



Independent State of  
**Papua New Guinea**

**Department of Education**

# ***Corporate Plan*** **2019-2021**

**“QUALITY AND STANDARDS IN EDUCATION FOR ALL”**

# **DEPARTMENT OF EDUCATION CORPORATE PLAN 2019-2021**

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*Graphic Design Layout Danny Malana*

## **Acknowledgement**

The Corporate Plan was compiled by the Policy and Planning Division of the Department of Education, coordinated by Ms Sabati Mero- Director Strategic Planning with the assistance of DoE Strategic Planning Team (Mr Joe Dau, Mr Kaminiel Irima & Mr Peter Lagia) under the leadership of Mr Titus Romano Hatagen- Acting Deputy Secretary Policy and Corporate Services, and supervision of Mr Peter Kants-Acting First Assistant Secretary Policy and Research and Mr John Kawage-Assistant Secretary Policy and Planning Division.

Word of thanks and appreciation to all who participated in the development of the Corporate Plan.

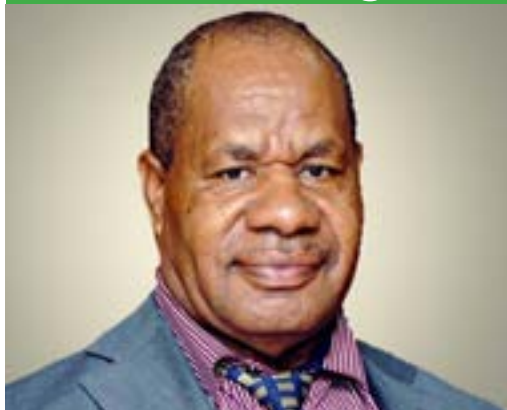
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## Abbreviations

AOFP	Annual Operational and Financial Plan	NGO	Non-Governmental Organisations
APC	Approval to Pre-Commit	NID	National Identification Document
ARO	Authorise Requisition Officer	NIP	National Infrastructure Plan
AS	Assistant Secretary	NIP	New Ireland Province
BOS	Bill of Sale	NLAS	National Literacy Awareness Secretariat
BOS	Board of Survey	NQF	National Quality Framework
CBO	Community Based Organisation	NQSSF	National Quality School Standards Framework
CDD	Curriculum Development Division	NRC	National Ratings Conference
CIMC	Consultative Implementation & Monitoring Committee	NIST	National In-Service & Training
CSMT	Curriculum Standards Monitoring Test	NSS	National School System
CSTB	Central Services Tenders Board	NTC	National Training Certificate
CCVE	Citizenship & Christian Values Education	OBE	Outcome Based Education
DHERST	Dept. Higher Education, Research Science & Technology	OLA	Office of Libraries and Archives
DMA	Domestic Market Allowances	OOSCI	Out Of School Children Initiative
DoE	Department of Education	PDoE	Provincial Division of Education
DR	Doctor	PEA	Provincial Education Advisor
ECE	Early Childhood Education	PEB	Provincial Education Board
EMIS	Education Management Information System	PEOs	Provincial Education Officers
ENB	East New Britain	PEP	Provincial Education Plan
EP	Elementary Preparatory	PFD	Project Formulation Document
FAS	First Assistant Secretary	PFMA	Public Finances (Management) Act
FODE	Flexible Open Distance Education	PhD	Philosophy Doctorate
GBV	Gender Based Violence	PHQ	Provincial Head Quarters
G&C	Guidance and Counselling	PILNA	Pacific Islands Literacy and Numeracy Assessment
GES	General Education Services	PIP	Project Implementation Plan
GoPNG	Government of PNG	PIST	Provincial In-Service & Training
HIV	Human Immune Virus	PLLSM	Provincial Local Level Services Monitoring
HQ	Head Quarters	PNG	Papua New Guinea
HRDP2	Human Resource Development Program	PNGQFW	PNG Quality Framework
HROD	Human Resources and Organization Division	PNGNQF	Papua New Guinea National Quality Framework
HS/SS	High School/Secondary School	PPP	Public Private Partnership
ICT	Information Communication Technology	PRC	Provincial Ratings Conference
ICTD	Information Communication Technology Division	PSTTC	Primary School Teacher Training Colleges
IFMS	Integrated Financial Management System	QA	Quality Assurance
KPI	Key Priority Indicator	StaRS	Strategy for Responsible Sustainable Development
M & E	Monitoring and Evaluation	SBC	Standard Based Curriculum
M&EF	Monitoring and Evaluation Framework	SBE	Standard Based Education
MPR	Master Positioning Register	SEOC	Senior Education Officers' Conference
MSD	Measurement Services Division	SLIP	School Learning Improvement Plan
MTDP	Medium Term Development Plan	SOR	Statement of Results
NC3	National Certificate 3	SRGBV	School Related Gender Based Violence
NC4	National Certificate 4	SSM	Secretary's Staff Members
NCD	National Capital District	TMT	Top Management Team
NCDES	National Capital District Education Services	TSC	Teaching Service Commission
NDoE	National Department of Education	TVET	Technical Vocational Education Training
NEB	National Education Board	TED	Teacher Education Division
NEC	National Executive Council	TFF	Tuition Fee Free
NEP	National Education Plan	TFFE	Tuition Fee Free Education
NES	National Education System	TIMSS	Trends in International Maths & Science Study
		UPNG	University of Papua New Guinea

## Message from the Minister for Education



Education is a lifelong investment. Hence, the government is committed to ensuring that every school age child in the country receives the best quality education.

In the last six years, the Department has laid a strong foundation to give every child an education for life.

The Department of Education's Corporate Plan 2019 - 2021 will provide the direction to translate the government's vision into the development and implementation of major government policies as expressed in the Alotau Accord II and MTDP III 2018 - 2022.

The implementation of the Corporate Plan 2019-2021 must focus on relevant quality education programs and strategies that will assist every Papua New Guinean to be competitive and to actively participate in nation building through meaningful engagement in formal and informal employment.

I challenge the Department to search for long term efficient and sustainable solutions and be the leading organisation in service delivery.

I congratulate the Department of Education on the development of the Corporate Plan 2019-2021 and wish the Secretary and the Department every success in implementing the Plan.

I am honoured to approve and launch this Corporate Plan 2019-2021.

A handwritten signature in black ink, appearing to read 'Nick Kuman'. The signature is written in a cursive style with a large initial 'N'.

.....  
Honourable Nick Kuman, MP  
**Minister for Education**

## Message from the Secretary for Education



I am pleased to present the Department of Education’s Corporate Plan 2019 – 2021. This Plan describes how the Department will support the Government’s priorities, including those announced in Vision 2050, the Alotau Accord I & II and MTDPIII. The National Education Plan will help ensure that every Papua New Guinean will have an equal and fair chance to succeed in life.

Over the next three years the Department’s focus will continue to establish standards and set benchmarks in every function and activity the Department is mandated to perform. This will set the foundation for growth and optimal outcomes in:

- improving proactive strategic planning and management,
- diligent, proactive and shared leadership and team work,
- sound use of technology to improve efficiency and productivity,
- capacity development of our human resources and who are happy and
- good governance, transparent practices and demonstrate commitment to Christian and ethical values.

Papua New Guineans expect high quality education services that are accessible, secure and digitally enabled. Therefore, I ask every staff and partner in education to give your support to meet that expectation

I look forward to seeing all efforts to make a difference in the lives of every child by promoting diversity, social and gender inclusion and equity across all programs and services. The Department appreciates to share its results and achievements in an open and transparent manner.

In God, We Trust.

A handwritten signature in black ink, appearing to read 'Uke Kombra'. The signature is written in a cursive style with a large initial 'U'.

Uke Kombra, PhD  
Secretary for Education

## **VISION, MISSION AND VALUES**

### **Vision Statement**

The Department's vision is to be the lead advisor on basic and secondary education, shaping direction for education agencies and providers and contributing to the Government goals for education. This can be achieved through an affordable education system that appreciates Christian and traditional values, and prepares literate, skilled and healthy citizens by concentrating on the growth and development of each individual's personal viability and character formation, while ensuring all can contribute to peace and prosperity of the nation.

### **Mission Statement**

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

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

### **Our Corporate Goals are:**

- improving the wellbeing of children and young people,
- raising standards for all,
- closing the performance gap, increasing access and equality,
- developing the education workforce,
- improving the learning environment, and
- delivering high quality education services.

## **Values and Principles**

### **Partnership**

- The Department works together through mutual understanding and harmonisation approach with partners to achieve a high standard of education that is globally compatible for all children and citizens. We will openly communicate our processes and actions to all our stakeholders.

### **Commitment**

- The Department is committed to deliver a high standard of services to the students, teachers, institutions and stakeholders. We will dedicate ourselves to our values, our work and our country.

### **Professionalism**

- The Department endeavours to develop human capacity, resulting in professionally trained and competent workforce. We will work hard to be experts and specialists in our field.

### **Integrity**

- The Department maintains Christian principles and is committed to honesty, transparency, accountability and fairness in our actions and decisions. We will accept responsibility for our actions and conduct.

### **Equality**

- The Department is committed to the GESI Policy. We will respect all people as they have the same rights and status and our actions will demonstrate this. We will have zero tolerance on Gender Based Violence.

## Selflessness

- The Department is a public office and so officers should take decisions solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.

## The Department has three primary objectives

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

## There are secondary objectives related to each of these:

### **Objective 1: To develop an education system to meet the needs of Papua New Guinea and its people, and that will provide appropriately for children to take their chosen place in their own community, in the formal employment sector, or continuing in further education and training.**

- 1.1 To incrementally restructure the education system to allow all children the opportunity to complete 13 years of universal education.
- 1.2 To develop, implement and assess the standards based curriculum that is seen to be relevant and based upon needs and appropriateness.
- 1.3 To provide skills education appropriate to the needs of Papua New Guineans at all levels and also those outside of the formal education system.
- 1.4 To develop competency based training under the National Curriculum Framework.
- 1.5 To provide sufficient places in the secondary sector through secondary expansion programs.
- 1.6 To train a cadre of education managers and education planners at the national, provincial, district and school levels to effectively plan for and manage the National Education System.

### **Objective 2: To provide basic schooling for all children as this becomes financially feasible.**

- 2.1 To establish preparatory schools at the community level to allow all six year old children in Papua New Guinea the opportunity to enrol in a preparatory grade and to acquire basic literacy and numeracy skills.
- 2.2 To complete the removal of elementary prep 1 and 2 classes from the elementary schools and moving them up to primary schools while moving the grades 7 and 8 to high schools.
- 2.3 To implement cost effective measures particularly in the area of teacher deployment.
- 2.4 To ensure that all children regardless of physical or mental incapacity have an opportunity to achieve a relevant and universal lifelong education.
- 2.5 To ensure equity across the country in terms of access to schools.
- 2.6 To provide school communities and Department of Education staff with the knowledge, attitudes, skills and means to prevent HIV, GBV and other gender and social inclusion activities.
- 2.7 To provide sufficient number of appropriately trained and committed teachers.



**Objective 3: To help people understand the changes that are occurring in contemporary society through the provision of non-formal education and literacy programmes.**

- 3.1 To support the work of the National Literacy and Awareness Secretariat in promoting literacy awareness across all parts of the country.
- 3.2 To encourage the involvement of the churches and other Non-Government Organisations in the provision of non-formal programmes.
- 3.3 To ensure effectiveness and optimised productivity of literacy activities by other national government departments and provincial authorities.

## **Priorities**

### **Corporate High Level Priorities**

The corporate priorities of the nine (9) Wings and nineteen (19) Divisions are defined by their roles and functions. These are categorised under the three Deputies: - Policy and Corporate Services Directorate; Schools and Education Standards Directorate; and TVET & UNESCO Directorate. The priorities are derived from the legislated mandates and the National Education Plan 2015-2019. They include interventions to improve education service delivery in access, retention, quality, equity and management.

### **Division Functions & Priorities**

Each division will take a leading role in achieving the education goals in this Plan. All divisions will be required to work collaboratively in order to optimise outcomes. Each Division's core priorities over the plan period are preceded with the respective Divisions core functional statements. Divisions will develop annual operational plans in order to implement priorities. Anticipated risks and management strategies are included at the end of the document. The divisions will review these priorities and manage risks on a regular basis so that the priorities remain attainable within the resources and the political environment.



## 1. CORPORATE PROFILE

### 1.1 History

The colonial administration and the early churches ran education in Papua New Guinea independently until 1970, with the former under Government administration and the latter under various Christian missions. A unified system was established in early 1970 with the establishment of: (a) a unified National Education System; (b) a unified Teaching Service; and (c) the establishment of the Teaching Service Commission.

The National Education System, modelled along the lines of the British and Australian education systems, remained unchanged until after a major Education Sector Review in 1991. This review revealed high attrition rates at Primary, low transition rates between Primary and Secondary education, a largely irrelevant curriculum, weak management and administration, declining resources with high unit costs and a severe imbalance in higher education funding at the cost of basic general education. Radical changes to the education system in its structure and curriculum were recommended and have been implemented up to this date.

In 2016 the National Executive Council (NEC) directed the Department of Education (DOE) through policy decision No. 315/2016 to undergo structural reforms on the 1-6-6 school structure aimed at addressing education issues on school access, retention, equity and quality of education in the country.

This directive came as a result of widespread concerns on the limited access, perceived dropping standards, equity and quality of education particularly the learning outcomes in schools.

### 1.2 Education System

The Organic Law on Provincial Governments and Local-level Governments (1995), the Education Act (amended 1995) and the Teaching Service Act (amended 1995) demarcated and decentralised the powers and functions relating to education. Under these laws, the Department of Education is responsible for national education policy and planning, developing curriculum, maintaining standards and facilitating teacher education training. The Teaching Service Commission primarily oversees teachers' salaries and conditions. The Provincial Education Divisions are responsible for the administration of elementary, primary, secondary and vocational education. Local - level Government responsibilities include the establishment and operation of elementary schools.

The Church Education Agencies, with the Provincial and Local-level Governments, own and operate provincial institutions. Hence, education is a highly decentralized system involving many partners working together to manage schools, teachers and students.

The Department of Education ensures that the provision of quality basic education ranging from Prep through to Secondary Grade 12, Vocational Centres, Flexible Open and Distance Education (FODE), Technical Vocational Education Training (TVET) Colleges and Primary School Teacher Training Colleges (PSTTC) are provided. By 2020 the Technical Vocational Education Training (TVET) Colleges and Primary School Teacher Training Colleges (PSTTC) will be transferred to the Department of Higher Education, Research, Science and Technology (DoHERST). Other post-secondary tertiary institutions including the Universities are the responsibility of the DoHERST.

There are other private education providers who have not affiliated to the National Education System but are providing education for the children of PNG with permitted status from the Department of Education. The permitted status is basically to distinguish them from other private schools operating independently.

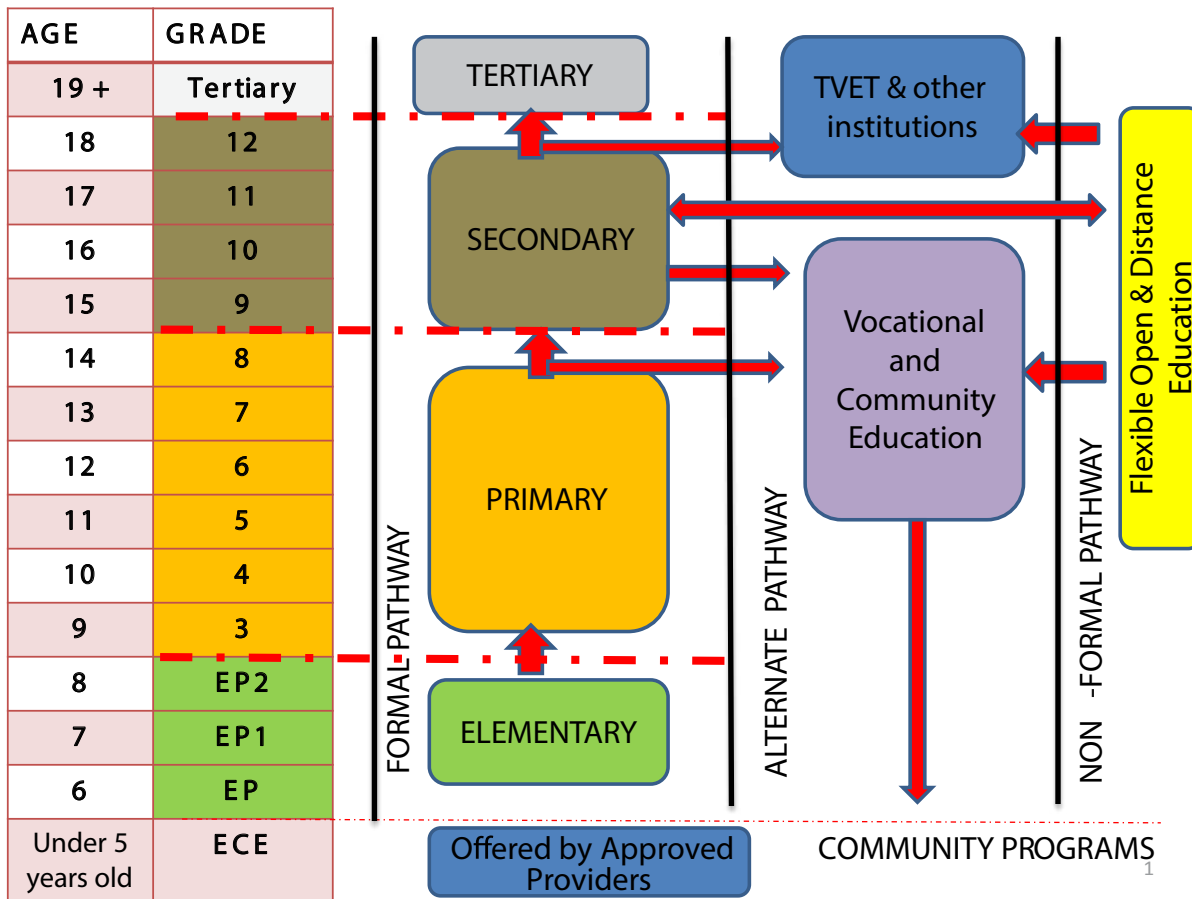
The National Education System had grown dramatically in the last 40 years. The 2017 Education Management Information System (EMIS) data has revealed that there are approximately

66,789 teachers, 2, 157, 26 million students in 9,400 elementary schools, 4, 058 primary schools, 299 secondary and high schools, 148 vocational schools registered and operating in the NES. Work is progressing on the shift from the current 3-6-4 structure to 1-6-6 school structure through the NEC decision No.315/2016. The decision renamed the elementary sector to pre-school and also reducing it to only 1 year of schooling however, continuing to keep the entry age at 6 years. Primary schooling will remain 6 years but with the inclusion of Grades 1 and 2 which are previously E1 and E2 from elementary school. Secondary schools will now consist of grade 7 to 12 with junior and senior high school. Different models to bring about the changes are also in place under different arrangements. Models are different but best suited to the geography and the socio-economic structure of the locality. Models may have all sectors in one campus or two sectors in one, while a sector situated in a different location. Implications on the changes are massive but manageable.

The Papua New Guinea education system structure introduced in 2018 is shown below.

Figure 1: The National Education System

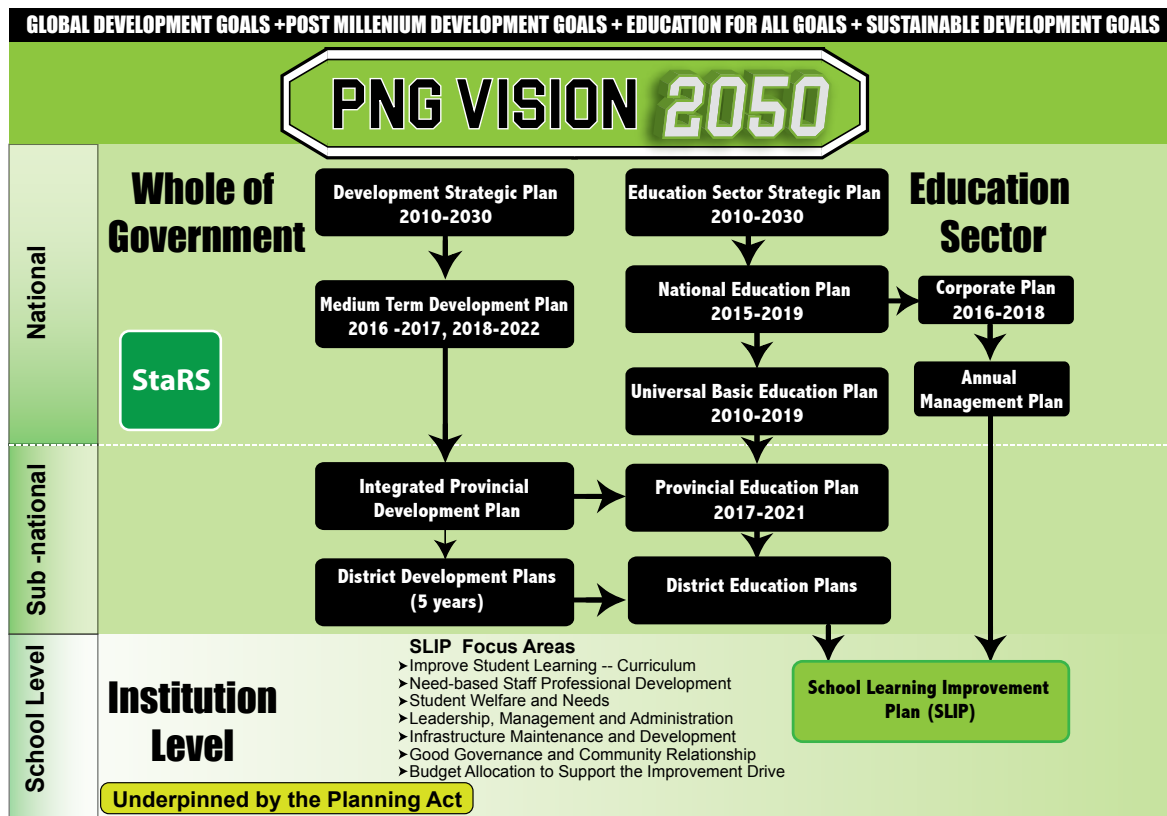
## NATIONAL EDUCATION SYSTEM STRUCTURE



### 1.3 Aligning and Synergising DoE Plans to Government of PNG Development Plans

This Corporate Plan aligns with GoPNG national development plans and relevant international plans as depicted in the next diagram. The challenge for the Department of Education is to synergise and coherently implement these to provide quality education and training to all and attain the Vision 2050 aspirations.

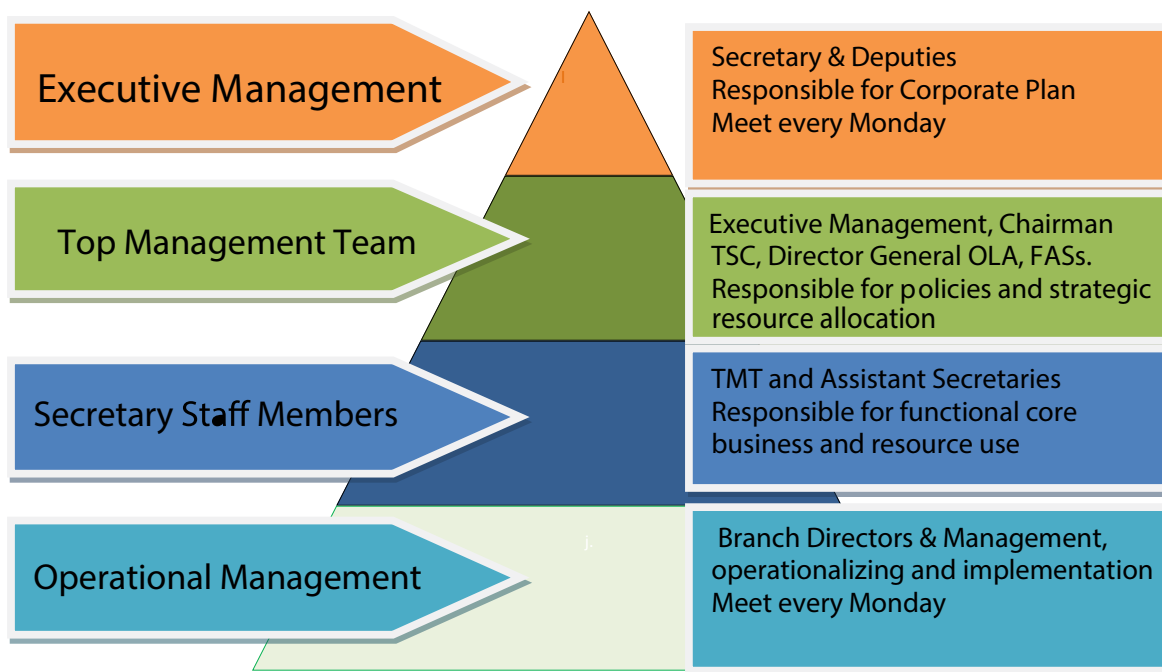
Figure 2: Synergising Government Plans and Policies



**2. GOVERNANCE OVERVIEW FRAMEWORK AND ORGANISATION STRUCTURE**

The Secretary for Education is the executive head of the Department of Education. The following diagram depicts the 4 tiered management and governance structure.

Figure 3 : DoE Four-tier management and governance structure



## 2.1 Corporate Governance

The DoE corporate governance is a set of responsibilities and practices, policies and procedures used by an executives to provide strategic direction, ensure objectives are achieved, manage risks and use resources responsibly and in a transparent way.

Good governance has two main requirements:

### Performance

These are how we use governance arrangements to contribute to our overall performance and the delivery of education outcomes:

- to improve results by effective use of performance information;
- for more equitable and cost-effective learning outcomes due to efficient use of resources; and
- to increase the value of our business using a cycle of continuous improvement.

### Accountability

These are how we use governance provisions to ensure that we meet the requirements of the law, regulations, published standards and community expectations:

- to fulfill obligations and legislative requirements in the best interests of our stakeholders;
- with clear procedures, roles and responsibilities to ensure confidence in our decisions and actions; and
- to act impartially and ethically to meet community expectations of integrity, transparency and openness.

## 2.2 Governance elements

There are seven inter related elements that guide our practices:

- **Direction:** shared understanding of our purpose and priorities through collaboration and effective planning and resource allocation.
- **Expectations:** agreed performance expectations through effective communication and best practice management.
- **Service Delivery:** service delivery through effective resource management, monitoring, review and reporting.
- **Improvement:** enhance organisational performance through review and intervention.
- **Risk Management :** capability-building and internal control mechanisms regularly assess and respond to risks and opportunities as a part of our daily activities.
- **Responsibilities:** accountability and transparency for decisions through legislation compliance, information management, evaluation and corporate reporting.
- **Alignment:** functions, structures and culture that support our organisational goals through quality leadership, a clear line of sight, role clarity and empowered staff. All Wings and Divisions under the three (3) Directorates of the department relate to each other in the implementation of their roles and functions.

## 2.3 Internal Coordination

The Department of Education budget is based around four main programs. These main programs are then divided into a number of sub programs. These sub programs are shown in the table below with a brief comment on each one of them.

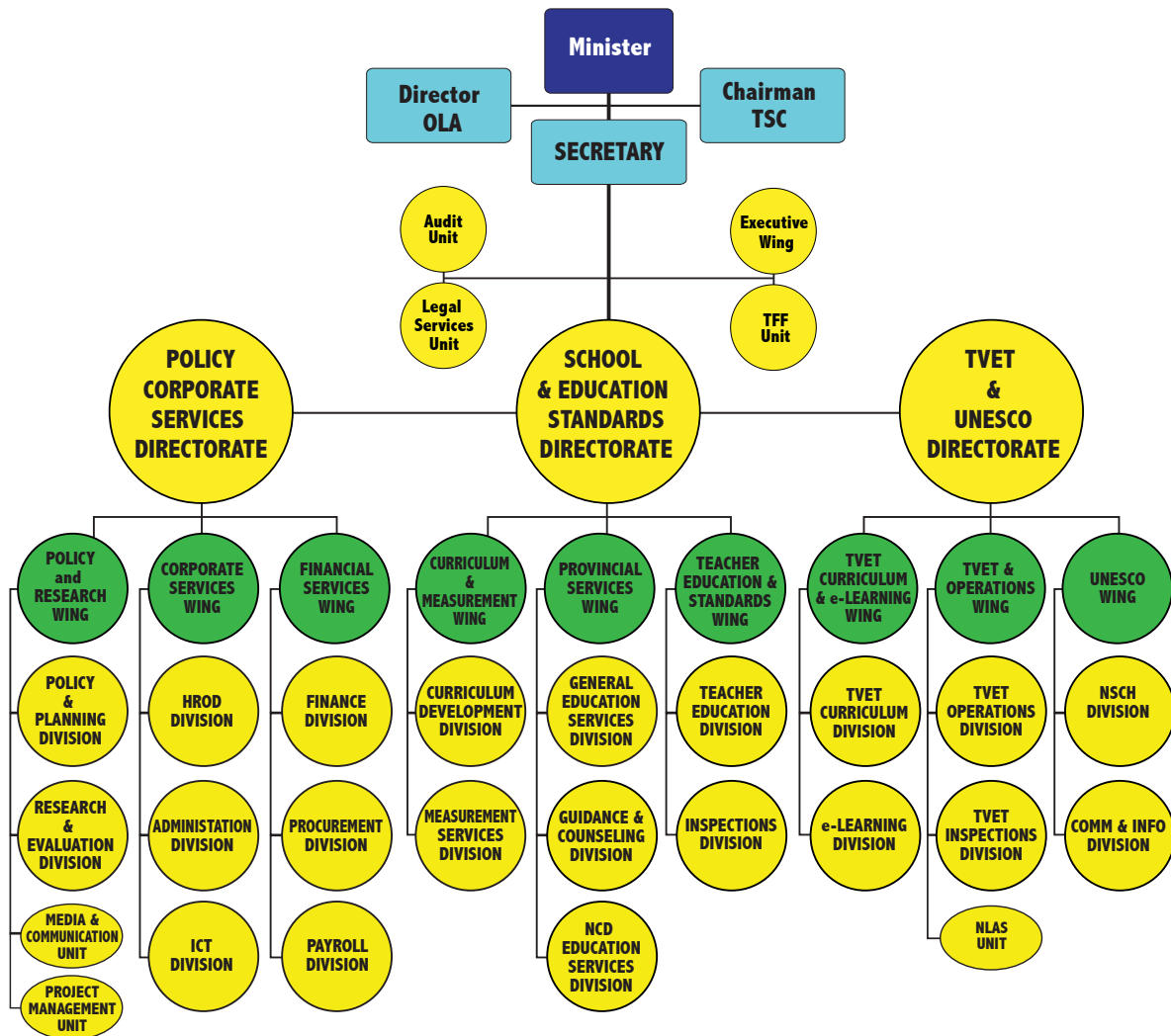
Program	Program activities
<b>Main program: Pre – primary, primary and secondary education</b>	
<b>Top Management and General Administration</b>	All the policy, planning and administrative functions of the Department and Ministerial Services. This Program also includes the Education Subsidies and ministerial support services.
<b>Development &amp; Implementation of Education Standards</b>	Curriculum, Standards and Guidance and Measurement Services. This Program also includes the cost of Curriculum, Standards and Guidance and Measurement Services in NCD
<b>Basic Education</b>	Elementary and Primary Education Coordination. This Program also includes the costs of basic education in the NCD.
<b>General Secondary Education</b>	Secondary Education Coordination, including all of the National High School costs, and the College of Flexible, Open and Distance Education. This Program also includes the costs of Secondary education in the NCD.
<b>Vocational Education</b>	Vocational Education Coordination. This Program also includes the costs of vocational education in the NCD.
<b>Main Program: Tertiary Education</b>	
<b>Technical Education</b>	All aspects of Technical Education.
<b>Teacher Education</b>	Pre Service, In-Service Teacher Education and Inclusive Education.
<b>Main Program: Library Services and Literacy</b>	
<b>Library services</b>	All aspects of library operations Coordination and Provision of Literacy Awareness Services.
<b>Main Program: Government Archives Maintenance</b>	
<b>Government Records and Archives</b>	Maintenance and Storage of Government Archive.



2.4 Organisational Structure

The Department of Education organisational structure, approved in 2015, has been designed to address the needs of both the education reform and the Organic Law on Provincial and Local-level Governments. It is intended that this structure be reviewed periodically to reflect the Department’s needs.

Figure 4 : DoE Organisational Structure



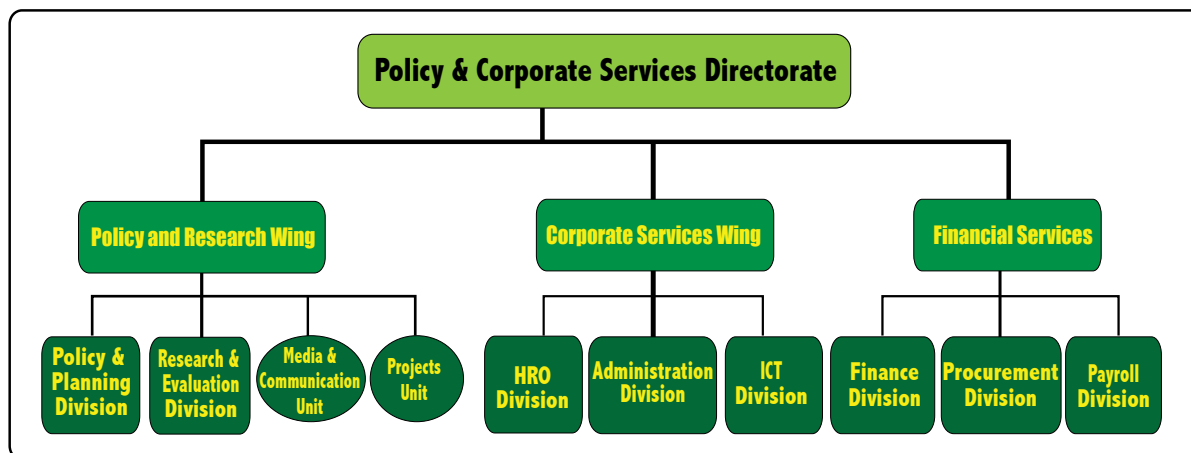
## THE CORPORATE PLAN

### 1. Policy and Corporate Services Directorate

This Directorate is responsible for national policy, planning and corporate services and provides advice to The Minister and The Secretary on matters related to these functions.

The Corporate Services Directorate comprises three wings, eight divisions and two units responsible for a range of functions and activities falling into three main categories: i) national policy and planning ii) corporate services, and iii) administrative functions.

Figure 5: Policy and Corporate Services Directorate



#### 1.1. Policy and Research Wing

The Policy and Research Wing contains two divisions and ten units responsible for a range of functions falling in the categories of policy, planning, communication, donor liaison and education projects, research, monitoring and evaluation, statistics and administration.

##### Policy and Planning Division

**Key Accountable Officer: Assistant Secretary - Policy and Planning**

**Core Divisions Functions:** The division is responsible for providing planning and other technical assistance to provincial and national education divisions. It facilitates and monitors implementation of national education plan throughout the country. The Division advises and assists the Minister and Secretary in the development of relevant policies, development of strategic plans and the management and dissemination of information in accordance with the legislative requirements and national education goals and objectives, and assists the Secretary in the management of the Department in accordance with its established functions and responsibilities.

##### Key Priorities/Key Performance Areas 2019 - 2021

No	Key Priority (KP)	Description	Timeframe	Output Indicator
1.	School Restructure Implementation Plan	Support given to the provinces to develop provincial school restructure plans.	2019	22 Provincial School Restructure Implementation Plans.
2.	Education Act Review	The Education Act, 1983 (as amended 1995) will be	2019-2021	Revised Education Act passed in



		amended for consistency and compatibility with current practices.		Parliament.
3.	Management of Executive Meetings	Support regular SSM, TMT, NEB, and Education Management Forums and Conferences.	2019-2021	Number of meetings and forums held.
4.	WaSH in all schools	Ensure all school SLIPs capture WaSH as a focus area for implementation	2019-2021	No of schools with SLIPs that include Wash activities
5.	Development and monitoring of National and Sub-national plans	Development of NEP 2020-2030, 22 PEPS, 89 DEPS	2019	No of Provinces and Districts with education plans
6.	Policy review and development	Review existing and develop emerging policies	2019-2021	Number of policies reviewed and developed

**Research and Evaluation Division**

**Key Accountable Officer: Assistant Secretary - Research and Evaluation**

**Core Divisions Functions:** The division is responsible for identifying and carrying out educational research, monitoring and evaluation studies as well as lead in the design, development and implementation of data collection using technology, analyse data and disseminate information to inform policy, planning and budgeting.

**Key Priorities/Key Performance Areas 2019 - 2021**

No	Key Priority (KP)	Description	Timeframe	Output Indicator
1.	Research on Key Policy Focus Areas.	Research studies on access, retention, quality education, education standards, management and cross cutting issues affecting education development in all sectors of education in partnership with divisions, provinces, stakeholders and development partners.	2019-2021	Reports produced and recommendations to inform and support strategic policy decisions.
2.	Monitoring of DoE policies, plans, projects and programs	Carry out <i>monitoring</i> studies on DOE policies, programs, plans and projects against the anticipated outcomes.	2019-2021	Reports produced to support policy, planning and budgeting

3.	Evaluation of DoE policies, plans, projects and programs	Carry out <i>evaluation</i> studies on completed and on-going policies, plans, programs and projects to determine its relevance, efficiency, effectiveness, impact and sustainability against the expected outcomes in consultations with divisions, stakeholders and developments.	2019-2021	Reports produced and recommendations to inform and support strategic policy, planning and budgeting decisions.
4.	Conduct annual education statistical program, analyse data and disseminate	Design, develop and conduct National School Census using technology to measure DOE performance on major education goals and policies as well as detail people’s participation in education in consultation with divisions, provinces, stakeholders and development partners.	2019-2021	Number of schools using technology(My school App) to collect and send school data .
5.	Staff Capacity Building	To design, develop and conduct staff capacity building programs internally, externally and long term.	2019-2021	All RED officers participated in capacity building programs

**Media and Communication Unit**

**Key Accountable Officer: Manager - Media and Communication**

**Core Unit’s Functions:** The unit is responsible for preparing and disseminating/distributing information about Government /Departmental priorities, policies and activities, including education reforms and education issues in general, for education administrators and teachers, other government and non-government organisations and personnel, and the general public. This includes producing and distributing media releases; education programs such as the weekly Education News broadcast and Pipeline newsletter; DOE Annual Report; Education Calendar; and education and reform awareness materials.

**Key Priorities/Key Performance Areas 2019 - 2021**

No	Key Priority (KP)	Description	Timeframe	Output Indicator
1	Communication strategy	Develop and implement a communication strategy on key policies and	2019 - 2021	Communication strategy developed.

		priorities.		
2	Website content	Recruit a Content Website designer to re-design the website in consultation with ICT division.	2019	An attractive and easy to follow website with current news and information on education.
3	Social Media	Manage and monitor education issues by creating a Facebook page.	2019	Education Facebook page.

<p><b>Projects Management Unit</b></p> <p><b>Key Accountable Officer: Executive Director – Project Management Unit</b></p> <p><b>Core Unit’s Functions:</b> The Unit is responsible for providing advice and assisting the Secretary and the Ministry of Education to support services to all projects that cover the components of project implementation, project monitoring and evaluations, supervision and other advisory services including capacity building in those competencies to the Government, Ministry, Department, Divisions, educational institutions and other project implementation units.</p>
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**Key Priorities/Key Performance Areas 2019 - 2021**

No	Key Priority (KP)	Description	Timeframe	Output Indicator
1.	GoPNG and Donor Projects	Coordinate and manage all Project meetings and consultations with GoPNG, Donors and other Development Partners.	2019-2021	Regular meetings and project updates.
2.	National School Infrastructure Policy	Policy to assist NDoE to have a standard infrastructure designs	2020	National School Infrastructure Policy developed and used.
3.	Land and Infrastructure Database	Database for all institutional land and infrastructure.	2020	Database is developed and used.
4.	Monitoring of NDoE Projects	Regular inspection and evaluation on all infrastructure projects from tendering, procurement and construction completion phase(s).	2019-2021	Projects completed in time.

## 1.2 Corporate Services Wing

The Corporate Services Wing has 3 divisions and 14 units responsible for a range of responsibilities to support the ongoing operations and wellbeing to service the department.

### Human Resources & Organisation Development Division

**Key Accountable officer: Assistant Secretary–HROD**

**Core Division Functions:** The Division is responsible for providing to the Department substantive programs including policy analysis, management of personnel affairs and organizational procedures, in-service training and staff development for non-teaching personnel, finance and accounting staff.

### Key Priorities/Key Performance Areas 2019 - 2021

No	Key Priority (KP)	Description	Timeframe	Output Indicator
1.	Organizational Structure	Update establishment register, review job descriptions and allowances to accommodate changes in the structure.	2020	Job descriptions and allowances (DMA) updated.
2.	Develop training policy and plan	Develop training policy and plan,	2020	Policy and plan approved and implemented.
3.	Safety health and Welfare policy	Occupational health, safety & welfare improved.	2021	Policy in place.
4.	Leave fare	Develop leave fare management policy	2020	Leave fare policy developed.
5.	Staff Appraisal	Timely completion of staff performance appraisals.	2019 -2021	Staff appraised and remunerated accordingly.
6.	Teacher NID Roll Out	Teacher NID roll out nationwide to all teachers in all sectors of the education system.	2019	All teachers are issued with NID Cards and Birth Certificates.



**Administration Division**

**Key Accountable officer: Assistant Secretary - Administration**

**Core Division’s Functions:** The division is responsible for providing efficient and effective administration, management systems and best practices across the Department to support the its core functions priorities and initiatives.

**Key Priorities/Key Performance Areas 2019 - 2021**

No	Key Priority (KP)	Description	Timeframe	Output Indicator
1.	Logistics Management Systems	Establish common operational & management standards for effective logistic support.	2019 -2021	Effective logistic support. <ul style="list-style-type: none"> <li>o Re-fleeting DOE</li> <li>o Transport Policy Reviewed &amp; implemented.</li> </ul>
2.	Asset Management Policy	Develop asset management policy for effective recording and registry of assets.	2019 - 2021	Policy developed
3.	Staff capacity building	Officers trained on IFMS to compile asset data.	2019	Number of officers trained
4.	Electronic Filing system	Develop and implement electronic document management system.	2020	Electronic filing system developed and used by department.

**Information Communication Technology Division**

**Key Accountable Officer: Assistant Secretary- Information Communication Technology**

**Core Division’s Functions:** The division is responsible for establishing and maintaining strategic business processes and procedures of the Ministry of Education through the provision of appropriate and sustainable Information and Communication Technology that is readily available and used effectively by Education personnel at the National and subnational levels including schools. The Information and Communication Technology Division supports ICT services and infrastructure at the Head Quarters, Provincial Division of Education offices and the District offices. The Division provides technical advice and solutions to enhance teaching and learning in schools as per Government Goals and Directives.

**Key Priorities/Key Performance Areas 2019 - 2021**

No	Key Priority (KP)	Description	Timeframe	Output Indicator
1.	Automate Core Business Systems and Processes	Automate business processes and procedures using technology and to improve functionalities through the enhancements of core database applications.	2019 - 2021	Real time data source is used to release teachers’ pay slip, manage leave fares, planning and budgeting.
2.	Strengthen	Upgrade and expand	2019 - 2021	Improved communication and

	Information and Communication Technology Infrastructure	server and networking infrastructure at the national and sub-national levels.		service delivery using ICT including reliable telephone system.
3.	Provide sound IT and communication advise and support	Providing ICT training for HQ and PHQ staff as well as technical and professional training for ICT technical officers at HQ, PHQ and schools.	2019 - 2021	Number of schools, teachers, students and stakeholders using DoE ICT services.
4.	e-Libraries	Install ICT systems and infrastructure including filtered internet and e-libraries to public libraries and post primary schools.	2019 - 2021	Number of schools using e-libraries.

### 1.3 .Financial Services Wing

The Financial Services Wing comprises three divisions and is responsible for a range of responsibilities falling in the main categories of; Finance, Procurement and Payroll.

<b>Finance Division</b>
<b>Key Accountable Officer: Assistant Secretary - Finance</b>
<b>Core Division’s Functions:</b> The division is responsible for providing efficient, transparent, accountable and client focused financial support services to all divisions within the Ministry. The Finance Division assists the Minister through the Secretary in the preparation, management, implementation and monitoring of the Ministry Budget.

#### Key Priorities/Key Performance Areas 2019 - 2021

No	Key Priority (KP)	Description	Timeframe	Output Indicator
1.	Improved Financial Management and Reporting	Financial Management visits & training to National Institutions’ Principals and Registrars.	2019 -2021	Number of trainings & visits and number of Financial Reports received.
2.	Capacity Development of Officers	Develop officers capacity for higher duties and to competently use IFMS.	2021	Number of staff trained.
3.	Improving Budgeting Process	Ensure financial resources are tied to planned activities and within PFMA and legal guidelines.	2019 -2021	Planned activities achieved.
4.	IFMS activated and functioning	All gazetted Section 32 officers access IFMS.	2019	Number of Section 32 accessing IFMS.

<b>Procurement Division</b>
<b>Key Accountable Officer: Assistant Secretary - Procurement</b>
<b>Core Division’s Functions:</b> The division is responsible for providing responsive, effective and quality expert procurement services and business advice to all entities within the Ministry.

## Key Priorities/Key Performance Areas 2019 - 2021

No	Key Priority (KP)	Description	Timeframe	Output Indicator
1.	Centralise procurement function	Centralise procurement processes of goods and services.	2019-2021	All procuring functions and activities for the DoE to be performed by Procurement Division.
2.	Procurement Policy & Manuals	Procurements Policy and Manual to be updated in par with current practices.	2020	Procurement Manuals (Vol.1 & Vol.2) printed and distributed.
3.	Centralisation of all AROs to improve efficiency in line with IFMS requirements.	Procurement division to do all procuring leaving other divisions to concentrate on their core functions.	On-going	All AROs to be centralised.
4.	Tenders	Implement centralised procurement for all major procurements in line with the Annual Procurement Plan.	2019 - 2020	Number of tenders made on time.
5.	Provincial and Institutional Support	Support provinces and institutions procure via legal procedures and processes.	On-going	Number of workshops conducted provinces and PTCs, Secondary Schools, Colleges.
6.	Refurbishment of Science labs in all schools	Old Science labs in all primary and secondary schools will be refurbished.	2019-2021	Number of science labs in national high schools, provincial high schools, secondary schools and primary schools refurbished.
7.	Education House	An education house is built to house the Ministry of Education.	2019-2021	New Education House is constructed.

### Payroll Division

#### Key Accountable Officer: Assistant Secretary - Payroll

**Core Division's Functions:** The division is responsible for providing effective and efficient Salary Payroll functions and services to teachers and public servants in the Education system. Provide effective support services to DoE staff and teachers in provinces on matters relating to payroll.

## Key Priorities/Key Performance Areas 2019 - 2021

No	Key Priority (KP)	Description	Timeframe	Output Indicator
1.	Decentralised salary function to remaining seven provinces	Provinces to have Salary and Alesco functions transferred.	2019	Provinces administer teachers entitlements.
2.	Training of PEOs and Payroll Officers on revised payroll processes and procedures by PwC	Conduct training on the revised processes and procedures.	2019	Effective processing of teacher entitlements.

3.	Develop an electronic filing system for public servants	Create an electronic filing system for Teachers and Public Servants	2019 - 2021	Electronic filing system
4.	Improved Graduate/New commencement processing	All graduates to be paid by 1st quarter	2019	New Graduates paid within three months of resumption.
5.	Implement one position, one person, one pay policy	All teachers to be paid on a position	2019-2021	Teachers paid on a position

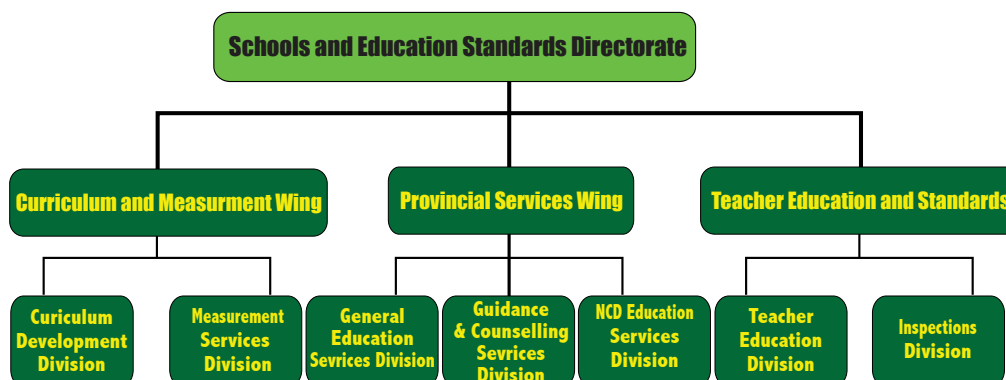




## 2. Schools and Education Standards Directorate

This Directorate is responsible for functions related to teaching, learning and education standards and provides advice to the Minister and Secretary on matters relating to these functions. The Directorate has two wings and five divisions as depicted below.

Figure 6: School and Standards Directorate



### 2.1. Curriculum and Measurement Wing

#### Curriculum Development Division

**Key Accountable officer: Assistant Secretary - CDD**

**Core Division’s functions:** The division is responsible for providing advice to the Minister through the Secretary on issues relating to the development, procurement and distribution of all curriculum and associated materials. The curriculum cycle is divided into 5 stages, these stages are; Planning, Development, Production, Printing & Distribution, Implementation and Evaluation. Along each of this stages, there are approval and quality assurance processes that take place to ensure each stage of the cycle meets the expected outcomes or targets. Within this cycle there are other key partners that are required to ensure the curriculum is implemented at the classroom level. Teacher Education provides training for teacher to implement the curriculum and school inspectors to monitor the teaching and learning of the curriculum to be deemed successful implementation.

#### Key Priorities/Key Performance Areas 2019 - 2021

No	Key Priority (KP)	Description	Timeframe	Output Indicator
1.	Standards Based Curriculum, (SBC)	Standards Based Curriculum developed and implemented in all Schools from Elementary Prep to Grade 12.	2020	Syllabuses, Teachers’ Guides, Text Books and supporting resource materials developed and distributed to schools.
		Senior Primary (Grades 6-8) Syllabuses & Teacher Guides	2019	Primary teachers throughout the country teaching SBC.

		Secondary (Grades 9-12) Syllabuses & Teacher Guides	2021	Secondary teachers throughout the country teaching SBC
	School Journals	Write school Journals for Primary schools	2020	Primary teachers throughout the country receive and use school Journal readers.
2.	Citizenship & Christian Values Education (CCVE) Curriculum	CCVE Framework, Prep to Grade 12 Syllabuses & Teacher Guides	2020	Prep to Grade 12 teachers throughout the country teaching CCVE.
3.	Phonics	Purchase Phonics resources for Elementary schools	2019	Prep, Gr 1 & 2 teachers throughout the country teaching phonics,
4.	Textbooks Development, Procurement and Distribution	Mathematics & Science Text Books for Primary (Grades 3-6) and development of textbooks for other subjects for Prep to Grade 12	2020	Primary teachers throughout the country teaching Maths & Science in schools throughout the country.
	Textbooks and Other Support resources	Procurement of SBC support materials and resources for Prep to Grade 12.	2021	Textbooks and other Resource Materials for all sectors are purchased, supplied and used by teachers and students
5.	Curriculum Policy Documents review	Curriculum Policy Documents review in line with SBC review; Curriculum Writers Handbook, Curriculum Management Plan, National Assessment & Reporting Policy and Procurement & Distribution Policy.	2020	Curriculum Policy Documents reviewed in line with SBC



## Measurement Services Division

**Key Accountable officer: Assistant Secretary – Measurement Services**

**Core Division’s Functions:** The division is responsible for providing advice to the Minister through the Secretary on issues relating to the development, procurement and distribution of all assessment materials for all schools and the administration of national examinations for Grades 8, 10 and 12. Manage, administer, monitor, and evaluate assessment, examination and certification of students.

### Key Priorities/Key Performance Areas 2019 - 2021

No	Key Priority (KP)	Description	Timeframe	Output Indicator
1.	Examinations and Certification	Strengthen and sustain mal-practices free National Examinations and Certification systems for Grades 8, 10, 12 and propose a framework for phased out Grade 8 Exam Exit.	2019 -2021	Security enhanced Certification.
2.	Standardised Internal Assessment System	Devise and implement a standardised internal assessment system for all schools to improve consistency and reliability in the school based subject assessments.	2019 - 2021	Uniform school based assessment system introduced and supported.
3.	Item banks and Assessment samples	Develop Item Bank booklets for all subjects and support schools with various model assessment samples.	2019 - 2021	Booklets of item banks by units of work and test and assignment samples developed and issued to schools.
4.	Curriculum Standards Monitoring Test	Enable CSMT to be a reliable in-country mechanism incorporating PILNA experiences, to promote harmony among intended, implemented and attained curriculum.	2019 - 2021	Curriculum standards monitoring tests developed, administered, analysed and reported at least on a bi-annual basis.
5.	Online Marks data collection	Devise ways to collect students’ nominations with marks data online.	2019 - 2021	SIBs data collection is collected and sent online.
6.	Past exam papers (MCQ) online through the internet	Past exam papers (MCQ) delivered through online examination methods.	2019 - 2021	(MCQ exams) trial online.

## 2.2 Provincial Services Wing

The Provincial Services Wing comprises three divisions and is responsible for a range of responsibilities falling in the main categories of general education service, guidance and counselling and NCD education services

### General Education Services Division

**Key Accountable officer: Assistant Secretary- General Education Services**

**Core Division’s Functions:** The division is responsible for supporting the delivery of Basic and Secondary education services to national institutions and provinces through effective coordination and liaison of policies and strategies towards providing access, equity and quality basic education to all school age children.

### Key Priorities/Key Performance Areas 2019 - 2021

No	Key Priority (KP)	Description	Timeframe	Output Indicator
1.	Electronic file management system	Establish teachers and students electronic database.	2019-2021	Number of Teachers and students captured in the database.
2.	School Registration	Improve school registration process through e-registration system and conduct audit of all NES registered schools.	2020	Accurate number of registered schools.
3.	National Teacher Appointment	Improve teacher appointment process through a software application.	2020	Vacancy and confirmation gazette.
4.	Provincial Education Act	Assist provinces to develop their Provincial Education Act.	2019-2021	Number of provinces with Provincial Education Acts.
5.	School of Excellence	Develop school of excellence policy.	2019	Policy developed
6.	FODE	Improve and expand FODE education services.	2019-2021	Number of students completing secondary education through FODE.
7.	Secondary Science Education	Enhancing science education through Teacher Training, infrastructure, and equipment.	2019-2021	Quality Science Education.
8.	Electronic Grade 11 Selections	Software system for grade 11 selections.	2019-2021	Software developed and functioning.

9.	NCDES transfer	Transfer of NCDES functions to NCDC	2019 -2021	NCDES transferred
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**Guidance and Counselling Division**

**Key Accountable officer: Assistant Secretary – Guidance and Counselling**

**Core Division’s Functions:** The Division is guided by the 4 pillars of ‘What Guidance is, Behaviour Management Policy 1. Educational, 2. Vocational, 3. Personal & Social, and 4. Moral & Spiritual. It consists of 4 units; HIV & Gender, Guidance & Counselling Services, Administration, Training & Projects. Its Corporate Plan is based on the 4 existing policies; BMP, HIV, Gender, SBC and 3 in draft; Pop Ed, Scout and Mobile phone. It is responsible for providing guidance & counselling services, training and supervision to the schools in the National Education System and assesses the implementation of the mentioned policies per the pillars.

**Key Priorities/Key Performance Areas 2019 - 2021**

No	Key Priority (KP)	Description	Timeframe	Output Indicator
1.	Capacity Building	Build capacity of Guidance & Counselling staff, Teacher Counsellors and Student Leaders through various courses and training internally and externally.  Review GCD officers’ Handbook.  Create a GCD Data Base.  Staff Housing.  Train DoE Staff on HIV& Gender.	March 2019 to November 2021  April 2019  December 2019  March 2019 to November 2021	All GCD officers participate equally in capacity building programs, 50% Masters.50% Diploma.  GCD officers’ Handbook reviewed and implemented.  50% of teachers trained in basic counselling skills.  50% of student leaders trained in Student Leadership Skills.  60% drop in student behaviour issues.  40% GCD Officers housed.  100% DoE Staff Trained.
2.	Policies & Programs	Guidance & Counselling Officers to monitor the implementation of its policies & programs and other DoE expectations.  Policy Implementation, Review and Development.	February 2019 – November 2021  March 2019 – December 2021	85% of schools implemented policies and programs.  50% of schools developed SBMP.  Gender Policy reviewed and HIV & WaSH policies audited.  Mobile Phone Policy approved.  Pop Ed. & Scout policies.

				developed
3.	School Visits	<p>1<sup>st</sup> round of visits to administer DAT, discuss selection reports, in-services on policies &amp; programs, student welfare awareness.</p> <p>2<sup>nd</sup> round of visits to assess the implementation of programs and policies, career guidance.</p> <p>Regional Directors monitor &amp; evaluate all programs.</p>	Ongoing	<p>100 % secondary schools visited and completed Differential Aptitude Testing (DAT) program.</p> <p>80% of schools implemented programs and policies. including, SBC/CCVE.</p> <p>100% provinces visited.</p>
4.	Liaising & Support Services	<p>Donor agencies like UNICEF, CHILD FUND, Equal Playing Field to support Guidance &amp; Counselling programs.</p> <p>Develop SRGBV training packages for teachers.</p> <p>Link GCD and schools with other welfare support service providers.</p>	<p>March 2019</p> <p>December 2021</p> <p>November 2019</p> <p>ongoing</p>	<p>SRGBV training packages developed and rolled out training in 14 Provinces.</p> <p>BMP,SBC,Gender,HIV,ICT,Scout &amp; PopEd policies &amp; programs reviewed, developed &amp; implemented.</p> <p>More referrals made by schools.</p>
5.	Monitoring and Evaluation	Monitor assess and evaluate Guidance & Counselling Programs	<p>February 2019</p> <p>December 2021</p>	All monitoring and evaluation reports of Guidance Programs submitted to SSM/TMT



## National Capital District Education Services Division

**Key Accountable officer: Assistant Secretary – NCDES**

**Core Division’s functions:** The division is responsible for providing support to the Department through the coordination of all core functions and for the planning, management and coordination of quality education services in the National Capital District.

### Key Priorities/Key Performance Areas 2019 - 2021

No	Key Priority (KP)	Description	Timeframe	Output Indicator
1	Infrastructure – Classroom	Assist schools to plan and source funds to build additional classrooms to ease overcrowding.	On-going activity	Classrooms are built in the schools.
2	Transfer of NCD Education Services to NCDC	Assist with Legislative document to transfer NCDES to NCDC.	By mid-year 2019	Legislative documents completed ‘NCDES transferred.
3	Technical Systems management	Develop database for NCDES teachers My School Application Data.	By year 2019	Teacher database completed.  Schools compiling and transmitting data.
4	Shift Teaching at Secondary School	Plan & introduce shift teaching in NCD secondary schools.	On-going activity	Shift teaching is implemented.
5	Financial Management- TFF	Financial Management for Head Teachers.	Year 2019 & 2020	Head Teachers trained.
6	Land Titles & Boundary Maps	Activities to obtain land titles from Lands Dept.	Year 2019	Land Titles/Boundary Maps obtained for school.



### 2.3 Teacher Education and Standards Wing

The Teacher Education and Standards Wing comprises two divisions and it is responsible for a range of responsibilities falling in the main categories of teacher education and standards.

<b>Teacher Education Division</b>
<b>Key Accountable officer: Assistant Secretary - Teacher Education</b>
<b>Core Division’s Function:</b> The division is responsible for providing quality pre-service teacher education and professional development training opportunities for serving teachers, in a cost effective and sustainable way. It is responsible for the provision/facilitation of relevant pre-service teacher training programs for elementary, primary and vocational schools. TED is also responsible for the provision/facilitation of teacher professional development activities for teachers in elementary, primary, high schools, secondary schools, technical colleges, business colleges, teachers colleges and inclusive education resource centres.

#### Key Priorities/Key Performance Areas 2019 - 2021

No	Key Priority (KP)	Description	Timeframe	Output Indicator	
1.	Teacher Qualification Audit and upgrading	All Teachers' Qualifications are audited and entered into electronic Database.	2019 - 2020	Qualification for All Teachers in all sectors of education are audited and entered into electronic data-base.	
				2019 - 2021	* Certificate to Diploma * Diploma to Degree* Degree to Post Graduate Degree.
					* Diploma to Degree.
					* Degree to Post Graduate.
2.	Capacity Building Trainings	Teachers to undergo short and long term trainings in-country and abroad.	2019 - 2021	Lecturers and teachers to undertake specialized subject content training.	
				All provinces to provide unified in-service training for primary and elementary teachers during NIST/PIST week.	
				Induction training for selected teachers who wish to become Lecturers and Inspectors.	
3.	Transfer of Teachers Colleges to DHERST	Consultations between DHERST and DoE regarding Transfer of Teachers Colleges.	2019 - 2020	Workshops and consultative meetings with key Stakeholders for smooth transition.	



				as per the NEC Decision
4.	Implementation of Standard Based Curriculum	Standard Based Curriculum including Citizenship and Christian Values Education Roll out to all Districts and Schools.	2019 - 2021	All 22 provinces will fully implement SBC including CCVE in all sectors of education. All teachers colleges to implement the Standard Based Curriculum. Inspectors to monitor the implementation of SBC/CCVE in the institutions.
5.	Unification of Teacher Education	Re-alignment of Teacher Education Curriculum.	2019 - 2021	Development of Mathematics and Science Courses for all year levels.
6.	Teacher Registration Board	Establish Teacher Registration Board to issue Licenses and oversee proper registration of Teachers in all sectors.	2019 - 2021	Teacher Registration Board is fully functional and operational.
7.	Create database for the division	Create a database for all TTCs and IERCs in the division.	2019 - 2021	An integrated School Information System containing all Teachers College data is operating.

## Inspections Division

### **Key Accountable officer: Assistant Secretary – Inspections**

**Core Division’s Function:** The division is responsible for and deals with quality assurance and control and provides supervisory, advisory and appraisal functions to provinces and schools. Responsible for monitoring, supervision, advising, assessing and evaluating the quality of school leadership, positive school environment, effective school management and learning outcomes.

### **Key Priorities/Key Performance Areas 2019 - 2021**

No	Key Priority (KP)	Description	Timeframe	Output Indicator
1.	School Visits	Visit schools to assess teaching, learning, monitor and conduct awareness on implementation of major government policy reforms.	2019 - 2021	Percentage of schools visited per inspectorate.

## “Quality and Standards in Education for All”

2.	Ratings Conference	Rate teachers performance in all sectors through PRC and NRC.	2019 – 2021	Percentage of teachers rated
3.	National Quality School Standards Framework	NQSSF operational and institutionalized based on standards (4), indicators (64) and multiple evidences using the NASSA software.	2019 - 2021	Percentage of schools assessed based on NQSSF.
4.	National School Minimum Standards	Schools, teachers and students minimum standards are enforced and maintained through SLIP.	2020	Percentage of schools meeting the required NSMS.
5.	Inspectors Handbook	The inspectors' handbook will be developed to assist inspectors to understand their roles and responsibilities.	2019	Handbook developed.

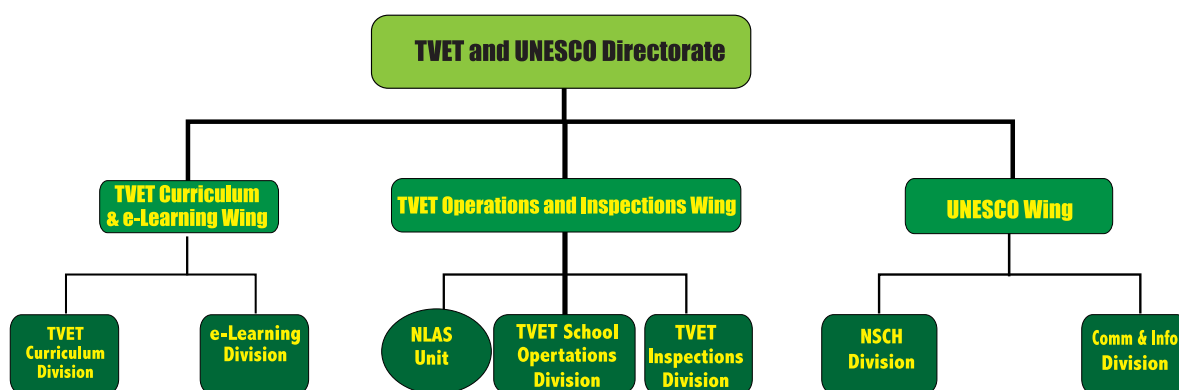


### 3. TVET and UNESCO Directorate

The TVET and UNESCO Directorate is responsible for the delivery of appropriate technical and vocational curriculum, maintenance of educational standards, and the efficient and effective provision of Technical Vocational Education and designated schools’ operational functions. The Directorate provides strategic direction and maintains the quality of broad based technical and vocational education and training that meets established national standards and is available to every person.

The Technical Vocational Education Training and UNESCO Directorate has three (3) wings and six (6) divisions responsible for a range of functions and activities falling into main categories: curriculum, e-learning, operations and standards, UNESCO and Communication and Information, and NLAS Unit.

Figure 7: TVET and UNESCO Directorate



#### 3.1 TVET Curriculum and e-Learning Wing

The TVET Curriculum and e-Learning Wing comprises two divisions and is responsible for a range of responsibilities falling in the main categories of; TVET Curriculum and e-Learning

TVET Curriculum Division	
<b>Key Accountable officer: Assistant Secretary – TVET Curriculum</b>	
<b>Core Divisions functions:</b> The division is responsible for providing and maintaining a broad based quality technical and vocational education and training that meets national competency standards. This is aligned with PNG’s TVET National Qualication Framework. TVET creates an environment conducive to design and develop local, provincial and global curriculum. The TVET Curriculum Division implements, delivers and reviews its courses and relevant programmes to meet the ongoing demands of the local community, government, commerce and industry domestically and abroad.	

#### Key Priorities/Key Performance Areas 2019-2021

No	Key Priority (KP)	Description	Timeframe	Output Indicator
1.	National Advanced Diploma Course	Design and upgrade the National Certificate Course to Advance Diploma Course.	2019 -2020	Training Packages in the ten (10) sectors developed.

2.	Capacity development	Training for teachers on CBTA and use of new TVET Curriculum	2019 - 2021	1000 teachers trained annually
3.	TVET Curriculum Policy	Develop curriculum policy statement.	2019	TVET curriculum policy developed
4.	Audit and alignment of TVET Courses	Conduct curriculum audits in all TVET institutions to align to PNGNQF	2019-2020	Courses aligned to PNGNQF
5.	Private, Public Partnerships	Establish and strengthen PPP through TVET Board of Studies and Curriculum Advisory Committee	2019-2021	Number of BOS established  Number of AAC meetings conducted

**e-Learning Division**

**Key Accountable Officer: Assistant Secretary – e-Learning**

**Core Division’s Functions:** The division is responsible for the distribution of information, instructional programs and materials to schools, provincial and national educational institutions. It has six branches: TV/Radio, Multi Media/e-Learning, e-Curriculum, e-Corporate Services, Engineering and Operations. It liaises closely with all teaching institutions and other Divisions including: TVET Curriculum, TVET Inspections, Standards, Teacher Education, Measurement Services, Curriculum Development, ICT, Procurement, Finance, Research and Evaluation, to ensure relevant policy information and materials are disseminated.

**Key Priorities/Key Performance Areas 2019-2021**

No	Key Priority (KP)	Description	Timeframe	Output Indicator
1	e-Learning technology	Support teaching and learning through the use of media & technology.	2019 - 2021	Recorded Programs and information for all grades distributed and broadcast.
2	e-Curriculum lesson and programs	Develop and write English, Math and Science lessons programs for prep to Grade 3.	2019-2021	e-Curriculum resources approved.
3	Capacity building	Professional and specialised training for e-Learning Officers and TV Model Teachers.	2019-2021	Number of trained professionals and TV Model teachers.
	e-Learning infrastructure	Prepare technological infrastructure to support teaching and learning.	2019-2021	Number of schools and institutions using e-learning infrastructure.

<b>5</b>	Curriculum materials on DoE websites	Teaching and learning materials on the websites.	2019-2021	Number of curriculum materials accessible on website.
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### **3.2 TVET Operations and Inspections Wing**

The TVET Operations and Standards Wing consists of two Divisions and a unit: TVET School Operations, TVET Inspections and Quality Assurance Divisions, and the National Literacy Awareness Secretariat. The Wing is responsible for a range of responsibilities falling in the main categories of: TVET Schools Operations (TVET Operations and Management) and Inspections.

<b>TVET Schools Operations Division</b>				
<b>Key Accountable Officer: Assistant Secretary: TVET Operations and Management</b>				
<p><b>Core Division’s Functions:</b> The division is responsible for providing visionary leadership and strategic direction in the development and implementation of policies through programmed activities to maintain a quality TVET system, and to ensure the effective management of technical, business colleges, National Polytechnic Institute of PNG, vocational institutions and community colleges throughout PNG. It has four branches: National Institutions, Provincial Institutions, Professional and Operations. The Division is required to liaise closely with other divisions including Finance, Procurement, HROD, TSC, NCDES, Provincial Authorities, relevant Government Agencies Private Enterprises and donor agencies.</p>				

#### **Key Priorities/Key Performance Areas 2019 - 2021**

<b>No</b>	<b>Key Priority (KP)</b>	<b>Description</b>	<b>Timeframe</b>	<b>Output Indicator</b>
1.	TVET Expansion institutions and quality programs	Expansion through establishment of new institutions.	2019 - 2021	Number of institutions established.
2.	TVET Restructure	Realigning roles and responsibilities to administer operations and transfer to DHERST.	2019 - 2020	Full realignment of TVET management.
3.	Rehabilitation of TVET schools and colleges	Rehabilitation & infrastructure development plan for all TVET institutions.	2019 - 2021	Number of schools, institutions and colleges rehabilitated.
4.	Quality Standards & Assurance	Adopt TVET Quality Framework in TVET institutions as benchmark to support competency-based assessment standard performance.	2019 - 2021	A quality standards framework policy for TVET institutions is developed and implemented.

5.	Human resource training plan	Improve Capacities through upgrade qualifications and skills training.	2021.	Number of teachers upgrade qualifications and trained.  Number of teachers complete Cert IV in Training & Assessment
6	TVET research, monitoring and evaluation program.	Carry out market surveys on job opportunities for provincial TVET and college graduates.	2019 - 2021	Market surveys carried out and findings are made available.

**TVET Inspections Division**

**Key Accountable Officer: Assistant Secretary - TVET Inspections**

**Core Divisions Functions:** The Division is responsible for monitoring and evaluating the performance standards of TVET’s Institutions, administration and teachers to ensure they comply and conform to set standards, policies and regulations of TVET, TSC and NDoE. Its core function is performed around quality assurance and ensures quality standards are maintained in all aspects of delivering TVET’s academic programs and operations.

**Key Priorities/Key Performance Areas 2019-2021**

No	Key Priority (KPI)	Descriptive	Timeframe	Output Indicator
1	Joint National Inspectors Ratings Conference	Conduct a mini ratings to vet inspection reports prior to the National TVET Inspectors Ratings Conference to rate TVET Teachers based on the outcome of their inspection reports	On-going	500 TVET teachers are inspected and rated annually.
2	Advisory/Final Inspection Visits	Conduct advisory/final inspection visits in TVET Institutions to monitor and evaluate performance standards of teachers and administrators and provide inspection reports;	On-going	500 TVET teachers inspected and under various inspection categories and given reports.
3	Review Inspections Manual	Organise review of the inspectors manual based on changing trends in the inspection processes, procedures, formats, roles and	2019 - 2020	Inspectors manual reviewed and updated to accommodate changing trends.

		responsibilities of teachers and administrators.		
<b>4</b>	Audit Course Programs for Quality Assurance	Carry out quality audits of TVET course programs in TVET Institutions for certification purposes in 10 out of 144 institutions per year.	2019 - 2020	Quality audits carried out in 10 institutions out of 11 National and 134 Provincial TVET Institutions.
<b>5</b>	Certification for TVET Institutions	Prepare and process certificates and diplomas for semester one and two for National and Provincial TVET Programs.	On-going	10,000 - Certificates and diplomas are printed/processed for graduating students in National and Provincial TVET Institutions annually.

**National Literacy and Awareness Unit**

**Key Accountable Officer: Executive Director - NLAS**

**Core Unit’s Functions:** The unit is responsible for facilitating the establishment of a policy framework that opens lifelong learning opportunities and pathways for individual growth, meaningful employment, economic independence, civic participation, and social justice especially for the poor, physically, mentally and socially handicapped as well as to those who are educationally disadvantaged. The unit also coordinates the provision of functional literacy programs offered by government, non-government, communities, churches and other relevant stakeholders and training providers at national and sub-national levels.

**Key Priorities/Key Performance Areas 2019 - 2021**

No	Key Priority (KP)	Descriptive	Timeframe	Output Indicator
1.	National Literacy Policy	Review the policy to align to sustainable development goals and reforms in PNG education system.	2019	Policy reviewed.
2.	NLAS strategic plan	Plan will detail out a costed activity plan.	2020	NLAS Strategic Plan.
3.	Provincial Literacy Policies	Develop provincial literacy policies aligning to the National literacy policy.	2021	Number of provinces have provincial literacy policies.
4.	Literacy providers database	A database for monitoring literacy program providers.	2021	Database developed.

### 3.3 United Nations Educational, Scientific & Cultural Organisation

#### United Nations Educational, Scientific & Cultural Organisation (UNESCO) Commission

##### Key Accountable Officer: Executive Director, UNESCO National Commission

**Core Commission’s Functions:** The Commission is responsible for advising and assisting the Minister and Secretary through the National Commission Board in managing the development and advancement of policy and programmes designed to complement the four distinct programmes of UNESCO, as an international organization.

UNESCO Charters, Roles, and Responsibilities are “Not Only Education Founded”, but are founded at “Educating Peoples on the knowledgeable integration of sciences, cultures and heritages, and communications for the purpose of universal peace amongst all peoples”.

##### Key Priorities/Key Performance Areas 2019 - 2021

No	Key Priority (KP)	Descriptive	Timeframe	Output Indicator
	Restructuring of UNESCO & Establish UNESCO National Commission Board with its sub-sector committees	UNESCO restructured in line with NEC Decision No. 15/2018 and Public Sector Organisation Reform.  National Commission Board and 9 x sub-sector committees established.	2019	Restructure implemented through revised Job Descriptions, Reclassifications, External Advertisements.  2 x Board meeting and sub-sector committee meeting held.
1.	Supporting & Promoting alternate pathways in Education for illiterates & school leavers and ASP Net (Associated Schools Programme Network)	Support Associated Schools project Network in schools.  TVET skills based activities, qualification accreditation programmes and ratification of related conventions.	2019 - 2021	4 Capacity building workshops & Training.  3 x schools in NCD identified and 1 each in the 3 regions.
2.	Progress Global Observatory of Science & Technology Policy Instrument (GO-SPIN) initiatives	In consultation with UNESCO Technical Team (Paris) and relevant national stakeholders (PNG Science & Technology Secretariat, DHERST, UPNG, NRI, DMP & GM).	2019 - 2021	Steering Committee established to guide activities of GO-SPIN.
3.	Progress & promote Cultural diversity & Heritage for sustainable development	Workshops on UNESCO Culture Conventions with key stakeholders (NCC, NM & AG, CEPA, UNESCO).  Stakeholder consultation on Tentative World Heritage Sites.	2019 - 2021	2019 International Year of Indigenous Language celebrated in PNG.  Nomination document for 2/7 Tentative Sites.



				prepared
4.	Implementation of National ICT in Education Policy & progress Community Radio Project	National Baseline survey in all regions. Instruments piloted in NCD and Central schools.  Submission for funding request to IFAP and IPDC, UNESCO HQ for radio project.	2019 - 2021	2 x National Stakeholders seminar policy Document prepared.  3 x consultations done and Project submissions to IPDC/IFAP for Community Radio Project in JIWAKA Province.



#### 4. Executive Wing

##### 4.1. Legal Services Unit

**Key Accountable officer: Principal Legal Officer**

**Core Unit’s Functions:** The Unit is responsible for representing the department in all legal matters such as litigation, drafting, advising, legal interpretation of legislations and investigations.

##### Key Priorities/Key Performance Areas 2019 - 2021

No	Key Priority (KP)	Descriptive	Timeframe	Output Indicator
1.	Litigations	Defend all cases against the department.	2019-2021	Number of Cases defended
2.	Drafting, Legislations and Interpretation	1. Education Act Review. 2. Assist and draft Provincial Education Acts. 3. NCDES transfer of powers to NCD. 4. Transfer of Teachers Colleges, Business Colleges and Technical College to DHERST.	2020 2019-2021 2021 2020	Revised National Education Act. Number of Provincial Education Acts Completed. Transfer of powers completed.
3.	Provincial Education Boards	PEB are legally established and functioning in consultation with other relevant divisions and partners.	2019-2021	Number of PEB legally established.



**4.2. Tuition Fee Free & School Grants Unit**

**Key Accountable Officer: Executive Director- TFF & School Grants**

**Core Unit’s Functions:** The unit is responsible for providing TFF to schools registered under the NES to access universal education from Prep to Gr.12 including those in TVET, FODE, Permitted and Inclusive Schools. It ensures that TFF is released to schools in a timely manner and consistently updating of school data and provide advice to Department of Education, the interdepartmental steering committee and thenational government of the TFFE Policy implementation.

**Key Priorities/Key Performance Areas 2019 - 2021**

No	Key Priority (KP)	Descriptive	Timeframe	Output Indicator
1.	Distribution of TFF funds	Timely distribution of TFF funding to all eligible schools covered under the policy.	Quarterly	All eligible schools receive school grants on time resulting in increased access, quality education and infrastructural development.
2.	Procurement and Distribution of Teaching and Learning resource materials	Distribution of Teaching and Learning resources materials to all eligible schools covered in the policy.	Annually	All eligible schools receive standard and quality Teaching and Learning materials in School, Classroom and Student sets.
3.	Administration and Management of the TFFE Policy	Administer and manage the implementation of the Policy for the National Government.	Ongoing	Monitor school payments, address issues in payments, on-spot check to schools on expenditure, advocate on the Policy and conduct training for policy implementers.
4.	Reporting	Reports are generated and tabled for the Department, Minister and Parliament.	Quarterly and Annually	Payments reports are disseminated to the Government and stakeholders for information and records.
5.	Decentralisation of management	Roll out the process of decentralisation to the 5 provinces of Enga, ENB, Morobe, Milne Bay and NIP.	Ongoing	The 5 provinces are managing the TFF funds at the provincial level amicably.
6.	Investigation & Audit	Schools reported for mismanaged funds will have the leaders investigated and books audited.	Ongoing	All schools comply with the TFF Policy & Guidelines and expend funds accordingly. Mismanagement can attract investigation and forced audit.

7.	Staff Training & Development	All staff trained on Excel applications, 4 admit for degree qualifications and 2 for post graduate studies.	Ongoing	TFF officers are skilful and perform their roles efficiently and effectively.
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### 4.3. Internal Audit Unit

**Key Accountable Officer: Chief Internal Auditor**

**Core Unit’s Functions:** The Internal Audit Unit reports directly to the Secretary. It provides an independent appraisal of various operations and systems control of the Department of Education. The Unit’s objectives are:

- 1) It ensures, established policies and processes in relation to accounting of finances, stores and personnel are consistent with the established standards.
- 2) It ensures that planned programs are carried out effectively and government resources are used efficiently and economically.
- 3) It ensures that, audit report recommendations are implemented.

### Key Priorities/Key Performance Areas 2019-2021

No	Key Priority (KPI)	Descriptive	Timeframe	Output Indicator
1	Preparation and approval of the Internal Audit Annual Plan	Completion of 3 Annual Plans and submit to the DOE Audit Committee for its acknowledgement.	January of each year.	Approval from the Secretary and the DOE Audit Committee.
2	Implementation of the Internal Audit Activity Plan	Audit planned activities distributed to each Auditor to monitor performance.	January of each year audit assignments are allocated and monitor performance throughout the year.	Completed reports received and submitted to the DOE Audit Committee for its deliberation.
3	Convene DOE Audit Committee Meetings	Facilitate 4 meetings annually.	As per DOE Audit Committee Meetings Schedule.	Completion of DOE Meeting Minutes and implementation of Committee’s decisions
4	Capacity and Professional Development	Implementation of IAU three year Training Plan.	2 years for degree program & 10 months diploma program.	Awarding of Certificates.
5	Recruitment to fill vacancies and ORT Submission to upgrade IAU positions	Liaise with HROD to advertise the vacancies and fill & revisit the ORT submission and resubmit to ORT for its consideration.	2019 to 2021	All Vacancies are filled and ORT Approval received.

## 5. AUDIT AND ACCOUNTABILITY OVERVIEW

### Audit and Accountability

The Department of Education encourages good governance and transparent practices through vibrant and proactive leadership, management and administration. In the implementation of the Corporate Plan, annual internal and external audits are done to ensure the divisional priorities (and key performance indicators) are implemented resulting in tangible outcomes. The divisions are to carry out internal audits while the Department of Education will outsource external audit of the Corporate Plan. Such audits could be part of the Monitoring and Evaluation process.

An established Internal Audit Unit within the department carries out regular audits to obtain an independent view on the financial integrity and economic conduct of the department to draw attention and provide assurance to the senior management team.

An active Audit Committee in place assists the Secretary for Education and his/her senior executive management team in fulfilling their responsibilities for achieving good corporate governance within the department. This committee meets four times a year and has the authority to convene additional meetings as circumstances require.

All Assistant Secretaries are directly accountable for the implementation of the Corporate Plan. Each Assistant Secretary is responsible to report to the Top Management Team, through the First Assistant Secretaries and the Secretary's Sta Meeting on a quarterly basis (End of March, June, September and December). The Policy and Planning Wing will monitor the reporting process to ensure consolidated quarterly Departmental reports are produced.

### Monitoring and Evaluation

The Department of Education Corporate Plan clearly outlines major key priorities it intends to implement through divisions to achieve its goals. However, it is crucial that DoE and the divisions have the appropriate monitoring and evaluation tools to track its performance throughout the implementation of the plan. A Performance Management System will capture and monitor implementation activities and results. The information collected through the monitoring process will be used to assess and evaluate, systematically and objectively, the overall achievements of the Corporate Plan and impacts made on interventions carried out throughout the implementation.

Monitoring and Evaluation of the Corporate Plan is to be carried out at all levels throughout the implementation phase on a quarterly basis by Planning Wing and the respective Divisions. The resultant reports will form part of the quarterly report presented to the Secretary Senior Staff Members meeting.

### Risk Management

Risk is the effect (either positive or negative) of uncertainty on business objectives. Risk management is the coordination of activities that direct and control the department with regard to risks. In any programme, project or plan such as the DoE Corporate Plan, there are always uncertain or unforeseen events that may have positive or negative impacts on the overall intended outcomes. Because of uncertainty of occurrence, it is important for the success of Corporate Plan that these uncertainties and their likely impact are identified. Assistant Secretaries are to develop strategies to minimise or nullify the likely negative impacts that such uncertainties may have on the Corporate Plan goals. Whilst key risks and management strategies have been highlighted in the Plan, each Division needs to review this annually. A divisional risk management plan based on the Corporate Plan will assist by providing a clear approach on how to successfully manage the likely impact of these uncertainties or risks.

## 6. RISK MANAGEMENT

### Strategic Risk

Strategic risk may have a positive or negative effect on achieving outcomes. These includes inter-departmental/ whole-of government risks, and high and extreme risks that span more than one DoE division

### Corporate Risk

Corporate risk may affect the achievement of divisional objectives in operational plans, specific purpose plans, portfolio plans or programs of change.

### Operational Risk

Operational risk includes program and project risks as well as business as usual risks

### Risk Level Management Action Tables

Level of risk	Action Required
<b>Low</b>	The risk owner from time to time monitors the risk and manages it through procedures and controls.
<b>Medium</b>	The risk owner occasionally monitors the risk, manages it through procedures and controls and evaluates controls
<b>High</b>	The risk owner assesses, controls and establishes a risk treatment plan.  <b>Strategic and Corporate risks:</b> TMT monitors and reviews treatment plan every six months.  <b>Operational risks:</b> Line managers review at least every quarter and inform SSM or TMT and if deemed necessary.
<b>Extreme</b>	The risk owner evaluates the effectiveness and cost effectiveness of controls as per a risk treatment plan.  <b>Strategic risk:</b> TMT monitors and reviews and escalates to appropriate forum (Minister, NEB, CIMC, PLLSMA, SEOC etc...)  <b>Corporate risks:</b> Take it to TMT  <b>Operation risk:</b> Take it to SSM &TMT. If the activity is to continue, the risk owner frequently monitors, reviews and reports the risk back to TMT.



**6.1 Risk Management Plan**

No	Category	Risk	Level of Risk	Management Strategy
1	Human Resource	Human Resource gap.	High	Recruit additional manpower.
		Lack of capacity and specialised technical knowledge.	High	Outsource where possible while embark on recruitment of people with skills and knowledge in those areas needed.
2	Leadership	No political Will and Support.	Extreme	Only implement when there is authority. Authorities of all levels of government to provide support in the implementation of programs and projects.
3	Management	Lost Management Focus	High	Regular monitoring and evaluation.  Report regularly and timely.
		Shift in Policy	Extreme	Review plan and budget to accommodate shift in policies.  Secure additional funding from development partners.
4	Finance	Lack of funding or Inadequate funding	High	Proper planning to maximise outcome from limited financial resources.  Prioritize activities.
5	Equipment or Resources	Delay in procurement distribution.	Medium	Proper asset management must be in place.  All officers are to be fully equipped with necessary resources to execute their duties.
6	Process and procedures	Delay in approval processes.	Medium	Seek intervention from authorities in DoE. Approval processes are tedious and therefore officers responsible for particular activities must be proactive in their discharge of duties.

7	Coordination	Lack of dialogue from stakeholders.	Medium	Regular reporting between stakeholders should be maintained so that all agencies are at par with others in information sharing.
8		Lack of coordination with provincial authorities and district	Medium	Hold regular forums for effective communication.
9	Time Management	Low workout put and delay in implementing programs	Low	Regularly monitor officers' performance and caution and charge officers that don't meet requirements.

**DOE CORPORATE PLAN - ANNUAL IMPLEMENTATION & MANAGEMENT PLAN**

**Key Priority Indicator:** .....

A	B	C	D	E	RISK MANAGEMENT	
					F	G
<b>Outcome – We state specific Outcomes (use numbers) to be Achieved?</b>	<b>What or how we will do it - state simple strategy or method or way in which it will be done?</b>	<b>When we will do it - and get them done indicating the start &amp; finishing time?</b>	<b>What resources to be used – time, kina, people, etc.</b>	<b>Who will do it – indicating the names of lead person or persons?</b>	<b>Indicators of success/failures - observable, measurable, etc.</b>	<b>Review the process - to gather the data to make the judgments and decisions</b>

Risk management comments: .....

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Assistant Secretary's name: \_\_\_\_\_ Approval Sign: \_\_\_\_\_ Date: \_\_\_\_\_

First Assistant Secretary's name: \_\_\_\_\_ Approval Sign: \_\_\_\_\_ Date: \_\_\_\_\_





<b>Contacts</b>	
Department Of Education,	
Fincorp Haus   P.O.Box 446  Independence Drive  Waigani   NCD   PNG	
Enquiries@education.gov.pg   Website: www.education.gov.pg	
Office of the Secretary	Level 6B Phone: (675) 301 3339
<b>Top Management Team</b>	
Deputy Secretary - Policy & Corporate Services Directorate	Level 6 B 301 3343 / 301 3352
Deputy Secretary - Schools & Education Standards Directorate	Level 6 B 301 3345 / 301 3344
Deputy Secretary – TVET & UNESCO Directorate	Level 6 A 301 3360 / 301 3359
Fas – Policy and Research Wing	Level 6 A 301 3349 / 301 3390
Fas – Corporate Services Wing	Level 6 A
Fas- Financial Services Wing	Level 6 A 301 3347
Fas – Curriculum & Measurement Wing	Level 6 A 301 3351
Fas – Provincial Services Wing	Level 6 A 301 3365 / 301 4829
Fas – Teacher Education & Standards Wing	Level 6 A 301 3353
Fas – TVET Curriculum Wing	Level 6 A 301 3364 / 301 3365
Fas – TVET Operations & Standards Wing	Level 6 A 301 4830 / 301 4827
Fas – UNESCO Wing	Level 6 A 301 4844 / 301 4828
<b>Divisions</b>	
Procurement	Ground A 301 3369 / 3230636
Administration	Ground B
Policy & Planning	Level 1a 301 3565 / 301 3496
UNESCO Wing - Divisions	Level 1a 301 3565 / 301 3496
TVET Operations & Management	Level 2a 301 3544 / 3250070
TVET Curriculum and Inspections	Level 2b 301 3530 / 3250070
Human Resource & Organisation Development	Level 3 A 301 3356 / 301 3500
Payroll	Level 3b
Teacher Education	Level 4a 301 3460 / 301 3459
Finance	Level 4b 301 3420
General Education Services	Level 5a 301 3500
Research & Evaluation	Level 5b 301 4810
ICT	Level 5b 301 3390
E-Learning	PNGEI 325 0125
Curriculum Development	PNGEI 325 7555
Measurement Services	PNGEI
Standards	PNGEI
Guidance & Counselling	PNGEI 325 6400
NCD Education Services	Mutual Rumana Haus

**FINANCIAL PROJECTIONS 2019-2022**

Wing/Division	Activity Numbers	Personal emoluments				Goods and services				Other				Projects			
		2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
Policy and Research	1150, 21361,23123	751.2	770.3615	802.182	886.978	715.1	733.35	763.6897	844.437	74	75.8886	79.0286	87.3852	28600	10000	10000	5000
Research and Deveopment	11499, 23123	707.2	725.272	755.303	835.121	82.9	85.0185	88.53882	97.89532	8.3	8.5121	8.86456	9.80134	5000	10000	10000	5000
Media and Communications	10400	534	547.6279	570.299	630.588	310.8	318.732	331.9269	367.0167	5.5	5.64036	5.87387	6.49483	0	0	0	0
Aid Coordination	11794, 23124	505.4	518.3421	539.759	596.783	184.8	189.532	197.3634	218.2144	79.2	81.2281	84.5843	93.5204	18000	20000	20000	20000
		2497.8	2561.604	2667.54	2949.47	1293.6	1326.63	1381.519	1527.563	167	171.269	178.351	197.202	41600	20000	20000	20000
<b>Financial Services</b>																	
Procurement	11942	601.1	616.4275	641.931	709.8	1101.4	1129.48	1176.214	1300.573	176	180.488	187.955	207.827	0	0	0	0
Finance	10405	1252.6	1284.545	1337.68	1479.09	908.8	931.977	970.5262	1073.123	108.8	111.575	116.19	128.472	0	0	0	0
PARS	10756	1501.3	1539.659	1603.34	1772.79	298.7	306.332	319.0029	352.7151	20	20.511	21.3594	23.6167	0	0	0	0
		3355	3440.632	3582.95	3961.67	2308.9	2367.79	2465.743	2726.411	304.8	312.574	325.504	359.916	0	0	0	0
<b>Curriculum and Measurement</b>																	
Curriculum	11795, 22793, 22830, 23027	1542	1581.36	1646.81	1820.88	19505.2	20002.9	20830.45	23032.23	105.1	107.783	112.242	124.107	20430	17000	17000	17000
MSD	10415	790.8	810.9749	844.526	933.794	18019.8	18479.5	19244.04	21278.18	90.3	92.6037	96.4349	106.628	0	0	0	0
		2332.8	2392.335	2491.34	2754.68	37525	38482.4	40074.49	44310.41	195.4	200.387	208.677	230.735	20430	17000	17000	17000
<b>Teacher Education and Standards</b>																	
Inspections	10413	8653.5	8874.222	9241.41	10218.2	602.5	617.868	643.4331	711.4449	20	20.5101	21.3588	23.6164	0	0	0	0
Teacher Education	10433, 10434, 10435, 11501, 23125	18896.9	19379.07	20180.8	22313.9	822.4	843.383	878.2746	971.1114	1303.3	1336.55	1391.84	1538.97	5000	10000	10000	5000
		27550.4	28253.29	29422.2	32532.2	1424.9	1461.25	1521.708	1682.556	1323.3	1357.06	1413.2	1562.58	5000	10000	10000	5000
<b>Provincial Services</b>																	
NCDES	10417, 10420, 10426, 10404, 10428	553.5	567.5955	591.088	653.555	603.8	619.2	644.8164	712.974	1217.3	1248.35	1299.99	1437.41	0	0	0	0
GES	10418, 10419, 10422, 10423, 10425, 11663, 11796, 10427, 23122, 23128	3615.2	3707.494	3860.93	4268.97	3253.1	3336.14	3474.155	3841.373	13189.1	13525.6	14085.2	15574	20000	20000	20000	20000
Guidance	10414	902.6	925.5904	963.857	1065.8	250.9	257.291	267.928	296.2659	40	41.0189	42.7147	47.2325	0	0	0	0
		5071.3	5200.68	5415.88	5988.32	4107.8	4212.63	4386.9	4850.613	14446.4	14815	15427.9	17058.6	30000	40000	40000	30000
<b>Corporate Services</b>																	
HROD	10401, 10402	3029.1	3106.425	3234.86	3576.84	403.5	413.8	430.9086	476.4625	34.4	35.2782	36.7368	40.6204	0	0	0	0
Administration	10757	1296.1	1329.161	1384.19	1530.47	1357.8	1392.43	1450.081	1603.323	255	261.505	272.331	301.11	0	0	0	0
ICT	11793	697.8	715.6439	745.21	824.01	246.2	252.496	262.9274	290.7297	127.6	130.863	136.269	150.679	0	0	0	0
		5023	5151.229	5364.26	5931.31	2007.5	2058.73	2143.917	2370.516	417	427.646	445.337	492.409	0	0	0	0
<b>TVET Operation and Standards</b>																	
TVET	10431, 10430, 10432, 21144, 22825, 23126	14596.5	14968.92	15588.2	17235.9	779	798.878	831.9242	919.8609	1920.6	1969.6	2051.09	2267.9	58260	60000	60000	40000
		14596.5	14968.92	15588.2	17235.9	779	798.878	831.9242	919.8609	1920.6	1969.6	2051.09	2267.9	58260	60000	60000	40000
<b>TVET Curriculum and e learning</b>																	
TVET Curriculum	12023	1383.9	1419.2	1477.97	1634.16	675.7	692.935	721.6301	797.8919	128	131.265	136.701	151.147	0	0	0	0
Media	10416, 21361	573.2	587.8361	612.181	676.885	197.9	202.953	211.3585	233.6976	20	20.5107	21.3601	23.6177	0	0	0	0
		1957.1	2007.036	2090.15	2311.05	873.6	895.889	932.9886	1031.589	148	151.776	158.061	174.765	0	0	0	0
<b>Others</b>																	
UNESCO	10409	1320.3	1353.971	1409.99	1559.01	744.5	763.487	795.0728	879.1063	80	82.0402	85.4343	94.4641	0	0	0	0
Executive Wing	11792	1145.4	1174.671	1223.25	1352.58	466.8	478.729	498.5288	551.2364	90	92.3	96.1174	106.28	0	0	0	0
TFF	10408	866.2	888.3	925.05	1022.83	748	767.084	798.8198	883.2574	616232	631954	658099	727662	0	0	0	0
TSC	10403	2304.3	2363.093	2460.88	2721	3783.4	3879.93	4040.482	4467.572	312.6	320.576	333.841	369.129	0	0	0	0
Library	23127, 10436, 11650	986.2	1011.38	1053.24	1164.55	986.4	1011.59	1053.457	1164.781	534.1	547.736	570.407	630.69	5000	10000	10000	5000
Archives	10437	272.7	279.6513	291.237	321.999	369	378.406	394.0829	435.7076	40.9	41.9426	43.6802	48.2939	0	0	0	0
Audit	10407	389.7	399.6704	416.2	460.215	156.5	160.504	167.1423	184.818	48	49.2281	51.2641	56.6854	0	0	0	0

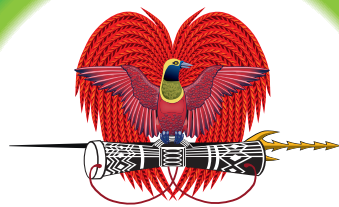












Independent State of  
**Papua New Guinea**