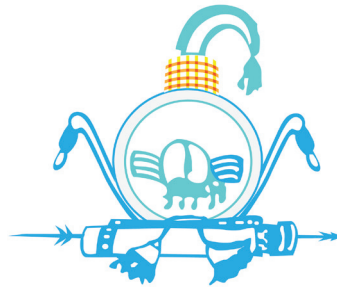




**MILNE BAY PROVINCIAL EDUCATION  
DEVELOPMENT AND IMPLEMENTATION  
PLAN 2021 - 2025**

*“Achieving Fair, Inclusive  
and Quality Education & Training ”*



**DIVISION OF EDUCATION**  
MILNE BAY PROVINCE

# **MILNE BAY PROVINCIAL EDUCATION**

# **DEVELOPMENT AND IMPLEMENTATION PLAN**

# **2021 - 2025**

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Provincial Education Division  
Free Mail Bag  
ALOTAU  
Milne Bay Province

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## **PROVINCIAL EDUCATION DEVELOPMENT & IMPLEMENTATION PLAN A BLUE PRINT**

### **Provincial Education Board Certification**

I, Roma Tuidam, (The Principal Advisor for Education Services in Milne Bay Province) am certified that the Provincial Education Plan has been developed using the approved templates, processes and the data supplied are valid.

I have received from Provincial Education Board Decision N0 08-04/2022 recommending the Plan with the cost estimate of Eight hundred and eighty-three million, eight hundred and ninety-four thousand kina (K883,894,000) against the actual of Six hundred and ninety-three million, six hundred and ninety-eight thousand kina (K693,698,000) to the Provincial Executive Council

It is assumed that adequate funding is timely made available by relevant development funding sources to build additional school infrastructure, restructure and maintain existing schools, supply sufficient learning materials, establish new schools and recruit additional teachers.

### **MR. ROMA TUIDAM**

Principal Advisor Education Services

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## Abbreviations and Acronyms

1-6-6	Education System Structure
AAP	Annual Activity Plan
ALESCO	ALESCO payroll system
BOG	Board Of Governors
BOM	Board Of Management
CEA	Church Education Agency
Cons	Consequences
CCVE	Citizenship & Christian value Education
DDA	District Development Authority
DEO	District Education Officer
DHERST	Department of Higher Education, Research Science & Technology
DoE	Department of Education
DPLLGA	Department of Provincial and Local Level Government Affairs
DSIP	District Services Improvement Program
ECE	Early Childhood Education
EFC	Economic Facilitation Committee
EMIS	Education Management Information System
FODE	Flexible Open and Distance Learning
GER	Gross enrolment rate
GESI	Gender Equity & Social Inclusion
GoPNG	Government of Papua New Guinea
GTFS	Government Tuition Fee Subsidy
ICT	Information and Communications Technology
IPDP	Integrated Provincial Development Plan
Km	Kina million
LLG	Local Level Government
M&E	Monitoring and Evaluation
MBP	Milne Bay Province
MBPG	Milne Bay Provincial Government
MIS	Management Information System, Milne Bay
MOA	Memorandum of Agreement
MOU	Memorandum of Understanding
MPA	Minimum Priority Activities
MSME	Micro Small Medium Enterprises
MTDP	Medium Term Development Goal
NDoE	National Department of Education
NEFC	National Economic & Fiscal Commission
NEP	National Education Plan
NER	Net enrolment ratio
NES	National education system
NGO	Non-governmental organization
NQSSF	National Quality School Standards Framework
NSLCF	National School Leadership Competency Framework
NTCF	National Teachers Competency Framework
OLA	Office of Libraries and Archives
OLPLLG	Organic Law on Provincial and Local Level Government
OOSCI	Out Of School Children Initiative
P&C	Parents and Citizens
PARI	Papua New Guinea Accessibility Remote Index
PaRSS	Payroll and Related Services
PDoE	Provincial Division of Education

*Abbreviations and Acronyms continues*

PEA	Provincial Education Advisor
PEB	Provincial Education Board
PEC	Provincial Education Council
PEL	Provincial Education Law, Milne Bay
PEIP	Provincial Education Implementation Plan
PEP	Provincial Education Plan
PILNA	Pacific Islands Literacy and Numeracy Assessment
PNG	Papua New Guinea
PNGTA	Papua New Guinea Teachers Association
Probs	Probability
PSIP	Provincial Service Improvement Program
PTP	Provincial Training Plan
QAP	Quarterly Activity Plan
QAR	Quarterly Activity Report
S&G	Standards & Guidance, Milne Bay
SBC	Standards-Based Curriculum
SBE	Standards-Based Education
SD	Standards Division, NDoE
SDG	Strategic Development Goals
SG	Standards and Guidance Division, NDoE
SLIP	School Learning Improvement Plan
SO	Standards Officer
UN	United Nations
UNESCO	United Nations Education, social and cultural organisation
TS	Teaching Service, Milne Bay
TSA	Teaching Service Act
TSC	Teaching Service Commission
VET	Vocational Education and Training



*Elementary kids - Wakonai GoodEnough Is*

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P&C	Parents and Citizens



## Governor's Foreword

The Provincial Education Implementation Plan 2016-2020 had lapsed and I bring to you your provincial government's vision for education in the new Provincial Education Development Implementation Plan reflecting our National Vision.

The new Provincial Education Development Implementation Plan has been put in place to charter the Government's ambitions and strong support in education services and development in the province.

The focus of Milne Bay Government is to enable our people to be financially literate and empowered so that they can utilize their earnings and savings to improve their living standards and alleviate poverty. This focus calls for appropriate interventions by the Government directed towards the provision of basic human needs of water, food, health, education, communication, mobility and security.

The government through its Micro and Small to Medium Enterprises (MSME) program will channel the money to the very critical business activities for everyone regardless of political and religious affiliations, race, gender or disability to participate and support every micro economic activity in the province.

The Provincial Government's development strategy is rural focused on all fronts of service delivery. In doing so, every person will require relevant skills, sound knowledge and quality education to fully develop his/her potential and bring about desired changes.

The national and sub national level government must embrace Education Development Implementation Plan. Milne Bay Provincial Government will continue to support vocational and technical training as it sets foundation for Milne Bay Government's vision to establish University of Sciences.

The Provincial Government had envisaged in Education Sector the;

1. Completion and full establishment of Milne Bay Teachers College
2. Continue development of St. Barnabas School of Nursing
3. Establishment of 2x Technical Colleges
4. Establish Maritime and Boat Building College
5. Establish University of Sciences

Equal effort will be put in place for the School System Restructure to open up secondary education, Open University Centers, FODE and Public Library system.

This plan is reflective of sound political will and support of my government with that of the people of Milne Bay Province. I must also add that Milne Bay Province acknowledges the partnership that my government has established with the national government, donor government and agencies for the implementation of this plan.

As the Governor, it is my responsibility to see that this plan is supported in all forms in order to see its successful implementation. It is important that leaders in all levels of Governments including provincial, district, LLG and wards give support and provide resources to the sector of education establishment relevant to the level of government.

The plan calls for fully committed partnerships at all levels of Government, the NGOs, Church Agencies, the community groups, the teachers and of course the parents and students.

We all must embrace the perception that education of a child is a collective responsibility to "LEAVE NO CHILD BEHIND"



**HON. GORDON HENRY WESLEY, MP**  
Governor, Milne Bay Province



## Chairman's Statement

It gives me great pleasure to present Milne Bay Provincial Education Development Implementation Plan for 2021 – 2025 to the people of Milne Bay Province.

The five (5) year Provincial Education Development Implementation Plan echoes the Integrated Provincial Development Plan (IPDP) vision and mission statement. The strategies and activities in the plan are structured towards the goal of “Achieving Fair, Inclusive and Quality Education and Training” for Milne Bay Province.

Some academically inclined students will be selected to receive special funding to enable them to progress as far as their ability allows. Those with different talents will have opportunities through the revitalized vocational centers and restructured Distance Education system.

The plan is focused on quality education and training in Milne Bay Province therefore, it equally demands private training and education providers to uphold the standard of education services provided for the people of Milne Bay. Our children need the best and deserve the opportunity to take their place in the global community.

In 2021, Milne Bay Education Sector widely consulted with the local elites in the process of the Provincial Education Plan 2016-2020 Review to charter the way forward for education development in the province. A major recommendation of the forum was that to provide practical education and training for entrepreneurship.

The provincial development plan for education presents a direction that is derived from the national education plan focus areas. There is high demand for education of our growing school age population starting at Early Childhood, Preparatory, Primary and Secondary levels. Matching a massive growth in the restructure and expanded school system against population of school age children alone is a mammoth task compared to the capacity to finance, manage, monitor and to sustain educational progress and development.

This requires the support and commitment of all stakeholders. The province will support schools for additional curriculum materials, establishment and maintenance of infrastructure and counter fund Tuition Fee and support School Governing Boards who are responsible for maintaining the quality of schools.

The provision of educating a child in Milne Bay Province must be practiced as a shared responsibility between parents, communities, NGOs, stakeholders and governments at all levels. The spirit of partnership that enabled and sustained the continuity of our children's education in the past by all is complemented and thus further encourage all to continue the excellent work.

Finally, I commend this Plan to all our partners in providing a compatible educational service that is conducive for now and future generations.



**HON. SAM ELIZAH FIFITA,**  
Chairman for Education Services



## Message by The Principal Advisor - Education Services

The Education Division through the Provincial Education Board is mandated under the Provincial Education Law 2011, to develop a Provincial Education Development Implementation Plan.

The development of this new Provincial Education Development Implementation Plan 2021 - 2025 responds directly to the Medium Term Development Plan III and Development Strategic Plan 2010 - 2030 with focus to achieve the desired targets espoused in PNG Vision 2050 and the global goals of integral human development.

Education Plan 2020-2029, Education Sector Strategic Plan 2011-2030, Universal Basic Education 2010-2019 and the Milne Bay Provincial Integrated Provincial Development Plan 2018-2022.

The plan provides for, among other things:

- ▶ Early Childhood
- ▶ Access
- ▶ Equity
- ▶ Quality Teacher and Teaching
- ▶ Quality Learning and responsive students
- ▶ Provision and support of alternate education pathways
- ▶ Strengthening of Local Management
- ▶ Ensuring the systems are strengthened
- ▶ Citizenship and Christian Value Education

The pillar of the education development implementation is the school systems restructure (1-6-6 structure) which included Early Childhood Education, Primary and Secondary education.

The Early Childhood Education will include Kindergarten (K1 & K2) and Preparatory, Primary Education with Grades 1, 2, 3, 4, 5 & 6 and Secondary Education starting at grade 7 and continue to grade 10 as lower secondary and grades 11 and 12 for higher secondary.

The changes require equal act of responsibility in all school agencies including churches, permitted private education providers and government. The restructure requires rearrangements in the physical school infrastructure, teacher training and provision of sufficient resource learning materials.

This plan will be supported with the Provincial Education Standard Operational Plan 2022-2027 to detail the implementation, manpower capacity, infrastructure capacity and monitoring and evaluation frameworks.

This plan would not have come to completion without the technical advises and guidance of the following individuals who also assisted formulates this plan; Ms. Sabati Mero – Director planning and Mr Kaminiel Irima – Planning Advisor Southern Region.

I would like to make special mention and acknowledgement to the local elites and the education stakeholders who participated in the 2021 Education Plan Review and Consultation. You all have contributed to set the course for the Provincial Education Development Plan.

This plan is for all the Education Agencies both Churches, the State and all private stake holders to guide our aspirations to move education services forward.



**ROMA TUIDAM**

Principal Advisor – Education Services  
Milne Bay Province

## KEY MESSAGES

<b>NATIONAL PRIORITY</b>	Achieving Quality Education for All
<b>PROVINCIAL PRIORITY</b>	To improve the life style, living standards of Milne Bay people and reduce poverty through wealth creation at the house hold level through Quality Education, Mentorship and Training
<b>VISION</b>	To support and enhance the education system that is affordable for parents and government, that appreciates Christian and traditional values, and that prepares smart, wise, fair, wealthy, healthy and happy Milne Bay people.
<b>MISSION</b>	Our Mission is to collaborate with agencies and partners to facilitate and promote the integral development of every individual, encourage and implement the education system which satisfies the requirements of Milne Bay people, preserve and maintain standards of education in Milne Bay Province, deliver benefits of such education available as widely as possible to all the people and make education accessible to the disadvantaged.
<b>OUR VALUES</b>	
Honesty	truthfulness and transparency.
Integrity	Policies and practices are clear, ethical and intended for educational progress
Accountability	Staff is expected to take responsibility for their ations and report transparently to the wider community
Respect	Staff is expected to work together with trust, while accepting differences, for mutual and national benefit.
Wisdom	Staff actions are expected to be based on information and analysis.
Responsibility	Staff are expected to be committed to the plan and its holistic goals or progress in education





## EXECUTIVE SUMMARY

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

Although there are significant successes and the progresses in education over the past decade, challenge to improve access, retention, quality, equity and management remains the development agenda for quality, fair, inclusive and quality education and training for all.

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

This PEIP aligns to the NEP 2020–2029 and designed to give everyone in Milne Bay, regardless of their ability, gender, or socio-economic background, an opportunity to be educated and to transform their lives, using a holistic, inclusive and integrated approach.

There have been many changes in the country's education system and policies since independence. This PEIP is designed to build on past successes and challenges. This will enable us to enhance progress towards universal and high-quality education and training.

The PEIP is based on a logical planning framework that is categorized into nine focus areas:

### **Early Childhood Education**

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

### **Access**

That every Papua New Guinean has access to 13 years of education and training in a safe and hygienic environment that is conducive to learning

### **Equity**

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

### **Teachers and Teaching**

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

### **Quality Learning**

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

### **Education Pathways**

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

### **Leadership and Partnership**

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

### **Management and Administration**

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

### **Citizenship and Values**

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

Each focus area has set of detailed activities that the province is required to undertake. The activities have associated deliverables which will contribute to achieving broader development outcomes by 2025, such as more infrastructure and teachers in place and easier access to alternate pathways for the development of work and life skills. All are underpinned by the focus on improving quality.

This plan outlines the roles and responsibilities of different organizations, as well as the associated timelines. It makes it clear that parents and local communities have important roles to play.

To ensure that the strategies and activities are carried out and to measure their success, the PEIP will monitor progress and it will be important to be flexible over the lifetime of the plan. Therefore, strategies may be modified in the light of experience; including taking advantage of better-than-expected progress towards particular targets and outputs.

This plan is also consistent with:

- The Papua New Guinea National Goals and Directive Principles in Vision 2050
- International goals, in particular the Millennium Development Goals and the Education For All goals
- Recent government reforms to improve education service delivery
- SDGs & MTDP
- National Education Plan
- Milne Bay – Integrated Provincial Development Plan (IPDP)
- Community input from Districts and Local Level Government consultations
- District Education Plans
- Stakeholder inputs

The PEIP set out a clear and easily-understood path towards achieving fair, inclusive and quality Learning and Training for all.

The Provincial Education Implementation Plan (PEIP) 2021-2025 guides implementation of the education system that will pose very real technical challenges and intense demand for available resources. The challenge is to keep education relevant and affordable.

The plan considers the traditional past pre-independence period, and looks at the demands for the types of new knowledge that is required to advance Papua New Guinea.

It is guided by National Education Plan (NEP) 2020-2029, United Nations (UN) Strategic Development Goal (SDG) 4, Education, and provides support to SDG 5, Gender equality and women's empowerment and SDG 6, Water and Sanitation. Education for Sustainable Development is the agenda for education development in Commonwealth countries, as stated at the Commonwealth Education Ministers' conference in 2018. It is therefore the will of the National Education Plan to provide a robust education system that will deliver excellent teaching and learning, provide fair opportunities for all of its beneficiaries, and leave no child behind.

## Section 1

### MILNE BAY PROVINCE

Milne Bay occupies the eastern half of the island of Papua New Guinea, which is 100 south and 151o East of the equator and to the Northeastern tip of Australia. Milne Bay comprises about 10 large islands and more than 150 smaller islands and atolls. The province has a land and sea area of 16 200 sq km. The land area is mostly covered by tropical rain forests that are divided by massive mountain ranges. Sustainable use and protection of its natural resources, which are of global significance, have attracted worldwide interest in recent years particularly its gold and areas of arable land for potential agricultural production, an abundant supply of fresh water, large tropical forests, and extensive maritime fisheries.

The large numbers of coral cays, which make up about 25% of the provincial total land mass and the other 75% of landmass, is on the PNG mainland. Coral reefs are widespread and covered about 100,000 square kilometers of the sea (see figure 1)

According to the 2010 National Census, the Milne Bay population is about 275,000 (refer to annex E) and 85 per cent of whom live in rural areas. There are 48 different languages with approved orthographies spoken throughout the province. As demonstrated by the heterogeneity of languages spoken here is a wide diversity of physical characteristics and culture.

Figure 1: Map of Milne Bay



Source: Integrated Provincial Development Plan 2016-2020

## Education

Capacity development is one of the strategic priorities of Milne Bay Provincial Administration. This PEIP aligning with Milne Bay Integrated Provincial Development Plan 2018-2022 will explore strategies to enhance its capacity development through the Provincial Training Policy (PTP). Improved strategies in teaching and learning and capacity building on skills, competency and quality workforce is the key that drives all private and public sector development programs successfully. Other capacities also include, sound policies and plans, monitoring and evaluation, fixed assets management and database.

## Economy in brief

Broad-based Economic Development in Milne Bay is achieving economic growth through promotion of foreign and local investments to generate employment thereby raising the income per capita in the province. Milne Bay Province has already accommodated a large-scale oil palm development project that is also set to expand to the Central Province as part of the corridor planning supporting the national vision on robust economic growth. Indeed, it has huge potential to facilitate further economic development through manufacturing, agriculture and livestock development, fisheries and marine resource development, commerce and mines and forestry development. The province has established an Economic Facilitation Committee (EFC) which can play a major role in endorsing feasible and viable investments in Milne Bay. All economic development projects must be screened by the EFC to ensure that compliance and community benefits issues are satisfied. Local participation is encouraged through 'unlocking' land and other equity resources.

### Population in Milne Bay by Districts

Districts	District Headquarters	Population density km <sup>2</sup>	Land Area	Population density km <sup>2</sup>	LLGs	WARD
Districts	Rabaraba	97,268	7,516 km <sup>2</sup>	13	7	156
Esa'ala	Esaala	55,680	2,491 km <sup>2</sup>	22	3	89
Samarai/Murua	Misima	57,887	3,028 km <sup>2</sup>	19	4	88
Kiriwina/Goodenough	Losuia	64,266	992 km <sup>2</sup>	65	2	61
MILNE BAY PROVINCE	ALOTAU	275,101	14,125km <sup>2</sup>	20	16	394

*Source: Milne Bay IPDP 2016-2020*

The table above showed the land areas, population segregated by the four districts, LLGs and the wards. This population possibly will increase over the last 22 years. However, this figures gives a scenario of the school establishment and the trend in the school restructure especially the spaces to be made available in the secondary education.

The population spread in Milne Bay Province was the fundamental factor of political boundaries for each district. These remain the challenge for province to provide opportunity for everyone to access quality education and training. The districts that have population confined would have much more advantage over the others that have population spread across the breath of the sea.

The same challenge is applied to the cost of service delivery that defers from each district. The population does necessarily drive the distribution of financial resources and actual cost will be determined through a careful physical analysis of the geography.

*Population figures extracted from 2010 Household Listing Exercise.<sup>1</sup>*

## Section 2

### EDUCATION IN MILNE BAY

The Milne Bay Provincial Government is mandated by the Organic Law on Provincial and Local Level Governments to oversee the implementation of national development policies and programs and to formulate provincial policies and programs for government functions that has been decentralized to the province (section 25 and 33 of OLPLLG).

Milne Bay Provincial Administration is the implementation arm established under the Public Service (Management) Act responsible to the Milne Bay Provincial Government for the implementation of both national and provincial development policies and programs.

The direction taken by the Provincial Government and its Administration is laid out in the Milne Bay Corporate Plan and embraced in the Vision, Mission and Policy Statements. This Corporate Plan provides the framework and basis to implement government policies to improve the welfare, living standards and quality of life for the people of Milne Bay.

Milne Bay Provincial Government under its mandated functions has the responsibility to ensure that the provincial component of the national education system is established, maintained and expended. Within this context, the MBP PEIP is appropriate and ultimately complements education requirements in the province.

#### Milne Bay Education Law 2011

Under the Provincial Education Law 2011, administration of the provincial education which is the component of the national education system is vested in the following authorities:

- The Milne Bay Provincial Executive Council
- The Chairman of Social Services in Milne Bay Province
- The Provincial Education Board (PEB)
- The Divisional Head (Provincial Education Advisor)
- The Teaching Service Commission (inclusive of power delegation to province)
- The Local-Level Governments (LLGs)
- The Education Agencies
- The District Superintendents and
- The Governing bodies of schools

There are four (4) district education offices established under the provincial structure. The district office establishment function is to monitor the education policies, plans, programs and projects at the facility level.

The function of school inspections and monitoring of teaching and learning has been devolved to the inspectorate areas. The inspections offices are either established in the district or local level government headquarters. The elementary teacher training functions had been established in each local level government headquarters. Since the function had scaled down for teacher training, many offices in the LLG headquarters have been left vacant or office abolished.

## Section 3

### PROGRESS IN EDUCATION

The expansion of the education system was focused at providing more opportunities for school aged children to have access to, and participate in, schooling, particularly at the basic education level, by increasing education coverage, expanding the absorptive capacity of the NES, and reducing disparities amongst males and females, in the province, and districts. Much progress has been made in achieving this goal, particularly at the elementary and primary levels of education stage and was initiated with the main purpose of establishing relevant education for all Papua New Guineans based on the Philosophy of Education for Papua New Guinea.

The current education philosophy, structure, and curriculum have their roots in a number of key documents. First are the National Goals and Directive Principles from the preamble of the PNG Constitution. These provides a core set of guiding principles for the social, cultural, economic, and political development of PNG and all its citizens. The studies have proven that the principle of Integral Human Development is the key priority that must drive the major reforms of the development programs.

#### National Education Structure

The education structure that was established at the time of Independence was designed to produce a cadre of Papua New Guineans equipped to take over the reins of Government and to be able to administer the public service. Only a very small number of children were able to complete a full secondary education and severe bottlenecks at the end of primary schooling and at the end of lower secondary education. These and other pressures led to a major restructuring of the system following the Matane Report of 1989.

This featured the introduction of elementary schooling, with the language of instruction to be that of the community, and the expansion of upper secondary education through the addition of Grades 11 and 12 to selected high schools. The country is embarking to introduce what is called the 1-6-6 school structure following NEC Decision No. 315/2016. During the time of writing this plan NEC Decision No 232/2020 on Early Childhood Education and NEC Decision No 347/2020 National Education Plan 2020-2029 noted the importance of early childhood development and approved Districts and Churches to partner in delivering Early Childhood Sector. NEC also approved pre-school to be financed under a Public Private Church Community Partnership

The proposed 1-6-6 school restructuring of the system will mean that the institutional barriers, following Grades 8 and 10 exams, will, will not be used for selection but for assessment. Implementation for 1-6-6 has started on a few sites in the Milne Bay and it must be recognized that to move into 1-6-6 there must be careful planning and that a rush towards achieving too much too soon is only likely to compromise standards further.

A measured approach is needed, one that is flexible and sensitive to differing situations, and one that consolidates what has been achieved in basic education. The problem has always been to provide a system that provides for all parts of the population – the vast majority who will remain in their community and be largely self-reliant, the 15% or so who will be able to gain formal employment and, finally, there is the very small group who might be expected to excel and compete with the best in the world.

The challenges include the need to expand the system capacity in line with population growth, the remoteness of communities, the lack of resources, the poor coordination between provincial and district levels, the complexity of the society, the lack of teachers and curriculum materials.

Figure 2: Schools System Restructure

Student age(years)	Current Structure 3-6-4		New Structure 1-6-6		LEVELS OF EDUCATION IN 1-6-6
	Sectors	Grades	Sectors	Grades	
18	Secondary (4 years)	Grade 12	Grade 12	Secondary (6 years)	<b>PRE-SCHOOL SECTOR</b> Preschool: Preparatory Grade (Kindergarten 1&2 - by 2023)
17		Grade 11	Grade 11		
16		Grade 10	Grade 10		<b>PRIMARY SECTOR</b> Primary School Grade 1 - Grade 6
15		Grade 9	Grade 9		
14	Primary (6 years)	Grade 8	Grade 8		<b>SECONDARY SECTOR</b> Secondary School: Grades 7 - 12 (Senior High School: Grades 11 &12 (Junior High School: Grade 7 - Grade 10  National High Schools: Grades 11 and 12 (Become National Schools of Excellence)
13		Grade 7	Grade 7		
12		Grade 6	Grade 6		
11		Grade 5	Grade 5		
10	Elementary (3 years)	Grade 4	Grade 4	Primary (6 years)	<b>FODE SECTOR</b> FODE Grades 7 - 12 (Will will also offer matriculation)
9		Grade 3	Grade 3		
8		Elementary 2	Grade 2		<b>TVET SECTOR</b> Vocational Centes: Grades 8, 10 & 12 (Will offer NCI & NC2)
7	Elementary 1	Grade 1			
6		Elementary Prep	Preparatory	Pre-School (1 years)	<b>SPECIAL EDUCATION</b> Inclusives of all sectors
4 & 5	Public, Private Community partnership		Kindergarten 1&2	Early Childhood (2 years)	
Total years of school	3 years		13 years		

Source: National Education Plan 2020-2029

The last 5 years has seen major programs and policies to improve access, retention, quality, equity and education management, although there has not always been measured and sustained progress. Corresponding reforms in governance were introduced and critical financial resources provided, to enable efficient and effective delivery of basic education, resulting in improved education access, retention and quality.

Despite the remarkable progress in education, Milne Bay is faced with the following challenges as such, a need to improve retention through the years of basic education such as induction of boarding primary status, restructure of elementary education system to include ECE, the restructure of primary education to include grades 1 and 2 who were enrolled as Elementary (E1) and (E2) and the restructure of the secondary education to start with grade 7 and 8 that were taught in primary education institutions.

The School System Restructure 1-6-6 will be the pillar of the school establishments and development. The establishment then will expand to include ECE to Preparatory grades as the restructure is implemented in elementary schools and teachers are fully trained. The national government had set targets that by 2026; all the students will continue education to grade 9 without the selection process in grade 8 examination. This trend will continue that by 2027, the student population in grade 10 in the yester year will continue upper secondary education without due selection processes.

The isolation and remoteness had disadvantage schools and this had challenged the need to improve the delivery of education services in rural areas of the province. The decentralization of the functions and improved services at the districts can improve education services delivery at the facility level. The restructure of schools comes with added cost to the existing increasing cost of goods and services. The costs of the education service delivery continue to increase for the remote schools.

## Financing Education

The national Government Tuition Fee Free Subsidy (GTFS) policy had improved school financing to implement SLIP. The Service Improvement Program (SIP) funds through the Provincial Government and the respective District Development Authorities (DDAs) from the national development budget also support schools in major significant developments for schools. The Functional Grants (FG) for education division in the province is allocated direct to Province for the implementation of the education functional programs.

## Functional and Personnel Emolument Grants

The provincial education functional grant supports the general administration of education division both provincial and the district offices. There are three 'Minimum Priority Areas' (MPA) under education functions for service delivery. The priority of the functional grant is to supply school learning materials on time, visit and supervise schools for teaching and learning and support the district education functions on monitoring.

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**Table 2: Funding Sources and Allocation 2016-2020**

Financial Year	Budget	Actual Ceiling Budget	Functional Grant	MBTS LF	MBTS Salaries & Other Entitlement	PSIP
2016	Recurrent	64,895,300	7,804,200	1,500,000	54,291,100	1,300,000
2017	Recurrent	65,015,600	7,652,600	1,000,000	54,963,000	1,400,000
2018	Recurrent	64,198,100	6,666,600	1,000,000	55,531,500	1,000,000
2019	Recurrent	75,262,513	7,027,082	1,157,665	64,286,866	2,790,900
2020	Recurrent	77,477,700	7,577,600	1,195,800	66,704,300	2,000,000
		<b>346,849,213</b>	<b>36,728,082</b>	<b>5,853,465</b>	<b>295,776,766</b>	<b>8,490,900</b>

*Note that the unspent funds for a particular year is rolled over for expenditure in the next year*

Teaching Services personal emolument cost was consistent from 2016 to 2018. There was significant increase from 2018 to 2020. The Teaching Service Commission (TSC) had reached a new determination in 2021 to increase the base level teaching position. The increase had a severe impact on the cost of salaries and other entitlements budget.

The teachers' personnel emolument are budgeted in the province but is expended at the national education office headquarters. Non consistency in reporting from the payroll system contributes to provinces lack of monitoring of personnel emolument budget expenditure.

## **School Subsidy**

The national GTFS policy had improved school financing system whereby the grants are transferred directly to the school operating accounts to implement 3 years SLIP. The GTFS policy had alleviated burden with the parents with lack of capacity to pay full school fees timely. The direct school financing demands prudent school governing boards and sound knowledge on proper financial records keeping.

Provincial government had supported the initiative and allocated separate funding under PSIP to immediately respond to the delay in the national government direct school funding for boarding institutions.

## **Development Grants**

### ***Infrastructure Projects***

The school received direct funding from the respective DDAs either through submissions or MP's discretionary commitment under District Service Improvement Program (DSIP) for development activities or maintenances. The direct funding information from the DDAs is the reporting gap between the districts administrations through district education offices and the provincial education office.

The provincial government allocates funds based on the school development program. The provincial government through Provincial Service Improvement Program (PSIP) supported school infrastructure development, school subsidy support for and sponsorship for school of excellence and tertiary education.

### ***Milne Bay Government Scholarships***

The Milne Bay Provincial Government (MBPG) supported students in tertiary education to partly pay the tuition fees. The sponsorship program was an initiative designed for teacher training for rural and extremely remote schools. The program had been adopted by the Provincial Government and extended the scope to support students in recognised tertiary institutions with conditions set the specific criteria.

The provincial government decided to further extend the sponsorship program to support academic performing grade 11 and 12 students selected to National School of Excellence. The funding support included the return airfares, subsidise tuition fees and book allowances.

The respective districts through their DDAs provide similar tertiary education support. Each DDA had its own criteria to qualify students for the sponsorship program and the amount approved varies between districts.

## **Partnership Programs**

The potential development partners programs are coordinated through department of education and the programs are centralized at the nation's capital. The infrastructure projects documents are formulated and submitted for potential funding through the development partners and or national development funding for education.

The United Church Rural Water Supply and Sanitation Program (UCRWSSP) had assisted selected primary schools within selected communities for water and sanitation project. The partnership with the Non-Government Organisation (NGO) directly facilitates the WaSH programs in schools.

The program had being diversified to the rural communities and had assisted schools improve existing water system or install water system for schools that have no proper water supply.

## Education Highlights

In 2021, the number of schools had increased by 15.4% in which the total number of schools registered and are operational at the end of 2021 school census calendar was 775. This was an increase of 54 new schools established.

The number of students enrolled had increased over the 5 years from 2017-2021 creating demand for additional spaces. The students' population had increased by 3% from 2016 and the population stands at 86,131 pupils and the increase had put pressure on the existing infrastructure and teacher pupil ratio.

Although the teacher population was increasing in a steady rate, the demand was not met to the number of teaching positions created. In 2021, 2,962 teachers were employed across all sectors of education (excluding private institutions), with almost 50 per cent in the primary sector, 38 per cent in the elementary sector and the remaining percentages are shared between VET and high secondary schools. Milne Bay Province had almost equal number of males and females teachers recruited and deployed in schools.

NGOs and private organizations operated some schools outside the national education system. This plan does not cover those schools. However, this plan will demand standard and quality of education provided for the entire population.

The Education Services responsibility was shared between the government, faith based and the private organizations. While Milne Bay Provincial Education directly controls the system schools, the private permitted schools and FODE institutions quality and standards and coordination were the equal responsibility.

This Education Implementation Plan looks at developing, promoting and Achieving Fair, Inclusive and Quality Education and Training with an understanding among parents and students for VET education pathways purpose, and routes to employment. The FODE system will be strengthened and linked to VET to provide viable options for students. All high and secondary schools will accommodate FODE to deliver quality teaching and learning.

## Education Institutions

The total number of institutions increased by 123 new schools established as of the last plan. The establishment of the education institution is coordinated through Provincial Education Office endorsed by PEB. The school registration is facilitated by Department of Education (DoE) through provincial submissions.

**Table 3:** Number of schools operating, by management, 2020

Sector	Government	Church Agency	Permitted & Others	Total
Elementary	225	303	2	530
Primary	83	142	2	227
Secondary	5	6	0	11
Vocational	3	7	0	10
DODE	1	0	0	1
<b>Total</b>	<b>317</b>	<b>458</b>	<b>4</b>	<b>779</b>

Source: EMIS 2021 provincial extracts

The province registered a total of 779 schools and 59% of the operating schools are run by faith based organisations 0.5% of schools are permitted to operate in the province. The government operated 317 schools and maintained the curriculum and teaching services to both the church and government agency schools.

## Students Enrolment

The student enrolment can be categorised in age specifics where by the enrolment is analysed in age groups or be shown regardless the age group. However, the table below is showing the enrolment figures disregarding the age specifics – Gross Enrolment.

Table 4: Number of Students Enrolled by Grade - 2020

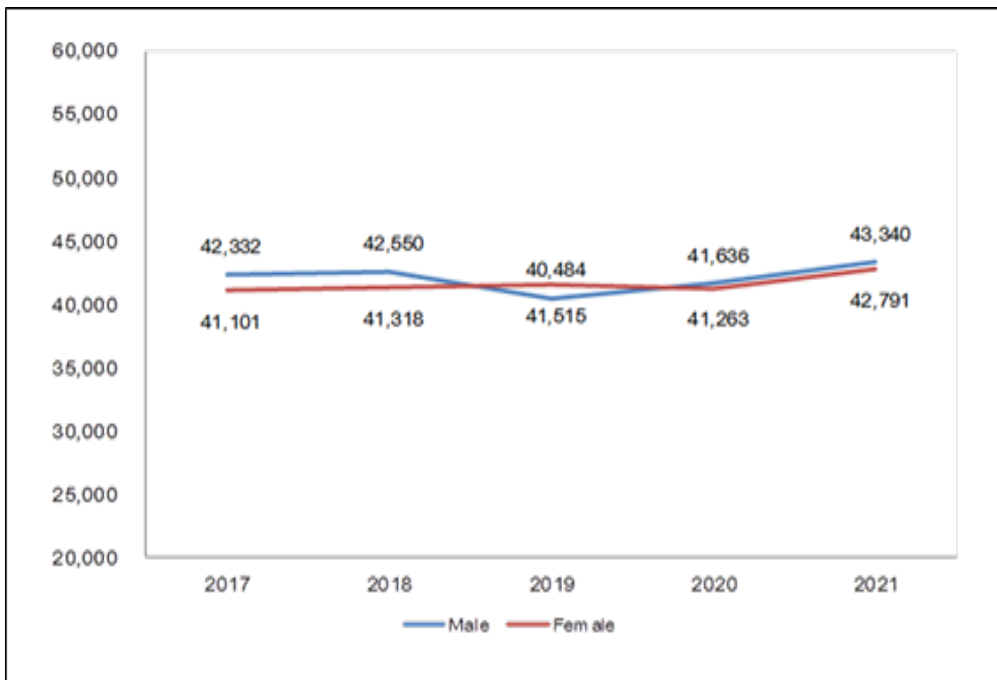
Grade	Male	Female	Total
Preparation	8086	7,638	15,724
Elementary 1	5,848	5,259	11,107
Elementary 2	5,412	4,743	10,155
Grade 3	4,634	4,629	9,263
Grade 4	3,788	3,768	7,556
Grade 5	3,377	3,557	6,934
Grade 6	3,031	3,249	6,280
Grade 7	2,917	3,176	6,093
Grade 8	2,557	2,786	5,343
Grade 9	1,046	1,126	2,172
Grade 10	876	964	1,840
Grade 11	480	558	1,038
Grade 12	432	496	928
Voctional	856	542	1,398
FODE	327	386	713
<b>Grand Total</b>	<b>43,667</b>	<b>42,877</b>	<b>86,544</b>

Source: EMIS 2021

There are other factors like the remoteness and geographical nature of the province that challenges access and may possibly force number of students to fluctuate but evidently, the enrolment had increase from 75,328 in 2014 and in 2020, the student population reached 86,544 which is an achievement of enrolment increased by 13% of the total student population.

The segregation of student population by gender had shown a fair combination of the participation of boys and girls in the schools.

Figure 3 Gender of enrolled students by sector in 2021



Source: EMIS 2021

The number of students continues to increase annually due to the national policy changes that encourages students enrol in schools and remain for the duration of the education period. There are factors like the GTSF and GESI policies that contribute fairly in the increase of the school population in the last 5 years.

### Transition

The transition between Grades 8 and 9, and 10 to 11, will rise gradually during the plan period. However, the larger number of students working their way through the system will result in increased population. The suitable and other education pathways will cater for the increased enrolment is the FODE and TVET sector.

Table 5 Transition Rate

Transition Rate,2022				
Transition		Transition Rate (%)		
Grade		Male	Female	Total
	Preparatory to 1	88	90	
	1 to 2	92	93	
	2 to 3	93	94	
	3 to 4	95	95	
	4 to 5	97	96	
	5 to 6	98	97	
	6 to 7	98	97	
	7 to 8	99	98	
	8 to 9	101	101	
	9 to 10	103	103	
	10 to 11	104	103	
	11 to 12	104	104	

Source: EMIS 2021

The transition rate had improved in all grades in the last 3 years. Table 6 above indicated the transition at grade 2-3 is over 80%. The data proved that half of the students in grade 8 found placing in grade 9 to continue education. Out of the half population that transitioned into Grade 9 and 10, the number of students dropped by less than 50% to find placing in Higher Secondary education.

### Teacher to Pupil Ratio

Generally, the ratio between teacher is to student had improved over the last 4 years. Due to the locations of schools especially in Elementary and Primary schools, the actual ratio between teachers is to student will vary. The data in table 4 trend indicated the province will continue to improve the ratio.



**Table 6** Teacher numbers and teacher: pupil ratio, by grade, 2020

Grade	Male	Female	Total	Pupil Ratio
Elementary Total	1,756	549	2,305	16.05
Preparation	1,379	215	1,595	9.86
Elem 1	178	156	334	33.25
Elem 2	198	178	376	27.01
Primary Total	708	851	1,559	26.61
Grade 3	95	198	294	31.54
Grade 4	106	159	264	28.57
Grade 5	109	150	259	26.8
Grade 6	124	119	243	25.81
Grade 7	128	120	247	24.64
Grade 8	146	105	251	21.29
Grade 9, 10, 11, 12	134	100	234	25.56
Vocational	28	36	64	11.14
<b>Grand Total</b>	<b>5,089</b>	<b>2,936</b>	<b>8,024</b>	

**Figure 4** The Connections in Planning

### PLANNING FRAMEWORK



Source: NEP 2020-2029

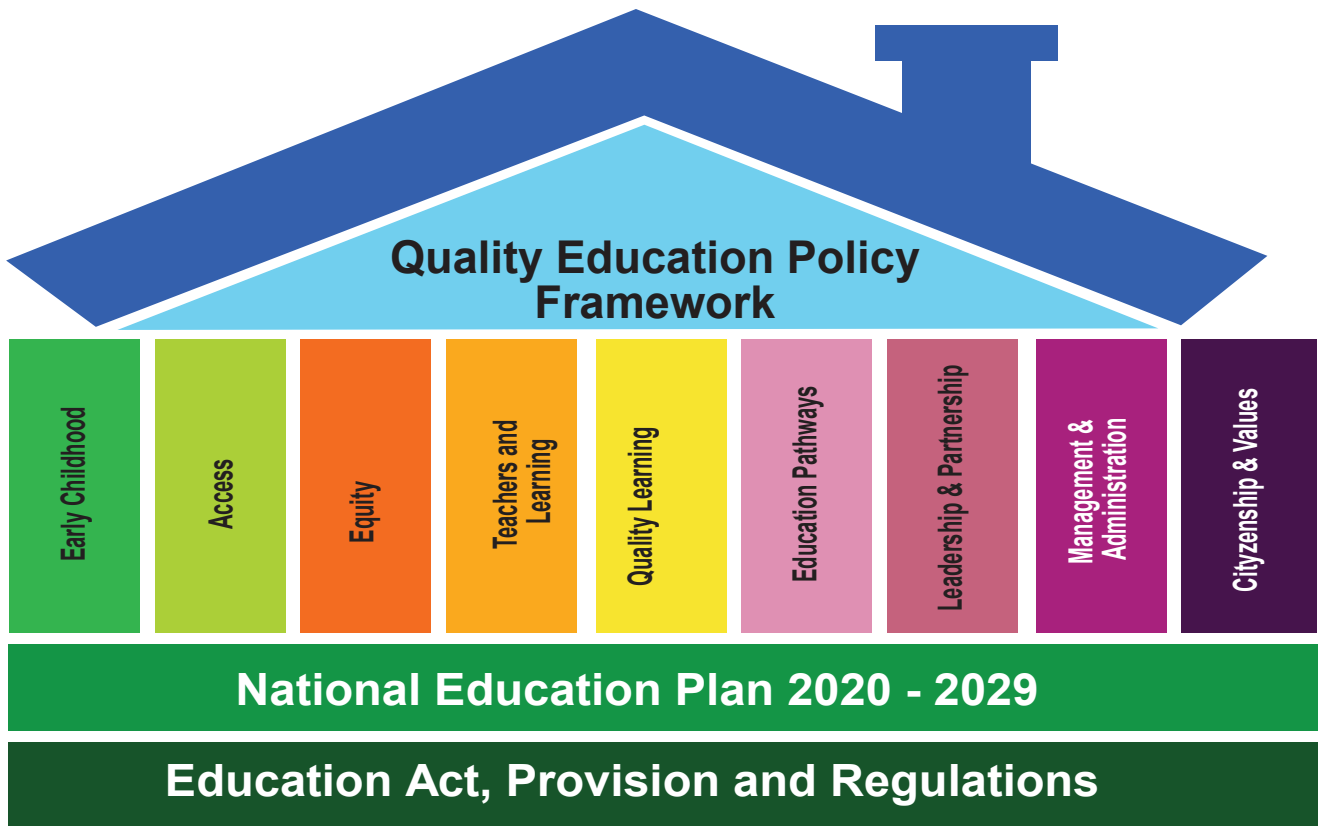
The PEIP provides strategic direction for an integrated approach to education in Milne Bay. It focuses on improving the quality of education for all and takes account of widespread consultation. Gender equality is a cross-cutting issue reflected across the entire plan and its implementation.

The PEIP 2016–2020 builds on the PEP 2016-2020, IPDP 2018-2022 and the Education Sector Strategic Plan 2010–30, while complementing the Universal Basic Education (UBE) Plan 2010–19.

The national education policy frame will be replicated to reflect policy aligned alignment and consistency in the implementation of the Provincial Education plan.

Figure 5 PEIP in the Policy

## National Education Policy Framework



Source: NEP 2020-2029

### Education Sector Strategic Plan

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

**Note:** The term 'teacher' that is used throughout the plan is inclusive of teachers, instructors, lecturers and all those implementing a teaching and learning program. The word school is used generically to cover schools, colleges, teachers colleges, centres and any other institution where a learning program is supplied. School board covers Governing Councils, Boards of Governors and Boards of Management.

This plan refers to the post-primary sector of schooling as secondary. Some proposals for restructure rename the post-primary sector high schooling but, for clarity, the term secondary is used until any proposed changes are approved and take effect.

## Section 4

### THE PLAN

The PEIP 2021-2025 has nine focus areas, which will contribute together towards achieving seven outputs and three end outcomes over the next five years, as outlined below. The strategies are interrelated and the advancement will contribute to the inclusive, fair and quality learning for citizen in Milne Bay. Quality will be an emphasis across all strategies to strengthened excellence and standards for learning in the learning institutions.

This plan had reflected government decision to improve the school system by restructures. The restructures included the curriculum and teacher training, school system to include early childhood education, the teaching position upgrades and Government Tuition Fee Free (GTFF) policy.

This plan had responded to the MBPG vision to establish tertiary institutions to complete the cycle of education and prepare students for employment. The plan for the tertiary institution included the maintenance and improvement of the existing colleges and establishment of additional institutions to deliver relevant course for human integral development.

An underlying principle throughout the PEIP is gender equality; one aim is to achieve gender equity in every aspect of education, resulting in equality of educational outcomes for females and males.

The lead agencies that will implement the strategies and means of verification are shown in the focus areas below, with abbreviations and acronyms explained in the front of this document.

Milne Bay as a maritime province is challenged to provide access to every child in remote small communities. The province through this plan emphasizes on school restructure and more so, builds on the existing boarding primary schools to convert to junior high school for better boarding conditions.

The Province will continue to provide counter funding in the form of annual school subsidy to support National Education Government Tuition Fee Free (GTFF) policy. The provincial government support to the policy included the boarding institution funding and the students' scholarships assistance for both tertiary colleges and National School of Excellence.

Significant infrastructure includes classrooms, teachers' houses, clean water and sanitation facilities to provide suitable learning environment that is friendly, safe and healthy for all children. The province will continue to develop and improve schools infrastructure to the required standard at all levels of education to cater for annual increases in student enrolments.

The ultimate objective of the quality education is to provide opportunity for all school aged children and youths regardless of gender, race, religion or denomination, cultural beliefs and those marginalized by the system. These are children and youths that do not have opportunity to Access and Equity. This plan outlines the options of quality education accessible to children and youths while strategizing avenues to provide more opportunity and correct pathway in education.



## NEP Focus Area 1: Early Childhood Education

MTDP/IPDP Code	NEP Ref.#	NEP Focus Area: EARLY CHILDHOOD EDUCATION	Major Outcome	That by 2029 all Papua New Guinean children are provided with an opportunity to enrol in an early childhood program to ensure full school readiness for entry into the formal education system									
				Minor Output Indicator	PEIP 2018 Target	PEIP 2021 Target	PEIP 2022 Target	PEIP 2023 Target	PEIP 2024 Target	PEIP 2025 Target	NEP 2029 Target	Sources (MOV)	
	1.1	Percentage of wards with a registered Pre-School (Major Outcome)	Wards with pre-schools	100%	0%	50%	50%	50%	0%	100%	90%	EMIS	
	1.2	Percentage of pre-school with ECE classes K1, K2 & Prep (Major Outcome)	Pre schools take on ECE	0%	0%	0%	0%	5%	5%	10%	80%	EMIS	
	1.3	Percentage of 4-5 years old children enrolled in ECE (Minor Outcome 1.1)	ECE_NAR	0%	2%	3%	5%	5%	6%	8%	80%	EMIS	
	1.4	Percentage of ECE Infrastructure built (Minor Outcome 1.2)	ECE_Infrastructure	0%	2%	4%	6%	6%	8%	10%	70%	Establishment Report	
	1.5	Percentage of ECE teachers with an approved teacher qualification (Minor Outcome 1.2)	ECE_Certified teachers	0%	6%	12%	18%	18%	24%	30%	80%	EMIS	
	1.6	Percentage of Standard ECE Syllabus & materials procured to Pre-schools (Minor Outcome 1.2)	ECE_Curriculum	0%	6%	12%	18%	18%	24%	30%	90%	CDD/MFA Report	
		<b>Activity Description</b>	<b>Implementing Agency/person</b>	<b>Plan Deliverables</b>	<b>Estimated Budget</b>							<b>Funding Source</b>	<b>Timeframe</b>
	MO 1.1	That by 2029 opportunities are provided for increasing numbers to have access to an early childhood education	Advisor School Operations	Number of ECE institutions registered	2021	2022	2023	2024	2025	2025			
	MO 1.1 MBP	That by 2025 opportunities are provided for increasing numbers to have access to an early childhood education	Advisor School Operations	Number of ECE institutions registered	2021	2022	2023	2024	2025	2025			
	1.1.1	Convert all registered elementary schools to pre-schools	Asst Advisor Preschool	Pre schools established	-	50	50	-	-	-	-	MBPDoE Grant	2022-2023
	1.1.2	Map out and schedule ECE potential establishments in LLGs	Asst Advisor Preschool	394 ECE centres identified	-	40	80	40	-	-	-	MBPDoE Grant	2021-2023
	1.1.3	Establish ECE centres recommended in the mapping	Asst Advisor Preschool/CES	39 ECE institutions established	-	-	650	650	650	650	650	DDA & Agencies	2022-2025
		<b>Total</b>	<b>Advisor School Operations</b>	<b>Number of teachers trained &amp; qualify to teach ECE</b>	-	90	780	690	650	650	650		
	MO 1.2	That by 2029 ECE institution are able to provide a quality preparedness program for 4 and 5 years old	Advisor School Operations	Number of teachers trained & qualify to teach ECE	2021	2022	2023	2024	2025	2025			
	MO 1.2 MBP	That by 2025 ECE teachers are trained and institutions are able to provide a quality preparedness program for 4 and 5 years old	Advisor School Operations	Number of teachers trained & qualify to teach ECE	2021	2022	2023	2024	2025	2025			
	1.2.1	Identify existing elementary school teachers to train for ECE	Asst Advisor Preschool/CES	Teachers retrained and qualify to teach ECE	80	80	80	80	80	80	80	MBGFG	2021-2025
	1.2.2	Establish agreements with other education partners for local ECE teacher training	Asst Advisor Preschool/CES	Partnership agreement for ECE	100	100	100	100	100	100	100	MBGFG	2021-2025
		<b>Total</b>	<b>Advisor School Operations</b>	<b>Number of teachers trained &amp; qualify to teach ECE</b>	180	180	180	180	180	180	180		
	MO 1.3	That by 2029 ECE institutions are managed and monitored in an effective manner	Advisor School Operations	ECE Institutions are administered in partnership	2021	2022	2023	2024	2025	2025			
	MO 1.3 MBP	That by 2025 ECE institutions are managed and monitored in an effective manner	Advisor School Operations	ECE Institutions are administered in partnership	2021	2022	2023	2024	2025	2025			
	1.3.1	Conduct scheduled consultative meetings between school agencies	Advisor School Operations	Consultative meetings hosted	120	50	50	120	30	30	30	MBGFG	2021-2025
		<b>Total</b>	<b>Advisor School Operations</b>	<b>Consultative meetings hosted</b>	120	50	50	120	30	30	30		
		<b>Total</b>	<b>Total</b>	<b>Total</b>	300	320	1,010	990	860	860	3,480		





Activity Description	Implementing Agency(s)/person	Plan Deliverables	Estimated Budget					Funding Source	Timeframe
			2021	2022	2023	2024	2025		
<b>MO 2.1</b> That by 2029 all children enter preparatory and then have the opportunity to complete 13 years of education	Principal Advisor Education	Number of elementary Schools are converted to Preparatory	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000		
<b>MO 2.1 MBP</b> That by 2025 all children enter preparatory and then have the opportunity to complete 13 years of education	Principal Advisor Education	Number of elementary Schools are converted to Preparatory	PGKina	PGKina	PGKina	PGKina	PGKina	PGKina	
Continue to implement government Free Education Policy	Advisor School Operations	Funds transacted to schools	28,043	29,056	30,088	31,105	32,251	PDoE	
2.1.1 Restructure existing schools to provide additional spaces in preparatory and primary schools	Advisor Education Operations	Pre-Schools and additional Primary Schools established	300	300	500	500	500	DDA/LLGs	
2.1.2 Restructure high and secondary schools	Advisor Education Operations	Additional Junior High and Secondary Schools established	-	-	1,000	1,000	1,000	MBPG/DDA	
2.1.3 Restructure schools for academy	Advisor Education Operations	School restructured for academy	200	200	200	200	200	MBPG/DDA	
2.1.4 Provincial School of Excellence	Advisor Education Operations	Cameron Secondary converted to Provincial School of excellence for (STEM)	-	-	500	1,000	1,500	MBPG	2021-2025
2.1.5 Establish new vocational schools	Advisor Education Operations	Additional vocational institutions established	-	-	1,500	-	-	MBPG/DDA	
2.1.6 Establish ECE centres	Advisor Education Operations	ECE centres established	-	-	1,200	1,200	1,200	DDA/LLGs Agencies	
	<b>Total</b>		<b>28543</b>	<b>29556</b>	<b>34988</b>	<b>35005</b>	<b>38151</b>		
		<b>Number of institutions established</b>	<b>Amounts in '000</b>	<b>Amounts in '000</b>	<b>Amounts in '000</b>	<b>Amounts in '000</b>	<b>Amounts in '000</b>		
<b>MO 2.2 MBP</b> That by 2025 children have the opportunity to tertiary education in the province	Principal Advisor Education	Number of institutions established	PGKina	PGKina	PGKina	PGKina	PGKina	PGKina	
2.2.1 Establish teachers college	Advisor Education Operations	Teachers college registered with DHERST	1,000	1,300	3,500	6,250	7,500	MBPG	



2.2.2	Establish partnership for establishment of university centre	Advisor Education Operations	MB Unic Centre established	-	100	200	200	200	200	MBPG
2.2.3	Increase spaces in existing nursing colleges/institutions	Advisor Education Operations	Additional space provided in existing colleges	-	-	3,000	3,000	3,000	3,000	MBPG
2.2.4	Establish technical and business colleges	Advisor Education Operations	VET Centre improved for NC courses	-	-	3,000	-	3,000	3,000	MBPG
2.2.5	Establish partnership for agriculture training college	Advisor Education Operations	Consulted DAL for conversion of Bubuleta Institution	-	-	5,000	5,000	-	-	MBPG
2.2.6	Establish partnership for fisheries and boat building college	Advisor Education Operations	Negotiated establishment with NFA	-	-	-	1,500	10,500	10,500	MBPG
2.2.7	Establish a maritime college	Advisor Education Operations	A Maritime college established	-	-	-	25,000	-	-	MBPG
		<b>Total</b>		<b>1,000</b>	<b>1,400</b>	<b>14,700</b>	<b>40,950</b>	<b>24,200</b>		

2021-2025

MO	MO Description	Principle Advisor Education	Number of new buildings constructed	Amounts in '000		Amounts in '000		Amounts in '000		Funding Source	Timeframe	
				PGKina	PGKina	PGKina	PGKina	PGKina	PGKina			
MO 2.3	That by 2029 sufficient infrastructure is constructed to enable the 1-6-6 structure program	AEO/DEAs & CESS	PFDS developed for submissions	60	120	120	120	120	120	MBPDoE FG	2021-2025	
MO 2.3 MBP	That by 2025 sufficient infrastructure is constructed to enable the school system restructure and Tertiary Education institutions			60	60	60	60	60	60			
2.3.1	Develop projects documents for new and additional infrastructure considering gender sensitivity and inclusive education for all institutions (ECE, Pre-School, Primary, Secondary, Voc & Tertiary institutions)			60	60	60	60	60	60			
2.3.2	Standardize school infrastructure designs for gender sensitive and inclusive education	AEO	Standard school building designs are used	60	60	60	60	60	60	MBPDoE FG	2021-2025	
<b>Total</b>				120	120	180	180	180	180			
MO 2.4	That by 2029 all schools have adequate sanitation and living accommodation	Principle Advisor Education	Standard houses built with proper sanitation	Amounts in '000		Amounts in '000		Amounts in '000		Funding Source	Timeframe	
MO 2.4 MBP	That by 2025 all schools have adequate sanitation and living accommodation			PGKina	PGKina	PGKina	PGKina	PGKina	PGKina			
2.4.1	Maintain hand washing and sanitation facilities installed in all schools			500	500	500	500	500	500			
2.4.2	Ensure adequate number of staff houses are built to approved standard designs	AEO/DEAs/CESS	Building designs improved	6,500	6,500	6,500	6,500	6,500	6,500	MBPG	2021-2025	
<b>Total</b>				7,000	7,000	7,000	7,000	7,000	7,000			
MO 2.5	That by 2029 all school infrastructure is well maintained	Principle Advisor Education	Infrastructure maintained	Amounts in '000		Amounts in '000		Amounts in '000		Funding Source	Timeframe	
MO 2.5 MBP	That by 2025 all school infrastructure is well maintained			PGKina	PGKina	PGKina	PGKina	PGKina	PGKina			
2.5.1	Develop and formulate projects documents for existing school infrastructure maintenances and improvement considering gender sensitivity and inclusive education for all institutions			100	100	250	300	300	300			
2.5.3	Ensure existing school infrastructure are maintained and improved	AEO/DEAs/CESS	School infrastructure is in useable conditions	275	275	300	350	350	350	MBPDoE FG	2021-2025	
<b>Total</b>				375	375	550	650	650	650			
MO 2.6	That by 2029 the Retention rate between each grade will have improved to 96% target	Advisor School Operations	School environment is conducive	Amounts in '000		Amounts in '000		Amounts in '000		Funding Source	Timeframe	
MO 2.6 MBP	That by 2025 the Retention rate between each grade will have improved to 96% target			PGKina	PGKina	PGKina	PGKina	PGKina	PGKina			
2.6.1	Establish boarding primary schools			500	500	500	500	500	500			
2.6.2	Ensure school environment transform to healthy and friendly environment	Assist Advisors/CESS	Boarding PS identified	100	100	100	100	100	100	MBPDoE FG	2021-2025	
<b>Total</b>				600	600	600	600	600	600			
<b>Total</b>				37,638	39,051	58,018	84,385	84,385	70,781	289,873		

## NEP Focus Area: 3 EQUITY

MTDP/IPD P Code	NEP Ref #	NEP Focus Area: EQUITY	Major Outcome	That by 2029 all Papua New Guineans will have equal opportunity regardless of geographic location, economic circumstances, gender and disability										Sources (MOV)	
	Minor Output Indicator		Prov Baseline 2018	PEIP 2021 Target	PEIP 2022 Target	PEIP 2023 Target	PEIP 2024 Target	PEIP 2025 Target	NEP 2029 Target						
	3.1	Gender Parity Index (Major Outcome),	GPI_NER, ECE	0%	0%	1%	1%	1%	1.0						
			GPI_NER, Elementary	1%	1%	1%	1%	1%	1.0						
			GPI_NER, Primary	1%	1%	1%	1%	1%	1.0						
			GPI_NER, High	2%	2%	1%	0%	1%	1.0						
			GPI_GER, ECE	0%	0%	1%	1%	1%	1.0						
			GPI_GER, Elementary	1%	1%	1%	1%	1%	1.0						EMIS
			GPI_GER, Primary	1%	1%	1%	1%	1%	1.0						
			GPI_GER, High/Secondary	1%	2%	1%	1%	1%	0.8						
			GPI_GER, Vocational	1%	1%	1%	1%	1%	0.8						
			GPI_GER, FODE	1%	1%	1%	1%	1%	0.8						
	3.2	Percentage of Women in decision making bodies- education boards (Minor Outcome 3.1)	Provincial	25%	29%	31%	33%	35%	50%						
			District	0%	4%	12%	8%	20%	50%						
			School	10%	14%	16%	18%	20%	50%						
	3.3	Percentage of very remote and disadvantage schools with SLIP (Minor Outcome 3.2)	Elementary	28%	37%	41%	46%	50%	20%						Inspection/ GES
			Primary	29%	37%	42%	46%	50%	20%						
			High/Secondary	0%	20%	30%	40%	50%	20%						
	3.4	GER for OOSc (Minor Outcome 3.3)	Oosc_GER	11%	11%	6%	1%	6%	35%						OOSc Report
	3.5	Percentage of students enrolled in school of excellence (Minor Outcome 3.4)	SoE_GER	5%	8%	14%	17%	20%	40%						EMIS
	3.6	Number of special need students in mainstream education registered with Special Education Resource Center (Minor Outcome 3.5)	Elementary	0	2	4	6	8	4679						Special Education Report
			Primary	39	58	20	1	20	3747						
			Secondary	0	2	4	6	8	1889						
			Vocational	0	2	4	6	8	1736						
			Implementing Agency(s)/person	Plan Deliverables 2021	Estimated Budget	2022	2023	2024	2025						
	MO 3.1	That by 2029 the GPI for secondary education will have improved and women have a place on all decision making bodies	Adviser School Operations	Females participated fairly in schools	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000						
	MO 3.1 MBP	That by 2025 the GPI for secondary education will have improved and women have a place on all decision making bodies			PGKina	PGKina	PGKina	PGKina	PGKina						Timeframe
	3.1.1	Carryout awareness on girls right to education	Ast Advisors/IDEAs/ CESs		100	100	100	100	100						MBPDoE
	3.1.2	Train school base counsellors	Ast Advisors/IDEAs/ CESs		-	-	300	-	300						MBPDoE
		<b>Total</b>			<b>100</b>	<b>100</b>	<b>400</b>	<b>100</b>	<b>400</b>						
	MO 3.2	That by 2029 the percentage of remote schools will have SLIPs as in urban and accessible area	Adviser School Operations	3 years SLIP endorsed	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000						
	MO 3.2 MBP	That by 2025 the percentage of remote schools will have SLIPs as in urban and accessible area			PGKina	PGKina	PGKina	PGKina	PGKina						Timeframe
	3.2.1	Conduct School Learning Improvement Program workshop	DEAs		-	-	200	200	-						MBPDoE
	3.2.2	Review School Learning Programs	Ast Advisors/IDEAs		-	-	-	-	200						MBPDoE
		<b>Total</b>			<b>-</b>	<b>-</b>	<b>200</b>	<b>200</b>	<b>200</b>						



MO	Description	Advisor Education Operations	OOSC Educated	Amounts in '000		Amounts in '000		Amounts in '000		Funding Source	Timeframe
				PGKina	PGKina	PGKina	PGKina	PGKina	PGKina		
MO 3.3	That by 2029 children who have dropped out of the school system will have been provided with opportunity for education and training										
MO 3.3 MBP	That by 2025 children who have dropped out of the school system will have been provided with opportunity for education and training										
3.3.1	Conduct a survey on out of school children (OOSC)	M&EO/DEAs/CESs		-	-	70	-	-	-	MBPDoE FG	2022-2025
3.3.3	Establish community rehabilitation program for youths and adults	M&EO/DEAs/CESs		-	10	50	60	80	80	MBPDoE FG DDA	2022-2025
3.3.4	Establish community based education programs for upskilling	M&EO/DEAs/CESs		-	-	50	60	80	80	MBPDoE FG DDA	
	<b>Total</b>			0	10	170	120	160	160		
MO 3.4	That by 2029 children with identified special talent in a variety of academic and non-academic areas will be provided with the opportunity to fulfill their potential to the fullest	Advisor School Operations	Talents identified and developed								
MO 3.4 MBP	That by 2025 children with identified special talent in a variety of academic and non-academic areas will be provided with the opportunity to fulfill their potential to the fullest										
3.4.1	Create extra curricular school activities to explore students talents	Assist Advisors/CESs		-	30	30	30	30	30	MBPDoE FG	
3.4.2	Create education programs for talented and potentials students for excellence learning	Assist Advisors/CESs		-	20	20	20	20	20	MBPDoE FG	2022-2025
3.4.3	Create incentives for students selected under School of Excellence criteria	Assist Advisors/CESs		-	200	200	200	200	200	MBPG	
	<b>Total</b>			0	250	250	250	250	250		
MO 3.5	That by 2029 a collaborative approach is used to institutionalise inclusive education within the school system	Principle Advisor Education	Inclusive education is institutionalized								
MO 3.5 MBP	That by 2025 a collaborative approach is used to institutionalise inclusive education within the school system										
3.5.2	Partner with churches education agencies to improve and increase spaces in existing special education facilities	Advisor School Operations		-	50	100	100	100	100	MBPDoE FG	2022-2025
3.5.3	Develop program to help identify students with physical disability and impairment	Advisor School Operations		-	-	50	50	50	50	MBPDoE FG	2022-2025
	<b>Total</b>			-	50	150	150	150	150		
				100	410	1,170	820	1,160	1,160	3,660	







MO	MO Description	Principle Advisor Education Services	Number of teachers undergo qualification	Amounts in '000		Amounts in '000		Amounts in '000		Amounts in '000		Funding Source	Timeframe
				PGKina	PGKina	PGKina	PGKina	PGKina	PGKina				
MO 4.2	That by 2029 a teacher upgrading program have been implemented	Advisor School Operations		-	100	150	150	150	150	150	MBPDoe FG		
MO 4.2 MBP	That by 2025 teacher upgrading program have been implemented	Advisor School Operations		-	100	150	150	150	150	150	MBPG		
4.2.1	Identify to recommend serving teachers without grade 12 certificate or required GPA in Grade12 to matriculate through FODE	Advisor School Operations		-	100	120	120	120	120	150	MBPG		
4.2.2	Identify preparatory teachers qualified on certificate to upgrade to diploma in Early Childhood	Advisor School Operations		-	60	60	60	60	60	60	MBPG		
4.2.3	Identify primary school teachers qualified on certificate to upgrade to diploma	Advisor School Operations		-	60	60	60	60	60	60	MBPG		
4.2.4	Identify secondary school teachers with diploma qualification to upgrade to degree	Advisor School Operations		-	30	30	30	30	30	30	MBPG		
4.2.5	Identify secondary school science teachers to upgrade qualification for STEM subjects	Advisor School Operations		-	200	150	150	150	150	150	MBPG		
4.2.6	Identify teachers to upgrade to masters in education	Advisor School Operations		-	670	720	720	720	720	750			
		<b>Total</b>											
MO 4.3	That by 2029 all teachers have regularly participate in a program of In-service teacher professional development	Advisor School Operations	Coordinated inservice program in place										
MO 4.3 MBP	That by 2025 all teachers have regularly participate in a program of In-service teacher professional development	Advisor School Operations											
4.3.1	Analyse needs and develop inservice training package (admin, curriculum, management)	Asst. Advisors		-	10	10	10	10	10	10	MBPDoe FG		
4.3.2	Develop inservice program for head teachers and senior teachers on school administration, leadership, management and character building	Asst. Advisors		-	80	-	-	-	-	-	MBPDoe FG		
4.3.3	Ensure the inservice programs are planned and conducted	Asst. Advisors/CESs		-	300	300	300	300	300	300	MBPDoe FG		
4.3.5	Identify teachers to undergo in-service program for inclusive and special education	Asst. Advisors		-	-	200	200	200	200	-	MBPDoe FG		
4.3.6	Identify teachers to undergo inservice program for specialized subjects	Asst. Advisors		-	-	-	-	-	-	200	MBPDoe FG		
		<b>Total</b>											
				120	310	390	510	510	1,810	510	1,810	5,890	



## NEP Focus Area 5: QUALITY LEARNING

MTDP/IPD P Code	NEP Ref #	NEP Focus Area: QUALITY LEARNING	Major Outcome	That by 2029 an appropriate curriculum and assessment system is in place to allow learners, supported by relevant and sufficient learning materials, to acquire globally comparable skills and knowledge, certified when appropriate, required for each to lead a productive and healthy life and contribute meaningfully to national building	PEIP 2021 Target	PEIP 2022 Target	PEIP 2023 Target	PEIP 2024 Target	PEIP 2025 Target	NEP 2029 Target	Sources (MOV)
		<b>Minor Output Indicator</b>									
	5.1	Percentage of schools at each level using SBC National Curriculum (Major Outcome)	Elementary	0%	0%	0%	0%	0%	0%	100%	NQSSF Report
			Primary	0%	0%	0%	0%	0%	0%	100%	
			Secondary	0%	0%	0%	0%	0%	0%	100%	
	5.2	Pupil : SBC Text-Book Ratio (Minor Outcome 5.2)	Primary	1:3	1:3	1:2	1:2	1:1	1:1	1:1	NQSSF Report
			Secondary	1:3	1:3	1:2	1:2	1:1	1:1	1:1	
	5.3	Percentage of schools using assessment for learning system (Minor Outcome 5.3)	Early Childhood	0%	0%	0%	0%	0%	0%	90%	CSMT
			Elementary	0%	0%	0%	0%	0%	0%	100%	
			Primary	0%	0%	0%	0%	0%	0%	100%	
			Secondary	0%	0%	0%	0%	0%	0%	100%	
	5.4	Percentage of students reaching satisfactorily regional benchmark (Minor Outcome 5.3)	Elementary	0%	0%	0%	0%	0%	0%	70%	PILNA Report
			Primary	0%	0%	0%	0%	0%	0%	80%	
			Secondary	0%	0%	0%	0%	0%	0%	90%	
	5.5	Percentage of students reaching National Literacy and Numeracy standards (Minor Outcome 5.3)	Elementary	0%	0%	0%	0%	0%	0%	70%	PILNA Report
			Primary	0%	0%	0%	0%	0%	0%	80%	
			Secondary	0%	0%	0%	0%	0%	0%	90%	
	5.6	Percentage of schools using e-learning ( Minor Outcome 5.3)	Elementary	0%	0%	0%	0%	0%	0%	40%	E-Learning Annual Report
			Primary	0%	0%	0%	0%	0%	0%	50%	
			Secondary	0%	0%	0%	0%	0%	0%	60%	
	5.7	Survival Rate ( Minor Outcome 5.3)	Kindergarten	97%	97%	97%	97%	97%	97%	90%	EMIS
			Grades 1-6	71%	71%	71%	71%	71%	71%	100%	
			Grades 7 - 12	17%	17%	17%	17%	17%	17%	80%	
	5.8	Graduates by levels- students receiving grades 8, 10 and 12 HSC certificates (Minor Outcome 5.3)	Grade 8	43%	43%	43%	43%	43%	43%	100%	MSD
			Grade 10	93%	93%	93%	93%	93%	93%	100%	
			Grade 12	43%	43%	43%	43%	43%	43%	100%	
			<b>Implementing Agency(s)/person</b>								
			<b>Deliverable</b>								
			<b>Current and appropriate curriculum is used in school</b>								
				2021	2022	2023	2024	2025			
				Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000			
				PGKina	PGKina	PGKina	PGKina	PGKina			
				300	300	300	300	300			
				-	-	200	-	200			
				300	300	500	300	500			
				Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000			
				PGKina	PGKina	PGKina	PGKina	PGKina			
				300	300	500	300	500			
				-	-	200	-	200			
				300	300	500	300	500			
				Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000			
				PGKina	PGKina	PGKina	PGKina	PGKina			
				200	200	200	200	200			
				500	500	500	500	500			
				-	-	60	-	-			
				-	-	100	-	-			
				700	700	860	700	700			
			<b>Total</b>								
				Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000			
				PGKina	PGKina	PGKina	PGKina	PGKina			
				200	200	200	200	200			
				500	500	500	500	500			
				-	-	60	-	-			
				-	-	100	-	-			
				700	700	860	700	700			
				Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000			
				PGKina	PGKina	PGKina	PGKina	PGKina			
				200	200	200	200	200			
				500	500	500	500	500			
				-	-	60	-	-			
				-	-	100	-	-			
				700	700	860	700	700			
				Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000			
				PGKina	PGKina	PGKina	PGKina	PGKina			
				200	200	200	200	200			
				500	500	500	500	500			
				-	-	60	-	-			
				-	-	100	-	-			
				700	700	860	700	700			
				Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000			
				PGKina	PGKina	PGKina	PGKina	PGKina			
				200	200	200	200	200			
				500	500	500	500	500			
				-	-	60	-	-			
				-	-	100	-	-			
				700	700	860	700	700			
				Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000			
				PGKina	PGKina	PGKina	PGKina	PGKina			
				200	200	200	200	200			
				500	500	500	500	500			
				-	-	60	-	-			
				-	-	100	-	-			
				700	700	860	700	700			
				Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000			
				PGKina	PGKina	PGKina	PGKina	PGKina			
				200	200	200	200	200			
				500	500	500	500	500			
				-	-	60	-	-			
				-	-	100	-	-			
				700	700	860	700	700			
				Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000			
				PGKina	PGKina	PGKina	PGKina	PGKina			
				200	200	200	200	200			
				500	500	500	500	500			
				-	-	60	-	-			
				-	-	100	-	-			
				700	700	860	700	700			
				Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000			
				PGKina	PGKina	PGKina	PGKina	PGKina			
				200	200	200	200	200			
				500	500	500	500	500			
				-	-	60	-	-			
				-	-	100	-	-			
				700	700	860	700	700			
				Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000			
				PGKina	PGKina	PGKina	PGKina	PGKina			
				200	200	200	200	200			
				500	500	500	500	500			
				-	-	60	-	-			
				-	-	100	-	-			
				700	700	860	700	700			
				Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000			
				PGKina	PGKina	PGKina	PGKina	PGKina			
				200	200	200	200	200			
				500	500	500	500	500			
				-	-	60	-	-			
				-	-	100	-	-			
				700	700	860	700	700			
				Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000			
				PGKina	PGKina	PGKina	PGKina	PGKina			
				200	200	200	200	200			
				500	500	500	500	500			
				-	-	60	-	-			
				-	-	100	-	-			
				700	700	860	700	700			
				Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000			
				PGKina	PGKina	PGKina	PGKina	PGKina			
				200	200	200	200	200			
				500	500	500	500	500			
				-	-	60	-	-			
				-	-	100	-	-			
				700	700	860	700	700			
				Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000			
				PGKina	PGKina	PGKina	PGKina	PGKina			
				200	200	200	200	200			
				500	500	500	500	500			



		Total	300	300	500	300	500	300	500	Funding Source	Timeframe
MO 5.2	That by 2029 sufficient textbooks are produced, procured and distributed to achieve one text-book per child policy	Advisor School Operations	Sufficient text books supplied to schools	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000		
MO 5.2 MBP	That by 2029 sufficient textbooks are produced, procured and distributed to achieve one text-book per child policy			PGKina	PGKina	PGKina	PGKina	PGKina	PGKina		
5.2.1	Monitor distribution of text books and supplies to schools	PMSO		200	200	200	200	200	200	MBPDoe FG	
5.2.2	Procure and provide sufficient relevant text books for all grades	PMSO		500	500	500	500	500	500	MBPDoe FG	
5.2.3	Develop policy guideline for procurement, inventory and distribution	PMSO		-	60	-	-	-	-	MBPDoe FG	2021-2025
5.2.4	Conduct survey on supplementary text books for relevancy for use in schools	PMSO		-	100	-	-	-	-	MBPDoe FG	
		Total		700	700	700	700	700	700		
MO 5.3	That by 2029 a sustainable national examination and assessment system has been established for use in all schools	Advisor School Operations	Standard assessment used in schools	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000		
MO 5.3 MBP	That by 2025 a sustainable national examination and assessment system has been used in all schools			PGKina	PGKina	PGKina	PGKina	PGKina	PGKina		
5.3.1	Develop provincial assessment policy	ExAssSup		-	80	-	-	-	-	MBPDoe FG	
5.3.2	Develop provincial examinations system	ExAssSup		-	100	200	200	200	-	MBPDoe FG	2022-2025
5.3.3	Ensure to monitor assessment filtration mechanism systems	ExAssSup		-	60	60	60	60	60	MBPDoe FG	
5.3.4	Facilitate national examinations and assessment	ExAssSup		-	300	300	300	300	300	MBPDoe FG	
		Total		-	360	540	560	360	360		
MO 5.4	That by 2029 schools will be able to access teaching and learning materials electronically utilising appropriate technology	Advisor School Operations	Alternatively schools used electronic materials	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000		
MO 5.4 MBP	That by 2025 schools will be able to access teaching and learning materials electronically utilising appropriate technology			PGKina	PGKina	PGKina	PGKina	PGKina	PGKina		
5.4.1	Procure and supply EQUJTV sets to remote schools	PMSO		-	500	500	500	500	500	MBPG	
5.4.2	Procure electronic gadgets to store e-files of materials for teaching and learning	PMSO		-	100	300	300	300	300	SLIP	2022-2025
5.4.3	Rollout e-library to the districts and accessible schools	Librarian		-	500	500	500	500	500	MBPG/DDAs	
		Total		-	600	1,300	1,300	1,300	1,300		
				1,000	1,960	3,200	2,860	2,860	2,860	11,880	



## NEP Focus Area 6: ALTERNATE EDUCATION PATHWAYS

MTDP/IPD P Code	NEP Ref #	Focus Area 6: Education Pathways	Major Outcome	That by 2029 there are easy-to-access pathways available outside of the traditional post primary education sector that will allow learners to choose an equivalent, alternative way in which to attain the knowledge and skills that they need for life							Sources (MOV)
				Prov Baseline 2018	PEIP 2021 Target	PEIP 2022 Target	PEIP 2023 Target	PEIP 2024 Target	PEIP 2025 Target	NEP 2029 Target	
	6.1	<b>Minor Output Indicator</b> Number of vocational, secondary schools, polytechnics, non trade and flexible open learning institutional operational (Major Outcome 6)	Vocational per district	9	0	0	1	1	11		
			Technical Secondary per district	0	0.2	0.4	0.6	0.8	1		
			Business college per province	0	0.2	0.4	0.6	0.8	1		EMIS
			Polytech per district	0	0.2	0.4	0.6	0.8	1		
			FODE Centers per District	2	2.2	2.4	2.6	2.8	3		
	6.2	Number of students enrolled in vocational programs (Minor Outcome 6.3)	NC 1, 2 & 3	967	999.8	1032.6	1065.4	1098.2	1,131		EMIS
	6.3	Number of FODE enrolments (Minor Outcome 6.4)	FODE enrolment	713	970.4	1227.8	1485.2	1742.6	2000		EMIS
	6.4	Percentage of FODE enrolment by courses (minor Outcome 6.4)	Existing curr Gr 7-10	23%	0.264	0.298	0.332	0.366	40%		
			Matriculation studies program	59%	0.632	0.674	0.716	0.758	80%		EMIS
			New aligned curr Gr 7-10	52%	0.54	0.55	0.57	0.58	60%		
			New aligned curr Gr 11,12	36%	0.388	0.416	0.444	0.472	50%		
	6.5	Number of secondary schools offering certifiable trade courses (Minor Outcome 6.2)	Secondary School	0	0	0	1	2	3		EMIS
	6.6	Percentage of Out-of-school children (Minor Outcome 6.5 & 6.6)	Out of School children	19%	28%	19%	10%	1%	10%		EMIS
		<b>Activity Description</b>	<b>Implementing Agency(s)/person</b>	<b>Plan Deliverables</b>	<b>Estimated Budget</b>						
					2021	2022	2023	2024	2025		
					Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000		
					PGKina	PGKina	PGKina	PGKina	PGKina		Funding Source
											Timeframe
	MO 6.1	That by 2029 there is strong articulation between vocational centres and technical colleges	Principle Advisor Education	Upgrade level of schools for technical training							
	MO 6.1 MBP	That by 2025 there is strong articulation between vocational centres and technical colleges									
	6.1.1	Convert Kaubwaga and Rabaraba vocational schools to technical colleges	AEO/ASO		-	2,000	2,000	2,000	2,000		MBPG
	6.1.2	Create pathways that link vocational Training Institutions to technical colleges	AEO/ASO		-	225	300	300	500		MBPDoE FG
	6.1.3	Establish specialized course centres in existing institutions	AEO/ASO		-	300	300	300	300		MBPDoE FG
		<b>Total</b>			-	<b>2,525</b>	<b>2,600</b>	<b>2,600</b>	<b>2,800</b>		

MO	MO	MBP	That by 2029 certifiable trade courses have been introduced in certain selected secondary schools	That by 2025 certifiable trade courses have been introduced in certain selected secondary schools	Advisor School Operations	Trade course are offered secondary schools	Amounts in '000		Amounts in '000		Amounts in '000		Funding Source	Timeframe
							PGKina	PGKina	PGKina	PGKina	PGKina	PGKina		
6.2.1	6.2.1	6.2.1	Partner with relevant agencies to establish facilities to convert Wesley to Agro Tech Secondary	Partner with relevant agencies to establish facilities to convert Wesley to Agro Tech Secondary	Assist Advisors (Sec & Alt Educ)		-	50	100	200	200	MBPG		
6.2.2	6.2.2	6.2.2	Provide guidelines to offer Business/Agriculture short courses in all High/Secondary Schools	Provide guidelines to offer Business/Agriculture short courses in all High/Secondary Schools	Assist Advisors (Sec & Alt Educ)		-	50	200	100	100	MBPDoE FG		
6.2.3	6.2.3	6.2.3	Partner with relevant agencies to offer tourism and hospitality courses in Kiriwina,Hagita secondary	Partner with relevant agencies to offer tourism and hospitality courses in Kiriwina,Hagita secondary	Assist Advisors (Sec & Alt Educ)		-	50	100	200	200	MBPDoE FG	2023-2025	
6.2.4	6.2.4	6.2.4	Provide guidelines to offer twinning course arrangement with vocational and high schools in same location	Provide guidelines to offer twinning course arrangement with vocational and high schools in same location	Assist Advisors (Sec & Alt Educ)		-	-	200	100	100	MBPDoE FG		
6.2.5	6.2.5	6.2.5	Ensure trade testing facilities in selected vocational institutions to certify qualifications	Ensure trade testing facilities in selected vocational institutions to certify qualifications	Assist Advisors (Sec & Alt Educ)		-	50	100	200	200	MBPDoE FG		
			<b>Total</b>	<b>Total</b>			-	<b>200</b>	<b>700</b>	<b>800</b>	<b>800</b>			
MO 6.3	MO 6.3	MO 6.3	That by 2029 short courses will be offered by vocational centres in all district	That by 2025 short courses will be offered by vocational centres in all district	Advisor School Operations	All vocational school offer short courses								
6.3.1	6.3.1	6.3.1	Identify need-bases short courses relevant to the community	Identify need-bases short courses relevant to the community	OL&ALC		100	100	100	100	100	MBPDoE FG	2022-2025	
6.3.2	6.3.2	6.3.2	Consult with Vocational Education Training to qualify short courses	Consult with Vocational Education Training to qualify short courses	OL&ALC		80	80	80	80	80	MBPDoE FG		
			<b>Total</b>	<b>Total</b>			<b>180</b>	<b>180</b>	<b>180</b>	<b>180</b>	<b>180</b>			
MO 6.4	MO 6.4	MO 6.4	That by 2029 the breath of courses offered through FODE has expanded	That by 2025 the breath of courses offered through FODE has expanded	Advisor School Operations	FODE facilitated in vocational and secondary								
6.4.1	6.4.1	6.4.1	Offer FODE to year 1 and year 2 in all vocational institutions	Offer FODE to year 1 and year 2 in all vocational institutions	Asst Advisor Alt Education		200	200	200	200	200	MBPDoE FG		
6.4.2	6.4.2	6.4.2	Offer FODE courses in all Secondary Schools	Offer FODE courses in all Secondary Schools	Asst Advisors (Alt Education & Secondary)		200	200	200	200	200	MBPDoE FG	2022-2025	
6.4.3	6.4.3	6.4.3	Build capacity of the Provincial Established FODE Study Centre	Build capacity of the Provincial Established FODE Study Centre	Asst Advisor Alt Education		100	100	100	100	100	MBPDoE FG		
6.4.4	6.4.4	6.4.4	Establish Administrative centres for FODE in LLGs	Establish Administrative centres for FODE in LLGs	Asst Advisor Alt Education		-	500	500	500	500	MBPG/DDA		
			<b>Total</b>	<b>Total</b>			<b>500</b>	<b>1,000</b>	<b>1,000</b>	<b>1,000</b>	<b>1,000</b>			
MO 6.5	MO 6.5	MO 6.5	That by 2029 the operations of the National Literacy and awareness council is regenerated	That by 2025 the operations of the National Literacy and awareness council is regenerated	Advisor School Operations	Awareness Council is established								
6.5.1	6.5.1	6.5.1	Coordinate with council wards for awareness and data collection	Coordinate with council wards for awareness and data collection	OL&ALC		200	200	200	200	200	MBPDoE FG		
6.5.2	6.5.2	6.5.2	Evaluate literacy program coordination centres	Evaluate literacy program coordination centres	OL&ALC		60	60	60	60	60	MBPDoE FG		
6.5.3	6.5.3	6.5.3	Coordinate and regulate literacy and book week program	Coordinate and regulate literacy and book week program	OL&ALC		146	150	150	150	150	MBPDoE FG	2022-2025	
6.5.4	6.5.4	6.5.4	Conduct awareness on literacy and bookweek in the districts	Conduct awareness on literacy and bookweek in the districts	OL&ALC		50	200	200	200	200	MBPDoE FG		
			<b>Total</b>	<b>Total</b>			<b>456</b>	<b>610</b>	<b>610</b>	<b>610</b>	<b>610</b>			
MO 6.6	MO 6.6	MO 6.6	That by 2029 a lead role in the Out-of School program has been carried out	That by 2025 a lead role in the Out-of School program has been carried out	Advisor Education Operations	Program in place for Out-of School population								
6.6.1	6.6.1	6.6.1	Establish data for in and out of school population	Establish data for in and out of school population	M&EO		100	100	100	100	100	MBPDoE FG		
6.6.2	6.6.2	6.6.2	Partner with churches and relevant stakeholders to establish facilities to help Out of School children	Partner with churches and relevant stakeholders to establish facilities to help Out of School children	M&EO		200	200	200	200	200	MBPDoE FG	2022-2025	
6.6.4	6.6.4	6.6.4	Support the rollout of the National Out of School program	Support the rollout of the National Out of School program	M&EO		-	50	100	100	100			
			<b>Total</b>	<b>Total</b>			<b>300</b>	<b>350</b>	<b>400</b>	<b>400</b>	<b>400</b>			
MO 6.7	MO 6.7	MO 6.7	That by 2025 university courses offered through distance education mode is expended	That by 2025 university courses offered through distance education mode is expended	Advisor Tertiary	Partnership agreement established for university								
6.7.1	6.7.1	6.7.1	Partner with universities to facilitate distance mode courses	Partner with universities to facilitate distance mode courses	Advisor Education Operations		200	200	300	300	300	MBPDoE FG	2022-2025	
			<b>Total</b>	<b>Total</b>			<b>3,961</b>	<b>4,940</b>	<b>5,450</b>	<b>5,790</b>	<b>20,181</b>			

## NEP Focus Area 7: LOCAL MANAGEMENT AND PARTNERSHIP

MTDP/IPD P Code	NEP Ref #	NEP Focus Area: LOCAL MANAGEMENT AND PARTNERSHIP	Major Outcome	That by 2029 strong local education leadership at district, community and school level has ensured well managed schools, monitored on a regular basis, that are supported by and are fully accountable to the communities that they serve.											
				Minor Output Indicator	Prov Baseline 2018	PEIP 2021 Target	PEIP 2022 Target	PEIP 2023 Target	PEIP 2024 Target	PEIP 2025 Target	NEP 2029 Target	Sources (MOV)			
	7.1	Percentage of schools with functional school Boards (Major Outcome 7.1)	Elementary Primary	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	EMIS
	7.2	Percentage of schools with SLIPs endorsed by PEB (Major Outcome 7.2)	Elementary Primary	95%	96%	97%	98%	98%	99%	100%	100%	100%	100%	100%	EMIS
	7.3	Percentage of school heads trained on finance and management (Minor Outcome 7.1)	Elementary Primary	0%	15%	30%	45%	45%	60%	75%	80%	80%	60%	100%	EMIS
	7.4	Percentage of schools visited and observed by inspectors (Minor Outcome 7.2)	Elementary Primary	0%	20%	40%	60%	60%	80%	100%	100%	100%	100%	100%	EMIS
	7.5	Percentage of schools reviewing SLIP annually (Minor Outcome 7.3)	Elementary Primary	28%	38%	49%	59%	59%	70%	80%	80%	100%	100%	100%	EMIS
	7.6	Percentage of schools registered by non-government agencies (Minor Outcome 7.4)	Elementary Primary	55%	59%	57%	50%	50%	43%	50%	50%	50%	50%	50%	EMIS
	7.7	Percentage of schools with PEB endorsed behaviour management policy. (Minor Outcome 7.5)	Elementary Primary	0%	15%	30%	45%	45%	60%	75%	90%	90%	90%	90%	EMIS
			Secondary	0%	20%	40%	60%	60%	80%	100%	100%	100%	100%	90%	EMIS
			Implementing Agency(s)/person												
			Deliverables												
			Leadership and management training conducted												
			Advisor Education Operations												
			Assit Advisors (Schools)/ DEAs/CESs		20	20	20	20	20	20	20	20	20	20	2021-2025
			Assit Advisors (Schools)/ DEAs/CESs		-	-	-	120	120	120	120	120	120	120	2023-2025
			Assit Advisors (Schools)/ DEAs/CESs		-	-	100	100	100	100	100	100	100	100	2022-2025
			<b>Total</b>		<b>20</b>	<b>120</b>	<b>240</b>	<b>240</b>	<b>240</b>	<b>240</b>	<b>240</b>	<b>240</b>	<b>240</b>	<b>240</b>	



MO	MO Description	Adviser School Operations	Schools are visited regularly and supervised	Amounts in '000		Amounts in '000		Amounts in '000		Funding Source	Timeframe
				PGKina	PGKina	PGKina	PGKina	PGKina	PGKina		
MO 7.2	That by 2029 inspectors have provided professional support to all schools regularly	Adviser School Operations									
MO 7.2 MBP	That by 2025 inspectors have provided professional support to all schools regularly	Adviser School Operations		480	600	600	600	600	600	MBPDoE FG	2021-2025
7.2.1	Visit schools for teacher professional assessment, supervision of teaching & learning and school physical assessment	Adviser School Operations									
7.2.2	Provide guidance to students for career pathways	Adviser School Operations									
7.2.3	Coordinate annual consultation meetings for primary school inspectors and local area educators	Assit Advisor Prim Educ									
7.2.4	Conduct quarterly meetings for Secondary School Principals	Assit Advisor Sec Educ		50	50	50	50	50	50	MBPDoE FG	2021-2025
7.2.5	Conduct quarterly meetings for Vocational Managers	Assit Advisor Alt Educ		50	50	50	50	50	50	MBPDoE FG	2021-2025
		<b>Total</b>		<b>580</b>	<b>700</b>	<b>940</b>	<b>940</b>	<b>940</b>	<b>940</b>		
MO 7.3	That by 2029 there is effective support in the development of SLIPs	Adviser School Operations	Schools have endorsed SLIP								
MO 7.3 MBP	That by 2025 there is effective support in the development of SLIPs	Adviser School Operations									
7.3.1	Conduct Provincial SLIP Workshop in schools cluster zones	Assit Advisors (Schools)									
7.3.2	Ensure all schools have SLIP vetted and endorsed	Assit Advisors (Schools)									
7.3.3	Establish the composition and strengthen DSRT to monitor SLIP development and implementation	Assit Advisors (Schools)/ DEAs/CESS									
7.3.4	Established and endorse SLIP committees	Assit. Advisors									
		<b>Total</b>		<b>120</b>	<b>670</b>	<b>320</b>	<b>320</b>	<b>320</b>	<b>320</b>		
MO 7.4	That by 2029 community participation in education has had a positive impact on schools	Adviser School Operations	School is supported by the community								
MO 7.4 MBP	That by 2025 community participation in education has had a positive impact on schools	Adviser School Operations									
7.4.1	Ensure that all school governing boards are elected on approved schedule and endorsed	Assit Advisors (Schools)/ DEAs/CESS									
7.4.2	Ensure that all school have P&C association are in place, valid and active	Assit Advisors (Schools)/ DEAs/CESS									
7.4.2	Ensure P&C meetings are conducted as scheduled and minutes are filed and reported in quarterly returns	Assit Advisors (Schools)/ DEAs/CESS									
		<b>Total</b>		<b>150</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>50</b>		
MO 7.5	That by 2029 all schools will have a behaviour management policy in place	Adviser School Operations	Constitutions adopted and SBMP endorsed								
MO 7.5 MBP	That by 2025 all schools will have a behaviour management policy in place	Adviser School Operations									
7.5.1	Ensure all schools are assisted to develop school constitutions	Assit Advisors (Schools)/ DEAs/CESS									
7.5.3	Ensure all schools are assisted to develop BMP	Assit Advisors (Schools)/ DEAs/CESS									
		<b>Total</b>		<b>600</b>	<b>940</b>	<b>1,850</b>	<b>1,500</b>	<b>1,500</b>	<b>1,500</b>		
										<b>6,390</b>	

## NEP Focus Area 8: MANAGEMENT & ADMINISTRATION

MTDP/IPD P Code	NEP Ref #	NEP Focus Area: MANAGEMENT & ADMINISTRATION	Major Outcome	That by 2029 national, provincial and district systems will operate efficiently, utilising appropriate information technology, that will allow schools and teachers to focus on improved student learning outcomes...										Sources (MOV)	
	Minor Output Indicator			Prov Baseline 2020	PEIP 2021 Target	PEIP 2022 Target	PEIP 2023 Target	PEIP 2024 Target	PEIP 2025 Target	NEP 2029 Target					
	8.1	Number of institutions that have access to Ednet (Major Outcome 8.1)	Province District Schools	1 1 2	1 1 1	0 3 4	0 4 4	0 3 3	1 11 0	22 86 0					ICT Annual Report/Prov ICT Report
	8.2	Percentage of new graduate teachers on payroll by April. (Minor Outcome 8.1)	Elementary Primary Secondary Vocational Elementary	0% 40% 65% 60% 332	20% 52% 72% 68% 33	40% 64% 79% 76% 33	100% 100% 100% 100% 33	100% 100% 100% 100% 33	100% 100% 100% 100% 34	100% 100% 100% 100% No vacancy					PARS
	8.3	Teacher position vacancy (Minor Outcome 8.2)	Primary Secondary Vocational FODE Special Education	180 71 31 4 2	60 23 10 1 1	60 23 10 3 1	60 24 11 No vacancy No vacancy	No vacancy No vacancy No vacancy No vacancy No vacancy	No vacancy No vacancy No vacancy No vacancy No vacancy	No vacancy No vacancy No vacancy No vacancy No vacancy					PAYROLL ALESCO/ GES
	8.4	Electronic portals for all DoE staff (Minor Outcome 8.3)	DoE e-files							80%					ICT Annual Report
	8.5	Number of reviews of the Implementation Plan annually (Minor Outcome 8.4)	No. of reviews conducted	1	1%	0%	1%	0%	2	12					NEP Review Report/ Annual Report
	8.6	Percentage of schools that receive GTFS allocation (Minor Outcome 8.5)	Elementary Primary Secondary Vocational FODE Special Education	96% 100% 100% 100% 0% 3%	97% 100% 100% 100% 20% 12%	98% 100% 100% 100% 100% 22%	100% 100% 100% 100% 100% 31%	100% 100% 100% 100% 100% 41%	100% 100% 100% 100% 100% 50%	100% 100% 100% 100% 100% 50%					TFF Report
	8.7	Percentage of schools with Libraries (Minor Outcome 8.2)	Primary Secondary Vocational Elementary	41% 55% 11% 60%	49% 64% 29% 68%	57% 73% 47% 76%	64% 82% 64% 84%	72% 91% 82% 100%	80% 100% 100% 100%	100% 100% 100% 100%					OLA
	8.8	Percentage of teachers registered annually (Minor Outcome 8.7)	Primary Secondary Vocational FODE Special Education Elementary	80% 95% 80% 100% 100% 80%	84% 96% 84% 100% 100% 84%	88% 97% 88% 100% 100% 88%	100% 100% 100% 100% 100% 84%	100% 100% 100% 100% 100% 100%	100% 100% 100% 100% 100% 100%	100% 100% 100% 100% 100% 100%					TED
	8.9	Number of teachers admitted annually (Minor Outcome 8.8)	Secondary Vocational FODE Special Education	95% 80% 100% 100%	96% 84% 100% 100%	97% 88% 100% 100%	100% 100% 100% 100%	100% 100% 100% 100%	100% 100% 100% 100%	100% 100% 100% 100%					TSC



Activity Description	Implementing Agency(s)/person	Plan Deliverables	Estimated Budget					Funding Source	Timeframe
			2021	2022	2023	2024	2025		
		Personnel emoluments budgeted	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	PGKina	PGKina
<b>MO 8.1</b> That by 2029 effective financial and related services are provided for teachers and the education system	Principle Advisor Education								
<b>MO 8.1 MBP</b> Train district education officers and provincial education salary officers to enquire on alesco system	Advisor Educ Operations		-	-	120	60	60	60	MBPDoE FG
8.1.1	Advisor Educ Operations		30	30	30	30	30	30	MBPDoE FG
8.1.2	Advisor Educ Operations		300	300	300	300	300	300	MBPG
8.1.3	Advisor SO		-	100	100	100	100	100	MBPDoE FG
8.1.4	Advisor Educ Operations		1,196	1,196	1,500	1,500	1,530	1,530	MBTS PE
8.1.5	Advisor Educ Operations		70,376	70,376	113,056	113,056	115,539	115,539	MBTS PE
8.1.6	Advisor Educ Operations		71,902	72,002	115,106	115,046	117,559	117,559	
		<b>Total</b>							
<b>MO 8.2</b> That by 2029 the provinces are supported in effectively managing their schools and resources	Advisor Educ Operations	District Education offices functioned	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	Funding Source
<b>MO 8.2 MBP</b> That by 2025 the Districts are supported in effectively managing their schools and resources			PGKina	PGKina	PGKina	PGKina	PGKina	PGKina	
8.2.1	M&EO		60	30	60	30	60	60	MBPDoE FG
8.2.2	M&EO		60	60	60	60	60	60	MBPDoE FG
8.2.3	M&EO		800	800	800	800	800	800	MBPDoE FG
		<b>Total</b>	<b>920</b>	<b>890</b>	<b>920</b>	<b>890</b>	<b>920</b>	<b>920</b>	
<b>MO 8.3</b> That by 2029 human resource, IT and other basic services to the Department of Education is provided	Principle Advisor Education	Provincial Education office and programs functioned	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	Funding Source
<b>MO 8.3 MBP</b> That by 2025, human resource, IT and other basic services to Division of Education is provided			PGKina	PGKina	PGKina	PGKina	PGKina	PGKina	
8.3.1	Advisor Educ Operations		50	-	-	-	-	-	MBPDoE FG
8.3.2	Advisor Educ Operations		150	150	150	150	150	150	MBPDoE FG
	Advisor Educ Opi/Advisor Sch Op		10	10	10	10	10	10	MBPDoE FG
8.3.3	PEB EO		200	200	200	200	200	200	MBPDoE FG
8.3.4	Admin Officer		-	100	100	100	100	100	MBPDoE FG
8.3.5	Admin Officer		300	300	300	300	300	300	MBPDoE FG
8.3.6	Admin Officer		-	-	60	60	60	60	MBPDoE FG
8.3.7	Admin Officer		10	10	10	10	10	10	MBPDoE FG
8.3.8	Admin Officer		60	60	120	120	120	120	MBPDoE FG
8.3.9	ICT Officer		250	250	500	500	500	500	MBPDoE FG/MBPFG/DDA
8.3.10	ICT Officer		250	250	250	250	250	250	MBPDoE FG
8.3.11	ICT Officer		50	50	60	60	60	60	MBPDoE FG
		<b>Total</b>	<b>1,330</b>	<b>1,380</b>	<b>1,760</b>	<b>1,780</b>	<b>1,740</b>	<b>1,740</b>	



MO	Description	Principle Advisor Education	Education Plan developed, aligned, implemented and monitored	Amounts in '000		Amounts in '000		Amounts in '000		Funding Source	Timeframe
				PGKina	PGKina	PGKina	PGKina	PGKina	PGKina		
MO 8.4	That by 2029 quality planning, monitoring and research services are provided to the Department and to the provinces										
MO 8.4 MBP	That by 2025 quality planning, monitoring and research services are provided to the Department and to the provinces										
8.4.1	Develop and launch the five year Provincial Education Implementation Plan	Advisor Educ Operations		50	150	-	-	-	-	MBPDoE FG	2021-2022
	Coordinate development and alignment of policies and documentations	Advisor Educ Opr & Advisor Sch Opr		50	50	50	50	50	50	MBPDoE FG	2021-2025
8.4.2	Develop capital investment plan (Infrastructure, Human Resource and Partnership)	Advisor Educ Operations		-	-	100	-	-	-	MBPDoE FG	2023
8.4.3	Annually host planning workshop to validate implementation strategy	Advisor Educ Operations		120	100	100	100	100	100	MBPDoE FG	2021-2025
8.4.4	Develop monitoring and evaluation framework	Advisor Educ Operations		-	-	100	-	-	-	MBPDoE FG	2023
8.4.5	Host annual conference for monitoring and evaluation	M&EO		120	120	120	120	120	120	MBPDoE FG	2021-2025
8.4.6	Align PEIP and Job descriptions to the divisional annual activity plans	Advisor Educ Operations		10	10	10	10	10	10	MBPDoE FG	2021-2025
8.4.7	Compile education functional reports	M&EO/DEAs		50	50	50	50	50	50	MBPDoE FG	2021-2025
8.4.8	Formulate projects documents for new school infrastructure, maintenances and sanitation program for Provincial and Districts programs	M&EO/DEAs		50	50	50	50	50	50	MBPDoE FG	2021-2025
8.4.9	Administer projects on implementation	M&EO/DEAs		70	70	70	70	70	70	MBPDoE FG	2021-2025
8.4.10	Research and conduct survey for school establishment and statistics updates	Statistician		600	600	600	600	600	600	MBPDoE FG	2021-2025
8.4.11	Derive AAP's and formulate cost estimate for Functional Grants, Projects and Personnel Emoluments	Advisor School Operations		100	200	300	300	300	300	MBPDoE FG	2021-2025
8.4.12	Analyse data and publish information on education progress	Statistician		25	25	25	25	25	25	MBPDoE FG	2021-2025
8.4.13	Develop local and user friendly education unified data base	Statistician		-	50	200	50	50	-	MBPDoE FG	2022-2024
8.4.14	Establish partnership agreements with major stakeholders and development partners for resources sharing	Advisor Educ Operations		50	50	50	50	50	50	MBPDoE FG	2022-2025
			<b>Total</b>	<b>1,295</b>	<b>1,525</b>	<b>1,825</b>	<b>1,475</b>	<b>1,425</b>	<b>1,425</b>		
MO 8.5	That by 2029 all schools benefit equally from the Government subsidy funds program	Advisor School Operations	Schools are subsidized to operate								
MO 8.5 MBP	That by 2025 all schools benefit equally from the Government subsidy funds program										
8.5.1	Monitor disbursement of school subsidy	Sch Fin. Inspector		20	20	20	20	20	20	MBPDoE FG	2021-2025
8.5.2	Ensure other schools grants are paid respectively	Sch Fin. Inspector		1,200	1,200	1,200	1,500	1,500	1,500	MBPG/DDA	2021-2025
8.5.3	Ensure schools submit acquittals to the PDoE	Sch Fin. Inspector		60	60	60	60	60	60	MBPDoE FG	2021-2025
8.5.4	Administer and Coordinate distribution of commodity component of GTFF	PMSO		170	170	200	200	200	200	MBPDoE FG	2021-2025
8.5.5	Establish unified provincial tertiary students scholarship assistance program	Advisor School Operations		1,300	500	3,000	3,000	3,000	3,000	MBPG/DDA	2021-2025
			<b>Total</b>	<b>2,750</b>	<b>1,950</b>	<b>4,480</b>	<b>4,780</b>	<b>4,780</b>	<b>4,780</b>		
MO 8.6	That competent and prompt legal advice is provided to the Minister and Secretary	Principle Advisor Education	Sound advice on education policies								
MO 8.6 MBP	That competent and prompt legal advice is provided to Education Chairman and Administrator										
8.6.1	Review Provincial Education Law 2011 consistent to revised Education Act	Advisors (EO/ISO)		-	-	120	50	-	-	MBPDoE FG	2023-2024
8.6.2	Submit education quarterly policy briefs to the chairman	Principal Advisor		-	-	-	-	-	-	Admin Support	2021-2025
			<b>Total</b>	<b>-</b>	<b>-</b>	<b>120</b>	<b>50</b>	<b>-</b>	<b>-</b>		



		Principle Advisor Education	Schools sign up as partner members	Amounts in '000		Amounts in '000		Amounts in '000		Funding Source	Timeframe
				PGKina	PGKina	PGKina	PGKina	PGKina	PGKina		
<b>MO 8.7 MBP</b>	<b>That by 2029 the UNESCO National Commission Board provide support to education in PNG to advance appropriate policies and programs</b>										
8.7.1	Seek support from UNESCO on education programs	Advisors (EO/ISO)								MBPDoE FG	2023-2025
8.7.2	Develop education in culture and sports program	Advisors (EO/ISO)								MBPDoE FG	2024
			<b>Total</b>								
<b>MO 8.8 MBP</b>	<b>That easy access to information for nation building through a central information management system is provided</b>										
<b>MO 8.8 MBP</b>	<b>That easy access to information for nation building through a central information management system is provided</b>										
8.8.1	Partner with universities and national libraries	Principle Advisor Education	Library services extended and improved	Amounts in '000	PGKina	Amounts in '000	PGKina	Amounts in '000	PGKina		Timeframe
8.8.2	Establish school libraries system	Assist. Librarian		100	100	100	100	100	100	MBPDoE FG	2021-2025
8.8.3	Establish library and literacy awareness programs	Assist. Librarian		50	50	250	250	250	250	MBPG/DDA	2021-2025
8.8.4	Roll out e-libraries to Districts and schools	Assist. Librarian		-	120	120	120	120	120	MBPDoE FG	2022-2025
			<b>Total</b>								
				<b>150</b>	<b>470</b>	<b>670</b>	<b>670</b>	<b>670</b>	<b>670</b>		
<b>MO 8.9 MBP</b>	<b>That by 2029 there will be a highly qualified, committed and satisfied Teaching Service workforce delivering quality education through effective teaching</b>										
<b>MO 8.9 MBP</b>	<b>That by 2025 there will be a highly qualified, committed and satisfied Teaching Service workforce delivering quality education through effective teaching</b>										
8.9.1	Administer teaching position consistent to TSC approved structures	Principle Advisor Education	Employ qualified teachers	Amounts in '000	PGKina	Amounts in '000	PGKina	Amounts in '000	PGKina		Timeframe
8.9.2	Recruit teachers from approved training institutions with required GPA	Advisor Educ Operations		30	30	30	30	30	30	MBPDoE FG	2021-2025
8.9.3	Administer annual gazette to recruit teachers on approved structure	Assist. Advisor TS		80	150	150	150	150	150	MBPDoE FG	2021-2025
8.9.4	Ensure teachers on promotional transfers or new recruits are deployed on time	Appoint Coord		120	120	120	120	120	120	MBPDoE FG	2021-2025
8.9.5	Ensure resumption in schools are monitored and supervised effectively	Appoint Coord		200	230	230	230	230	230	MBPDoE FG	2021-2025
8.9.6	Ensure teachers are on the payroll with correct salaries and entitlements	OIC Salaries		150	150	200	200	200	200	MBPDoE FG	2021-2025
8.9.8	Ensure timely appraisal of teachers through professional ratings for registration and promotion	Assist. Advisor TS		150	150	150	150	150	150	MBPDoE FG	2021-2025
8.9.9	Repatriate retired teachers and deceased while at service	Admin Officer		100	100	150	150	150	150	MBPDoE FG	2021-2025
			<b>Total</b>	<b>1,030</b>	<b>1,130</b>	<b>1,230</b>	<b>1,230</b>	<b>1,230</b>	<b>1,230</b>		
<b>MO 8.10 MBP</b>	<b>That competent and prompt advice on issues relating to financial probity is provided to the Minister and Secretary for Education</b>										
<b>MO 8.10 MBP</b>	<b>That competent and prompt advice on issues relating to financial probity is provided to the Chairman for Education and the Provincial Administrator</b>										
8.10.1	Conduct rapid accounts inspection and audits in schools	Principle Advisor Education	Education establishment complied to PFMA	Amounts in '000	PGKina	Amounts in '000	PGKina	Amounts in '000	PGKina		Timeframe
8.10.2	Establish a systematic approach to school audit	F/IDEAs		120	120	120	120	120	120	MBPDoE FG	2021-2025
8.10.3	Ensure timely reports are forwarded to the provincial Audit Committee	F/IDEAs		100	100	100	100	100	100	MBPDoE FG	2021-2025
8.10.4	Organise audit to grants paid to districts and schools	F/IDEAs		20	20	20	20	20	20	MBPDoE FG	2021-2025
8.10.5	Organise audit into the operational expenditures, advances, assets and drawing ledgers	F/Admin Officer		-	-	50	50	50	50	MBPDoE FG	2023-2025
			<b>Total</b>	<b>240</b>	<b>240</b>	<b>310</b>	<b>310</b>	<b>310</b>	<b>310</b>		
				<b>79,617</b>	<b>79,587</b>	<b>126,471</b>	<b>126,331</b>	<b>126,331</b>	<b>128,684</b>	<b>540,690</b>	



## NEP Focus Area 9: CITIZENSHIP AND CHRISTIAN VALUE EDUCATION

MTDP/IPD P Code	NEP Ref #	NEP Focus Area: CITIZENSHIP, CULTURE AND VALUES EDUCATION (CCVE)	Major Outcome	That by 2029 when children exit from the education system they have a sense of who they are and where they come from in respect of christian principles , their, culture and beliefs, and show tolerance to and an acceptance of PNG ways									
				Minor Output Indicator	Prov Baseline 2020	PEIP 2021 Target	PEIP 2022 Target	PEIP 2023 Target	PEIP 2024 Target	PEIP 2025 Target	NEP 2029 Target	Sources (MOV)	
	9.1	Percentage of schools offering training on social and emotional domain (Major Outcome)	Elementary Primary Secondary	0 0 0	5% 5% 4%	10% 10% 8%	15% 15% 12%	15% 15% 16%	20% 20% 20%	25% 25% 20%	60% 60% 50%	Guidance and Counselling	
	9.2	Percentage of schools using CCVE curriculum(Minor Outcome 9.1)	Elementary Primary Secondary	0 0 0	20% 20% 20%	40% 40% 40%	60% 60% 60%	80% 80% 80%	80% 80% 80%	100% 100% 100%	100% 100% 100%	CDD Annual Report	
	9.3	Percentage of schools with scouting groups. (Minor Outcome 9.2)	Elementary Primary Secondary	0 0 0	2% 2% 4%	4% 4% 8%	6% 6% 8%	8% 8% 12%	8% 8% 16%	10% 10% 20%	60% 60% 60%	Guidance and Counselling Annual Report	
		<b>Activity Description</b>	<b>Implementing Agency/ person</b>	<b>Plan Deliverables</b>	<b>Estimated Budget</b>								
	MO 9.1	That by 2029 Christian Education is taught in all sectors	Advisor School Operations	CE is taught by teachers	2021	2022	2023	2024	2025	Amounts in '000	Amounts in '000	Funding Source	Timeframe
	MO 9.1 MBP	That by 2025 Christian Education is taught in all sectors	Assit. Advisors (Schools)	Schools program and teach CCVE	150	150	150	150	150	150	150	MBPDoe FG	2021-2025
	9.1.1	Facilitate induction of Christian Education teaching in clusters	Assit. Advisors (Schools)	Schools program and teach CCVE	150	150	150	150	150	150	150	MBPDoe FG	2021-2025
	9.1.2	Strengthen and maintain partnership with NGO, churches, and private organisations to deliver christian education effectively.	Advisor School Operations	CCVE as the learning foundation in all level of schools	60	60	60	60	60	60	60	MBPDoe FG	2021-2025
				<b>Total</b>	<b>210</b>	<b>210</b>	<b>210</b>	<b>210</b>	<b>210</b>	<b>210</b>	<b>210</b>		
	MO 9.2	That by 2029 scouting activities be introduced into all schools that strengthen values of leadership and citizenship	Advisor School Operations	Policy guideline launched	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	Funding Source	Timeframe
	MO 9.2 MBP	That by 2025 scouting activities be introduced into all schools that strengthen values of leadership and citizenship	Advisor School Operations	Policy guideline launched	PGKina	PGKina	PGKina	PGKina	PGKina	PGKina	PGKina	MBPDoe FG	2023-2024
	9.2.1	Develop guidelines to implement scouting policy	Advisor School Operations	Policy guideline launched	-	-	50	50	-	-	-	MBPDoe FG	2023-2024
	9.2.2	Train student leaders in leadership and values	Assit. Advisors (Schools)	Policy guideline launched	-	-	100	100	-	-	-	MBPDoe FG	2023-2024
				<b>Total</b>	<b>-</b>	<b>-</b>	<b>150</b>	<b>150</b>	<b>-</b>	<b>-</b>	<b>-</b>		
	MO 9.3	That by 2029 schools initiate systems that promote good governance, leadership, an understanding of local culture and foster non-academic interests and skills	Advisor School Operations	Programs developed and launched	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	Amounts in '000	Funding Source	Timeframe
	MO 9.3 MBP	That by 2025 schools initiate systems that promote good governance, leadership, an understanding of local culture and foster non-academic interests and skills	Advisor School Operations	Programs developed and launched	PGKina	PGKina	PGKina	PGKina	PGKina	PGKina	PGKina	MBPDoe FG	2023-2025
	9.3.1	Prepare policy submission to PEB for schools to organise and participate in cultural activities (values and skills in their local communities) and Encourage schools to establish clubs and social/ religious activities as stimulants to social positive behaviours	Assit. Advisors (Schools)	Programs developed and launched	-	-	100	100	-	-	100	MBPDoe FG	2023-2025
	9.3.2	Develop school leadership training programs	DEAs/SPAs	Programs developed and launched	-	-	50	50	-	-	-	MBPDoe FG	2023-2025
	9.3.3	Develop education in culture and sports program	Advisors (EO/SO)	Programs developed and launched	-	-	50	50	-	-	-	MBPDoe FG	2023-2025
				<b>Total</b>	<b>-</b>	<b>210</b>	<b>210</b>	<b>560</b>	<b>200</b>	<b>200</b>	<b>100</b>	<b>1,850</b>	
				<b>Annual Total Cost</b>	<b>210</b>	<b>210</b>	<b>560</b>	<b>560</b>	<b>200</b>	<b>200</b>	<b>310</b>	<b>1,850</b>	

## Section 5

### COST ESTIMATES AND PROJECTIONS

#### REVENUE

The major source of funding comes from the National Government annual allocation. The National Economic and Fiscal Commission (NEFC) data for cost of services indicates a progressive increase to be experienced as the services get further to the remote and rural areas. The studies help determine allocation of provincial functional grants. The funding ceiling fluctuates depending on the national economy.

This PEIP will be financially supported by six (6) main sources that attract funding annually. The funding are allocated in three areas;

1. The functional grant
2. The personnel emoluments and
3. The development grant

The capital investment component of the projection will be realized through the development grants through Service Improvement Programs and the District Development Authority.

Table 7 Revenue Estimates

Source	2021	2022	2023	2024	2025	Total
National Grant	7,678	7,049	7,571	7,874	81,766	111,938
TS Leave Fares	1,244	1,195	1,350	1,500	1,506	6,795
TS Salaries & Other Entitlements	95,249	10,354	113,055	115,613	118,571	452,842
School Fees & Subsidies	28,043	29,056	30,088	31,105	32,251	150,543
Provincial Services Improvement Program	10,000	10,000	10,000	10,000	10,000	50,000
District Services Improvement Program	10,000	10,000	10,000	10,000	10,000	50,000
<b>Total Estimate</b>	<b>152,214</b>	<b>7,654</b>	<b>72,064</b>	<b>76,092</b>	<b>54,094</b>	<b>822,118</b>

#### EXPENDITURE

The scope of expenditure of annual budget had been maintained on the Plan Focus Areas in this projection where major programs, projects and minimum education service delivery activities can be executed and funds expended. The education alignment of plans with the Provincial Integrated Development Plan (IPDP) financial projection had included Teaching Service Personnel Emoluments projection. This PEIP 5 year projection total expenditure is estimated at K883.9million.

The major expenditure areas are;

1. Teachers personnel emolument
2. School infrastructure development (inclusion of Tertiary Institution development)
3. School fees (Government Free Education Policy) and
4. Administrative functions

**Table 8 Expenditure Estimates**

<b>Forcus Areas</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>Total</b>
ECE	300	320	1,010	990	860	3,480
Access	37,638	39,051	58,018	84,385	70,781	289,873
Equity	100	410	1,170	820	1,160	3,660
Teacher & Teaching	120	510	1,640	1,810	1,810	5,890
Learning	1,000	1,960	3,200	2,860	2,860	11,880
Alternate Education Pathways	-	3,961	4,940	5,490	5,790	20,181
Leadership & Partnership	840	1,060	1,730	1,380	1,380	6,390
Management & Administration	79,617	79,587	126,471	126,331	128,684	540,690
Citizenship & Christian Value Education	210	210	560	560	310	1,850
<b>Total Plan Cost</b>	<b>119,825</b>	<b>127,069</b>	<b>198,739</b>	<b>224,626</b>	<b>213,635</b>	<b>883,894</b>

## FUNDING GAP

The funding gap can be expected to increase in the event where the estimated revenue is not sufficient due to certain factors assumed in this plan. In most scenarios, the expenditure is forced to increase in the actual implementation due to the upsurge cost of goods and services.

In such situation, the funds can be outsourced through Papua New Guinea government funding systems and or other development partners and donors to finance the actual gaps in the projection and the actual revenue.

## Section 6

### POPULATION PROJECTIONS

#### STUDENTS ENROLMENT

There is general indication of increase in the number of students enrolled not in correct age group in all levels of education. These may be early starters or late —starters that are enrolled together with the correct age group. There is an equal percentage of student both males and females distributed at the Elementary entry point. The trend is proportionate to the annual enrolment as the students enter higher grade. The plan is put in place to provide alternate avenues for overage children and free up enough space for the correct age group.

The partnership and interventions with education providers will be utilized and strengthened for early childhood education in preparation for enrolment at the correct age group

Table 9 Students Population Projections 2021-2025

Student Enrolment Projections					
	2021	2022	2023	2024	2025
Prep	14,340	15,812	16,513	17,213	17,914
E1	11,844	12,205	13,458	14,055	14,651
E2	11,004	11,272	11,615	12,808	13,376
G3	8,007	8,336	8,539	8,799	9,703
G4	7,316	7,396	7,700	7,888	8,128
G5	6,896	7,045	7,122	7,415	7,596
G6	6,310	6,456	6,596	6,668	6,942
G7	5,834	5,853	5,988	6,118	6,185
G8	4,925	5,148	5,165	5,284	5,399
G9	2,057	2,155	2,253	2,260	2,312
G10	1,860	1,897	1,988	2,078	2,084
G11	955	974	994	1,042	1,089
G12	823	885	902	921	965
Vocational	1,896	1,991	2,091	2,196	2,306
<b>TOTAL</b>	<b>84,067</b>	<b>87,425</b>	<b>90,924</b>	<b>94,745</b>	<b>98,650</b>

Table 10 Summary of Student Enrolment Projection

Projected Student Enrolment Summary					
Sector	2021	2022	2023	2024	2025
Elementary	37,188	39,289	41,586	44,076	45,941
Primary	39,288	40,234	41,110	42,172	43,953
Secondary	5,695	5,911	6,137	6,301	6,450
Vocational	1,896	1,991	2,091	2,196	2,306

## TAFFING

Projected Teachers Needed					
Sector	2021	2022	2023	2024	2025
Elementary	887	939	993	1,053	1,097
Primary	1,344	1,374	1,404	1,440	1,501
Secondary	189	197	204	210	214
Vocational	64	69	72	76	80
<b>Total</b>	<b>2,484</b>	<b>2,579</b>	<b>2,673</b>	<b>2,779</b>	<b>2,892</b>

NEW/ADDITIONAL Teachers needed per year					
Sector	2022	2023	2024	2025	Total
Elementary	52	54	60	44	210
Primary	30	30	36	61	157
Secondary	8	7	6	4	25
Vocational	5	3	4	4	16
<b>TOTAL</b>	<b>95</b>	<b>94</b>	<b>106</b>	<b>113</b>	<b>408</b>

## SCHOOL INFRASTRUCTURE

Projected Classrooms Needed					
Sector	2018	2022	2023	2024	2025
Elementary	1,613	1,708	1,808	1,916	1,997
Primary	1,489	1,524	1,557	1,597	1,665
Secondary	134	139	145	149	152
Vocational	83	89	93	98	103
<b>TOTAL</b>	<b>3,319</b>	<b>3,461</b>	<b>3,603</b>	<b>3,760</b>	<b>3,917</b>

NEW/ADDITIONAL Classrooms needed per year					
Sector	2022	2023	2024	2025	2025
Elementary	1,613	1,708	1,808	1,916	1,997
Primary	1,489	1,524	1,557	1,597	1,665
Secondary	134	139	145	149	152
Vocational	83	89	93	98	103
<b>TOTAL</b>	<b>3,319</b>	<b>3,461</b>	<b>3,603</b>	<b>3,760</b>	<b>3,917</b>

NEW/ADDITIONAL Classrooms needed per year					
Sector	2022	2023	2024	2025	2025
Elementary	1,613	1,708	1,808	1,916	1,997
Primary	1,489	1,524	1,557	1,597	1,665
Secondary	134	139	145	149	152
Vocational	83	89	93	98	103
<b>TOTAL</b>	<b>3,319</b>	<b>3,461</b>	<b>3,603</b>	<b>3,760</b>	<b>3,917</b>

## Section 7

### IMPLEMENTATION AND COORDINATION

The plan is inspirational and responsive to identified needs and challenges. To achieve quality education and training for all, an emphasis on implementing the strategies as per the timeframe in this plan is essential.

To achieve optimal progress it is hoped that all implementing partners will collaborate to achieve the common direction outlined in this plan. This PEIP cascades from the NEP 2015–19.

As a component of the National Education System (NES), the Provincial Education Development Implementation Plan 2016–2020 is in accordance with the Provincial Education Law (2011) and aligned with the National Education Plan 2015-2019 strategies.

Below is a summary of the roles of the many stakeholders in the crucial implementation of the NEP 2015–19.

**Table 13: PEIP Implementation Schedule**

Offices and Stakeholders	Responsibility in the implementation of the Plan
Chairman for Education	<ul style="list-style-type: none"> <li>▶ Provide political leadership and in consultation with the Provincial Governor, sets provincial government’s education vision and direction, endorse policies and issue directives (see the Education Law 2011)</li> </ul>
Provincial Education Board	<ul style="list-style-type: none"> <li>▶ Provide Policy advice and guidance on the decisions, set student quotas and selection criteria, approve governing body membership, impose and set school fees, approve appointments</li> <li>▶ Approves and recommends Education Policies, Plans, Programs and Projects (see the Education Law 2011)</li> </ul>
Provincial Education Advisor	<ul style="list-style-type: none"> <li>▶ Provide leadership in the implementation of the Provincial Education Plans and government policies and directions in Division of Education (see the Education Law 2011)</li> </ul>
Development partners and NGOs	<ul style="list-style-type: none"> <li>▶ Provide technical assistance and financial support to implement education policies, plans and programs</li> </ul>

<p>Church education agencies</p>	<ul style="list-style-type: none"> <li>▶ Support education policies, plans and programs and implement PEP on church agency responsibility and adopt relevant strategies</li> <li>▶ Develop infrastructure and maintain for respective agency schools (ECE/Prep, Primary, Junior High and Secondary Schools)</li> </ul>
<p>Provincial Education Office</p>	<ul style="list-style-type: none"> <li>▶ Develop provincial and district education plans to carry out NEP responsibilities, with NDoE and provincial planning office support</li> <li>▶ Provide administrative support for implementation</li> <li>▶ Establish Secondary Schools</li> <li>▶ Establish partnerships for establishment of Tertiary Institutions and education intervention programs</li> <li>▶ Provide guidance for the implementation of the endorsed PEP in accordance with Provincial Education Law 2011</li> <li>▶ Monitor and evaluate against targets in PEIP</li> <li>▶ Conduct annual reviews of PEIP progress</li> </ul>
<p>District administrations</p>	<ul style="list-style-type: none"> <li>▶ Ensure that districts meet the minimum education and infrastructure standards</li> <li>▶ Provide technical advice on education to the DDAs and LLGs for education policies, plans and programs</li> <li>▶ Provide professional and administrative support for head teachers to improve teaching and learning</li> <li>▶ Provide technical advice to the school governing bodies for management and governance of the schools</li> <li>▶ Monitors and reports on implementations</li> </ul>
<p>District Development Authority</p>	<ul style="list-style-type: none"> <li>▶ Deliberate on education project proposal submissions</li> <li>▶ Financially support build school infrastructure to standards for Primary and Junior High Schools</li> <li>▶ Financially support education intervention programs</li> </ul>
<p>Schools</p>	<ul style="list-style-type: none"> <li>▶ Take lead in development and implementation of SLIP</li> <li>▶ Administrators and boards implement strategies to improve quality teaching and learning</li> <li>▶ Maintain good and fair governance for the school</li> </ul>
<p>Communities</p>	<ul style="list-style-type: none"> <li>▶ Ensure the school governance is in place and effective</li> <li>▶ Parents and communities to support students in learning</li> <li>▶ Communities to ensure security of school premises</li> <li>▶ School environment is maintained cleaned and environmentally friendly</li> </ul>

The stakeholders taking part in the implementation of the plan will be the success of the 5 year education plan (PEIP 2021-2025).

It requires more awareness and advocacy of the PEIP 2021-2025 on the prime objective and specific programs that support achieving the plan outcomes.



**Table 14: 1-6 School Restructure Implementation Schedule**

Milne Bay Province		2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	School Restructure
Cluster	Schools	Restructure Plan												School Restructure
1.1	Cameron Secondary	Grade 11 & 12												Milne Bay School of Excellence
	Gollanai Primary	Enroll Grade 1 & 2												Elem schools enroll prep class only
Alotau Urban	Gollanai Academy	Prep - Grade 12												School restructured to academy
	Koeabule (K.B) Primary	Enroll Grade 1 & 2												Elem schools enroll prep class only
2.1	Koeabule Junior High	Enroll Grade 7,8,9 & 10												School restructured to Jnr High School
	Alotau Primary Restructure	Grade 1-6 & 7-10												Restructure with its feeder Elementary
Wesley	Alotau Elementary	Enroll K1 K2 and Prep												Urban ECE Centre
	Wesley Secondary	Enroll Grades 7 & 8												Secondary Restructure
3.1	Salamo Primary	Grade 1 & 2												Elem schools enroll prep class only
	Asabusaia Primary	Enroll Grade 1, 2 and cont. to-6												School restructured to Primary
4.1	Kiriwina Secondary	Enroll Grade 11 & 12												School restructured to Secondary
	Losuia Primary	Grade 1 & 2												Elem schools enroll prep class only
1.2	Gumilababa Primary	Enroll Grade 1, 2 and cont. to-6												School restructured to Primary
	Misima Secondary	Enroll Grade 11&12												School restructured to secondary
1.3	Bwagaia Primary	additional enroll Grade 1&2												Elem schools enroll prep class only
	All PS in Daga LLG	Enroll Grade 1-6												School share population with feeder Elem
1.4	Daga Junior High	Enroll Grade 7,8,9 & 10												School Restructured to Junior High
	Kakaia Elementary	Enroll Grades 1-6												Restructured to Primary while retain Prep
1.5	Awayama Primary	Enroll Grade 1-6												Additional establishment
	Yapowa Primary	Enroll Grade 1-6												Additional establishment
2.2	All existing PS in Maramatana	Enroll Grade 1-6												Primary Schools restructured
	Maramatana Junior High	Enroll Grade 7,8,9 & 10												New establishment for Maramatana LLG Schls
2.3	All Primary schools in East Huhu	Enroll Grade 1-6												New site establishment (Duabwai)
	Alotau Day Junior High	Enroll Grade 7,8,9 & 10												Establish for East Huhu and Town Day comers
2.4	Lelehoa ECE	Enroll K1, K2 & Prep												Restructure for ECE
	Ladava ECE	Enroll K1 K2 and Prep												Establishment for ECE
2.5	Duabwai Junior High	Enroll Grade 7,8,9 & 10												New site establishment (Duabwai)
	Bonarua Island Primary	Enroll Grade 1-6												Elem restructured to Primary
2.6	Mapamoiwa Primary	Enroll Grade 1-6												School share population with feeder Elem
	West Fegussion Junior High	Enroll Grade 7,8,9 & 10												School Restructured to Junior High
3.2	All PS in Kiliwila	Enroll Grade 1-6												School share population with feeder Elem
	Kiliwila Junior High	Enroll Grade 7,8,9 & 10												School Restructured to Junior High
3.3	All PS in Luba, Kitava and Iwa	Enroll Grade 1-6												Preparatory retained and restructured for ECE
	Kitava Junior High	Enroll Grade 7,8,9 & 10												School Restructured to Junior High
3.4	Lalela Primary	Enroll Grade 1-6												Restructure existing elementary school
	Kaileuna PS	Enroll Grade 1-6												Vakuta to Simsimla Islands Schools restructured
4.2	Kaduwaga Junior High	Enroll Grade 7,8,9 & 10												Restructure Kaileuna PS for additional Jnr HS
	Murua LLG Primary Schools	Enroll Grade 1-6												Preparatory retained and restructured for ECE
4.3	Woodlark Junior High	Enroll Grade 7,8,9 & 10												Restructure Kulumandau PS (Murua LLG HS)
	Yeleyamba LLG PS	Enroll Grade 1-6												Preparatory retained and restructured for ECE
4.4	Yeleyamba Junior High	Enroll Grade 7,8,9 & 10												Restructure Tagula PS (Yeley LLG HS)
	Bomalou PS	Enroll Grade 1-6												New establishment due to remoteness
4.5	Calvados Chain Island PS Schools	Enroll Grade 1-6												Preparatory retained and restructured for ECE
	Calvados Junior High	Enroll Grade 7,8,9 & 10												Establish Junior HS for Calvados chain Is. Schools
4.6	Gulewa Primary	Enroll Grade 1-6												School share population with feeder Elem
	Melima Junior High	Enroll Grade 7,8,9 & 10												School Restructured to Junior High
4.7	Kuairo High	Enroll Grade 7, 8 & 9-12												School restructured to Secondary
	Anagusa Primary	Enroll Grade 1-6												Restructure existing Elementary School
4.8	Bwanabwana Junior High	Enroll Grade 7,8,9 & 10												Restructure existing Elementary School
	All Bwanabwana LLG PS	Enroll Grade 1-6												Establish for Junior High School



## Section 8

### MONITORING AND EVALUATION

#### MONITORING AND EVALUATION FRAME WORK

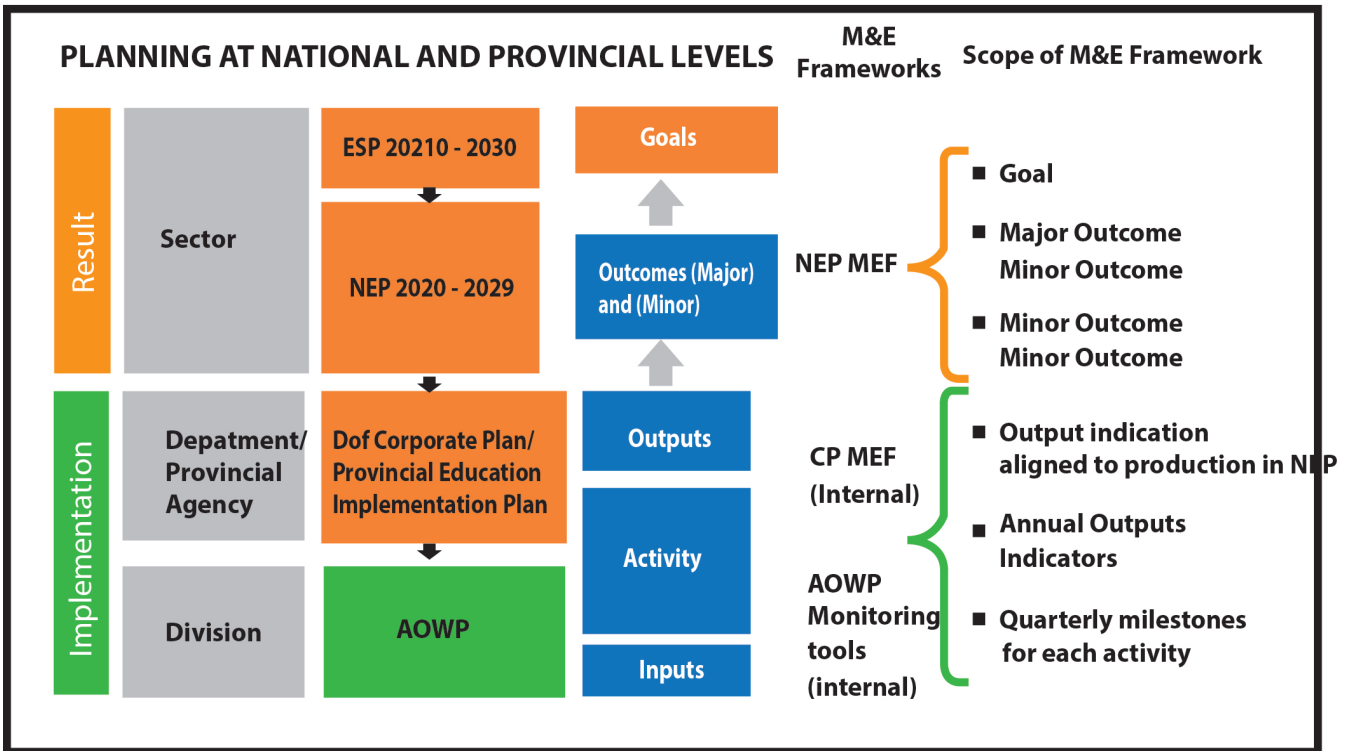
The Monitoring and Evaluation (M&E) Framework is adopted from the National Education Plan frame M&E Frame work for consistency. This frame work will be used to monitor the Provincial Education Implementation Plan. The Framework is designed around a sequence of events that are planned to occur when planned activities are implemented successfully.

The M&E frame work used here is Results-Based approach and the aim of this approach is to focus stakeholders on assessing the results achieved in the schools and other educational institutions, rather than assessing the implementation of activities.

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

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

Figure 6 M&E Framework



Source: National Education Plan 2020-2029

#### Results - Based monitoring.

This Results-Based approach will involve using the M&E Framework to examine the progress made towards achieving the PEIP’s long-term outcomes and goals captured in the National Education Plan (NEP). It will provide stakeholders with an insight into the changes that are occurring in the education system.

#### Monitoring Implementation

Provincial Education will review implementation quarterly every year. The Annual Activity Plan will details the outputs and activities for implementation and will be reviewed quarterly. Provincial education annual conferences will review annual plan implementation review reports.

## Section 9

### PLANNING ASSUMPTIONS AND RISKS ANALYSIS

#### PLANNING ASSUMPTIONS

It is assumed that funds are timely made available by relevant funding sources to build additional school infrastructure, restructure and maintain existing schools, supply sufficient learning materials, establish new schools, recruit additional qualified teachers and maintain them on the government payroll.

This plan implementation attracts certain level of risks. The key risks to education system reform across the whole country, of the type envisaged in this plan, can be identified in the following categories:

- ▶ **Lack of political will and failure to secure political agreement** to the whole approach, from provinces, districts and LLG may result in fragmentary change, a lack of direction, and failure to maximize the benefits.
- ▶ **Fluctuating economic circumstances**, including variations in funding and failure to secure and sustain development funds, may result in failure to deliver sustainable solutions. This will substantially impact longer term change and the ability to achieve successful outcomes at school level.
- ▶ **Lack of PDoE capacity and resources:** Strengthening the DoE, and sustaining its resources for the whole plan period, is critical to initiating, driving, sustaining and evaluating implementation of the Plan.
- ▶ **Ineffective communication and advocacy:** Active involvement is required at all levels of the system. Failure to secure agreement early in the process will result in outcomes not being achieved. Beyond these more general risks to implementation, there are also significant further risks in each of the nine Focus Areas. The consequence and probability of these risks occurring have been assessed, and each risk has been given a risk rating from 1 to 4. Mitigation strategies have been outlined for each.

#### RISKS ANALYSIS

The consequence and the probability of a particular risk occurring is each placed into four categories:

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

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

RISK	CONS PROBS RATING			MITIGATION
<b>Early Childhood Education</b>				
Appropriate infrastructure not available (Minor outcome 1.1)	3	3	9	Factor school infrastructure
Insufficient qualified ECE teachers (Minor outcome 1.2)	4	4	16	Provide local pre service training for new ECE teachers
High cost of establishment and sustaining ECE (Minor Outcome 1.3)	3	3	9	Reach agreement regarding cost sharing
<b>Access</b>				
Children from remote schools dropping out (Minor outcome 2.1)	4	4	16	Consider clustering arrangements
Insufficient capacity to construct required infrastructure (Minor outcome 2.2)	3	3	9	Consider alternative construction methods
Inability to build standard toilets (Minor outcome 2.3)	3	3	9	A lack of understanding of the importance of maintenance (Minor Outcome 2.4)
A lack of understanding of the importance of maintenance (Minor Outcome 2.4)	3	2	6	Provide awareness to head teachers on relative costs of maintenance and new builds
Poor implementation of education reforms (Minor outcome 2.5)	2	2	4	Closely monitor PEIPs
<b>Equity</b>				
Poor implementation of education reforms (Minor outcome 2.5)	2	2	4	Outsource appointment and selection processes
Awareness and SLIP training covering accessible schools only (Minor Outcome 3.2)	3	3	9	Identify alternative ways to fund support for remote schools
Programs for out of school children not developed (Minor Outcome 3.3).	3	3	9	Work more closely with outside stakeholders to use existing courses
Not enough specialist teachers for all identified needs (Minor Outcome 3.4)	3	3	9	Form partnership with industry and higher education institutions
Lack of teachers for students with different special needs (Minor Outcome 3.5)	2	2	4	Provide professional development opportunities for serving teachers to specialize in inclusive education
<b>Teachers &amp; Teaching</b>				
Inability to fully institutionalize Prep teacher training (Minor outcome 4.1)	3	2	6	Identify and use alternative locally based providers
Insufficient funding available (Minor outcome 4.2)	3	4	12	Reach agreement regarding cost sharing between teachers, provinces and DoE
Poor coordination of training (Minor outcome 4.3)	3	3	9	Provide support to provinces in their organization of PIST week.
<b>Quality Learning</b>				
Lack of capacity to conduct curriculum reviews (Minor outcome 5.1)	3	2	6	Request assistance from outside agencies
Lack of systematic distribution process (Minor outcome 5.2)	3	4	12	Review and amend distribution process in consultation with other partners
Lack of capacity to introduce CSMT (Minor outcome 5.3)	3	3	9	Access short term support from outside agencies
Lack of ICT equipment and facility available at schools (Minor outcome 5.4)	3	3	9	Encourage inclusion in SLIP program

<b>Education Pathways</b>				
A lack trade testing centres (Minor outcome 6.2)	3	3	9	Liaise with industry to Establish trade testing centres
Poor Sec School perception of the value of certifiable trade courses (Minor outcome 6.2)	3	3	9	Conduct awareness and advocacy at secondary schools
Not having vocational centres in all districts (Minor outcome 6.3)	3	3	9	Advocate for the establishment of centres
Lack of capacity to fully embrace change and fully market FODE (Minor outcome 6.4)	3	3	9	Provide outside support and mentorship to FODE management
NLAC does not have the funding to operate (Minor Outcome 6.5)	3	3	9	Form NLAC with only local Port Moresby membership
No Lack of support from other stakeholders (Minor Outcome 6.6)	4	4	16	Concentrate efforts in just a single province
<b>Leadership &amp; Partnership</b>				
Lack of prioritization of capacity building in schools (Minor Outcome 7.1)	2	2	4	Encourage provinces to support Governing body training
Inadequate resources allocation and support for inspections (Minor Outcome 7.2)	4	4	16	Reach agreement regarding cost sharing
Inconsistent awareness and technical knowledge of SLIP by schools leaders (Minor Outcome 7.3)	2	3	6	Inspectors to provide greater awareness on implementation of SLIP Policy
Lack of support for the Parents for Quality Education Program (Minor Outcome 7.4)	3	3	9	Source outside funding
Guidance officers not allocated sufficient resources to visit all schools (Minor Outcome 7.5)	3	1	3	Reach agreement regarding cost sharing
<b>Management &amp; Administration</b>				
Inconsistent rollout of ALESCO to all Provinces (Minor Outcome 8.1)	4	4	16	Liaise with provinces to ensure facilities and staffing available
Inconsistent implementation of school registration policy (Minor Outcome 8.2)	4	3	12	Communicate with provinces re school registration policy and procedures
Lack of appreciation of the value of ICT services (Minor Outcome 8.3)	4	4	16	Support training and professional development programs
High turnover of planning and research officers (Minor Outcome 8.4)	4	4	16	Provide career path for planning and research officers
Schools are not paid according to PARI (Minor Outcome 8.5)	4	4	16	Identify and implement alternative ways of supporting PARI remote schools
Lack of availability of sound, legal advice (Minor Outcome 8.6)	4	3	12	Review of Terms of Conditions of Legal Officer
Lack of effective coordination, awareness and understanding to implement UNESCO and DoE programs (Minor Outcome 8.7)	2	2	4	Develop awareness on the roles and responsibilities of UNESCO
Insufficient capacity to carry out routine audit activities (Minor Outcome 8.8)	4	3	12	Review staff levels during restructuring
<b>Citizenship &amp; Christian Value Education (CCVE)</b>				
Acceptance and implementation of Christian Education Policy by schools (Minor Outcome 9.1)	2	2	4	Require Inspectors to report specifically on CE implementation
Acceptance and implementation of Scout Policy by agency schools (Minor Outcome 9.2)	2	2	4	Negotiate MOU with churches regarding alternative, existing programs
Teachers not willing to participate in out of school activities (Minor Outcome 9.3)	4	2	8	Foster discussion between TSC and PNGTA about allowances

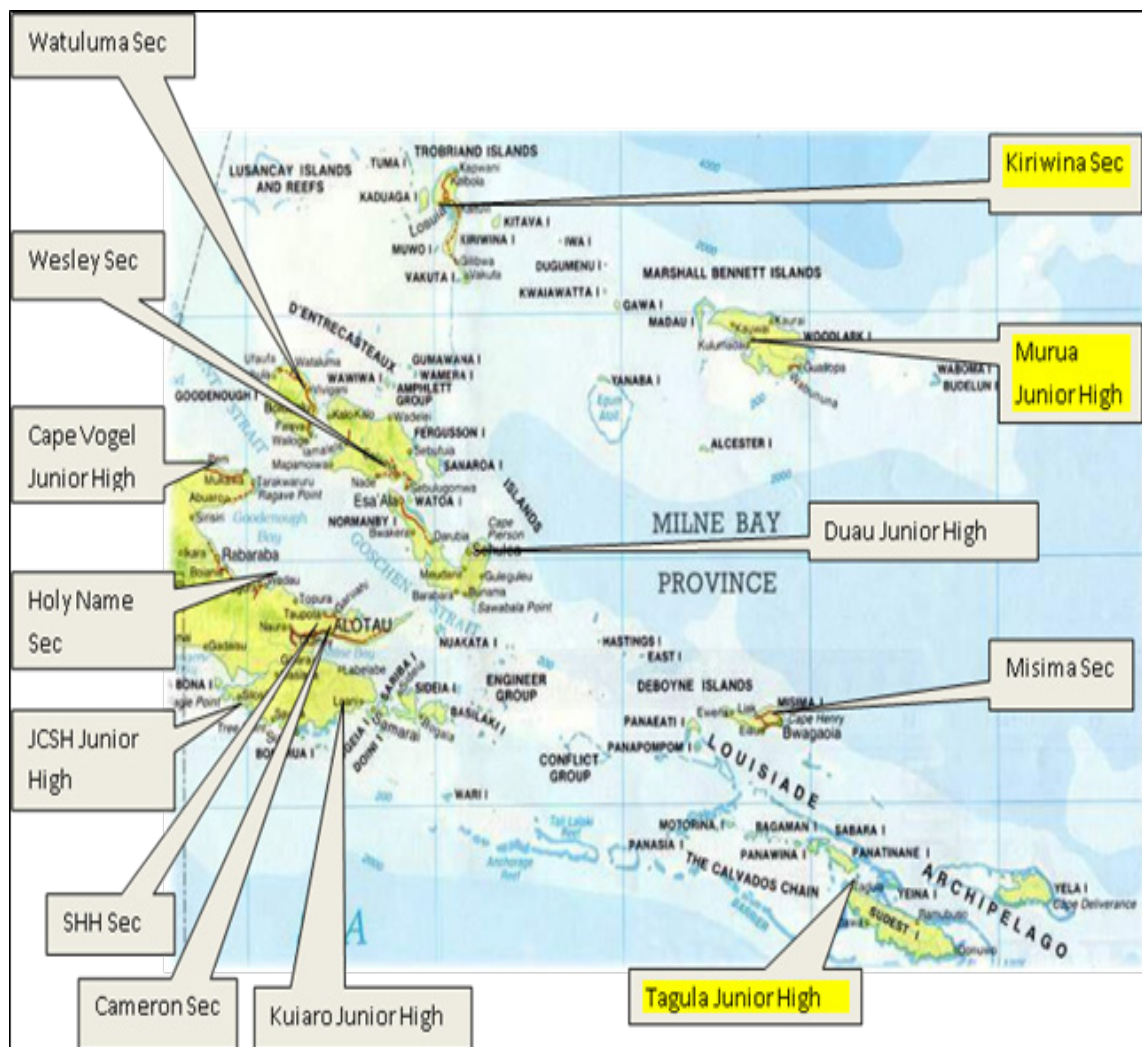
## ANNEXURES

### Annex A Compulsory Education

Progression through 13 years of education would be achieved by gradually abolishing the national grade transition examinations at the ends of Grades 8 and 10. Students would instead be assessed at the ends of Grades 3, 8 and 10 using standard tests. There would be one national examination at the end of Grade 12, to control access to higher education. Any proposed structure would not discriminate against, categorize or classify students. It would provide various learning pathways, allowing choice at various points of schooling.

The 13 years of complete education remain a challenge for education. The population had spread right throughout the entire islands communities facing up to education services. The children at compulsory 13 years of education had put much pressure on the existing secondary education institution. The available of spaces in the existing high schools and secondary schools is not sufficient to cater the population of students from primary schools expected to continue in grade 7 – 12 secondary education.

Figure 7 Showing Existing High & Secondary Schools





## Reference Materials

Milne Bay Provincial Education Law 2011

Integrated Provincial Development Plan (2018-2022) deliverables alignment

Integrated Provincial Development Plan (2016 -2020) 2018 review report

Milne Bay Provincial Budget documents 2016-2021 (Functional Grant & Development Grant)

Provincial Education Plan 2016-2020 review report 2021

Milne Bay Provincial Education Profile 2019 (EMIS)

Department of Education, National Education Plan 2020-2029



Trobriand Is.

GoodEnough Is.

Woodlark Is.

Fergusson Is.

Rabaraba

D'ENTRECASTEAUX IS.

Normanby Is.

Samarai Is.

Panaeati Is.

Misima Is.

LOUISIADE ARCHIPELAGO

Sudest Is.

Rossel Is.

Tagula Is.

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Provincial Education Division  
Free Mail Bag  
ALOTAU  
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