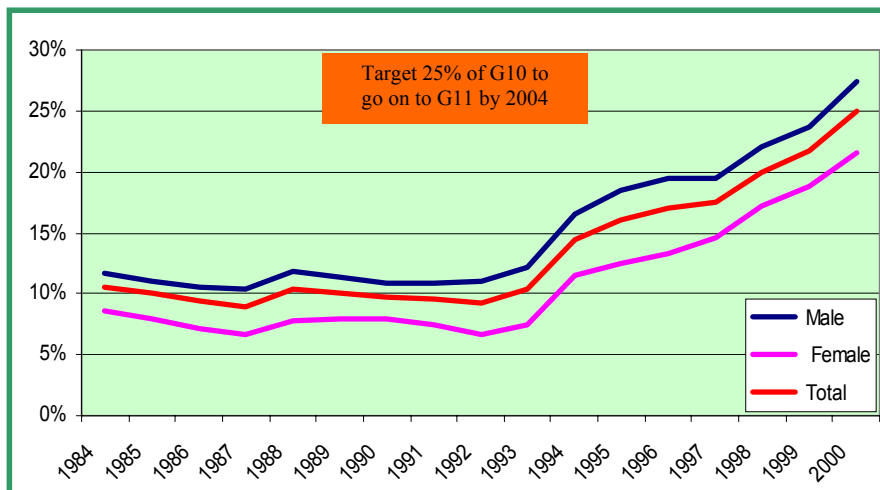
**Target** to double grade 9 & 10 places from 1992, & provide access for more than 50% of grade 8s.

In 2000, grade 9 enrolment already more than double 1992 (increase 108% from 12,000 to 25,000)



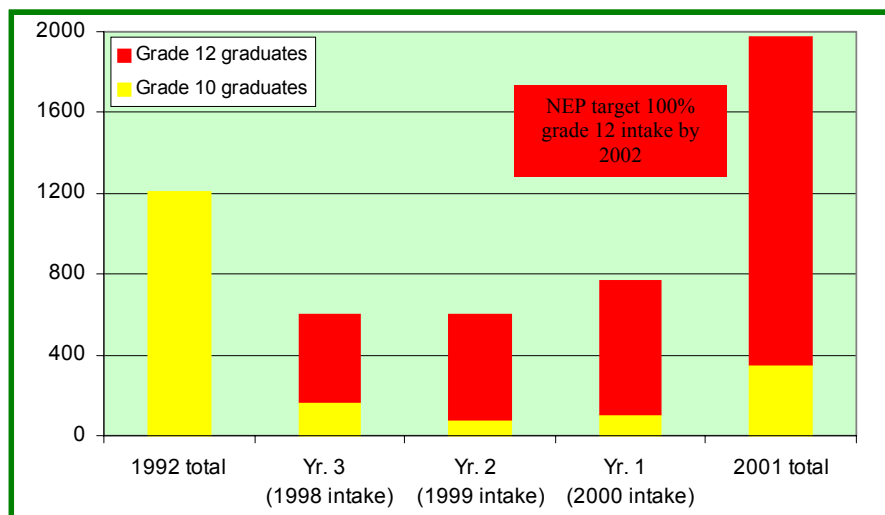
**Figure 23** Transition from grade 8 to grade 9 - grade 8 students staying at school for grade 9

## Upper secondary



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

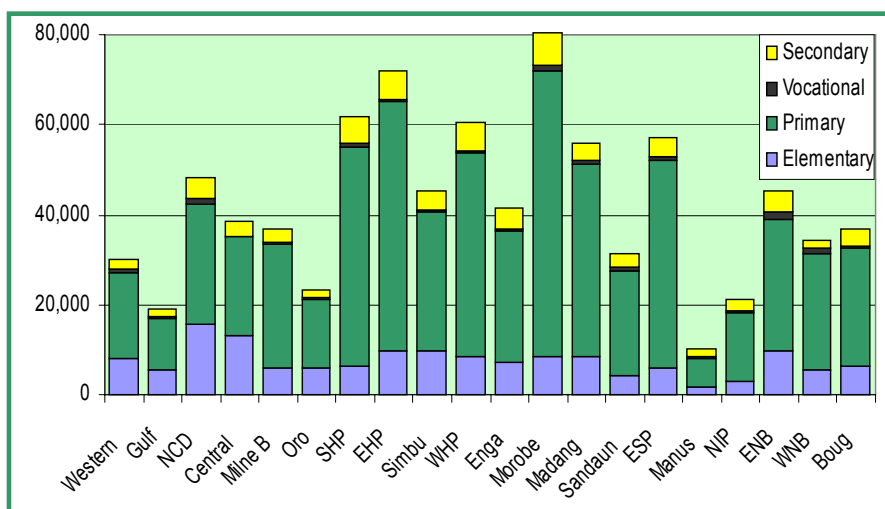
## Primary teacher education



**Figure 25** Teacher education - increased entry level for primary teacher training

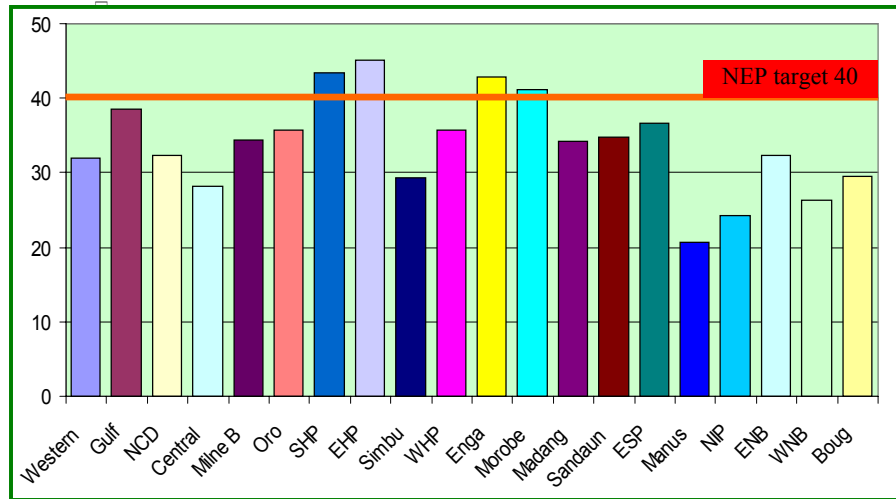
## Variation between provinces

### Enrolment



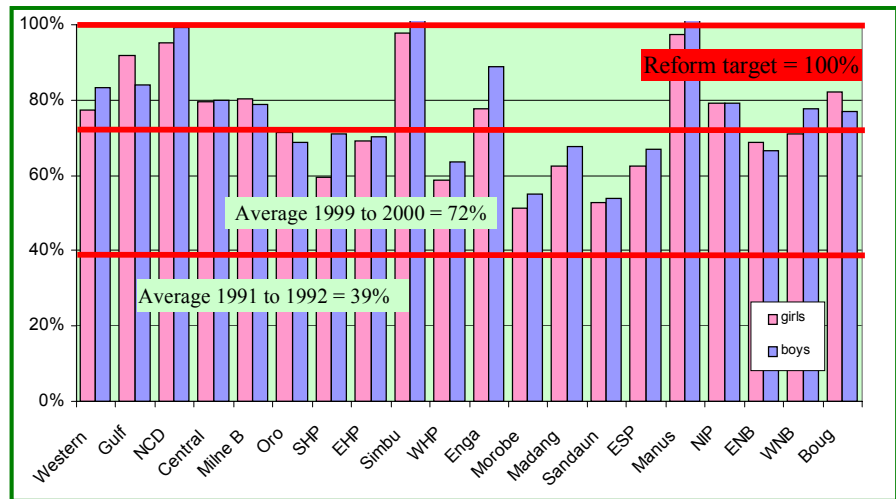
**Figure 26** 2000 total enrolment in provincial institutions

**Students per teacher (primary)**



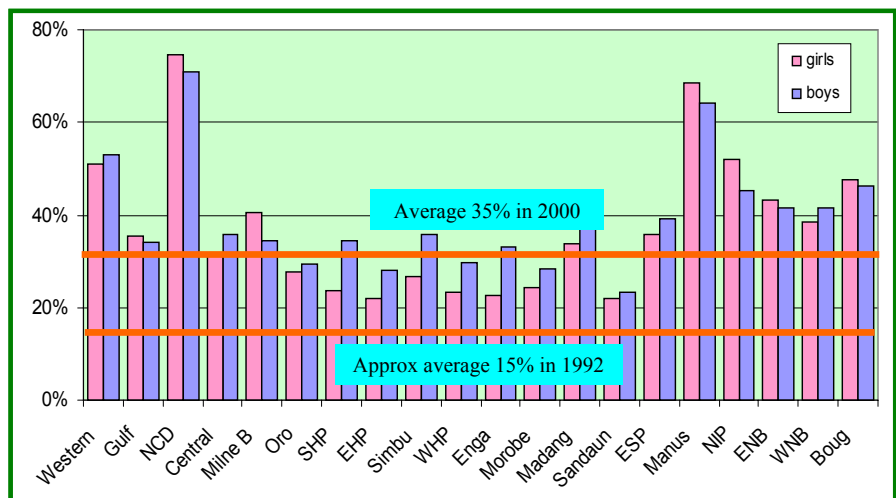
**Figure 27** Student:teacher ratio (students per teacher) in primary schools grades 1-8 in 2000

**Access to grade 7**



**Figure 28** Transition from grade 6 to grade 7 – % of grade 6 students staying at school for grade 7 in 2000

**Retention at primary level**



**Figure 29** Grade 8 retention - the % of children who started school in 1993 who were still at school in grade 8 in 2000

# Education Policy and Objectives

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## **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 Plans 1998 – 2002 and 2003 – 2007 and the National Education Plan 1995 – 2004 updated in 2000*.

## **The Policy Framework**

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

### **1. Major Government Policies**

- Medium Term Development Strategy 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 years
- All children should complete the primary cycle of education
- All children should reach a required standard of literacy and numeracy at the end of this primary cycle of education

## **10. 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 has been completed and is being circulated for comment in 2002.

## **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 2002	All institutions in National Education System and registered permitted schools	NEC allocated K150 million to pay NEB recommended maximum fee directly to schools. DOE instructed to administer and coordinate distribution	NEC Decision 42 /2001. K127,337,222 distributed over 4 quarters 1-4 for 1,031,906 students in more than 8,108 schools. Replaced GAQEP	Schools require operational funding. Supports participation and quality in education & delivery of education services in districts	Details in MPS 1/2002, Secretary’s Circular 21/2002 & notices in press. Q4 funds paid to schools beginning 21/10/2002. Q4 allocation reduced due to reduced appropriation in supplementary budget	K150m in National budget (K135m Recurrent, K15m Development). No provincial appropriations
DOE Corporate Plan	System wide	Objectives and strategies for DOE 1998-2002, & 2003 - 2007	Released 1998. Updated 2002	NEP. NEC requirement for all Departments	Integral part of Corporate Plan & NEP	Included in NEP and NEP update
National Education Plan (NEP)	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
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 underway	Documented in each plan
Provincial Education Acts	All provincial institutions	New Act required by Organic Law since 1997, to provide for Provincial & LLG reforms. Also for education reform	7 enacted & enforced. 11 not yet approved by PEC. 2 exempted	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

<b>Initiative</b>	<b>Target Group</b>	<b>Description</b>	<b>Status</b>	<b>Linkages</b>	<b>Implementation Plan</b>	<b>Resource Implications</b>
Education For All (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 & Provincial Plans. Draft National EFA Plan completed & circulated for comment in 2002. To be presented to NEB in 2003 & incorporated into NEP & PEP updates	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	2001:Distance & open learning; 2002:Promoting national identity through education; 2003:Relevant curriculum for a better future, 2004: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	Literacy & Awareness Secretariat, PEPs, NGOs, CDD	To be recommended by National Literacy Survey	Additional resources required for both Government & NGOs
Gender Equity in Education policy	System wide	Policy to promote gender equity in all education programs and practices	Completed and approved by TMT. To be launched in early 2003	Nat. Constitution, NEP, CDD, TE&SD, TSC, All institutions and projects	Committee for developing awareness, implementation strategies and staff development	To be determined, but some integration with current activity. Projects have activities and counterparts
Self-reliance Policy	All institutions in National Education System	Introduction of self-reliance projects in schools to promote income-raising projects to supplement school budgets	Endorsed by NEB and NEC in 2001. NEC Decision 22/2001, 13/2/01	NEP, NESP, Curriculum Management Plan, Recovery & Development Policy	To be further developed 2003 – 2007, led by self-reliance committees	Limited additional funds envisaged. Targeted support from schools, provinces, NDOE, EOSDP

<b>Initiative</b>	<b>Target Group</b>	<b>Description</b>	<b>Status</b>	<b>Linkages</b>	<b>Implementation Plan</b>	<b>Resource Implications</b>
National Education Skills Plan (NESP)	Nation wide	Designed to promote the development of skills for living within and beyond schooling.	Endorsed by CEMC, NEB and NEC	CDD, MSU (assessment in practical subjects), TESD, TVET community activities	Regional workshops beginning Sept.2002 for provinces to plan implementation	No major additional funds envisaged. Targeted support from schools, provinces, NDOE, EOSDP
Curriculum Management Plan 2001 - 2005	All elementary & primary institutions, CDD	Plan & guidelines for completing development & review of reform curriculum	Launched by Minister in July 2001. Being implemented	NEP, relevant quality education, Language Policy for Schools	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 in July 2001. Being implemented	NEP, relevant quality education, Language Policy for School	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
TVET Corporate Plan 1999- 2003	Technical & Vocational institutions	Corporate plan to develop technical & vocational education & training in formal & informal sectors	Endorsed by CEMC 2000	Private sector, DLE /NTC, PEPs, Infrastructure by EU, ADB, AusAID	In Plan. Vocational centres are provincial responsibility	Included in document. ADB, EU, AusAID
Distance & Flexible Learning for TVET	Rural communities & urban unemployed	Project to develop skills & materials for Distance & Flexible Learning for employment oriented skills development	Commitment by Commonwealth Pacific Island Education Ministers to collaborate. NEC endorsed	COL, USP & other Pacific Nations. TVET Plan, NEP, NESP	COL developed project 2001-2003. Began implementation in 2001. 3 year project to produce, adapt and pilot 60 courses	Counterpart participation
Special Education Plan	Children with disabilities	Recognition of educational needs of disabled	Released in 1994	CDD, TE&SD, Special Ed. Centres	In operation since 1994. Update required	37 teachers salaries in budget
Boarding Primary School Policy	System wide	Policy to guide the establishment of boarding primary schools in rural areas	Endorsed by NEB for implementation in 2003	NEP, EFA, PEPs. Improved access for children in remote areas	Pending discussion with TSC	Pending discussion with TSC

# Organisational Structure and Manpower

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## Structure

The Organisational and Functional Structure of the National Department of Education is shown in Figure 30 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)

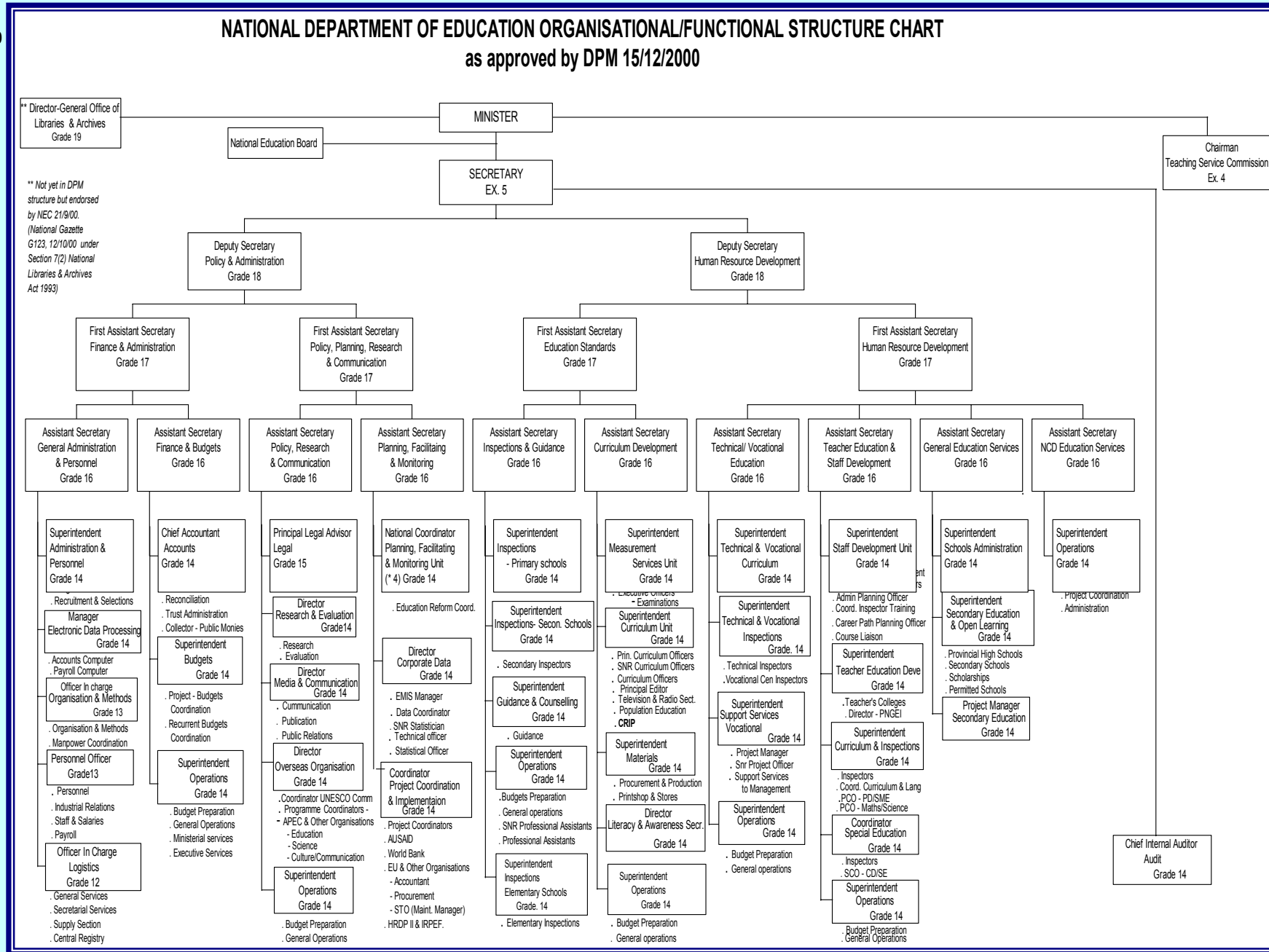
#### Human Resource Development Wing

- 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 31 to Figure 42, Table 3, and Table 13, Table 14 on pages 87, 88)

### **The "Education Payroll"** (Figure 31, Figure 32)

- The total number of officers paid on the "Education Payroll", as printed by the Department of Finance for pay 22 on 1/11/02, was 33,014. 32,022 (97%) of these officers were teachers and only 992 (3%) were public servants. Only 3,115 (9%) of these were the responsibility of the Department of Education.
- 29,585 (92%) of the teachers and 314 (68%) of the public servants are provided for in Provincial Government manpower ceilings and budgets.
- The 992 public servants on the Education payroll for pay 22 included 314 officers who are the responsibility of Provincial Governments or the Office of Higher Education, Research, Science and Technology (OHERST – formerly OHE). These are paid under votes for Provincial Education Administrative Support, Provincial Libraries, and OHERST. Since 29/8/2002, OHERST has been under the separate Ministry of Science and Technology, and on a separate Budget Division - 236.

**Table 3 Department of Education staff ceiling and establishment at 1/11/2002**

Staff Details	Recurrent		Development		Total
	PSC	TSC	PSC	TSC	
Staff on strength (SOS)	692	2,522	5	-	3,219
Active payroll	673	2,437	5	-	3,115
Budget approved ceiling	751	2,178	8	-	2,937
DPM /TSC approved establishment	773	2329	6		3108
Casuals	0	0	0	0	0

### **Department of Education establishment and manpower ceiling**

(Table 3 and Figure 33)

- The manpower ceiling approved for the Department of Education in the 2002 National Budget appropriations was 759 public service positions and 2,178 teaching service positions – a total of 2,937. 74% of the positions are for teachers.
- The Department was under budget for Public Servants and over budget for teachers.
- Further details staff ceilings, staff on strength and staff on active payroll at 1/11/2002 are given below and in Table 14 on page 88. This includes details for each division and category of teacher.

### **Public servants** (Figure 35)

- 678 public servants on pay 22 were under the Department of Education structure. 603 of these officers were in line divisions providing Department of Education support services for general education, teacher education or technical education.
- The remaining 75 officers come under the Office of Libraries and Archives, the Teaching Service Commission, the PNG National Commission for UNESCO and the NCD Education Services Office

### **Teachers** (Figure 31, Figure 36 and Figure 4, on page 5)

- The 2002 Teaching Service Commission Budget Estimates set the total national ceiling for approved teaching service positions at 34,788.



- The number of teachers actually on payroll for pay 22 on 1/11/2002 was 32,022. The shortfall of 2,765 (8% 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 8% of the total National Teaching Service on Pay 22. The remaining 92% of teachers are provided for in Provincial Government manpower ceilings and budgets and teach in provincial institutions.
- 1,392 of the teaching positions approved for the Department of Education budget provide for schools in the National Capital District. The remaining 786 teaching positions are in the other National Institutions (6 National High Schools, 7 Technical and Business Colleges, 8 Teachers Colleges and the College of Distance Education) and 11 Special Education Resource Centres.
- 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.
- In the NCD the majority of teaching positions are filled each year, and enrolments are high. As a result the budget appropriation for NCD teachers' salaries is inadequate for the actual number of teachers approved by TSC.
- The total number of teachers in NCD schools currently on the Department's payroll is 316 more than the budget ceiling approved for 2002. This is because the Department of Treasury sets the appropriation for teachers' salaries in every province at 10% or more below the amount needed to pay salaries for all TSC approved positions. This policy works well in provinces where it is difficult to fill positions in remote schools. However, the same policy is applied to every province regardless of whether it actually matches the level of unfilled positions.

### **Further information**

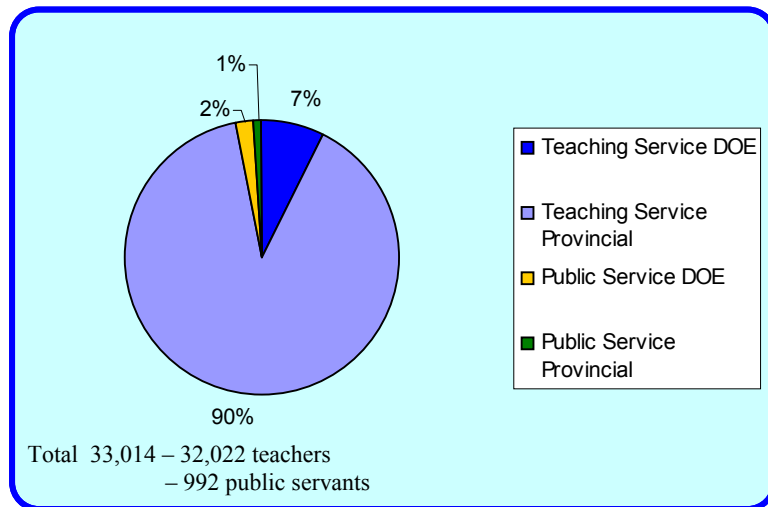
- Further information is presented in Figure 30 to Figure 42 on pages 25 to 31, and in Table 13 and Table 14 on pages 87 and 88.
- Figure 38, Figure 39 and Table 12 on page 86 present data on gender equity.
- Figure 40 to Figure 42 present information on localisation.
- Figure 34 and Figure 37 present information about the location of departmental officers and the composition of the public service by level.

## The 'Education Payroll'

### Total payroll

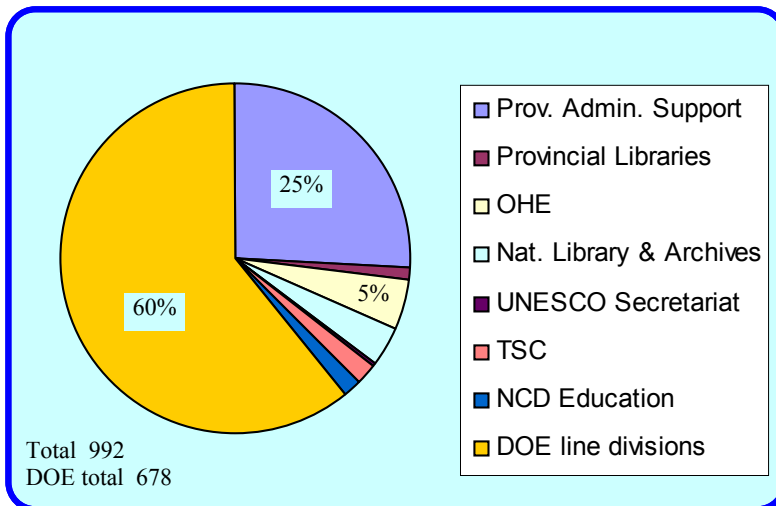
#### Sources of data for Figure 31 to Figure 42

- Fortnightly summary of staff & expenditure for Pay 22, 1/11/2002, EDP /O&M, GAP
- Staff Analysis, 2/11/2002 & Manpower Review quarter 4, 2002 O&M, GAP
- 2002 Budget Estimates, Department of Treasury, December 2001
- Education Statistics of PNG 2000
- For summary see data tables pp. 85, 87, & 88



**Figure 31** Total Personnel on Education payroll on payday 1/11/2002 (For no. teachers in each level of education see Figure 4 on p. 5)

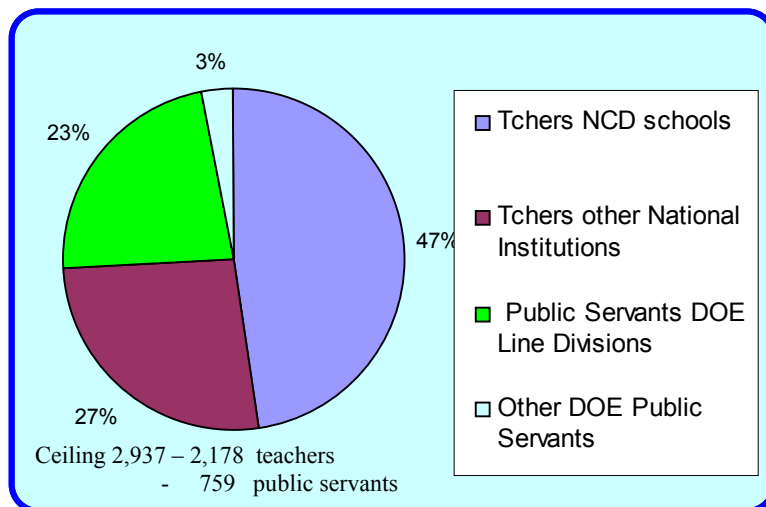
### Public servants



**Figure 32** Public servants on Education payroll on payday 1/11/2002

### Department of Education Manpower

#### Department of Education manpower ceiling



**Figure 33** Department of Education manpower ceiling on payday 1/11/2002

## Department of Education Manpower (cont.)

### Location and function

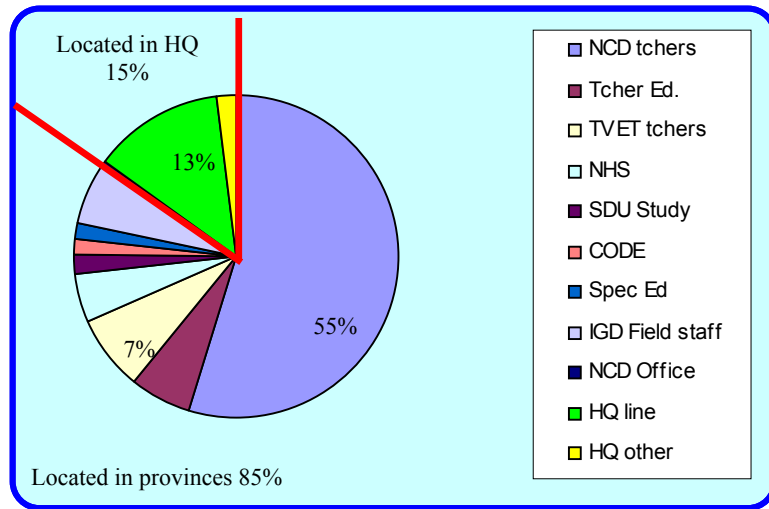


Figure 34 Department of Education payroll by location & function on payday 1/11/2002

### Public servants

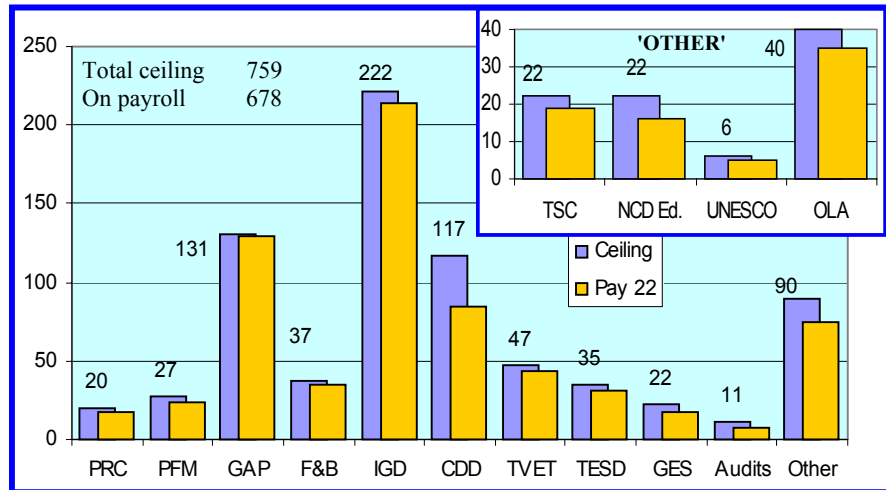


Figure 35 Public Servants in Department of education manpower establishment 1/11/2002

### Teachers

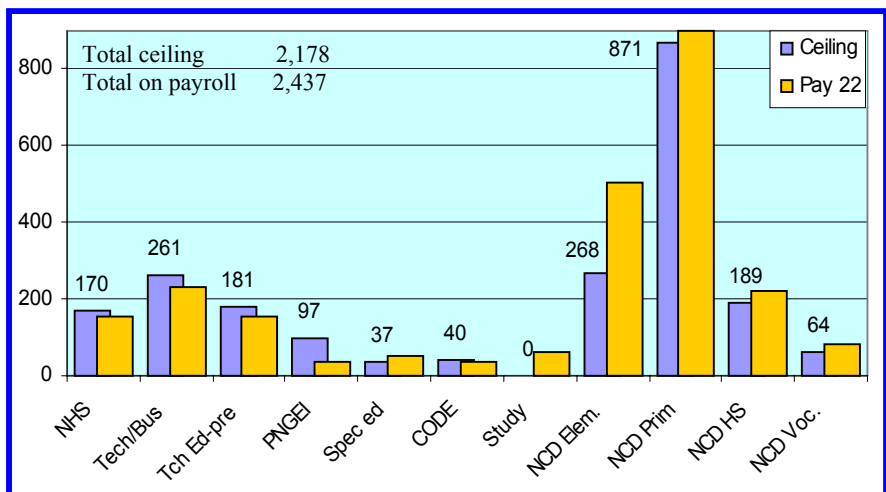
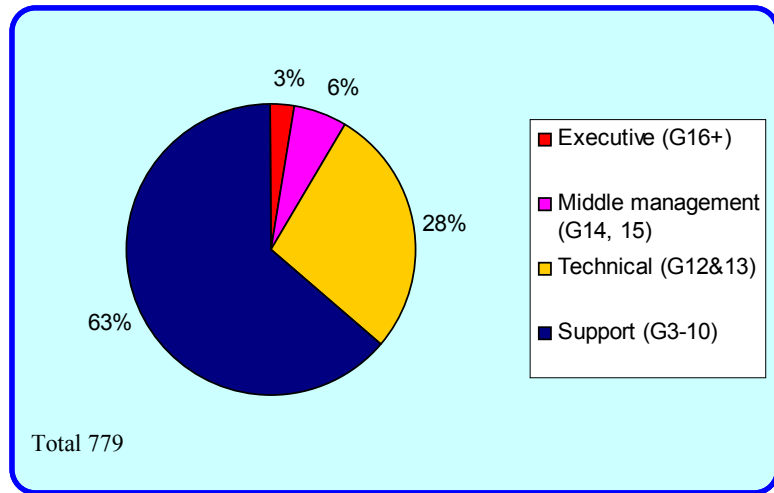


Figure 36 Teachers in Department of Education establishment 1/11/2002

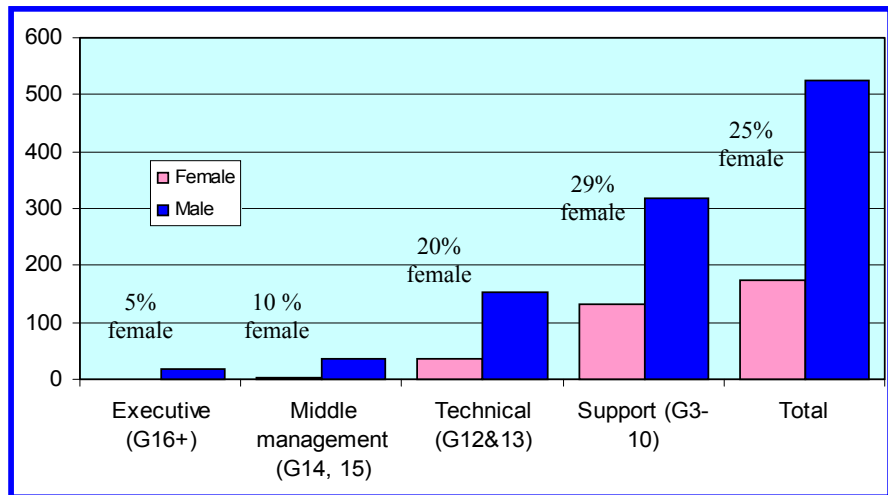
**Public Service position levels**



**Figure 37** Total Department of Education 2002 public service manpower ceiling by level

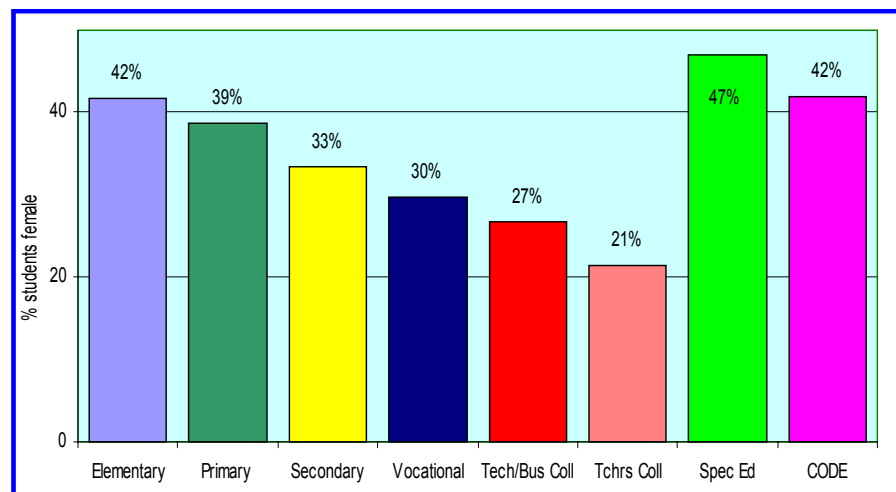
**Gender equity**

**Public service**



**Figure 38** Gender equity - % female and male DOE public servants on strength at different levels (1/11/2002)

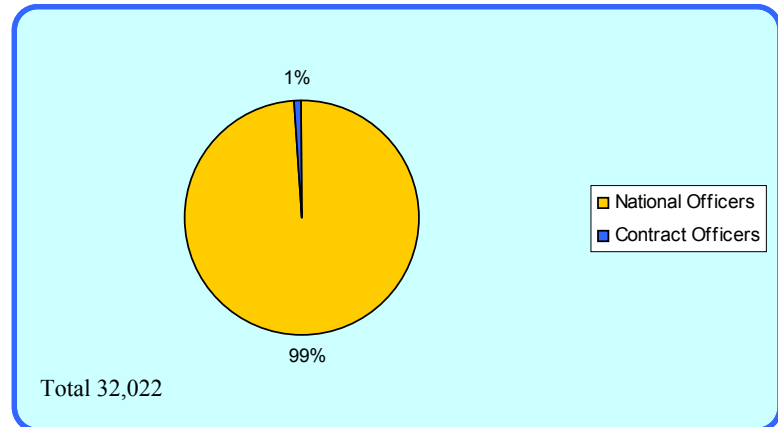
**Teachers**



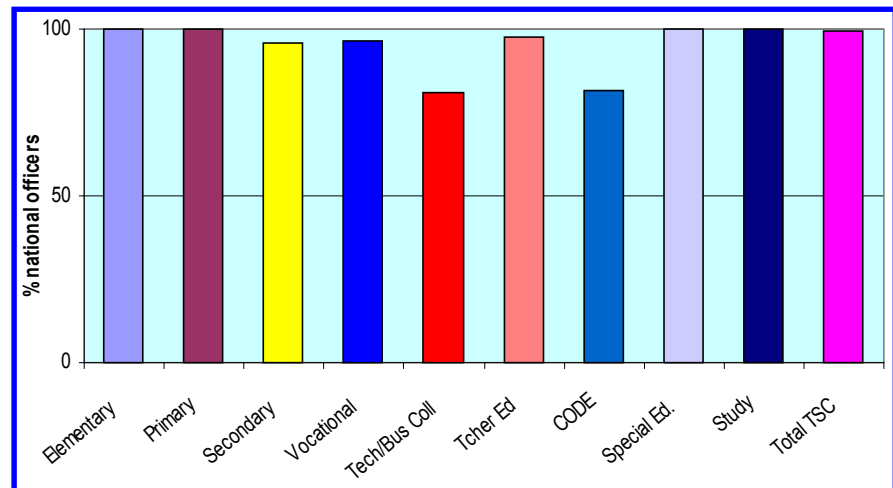
**Figure 39** Gender equity - % female teachers in the National Teaching Service in 2000

## Localisation

### Teachers

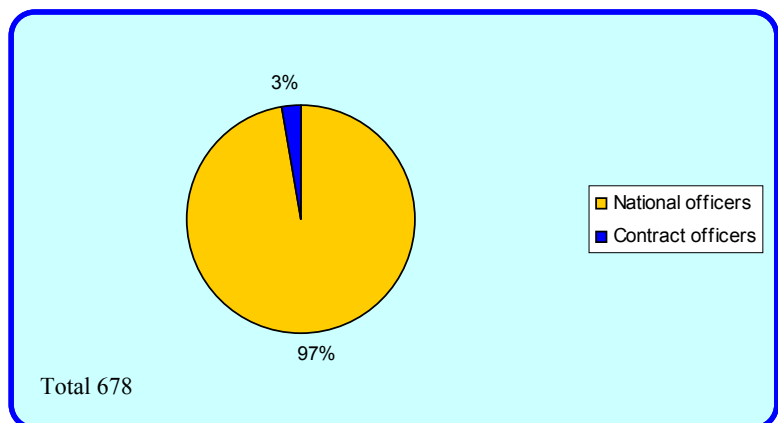


**Figure 40** Localisation of the teaching service  
– overall on payday 1/11/2002



**Figure 41** Localisation of the teaching service  
– by school type /level on payday 1/11/2002

### Public servants



**Figure 42** Localisation of the Department of Education public service  
on payday 1/11/2002

# The Education Budget

## Total Ministry of Education 2002 budget

The composition of the total Ministry of Education budget appropriation for 2002 is shown in Table 4 below and Figure 43 to Figure 45 on the following page.

**Table 4 Total Ministry of Education Budget by agency including provincial grants (in Kina)**

AGENCY	RECURRENT (K)	PROJECTS (PIP)	TOTALS (K)	TOTAL % (K)
National Department of Education	188,034,500	127,539,300	315,573,800	45.9
Office of Higher Education	17,051,700	-	17,051,700	2.5
University of Papua New Guinea	29,068,800	-	29,068,800	4.2
University of Technology, Lae	25,000,000	-	25,000,000	3.6
University of Goroka	8,000,000	5,000,000	13,000,000	1.9
University of Vudal	4,200,000	-	4,200,000	0.6
All Provinces (Teachers Salaries)	283,900,000	-	283,900,000	41.3
All Provinces (Teachers Leave Fares)	-	-	-	-
All Provinces Education Subsidy	-	-	-	-
<b>TOTAL FOR EDUCATION MINISTRY</b>	<b>555,255,000</b>	<b>132,539,300</b>	<b>687,794,300</b>	<b>100</b>

- Table 4 shows data from the original Budget Estimates published in November 2001. It reflects the structure of the Ministry of Education up to August 2002.
- A Supplementary Budget was passed in August 2002. Supplementary Budget information for the Department of Education is included in Table 5 and Table 6.
- The total 2002 Education Ministry budget of K687.8 million represents approximately 16% of the total 2002 National Budget appropriation of K4.3 billion.
- The total recurrent budget appropriation of K555.3 million for the Ministry represents approximately 24% of the total national recurrent budget of K2.3 billion. The total Public Investment Projects (PIP) appropriation of K132.5 million to this Ministry represents 11% of the Government's total PIP appropriation (development budget) of K1.2 billion.
- The figures shown here include the salaries of the more than 32,000 teachers who were teaching approximately 1 million students nationwide in 2002. 92% of teachers work in provincial institutions and their salaries, which are included here, are provided for in provincial budget appropriations.
- The PIP appropriation of K132.5 million shown here does not include provincial PIP 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 accordingly to the agencies responsible. These include the ADB/AusAID/PNG Employment Oriented Skills Development Project (EOSDP), the EU/AusAID Scholarships/Training Program and the National Trade Testing and Certification Support Project (NTTCSP).

## Ministry of Education Budget 2002

### Total

#### Sources of data for Figure 43 to Figure 55

- Budget Estimates 1998 - 2002, Department of Treasury
- Finance & Budget Division, Budget section records

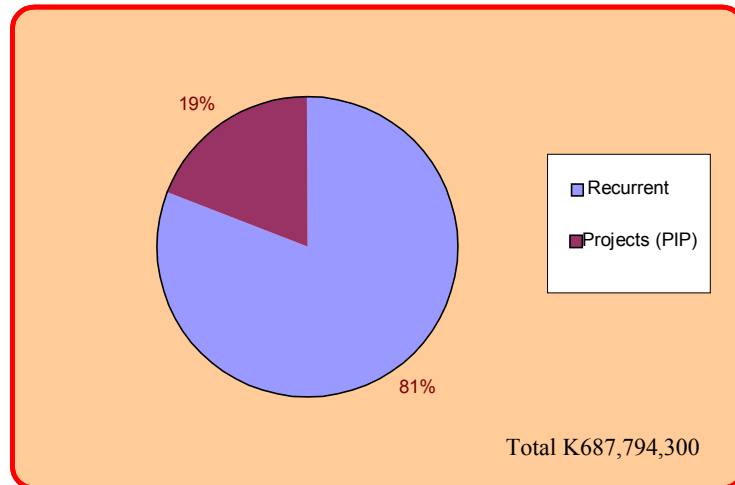


Figure 43 Total Education Ministry 2002 budget appropriation

### Recurrent

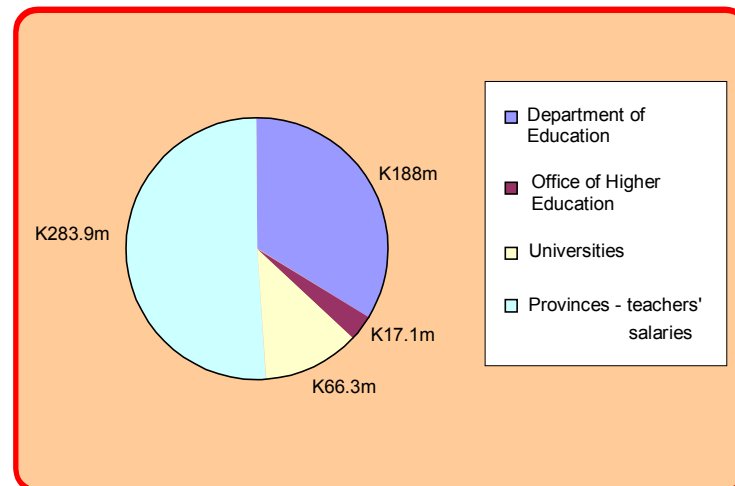


Figure 44 Total Education Ministry 2002 budget appropriation - recurrent budget (projects - PIP) by

### Development

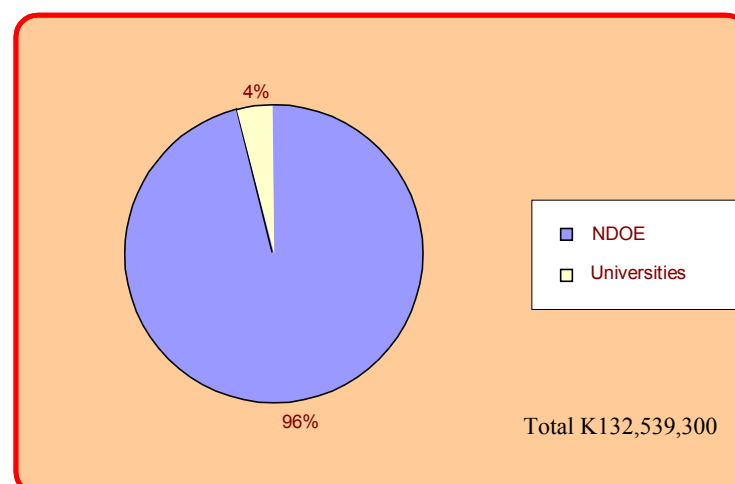


Figure 45 Total Education Ministry 2002 budget appropriation - development budget by agency (K million)

## **Higher Education**

- K88.3 million (12.6%) of the total 2002 Ministry Budget was allocated to the universities and the Office of Higher Education, Research, Science and Technology (OHERST).
- The Office of Higher Education (OHE) is now known as 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 Science and Technology. Their appropriations are therefore not included in the Ministry of Education Budget for either the 2002 Supplementary Budget or the 2003 Budget Estimates.

## **Teachers' salaries**

- The largest cost in the Education Budget is teachers' salaries and entitlements. Out of the total K687.8 million appropriated to the Ministry of Education for 2002, 41.3% or K283.9 million was for Teaching Service Commission teachers' salaries. (see Table 4, Figure 45)

## **Education subsidy**

- The Ministry's 2002 recurrent budget included an appropriation of K135 million for education subsidy. An additional K15 million was provided for under the development budget. The total of K150 million appropriated for education subsidy was 21.8% of the total Ministry budget.

## **Department of Education budget**

- The total appropriation for the National Department of Education in 2002 was K315.6 million, or 45.9% of the total Ministry budget. The Department's recurrent budget of K188 million was 27.3% of the total Ministry budget. Its PIP budget of K127.5 million was 18.5% of the Ministry total. (see Table 4, Figure 45)
- 60% of the Department's appropriation was for recurrent budget, and 40% for development budget (projects). (see Figure 46)
- Figure 48, Figure 54 and Table 6 analyse the Department's budget by program. The programs that make up the budget are described in Table 26. Table 16 to Table 19 on pages 89 to 90 compare the recurrent and development budgets for 1998 to 2003.

## **Department of Education Recurrent budget**

- Table 5 page 36 and Figure 47 show the Department's recurrent budget appropriation by item.
- This shows that K184.5 million (95%) of the Department's recurrent budget was appropriated for education subsidy, other grants, and salaries and entitlements for public servants, NCD teachers and other national institution teachers.

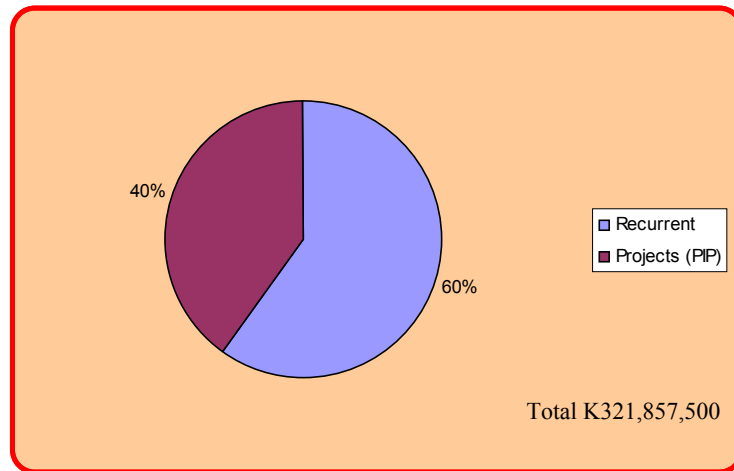
## **Department of Education goods and services**

- Table 5 and Figure 47 show that the total recurrent goods and services appropriation of K146 million for the Department of Education includes the National Government School Fee Subsidy commitment of K135 million and K1.2 million in grants for church agencies.
- The remaining K9.8 million appropriation for goods and services includes K1.4 million for retirement benefits and the operating expenses of the Teaching Service Commission (K88,700) Libraries and Archives (K998,000) and the National Commission of UNESCO (K233,000).
- That left an actual amount of K7 million available for National Department of Education operations in 2002. This represented 1% of the total Ministry 2002 recurrent budget to support and coordinate general education for approximately 1 million students throughout the country.



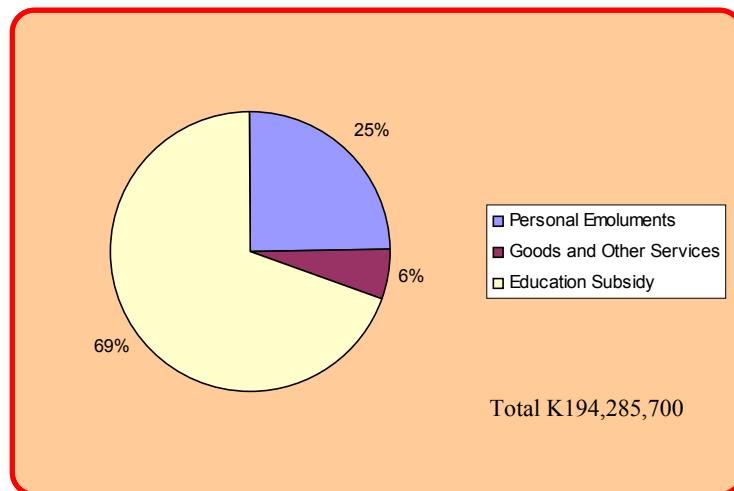
## Department of Education Budget 2002

### Total

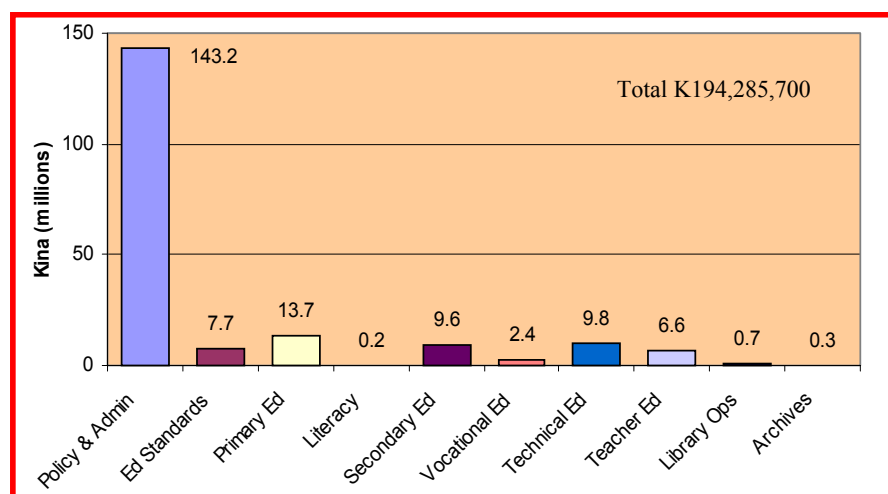


**Figure 46** Department of Education 2002 supplementary budget - total appropriation

### Recurrent



**Figure 47** Department of Education 2002 supplementary budget - recurrent appropriation by item



**Figure 48** Department of Education 2002 supplementary budget - recurrent appropriation by program

**Table 5 Overview of Department of Education 2002 Recurrent Budget by item -  
(Supplementary budget appropriation, August 2002)**

Expenditure items	Actual		Supplementary Appropriation 2002	
	2000 (K)	2001 (K)	K	% Recurrent
<b>Salaries &amp; Wages</b>	39,599,800	45,503,400	48,215,300	24.8%
<b>Goods &amp; Services</b>				
School subsidies	40,000,000	39,453,200	135,000,000	69.5%
Grant for institutions & church agencies (including Kina for Kina subsidy)			1,246,000	0.6%
Grant for National Library	15,554,700	12,522,500	36,000	0.02%
<b>NDOE, TSC, and national institution operations</b>			9,788,400	5.0%
<b>Total Goods &amp; Services</b>	55,554,700	46,703,177.8	<b>146,070,400</b>	75.2%
<b>TOTAL RECURRENT</b>	<b>95,154.5</b>	<b>98,098.7</b>	<b>194,285,700</b>	100%

**Table 6 Summary of Department of Education 2002 Budget by Program  
(Supplementary budget appropriation, August 2002)**

2002 Expenditure by program	Recurrent (K)	PIP (K)	TOTAL (K)	%
Policy formulation & general administration	143,240,400	6,118,600	149,359,000	46.4%
Development & Implementation of Education Standards	7,681,200	23,939,800	31,621,000	9.8%
Primary Education	13,715,600	18,737,300	32,452,900	10.1%
Literacy & Awareness	206,300	0	206,300	0.1%
General Secondary Education	9,557,000	500,000	10,057,000	3.1%
Vocational Education & Training	2,416,800	52,000,000	54,416,800	16.9%
Technical Education & Training	9,827,800	0	9,827,800	3.1%
Teacher Education	6,642,700	26,276,100	32,918,800	10.2%
Library Services	674,000	0	674,000	0.2%
Government Records & Archives	323,900	0	323,900	0.1%
<b>Total Supplementary Approp.</b>	<b>194,285,700</b>	<b>127,571,800</b>	<b>321,857,500</b>	<b>100%</b>
Original Appropriation	188,034,500	127,539,300	315,573,800	
	60%	40%		100%

- Less than K10 million of operational funds were available in 2002 for the Department to carry out its core function of coordinating and supporting general education for approximately 1 million students in schools, vocational centres, teachers, technical and business colleges and special education centres throughout the country. This amount includes the operational costs of national functions such as inspections, curriculum development, examinations nation wide, and the coordination, support and operation of teachers, technical and business colleges.
- This was a substantial reduction from the 2001 operational budget of K16.8 million for goods and services. This was a continuation of a trend for several years. In a time of rising prices it represents a significant reduction of the Department's operational ability to

deliver and support education services, including national functions like inspections and curriculum to support general education.

### Changes in the education budget over time - 1998 - 2002

- Further discussion of how the 2002 budget compares with other years, and how much was available for administering the National Education System is presented in *The State of Education in Papua New Guinea*, March 2002, pages 119 -122.
- Figure 50 shows the DOE recurrent budget without NCD teacher salaries, Education Subsidy, and allocations for Technical Education, Libraries and Archives and OHE.
- This represents the actual amount available to the Department for administration and service delivery to coordinate and develop general education nationwide.
- The 2002 appropriation was effectively a return to 1998 Kina amounts despite cost increases and an increase in enrolments by more than 20% in that time. It represents a drop of 25% in operational funding.
- On a per student basis the administrative budget for the National Education System has ranged from just over K40 in 2001 to approximately K29 in 2002.

#### DOE total Recurrent budget since 1998

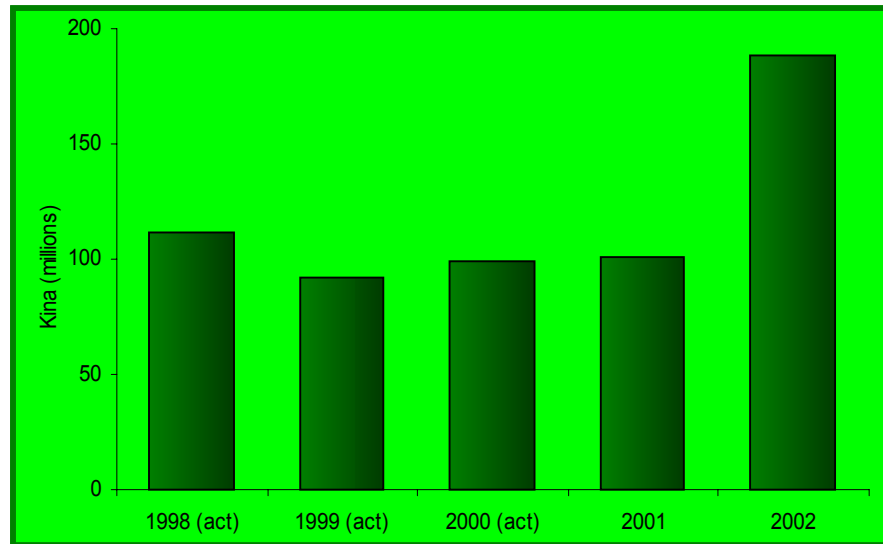


Figure 49 Department of Education total recurrent budget 1998 - 2002 (K million)

#### DOE Recurrent budget since 1998

#### Amount available for DOE operations to support General Education nationwide

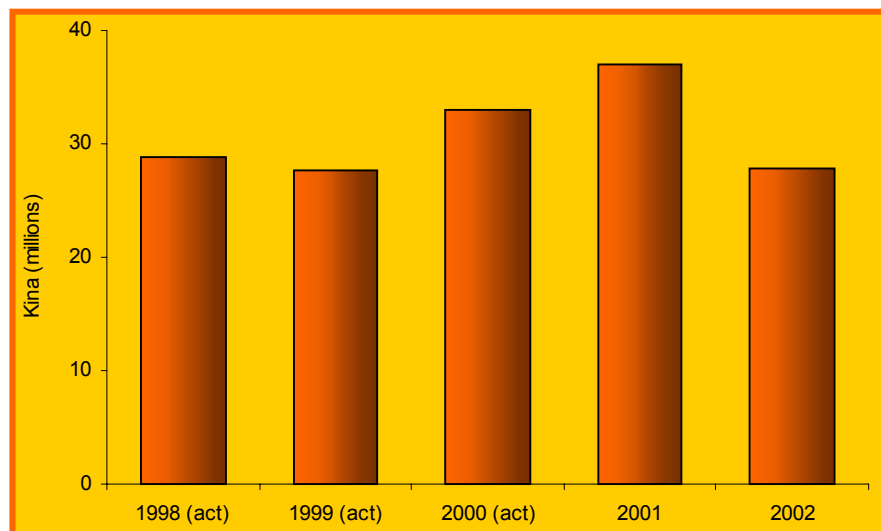
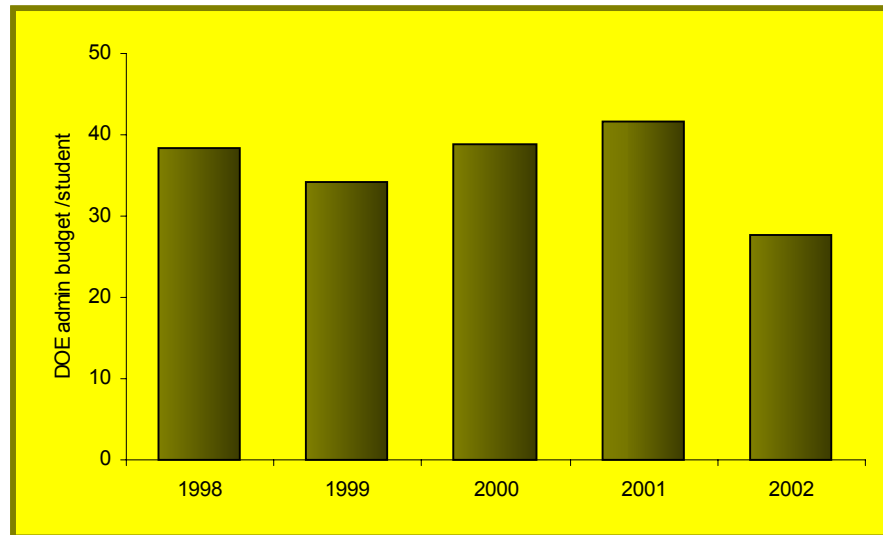


Figure 50 Department of Education total recurrent budget 1998 - 2002 for general education (K million)

## DOE Recurrent budget allocation since 1998

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



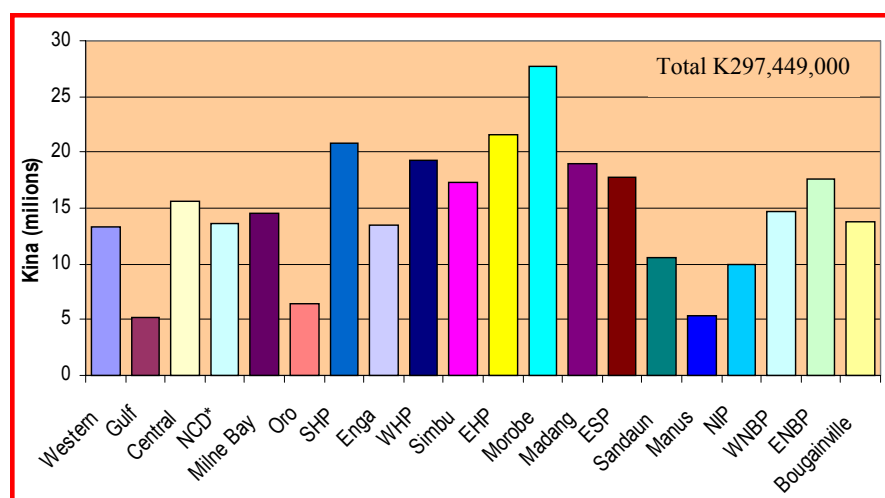
**Figure 51** DOE Recurrent budget allocation per student for administering and developing the National Education System 1998 - 2002

## Salaries and Wages

- Providing education services to 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. Increases in the school population require equivalent increases in teacher numbers. Otherwise an increasing number of children will be denied access to education.
- Teachers salaries for provincial institutions are included in provincial budgets. The amounts appropriated for each province are shown in Table 23. Salaries for teachers in the NCD and national institutions are included in the department's budget.
- Only K43.4 million was appropriated for salaries and wages of teachers in the National Capital District and national institutions. Despite increased student enrolments this was a reduction of about K900,000 from K44.3 million in 2001. It does not meet the needs of population growth and increased access to school required by the National Education Plan.
- It is Government policy to continue to reduce the size and cost of the public service, wherever possible, in order to make resources available for the supply of services at provincial and local level. The Department of Education continues to work towards efficient administration. However, it is important to recognise that education's client base keeps increasing and the Department is required to provide services for them.
- The National Education Plan has resulted in implementing a number of strategies to reduce the cost of the necessary expansion of educational opportunities (see section 5). The greatest expansion has been in the lower cost areas and modes of education (particularly elementary education).
- The efficiency of teacher deployment is being improved by the increased use of multi-grade teaching where appropriate. In addition the Teaching Service Commission is progressively auditing teacher deployment and has been abolishing positions since July 1999 when not justified according to student numbers.

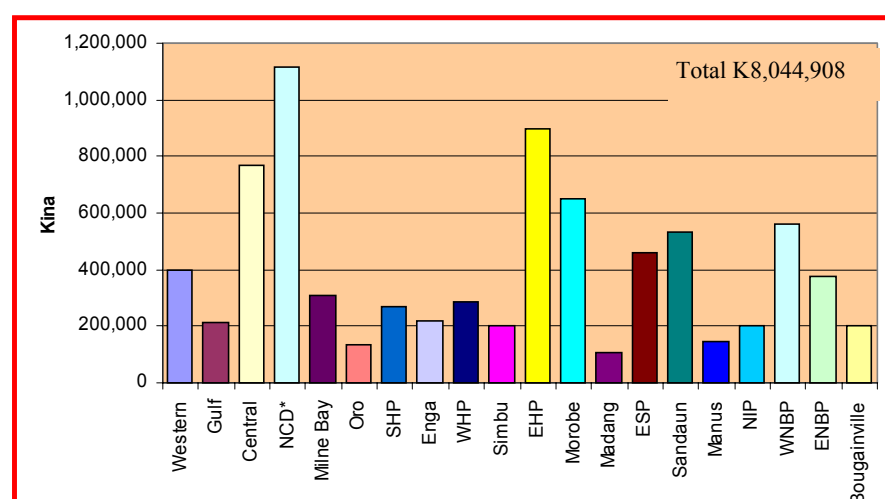
## Functions transferred to the provinces

### Teachers' Salaries



**Figure 52** Transferred functions – 2002 budget appropriations in provincial budgets for teachers' salaries

### Teachers' Leave fares 2002



**Figure 53** 2002 Teachers' leave fares paid by DOT, through DOE

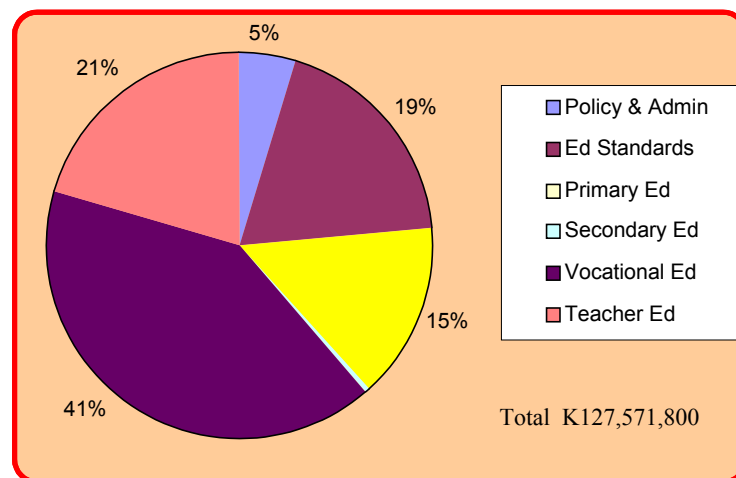
- Table 23 and Table 24 on pages 92 and 93 give details of the amounts allocated for teachers' salaries and leave fares in 2002, between 1998 and 2001 and in the 2003 budget estimates.
- A total of K297,449,000 was included in the provincial and Department of Education budget estimates for teacher's salaries nationwide in 2002, not including national institutions.
- No appropriations were included in provincial budgets for teachers' leave fares in 2002, despite the fares being an entitlement. The Department worked with provincial divisions of education to draw up a list of teacher's entitled to fares and negotiated with the Department of Treasury to secure funds. K8.5 million was released to the Department. Tickets were purchased according to the lists prepared, and distributed to the provinces. By the end of 2002, K6,122 million had been paid for tickets for 2,467 teachers. The balance of funds was being held in a trust account until information required to complete raising tickets is available

## Department of Education Development Budget (PIP)

- The development budget and donor activity are shown in Figure 54 and Figure 55. Further detail is presented in Table 19 to Table 22 and Table 27 pages 90, 91 and 96.

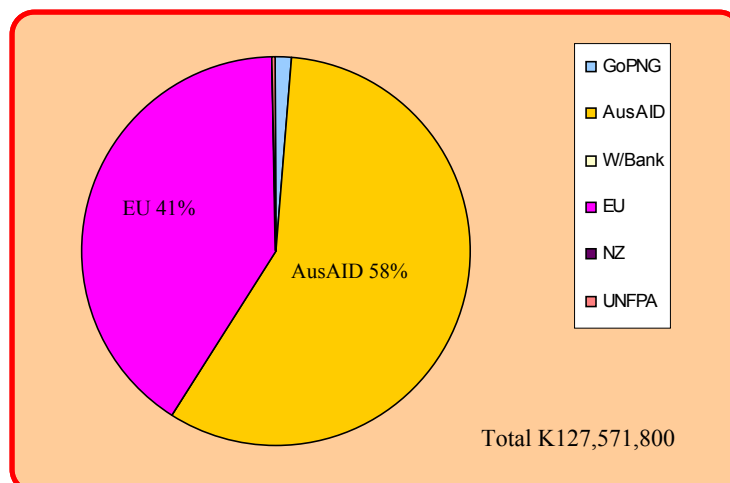
### Development Budget (Projects)

**Projects & Donors**  
For further details about projects & donors see Table 27 p 98 and Table 20 to Table 22 pp 92 to 93



**Figure 54** Department of Education 2002 development budget appropriation by program

### Donors



**Figure 55** Department of Education 2002 development budget appropriation by donor

- The 2002 PIP appropriation for the Department of Education was K127.5 million. Most of the funding for these generous investments in education is through overseas donor assistance from AusAID (K74 million) and the European Union (K52 million).
- Donor support for education and training continues to be essential. The remarkable progress of our education reforms to date could not have happened without this generous assistance. Project funds will continue to be required to reform the curriculum, improve the supply of school materials and library books, further increase access, maintain and upgrade buildings and facilities, and to train teachers and lecturers.
- Economic constraints have for some time reduced the Government's capacity to meet its counterpart obligations towards some project funding. This has seriously reduced Papua New Guinea's ability to complement the donor assistance to Education. This has resulted in planned education services not being delivered within planned timeframes.
- Table 27 page 96 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

## 2002 School Fee Subsidy Policy

- NEC Decision No. 2 of 192/2001 allocated K150 million to school fee subsidy grants in 2002, and tasked the Department of Education to administer subsidy distribution.
- The policy and implementation strategies are detailed in Ministerial Policy Statement (MPS) No 1/2002 and Secretary's Circulars No. 2, 21 and 64/2002.
- 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 each quarter as public notices in the national newspapers, and news releases to radio and television stations.

## Budget allocation

- In the 2002 budget estimates K135 million was allocated in the Department's recurrent budget to fund the National Government contribution to school fee subsidies. This was for payments in each of the four quarters. No appropriation for education subsidy was included in Provincial Government budgets.
- A further K15 million was included in the development budget under the Commodity Assistance Support Project (CASP). This project supplies textbooks to primary schools that have introduced grade 7 and 8 classes. The third quarter subsidy allocations for these schools were reduced by K30 for each grade 7 and 8 pupil.
- The total appropriation of K150 million for education subsidy was an increase of K89 million from K61 million in 2001.

## School Fee Subsidy allocation per student

- The NEC decision was that the National Government would fully subsidise the amount of the NEB maximum fee limits for children from Elementary to Grade 12.
- Table 7 shows the amount of National Government contribution to education subsidy for 2002 that was allocated to each level of education by NEC Decision No. 2 of 192/2001. It also shows the amount of subsidy actually able to be paid per student with the funding released by the Department of Treasury over 4 quarters.

**Table 7 School Fee Subsidy allocation per student in 2002**

School Level	NEB Maximum (K/student)	Government Contribution	
		Anticipated (K/student)	Actual (K/student)
Elementary EP – Grade 2	40	40	33
Grade 3 - 6	80	80	65
Grade 7 & 8 Primary	250	250	260 (230 CASP)
Secondary grade 7 – 10 (day)	600	600	480
Secondary grade 7 – 10 (boarder)	900	900	775
Vocational grade 7 – 10 (day)	600	600	480
Vocational grade 7 – 10 (boarder)	900	900	775
Grade 11 & 12 (day)	1000	1000	800
Grade 11 & 12 (boarder)	1200	1200	1050
College of Distance Education (CODE)	70	70	70
Permitted Schools	n/a	as above	NEB maximum

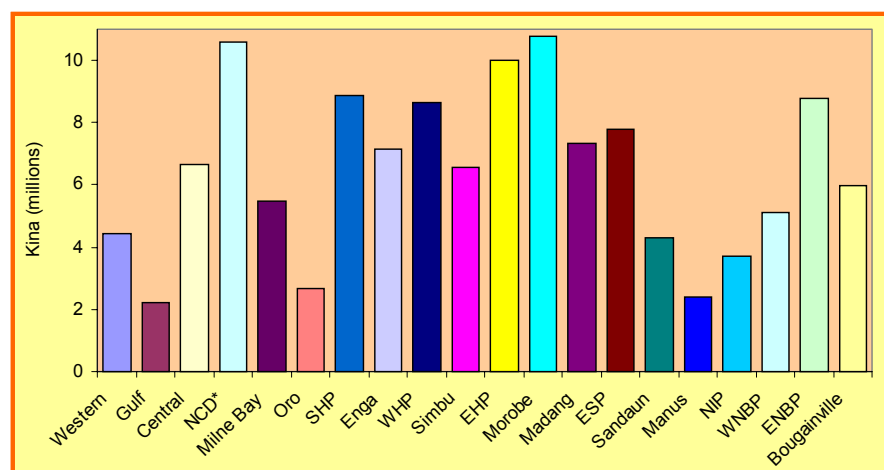
## Summary of 2002 subsidy distribution - beneficiaries

- Table 8 summarises distribution of the subsidy and how many students have benefited.
- Figure 56 below and Table 25 on page 94 summarise the total 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 57 and Figure 58 on page 44 and in Table 25.

**Table 8 Distribution of school fee subsidies in 2002**

Beneficiaries	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Other	Total	
Student Enrollment	915,173	956,612	971,478	1,021,906	CODE, shortfalls, admin, etc		
Allocation (K)	36,190,000	36,189,112	39,946,724	13,893,998	8,780,166	K135m	
Funds released	K50m	K40m	K30m	K13.5m	1.5m	K135m	
Success rate for delivery of cheques	96.5%	more than 98%				Distribution delayed if schools did not supply enrolment data & acquittal	
Distribution Completed	25/1/02	15/4/02	24/7/02	24/10/02	various		

## Subsidy payments to provinces



**Figure 56** Total 2002 education subsidy payments for each province

- The success of the subsidy delivery in each quarter was due to the innovative strategies applied (see below).
- Subsidies were paid for more than 1 million students. 6,286 schools received subsidy cheques in quarter 1 for 915,173 students. The number of schools and students increased each subsequent quarter as updated enrolment data was supplied by schools, through provincial offices.
- While K150 million was the total subsidy approved by NEC the actual amount released to the Department for distribution to schools was K133.5 million. The K13.5 million appropriated in the development budget for CASP was also not available for cash grants.
- The resulting amount available for payment to schools in quarter 4 was K13.5 million. Allocations per student were reduced to one third or less for quarter 4 to fit the funds available. (see Table 7)



- A total of K126.2 million subsidy was delivered to schools during the quarterly distributions in each province. An additional K6.2 million was paid directly to schools during the year. This amount includes payments to CODE, permitted schools, special education resource centres and national high schools. It also includes payments to schools that verified shortfalls in initial subsidy payments due to changes in enrolment.
- The total amount paid to schools was K132.4 million. The remaining K2.6 million was used to administer and audit the subsidy distribution. The largest expense was coordinating each of the provincial distribution exercises. 98% of the total funds released to the Department were paid to schools. 2 % were required for administration and audit.

### **Objectives of 2002 school fee subsidy policy**

- The main objectives of the 2002 school fee subsidy policy, as stated in MPS No 1/2002, were to help parents by subsidising a large proportion of the costs of educating their children, and to ensure that no children were turned away from school because of school fee problems.
- The subsidy grants were intended to contribute to the normal essential operating costs of schools, but not necessarily to cover the total cost of educating a child in the school system for the full year.
- The grants were to enable schools to provide basic school supplies and curriculum materials required for quality learning and teaching to take place. They were also intended to subsidise the normal costs of operating and maintaining the institutions. In the case of boarding institutions, the grants were to also cover boarding related expenses.

### **Administration of 2002 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.
- The 2002 education subsidy grants were designed to provide direct National Government assistance in the form of 'cash grants' to all students in non-tertiary education institutions from Elementary to Grade 12. All schools were to receive cash grants at the beginning of each quarter.
- Quarter one and two allocations for each school were calculated using 2001 quarter four enrolment figures. Quarter three and four allocations were based on the quarter one 2002 enrolments.
- Quarter three subsidy cheques were only released after schools had acquitted the quarter one subsidy. Similarly, quarter four subsidy cheques were released only when the quarter two subsidy was acquitted.
- Approved permitted schools were to receive the same level of fees as National Education System schools of the same level.

### **Subsidy distribution strategies**

- Distribution strategies were specifically aimed at ensuring timely delivery of the subsidy cheques to the schools at the district level.
- A Department of Education representative was appointed to coordinate the delivery of subsidy cheques in each province.
- Provincial distribution teams were established, consisting of the Department representative, provincial administration representatives, school inspectors and district education managers.

- A one day orientation session was held in each province at the beginning of each quarterly distribution, for the policy to be explained and the distribution exercise to be coordinated.
- 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 57 and Table 25 show the proportion of subsidy paid to each sector (or level) of education. Figure 58 compares the subsidy paid with the total enrolments in each sector.

#### Share of subsidy for each sector

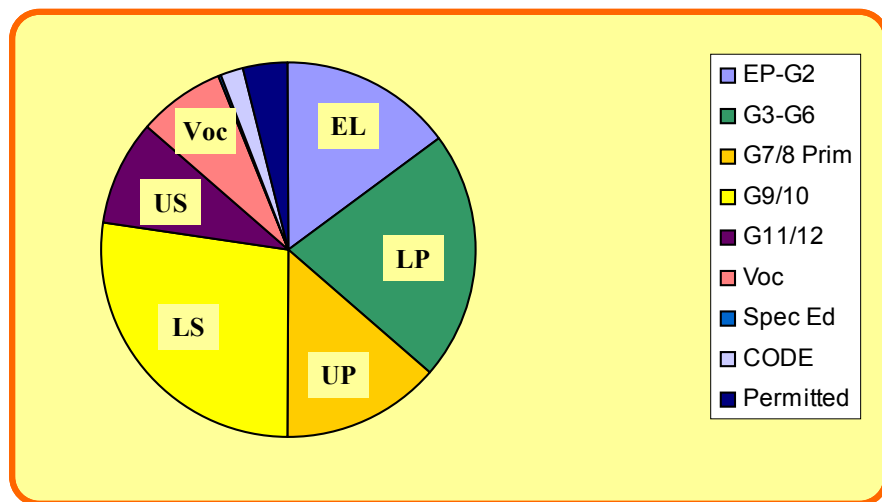


Figure 57 Break up 2002 education subsidy by sector

#### Subsidy compared with enrolment

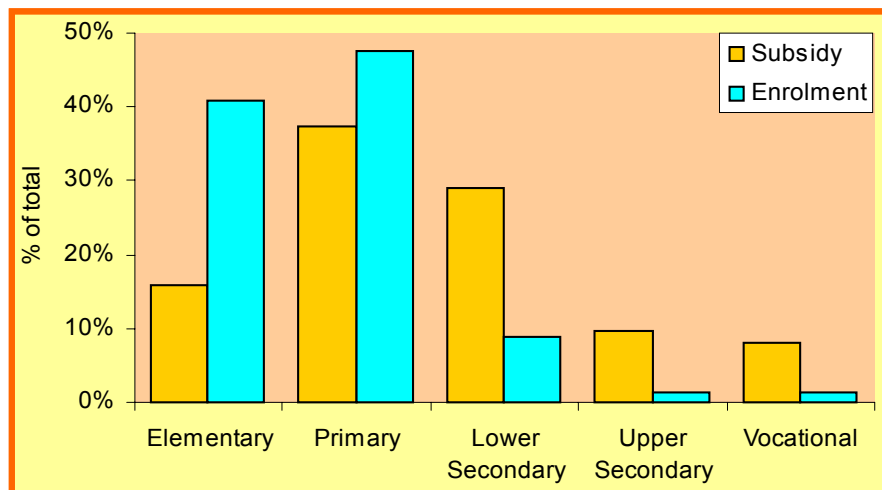


Figure 58 Percentage of subsidy received by each sector compared with enrolment

- Post primary students (secondary and vocational) make up only 10% of school enrolments but they received approximately half (50%) 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, including grades 7 and 8 in high schools) make up 90% of students in the education system. However, because of the relatively low fee level for these grades, basic education received only approximately half (50%) of the total subsidy paid.

# **Divisional Reports**

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# 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 Co-ordination

Activities	Outcomes	2001	2002
NEC submissions	Approved by NEC Progress Report on the Distribution of the 1st Quarter school fee subsidy grants for 2002 Request for funds to pay for teachers' outstanding leave fares , all provinces – 1998, 99, & 2000 Increased School Fee Subsidy Grants for 2002 DOE Annual Report 2001 The Status of Education in PNG, 2001 DOE Budget Estimates for 2003 shortfall implications & strategies for implementation of Government's Policy on Recovery & Development TSC Annual Reports 1999 & 2000	7	7
Statements to Parliament Presented Pending presentation	Written & printed, approved by NEC TSC Annual Report 1999 & 2000 The State of Education in Papua New Guinea 2002 DOE Annual Report 2001	4	3
NEB functions	Full board meetings Appeals Committee meetings Disciplinary Committee meetings Special NEB meetings School Fees 2003 Circular prepared & distributed 2001 NEB Annual Report written & printed	4 5 2 2 20 copies	4 6 0 1 K300
Combined CECC /SEOC Promoting National Identity through Education	Kimbe, West New Britain, 15 – 19 April 2002 Planning & coordination Resolutions implemented by action officers & divisions. Report compiled for distribution at the 2003 Conference in Wewak		Policy Unit & MCU
TMT/SSM	TMT weekly meetings SSM monthly meetings Special SSMs Special TMT	42 11 3 4	49 12 1 1

	Full and accurate records of minutes maintained for all meetings
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### Legal Coordination

Legislative amendments	Review of drafting instructions & draft NEC submission for Education Act & TSC Act being prepared						
Provincial Education Acts	Ongoing further technical assistance provided to provinces on request. Assistance given to Milne Bay, Oro & EHP for finalising draft for submission to PEC						
Status of Provincial Education Acts	No progress in 2002 in approvals & enactment by provinces <table border="0" style="width: 100%;"> <tr> <td style="padding-left: 20px;">Enacted by Provincial Assembly</td> <td style="text-align: right;">6</td> </tr> <tr> <td style="padding-left: 20px;">Draft not yet approved by PEC</td> <td style="text-align: right;">12</td> </tr> <tr> <td style="padding-left: 20px;">Not applicable (Bougainville &amp; NCD)</td> <td style="text-align: right;">2</td> </tr> </table>	Enacted by Provincial Assembly	6	Draft not yet approved by PEC	12	Not applicable (Bougainville & NCD)	2
Enacted by Provincial Assembly	6						
Draft not yet approved by PEC	12						
Not applicable (Bougainville & NCD)	2						
Draft Legislation	UNESCO Bill drafting instructions required and in progress						

### Research and Evaluation

Research projects Project completed in 2002 Report circulated for comment & endorsement (research conducted in 2001)  Field study awaiting funding	Projects completed Self-reliance Information Technology Non-governmental participation in education Parental perception towards education reform NCD school transport study Expansion of vocational training Teacher pay needs & satisfactions A formative evaluation of Elementary Education Language Policy Factors affecting performance of students in PNG high schools	5	1
Submissions to NEB, TMT, SSM	School Fee & Boarding Primary Schools Policy endorsed by NEB for implementation in 2003		
Research & Evaluation Committee (REC)	Quarterly meetings Forums & seminars Approvals of external research	4 3	3 1
	PhD 3    Masters 5    BEd 26		

### Media and Communication

Pipeline newsletter Radio - Education News	10 fortnightly issues+4 monthly issues. 600 copies K300 per issue Weekly ½ hour radio program on NBC (in term time) 40 K300 per program - K12,000 for the year
Education Gazette	3 issues prepared & submitted to printer in June. Printing deferred due to lack of funds
Education Calendar	2003 Calendar printed and dispatched in November to PMSOs for distribution to provincial & district education offices & all institutions, including elementary schools. 15,000 copies for K6,000. Additional copies sold for K1/copy
NDOE Annual Report	2001 Annual Report printed March 2002 300 copies K20,000 2002 Annual Report completed for printing in January 2003 200 copies K15,000
Media publicity & liaison	Media releases & letters to editor 40 35 Public notices 8 10 'Kids R Us' supplement (column & information) nil 17 Other newspaper supplements 10 6 Press conferences arranged 3 2 Radio talkback programs (English, Pisin, Motu) 1 5
Speeches & papers	For Minister, Secretary & other senior officers 26 21

State of Education	Awareness document compiled by PFM. Overview of education reform progress, issues & needs. Printing & distribution coordinated by MCU 8,000 copies 110 pages K31,000
Education awareness strategy, policy & resources	ISP funded field study & report by NRI, assisted by MCU. Report with AusAID for forwarding to DOE. Report contains options for policy, strategies & resources

## UNESCO

Executive support for UNESCO National Commission (NatCom)	Meetings organised & recorded 15 20 4 meetings each for NatCom, APEC; & 3 sub-sector committees (Education, Science/Human Sciences, Culture & Communication)
Participation in overseas conferences & workshops	4 workshops 1 week 1 participant Community Learning Centres Bangkok NatCom staff training Samoa Literacy & awareness China Arts & cultural education Fiji
Coordination of PNG visits for overseas UNESCO specialists	Culture Program Specialist, Apia, visit to proposed World Heritage sites at Kuk (Enga) & Bobongara (ESP), and arts & culture programs in NCD & NDOE
Participation Program funds	UNESCO funding approved in 2000/01 disbursed to applicants in 2002 K205,000 Education K60,000 Culture K60,000 Communication K25,000 Science (Social science, natural, physical) K40,000 Training (included in sector totals) 25,000K
Education Sector Adult Distance Education Study	Follow up to feasibility study coordinated by OHERST. 5 day national workshop of distance educators & program specialist from UNESCO Bangkok to develop policy & strategy for implementing report's recommendations. UNESCO contribution K15,000 25 participants
Science Sector Renewable Energy Centre	No development in 2002. Waiting for funding to implement Resolution 29C/DR132
Culture Sector Kuk Agricultural World Heritage sites	Kuk Heritage Management Report completed & published by Kuk study team. UNESO funding K20,000 Meetings arranged with study team, land owners, WHP Prov Gov & other stakeholders 5 Draft Nomination document completed by study team & PNG museum
Communication Sector Publications Community based radio station for Kasela, Enga	PNG NatCom Newsletter Culture Hereva Biannual 2 issues 2,000 copies /issue K2,500 Funded by International Program for Development in Communications (IPDC). MOU completed, awaiting signing. Progress delayed by elections
Associated Schools Project (ASP)	Total registered schools 44 New schools registered 9 School visits 16 Peace education workshop 9 teachers (1/school) 1 week
APEC	Ecotech Plan & Individual HRD Action Plan for PNG completed with Foreign Affairs & tabled at APEC Leaders Conference, Mexico
Upgrading of PNG NatCom	UNESCO Bill drafting instructions required and in progress

## 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	Div. budget reduced from K852,900 (2001) to K821,000 (2002) Budget maintained at the required level. Quarterly reviews & 2003 budget prepared
Training for division QIPE funding Basic research skills  Business English JICA funding Desk top publishing	Using Statistical Package for Social Sciences. Arranged by REU. Conducted by UNIGOR at UOG  UPNG Enrichment Centre      15 participants      10 days      K50,000 Book Production for Education      6 participants      2 weeks      K3,000 ACCU Japan      1 participant      1 month
Equipment ISP funding	No funding in Divisional budget for purchasing equipment 2 computers & screens, laptop, scanner & colour printer purchased for MCU      K20,000 Superceded computers belonging to PFM on loan on to other PRC sections. Further equipment required to adequately equip all officers for work required

## Achievements

- Executive and planning services provided for the successful operation of NEB, TMT and CECC /SEOC, and coordination of the Ministry's submissions to NEC and Parliament.
- 5 research studies completed, including self-reliance, information technology and NCD school transport.
- Strong flow of information to the media maintained, particularly on school subsidy policy and education reform progress. Improvement in the quality and availability of professional information in publications such as the Annual Report and State of Education continued.
- Assisted NRI to complete study and report on options for strategy, policy and resources options for increasing education and reform awareness, to provide a basis for future developments.
- Improvement in the availability of computer hardware and skills within the division, although more is still required.
- 2000 /2001 UNESCO funding distributed to target projects.

## Constraints

- 2002 Supplementary Budget reduced PRC Divisional budget from K852,900 in 2001 to K821,000.
- Funding not available for casual labour for manual tasks such as driving, packing and preparing materials for distribution. As a result professional officers' time is taken up on manual tasks which reduces their professional output.
- No recurrent funding for replacing broken office furniture and upgrading inadequate computer hardware. Need 3 suitable capacity computers and 3 superceded computers for 4 others.
- Training arranged using QIPE and JICA funds to address needs in computer, research and professional writing skills. Further training required in 2003 to continue progress, particularly for computer skills.

# 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	2001	2002
Facilitating and monitoring implementation of the education reform	Provincial visits by FMU/RMPA officers 2001 - 9 visits, 45 days 2002 - 24 visits, 176 days Reports written for IMG, PEA & Prov. Administrators	9	17
National Education Plan (NEP)  NEP 1995 – 2004 Update 2 (NEPU2) NEP 2005 - 2014	NEP 1995 – 2004 approved by NEC in 1997. NEPU1 completed 1999  Deferred to 2004. Implementation of NEPU1 being monitored by FMU Program for development of next NEP approved by TMT. National consultations to commence April 2003. Plan to be endorsed December 2004		
National EFA Plan 2004 – 2015 (Education For All)	Draft completed 2002. To be presented to NEB in 2003 To be integrated into NEP 2005 – 2014 & PEPs		
DOE Corporate Plan 2003 - 2007	Update of Corporate Plan 1998 – 2002 completed. Objectives and strategies for continuing reform & foundation for NEP 2005 - 2014		
Provincial Education Plans (PEP)  PEP updates	Approved by PEC & printed Still to be approved by PEC No progress with approvals in 2002 Updates in progress in all provinces. Technical assistance provided		10 10
Relocation of RMPAs to the regions	3 RMPAs operating from regional bases Regional planning offices established	Kundiawa, Lae, Rabaul	3
National capacity building Overseas attachments  Masters degree	Supported by ISP, ASF, NDOE, QIPE, UNESCO 1 month attachment with NSW DOE in Sydney Leadership & professional development programs in NSW Govt school system Leadership & Management Returning from MEd Planning Studies Jan 2003		1 officer 1 officer 1



Regional Management Planning Advisors (RMPAs) Prov. planners workshop	Familiarisation program conducted on regional basis. Training workshops conducted by Australian Support Facility (ASF) Prepared for 2003 at workshop conducted between RMPAs & FMU	1
Representing DOE in national duties  Liaison with Office of Rural Development (ORD)	PFM officers are called upon regularly to represent the Department in various national duties, including preparing and assisting with presenting Departmental information papers  Rural Development Appraisal Committee meetings Q1 2002 This committee approved projects for school facilities funded from MPs' District Development Funds	2

### Corporate Data (CD)

Education Statistics Bulletin 2001	2000 printed January 2002 Data collection completed. Being checked for inconsistencies & missing schools. Printing 2003	500 copies K5,000 500 copies K5,500
2002	Data collected. Data entry continuing Data not submitted by provinces by 31/12/02 Printing 2003	16 provinces 4 provinces 500 copies K5,500
Education at Glance Admission Rate Education Indicators Education Review	New initiative - information sheets for general distribution explaining education statistics & education reform progress  Trial printings circulated for comment	100 copies of each
Education Management Information System (EMIS)	Objective is for EMIS to provide the annual statistical bulletin Phase 1 - enrolment completed in 2001 with support from ISP Phase 2 - staff data funding not yet identified	
DOE computer network development (EduNET) Users Email	EduNET is linked to GovNET Ongoing management & network support provided by EMIS Manager Increase of 57 users in 2002. Total users 31/12/02 Increase of 28 email users in 2002. Total users	122 98
Information Technology (IT) technical support	Ongoing support for PC users - maintenance & network services Technicians Average service requests attended to per week Increase Capacity /time to attend to service requests limited by number of technicians	2 75 average 10/wk from 2001

### Project Coordination and Implementation

Project Pipeline Committee Project proposals  Project formulation support	Quarterly meetings facilitated PIP approved in principal and referred back to divisions for detailed proposal development (PFD) Submitted to DNPRD Advice provided to NDOE divisions Project Design training workshops facilitated	4 4 2 on going 2
Liaison with Department of National Planning and Rural Development (DNPRD)	Represented NDOE at BEICMP, ETESP & Upgrading of High Schools Project Coordination Group & other meetings 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	on going
Donor /project liaison  Project counterparts	Joint activity between FMU & PCIU. Frequent involvement with AusAID, EU, JICA, UNDP, UNICEF & NZODA to provide advice on current projects and formulation of new projects  BEICMP counterparts (FMU & PCIU) Counterpart tasks included developing a model for District Education Plans, providing advice on DOE policies and plans &	3

	liaising on behalf of DOE between donors and project teams
AusAID Projects	Co-ordination and monitoring carried out for BEICMP, CRIP, CASP, PASTEP, ETESP and high school upgrading
CASP PSTU6	Text book supply to 230 primary schools starting G7 in 2000/01. 80 % delivered. 20% in transit in PNG
High school infrastructure upgrading for grade 11/12	Malabunga to be completed February 2003 No future planned schools
EU funded HRDP II Project	Equipment for Don Bosco Technical Institute K2.5m
Overseas postgraduate scholarships	Scholarships in England & Netherlands 1 year masters programs completed 20 6-12 week accredited short courses 6 2003/2004 scholarships advertised. Close 31/12/2002
In country training	DWU MA Educational Leadership 23 students K18,000
Postgraduate	Reimbursement of Level 1 test fees for self sponsored candidates 130 candidates K50,000
NATTB trade testing	DOVET - Education diploma for practicing vocational teachers Foundation course, PNGEI 16 wks 124 students K170,000 EMVET, PNGEI, 3 wks 21 students K1,300 Fisheries College, Kavieng, 4 wks 40 students K84,000 Agriculture, HATI Goroka, 6 wks 80 students K58,500 Carpentry Construction, PNGEI, 12 wks, 25 students K62,000 Reimbursement of travel 51 students K26,000
EU SAP 4 – High School Maintenance Project	Maintenance, upgrading and expansion Pacific Architects replaced S/Bichara as Managing Contractor
Maintenance completed	Total cost K6m High schools 9 PTC (Kabaleo) 1
Contracts signed, work commenced	Kuiaro, Mt Hagen, Wabag, Popondetta, VTCs
New scope of works, design and tender documentation	Kabaleo PTC contract completed. Work to commence Jan 2003 Unitech ready for retender in 2003 Hutjena Secondary tenders evaluated. Contract to be awarded in 2003
Deferred due to volcano	Hoskins Girls VTC. To be included in EDF 9
World Bank funded Education Development Project (EDP)	Project concluded 31/12/2001 Implementation Completion Report completed Submitted to World Bank headquarters April 2002

## **Achievements**

- Corporate Plan update and draft Education For All plan completed.
- Three regional planning (RMPA) offices established, and PEP updates continued to progress.
- The number of officers connected to the computer network and email continued to increase.
- Donor project coordination and liaison continued successfully.

## **Constraints**

- Despite staff shortages and budget constraints, the division successfully achieved the main tasks it planned to undertake during the year.
- 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 MPR, and other data not submitted by provinces, have delayed production of education statistical bulletins.

# 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	2001	2002	
Preparation & dispatch of payroll	Payrolls prepared & dispatched	26	26	
	Manual cheques processed		16,078	
	New graduates (elementary)	1,795	1,018	
	New graduates (primary & secondary)	1,185	312	
Centrally maintained personnel & salary records	Records maintained for DOE public servants & teachers, elementary teachers & teachers in the 8 provinces with centralised salary function			
	Salary variations & allowances processed		106,834	
	Pay 22 1/11/2002		17,743 officers	
	Staff clerks 28		1 clerk to 631 officers	
2002 teacher resumption	Annual exercise. All teachers required to complete resumption of duty form (EDB012) to be paid. Incorrect & missing information causes suspension from payroll. GAP & TSC officers travelled to provinces to check & collect EDB012. Accuracy of EDB012 improved. Suspensions from payroll reduced.			
2003 teacher resumption documents	Teachers' Leave Circulars for 2002/2003 Christmas Vacation and Resumption of Duty Forms (EDB012) printed & dispatched to provinces. Funded by QIPE K60,250			
Recruitment & selection of national officers (PSC)	Recruitment of public servants	70	0	
	DPM freeze on recruitment for most of 2002			
Revenue collection for DOF	Vote Code	Original Estimate (K)	Total receipts (K)	
	Commission for payroll deductions	235-01	250,000	289,710
	Rental for institutional housing	235-19	85,000	51,581
	Sundry receipts	235-99	1,200	646
	Total 2002		336,200	341,289
(Total 2001)		(421,000)	(577,022)	

### Administration

Overseas contract officers	Teachers	277
(Contracts, visas, salaries &	Public servants	20

entitlements)	Renewals	150	79
	Recruited (mission, volunteers, contract)	49	71
	Non renewals	20	14
	Passport administration		17
National contract officers	National contract officers	15	12
	Renewals	4	3
Probation officers (PSC)	Completed induction training	nil	70
	Made permanent public servants	nil	66
	Yet to be made permanent	70	4
Staff training & development In country	PSC officers completed induction course (2 wks)		70
	Diploma Business studies POM Business College		3
	Bachelor Public Admin UPNG (final yr)		1
	Overseas (EU funded)	Masters	
Workshops for provincial officers MPR & leave fares	QIPE funded workshops (5 days each)		2
	Conducted jointly with F&B		
	Alotau	87 participants	
	Port Moresby	80 participants	
Budget administration	CACC monthly management reports		12
	Quarterly reviews	4	4
	2003 estimates	1	1

### Electronic Data Processing (EDP)

Payroll - established system	Data entered & reports produced	26 pays	26 pays
	Total on payroll (pay 22 - 1/11/2002)	31,677	33,014
Concept HRM /Payroll computer system	Implementation on schedule for commencement in 2003. Updating of data in progress.		

### Organization Methods and Manpower Coordination (O&M)

Manpower control	Updated MPR	1	1
	New schools registered	1,155	271
	Personnel listing to be printed in 2003		
O&M review, forms design & control, category review, job evaluation	Activities not performed due to lack of trained & qualified officers		

### Logistics

Utilities	Claims for payment of telephone, postage & electricity bills processed & submitted to DOF for payment		
Transport services	Operations vehicles		3
	Senior officers' vehicles		7
	Fuel & maintenance		K39,499
Office supplies	Photocopying (average /week)		6,000
	Printing (average /week)		8,000
	Claims for supply & procurements		122
Inventory control	Inventory stocktakes (Top Management, GAP, PRC, CDD)		4
	Capital asset procurements		6
	BOS reports prepared		5
Central registry services	Files maintained		4,080
Lands & buildings	Institutions visited in NCD (PS, HS, Tech & Business Colleges) 51 (Responsibility for land matters for provincial institutions transferred to Provinces under OLPGLLG)		

Staff housing in NCD	Housing project proposal submitted to TMT	
	NDOE public servants	549
	NDOE public servants with housing provided	107
	NCD teachers	1,735
	NCD teachers with housing provided	116

### ***Achievements***

- Teacher resumption exercise improved by reducing suspensions from payroll due to inaccurate information on resumption forms.
- Information collected from provinces enabled funds to be secured for teachers' leave fares for 2002, in conjunction with Finance and Budget Division.
- MPR workshops conducted for provincial officers to improve the procedures and information submitted for registering schools and teaching positions.

### ***Constraints***

- Insufficient funding for many of the Division's activities. Logistical support limited by resources available.
- Insufficient funds to adequately train and resource qualified personnel.
- Insufficient storage facilities to store payroll, old office equipment and other closed files.
- Broken down payroll equipment needs replacing.
- Data cleansing component of the Concept HRM/Payroll requires funding.

# 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	2001	2002
Annual budget estimates	2002 budget appropriation implemented by respective programs 2003 budget estimates compiled & submitted to DOT		
Cash flow projections	Cash flow projections submitted to DOT	12	12
Warrant authorities	Warrants received from DOT & disbursed according to respective cash flow projections	12	12
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	12	2
Provincial advisory visits	To advise on budget expenditure control & preparation of 2003 Budget Estimates	5	2
Ledger reconciliation	Reconciliations to November 2002 Original appropriation      K181,614,800      K315,573,800 Revised appropriation      K179,454,900      K322,002,100 Warrant authority      K179,454,900      K190,428,100 Unwarranted (not released)      nil      K131,574,000		

### Accounts

Registration and commitment of claims (general & subsidy)	Computerised ILPOCs issued      479      215 Claims examined and certified      6,762      27,108		
Process payment of accounts	Total cheques issued      6,653      70,511		
General Account	Total expenditure payment      K16,703,783      K1,396,384		
Education Subsidy	Total subsidy expenditure      K40,000,000      K135,000,000		
Provide daily, weekly & monthly computer reports	Routine exercise when warrant authorities released & upon request from respective divisions		
Reconciliation of General Drawing A/c	Receipts issued from January to October      575      379		
Collection of public monies	Collector's statements for 2002      K7,866,085      K5,186,471		
Ex-ante audit report	Report recommendations implemented. Outstanding education sector arrears 1995 – 2000 paid      K1.7m		
Auditor General's Office	Liaison and provided information as required		2 visits

## Trusts

Monitor & control National Education Trust Accounts (NETA) expenditure	Trust Accounts under NETA	43	43
	NETA Committee meetings to review & monitor expenditure meetings	3	3
NETA reconciliation	Trust Account ledgers reconciled for January - November 2002		
Kina for Kina Subsidy	Request for 2002 financial year	K1,000,000	K1,000,000
	Kina for Kina applications for year 2002 reimbursements to institutions		K427,750
	Approved cash ceiling for 2002		K12,000

## Operations

Administration & monitoring of expenditure under Quality Initiatives in Papua New Guinea Education program (QIPE) Funding	QIPE committee meetings held to approve & monitor expenditure in 2002		12
	2001 funding audit completed by Al-Omega Accountants. 2001 funding management report completed & submitted to AusAID		
	1st tranche	K5m	K1.2m
	2nd tranche	K200,000	K1.5m
Teachers' leave fares Outstanding 1998 - 2001	Tickets issued according to list resulting from 2001 workshop with Provincial Admin Officers		2,730 teachers
	Released by DOT		K10.0m
	Paid for tickets		K8.6m
2002	No allocation in 2002 budget appropriations. Negotiation with DOT resulted in funds being released		
			2,467 teachers
	Released by DOT		K8.5m
	Paid for tickets		K6,122.3m
	Balance in Trust a/c pending raising of tickets		
Staff development Courses	QIPE funds	K35,062	Participants
	Induction course		2
	Accounting diploma (POM Bus. Coll.)	3	2
	Computer training		1
Workshops HQ officers (1 wk each) PEAs, Provincial administration & appointment officers	Cash Flow Management		50
	Budget Preparation		60
	Budget Preparation & Leave Fares, Lae		93 participants
	MPR, Alotau		87 participants
	Leave Fares & MPR follow up, 2 workshops POM		80 participants
Overseas & domestic travel for Minister, senior executives & division staff	Total travel arranged		K39,460
	Domestic trips		25
	Overseas trips		3
Staff matters	Gratuity payments to national contract officers		8
	Leave fares to divisional officers		7

## Achievements

- 2002 budget appropriation implemented and 2003 budget estimates prepared.
- 2002 Education Subsidy expenditure program successfully implemented and monitored.
- QIPE program successfully administered and monitored.
- Funds secured for teachers' 2002 leave fares and tickets distributed to provinces.
- Ex-ante audit report recommendations implemented.

## Constraints

- Insufficient funds. QIPE and school subsidy administration funds enabled the division to carry out some activities that would not otherwise have been possible.
- Late requests for financial assistance for duty travel and other allowances.

# 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.

## Activities and Outcomes

### Inspections

Activities	Outcomes	2001	2002
Advisory and inspections visits to schools	Funding for inspections travel secured through QIPE (see operations)		
Elementary (visits to CET graduates)	Schools visited	1,000	800
	Teachers visited /reports written	2,500 (100%)	1,000 (75%)
	Inspectors	17	17
Primary	Schools	2,555 (78%)	1,231 (38%)
	Teachers	15,300 (86%)	7,532 (42%)
	Inspectors	161	161
Secondary	Schools	159 (91%)	141 (77%)
	Teachers	2,658 (82%)	2,835 (84%)
	Inspectors	23	23
National Ratings Conference	Funded by QIPE		Teachers rated
Elementary	Port Moresby/ Madang/ Mt Hagen/ Kavieng	691	864 (65%)
Primary	Port Moresby	3,170	2,264
Secondary	Port Moresby	421	527
Inspectors conferences	QIPE funds secured for 4 day conferences		Participants
Elementary	Vanimu K87,400		20
Primary	Kokopo K77,000		27
Secondary	Alotau K66,000		25
Provincial visits by HQ officers for appraisal & inspection support	Elementary	20	3
	Primary	20	4
	Secondary	20	3
Tololo Reform Review Committee - implementation of recommendations	Primary trialled in all provinces. Progress affected by funding Secondary trialled in all provinces except Enga, Gulf and Oro with some difficulties due to lack of funds		
Elementary inspections structure	Structure approved 2001. Positions created and acting appointments made in 2002		20
	Positions need to be established in Oro, Manus and SHP		3

### Guidance and Counselling

School visits for testing, guidance and counselling	No operational funds secured but visits carried out with assistance from schools and provinces
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17 Guidance Officers	Total visits	350	260
	Primary	160	220
	Secondary (PHS/PSS/NHS)	190	40
School visits for career guidance and School Leaver Form advice	Total	350	81
	Grade 8	10	20
	Grade 10	280	40
	Grade 12	40	15
	CODE	20	6
Guidance officers conference	QIPE funds secured for 4 day conference (Madang)		K44,872
	Participants		20
Provincial visits by headquarters officers	Staff support and appraisal visits came from either Guidance Trust Account or school/province organized workshops		7
In house training workshops for Guidance Officers	4 days in-house training (Madang) funded by QIPE		K44,872
	Participants		16
	Topics covered in the 4 days		
	Implementing the grade 9 AAT Tests, Learning Disability, Diagnostic Index, Behaviour Management		
Training workshops for teachers	Volunteer school based counsellors module 1		200
	Volunteer school based counsellors module 2		150
	Assertive Discipline		350
Trial aptitude tests for grades 9 & 11 students	Grade 11 (DAT)		5,372
	Grade 9 (AAT) deferred to 2003 due to financial constraints		
School based counsellors	Proposal to establish positions in post primary & large primary institutions approved by TSC. Implementation pending creation & funding of positions		

### Inspections and Guidance combined activities

Staff development	Funds secured from SDU, IGD, CRIP.	Courses	Participants
CRIP Funded	Management	5	18
(Port Moresby)	Computer	2	12
Overseas study (Australia)	Masters (completed)		2
	Masters (continuing)		1
	Degree (continuing)		1
PNGEI (Port Moresby)	Elementary trainers & inspectors course		35
DWU (Madang)	Early Childhood undergraduate degree module (Elementary Insp)		4
UOG (Goroka)	BEd Degree		6
Performance Based Duty Statements (PBDS)	To be implemented in 2003		
	Development by DOE through IGD with input from TSC, PNGTA, TE&SD, schools & teachers. Accepted by NEB, Presented to CECC, & SEOC. Endorsed & launched by TSC		
Staff housing establishment	Officers with houses		86
	Officers without houses		139
	Acute shortage of houses. 12 houses completed by end 2001 under World Bank EDP. Most houses occupied by officers need major maintenance but need funds. Housing project proposal developed ready for submission to Project Pipeline Committee in early 2003		
Renovation of standards building (CRIP activity)	Renovation of IGD offices began December 2002. Completion expected January 2003. Elementary Inspections to have own office space		
SHP Working Desk	In response to Southern Highlands situation DOE established SHP Desk, coordinated by AS IGD. Committee comprises IGD, GES & TE&SD		
	Forum held in Mt Hagen in June between DOE & SHP officials.		

	Assessment team made 1 <sup>st</sup> visit to SHP in September. Report submitted to Secretary & Ministers for Education & Provincial Affairs
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## Operations

Divisional budget processes	2002 IGD recurrent appropriation was again not sufficient to carry out its statutory obligations. Many required planned activities were funded by QIPE	
Recurrent appropriation (including salaries)	K3.8m	K3.9m
Divisional Reports	Monthly performance reports	12
	Quarterly budget reviews	4
	Annual management reports	1
QIPE funding to overcome budget shortfalls and support education standards	Operations, including school visits, office operations, rent & utilities	
	Total	K340,931
	Elementary	K100,000
	Primary	K100,000
	Secondary	K140,391
	Ratings	Total
	Elementary (3 day regional conferences)	K67,000
	Primary /Secondary (5 days combined national conference)	K247,200
Personnel functions	Functions include facilitating posting, transfers, duty travel, salaries, entitlements & leave fares	
	Inspectors transferred	33
	Decrease in transfers due to reduced funding	5

## Achievements

- Regional ratings conferences implemented for elementary level, cutting costs and providing a potential model for primary.
- Performance based duty statements completed and launched for implementation in 2003.
- Proposal for school based counsellors (including performance based duty statements) completed and approved by TSC.

## Constraints

- Lack of funding for general operations and late allocation of funds when available affects school visits for inspections and testing programs. Funds have been secured through QIPE for some 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 made to Department of Treasury to settle utility accounts.
- Housing shortage continues to hamper placement of suitable officers. This adversely affects operations and IGD housing project proposal being drafted for submission to pipeline in early 2003.
- 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.

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

## Activities and Outcomes

### Curriculum

Activities	Outcomes	2001	2002
National Curriculum Statement & Syllabus launch	Curriculum Statement & syllabuses completed & launched by Minister in Buka during National Education Week Elementary syllabuses Upper Primary syllabuses		3 7
Workshop/in-service/meetings on development/trial syllabuses & teacher guides	Elementary Lower Primary Upper Primary Upper Secondary	16 15 13 1	24 0 29 2
Teachers Guides consultation /monitoring	Elementary Primary		10 13
Subject Advisory Committee meetings	Elementary Lower Primary Upper Primary Secondary	1 0 7 3	2 5 4 0
Board of Studies meetings	Elementary Primary Secondary	2 2 2	2 1 1
Syllabus Accreditation Meeting	Consideration of schools discussion of secondary syllabus proposals		1
Lower Primary Curriculum materials review	In collaboration with NRI 3 days each province		4 provinces 50 participants
Training conducted	TOT facilitated by 3 elementary curriculum officers Participants		22
Exam development meetings	Primary (COBE) Secondary (SCE) – all subjects (HSCE) – Lang, Chem, Hist, Geog	3 4 8	3 4 8
School Journals	Junior (Volume 1 and Volume 2) Senior (Volume 1 and Volume 2)	1 1	2 2
Materials development completed in progress	Grade 10 Science Practical Exam Analysis National Curriculum Statement Making Your Own Community Curriculum (Elementary)		
Training In country (funded by CRIP)	Managing Personnel for Peak Performance, Managing Projects,		

Management Computer	Time Management, Making and Taking Decisions. Windows, Office Beginner, Outlook, Office intermediate/advanced, Pagemaker
Overseas JICA	Advanced TV production, Multimedia production, Enhancing education through audio-visual Policy: Roles of media in family planning/reproductive health information, education and communication program
Family Health Australia	Family planning and sexual reproductive health and community educators
National Education Media Centre	Current Events 37 Papa mai 36 Radio programs Reform awareness 12 Radio time 6 Live TV telecasts Science & Social Science (primary) 10 Maths & Geography (secondary) 2 Videos ETESP (Classroom management, Vernacular literacy) 2 Population education – HIV/AIDS (in progress) 1 Video coverage for media Q1 School Fee distribution, National Education Week, National Literacy Week

### Measurement Services

Grade 6 Examinations (Discontinued as National examination)	Exam prepared on request for provincial selections Requests actioned 9 9 2003 examinations under preparation
Grade 8 Examinations (Certificate of Basic Education – COBE)	Examinations administered. Candidates 41,993 52,500 2002 Provincial Examination Supervisor's Handbooks Printed & distributed 1,000 2003 examinations trial tests administered 4 provinces
Grade 10 Examinations (School Certificate Examinations – SCE)	Examination administered. Candidates 21,586 24,948 2001 report & 2002 handbook printed & distributed 2,000 2003 examinations trial tests administered 4 provinces
Grade 12 Examinations (Higher School Certificate Examinations – HSC)	Examination administered. Candidates 5,000 5,696 2002 Examinations Handbook printed & distributed 750 2001 examination report delayed
Standards monitoring	Report issued on comparative performance of primary and high school grade 8 on 2000 SCE (G10 exam)
Statements of Results issued	Verified qualifications for Police, PNGDF & commercial companies Grade 10 511 689 Grade 12 88 95
Data processing system	New data processing program completed
In-service and test item bank development (for school use)	Secondary – school based assessment 2 2 No progress on item bank development due to lack of suitable staff. 6 out of 10 professional & technical positions vacant

### Materials

Graphics	Computer layout & design of documents 20 20 Posters & charts 3 Handbook covers 7 17 Major illustration jobs 60 110 Computer-generated images 26 45
Contract Writing	Contracts awarded - completed 8 2 Contracts awarded - not completed 2
Printing & distribution	Total cost K540,000

Assisted CRIP to produce documents & supply 20 provinces	9 primary syllabuses Curriculum Management & Inservice Management Plans National Curriculum Statement Reform Posters School Journals - Senior & Junior - 2 vols each Assisted CRIP to complete final draft	15,000 copies each 30,330 19,000 copies 3,033 copies 130,000/vol	
Distribution Policy			
Grades 7/8 CASP textbook distribution (AusAID PSTU6)	Follow up deliveries 80% in schools. 20% in transit in PNG	290 titles	230 schools
Printshop	Jobs received Jobs completed	298 268	115 96
Storage & Distribution	Titles received Titles distributed School orders actioned 120 tons of freight yet to be distributed. No funds	89 74 483	189 12 90

### Literacy and Awareness

National Literacy Week	Official opening and closing in Madang Province		
Capacity building for non-formal education facilitators	Workshops Tchr training & materials production Trainers	28 participants 24 participants	2 weeks 6 weeks
Support for Literacy Programs	2 books printed & distributed to 20 provinces Planning for Literacy in Papua New Guinea Tok Pisin Adult Literacy Workers Manual	1000 copies each	
Materials production	Handbooks for adult education facilitators Literacy Packet (poster, book, video). English version distributed to 2 workshops. Tok Pisin translation completed	2	

### Population Education

Workshops			
Syllabus development	2 syllabuses	15 primary school teachers	5 days
Teachers Training Manual development	Sexual Reproductive Health		11 participants
Teacher training (Grades 6-8)	Teaching about HIV/AIDS	23 participants	4 days
Log frame development	UNFPA 2003-2007 (3rd Country program)		
Training	Training of Trainers (TOT) on HIV/AIDS Participants: 10 COs		

### Achievements

- National Curriculum Statement and 10 new elementary and primary syllabuses completed.
- National Examinations successful completed for 83,000 candidates.
- Professional output from graphics section and National Education Media Centre increased, including education awareness radio programs and live TV broadcasts to schools.

### Constraints

CDD's resources are still lacking 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:

- Inability to involve the wider community in curriculum review and development. Insufficient resources to provide sufficient support for teachers and literacy and awareness workers.
- Shortage of suitable qualified staff and contract writers, contributed to by lack of housing and recruitment freeze. 22 out of 108 professional and technical positions unfilled (20%).
- Insufficient funding to provide for CRIP counterpart funding, secondary curriculum reform, and production and distribution of curriculum and literacy and awareness materials.
- Inadequate office space and equipment for computing, printing and graphics.

# 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	2001	2002
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	136	137
	Operational in 2002	129	124
	New registration in 2002	1	2
	Offering core academic subjects to Grade 10	7	7
	Offering CODE curriculum		76
Students (30/11/2002)	Full time	2,181	1,902
Technical and Business Colleges	Diploma /CHTE	831	503
	PETT & TTC total	1,350	1,399
	Business Courses	540	532
	Trade Courses	810	867
	TTC courses	52%	70%
	PETT	48%	30%
	Part time	768	608
	Extension (Apprenticeship) 8 weeks/yr/student non CBT	192	76
	CBT	576	350
	Demand driven short courses	81	182
Vocational centres	VTC total students	13,950	17,932
Female participation (% female students)	Vocational centres	27%	30%
	Technical and Business colleges overall	35%	29%
	Extension (Apprenticeship)	6%	3%
	Diploma	27%	32%
	Demand driven short courses	51%	50%
	PETT /TTC Business courses	67%	73%
	PETT /TTC Trade courses	18%	12%
Staffing (pay 22, 1/11/2002)	Total teachers on pay	229	233
Technical & Business colleges	Contract officers	44 (19%)	47 (20%)
	Volunteer	1	3
	Female	27%	35%
Vocational centres	Total teachers	939	994

TVET HQ	Contract officers	5%	6%
	Female	27%	27%
	Volunteers		5%
	Total HQ	46	46
	Female	26%	27%
	Contract officers	19%	21%
College Improvement Funds (CIF) Project	22 projects	6 colleges	K1.9m
	Projects approved by CIF committee. Must meet specific criteria		
Finance and Budget	Coordinated and distributed funds to VTC, Technical & Business College operations & duty travel. Prepared 2003 budget, cash flow projections and manpower reviews Liaised with donor agencies for funding, including EU, AusAID and ADB Completed and submitted Financial Manual & Quick Books Budgetary control system to all college (AusAID funded)		

### Inspections

Advisory visits to teachers	Technical/Business Colleges	147 (total)	67
	Vocational institutions		108
Teacher Registration recommendations	Technical/Business Colleges	36 (total)	17
	Vocational institutions		16
Full	Technical/Business Colleges		22
	Vocational institutions		200
Provisional (including extensions)	Technical/Business Colleges		1
	Vocational institutions		3
Termination	Technical/Business Colleges		1
	Vocational institutions		3
Annual Rating Conference	Total	104	165
	Technical/Business Colleges	38	56
	Vocational institutions	66	109
Total reports rated	Technical/Business Colleges		18
	Vocational institutions		28
Reports rated for registration			
Investigations	Carried out under instruction from Secretary	1	2
Workshops	None held - no funds. Alternative activities - held adhoc sessions & completed final draft of TVET inspections manual		
TVET inspectors' conference	Not held – no funds		
Staff development	Continued coordinating in country & overseas course applications resulting from the Special Education Gazette & Donor Agencies. Selections of trainee teachers for University of Goroka. Coordinated institutional internal Staff Development Plans		
TVET staff participation in skills development programs	Timber & Forestry Training College (TFTC) Chainsaw and Small Milling Operations (3wk DOVET program)		1
	ADB-HRD management community Based Training (4 wks)		350
	SIYB Fisheries Workshop (4 wks)		1
	Developing Web-based Labour Market Information System (2wks CPSC course held in Korea)		1
	ADB – Technical Skills Enhancement Training (4 weeks)		151
	Quick Book Accounting Software (2wk AusAID course)		14
	ADB- Training of Trainers (4 wks)		59

### Curriculum

Rationalisation of Technical & Business Colleges	Lae	Metal trades, Tourism & Hospitality, Science Technology, Diploma courses in Engineering, Business Studies & Hospitality Management.
Technical Colleges	Madang	Building trades and apprenticeship courses

Business Colleges	Mt Hagen Port Moresby Port Moresby Goroka Kokopo	Vehicle trades and apprenticeship courses Electrical & Printing trades, & apprenticeship courses Business Studies Business Studies Business Studies	
Curriculum Development Courses conducted PETT TTC	Technical syllabuses reviewed Electrical, Electronics, Refrigeration, Butchery, Stenography, Secretarial, Block-laying, Carpentry Construction, Cabinet making, Plumbing, Sheet Metal, painting & Sign-writing, Auto Electrical, Diesel Heavy Equipment Fitting, Motor Vehicle Mechanics, Panel Beating & Spray-painting Electrical Trades, Printing & Composing, Business Studies, Tourism & Hospitality, Science Technology, Building Construction, Vehicle Trades, Metal Trades, Draughting		5
National TVET Examinations Courses examined	Examinations written and administered for the 7 colleges PETT & TTC (set externally) Diploma in Business Studies (set externally) (set internally) All other Diploma courses set internally		171 7 11 183 5 32
Meetings Boards of Studies Meetings conducted/attended	Branch meetings Building/Civil Engineering, Electrical Engineering, Business Studies, Science Technology; Tourism & Hospitality Mechanical Branch Heads Academic Advisory Committee and Governing Councils Apprenticeship & Trade Testing Panels (ATTP)		4 2each 1 5 6 22
Measurement & Evaluation Diplomas and Certificates issued	PETT TTC CHTE (being replaced by Diplomas) Diplomas Vocational Training Certificates		423 321 242 182 3,490
Vocational Curriculum Development CBT based syllabi completed Short Courses developed In progress	Entrepreneurial Skills, Furniture Making, Welding; Auto Electrical, Electrical, Sewing, Plumbing, Agriculture, Fisheries Making Meri blouse, Serviette folds, Outboard Motors Repairs, Hand water pump, Costing & Pricing, Safety, Food Preservation, Small Engines, Coconut Oil Press, Market Survey Converting Plumbing Syllabus to CBT format		
Trade Testing and related curriculum development Certified Trade Testing Centres Other VTCs - preparation for level 1 trade test centre accreditation Trade Tests conducted in 2002	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 Business Training Institute (BTI) 11 VTCs have received equipment for the 5 core trades – (MVM/CC/MFM/BS/PLB), to enable them to apply for accreditation - Palie, Raval, Bulolo, Bau, Bernard Narakobi, Saint Francis, Saint Paul's Girls, Rebiamul, Lemakot, Tinputz & Tarlena POM, Lae, Madang, Mt. Hagen Tech. Colleges, Goroka Bus. College, Ela Motors, OTML & PJV Level 1 Candidates Level 2		MVM, CC, Elect, MFM, MFW, PLB, BS 206 MVM, CC, MFW



Total	Candidates	21
	Level 3 Candidates	MVM, CC, MFM, MFW 71
	2002 candidates	298
	2001	269
Professional development	Workshops	Participants
CBT&A Training	For PNGDF training personnel	20
	For Madang VTC teachers	18
CPSC incountry program	Computerized examination writing held at Port Moresby Business College	2 weeks 20
Vocational Writing	Agriculture	
	Tourism & Hospitality	20
NTTCS	Teacher upgrade in the 7 core trades	28
Other	Drug education & awareness	25
Submissions & Projects	QIPE approved funds for CPSC in country program	K8,400
TMT	User pay on statement of results to replace lost Certificates	
	One National Board of Studies	
	Minimum number of students for "Rare trades"	
	Computerization of examination writing	
TMT/NEC	Accreditation and articulation of courses	

### Vocational Support Services (VSS)

Provincial Visits	No provincial visits due to funding constraints. 6 in 2001
School Administrative Materials	Vocational Training Certificates printed Dispatched to VTCs
	5,000 3,490

### Achievements

- Replacement of 1 year PETT courses by 2 year broad based TTC courses continued.
- 9 Vocational CBT syllabuses completed and 10 short courses developed.
- Development and uptake of trade testing continued. Raval Vocational Centre accredited for testing (level 1), in addition to technical and business colleges.
- of Draft technical inspections manual completed.
- College Improvement Funds Project implemented.
- Quick Books budgetary control system installed in technical and business colleges, and relevant officers trained on its use.

### 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 up-grade or provide re-training 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	2001	2002
Primary Teachers Colleges Diploma in Teaching (Primary)	Church agency colleges Government agency college	6 1	6 1
Total enrolment	Years 1, 2 & 3	1,982	2,333
	male	56	58%
	female	44	42%
Intake	self-sponsored students	7%	10%
	Year 1	729	1,154
	grade 12 leavers	86%	90%
	grade 10 leavers	14%	10%
Output	Graduates	739	827
Preservice Vocational teacher training at PNGEI (DOVET)	Tourism/Hospitality (female only) intake graduates Carpentry & Construction (male only) intake (no 2002 intake) year 2	45 25 0	25 24 0 25
Secondary teacher training (University of Goroka - UOG)	PVTE graduates fully funded by DOE Preservice BEd studies funded by UOG, TESAS & students	21	23
Revised Diploma Primary program Trimester programming	All colleges implementing Program 2000 Madang, Balob, St. Benedict's, Dauli, Gaulim, Kabaleo Holy Trinity to begin trimester program in 2003		
Dauli Teachers College (Southern Highlands Province)	Suspended 25/07/02 due to election related civil disorder resulting in shortage of food, & no basic services or health facilities in the Tari area. Staff & students sent home Classes expected to resume in early 2003		
Primary Teachers' College staffing	TSC ceiling Budget ceiling Staff on payroll (1/11/2002)	169 166 135	190 181 152
Inspections	No inspections outside Port Moresby because no travel funds available. PNGEI only institutional inspection Lecturers inspected Institutions inspected	(26%) 35 (100%) 7	nil 1

Principals Workshop	Lae, facilitated by TE&SD executives		1 week
Workshops & meetings organized by Primary and Secondary Teacher Education Project (PASTEP)	Meetings attended:		
	Quarterly meetings		2
	Annual planning workshop		1
	Project coordinating group (PCG) meeting		2
Workshops participated in & co-facilitation by TE&SD officers	Curriculum development workshops (all 5 strands)		3
	Equipment care, use and maintenance training		1
	Procurement workshop		1
	Practicum workshop		1
	Staff development & training workshop		1
	Staff development coordinator training		1
Teacher Registration Registrations	Total	1,111	2,353
	Elementary	0	930
	Primary	663	960
	High/Secondary (restricted)	173	132
	High/Secondary (provisional)	151	208
	National High Schools	14	11
	Vocational	77	130
	Technical	27	14
	Special Education	2	3
	Teacher Education	4	2
De-registrations	Total de-registered	0	7

### Elementary Teacher Education

Elementary Teacher Education Project (ETESP)	Project commenced in September 1997 and concluded 30/09/02		
	Elementary Teacher Education Unit established		6 staff
Certificate of Elementary Teaching (CET)	Elementary teachers		
	On payroll at 1/11/2002 (incl trainees)	7,946	8,981
	Completed CET	2,310	2,000
	In various stages of training	5,877	6,100
Further Education	BEd in Early Childhood through University of South Australia by distance mode		40 participants
Certificate of Elementary Teacher Training (CETT)	Trainers in training	194	193
	Total completed CETT during project		234
Certificate of Elementary Teachers Curriculum	Materials distributed		
	Elementary school kits		Nil
	Copies of SIUs (8x6000)		48,000
	Training videos for trainers (15 per trainer)		1,000
Workshops for Elementary trainers, & coordinators	Workshops		Participants
	Finance	200	200
	Literacy	200	200
	Planning & Management	200	200
	Funded by ETESP		Each workshop held in 4 regions
	Participation & facilitation by TE&SD officers		
Orthographies completed with ETESP support	2002	15	15
	Total 1998 - 2002 (15 per year)		45
Infrastructure – houses for elementary coordinators	Completed in 2002	8	7
	Total completed during project		15

### Special Education

Special Education Resource Centres (SERC)	Church agency	4	8
	NGO	4	3

SERC Staffing	TSC Staff ceiling	33	41
	Staff on strength (1/11/02)	33	43
	male	18	24
	female	(45%) 15	(44%) 19
Student enrolment	Total full time students	803	857
	male	458	484
	female	(43%) 345	(44%) 373
Staff Development Diploma in Special Education at PNGEI Overseas attachment PASTEP Workshops	Program commenced 2002 (Certificate in 2001 with 13 participants)		17
	PASTEP funded & organised. 7 weeks attachment in Australia for PTC Special Education lecturers		7
	TE&SD Special Education Unit officers facilitated & participated Curriculum workshop		2
	National Special Ed. workshop		2
National Special Education Committee	Committee meetings	3	2
	Sub committee (training, curriculum & research)	8	2
Special Education Plan & Policy Guidelines	Unit to seek funding through Project Pipeline Committee to produce 10 year development plan update		

### In-service and Staff Development

PNG Education Institute (PNGEI) Staffing	TSC staff ceiling	52	52
	Staff on payroll (Pay 22 1/11/2002)	24	35
Diploma in Education Primary (Inservice) - DEP(I) Students  Graduates	Decentralised to PTCs to increase access for teachers		
	PNGEI campus		165
	Holy Trinity (Mt Hagen)	nil	44
	Madang	nil	55
	Kabaleo (Kokopo)	nil	74
PNGEI Diploma in Vocational Education & Training (DOVET)	Upgrading for vocational instructors		Inservice students
	Foundation Course (PNGEI 16 wks)	39	92
	Practical skills courses (TFTC, NFTC, HATI 4 - 12 wks)	126	143
	Graduates (remaining students on going)	10	12
University of Goroka (UOG) Practicing teachers funded by TE&SD	BEd (Inservice)	80	42
	2 yr Lahara PGDE/PVTE - graduates	242	200
	2 yr Lahara PGDE/PVTE - new intake	42	211
Training & upgrading In country - full time study  Overseas - full time study  - seminars	Funded by NDOE		
	new intake		71
	continuing	(total 167 in 2001)	41
	Doctorate	2	2
	Masters	2	2
	Funded by NDOE and other donor agencies (total 12 in 2001)		
	Masters	4	4
	Under graduate	1	4
Officers who attended	73	33	
Staff development for public servants	Diploma in Accounting	POM Bus. Coll.	6 2
	Diploma in Middle Management	PNGIPA	7 3
	Bachelor in Administration	UPNG	2 1
	Diploma Mechanical Engineering	Lae Tech	1 4

Special Education Gazette 2002 (SPEG)	Printed and dispatched to schools 14/05/02	8,500	8,500
Applications received	In country programs	434	387
Applicants selected for scholarship in 2003	Overseas programs	38	40
	In country	191	135
	Overseas	13	12

### Gender Equity in Education

Gender Equity in Education Policy	Presented as information paper to SEOC in WNBP & supported by TMT. Launching in 2003 pending funding		
Gender network	Established gender network with ETESP, PASTEP, BEICMP, CRIP & UNICEF		
Training workshops facilitated by gender officer of TE&SD	Gender TOT workshop at PNGEI		4
	Gender workshop for tchrs college & UOG staff, with multiple counterparts		2
	Skilling the women – for women in the community (LLG, church, & school), Gulf, Morobe, WNB, EHP & NCD		2
	More than 20 participants each session	5 days each wkshop	
	Materials development training (under BEICMP)		1
PASTEP workshops/meetings Attended Facilitated	PASTEP quarterly reviews		2
	BEICMP quarterly review		2
	Strategic planning workshops for tchrs college & UOG staff	3 days each	2
	Seminar - Education for Girls – UNICEF		2
Curriculum Gender Posters Gender Equity module Skilling of Women booklet	To be used in schools. Printed and distributed by PASTEP		3,000
	For use in teachers colleges. Printed & distributed by PASTEP		200
	Referred for reviewing for accreditation purposes		500

### Achievements

Despite these problems progress was made. Access to both preservice and inservice was increased. The output of new primary teachers was increased to help meet the demand for teachers.

- 6 PTCs implemented the trimester program in 2002, This reduced the length of course from three to two years, reducing costs and increasing the output of new primary teachers by 25%.
- DEP(I) was decentralized to 3 preservice PTCs. This has made the DEP(I) Program more accessible to teachers in the provinces. The other 3 PTCs will also conduct DEP(I) in 2003.
- Support from projects (ETESP, PASTEP and CRIP) supported staff development activities and curriculum workshops.
- CRIP activities enabled a significant increase in teacher and inspector inservice on the reform primary and elementary curriculum, in line with the Inservice Management Plan 2001 - 2005.
- ETESP continued support for Elementary Teacher Education so that 6,100 teachers and 193 trainers were able to continue their training in 2002. The project finished on 30/09/2002 and these activities are required to be taken up in 2003 if elementary teacher training is to continue.

### Constraints

- Limited funding restricted opportunities for staff development and training activities in 2002. No advisory and inspection visits or reports were made for teachers colleges and special education resource centres due to lack of funds. National Ratings Conference for Teachers College and Special Education was therefore cancelled.
- Communication difficulties disadvantaged some officers by preventing them attending staff development activities (eg staff in Southern Highlands, North Solomons and Western Provinces).
- Shortage of qualified lecturers in DOVET section of PNGEI because of difficulty in attracting suitable and qualified applicants due to low terms and conditions offered by TSC.

# General Education Services

## Division Objectives

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

- To improve 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

Activities	Outcomes	2001	2002
Coordination of 2002 School Fee subsidy distribution	Raising of cheques and distribution to each province for each quarter was coordinated by GES with officers of all other divisions involved A senior DOE officer traveled to each province each quarter to deliver cheques, verify data and coordinate distribution Total subsidy distributed Total students benefited form subsidy Cheques raised for 4 quarters (more than 6,000 schools each quarter)		K129,929,838 1,021,906 more than 24,000
Provincial visits Data collection for BEICMP Advice and data for Lihir Gold Mine MOA	Elementary & primary (Oro, SHP, Gulf) Liaison with Dept of Mining for review of application of MOA to Education Sector in NIP, ENBP & NCD	7	3 3
Education Chairmen & Senior Officers' Conferences	Provided logistical and planning support to combined CECC & SEOC held in WNBP in April 2002		
Declaration of Eligibility	Certificates issued to primary teachers	1,789	na
2002 Vacancy Gazette High schools Primary schools	Printed CODE print shop. Distributed to provinces October Not printed. Insufficient funds	250 copies	K10,000

## Secondary Education and Open Learning (SEOL)

Post-primary General Education Scholarships	Student Support scholarships for disadvantaged students not implemented in 2002. Previously a component of GAQEP. Not provided for in NEC Decision on 2002 School Fee Subsidy Policy		
Recruitment and appointment of teachers	CODE NHS TSC ceiling Staff on payroll (Pay 22 1/11/2002) 1 new NHS principal needed	40 appointed for 41 positions 162 appointed for 170 positions 159 148	170 155
Permitted schools	Total schools	96	151
Registrations	Enrolment New schools	13,344 28	22,687 1

Represent NEB and coordinate Grade 11 selections	Selections for 2002 conducted in November 2001		
	Selections for 2003 conducted in November, 2002		
	Selection results	for 2002	for 2003
	Total eligible (4 upper passes)	7,089	7,470
	Total selected	5,122	5,668
	% eligible students selected	72%	76%
No of schools (including permitted)	45	53	
Travel & accommodation met by schools		K80,000	
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)

Students Output Travel	Total NHS enrolment	2,382	2,318
	Grade 12 graduates in 2002	1,150	1,398
	All students traveled to NHS and returned home for 2002 vacation. Student travel cost		K646,156
Student & building grants	Disbursed and expended	K1,240,000	K254,000
School projects - Sogeri NHS	Boys dormitory renovated	5	K90,000
	Plastic chairs for dormitories purchased		K14,000
	Building of new 40 bed men's dormitory		K381,000
	Uplifted classroom to create additional 2 rooms below		K15,000
	Maintenance & upgrading of sewage system.		K100,000
	Funding sourced from DNPM. Total cost		K600,000
Fencing - no funds available, project on hold		K130,000 required	
NHS recurrent expenditure	Controlled through acquittal system	K1,594,000	K3,995,900
	(not included in maintenance and student travel)		
Represent DOE on Governing Councils	Council meetings attended (out of 24)	12	10
	Meetings not attended due to shortage of funds	12	14

### College of Distance Education (CODE)

CODE Centres	Provincial CODE centres	20	20	
	Registered Study Centres	69	59	
	Correspondence Centres	64	35	
	These centres operate like high schools using CODE materials. Centre supervisors conduct classes and exams			
Student statistics Grades 7/8 & 9/10	Total enrolment at start of year	20,708	20,571	
	Subject enrolment at start of year	24,542	34,877	
	New student enrolments 1/1/02 – 12/12/02	11,852	14,872	
	New subject enrolments 1/1/02 – 12/12/02	16,567	27,524	
	Certificates issued by end term 4	7,845	475	
	Successful subject completions	4,332	6,023	
	Fails	651	276	
	Cancellations	1,105	1,244	
	Cert. Business Studies	Enrolment (stage 1)	180	239
	Prov. visits to assist staff & advise students about courses	CODE centres visited by secondary inspectors	11	4
CODE centres visited by CODE HQ officers		1	11	
Staffing (1/11/2002)	Professional staff TSC ceiling	41	41	
	Staff on payroll (Pay 22 1/11/2002)	41	38	
	Ancillary staff approved by Gov. Council	131	131	
	On strength	115	110	
Curriculum development Social Science & Commerce Maths English	Need rewriting			
	Grade 7, 8, 9 current for pre reform curriculum			
	New Grade 10 English materials ready for editing			

Science Grade 11/12 Business Grade 11/12 Matriculation subjects	Grade 7, 8 to be rewritten. Grade 9 & 10 ready for contract editing Course outlines completed, ready for contract writing in 2003 Required by policy, but resources not yet available for CODE to develop courses at this level.												
Materials production  Course materials output	Materials normally printed in Port Moresby, sent to provincial centres and mailed from there to students 2000 & 2001 backlog supplied to study centres and students. 2003 printing in production  <table border="1"> <thead> <tr> <th></th> <th>2001</th> <th>2002</th> </tr> </thead> <tbody> <tr> <td>Sheets</td> <td>3 million</td> <td>8.4 million</td> </tr> <tr> <td>Books</td> <td>60,000</td> <td>165,800</td> </tr> <tr> <td>Cost</td> <td>K201,000</td> <td>K557,528</td> </tr> </tbody> </table>		2001	2002	Sheets	3 million	8.4 million	Books	60,000	165,800	Cost	K201,000	K557,528
	2001	2002											
Sheets	3 million	8.4 million											
Books	60,000	165,800											
Cost	K201,000	K557,528											
Monitoring & evaluation of curriculum by CODE curriculum committees	New system of exam security being approved New Risograph for quality printing being purchased Dialogue with MSU in planning stages for CODE students to sit National Examinations												
Certificate in Business Studies	BOS stopped enrolment of Stage 1 & 2 students until new materials are produced												
Information Technology - CODENET 2002 and Beyond	Provincial centres connected through computer network Training to equip officers with necessary skills continuing. All staff now word processor competent. Inservices conducted on Windows, email, internet & network use 19 20 staff for each												
Other professional development	Attachment to POM Tech print shop Writing workshop for professional staff 5 printers 2 weeks 3 days												
New Zealand CODE project - Bougainville	Correspondence study centres increased to 40, from 29 in 2001. New Zealand Government is assisting with further development												

## **Achievements**

- Education subsidy distribution successfully coordinated to all provinces each quarter.
- Selections for secondary and national High Schools successfully completed. Enrolments for upper secondary continue above National Education Plan targets.
- CODE enrolments for grades 9 and 10 continued to increase. The backlog of CODE materials was printed and distributed to provincial centres.
- Logistics for the combined 2002 CECC and SEOC was successfully coordinated and implemented.

## **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, national high schools and high schools, printing of vacancy gazette for primary schools printing of school administrative materials, and production of CODE grade 11/12 course materials.
- Shortage of suitable qualified teachers for appointment to National High Schools and CODE. CODE course development, release of student results and release of certificates delayed due to staff inexperience and English competency.
- Progress of scheduled activities slowed by inadequate computer skills amongst head office staff. Training required.
- Renovation of National High Schools slowed by destruction of facilities.
- Effective record keeping and progress of scheduled activities slowed by late and incomplete data return from provinces.



# 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					
	Years	1992	2001	2002	Increase 1992 - 2002	
					No.	%
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					
Enrolments	Years	1992	2001	2002	Increase 1992 - 2002	
					No.	%
Elementary	Schools	0	41	40	40	-
	Students	0	16,166	18,004	18,004	-
Primary	Schools	36	38	38	2	6%
	Students	22,963	27,510	30,140	7,177	31%
Secondary	Schools	7	8	8	1	14%
	Students	4,735	5,381	5,890	1,155	24%
Vocational Centres	Schools	7	5	5	-2	-29%
	Students	997	1,174	1,890	893	90%
Total	Schools	50	92	91	41	82%
	Students	28,695	50,231	55,924	27,229	95%
Phasing in/out of grades at different levels	Grade 1 intake phased out of all primary schools. Phasing out of G1/2 has made room for G7/8 in primary schools					
Primary	All primary schools with G7/8 37 38 (100%) All G6 students have the opportunity to go on to G7					
Lower secondary	G7/8 phased out of all high schools, enabling expansion of G9 - 12 High schools with only G9 &10 8 (100%) % G8 students going on to G9 (transition rate) 52%					
Upper secondary	Secondary schools with 11/G12 2 2					
	Secondary schools with G11 0 2					
	% G10 students going on to G11 21% 22.4%					
Vocational centre enrolment	Grade 8 students			533 (45%)	630 (33%)	
Decreasing % grade 6 leavers	Grade 10 students			347 (30%)	427 (23%)	
	Others			294 (25%)	833 (44%)	
	Total			1,174	1,890	
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 trade & short courses	
	Limana	Business & hospitality a& allied trade courses	
Distribution of school materials	Roll books		2,000
	Program books		1,000
Administrative materials	Teachers' Notes		30
Curriculum materials	Student Workbooks		60
	Syllabuses		10
	Other (Elementary kits /reform materials, BEICMP/CRIP)		
School Fee Subsidy (National Government)		Institutions	Total subsidy
	Elementary	40	K534,993
	Primary	38	K2,884,915
	Secondary/High	8	K3,125,505
	Vocational	5	K776,040
	Total	91	K7,321,453
NCDC support			
Infrastructure Program	24 teachers houses	54 classrooms	K6.7million
Essential services	Subsidy to schools for utilities costs		K120,000
School Fees	Quarters 1 & 2		K1.1million
School Presentation Days	Total allocation		K102,000
BEICMP	Maintenance Incentive Grant		
Infrastructure development	Primary schools completed		27
	Primary schools not complete		1
	Infrastructure Development Program		
	Primary schools completed		37
	not included		1
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 classes to Marianville and Jubilee secondary schools.
- Activation of NCD vocational education reform.

## **Constraints**

The NCD Division of Education again received generous assistance from the National Capital District Commission. This cushioned the effects of recurrent budget shortfalls on schools.

The main constraints have been;

- Large class sizes and overcrowding in schools. Increased access to education opportunities have not been able to keep up with population growth. Land and funds are needed for new schools to be established.
- Large classes have the potential to reduce the quality of students' learning.
- 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.
- Data collection in NCD needs to be improved.

# 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	2001	2002
National Institution audits	Programmed Institutions audited, reports completed & released Shortfall due to insufficient funding Reports are released to the Secretary & divisions /institutions concerned	11 11	11 5
NCD institution audits	Programmed Institutions audited, reports completed & released Shortfall due to delays by institutions in producing records		10 6
Provincial institutions	Responsibility of provincial administrations		
Project audits Audit of Education Fee Subsidies (Q1&2 in 2002)	Provinces audited, reports completed & released Not audited due to election related problems	20 Enga, SHP, Simbu	17
Head Office audits Collections of Public Moneys & Cash Advances	Collections of public money & petty cash advances 2001 –30/9/2002. Reports completed & released		2
Auditor-General's interim & final audits	Assisted Auditor-General's Office (AGO) with 2001 DOE audit by acting as a liaison office between the NDOE & AGO		
Survey – use of 2002 Education Fee Subsidy	Assisted National Coordinator Education Subsidy Committee & REU to survey how schools (at all levels) used subsidy	6 audit officers	7 provinces
Payroll Losses	Fraudulently negotiated salary cheque cases Investigated	35	30
Special Investigations 3 Police referral 8 Internal investigation	Total cases NCD Education Board & Operations account Misappropriation of public funds – TE&SD Arawa Technical College bank account Misuse of Red Cross Special Education Resource Centre funds Payment of salaries using a terminated teacher's salary file Theft of 2 salary cheques – Morobe Missing Leave Fares – NCD Illegal payment of salaries – Central Excessive payment of salaries on manual cheques – SHP Missing Attendance Book – Overseas Staff Section Local companies supplying goods & services to DOE	13	11
Staffing	Staff on strength (1/11/2002) Ceiling	11 11	9 11

Training	Advanced Report Writing, PNGIPA	2 officers
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### ***Achievements***

- 30 audits and 41 investigations completed and reported on.
- Audit recommendations implemented as required by a majority of divisions and institutions.
- Unit staff have cooperated well to accomplish assigned audit tasks, despite constraints.

### ***Constraints***

- Insufficient funding to accomplish the annual audit program.
- Resignation of two senior staff reduced staff on strength from 11 to 9. Arrangements now in place for the two vacant positions to be filled.
- Insufficient experienced manpower to deal adequately with the increase in requests for audit investigations.
- Insufficient funding for staff training to upgrade qualifications and attend competency based training to enhance audit 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.
- Lack of housing hinders staff work performance.

# Abbreviations

AAC	Academic Advisory Council	DNPRD	Department of National Planning & Rural Development (formerly NPO & DNPM)
AAT	Academic Aptitude Test (Grade 9)	DOE	(National) Department of Education
ACCU	Asia/Pacific Cultural Centre for UNESCO	DOF	Department of Finance (formerly DOFT)
ADB	Asian Development Bank	DOFT	Department of Finance & Treasury
AGO	Auditor General's Office	DOT	Department of Treasury (formerly DOFT)
AIDS	Acquired Immune Deficiency Syndrome	DOVET	Diploma in Vocational Education & Training
APEC	Asia Pacific Cooperation (UNESCO)	DPM	Department of Personnel Management
AS	Assistant Secretary	DWU	Divine Word University
ASF	Australian Support Facility (AusAID)	E1, E2	Elementary 1, Elementary 2
ASP	Associated Schools Project (UNESCO)	ECBP	Education Capacity Building Project (AusAID)
ATTP	Apprenticeship & Trade Testing Panel	EDP	Education Development Project (World Bank)
AusAID	Australian Agency for International Development	EDP	Electronic Data Processing Branch, GAP
BEd	Bachelor of Education	EduNET	DOE computer network
BEDP	Basic Education Development Project (AusAID)	EFA	Education For All
BEICMP	Basic Education Infrastructure & Curriculum Materials Project (AusAID)	EHP	Eastern Highlands Province
BOG	Board of Governors	Elect	Electrical
BOM	Board of Management	EMIS	Education Management Information System
BOS	Board of Studies	EMVET	Entrepreneurial Management for Vocational Education & Training
BOS	Board of Survey (depending on context)	ENBP	East New Britain Province
BS	Business Studies	EO	Education Officer
BTI	POM Business Training Institute	EOSDP	Employment Oriented Skills Development Project (ADB /AusAID)
Bus. Coll.	Business College	EP	Elementary Prep (Preparatory) grade
CACC	Central Agencies Coordinating Committee	ESP	East Sepik Province
CASP	Commodities Assistance Support Program (AusAID)	ETESP	Elementary Teacher Education Support Project (AusAID)
CBT	Competency Based Training & Assessment	EU	European Union
CBT&A	Competency Based Testing	F&A	Finance & Administration Wing
CC	Carpentry Construction	F&B	Finance & Budget Division
CD	Corporate Data Branch, PFM	FAS	First Assistant Secretary
CDD	Curriculum Development Division	FMU	Facilitating & Monitoring Unit
CDU	Curriculum Development Unit, CDD	G1, G2 etc	Grade 1, grade 2, etc.
CECC	Council of Education Chairmen's Conference. Formerly CEMC	GAP(D)	General Administration & Personnel Division
CEMC	Council of the Education Minister's Conference. Renamed CECC	GAQEP	Government Assistance to Quality Education Program
CET	Certificate of Elementary Teaching (PNGEI)	GER	Gross Enrolment Rate
CETT	Certificate of Elementary Teacher Training (PNGEI)	GES(D)	General Education Services Division
CFC	Cash Funds Certificate	GO	Guidance Officer
CHTE	Certificate of Higher Technical Education	GoPNG	Government of Papua New Guinea
CIF	College Improvement Funds Project (TVET)	GovNET	Government computer network
COBE	Certificate of Basic Education	GTZ	Deutsche Gesellschaft fuer Technische Zusammenarbeit (German Aid Organisation)
CODE	College of Distance Education	HATI	Highlands Agricultural Training Institute
COL	Commonwealth of Learning	HDA	Higher Duties Allowance
CPSC	Colombo Plan Staff College	HQ	Headquarters
CRC	UN Convention on the Rights of the Child	HRD	Human resource Development (Wing)
CRIP	Curriculum Reform Implementation Project (AusAID)	HRDPPII	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	IDCE	Institute of Distance & Continuing Education (UPNG)
DEP(I)	Diploma of Primary Education (Inservice) (PNGEI)	IEA	International Education Agency
DLE	Department of Labour & Employment	IECC	Internal Expenditure Control Committee
DLE	Department of Labour & Employment	IGD	Inspections & Guidance Division
DNPM	Department of National Planning & Monitoring (now DNPRD)		

ILPOC	Intermediate Local Purchase & Order Charge	NTTCS	National Trade Testing & Certification System
IMG	Implementation & Monitoring Group	NTTCSP	National Trade Testing & Certification Support Project
IPDC	International Program for Development in Communications (UNESCO)	NZODA	New Zealand Overseas Development Agency
IRC	Internal Revenue Commission	O&M	Organisation & Methods section, GAP
ISP	Institutional Strengthening Project (AusAID)	OHE	Office of Higher Education
IT	Information Technology	OHERST	Office of Higher Education Research & Technology (formerly OHE)
JICA	Japan International Cooperation Agency	OLA	Office of Libraries & Archives (NLA)
K	Kina	OLPGLLG	Organic Law on Provincial Governments & Local-level Governments
KBO	Key Board Operator	ORD	Office of Rural Development
KLMD	Kiunga Lake Murray District (Western Province)	OTML	Ok Tedi Mining Limited
LAMP	Literacy & Awareness Materials Production (Centre)	P&A	Policy & Administration Wing
LAP	Literacy & Awareness Plan	P&C	Parents' & Citizens' Association
LAS	Literacy & Awareness Secretariat (NLAS)	PASTEP	Primary & Secondary Teacher Education Project (AusAID)
LLG	Local-Level Government	PAU	Pacific Adventist University
LP	Lower Primary	PBDS	Performance Based Duty Statements
LS	Lower Secondary	PBSS	Performance Based Salary Structure
MA	Master of Arts	PC	Personal computer
MBE	Member of the British Empire	PCG	Project Coordinating Group
MCU	Media & Communication Unit, PRC	PCIU	Project Coordination & Implementation Unit, PFM (formerly PIU)
MED	Master of Education	PCO	Principal Curriculum Officer
MFM	Maintenance Fitter Machining	PDOE	Provincial Divisions of Education
MFW	Metal Fabrication and Welding	PEA	Provincial Education Adviser
MOA	Memorandum of Agreement	PEB	Provincial Education Board
MP	Member of Parliament	PEC	Provincial Executive Council
MPR	Master Position Register	PEP	Provincial Education Plan
MPS	Ministerial Policy Statement	PETT	Pre-employment Technical Training
MSU	Measurement Services Unit, CDD	PFD	Project Formulation Document
MTDS	Medium Term Development Strategy	PFM	Planning, Facilitating & Monitoring Division
MVM	Motor Vehicle Mechanics	PGDE	Post Graduate Diploma in Education
na	Not available	PhD	Doctorate of Philosophy
n/a	Not applicable	PHS	Provincial High School
NatCom	PNG National Commission of UNESCO	PIP	Public Investment Program
NATTB	National Apprenticeship & Trade Testing Board	PIP	Project Implementation Proposal (depending on context)
NBC	National Broadcasting Corporation	PIU	Project Implementation Unit, PFM (now PCIU)
NCD	National Capital District	PJV	Porgera Joint Venture
NCDC	National Capital District Commission	PLB	Plumbing
NCDES	NCD Education Services	PMIC	Port Moresby Inservice College (now PNGEI)
NDOE	National Department of Education (DOE)	PMSO	(PMO) Provincial Materials (Supply) Officer
NEB	National Education Board	PNG	Papua New Guinea
NEC	National Executive Council	PNGDF	PNG Defence Force
NEP	National Education Plan	PNGEI	PNG Education Institute (formerly PMIC)
NEPU1	National Education Plan Update 1	PNGIPA	Papua New Guinea Institute of Public Administration (formerly Admin. College)
NEPU11	National Education Plan Update 2	PNGJE	PNG Journal of Education
NES	National Education System	PNGTA	Papua New Guinea Teachers' Association
NESP	National Education Skills Plan	POM	Port Moresby
NETA	National Education Trust Accounts	POSF	Public Officers Superannuation Fund
NGO	Non-Government Organisation	PPRC	Policy, Planning, Research & Communication Wing
NHS	National High School	PRC	Policy, Research & Communication Division
NI	National Institutions	PS	Primary School
NIP	New Ireland Province	PSC	Public Service Commission
NIST	National Inservice Training (Week)	PSRMU	Public Service Reform Monitoring Unit
NLA	National Library & Archives (OLA)	PSS	Provincial Secondary School (SS)
NLAC	National Literacy & Awareness Council		
NLAS	National Literacy & Awareness Secretariat		
NLW	National Literacy Week		
NMA	National Monitoring Authority		
NPO	National Planning Office (now DNPRD)		
NRI	National Research Institute		
NSP	North Solomons Province (Bougainville)		
NSW	New South Wales, Australia		
NTC	National Training Council		

PSTU	Primary School Top up	TE	Teacher Elementary (TSC designation)
PTB	Public Transport Board (Gov. vehicle pool)	TE&SD	(TESD) Teacher Education & Staff Development Division
PTC	Primary Teachers College (formerly CTC - Community Teachers' College)	Tech Coll	Technical College
PVTE	Post Vocational Teacher Education	TESAS	Tertiary Education Scholarship Assistance Scheme
Q	as in Q1, Q2, Q3, Q4 – quarter 1,2, 3 or 4 of the year	TFTC	Timber and Forestry Training College
QIPE	Quality Initiatives in PNG Education (AusAID)	THS	Technical High School
QUT	Queensland University of Technology	TIC	Teacher in Charge
REC	Research & Evaluation Committee	TMT	Top Management Team (DOE Secretary, D/Ss, FASs)
REU	Research & Evaluation Unit	TOT	Training of trainers
RMPA	Regional Management & Planning Advisers	TSC	Teaching Service Commission
SAC	Syllabus Advisory Committee	TTC	Trade Training Certificate
SAP 4	Structural Adjustment Program 4 (EU)	TV	Television
SBC	School Based Counsellors	TVET(D)	Technical & Vocational Education & Training (Division)
SCE	School Certificate Examination	UK	United Kingdom
SCMC	Salaries & Conditions Monitoring Committee	UN	United Nations
SCO	Senior Curriculum Officer or Senior Communication Officer	UNDP	United Nations Development Program
SDA	Seventh Day Adventist	UNESCO	United Nations Educational, Scientific & Cultural Organisation
SDO	Staff Development Officer	UNFPA	United Nations Fund for Population Activities
SDU	Staff Development Unit	UNICEF	United Nations Children Fund
Sec	Secondary - post grade 8	UNIGOR	UNIGOR Consultancy Ltd – UOG Consultancy Company
SEOC	Senior Education Officers' Conference	UNITECH	(UOT) University of Technology, Lae
SEOL	Secondary Education & Open Learning section, GES	UOG	University of Goroka
SERC	Special Education Resource Centre	UP	Upper Primary
SHP	Southern Highlands Province	UPE	Universal Primary Education
SHRD	Standards & Human Resource Development	UPNG	University of Papua New Guinea
SI	Secondary Inspector	US	Upper Secondary
SIL	Summer Institute of Linguistics	USP	University of the South Pacific
SIU	Self Instructional Unit (CET)	VAT	Value Added Tax
SIYB	Start & improve your business	VC	(VTC) (Voc.) Vocational (Training) Centre
SOS	Staff on strength	VI	Vocational Inspector
SPA	Senior Professional Assistant	VSS	Vocational Support Services Unit, TVETD
SPEG	Special Education Gazette (SDU)	VSS	Vocational Secondary School (curriculum for THS)
SS	Secondary School (also PSS)	WB	World Bank
SSM	Secretary's Staff Meeting (all DOE ASs, & above, TSC Chairman & Commissioners, Director Generals OLA & OHERST)	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

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## Data sources and notes

### Sources

#### General

- *The State of Education in Papua New Guinea*, March, 2002, 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 1998 – 2002* and *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 1, Figure 2), and education reform targets

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

#### Enrolments (Figure 3 to Figure 29, Table 9, Table 10)

- *Education Statistics of Papua New Guinea*, Corporate Data, PFM, NDOE, for each year 1992 - 2000, and adhoc returns from provincial and national divisions of education for 2001 and 2002. Official *Education Statistics of Papua New Guinea* for 2001 and 2002 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 intake and Special Education enrolment and gender data

#### Institutions (Figure 5)

- 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, FMU, PFM, NDOE
- *Education Statistics of Papua New Guinea* for 1992 – 1999 (Figure 11)

#### National Examinations (Figure 20, Table 11)

- Measurement Services Unit (MSU), CDD records

#### Teachers

- Fortnightly summary of staff and expenditure for Pay 22 2002, 1/11/2002, Staff Analysis, 2/11/2002 and 2002 Manpower Review quarter 4 2002 – EDP /O&M, GAP
- TSC Staff Ceilings for 2001 and 2002 Budget, TSC, September 2001 and September 2002, and *2002 Budget Estimates*, Department of Treasury, December 2001
- *Education Statistics of Papua New Guinea* for 1992 – 1999 (Figure 10, Figure 12) and 1992 - 2000 (Figure 39)

#### Manpower and Establishment (Figure 31 to Figure 42, Table 3, Table 13, Table 14)

- Fortnightly summary of staff and expenditure for Pay 22 2002, 1/11/2002, Staff Analysis, 2/11/2002 and 2002 Manpower Review quarter 4 2002 – EDP /O&M, GAP
- TSC Staff Ceilings for 2002 Budget, TSC, September 2002
- *2002 Budget Estimates*, Department of Treasury, December 2001
- *Education Statistics of PNG 2000*

#### Education Budget and Education Subsidy

(Figure 41 to Figure 56, Table 4 to Table 8, Table 15 to Table 25)

- *Budget Estimates 1998 - 2002*, Department of Treasury
- Finance and Budgets Division, Budgets section records
- Ministerial Policy Statement 1/2002, *Education Fees for 2002* and Secretary's Circulars 2, 21 and 58/2002



## Notes for data in Figure 1 to Figure 29

1. **Enrolment data** is from *Education Statistics of Papua New Guinea* for each of the years 1992 to 2000, inclusive. Data used for 2001 and 2002 are unofficial estimates based on adhoc returns from provincial and national divisions of education.

Confirmed official enrolment statistics for 2001 and 2002 (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 6, Figure 9, Figure 13)

Population statistics are from Census 1990 and 2000 data.

Population growth from 1990 – 2002 has been estimated using the Census 2000 average national population growth rate of 3.2% per year.

3. **Number of students counted by grade or level**

(Figure 3, Figure 6, Figure 13, Figure 17, Figure 18, Figure 20, Figure 22 to Figure 25, Figure 28, Figure 29, 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 1).

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 teachers, institutions and students counted according to the type of institution** (Figure 4, Figure 5, Figure 7, Figure 8, Figure 14, Figure 15, Figure 16, 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 19) is from *Education Statistics of Papua New Guinea* for each of the years 1992 to 2000. The variability between years may indicate variability in schools and agencies reporting enrolments.
7. **Number of institutions** (Figure 5) is the number of institutions of each type that are officially registered and listed on the Master Position Register.

This overestimates the number of schools operating, due to delays in de-registering schools and de-listing them when they suspend operations. It also includes new elementary schools registered during 2002 for opening in 2003. The greatest discrepancy between registered and actual operating schools is at the elementary level.

The number of registered technical colleges includes Arawa which is still closed. Similarly the number of registered teachers colleges includes St. Pauls Vunakanau, which is now amalgamated with Kabaleo Teachers College. The St. Paul's teaching positions are relocated to Kabaleo.

## Data tables

**Table 9 Total enrolments 1992 – 2000 (by type of institution)**

Type of Institution	Grades	1992	1993	1994	1995	1996	1997	1998	1999	2000
Elementary schools	EP, E1, E2	0			1,497	7,119	25,633	88,260	119,147	148,808
Primary /community schools	1-8	433,592	468,556	496,745	521,018	533,582	548,256	568,164	594,444	610,282
Provincial High & Secondary	7-12	54,165	61,770	66,949	70,214	69,967	69,746	74,313	74,042	76,778
National High School	11,12	1,965	1,997	2,000	2,051	2,461	2,673	2,426	2,337	2,382
Vocational Centres	after G6 or G7	8,750	10,466	11,061	9,807	9,869	11,106	14,462	14,202	13,714
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
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
<b>Total National Education System</b>		<b>500,862</b>	<b>545,608</b>	<b>580,536</b>	<b>608,938</b>	<b>608,310</b>	<b>627,216</b>	<b>661,057</b>	<b>751,627</b>	<b>855,799</b>
<b>Permitted schools (IEA &amp; SDA)</b>										
Permitted Primary	1-8	8,955	10,495	9,932	9,741	9,940	13,199	11,787	12,392	11,100
Perm Secondary	7-12	1,489	1,984	1,743	2,091	2,274	2,454	2,003	2,152	1,901
SDA Teacher Ed.	after G10 or G12				242	257	86	87	246	81
<b>Total permitted</b>		<b>10,444</b>	<b>12,479</b>	<b>11,675</b>	<b>11,832</b>	<b>12,214</b>	<b>15,653</b>	<b>13,790</b>	<b>14,790</b>	<b>13,082</b>
<b>Total enrolments</b>		<b>511,306</b>	<b>558,087</b>	<b>592,211</b>	<b>620,142</b>	<b>639,430</b>	<b>676,710</b>	<b>765,417</b>	<b>822,182</b>	<b>869,482</b>
Est. total due to population growth at 3.2% per year			527,668	544,553	561,979	579,962	598,521	617,674	637,439	657,837
<b>Upper Secondary (G11 &amp; 12)</b>										
National High Schools		1,965	1,997	2,000	2,051	2,461	2,673	2,426	2,337	2,382
Provincial Secondary Schools		0	119	800	1,621	2,035	2,326	2,960	4,229	5,942
Permitted school		123	122	179	263	205	398	574	523	625
<b>Total grade 11 &amp; 12</b>		<b>2,088</b>	<b>2,238</b>	<b>2,979</b>	<b>3,935</b>	<b>4,701</b>	<b>5,397</b>	<b>5,960</b>	<b>7,089</b>	<b>8,949</b>
<b>Total National Education System teachers</b>		<b>18,785</b>	<b>19,866</b>	<b>20,446</b>	<b>21,775</b>	<b>22,545</b>	<b>22,980</b>	<b>25,448</b>	<b>27,109</b>	<b>28,175</b>
<b>Total National Education System schools</b>		<b>3,008</b>	<b>2,909</b>	<b>3,069</b>	<b>3,125</b>	<b>3,226</b>	<b>3,696</b>	<b>4,548</b>	<b>4,852</b>	<b>6,929</b>

**Source:** *Education Statistics of Papua New Guinea*. 1992 – 2000. 2000 teacher numbers from pay 22 1/11/2002. 2000 school numbers from MPR /O&M records of school registration

**Table 10 National Education System enrolment by level and type of school 1992 and 2000**

Grade /level	1992		2000					increase 1990 - 2000			
	Enrolment		Type of school					Totals		number	%
	Grades	Levels	Elementary	Primary & community	Prov high/ secondary	Natl High School	Other	Grade	School level		
EP	0		60,821					60,821		60,821	
E1/G1	99,879		50,130	96,007				146,137		46,258	46%
E2/G2	87,815		37,857	96,339				134,196		46,381	53%
<b>Total elementary level</b>		<b>187,694</b>	<b>148,808</b>	<b>192,346</b>				<b>341,154</b>		<b>153,460</b>	<b>82%</b>
Grade 3	75,650			116,609				116,609		40,959	54%
Grade 4	66,706			96,065				96,065		29,359	44%
Grade 5	56,021			79,403				79,403		23,382	42%
<b>Total lower primary (G3-5)</b>		<b>198,377</b>		<b>292,077</b>				<b>292,077</b>		93,700	47%
Grade 6	47,521			66,511				66,511		18,990	40%
Grade 7	17,323			33,628	11,933			45,561		28,238	163%
Grade 8	14,481			25,720	13,402			39,122		24,641	170%
<b>Total upper primary (G7-8)</b>		<b>79,325</b>		<b>125,859</b>	<b>39,122</b>			<b>151,194</b>		71,869	91%
Total Grade 7/8		31,804						84,683		52,879	166%
<b>Total primary level (G3-8)</b>	<b>277,702</b>							<b>443,271</b>		<b>165,569</b>	<b>60%</b>
Grade 9	11,684				24,885			24,885		13,201	113%
Grade 10	10,677				20,616			20,616		9,939	93%
<b>Total lower secondary</b>		<b>22,361</b>			<b>45,501</b>			<b>45,501</b>		23,140	103%
Grade 11	1,002				3,485	1,186		4,671		3,669	366%
Grade 12	963				2,457	1,196		3,653		2,690	279%
<b>Total upper secondary</b>		<b>1,965</b>			<b>5,942</b>	<b>2,382</b>		<b>8,324</b>		6,359	324%
<b>Total secondary level (G9-12)</b>		<b>24,326</b>						<b>53,825</b>		<b>29,499</b>	<b>121%</b>
Vocational	8,750						13,714	13,714	13,714	4,964	57%
Tech & Business Colleges	1,182						2,077	2,077			76%
Primary Teachers Colleges	1,208						1,758	1,758			46%
<b>TOTAL National Ed. System</b>		<b>500,862</b>	<b>148,808</b>	<b>610,282</b>	<b>76,778</b>	<b>2,382</b>	<b>17,549</b>	<b>855,799</b>	<b>851,964</b>	<b>354,937</b>	<b>71%</b>
Population growth at 3.2%/yr		500,862							657,837	146,306	29%

Source: Education Statistics of Papua New Guinea. 2000 teacher numbers from payroll, 2000 school numbers from MPR /O&M records of school registrations

**Table 11 Candidates sitting for National Examinations**

	1992	1999	2000	2001	2002
<b>Grade 6 exam</b>	55,410	67,853	76,852	0	0
<b>Grade 8 exam</b>	0	38,178	41,993	41,993	52,061
<b>Grade 10 exam</b>	11,722	19,152	21,616	21,313	24,948
<b>Grade 12 exam</b>	979	2,991	4219	4,219	6,400

Source: Measurement Services Unit, CDD records

**Table 12 Gender Equity - % female students and teachers**

Level	Students		Teachers	
	1992	2000	1992	2000
Elementary	-	46.5%	-	42%
Primary (including G7/8 in primary schools)	44%	45%	33%	39%
Lower secondary (including G7/8 in high schools)	40%	41%	34%	33%
Upper secondary	30%	36%	31%	
Vocational centres	34%	28%	33%	30%
Technical & business colleges	28%	25%	22%	27%
Teachers colleges	47%	46%	26%	21%
Special Education Centres	na	40%	na	47%
College of Distance Education (CODE)	32%	37%	na	42%
PNG population overall (1990 Census)	47.5%	48.1%	47.5%	48.1%

Source: *Education Statistics of Papua New Guinea 1992 and 2000, DOE Annual Report 2000, Divisional Reports, PNG National Census 2000*

**Table 13 Total teachers and public servants on education payroll on payday 22,  
1/11/2002**

Pay 22 2002	Total 'Education Payroll'			Public Servants		Teachers	
	Total	Tchrs	PSC	DOE	Prov & OHE	DOE	Prov.
Elementary	8,981	8,981				503	8,478
Primary /Community	17,750	17,750				899	16,851
Secondary (PHS/PSS)	3,386	3,386				223	3,163
Vocational	994	994				83	911
National High School	155	155				155	
Teacher Ed. - Elementary trainers	182	182					182
Teacher Ed. - Preservice Primary	152	152				152	
Teacher Ed. - Inservice (PNGEI)	35	35				35	
Technical /Business Colleges	233	233				233	
College of Distance Ed. CODE	38	38				38	
Special Education	52	52				52	
Study	64	64				64	
DOE Public Service	678		678	678			
Provincial Administrative Support	255		255		255		
Provincial Libraries	11		11		11		
OHERST (Higher Education)	48		48		48		
<b>Total National Ed Payroll</b>	<b>33,014</b>	<b>32,022</b>	<b>992</b>	<b>678</b>	<b>314</b>	<b>2,437</b>	<b>29,585</b>
Total DOE Payroll	3,115			678		2,437	
Total Provinces	29,899				314		29,585
% Total Tot 'Ed Payroll'	100%	97%	3%	2%	1%	7%	90%
% Tchrs		100%				8%	92%
% PSC			100%	68%	32%		
% DOE Payroll				22%		78%	
Budget Ceiling				759		2,178	
TSC/PSC Establishment		34,788		779		2,329	32,459
Vacant Teaching Positions		2,766					

Data for Figure 31 to Figure 36

**Source:** *Staff Analysis and Fortnightly summary of staff and expenditure for Pay 22, 1/11/2002, EDP /O&M, GAP, 2002 Budget Estimates, Department of Treasury, December 2001, TSC Staff Ceilings for 2002 Budget, TSC, September 2001.*

**Table 14 2002 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 22, 1/11/2002
<b>Public Service positions</b>	PRC	20	20	20	17
	PFM	27	27	23	24
<b>DOE Line Divisions</b>	GAP	149	131	134	129
	F&B	40	37	35	35
	IGD	225	222	212	214
	CDD	111	117	90	85
	TVET	49	47	46	43
	TESD	39	35	34	31
	GES	19	22	16	17
	Audits	11	11	9	8
	Unattached	0	0	0	0
	<b>Total DOE Line Divisions</b>		<b>690</b>	<b>669</b>	<b>619</b>
<b>Other DOE Divisions</b>	TSC	21	22	21	19
	NCD Ed.	16	22	13	16
	UNESCO	6	6	4	5
	OLA	46	40	40	35
<b>Total other Divisions</b>		<b>89</b>	<b>90</b>	<b>78</b>	<b>75</b>
<b>Total Public Service positions (PSC)</b>		<b>779</b>	<b>759</b>	<b>697</b>	<b>678</b>
Teaching Service positions (TSC)	NHS	170	170	162	155
	Tech/Bus Coll	273	261	227	233
<b>National Institutions (NI)</b>	Preserv Tchr Ed	190	181	169	152
	Inserv Tchr Ed	72	97	53	35
	Special Ed	41	37	43	52
	CODE	41	40	41	38
	Study	0	0	113	64
<b>Total National Institution positions</b>		<b>669</b>	<b>786</b>	<b>808</b>	<b>729</b>
<b>NCD school positions</b>	NCD Elem.	480	268	522	503
	NCD Primary	767	871	888	899
	NCD HS	198	189	221	223
	NCD Voc	97	64	83	83
<b>Total NCD positions</b>		<b>1,542</b>	<b>1,392</b>	<b>1,714</b>	<b>1,708</b>
<b>Total teacher positions under DOE</b>		<b>2,329</b>	<b>2,178</b>	<b>2,522</b>	<b>2,437</b>
<b>Total DOE positions</b>		<b>3,108</b>	<b>2,937</b>	<b>3,219</b>	<b>3,115</b>

Data for Figure 31 to Figure 36

**Source:** Staff Analysis and Fortnightly summary of staff and expenditure for Pay 22, 1/11/2002, EDP /O&M, GAP, 2002 Budget Estimates, Department of Treasury, December 2001, TSC Staff Ceilings for 2002 Budget, TSC, September 2002.

**Table 15 Ministry of Education total 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	206,789,300
Office of Higher Education	22,288,100	23,846,300	27,973,200	17,051,700	-
University of Papua New Guinea	20,200,000	25,568,600	29,068,800	29,068,800	-
University of Technology	26,500,000	23,666,700	28,384,600	25,000,000	-
University of Goroka	11,000,000	9,000,000	13,000,000	13,000,000	-
University of Vudal	2,600,000	2,800,000	4,200,000	4,200,000	-
All Provinces (Teachers Salaries)	186,000,000	236,912,700	284,100,000	283,900,000	315,463,100
All Provinces (Teachers Leave Fares)		1,100,000	1,100,000	-	17,335,700
All Provinces Education Subsidy	20,000,000	20,000,000	21,000,000	-	19,324,100
<b>TOTAL</b>	<b>458,239,500</b>	<b>557,495,900</b>	<b>590,441,400</b>	687,794,300	558,912,200

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

Description	Actual				Appropriation.	
	1998	1999	2000	2001	2002 (Supp*)	2003
Policy & General Admin.	47,735.0	47,535.5	50,434.0	49,313.3	143,240.4	50,702.4
Education Standards	7,999.1	7,156.8	8,455.3	6,929.2	7,681.2	7,827.1
Primary Education	9,891.4	11,040.7	11,523.3	13,349.6	13,715.6	13,220.9
Literacy & Awareness	209.4	189.8	193.1	267.2	206.3	2,05.5
Secondary Education	9,595.6	9,125.0	10,642.2	10,204.7	9,557.0	8,510.1
Vocational Education	1,323.1	1,463.5	1,698.3	2,132.7	2,416.8	2,187.5
Technical Education	28,694.0	8,797.7	9,186.4	8,997.0	9,827.8	7,514.1
Teacher Education	5,088.8	5,595.6	5,662.6	5,891.8	6,642.7	8,029.5
Library Services	480.2	513.2	537.4	661.4	674.0	707.1
Govt. Records & Archives	251.4	255.4	419.8	351.8	323.9	381.5
<b>TOTAL</b>	<b>111,268.0</b>	<b>91,673.2</b>	<b>98,752.4</b>	<b>98,098.7</b>	<b>194,285.7</b>	<b>99,285.70</b>

\* 2002 data is from Supplementary Budget Appropriation, August 2002

**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, OHE, Libraries and Archives, Literacy and Awareness and Technical Education (K,000)]

Program	Actual				Appropriation	
	1998	1999	2000	2001	2002	2003
Policy & General Admin	7,735.0	7536.3	10438.9	9860.1	7688.1	10702.4
Education Standards	7,999.1	7156.8	8455.3	6929.2	6907.7	7827.1
Primary Education	201.3	246.6	262.3	292.9	245.5	241.3
Literacy & Awareness	209.4	189.8	193.1	267.2	208.5	205.5
General Secondary Ed	7,091.3	6335.3	7276.3	6540.8	5544.2	5246.3
Vocational Education	492.2	575.1	760.3	1137.0	1128.9	1124.0
Technical Education						
Teacher Education	5,088.8	5595.6	5662.6	5891.8	6052.0	8029.5
Library Operation						
Government Archives						
<b>Total</b>	<b>28,817.1</b>	<b>27635.5</b>	<b>33048.8</b>	<b>30919.0</b>	<b>27774.9</b>	<b>33376.1</b>

Source: Table 15 to Table 17 Budget Estimates 1998 – 2003

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

Expenditure items	Actual				Appropriation	
	1998	1999	2000	2001	2002 (Supp*)	2003
Personal Emoluments	38,029.1	32,664.2	39,599.8	45,503.4	48,215.3	51,808.3
Goods and Other Services	13,238.9	11,460.4	15,554.7	7,244.7	11,070.4	5,177.7
School Fee Subsidy	76,000.0	40,000.0	40,000.0	39,453.2	135,000.0	40,000.0
Current transfers				5,277.8		2,299.7
<b>TOTAL</b>	<b>111,268.0</b>	<b>84,124.6</b>	<b>95,154.5</b>	<b>98,098.7</b>	<b>188,034.5</b>	<b>99,285.7</b>

**Table 19 Department of Education 2001 & 2002 development budget by program (K000)**

Program	Actual				Appropriation	
	1998)	1999	2000	2001	2002 (Supp*)	2003
Policy & General Administration	23,828.0	1,748.3	1,771.5	1,572.4	6,118.6	10111.4
Education Standards	2,742.0	9,275.9	19,216.8	73,684.8	23,939.8	27282.4
Primary Education	10,268.4	16,451.6	45,320.1	28,480.6	18,737.3	21883.1
Literacy & Awareness			87.0	187.8	0.0	
General Secondary Education	17,185.1	37,076.5	19,987.8	8,662.3	500.0	1927.2
Vocational Education		74.6	101.1	2.0	52,000.0	16472.3
Technical Education	4,102.6	860.2			0.0	1774.9
Teacher Education	9,858.0	11,138.2	7,542.0	45,024.4	26,276.1	23853.6
Library Operation	1,302.9	321.5	278.9	596.8	0.0	
Government Archives					0.0	
<b>Total</b>	<b>69,287.0</b>	<b>76,946.8</b>	<b>94,305.2</b>	<b>158,211.1</b>	<b>127,571.8</b>	<b>103,304.9</b>

**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 2002 development budget appropriation by program and donor (K,000)**

Vote Code	PIP Number	Description	2001 Approp (K000)	2002 Appropriation (K000)						
				GoPNG	AusAID	W/Bank	EU	NZ	UNFPA	Total 2002
<b>CAPACITY BUILDING</b>										
235-2101-1202		Project Implementation Unit	1,217.6							
235-2101-1203		Regional Management & Planning Advisor (RMPA)	935.9							
235-2101-1204	2161	Capacity Building			3,943.6					3,943.6
235-2101-1212	2126	Quality Education Initiatives			1,500.0					1,500.0
235-2101-1213	2130	Education Sector Development			375.0					375.0
235-2101-1214	2132	Institutional Strengthening (TAG)			300.0					300.0
235-2101-2201		Curriculum Development Reform	10,500.0							
235-2101-2202		Expansion of Inspections & Guidance	2,454.4							
235-2101-2206	1836	Population Education	123.8					448.2		448.2
235-2101-2207	1835	Curriculum Reform - AusAID	6,223.6	200.0	12,978.5					13,178.5
235-2101-3204	2148	Elementary Teacher Training Phase 2			2,237.3					2,237.3
235-2101-4202		National Education Media Centre	10,261.9							
235-2101-5204		Expansion of Access in Grade 11 & 12	3,330.8							
235-2101-6202	2025	Human Resource Development Phase 2	496.5				52,000.0			52,000.0
235-2101-6206		Employment-Oriented Skills Dev								
235-2102-2203	1432	Elementary Teacher Training	9,376.2	350.0	7,493.7					7,843.7
235-2102-2204	1807	Teacher Education	13,984.6	400.0	12,000.0					12,400.0
235-2102-2206	2131	BED-Pre Implementation Phase			5,999.9					5,999.9
235-2802-1201		Library Development	2,229.5							
<b>Capacity Building Sub-Total</b>			<b>61,134.8</b>	<b>950.0</b>	<b>46,828.0</b>		<b>52,000.0</b>		<b>448.2</b>	<b>100,226.2</b>
<b>CAPITAL PROJECTS</b>										
235-2101-2205	1680	Infrastructure & Materials	11,757.7	400.0	9,463.1					9,863.1
235-2101-2208	2124	Upgrading of High School Facilities			450.0					450.0
235-2101-3202		Primary School Equipments	6,661.5							
235-2101-3205	2162	Improvement of Rural Ed Facilities			3,000.0					3,000.0
235-2101-3206	2163	Education CASP (School Supplies)			13,500.0					13,500.0
235-2101-5205		Developmental Maintenance	1,000.0							
235-2101-5212	2164	Sogeri National High School		500.0						500.0
<b>Capital Sub-Total</b>			<b>19,419.2</b>	<b>900.0</b>	<b>26,413.1</b>					<b>27,313.1</b>
<b>Total</b>			<b>80,554.0</b>	<b>1,850.0</b>	<b>73,241.1</b>		<b>52,000.0</b>		<b>448.2</b>	<b>127,539.3</b>
<b>% Total</b>				1.5	57.4		40.8		0.4	100.0

Source: Budget Estimates 2002, F&B records

**Table 23 Functions transferred to provinces -  
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	15,906.00
2	Gulf	4,460.4	4,630.7	4,717.1	5,640.4	5213.0	6,312.30
3	Central	7,633.8	7,925.3	12,376.9	14,599.4	15,547.5	17,517.10
4	NCD	9,595.4		11,354.9	13096.8	K13,549.1	15,739.40
		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	16,148.50
6	Oro	4,935.3	5,123.7	6,076.4	8,065.0	6,460.5	7,780.80
7	SHP	14,452.9	15,004.7	16,552.6	19,592.0	20,834.3	21,438.40
8	Enga	8,506.3	8,831.1	11,621.4	13,696.0	13,466.2	14,527.90
9	WHP	13,178.1	13,681.2	16,706.4	19,976.5	19,282.1	21,496.00
10	Simbu	9,889.2	10,266.8	13,982.6	16,725.1	17,340.4	19,150.40
11	EHP	14,420.2	14,970.7	18,234.5	22,141.6	21,529.6	23,261.50
12	Morobe	18,938.9	19,662	23,853.5	28,122.2	27,656.5	31,713.40
13	Madang	11,082.9	11,506	15,331.3	18,262.9	19,013.2	20,962.00
14	ESP	11,494.4	11,933.3	14,565.1	18,115.9	17,736.7	19,778.20
15	Sandaun	7,700.2	7,994.2	9,907.9	11,847.2	10,599.9	11,608.20
16	Manus	3,126.4	3,245.8	4,203.3	5,169.1	5,389.8	5,577.00
17	NIP	6,235.1	6,473.1	8,512.1	10,178.1	9,947.1	10,657.50
18	WNB	9,474.9	9,938.4	11,740.1	14,038.0	14,637.5	20,010.30
19	ENBP	8,965.1	9,307.4	14,692.1	17,367.7	17,536.5	15,723.00
20	Bougainville	6,642.1	6,895.6	10,414.0	12,452.3	13,846.0	15,894.60
<b>TOTAL Provinces</b>		<b>179,061.9</b>	<b>186,000.0</b>	<b>236,912.7</b>	<b>283,500.0</b>	<b>283,900.0</b>	<b>315,463.1</b>
<b>TOTAL Prov. + NCD</b>		<b>188,657.3</b>		<b>248,267.6</b>	<b>296,596.8</b>	<b>297,449.1</b>	<b>334,262.0</b>

**Source:** Budget Estimates 1998 - 2003

**Note:** 2002 data is from original Budget Estimates. Supplementary Budget papers did not itemise salaries by province. Total supplementary budget appropriation for item 111 was K321,843,700

**Table 24 Functions transferred to provinces  
Item 114 teachers leave fares 2000 - 2003 (K,000)**

	<b>PROVINCE</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
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	1011.1
4	NCD	See note 1 below		1113.6	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	1011.1
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	WNBP	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
<b>TOTAL Provinces</b>		<b>1,100.0</b>	<b>1,100.0</b>	<b>6931.3</b>	<b>17,335.70</b>
<b>TOTAL Prov. + NCD</b>				<b>8044.9</b>	<b>17,560.80</b>

**Data 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 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 2002 Education Subsidy distribution by province and type /level of school (Kina)**

Province	Elementary	Community & Primary	PHS/PSS	NHS	Vocational	Permitted & SERC	NDOE	TOTAL	%	%
Western	385,650	1,874,543	1,804,348		367,730	8,045		4,440,316	3.4%	
Gulf	203,853	858,806	960,925		194,150			2,217,734	1.7%	
Central	584,382	1,999,407	3,109,480	454,500	203,875	308,935		6,660,579	5.0%	
NCD*	543,431	3,024,613	3,784,125	467,250	838,440	1,936,926		10,594,785	8.0%	
Milne Bay	458,264	2,243,361	2,294,795		473,187	4,988		5,474,595	4.1%	
Oro	209,798	897,597	1,273,270		277,515	3,888		2,662,068	2.0%	
SHP	276,856	3,090,435	4,818,205		653,725	40,618		8,879,839	6.7%	
Enga	711,401	2,065,376	3,915,055		446,790			7,138,622	5.4%	
WHP	421,403	2,827,986	4,466,555		477,250	453,376		8,646,570	6.5%	
Simbu	486,582	2,222,383	3,353,665		512,555	6,855		6,582,040	5.0%	
EHP	505,217	3,591,176	4,512,942	468,000	467,105	469,796		10,014,236	7.6%	
Morobe	330,570	4,097,245	4,874,855	432,000	792,340	243,708		10,770,718	8.1%	
Madang	550,875	3,295,787	2,867,065		463,440	144,823		7,321,990	5.5%	
ESP	341,582	3,324,574	2,402,730	369,000	345,590	1,009,665		7,793,141	5.9%	
Sandaun	309,247	1,452,715	1,917,915		583,355	34,125		4,297,357	3.2%	
Manus	588,709	577,527	1,177,010		48,960			2,392,206	1.8%	
NIP	274,869	1,232,608	1,887,340		270,785	65,003		3,730,605	2.8%	
WNBP	234,086	2,046,582	1,659,145		1,140,945	21,991		5,102,749	3.9%	
ENBP	428,478	2,596,315	3,477,650	450,000	1,080,320	729,526		8,762,289	6.6%	
Bougainville	551,870	2,188,013	2,828,040		286,675	111,805		5,966,403	4.5%	
CODE							2,552,270	2,552,270	1.9%	
Reserve*	paid back into trust account						370,888	370,888	0.3%	
<b>Total for schools</b>	<b>8,397,123</b>	<b>45,507,049</b>	<b>57,385,115</b>	<b>2,640,750</b>	<b>9,924,732</b>	<b>5,594,073</b>	<b>2,923,158</b>	<b>132,372,000</b>	<b>100%</b>	<b>98%</b>
Total Secondary			60,025,865							
Administration							2,528,000	2,528,000		
Audit							100,000	100,000		
<b>Total admin &amp; audit</b>								<b>2,628,000</b>		<b>2%</b>
<b>Total payments</b>								<b>135,000,000</b>		<b>100%</b>
Percentage	6.3%	34.4%	43.4%	2.0%	7.5%	4.2%	2.2%	100.0%		

**Source:** Accounts section, Finance & Budget Division records. **\*Reserve:** payments that schools were not able to collect because they were not open or did not comply with other conditions such as acquittal (see p 43). Funds available in 2003 for paying 2002 shortfalls and late acquittals.

**Table 26 Structure of Department of Education budget**

<b>Main Program</b>	<b>Program</b>	<b>Comments on activities</b>
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 separate since the Supplementary Budget 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 27 Description of projects by program, 2002**

<b>Program</b>	<b>Comments on projects</b>
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	Main projects were inspections & curriculum components of EDP. Basic Education Infrastructure and Materials Project (BEICMP) & CRIP are major projects that have resulted in a large increase in funding since 2000
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 China and AusAID & development maintenance component of EDP. Australian Secondary School Scholarship Project phased out, reducing allocation by K24.4m compared with 1999
Vocational Education	GTZ project finished in 2000. Large EU funded Human Resource Development 2 program (HRDP11) began in 2002.
Technical Education	No current projects. Previous project was AusAID funded Home Colleges project.
Teacher Education	2 projects - Elementary Teacher Education Support Project (ETESP) & Primary and Secondary Teacher Education Project (PASTEP)
Library Services	Library component of EDP finished. No current library related projects