

## B. FOREIGN ASSISTED EDUCATION PROJECTS

### 1. INVENTORY OF ONGOING, MAJOR PAST AND FUTURE PROJECTS

Donor	Project Title	Region	Agency	Start	End	Cost	Summary Page
AusAID	Basic Education Infrastructure, Curriculum and Materials Project	Provincial	DOE, PED	1999	2002	AUD \$94.29 m	Page 53
AusAID	Institutional Strengthening to Department of Education Project	National	DOE	1996	2000	AUD \$4.6 m	Page 54
AusAID	Elementary Teacher Education Support Program	National Provincial	DOE, PED	1997	2000	AUD \$16.5 m	Page 55
AusAID	Primary and Secondary Teacher Education Project (PASTEP)	National Provincial	DOE	1999	2004	AUD \$91.96 m	Page 56
AusAID	Upgrading Provincial High Schools Project	Provincial	DOE, PED	1997	2003	AUD \$9 m	Page 57
AusAID	Primary School Materials	National	DOE, PED	2000	2004	K 141.6 m	Page 58
AusAID	Secondary School Materials	Provincial	DOE, PED	2000	2004	K 14.7 m	Page 59
JAPAN	Solar Lighting Kits for Schools	Provincial	DOE, PED	1997	1998	K 4.19 m	Page 60
AusAID	Curriculum Reform Implementation Project	National Provincial	DOE	2000	2005	AUD \$30 m	Page 61
AusAID	Commodities Assistance Support Program Project (CASP)	National Provincial	DOE	1995	1999	AUD \$20.6 m	Page 62
AusAID	Education Reform Support Project	National Provincial	DOE	tbd <sup>39</sup>	tbd	tbd	Page 63
World Bank	Education Development Project	National Provincial	DOE	1993	2004	US \$30 m	Page 64

<sup>39</sup> tbd – to be determined

Donor	Project Title	Region	Agency	Start	End	Cost	Summary Page
European Union	Second, Third and Fourth Structural Adjustment Programs	National Provincial	DOE	1992	1999	K21.8 m	Page 65
JICA	National Education Media Centre	National	DOE	tbd	tbd	K30 m	Page 66
European Union	Human Resources Development Program I	National	DOE, UPNG	1994	1997	K24 m	Page 67
European Union	Human Resources Development Program II	National	DOE, Educational Institutions	2000	2005	K60 m	Page 68
AusAID	Education Reform Implementation and Monitoring Unit Project	National	DOE, PED	2000	2004	K6.4 m	Page 69
AusAID	Gender Equity in Education	National	DOE	1999	2001	K5.1 m	Page 70
China	Construction of Upper Secondary Schools	National	DOE	1999	2001	K16.5 m	Page 71
JICA	Construction of Upper Secondary Schools	National	DOE	1994	1995	K 23.8 m	Page 72
German Govt. through GTZ	GTZ/PNG Vocational Training Project	Provincial	DOE	2000	2001	K 1.06 m	Page 73
NZODA	PNG/NZ School Journal Development	National Provincial	DOE, PED	2000	2003	K 0.09 m	Page 74
AusAID	National Trade Testing and Certification Support Project	National	DOE, DLE	1997	2002	AUD \$18 m	Page 75
AusAID	Secondary School Students Project (SSSP)	National	DOE	1989	2001	AUD \$9 m p.a	Page 76
NZODA	Secondary Education Scholarships	National	DOE	1989	2002	K 2.23 m	Page 77
UNFPA	Population Education	National	DOE	1997	2002	K 0.61 m	Page 78

Donor	Project Title	Region	Agency	Start	End	Cost	Summary Page
AusAID	PNG-Australia Targeted Training Project (PATTAP)	National	DPM, DLE	1998	2003	AUD \$17 m	Page 79
AusAID	Australian Development Scholarship (ADS) Scheme	National	DPM, DLE	1998	2003	AUD \$11m	Page 80
ADB	Employment Oriented Skills Development Project	National	DOE, DNPM	2000	2005	US\$39.0m (est)	Page 81
AusAID	PNG Forestry HRD Project	National Provincial	NFA, OHE, UOT	1995	1999	AUD \$10.9m	Page 82
NZODA	Papua New Guinea Agricultural Institutional Strengthening Project - Phase I	National	OHE, DAL	1993	1997	NZ\$2.97m	Page 83
ADB	Higher Education Project	National	CHE, UPNG, UOT	1994	1999	SDR 13.5 m	Page 84
JICA	Rehabilitation of Teaching and Research Facilities	National	OHE, UOT	1997	1998	K8.5 m	Page 85
To be identified <sup>40</sup>	Development of a Higher Education Management information System	National	OHE, HEI	tbd	tbd	\$2 m (est.)	Page 86
To be identified	Establishment of a National Admission Centre Project	National	OHE, DOE, HEI	tbd	tbd	\$3 m (est.)	Page 87
To be identified	Development of a Higher Education Accreditation System for Government and	National	OHE, Public and Private HEI	tbd	tbd	US \$1.5 m (est.)	Page 88
To be identified	Reform of Higher Education Finance System	National	OHE, HEI	tbd	tbd	US \$ 3 m (est.)	Page 89
To be identified	Institutional Capability Development	National	OHE, DOE, DAL	tbd	tbd	US \$20 m (est.)	Page 90
To be Identified	Distance and Continuing Education Project	National	OHE, PNG Universities	tbd	tbd	US \$10 m (est.)	Page 91

<sup>40</sup> To be identified – The projects on pages 86 to 96 have been submitted by the OHE to the DNPM for funding consideration under the Public Investment Programme by the GoPNG.

Donor	Project Title	Region	Agency	Start	End	Cost	Summary Page
To be identified	Access and Equity Programs in Higher Education	National	OHE, DOE, PNG Universities	tbd	tbd	US \$2 m (est.)	Page 92
To be identified	International Institutional Links Program	National	OHE, PNG Universities and Colleges	tbd	tbd	US \$3 m (est.)	Page 93
To be identified	Cooperative Education and Business Linkages Program	National	OHE	tbd	tbd	US \$1 m (est.)	Page 94
To be identified	Higher Education Classroom Expansion	National	OHE, HEI	tbd	tbd	US \$4 m (est.)	Page 95
To be identified	Privatization of Higher Education Students Accommodation	National	OHE, HEI	tbd	tbd	US \$40 m (est.)	Page 96

**2. EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS**

**2.1 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS**

<p>1. <b>Title:</b> Basic Education Infrastructure, Curriculum and Materials Project (BEICMP)</p>	<p>2. <b>Region:</b> Provincial</p>
<p>3. <b>Donor:</b> AusAID</p>	<p>4. <b>Implementing Agencies:</b> DOE, Provincial Divisions of Education</p>
<p>5. <b>Cost:</b> Donor K 94.29 million GoPNG K 0.17 million</p>	<p>6. <b>Period:</b> 2000 – 2004</p>
<p>7. <b>Goal:</b> To assist the GoPNG to improve access, equity and quality of the PNG Education System.</p>	<p>8. <b>Purpose:</b> To assist the GoPNG education reform program in the provision of facilities, curriculum materials and development of sustainable support systems for basic education in five selected Provinces (NCD, Gulf, WNB, EHP and Morobe).</p>
<p>9. <b>Project Components:</b> a) Infrastructure support (classrooms/housing). b) Curriculum materials. c) Training.</p>	<p>10. <b>Expected Outputs:</b> a) Improved teaching facilities and staff housing for teachers. b) Improved curriculum materials to foster learning by students.</p>
<p>11. <b>Beneficiaries:</b> The following target groups will benefit: a) teachers to have good homes; b) teachers and students to have access to good rehabilitated teaching facilities; and c) staff of DOE who serve as counterpart staff in the project.</p>	
<p>12. <b>Current Status:</b> The project is ongoing. AusAID provided K 12.86 million to the project in 1999.</p>	
<p>13. <b>Implementation Issues:</b> This project requires extensive co-ordination between several levels of governments and substantial counterpart development and training all within a short period of timeframe work. It also requires effective inter-program co-ordination with several other major reform projects that AusAID and other donors are implementing. The project is firmly established in the five provinces. All project staff are employed by SAGRIC International and funded by the project. Each staff has a DOE, Provincial Division of Education and/or LLG counterpart. The project is operational in 31 of the 67 LLGs (46%). Of the 31 LLGs, only 9 have their education plans endorsed (29%). The project is on target to realize the milestone of having education plans approved in 20 LLGs.</p>	

## 2.2 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS

1. <b>Title:</b> Institutional Strengthening to Department of Education Project (ISP)	2. <b>Region:</b> National
3. <b>Donor:</b> AusAID	4. <b>Implementing Agencies:</b> DOE
5. <b>Cost:</b> Donor AUD \$ 4.6 million	6. <b>Period:</b> 1996 - 2000
7. <b>Goal:</b> To assist GoPNG to implement and coordinate the education reform agenda.	8. <b>Purpose:</b> To strengthen the capacity of the Facilities and Monitoring Unit (FMU) and the Measurement Services Unit (MSU).
9. <b>Project Components:</b> a) Strengthen capacity of FMU. b) Strengthen capacity of MSU.	10. <b>Expected Outputs:</b> a) Upgrading skills, particularly in policy, planning, management and assessment. b) Preparation of national and provincial level education plans. c) Systems development based on technology for data collection, analysis and reporting (EMIS), and computerization of the examination processing. d) Construction of four staff houses for FMU and customized building for MSU. e) Preparation of a report on reform implementation sustainability.
11. <b>Beneficiaries:</b> The target groups to benefit include: a) DOE through the improved performance of FMU and MSU; b) provincial education divisions; c) the children as realistic implementation plans are developed; and d) school children to sit for properly administered Grade 6, 8, 10 and 12 exams.	
12. <b>Current Status:</b> The first phase of ISP was completed in 2000. AusAID has now extended specific components of the project for an additional year.	
13. <b>Implementation Issues:</b> This project has the potential to be a catalyst for the entire education reform program. Australian support includes technical assistance, training programs, information technology, infrastructure and equipment, and a program to raise community awareness of public support for the education reforms. Salary costs of four national FMU staff were covered by GoPNG.	

## 2.3 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS

1. <b>Title:</b> Elementary Teacher Education Support Program (ETESP)	2. <b>Region:</b> National
3. <b>Donor:</b> AusAID	4. <b>Implementing Agencies:</b> DOE, Provincial Education Divisions
5. <b>Cost:</b> Donor AUD\$ 16.5 million GoPNG K 26.0 million	6. <b>Period:</b> 1997 - 2000
7. <b>Goal:</b> To enable the training of elementary teacher at the rate required to meet planned targets over the next three years under the Education Reform Agenda.	8. <b>Purpose:</b> To train 5,000 – 6,000 elementary teachers over a three year period.
9. <b>Project Components:</b> a) Training of elementary teachers. b) Curriculum materials development. c) Infrastructure support (housing). d) Finance development and support.	10. <b>Expected Outputs:</b> a) Qualified elementary teachers. b) Appropriate curriculum materials developed. c) Housing for elementary teachers. d) Finance Management Systems developed.
11. <b>Beneficiaries:</b> The target groups to benefit include: a) new elementary teachers with upgraded qualifications; b) school children to enjoy appropriate curriculum materials; and c) elementary teachers to enjoy appropriate housing.	
12. <b>Current Status:</b> AusAID has agreed to extend the project for two years. This will involve an extension of the project more or less in its current form, but with adjustments or termination of particular project components, outputs or activities, where appropriate. The extension design team visited in April 2000.	
13. <b>Implementation Issues:</b> Government of Australia (GoA) inputs included training, technical assistance, procurement of course materials, infrastructure and project management. GoPNG inputs are salary costs for elementary trainees and teachers. The salary costs will increase with the full implementation of the elementary education system.	

## 2.4 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS

1. <b>Title:</b> Primary and Secondary Teacher Education Project (PASTEP)	2. <b>Region:</b> National
3. <b>Donor:</b> AusAID	4. <b>Implementing Agencies:</b> DOE
5. <b>Cost:</b> Donor K 91.96 million GoPNG K 1.86 million	6. <b>Period:</b> 1999 – 2003
7. <b>Goal:</b> To assist the GoPNG to raise the quality and relevance of teacher education to meet the requirements of the Education Reform Agenda.	8. <b>Purpose:</b> To train teachers, address gender equity issues, provide infrastructure support and address distance education issues.
9. <b>Project Components:</b> a) Primary Teacher Education. b) Secondary Teacher Education. c) Special Education Teacher Education. d) Gender Equity Program. e) Infrastructure Support. f) Distance Education.	10. <b>Expected Outputs:</b> a) Better trained primary and secondary teachers. b) Better infrastructure. c) Improved delivery of distance education.
11. <b>Beneficiaries:</b> The target groups to benefit include: a) teachers to be selected and trained; and b) students undertaking distance education to benefit from an improved service.	
12. <b>Current Status:</b> This project is ongoing. The GoA assisted GoPNG in upgrading the teaching staff of Primary Teachers Colleges under the Community Teachers College Lecturers Professional Development Project for 1991 to 1995 prior to PASTEP.	
13. <b>Implementation Issues:</b> The GoA will contribute \$ 28 million for personnel, teaching and learning resources and assistance with additional infrastructure and renovation of existing facilities. The GoPNG will contribute K 1.86 million in personnel costs, office premises and project management.	



## 2.5 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS

1. <b>Title:</b> Upgrading Provincial High Schools Project (UPHSP)	2. <b>Region:</b> Provincial
3. <b>Donor:</b> AusAID	4. <b>Implementing Agencies:</b> DOE, Provincial Education Divisions of Sandaun and East New Britain (ENB)
5. <b>Cost:</b> Donor AUD \$ 9.0 million	6. <b>Period:</b> 1997 – 2001 (Sandaun) 1999 – 2003 (ENB)
7. <b>Goal:</b> To increase Grade 11 and 12 educational access by upgrading selected provincial high schools.	8. <b>Purpose:</b> To upgrade two Provincial High Schools to Secondary Schools and increase the number of Grade 11 and 12 places.
9. <b>Project Components:</b> a) Upgrade St. Ignatius Provincial High School in Sandaun. b) Upgrade Malabunga Provincial High School in ENB.	10. <b>Expected Outputs:</b> a) Provided an additional 180 Grade 11 and 12 places at St. Ignatius. b) Provided an additional 180 Grade 11 and 12 places at Malabunga.
11. <b>Beneficiaries:</b> Additional students in the Sandaun and ENB provinces will have a chance to further their education in Grades 11 and 12.	
12. <b>Current Status:</b> This project is ongoing.	
13. <b>Implementation Issues:</b> The main contribution of GoPNG will be the provision of recurrent funding to cover the maintenance of school buildings, infrastructure, equipment and other associated costs. The GoPNG is also providing text books and funding some of the constructive works. The GoPNG will be responsible for funding salaries of the teachers required to teach the new grades at the schools.	

## 2.6 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS

1. <b>Title:</b> Primary School Materials	2. <b>Region:</b> National
3. <b>Donor:</b> AusAID	4. <b>Implementing Agencies:</b> DOE Provincial Education Divisions
5. <b>Cost:</b> Donor K 141.6 million	6. <b>Period:</b> 2000 – 2004
7. <b>Goal:</b> To assist GoPNG to replace old school materials in community schools throughout PNG.	8. <b>Purpose:</b> To provide relevant and up to date educational materials such as standard kits for Agriculture, Science, Home Economics and Industrial Arts to be distributed to Primary Schools throughout PNG.
9. <b>Project Components:</b> a) Preparation of primary school text materials. b) Distribution of primary school text materials.	10. <b>Expected Outputs:</b> a) Primary school text materials produced. b) Primary school text materials distributed to schools.
11. <b>Beneficiaries:</b> Primary beneficiaries will be the children who attend community schools. Secondary beneficiaries are the teachers who will use the materials to teach and the community will benefit by sending their children to well-equipped schools.	
12. <b>Current Status:</b> This project is ongoing. AusAID provided K 10.0 million towards the project in 1999. This project started in 1996 under the AusAID development program to PNG. The materials have been produced and distributed to more than twenty schools and five teachers' colleges to assist in teaching of Grades 7 and 8 classes. Procurement and distribution is proceeding.	
13. <b>Implementation Issues:</b> The DOE has previous experience in implementing similar projects. Further assistance from Australian Managing Contractors would improve DOE capacity. The project is located in DOE headquarters and school materials are distributed throughout PNG.	

## 2.7 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS

1. <b>Title:</b> Secondary School Equipment Program	2. <b>Region:</b> Provincial
3. <b>Donor:</b> AusAID	4. <b>Implementing Agencies:</b> DOE, Provincial Education Divisions
5. <b>Cost:</b> Donor K 14.7 million	6. <b>Period:</b> 2000 – 2004
7. <b>Goal:</b> To assist the GoPNG to implement its Education Reform Agenda and replace the deteriorating equipment.	8. <b>Purpose:</b> To upgrade the equipment in provincial high schools to cater for the introduction of Grade 11 and 12 classes.
9. <b>Project Components:</b> a) Upgrading of provincial high schools to facilitate the introduction of Grade 11 and 12 classes. b) Replace deteriorating equipment in provincial high schools.	10. <b>Expected Outputs:</b> a) Provincial high schools upgraded to secondary schools. b) Deteriorating equipment replaced in schools.
11. <b>Beneficiaries:</b> The primary beneficiaries will be children who attend secondary schools. Secondary beneficiaries are teachers who use the materials to teach and the community will benefit by sending their children to well-equipped schools.	
12. <b>Current Status:</b> The project is new but similar in scope to the other AusAID projects on Primary School Materials.	
13. <b>Implementation Issues:</b> This project is located in DOE headquarters and school materials distributed throughout PNG for secondary schools. The National Government and Provincial Governments will maintain materials and replace wear and tear in order to maintain the quantity of teaching, knowledge and competency of staff.	

**2.8 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS**

1. <b>Title:</b> Solar Lighting Kit for Schools	2. <b>Region:</b> Provincial
3. <b>Donor:</b> JAPAN	4. <b>Implementing Agencies:</b> DOE, Provincial Education Divisions
5. <b>Cost:</b> Donor K 4.19 million	6. <b>Period:</b> 1997 - 1998
7. <b>Goal:</b> Government of Japan desired to extend its non-project grant aid to GoPNG for the purpose of contributing to the promotion of economic structural adjustment efforts in PNG.	8. <b>Purpose:</b> To supply solar lighting kits to 320 schools in PNG in nineteen provinces.
9. <b>Project Components:</b> a) Procurement of solar lighting kits for schools. b) Training for installation of solar lighting at schools.	10. <b>Expected Outputs:</b> a) Solar lighting kits supplied to 320 schools. b) Staff received appropriate training for installation of solar lighting kits.
11. <b>Beneficiaries:</b> The teachers and students in 320 community schools benefited.	
12. <b>Current Status:</b> This was a non-project grant aid to the GoPNG.	
13. <b>Implementation Issues:</b> This project was completed as planned. The major difficulty in implementing this project was the accessibility of some of the rural schools. This was an important project for improving teaching and learning environment in remote schools. This should be continued with limited financial support over a 10 year period.	

**2.9 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS**

1. <b>Title:</b> Curriculum Reform Implementation Project (CRIP)	2. <b>Region:</b> National, Provincial
3. <b>Donor:</b> AusAID	4. <b>Implementing Agencies:</b> DOE, Provincial Education Divisions
5. <b>Cost:</b> Donor AUD \$ 30 million GoPNG K 2.8 million	6. <b>Period:</b> 2000 – 2005
7. <b>Goal:</b> To assist the GoPNG to implement the Education Reform Agenda.	8. <b>Purpose:</b> To effectively develop, implement and gain wide support for the reform curriculum, with a focus on elementary and primary schools.
9. <b>Project Components:</b> a) Development of reform curriculum. b) Production, storage and distribution of curriculum. c) Reform in-service programs. d) Monitoring and communication.	10. <b>Expected Outputs:</b> a) Reform curriculum developed, produced and distributed to the schools. b) In-service programs reviewed and modified to fit into the Education Reform Agenda.
11. <b>Beneficiaries:</b> The targeted groups include: a) Curriculum Development Division; and b) school students and teachers to receive reform curriculum materials.	
12. <b>Current Status:</b> This project is to continue the curriculum development undertaken by the World Bank. The AusAID will provide K 7.04 million for the period 2000 – 2002 and GoPNG will provide K 0.82 million.	
13. <b>Implementation Issues:</b> This project will interact with a range of government and non-government programs and activities and support for other AusAID and Donor projects to achieve its purpose.	

## 2.10 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS

1. <b>Title:</b> Commodities Assistance Support Program Project (CASP)	2. <b>Region:</b> National, Provincial
3. <b>Donor:</b> AusAID	4. <b>Implementing Agencies:</b> DOE, Provincial Education Divisions
5. <b>Cost:</b> Donor AUD \$ 20.6 million	6. <b>Period:</b> 1995 – dtbc <sup>41</sup> (Primary) 1999 –dtbc (Secondary)
7. <b>Goal:</b> To assist GoPNG to implement the Education Reform Agenda.	8. <b>Purpose:</b> To provide curriculum materials assistance to almost 350 primary schools for Grades 7 and 8 under a fifth phase of the CASP Project.
9. <b>Project Components:</b> a) Primary school top-ups (phase 5) b) Secondary school materials c) Elementary school materials	10. <b>Expected Outputs:</b> a) Elementary classes to have access to set of language and maths kits. b) Primary and Secondary students to have access to curriculum materials.
11. <b>Beneficiaries:</b> Students and teachers in Elementary (Prep, Elementary Grade 1 and 2), Grades 7, 8, 9 and 10 will benefit from the provision of the curriculum material to schools.	
12. <b>Current Status:</b> This project is ongoing.	
13. <b>Implementation Issues:</b> In support of the GoPNG's education reforms, AusAID has assisted in the provision of curriculum materials to schools through the CASP since 1995.	

<sup>41</sup> dtbc – date to be confirmed.

## 2.11 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS

1. <b>Title:</b> Education Reform Support Project (ERSP)	2. <b>Region:</b> National
3. <b>Donor:</b> AusAID	4. <b>Implementing Agencies:</b> DOE, Provincial Education Divisions
5. <b>Cost:</b> To be determined.	6. <b>Period:</b> To be determined.
7. <b>Goal:</b> A follow-up phase to the successful Institutional Strengthening Project (ISP).	8. <b>Purpose:</b> To build on the achievements of the ISP, whilst enhancing a number of monitoring and analytical capacities at both National and Provincial Government levels.
9. <b>Project Components:</b> a) Statistical capacity. b) Management capacity. c) Effective co-ordination of resources.	10. <b>Expected Outputs:</b> a) Statistical capacity to be developed. b) Management capacity to be developed. c) Effective co-ordination of resources to be developed.
11. <b>Beneficiaries:</b> All stakeholders of lower and further education.	
12. <b>Current Status:</b> This project is in the pipeline. AusAID is currently working on the Terms of Reference for a design of the project.	
13. <b>Implementation Issues:</b> It is important to further develop and consolidate the analytical capacity of staff in the DOE and Provincial Education Divisions. This is essential for fostering a positive change in the lower education reforms.	

## 2.12 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS

1. <b>Title:</b> Education Development Project	2. <b>Region:</b> National
3. <b>Donor:</b> World Bank (WB)	4. <b>Implementing Agencies:</b> DOE, Provincial Education Divisions
5. <b>Cost:</b> Donor US\$ 30 million GoPNG US \$ 19 million	6. <b>Period:</b> 1993 – 2004
7. <b>Goal:</b> To assist the GoPNG to implement its education sector policies and investment plans.	8. <b>Purpose:</b> To increase access to education, improve the quality of education and strengthen institutional management of DOE.
9. <b>Project Components:</b> a) Project Implementation Unit. b) Regional Management and Planning Advisers. c) Curriculum Development Reform. d) Development maintenance. e) Expansion of Inspection and Guidance. f) Library Development.	10. <b>Expected Outputs:</b> a) Enrolments in Grades 11 and 12 and in business studies expanded. b) Physical facilities at national high schools, provincial high schools, vocational centres and CODE centres upgraded. c) Curriculum materials supplied to community and provincial high schools. d) School libraries improved. e) CCD's capacity to develop new curriculum materials enhanced. f) Planning and management capacities of DOE enhanced.
11. <b>Beneficiaries:</b> The target groups include: a) Grade 10 students eligible for Grade 11; b) students and teachers to have access to good curriculum materials; and c) students and teachers to have access to good libraries; d) teachers and students in Vocational Centres; e) students enrolled in CODE; and f) staff in DOE.	
12. <b>Current Status:</b> The project is ongoing.	
13. <b>Implementation Issues:</b> The involvement of the provincial education divisions in implementing parts of the project may lack local capacity to implement parts of the project satisfactorily. The most problematic component of this project has been the supply of curriculum materials. This may be due to either the CDD management limitations in executing this component or a fundamental judgement error was made in the project design. This lesson should be used as a guide for future projects.	



## 2.13 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS

1. <b>Title:</b> Second, Third and Fourth Structural Adjustment Programs.	2. <b>Region:</b> National Provincial
3. <b>Donor:</b> European Union	4. <b>Implementing Agencies:</b> DOE
5. <b>Cost:</b> Donor K 21.8 million	6. <b>Period:</b> 1992 - 1999
7. <b>Goal:</b> To assist the GoPNG to improve the quality of educational facilities and institutions.	8. <b>Purpose:</b> To enable the GoPNG to increase recurrent budgetary allocations in maintenance, teaching materials and equipment to the education sector.
9. <b>Project Components:</b> a) Provincial high school maintenance and equipment. b) Vocational Centres (VC) maintenance and equipment. c) Tertiary Institution maintenance. d) Restoration of educational facilities on the Gazelle Peninsula.	10. <b>Expected Outputs:</b> a) Critical maintenance of provincial high schools, VCs and tertiary institutions completed. b) Provision of essential teaching equipment to provincial high schools and VCs. c) Urgent maintenance of tertiary institutions completed. d) Houses, classrooms and specialist teaching blocks built at six provincial high schools and three community schools in East New Britain.
11. <b>Beneficiaries:</b> The target groups benefiting from the project included staff and students of provincial high schools, VCs and tertiary institutions.	
12. <b>Current Status:</b> The programs have been completed.	
13. <b>Implementation Issues:</b> There were no major implementation issues.	

## 2.14 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS

1. <b>Title:</b> National Education Media Centre	2. <b>Region:</b> National
3. <b>Donor:</b> JICA	4. <b>Implementing Agencies:</b> DOE
4. <b>Cost:</b> Donor K 30 million GoPNG K 0.26 million	6. <b>Period:</b> 2000 – 2002
7. <b>Goal:</b> To assist the GoPNG improve the quality of education in PNG.	8. <b>Purpose:</b> To develop an educational media centre for the production audio educational materials.
9. <b>Project Components:</b> a) Manpower and production. b) Procurement of equipment. c) Construction of the physical facilities for the production of school radio program.	10. <b>Expected Outputs:</b> a) Appropriate audio visual programs to be developed. b) Appropriate audio visual equipment installed.
11. <b>Beneficiaries:</b> This project will directly benefit the students at different levels of education from elementary through to Grade 12. In addition, the media broadcasts and televising of current affairs will certainly benefit the whole population through increasing awareness of health, environment, economic, social and political issues.	
12. <b>Current Status:</b> Preparatory Study completed in December 1998 and Basic Study completed in April 1999. This project was supposed to have commenced in 2000.	
13. <b>Implementation Issues:</b> The Centre will be in Port Moresby but the broadcasts and television programs will be received throughout PNG. It is anticipated that this project will enhance the capacity of the CDD in the production of relevant school broadcasts programs. A major component of this project is the construction of the media centre and the Department of Works should have the capacity to carry this through.	

## 2.15 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS

1. <b>Title:</b> Human Resource Development Program I	2. <b>Region:</b> National Provincial
3. <b>Donor:</b> European Union	4. <b>Implementing Agencies:</b> DOE, UPNG, Central Provincial Government
5. <b>Cost:</b> Donor K 24.0 million	6. <b>Period:</b> 1994 – 1997
7. <b>Goal:</b> To assist GoPNG in its human resource development.	8. <b>Purpose:</b> To upgrade provincial high schools to secondary schools, assist UPNG construct new facilities and rehabilitate old facilities, and provide an in-country training facility.
9. <b>Project Components:</b> a) Upgrading of provincial high schools. b) Construction and rehabilitation work at UPNG. c) In-country training program.	10. <b>Expected Outputs:</b> a) Four provincial high schools upgraded to secondary schools. b) New teaching and student accommodation facilities built at Waigani and Goroka campuses. c) Vocational type programs offered at the training centre at Laloki Provincial High School.
11. <b>Beneficiaries:</b> The target groups which benefited include: a) teachers and students in the four provincial high schools upgraded; b) staff and students at UPNG; and c) unskilled youth in Central Province.	
12. <b>Current Status:</b> The project was completed in 1997.	
13. <b>Implementation Issues:</b> There were no major implementation issues in this project. However, it is the sustainability of the in-country training centre which was handed over to the Central Provincial Education Division at the end of 1998 that is uncertain due to the lack of commitment to the centre by the Central Provincial Government.	

**2.16 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS**

1. <b>Title:</b> Human Resource Development Program II	2. <b>Region:</b> National Provincial
3. <b>Donor:</b> European Union	4. <b>Implementing Agencies:</b> DOE, Education Institutions
5. <b>Cost:</b> Donor K 60.0 million	6. <b>Period:</b> 2000 – 2005
7. <b>Goal:</b> To assist the GoPNG to implement its Education Reform Agenda.	8. <b>Purpose:</b> To increase the: a) number of citizens with postgraduate qualifications; b) number of students enrolled in Grades 11 – 12, students enrolled in both vocational, secondary schools and tertiary institutions.
9. <b>Project Components:</b> a) Scholarships for overseas study, in-country training for both private and public sectors. b) Vocational training. c) Construction and refurbishment at various educational establishments.	10. <b>Expected Outputs:</b> a) Increased number of citizens with postgraduate qualifications. b) Enhanced vocational training. c) Improved teaching equipment and facilities at educational institutions.
11. <b>Beneficiaries:</b> The target group will include: mature Papua New Guineans employed in public and private sectors, school students in secondary schools and vocational centres and university staff and students.	
12. <b>Current Status:</b> This project was approved in 2000 and implementation has commenced.	
13. <b>Implementation Issues:</b> The GoPNG must honour its commitment to funding the education sector over a five year period during the duration of this project.	

**2.17 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS**

<p>1. <b>Title:</b> Education Reform Implementation and Monitoring Unit Project</p>	<p>2. <b>Region:</b> National</p>
<p>3. <b>Donor:</b> AusAID</p>	<p>4. <b>Implementing Agencies:</b> DOE, Provincial Divisions of Education</p>
<p>5. <b>Cost:</b> Donor K 6.4 million GoPNG K 0.4 million</p>	<p>6. <b>Period:</b> 2000 – 2004</p>
<p>7. <b>Goal:</b> To assist the GoPNG to implement the Education Reform Agenda.</p>	<p>8. <b>Purpose:</b> To provide a team of highly experienced professionals to provide national co-ordination of the reform implementation process; to assist in the implementation of the reform process and to train regional/provincial education leaders.</p>
<p>9. <b>Project Components:</b></p> <ul style="list-style-type: none"> <li>a) Recruitment of five professional staff in curriculum policy, inspection, planning and teacher education.</li> <li>b) Recruitment of two associate planners per year and two clerical staff.</li> <li>c) Provision of workshop/courses focusing on managing education change.</li> </ul>	<p>10. <b>Expected Outputs:</b></p> <ul style="list-style-type: none"> <li>a) Professional staff recruited.</li> <li>b) Associate planners and clerical staff recruited.</li> <li>c) Workshop/courses focusing on managing educational change conducted.</li> </ul>
<p>11. <b>Beneficiaries:</b> The staff of the nineteen provincial Divisions of Education to benefit. The project will develop a cadre of regional and provincial planners through training on the job. The DOE will also benefit from the available training personnel.</p>	
<p>12. <b>Current Status:</b> This project commenced in 1995 to strengthen the capacity of DOE to coordinate and implement the Education Reform.</p>	
<p>13. <b>Implementation Issues:</b> The School Administration and Liaison Division (SAD) to administer DOE's interaction with the provinces. A National Education Reform Task Force has been established to review progress on the implementation of the Education Reform Agenda. The Reform Task Force will be expanded to include the Facilitation and Monitoring Unit. Turn over of well trained citizen staff may affect the effectiveness of the project implementation in the long term.</p>	

**2.18 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS**

1. <b>Title:</b> Gender Equity in Education	2. <b>Region:</b> National
3. <b>Donor:</b> AusAID	4. <b>Implementing Agencies:</b> DOE
5. <b>Cost:</b> Donor K 5.1 million GoPNG K 1.0 million	6. <b>Period:</b> 1999 – 2001
7. <b>Goal:</b> To assist the GoPNG to increase the access of women to education, skills training and work.	8. <b>Purpose:</b> To increase opportunities for women in education thereby enhancing their participation in all spheres of development.
9. <b>Project Components:</b> a) Increasing awareness of the need for and the value of females gaining education, training and employment. b) Improve performance of females in education. c) Increase female participation in employment.	10. <b>Expected Outputs:</b> a) Value of female gaining education, training and employment appreciated by the community. b) Completion rates of girls and women in education at all levels improved. c) Constraints to the employment and career development of women are addressed in collaboration with public and private sector agencies.
11. <b>Beneficiaries:</b> The project will directly benefit women in education, training and employment. In the long run, society as a whole will benefit in terms of trickle-down effects.	
12. <b>Current Status:</b> This project is approved and a feasibility design study was completed in 1998.	
13. <b>Implementation Issues:</b> Although funding from AusAID was secured, implementation was delayed due to tendering delays. The project focus was initially broad , covering education, training and employment but now narrowed to education only. The capacity of institutions where the project will be implemented will be strengthened. Awareness raised at all levels of education.	

**2.19 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS**

1. <b>Title:</b> Construction of Upper Secondary Schools - Warwin	2. <b>Region:</b> National
3. <b>Donor:</b> Government of Peoples' Republic of China	4. <b>Implementing Agencies:</b> DOE
5. <b>Cost:</b> Donor K 16.5 million GoPNG K 4.3 million	6. <b>Period:</b> 1999 – 2001
7. <b>Goal:</b> To assist GoPNG to implement the Education Reform Agenda.	8. <b>Purpose:</b> To increase the number of spaces available to Grade 10 leavers and consequently increasing the Grade 12 output.
9. <b>Project Components:</b> a) Procurement of materials. b) Construction of buildings.	10. <b>Expected Outputs:</b> a) Increased spaces for Grade 11 students. b) New school facilities constructed.
11. <b>Beneficiaries:</b> The beneficiaries will be Grade 10 leavers who will have the benefit of furthering their educational level. The teachers and the surrounding communities will benefit in terms of employment for teachers and spin-off activities as a result of the establishment of the school and demand for goods and services by the increased population in the school area.	
12. <b>Current Status:</b> This project is ongoing.	
13. <b>Implementation Issues:</b> The construction work on Warwin National High School in Morobe Province is 90% completed. The school is expected to be operational in 2001. The DOE has the capacity to manage the project and will bear the cost of maintaining it through the recurrent budget.	

## 2.20 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS

1. <b>Title:</b> Construction of Upper Secondary Schools - Port Moresby	2. <b>Region:</b> National
3. <b>Donor:</b> JICA	4. <b>Implementing Agencies:</b> DOE
5. <b>Cost:</b> Donor K 23.8 m	6. <b>Period:</b> 1994 - 1995
7. <b>Goal:</b> To assist the GoPNG to implement its Education Reform Agenda.	8. <b>Purpose:</b> To construct a new National High School to help increase enrolment in National High Schools to overcome the bottleneck in the old education system.
9. <b>Project Components:</b> a) Construction of teaching administration and teachers houses. b) Supply and installation of educational related equipment.	10. <b>Expected Outputs:</b> a) New teaching, administration and staff houses constructed. b) Education equipment essential for teaching and learning installed. c) The number of Grades 11 and 12 places increased by 400.
11. <b>Beneficiaries:</b> The beneficiaries will be Grade 10 leavers who will have the benefit of furthering their educational level. The teachers and the surrounding business communities will benefit in terms of employment for teachers and spin-off activities as a result of the establishment of the school and demand for goods and services by the increased student numbers in the school area.	
12. <b>Current Status:</b> This project was completed in 1995 and the school had its first intake of Grade 11 students in 1996.	
13. <b>Implementation Issues:</b> This project had an over expenditure of K 0.7 m due to increase of prices of equipment as the Kina was devalued. The major problem is the supply of library materials which has resulted in the library being empty most of the time. The DOE needs to address this soon as it is affecting the quality of the learning environment of the students.	



## 2.21 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS

1. <b>Title:</b> GTZ/PNG Vocational Training Project	2. <b>Region:</b> Provincial
3. <b>Donor:</b> German Government through GTZ	4. <b>Implementing Agencies:</b> DOE
5. <b>Cost:</b> Donor K 1.06 million GoPNG K 0.16 million	6. <b>Period:</b> 2000 – 2001
7. <b>Goal:</b> To assist the GoPNG to improve the standard of vocational education and training.	8. <b>Purpose:</b> To revitalise Vocational Centres (VCs) as competency based training facilities to produce graduates who will be absorbed into the local community.
9. <b>Project Components:</b> a) Upgrade buildings and facilities. b) Develop relevant curricula. c) Staff development and training.	10. <b>Expected Outputs:</b> a) VC's revitalised and modelled as competency based training facilities. b) Relevant curricula developed for VCs. c) Teaching Staff upgraded.
11. <b>Beneficiaries:</b> The immediate beneficiaries will be graduates from VCs. Commerce and Industry will subsequently benefit from better prepared skilled manpower. The community will benefit from the project in terms of the positive contribution made by the graduates.	
12. <b>Current Status:</b> This project is ongoing.	
13. <b>Implementation Issues:</b> The DOE through the Vocational Training Division has the capacity to manage the project. Curriculum development and initial experience from the six VCs have been consolidated and extended to other centres in other provinces. Seven VCs were selected to be modelled as competency based training centres. This project was prepared for implementation in 1994 but progress has been inconsistent. The German Government provided a grant of K2.6 million. However, there was no allocation from the GoPNG in 1998. The project commenced again in 1999 and will continue until 2001.	

## 2.22 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS

1. <b>Title:</b> PNG/NZ School Journal Development	2. <b>Region:</b> National Provincial
3. <b>Donor:</b> New Zealand Overseas Development Agency (NZODA)	4. <b>Implementing Agencies:</b> DOE, Provincial Education Divisions
5. <b>Cost:</b> Donor K 0.09 million GoPNG K 0.91 million	6. <b>Period:</b> 2000 – 2003
7. <b>Goal:</b> To assist GoPNG to improve the quality of teaching and learning which will contribute towards improving the education standards of Papua New Guinean children.	8. <b>Purpose:</b> To assist Papua New Guinea writers to develop skills in writing both quality fiction and non-fiction stories and poems for school children in PNG.
9. <b>Project Components:</b> a) Printing, packaging and labelling of NZ journals. b) Funding of a coordinator. c) Writing workshops. d) Commissioning of articles and writers. e) Development of local reading materials.	10. <b>Expected Outputs:</b> a) Appropriate school journals developed, printed and distributed to PNG schools. b) Artists and writers commissioned.
11. <b>Beneficiaries:</b> The teachers and school pupils in primary and secondary schools in PNG will benefit from this project.	
12. <b>Current Status:</b> The project is ongoing.	
13. <b>Implementation Issues:</b> Phase I of the Technical Assistance (TA) provided school journals from NZ which were distributed to the schools by DOE. Phase II of the TA will focus on institutionalising the development of PNG school journals by the CDD. Four issues have been printed and distributed. The GoPNG allocated K0.33 million in 1999 with no funding from NZODA.	

**2.23 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS**

<p>1. <b>Title:</b> National Trade Testing and Certification Support Project (NTTCSP)</p>	<p>2. <b>Region:</b> National</p>
<p>6. <b>Donor:</b> AusAID</p>	<p>7. <b>Implementing Agencies:</b> DOE, DLE</p>
<p>5. <b>Cost:</b> Donor AUD \$ 18.0 million</p>	<p>6. <b>Period:</b> 1997 – 2002</p>
<p>7. <b>Goal:</b> To assist the GoPNG to upgrade its technical education and training.</p>	<p>8. <b>Purpose:</b> To establish a network of trade testing centres in six existing technical and business colleges and strengthen the National Apprenticeship and Trade Testing Board (NATTB).</p>
<p>9. <b>Project Components:</b>  a) Strengthening NATTB.  b) Development of training resources in seven core trades.  c) Development of trade testing centres.  d) Strengthening GoPNG capacity to establish trade testing standards.</p>	<p>10. <b>Expected Outputs:</b>  a) Strengthening NATTB to perform its roles effectively.  b) Training resources in seven core trades developed.  c) Six trade testing centres developed.  d) Trades persons with recognised qualifications.</p>
<p>11. <b>Beneficiaries:</b> The target groups to benefit include: a) Technical and Business College staff and students; and b) apprentices training under NATTB; c) Vocational Centre graduates; and d) non-formal semi-skilled workers in public and private sectors. The private and public sectors will benefit in the long term through increased productivity.</p>	
<p>12. <b>Current Status:</b> The project is ongoing.</p>	
<p>13. <b>Implementation Issues:</b> The DOE and DLE to improve communication links regarding the implementation of National Trade Testing and Certification System. The Technical Education Division in DOE and National Training Council under DLE must ensure NATTB functions are implemented effectively and efficiently. Industry links must be developed and sustained for workplace-based training and better industry experience for teaching staff in technical colleges and vocational centres.</p>	

**2.24 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS**

1. <b>Title:</b> Secondary School Students Project (SSSP)	2. <b>Region:</b> National
3. <b>Donor:</b> AusAID	4. <b>Implementing Agencies:</b> DOE
4. <b>Cost:</b> Donor AUD \$ 9.0 million per annum	8. <b>Period:</b> 1989 – 2001
7. <b>Goal:</b> To increase the number of Grade 12 graduates eligible for post-secondary education in PNG.	8. <b>Purpose:</b> A temporary means to increase the number of Grade 12 graduates in PNG.
9. <b>Project Components:</b> a) Selection of eligible Grade 10 students from Provincial High Schools b) Placement of selected students in Australian High Schools	10. <b>Expected Outputs:</b> a) Number of Grade 12 graduates increased. b) Quality of Grade 12 graduates improved.
11. <b>Beneficiaries:</b> The main beneficiaries are selected Grade 10 high school students from various provincial high schools in PNG.	
12. <b>Current Status:</b> This project is ongoing.	
13. <b>Implementation Issues:</b> In 1994 AusAID and PNG DOE reviewed the SSSP and concluded that the project had met its objectives and should be phased out as PNG's internal capacity to produce more high school graduates increase under the UPHS. Consequently, the 1999 SSSP intake was the last intake, though the project will still be graduating students until 2002.	

**2.25 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS**

1. <b>Title:</b> Secondary Education Scholarships	2. <b>Region:</b> National
3. <b>Donor:</b> NZODA	4. <b>Implementing Agencies:</b> DOE
5. <b>Cost:</b> Donor NZ\$ 2.23 m	6. <b>Period:</b> 1989 – 2002
7. <b>Goal:</b> To assist GoPNG to increase the number of Grade 12 graduates eligible for post-secondary education in PNG.	8. <b>Purpose:</b> A temporary means to increase the number of Grade 12 graduates in PNG.
9. <b>Project Components:</b> a) Selection of eligible Grade 10 students from Provincial High Schools. b) Placement of selected students in NZ High Schools.	10. <b>Expected Outputs:</b> a) Number of Grade 12 graduates increased. b) Quality of Grade 12 graduates improved.
11. <b>Beneficiaries:</b> The selected students are the beneficiaries of this project. In the long term, PNG will benefit from the project through increased Grade 12 output.	
12. <b>Current Status:</b> This project commenced in 1989 and is expected to continue through to 2001 when 1999 intakes will complete their studies.	
13. <b>Implementation Issues:</b> The project is implemented by DOE which coordinates selection throughout PNG. The scholarships program will be phased out once PNG builds secondary schools in provinces and establishes additional National High Schools to cater for Grades 11 and 12 intake.	

**2.26 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS**

1. <b>Title:</b> Population Education	2. <b>Region:</b> National Provincial
3. <b>Donor:</b> United Nations Fund for Population Activities (UNFPA)	4. <b>Implementing Agencies:</b> DOE
5. <b>Cost:</b> UNFPA K 0.61 million	6. <b>Period:</b> 1997 – 2002
7. <b>Goal:</b> To assist the GoPNG to address the impact of the population increase on the carrying capacity of the national economy.	8. <b>Purpose:</b> To incorporate population issues into the education curricula to be taught in both primary and secondary schools in PNG.
9. <b>Project Components:</b> a) Development of population education curricula. b) Curricula training of teachers in population education. c) Material Development.	10. <b>Expected Outputs:</b> a) Population education curricula developed. b) Teachers trained to teach curricula on population education. c) Materials on population education developed.
11. <b>Beneficiaries:</b> The beneficiaries of this project will be school children throughout the country and PNG's social development.	
12. <b>Current Status:</b> This project is ongoing. An agreement was finalised between the Government and the UNFPA on 29 September 1998.	
13. <b>Implementation Issues:</b> The project commenced in 1998, however, funding was not reflected in the 1998 budget. The project was implemented in 1999. The project will continue to develop curriculum and provide in-service for teacher for primary and secondary through workshops. The project will be located in DOE, but specific components will be implemented in the provinces.	

**2.27 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS**

1. <b>Title:</b> PNG-Australia Targeted Training Project (PATTAP)	2. <b>Region:</b> National
3. <b>Donor:</b> AusAID	4. <b>Implementing Agencies:</b> DPM, DLE
5. <b>Cost:</b> Donor AUD \$ 17 million	6. <b>Period:</b> 1998 – 2003
7. <b>Goal:</b> To target training assistance for PNG more effectively.	8. <b>Purpose:</b> To provide a program of short-term training awards.
9. <b>Project Components:</b> a) Technical assistance to the DLE, DPM and line agencies responsible for training management. b) Support the selection and placement of long term awardees. c) Manage the delivery of substantial short-term training programs through a subcontracting process.	10. <b>Expected Outputs:</b> a) Papua New Guineans upgrade their skills and knowledge in particular professional fields. b) Training effectiveness in short term training programs evaluated.
11. <b>Beneficiaries:</b> The target groups to benefit from this project include public servants from National Government and Provinces and employees of the private sector.	
12. <b>Current Status:</b> This project is ongoing. Prior to PATTAP GoA assisted GoPNG under the Australian Development Cooperation Scholarships from 1991 - 1997.	
13. <b>Implementation Issues:</b> A Technical Assistance Group (TAG) examination of the performance of the project recommend changes in the structure of the project and the practice of the Australian Managing Contractors. AusAID accepted the recommendations and a subsequent planning process has led to changes in the staffing and structure of the project. AusAID contracted a TAG to review progress with the implementations of the recommendations in May 2000.	

## 2.28 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS

1. <b>Title:</b> Australian Development Scholarships (ADS) Scheme	2. <b>Region:</b> National
3. <b>Donor:</b> AusAID	4. <b>Implementing Agencies:</b> DOE, DPM, DLE
5. <b>Cost:</b> Donor AUD \$ 11.0 million	6. <b>Period:</b> 1998 – 2003
7. <b>Goal:</b> To support in Australia training for PNG tertiary students.	8. <b>Purpose:</b> To select 150 candidates per year for long term training.
9. <b>Project Components:</b> a) Selection of students on academic merit. b) Placement of selected students in appropriate Australian Institutions.	10. <b>Expected Outputs:</b> Produce highly trained Papua New Guineans who can contribute positively to the development of PNG.
11. <b>Beneficiaries:</b> The target group includes the 150 students from public and private sectors selected to participate in the scholarship scheme. The public and private sectors will benefit through increased economic productivity.	
12. <b>Current Status:</b> This project is continuing.	
13. <b>Implementation Issues:</b> Under the ADS Scheme, 150 students from PNG are sponsored to commence study in Australia each year. Of those 50 scholarships are awarded to students who apply independently competing on academic merit. A further 100 scholarships are awarded to public and private sector employees nominated by the DPM and DLE. There are currently 400 PNG students studying in Australia under this scheme.	



**2.29 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS**

1. <b>Title:</b> Employment Oriented Skills Development Project	2. <b>Region:</b> National
3. <b>Donor:</b> ADB	4. <b>Implementing Agencies:</b> DOE DNPM
5. <b>Cost:</b> US\$ 39.0 million (estimate)	6. <b>Period:</b> 2000 - 2005
7. <b>Goal:</b> To assist the GoPNG to improve income-earning opportunities for the unemployed or underemployed population in rural and urban areas, with a special emphasis on woman and youth.	8. <b>Purpose:</b> To increase the availability of quality short-term employment oriented skills training (including entrepreneurialship) and opportunities for applying their skills to promote self-employment and wage-employment.
<p>9. <b>Project Components:</b></p> <ul style="list-style-type: none"> <li>a) Fostering a conducive legal and policy framework for short-term skills training for wage and self-employment.</li> <li>b) Enhancing technical managerial and entrepreneurial capacities and competences of skills development training providers (VCs, NGOs, churches, private training providers).</li> <li>c) Establishing a sustainable financing mechanism to support short-term employment oriented skills training conducted by training providers.</li> </ul>	<p>10. <b>Expected Outputs:</b></p> <ul style="list-style-type: none"> <li>a) Capabilities of skills training providers improved.</li> <li>b) 240 provincial officers to be trained for capacity building.</li> <li>c) Unemployed and underemployed people will receive short-term skills training.</li> <li>d) 300 managers of VCs and NGOs will receive entrepreneurial training.</li> <li>e) 1,000 VC instructors will receive upgrading of their technical and entrepreneurial skills.</li> </ul>
11. <b>Beneficiaries:</b> It is estimated that more than 40,000 people will directly benefit from the project, including at least 16,000 women.	
12. <b>Current Status:</b> This project is projected to commence in 2000.	
13. <b>Implementation Issues:</b> To begin in 2000 in three provinces (WHP, Morobe, and NCD). The ADB financing is estimated at \$ 20 million (53% of total cost). GoPNG will provide \$ 12.1 million (35% of the total cost). The beneficiaries contribution is estimated at \$ 0.8 million. Parallel grant financing has been confirmed from the German Development Service (\$ 2.5 million). A further parallel financing will come from OPED Fund or the European Union (\$ 2.5 million).	

## 2.30 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS

1. <b>Title:</b> PNG Forestry HRD Project	2. <b>Region:</b> National Provincial
3. <b>Donor:</b> AusAID	4. <b>Implementing Agencies:</b> National Forestry Authority (NFA) OHE, UOT
5. <b>Cost:</b> Donor AUD \$ 10.9 million	6. <b>Period:</b> 1995 - 1999
7. <b>Goal:</b> To improve the human resource development and training system in the forestry sector to assist in the management of the forest resource on a sustainable basis.	8. <b>Purpose:</b> To overcome the shortage of trained and skilled people in the forestry sector in order to address critical economical management issues in: the employment of foreign labour in low-skill jobs; poor planning and management of logging operations; over-exploitation of the forests; poor monitoring of logging operations; and low productivity and inefficiency in the forestry sector.
9. <b>Project Components:</b> a) Trade Testing and Training. b) Practical Forestry Training. c) Upgrading Professional Training. d) Support for Inservice HRD&OD. e) Training in Forest Monitoring. f) Communications. g) Project Management. h) Construction & Training Facilities.	10. <b>Expected Outputs:</b> a) Trade Testing and Training Schemes established. b) Practical and Professional training programs upgraded. c) Importance of forestry sector communicated to the high school students. d) New training facilities constructed at UOT.
11. <b>Beneficiaries:</b> The primary beneficiaries are people in the forest sector who receive improved training and education, (ie. employers, owners of forests; and landowners). The Government and the nation as a whole will benefit from more skilful long term management and conservation of valuable forest resources and long term forest revenue sources.	
12. <b>Current Status:</b> This project is ongoing and was extended to 2000.	
13. <b>Implementation Issues:</b> This project was developed for the forestry sector. The UOT was included because it offers the practical and professional forestry education and training programs in PNG. There was some delay in the construction of training facilities at UOT.	

**2.31 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS**

1. <b>Title:</b> Papua New Guinea Agricultural Institutional Strengthening Project – Phase I	2. <b>Region:</b> National
3. <b>Donor:</b> New Zealand Overseas Development Agency (NZODA)	4. <b>Implementing Agencies:</b> OHE, UOT and DAL
5. <b>Cost:</b> Donor NZ \$ 2.97 million.	6. <b>Period:</b> 1993 – 1997
7. <b>Goal:</b> To assist the GoPNG to improve agriculture extension education and training.	8. <b>Purpose:</b> To upgrade the curricula and teaching facilities at Highlands Agriculture College (HAC) and Vudal University College (VUC).
9. <b>Project Components:</b> a) Training Needs Analysis (TNA). b) Redesign curricula at two of the colleges. c) Development of strategic plan of College farms. d) Supply of teaching resources and equipment.	10. <b>Expected Outputs:</b> a) Findings of TNA enhanced the value of redesigned curricula. b) Strategic farm plans developed linking farms as teaching facilities. c) Teaching equipment and resources supplied to the two colleges. d) Well trained agriculture extension officers produced.
11. <b>Beneficiaries:</b> The target group will include: a) staff at HAC and VUC; b) students attending HAC and Vudal; and c) farmers to benefit by receiving advice from well-trained extension officers.	
12. <b>Current Status:</b> The Phase I of the project was completed in 1997 and an extension has been approved for Phase II. The second phase commenced in 1998 and will close in 2001 with a budget of NZ \$ 1.0 million.	
13. <b>Implementation Issues:</b> Inadequate funding by the GoPNG to HAC, through DAL, land compensation issue at the HAC and high turnover rate of staff of HAC impeded the progressive achievements of the project. The Vudal University College became a University in 1997 but this change of status did not affect the implementation of the project at Vudal. The University of Vudal has benefited greatly from this project.	

## 2.32 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS

1. <b>Title:</b> Higher Education Project	2. <b>Region:</b> National
3. <b>Donor:</b> Asian Development Bank (ADB)	4. <b>Implementing Agencies:</b> CHE, UPNG and UOT
5. <b>Cost:</b> Donor SDR 13.5 million	6. <b>Period:</b> 1994 – 1999
7. <b>Goal:</b> To assist GoPNG to make its higher education system respond better to the manpower and human resource development needs.	8. <b>Purpose:</b> To assist the CHE initiate the reforms of higher education in line with the 1990 National Higher Education Plan.
9. <b>Project Components:</b> a) Strengthening of HEI. b) Strengthening of the mechanisms for coordinating and managing the higher education system.	10. <b>Expected Outputs:</b> a) University and CHE staff trained at Masters and PhD levels. b) University and CHE staff benefiting from overseas work attachments. c) Staff houses built at Waigani (12) and Taraka (10), respectively. d) Establishment of National Council for Teacher Education reporting to CHE.
11. <b>Beneficiaries:</b> The target groups included: staff of CHE, staff of UPNG and UOT, and students at the two universities.	
12. <b>Current Status:</b> The project component on fellowship was supposed to close on 30 June 1999. However, the project had an extension up to 2000 and now up to 2001 because 12 scholars are still completing their Doctoral programs. The consultancy component has been completed.	
13. <b>Implementation Issues:</b> The commencement of the Project was delayed with the implementation of staff development for overseas fellowship starting in March 1995 and incoming academic staff in August 1996. There were logistic problems with construction of staff houses at UPNG and UOT. The consultancy assignment experience has shown that consultancies should fit in with priority tasks being undertaken by counterpart officers. Consultancies in difficult areas such as organisational change should be scheduled after decisions are made on such matters. Terms of reference of consultancies should be discussed with relevant staff and institutions prior to finalisation and adequate preparations of the project components.	

### 2.33 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS

1. <b>Title:</b> Rehabilitation of Teaching and Research Facilities	2. <b>Region:</b> National
3. <b>Donor:</b> JICA	4. <b>Implementing Agencies:</b> OHE, UOT, UOV
5. <b>Cost:</b> Donor K 8.5 million	6. <b>Period:</b> 1997 – 1998
7. <b>Goal:</b> To assist the GoPNG in upgrading teaching and research facilities in HEI.	8. <b>Purpose:</b> To rehabilitate teaching and research facilities at UOT and UOV.
9. <b>Project Components:</b> a) Procurement of teaching and research equipment and facilities b) Installation of specialised equipment.	10. <b>Expected Outputs:</b> a) Upgraded or replaced old teaching and research equipment. b) Improved teaching environment in lecture rooms and laboratories.
11. <b>Beneficiaries:</b> The target groups included: students and staff of the universities of Technology and Vudal, respectively.	
12. <b>Current Status:</b> The project was completed in 1998. Phase II of this project should be developed for addressing the critical state of teaching and research equipment in HEI.	
13. <b>Implementation Issues:</b> The project was implemented according to the planned schedules of equipment procurements and installations. The Office of the Vice Chancellor, through Planning and Development Unit, managed the project on behalf of UOT.	

### 2.34 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS

1. <b>Title:</b> Development of a Higher Education Management Information System Project.	2. <b>Region:</b> National
3. <b>Donor:</b> To be identified	4. <b>Implementing Agencies:</b> OHE, Higher Education Institutions
5. <b>Cost:</b> US \$ 2.0 million (estimate).	6. <b>Period:</b> 2 years.
7. <b>Goal:</b> To assist the GoPNG to improve the governance of the higher education system.	8. <b>Purpose:</b> To establish a sound and effective Higher Education Management Information System (HEMIS) in Papua New Guinea.
9. <b>Project Components:</b> a) Establish specifications for HEMIS. b) Upgrade OHE and institutions with appropriate information technology (IT) software and equipment. c) Development of procedure manuals.	10. <b>Expected Outputs:</b> a) A data elementary dictionary for Higher Education developed. b) The management information system in OHE and capacity of OHE to compile and maintain data upgraded. c) IT data systems in HEI and OHE for direct communication linkages developed. d) Staff in OHE and HEI are trained in IT and use of HEMIS trained.
11. <b>Beneficiaries:</b> All stakeholders in the higher education system.	
12. <b>Current Status:</b> Pipeline – The OHE has submitted this project to the Department of National Planning and Monitoring for consideration.	
13. <b>Implementation Issues:</b> This is an important project for establishing effective communication links between OHE and HEI. Effective communication links are lacking at this stage.	

**2.35 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS**

1. <b>Title:</b> Establishment of a National Admission Centre Project	2. <b>Region:</b> National
3. <b>Donor:</b> To be identified	4. <b>Implementing Agencies:</b> OHE, DOE, Higher Education Institutions
5. <b>Cost:</b> US \$ 3.0 million (estimate).	6. <b>Period:</b> 3 years.
7. <b>Goal:</b> To assist the GoPNG to improve the governance of the higher education system.	8. <b>Purpose:</b> To establish a National Admissions Centre to improve access, equity, and participation in higher education in PNG.
<p>9. <b>Project Components:</b></p> <ul style="list-style-type: none"> <li>a) Establish a legislative base, roles, staffing and resources for the National Admissions Centre.</li> <li>b) Procurement and contracting arrangements.</li> <li>c) Establish cultural systems and infrastructure for development operations, and management of centralised admissions and selections.</li> <li>d) Upgrade institutions with appropriate IT software and equipment.</li> <li>e) Develop procedural manuals.</li> </ul>	<p>10. <b>Expected Outputs:</b></p> <ul style="list-style-type: none"> <li>a) Selection process improved.</li> <li>b) A common approach on admission matters developed.</li> <li>c) The process of HEI applications and student selection rationalised.</li> <li>d) Admission operations rationalised whereby selection process to scholarship awards with admission process are linked.</li> <li>e) Appropriate IT software and equipment in HEI are upgraded.</li> <li>f) Appropriate procedural manuals are developed, printed and distributed.</li> </ul>
11. <b>Beneficiaries:</b> The eligible Grade 12 school leavers and non-school leavers and staff of OHE and HEI.	
12. <b>Current Status:</b> Pipeline – The OHE has submitted this project to the Department of National Planning and Monitoring for funding consideration.	
13. <b>Implementation Issues:</b> This is an important project for addressing the current problems involving the admission processes of HEI and the awarding of scholarships by the OHE.	

**2.36 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS**

1. <b>Title:</b> Development of a Higher Education Accreditation System for Government and Private Institutions.	2. <b>Region:</b> National
3. <b>Donor:</b> To be identified.	4. <b>Implementing Agencies:</b> OHE, Public and Private Higher Education Institutions
5. <b>Cost:</b> US \$ 1.5 million (estimate).	6. <b>Period:</b> 3 years.
7. <b>Goal:</b> To assist the GoPNG to improve the governance of the higher education system.	8. <b>Purpose:</b> To establish systems for regulation and facilitation of national awards, accreditation of institutions and programs, and credit transfer arrangements.
9. <b>Project Components:</b> a) Develop legislation on national awards, accreditation, and credit transfer. b) Develop and implement accreditation processes for institutions, higher education programs and courses. c) Develop credit transfer arrangements.	10. <b>Expected Outputs:</b> a) Pass amending legislation to formally confirm the systems and procedure for regulating awards, accreditation and credit transfer. b) Establish procedures, mechanisms, staffing and resources, to approve and monitor institutions and programs in higher education. c) Establish clear guidelines and procedures to cover the operations of private providers and overseas institutions in offering Higher Education courses in PNG.
11. <b>Beneficiaries:</b> All stakeholders in higher education.	
12. <b>Current Status:</b> Pipeline – The OHE has submitted this project to the Department of National Planning and Monitoring for funding consideration under the Public Investment Programme by the GoPNG.	
13. <b>Implementation Issues:</b> This project is critical for addressing the fragmented nature of the higher education sector. This project will enable OHE to perform its coordination role more effectively and efficiently.	



**2.37 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS**

1. <b>Title:</b> Reform of the Higher Education Finance System.	2. <b>Region:</b> National
3. <b>Donor:</b> To be identified.	4. <b>Implementing Agencies:</b> OHE, Higher Education Institutions
5. <b>Cost:</b> US \$ 3.0 million (estimate).	6. <b>Period:</b> 3 years.
7. <b>Goal:</b> To assist the GoPNG to improve the governance of the higher education system.	8. <b>Purpose:</b> To establish a basis of unit costs and a relative funding model for Government to support universities in PNG.
<p>9. <b>Project Components:</b></p> <ul style="list-style-type: none"> <li>a) Review existing work on the current situation and collect data on unit costs.</li> <li>b) Analyzing of unit cost data.</li> <li>c) Develop a relative funding model.</li> <li>d) Develop and install software at OHE and institutions.</li> <li>e) Train staff on systems and procedures.</li> </ul>	<p>10. <b>Expected Outputs:</b></p> <ul style="list-style-type: none"> <li>a) Collate and analyse unit cost data on university programs.</li> <li>b) Consultative visits and awareness workshops on a relative funding model.</li> <li>c) Develop and install software and provide training for staff in relation to unit costs and relative funding model system.</li> <li>d) Adoption and implementation of relative funding model.</li> </ul>
11. <b>Beneficiaries:</b> All stakeholders in higher education.	
12. <b>Current Status:</b> Pipeline – The OHE has submitted this project to the Department of National Planning and Monitoring for funding consideration.	
13. <b>Implementation Issues:</b> This project will develop a rational basis for formulating the higher education budget in the long term. This project is necessary for establishing the real unit costs of higher education in PNG which should assist HEI and the GoPNG determine the realistic basis of budget allocation to universities and colleges.	

**2.38 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS**

1. <b>Title:</b> Institutional Capability Development	2. <b>Region:</b> National
3. <b>Donor:</b> To be identified.	4. <b>Implementing Agencies:</b> OHE, PNG Universities and Colleges
5. <b>Cost:</b> US \$ 20 million (estimate).	6. <b>Period:</b> 5 years.
7. <b>Goal:</b> To assist the GoPNG to improve the quality of HEI.	8. <b>Purpose:</b> To improve the quality of teaching and learning in science and technology education, business studies education, agricultural education and health science education.
9. <b>Project Components:</b> a) Revise existing curriculum. b) Recruit and select staff for overseas fellowships. c) Development of management training program for senior staff. d) Upgrading of teaching and research facilities and equipment at HEI.	10. <b>Expected Outputs:</b> a) New appropriate curricula developed in the four designated areas. b) Qualifications and skills of national teaching staff in the four areas upgraded. c) Quality assurance programs in the institutions in the four designated fields developed and implemented. d) Appropriate teaching resources, equipment and facilities are upgraded to improve learning environment for staff and students.
11. <b>Beneficiaries:</b> All stakeholders in higher education.	
12. <b>Current Status:</b> Pipeline – The OHE has submitted this project to the Department of National Planning and Monitoring for funding consideration.	
13. <b>Implementation Issues:</b> This project is critical for addressing the issues regarding the provision of education in science and technology, business, agriculture and health science in PNG. Planned partnership affiliations and amalgamation initiatives developed and implemented between various Central Agencies and the HEI should foster quality development in the above fields.	

## 2.39 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS

1. <b>Title:</b> Distance and Continuing Education Project.	2. <b>Region:</b> National
3. <b>Donor:</b> To be identified.	4. <b>Implementing Agencies:</b> OHE, PNG Universities
5. <b>Cost:</b> US \$ 10.0 million (estimate).	6. <b>Period:</b> 5 years.
7. <b>Goal:</b> To assist the GoPNG to improve the quality of HEI.	8. <b>Purpose:</b> To improve the system for distance education in higher education and establish distance education delivery programs for undergraduate courses.
9. <b>Project Components:</b> a) Establish central infrastructure for materials development, operations and management of distance education programs. b) Upgrade existing centres with facilities and equipment. c) Develop course modules and materials. d) Development and training of staff.	10. <b>Expected Outputs:</b> a) Infrastructure, technology and staff development to improve the management and administration of distance education established. b) Undergraduate courses for distance and flexible learning programs developed and offered. c) Academic staff capability in curriculum, materials design and production and teaching skills for distance education developed.
11. <b>Beneficiaries:</b> All stakeholders in higher education, especially Grade 12 School Leavers who will not have a place in a residential higher education program and the people in the work force who wish to upgrade themselves.	
12. <b>Current Status:</b> Pipeline – The OHE has submitted this project to the Department of National Planning and Monitoring for funding consideration.	
13. <b>Implementation Issues:</b> Both UPNG and UOT still offer matriculation courses. It is necessary to upgrade the capacity of CODE and other private providers to offer all matriculation courses. The universities should be provided with adequate resources to offer undergraduate courses to the increasing number of Grade 12 School Leavers since bed spaces limits the number of first year student intakes in all universities. There are people in the work force who need to upgrade their knowledge and acquire new skills in their careers.	

**2.40 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS**

1. <b>Title:</b> Access and Equity Programs in Higher Education.	2. <b>Region:</b> National
3. <b>Donor:</b> To be identified.	4. <b>Implementing Agencies:</b> OHE, DOE, PNG Universities
5. <b>Cost:</b> US \$ 2.0 million (estimate).	6. <b>Period:</b> 4 years.
7. <b>Goal:</b> To assist the GoPNG to improve the governance of the higher education systems in PNG.	8. <b>Purpose:</b> To promote increased access and equity in higher education through a promotion of scholarship and support infrastructure program for women and rural students.
9. <b>Project Components:</b> a) Develop guidelines and procedures for the selection of scholarships and implement a scholarship program. b) Develop and implement an awareness campaign for informing women and rural based potential students about opportunities in higher education. c) Implement a scholarship program. d) Establish innovative students support services in OHE.	10. <b>Expected Outputs:</b> a) Encourage women and rural based students to apply for and enrol in higher education programs. b) Provide special scholarships to support women and rural based students to enrol for and complete in higher education program. c) Women's' dormitories built at selected HEI. d) Funding of innovative student support services to support successful participation by women and rural based students in higher education programs.
11. <b>Beneficiaries:</b> All stakeholders in higher education, especially women and rural based students.	
12. <b>Current Status:</b> Pipeline – The OHE has submitted this project to the Department of National Planning and Monitoring for funding consideration.	
13. <b>Implementation Issues:</b> This project is a very important one for addressing the imbalance in female participation in higher education programs. Intelligent rural based students also miss out on higher education opportunities. The cooperation of Provincial Education Division will be needed for success of this project.	

**2.41 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS**

1. <b>Title:</b> International Institutional Links Program.	2. <b>Region:</b> National
3. <b>Donor:</b> To be identified.	4. <b>Implementing Agencies:</b> OHE, PNG Universities and Colleges.
5. <b>Cost:</b> US \$ 3.0 million (estimate).	6. <b>Period:</b> 4 years.
7. <b>Goal:</b> To assist the GoPNG to improve the quality of HEI.	8. <b>Purpose:</b> To increase the capacity of HEI in PNG to participate in the development of PNG, through the establishment of the linkages between overseas and PNG HEI.
9. <b>Project Components:</b> a) Linkage Program Development. b) Assessment of project proposal. c) Implementation of project.	10. <b>Expected Outputs:</b> a) Established 10 – 15 institutional links project between universities and colleges in PNG and appropriate overseas universities in the donor country. b) Improved capabilities in the preparation of project proposals for funding and implementing overseas supported projects. c) Project activities, finance and personnel are managed effectively and efficiently.
11. <b>Beneficiaries:</b> All stakeholders in higher education, especially teaching staff and students in HEI.	
12. <b>Current Status:</b> Pipeline – The OHE has submitted this project to the Department of National Planning and Monitoring for funding consideration.	
13. <b>Implementation Issues:</b> The universities and colleges in PNG need to develop active international links with appropriate overseas universities and colleges. These links should be used for staff and student exchanges. It is important for PNG students to be exposed to other academic cultures before graduating and joining the workforce.	

**2.42 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS**

1. <b>Title:</b> Cooperative Education and Business Linkages Program.	2. <b>Region:</b> National
3. <b>Donor:</b> To be identified.	4. <b>Implementing Agencies:</b> OHE, PNG Universities and Colleges
5. <b>Cost:</b> US \$ 1.0 million (estimate).	6. <b>Period:</b> 3 years.
7. <b>Goal:</b> To assist the GoPNG to improve the quality of HEI.	8. <b>Purpose:</b> To develop active cooperative and linkage programs between business companies and HEI in PNG to ensure increased support for the development of employment based skills and experience.
<p>9. <b>Project Components:</b></p> <ul style="list-style-type: none"> <li>a) Review existing activities and seek views on appropriate models and operations.</li> <li>b) Visit overseas institutions with various forms of cooperative and industry linkage programs.</li> <li>c) Development of guidelines and procedures for selected linkage models.</li> <li>d) Liaise with institutions and business sector to promote selected model.</li> <li>e) Implement and monitor agreed linkage programs.</li> </ul>	<p>10. <b>Expected Outputs:</b></p> <ul style="list-style-type: none"> <li>a) Existing cooperative and linkage programs between business companies and HEI in PNG reviewed.</li> <li>b) Appropriate models and mechanisms for business and institutional linkage programs developed.</li> <li>c) Appropriate guidelines and procedures for selected models of business and institutional linkage programs formulated and implemented.</li> </ul>
11. <b>Beneficiaries:</b> All stakeholders in higher education, especially staff and students in HEI.	
12. <b>Current Status:</b> Pipeline – The OHE has submitted this project to the Department of National Planning and Monitoring for funding consideration.	
13. <b>Implementation Issues:</b> It is important for HEI in PNG to develop cooperative education and business links with the wider community. The academic programs in technical fields must always have industry and commerce links for assessing the quality and relevance of HEI academic programs. The cooperation of the business community in various parts of PNG will be required for the success of this project.	

**2.43 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS**

1. <b>Title:</b> Higher Education Classroom Expansion.	2. <b>Region:</b> National
3. <b>Donor:</b> To be identified.	4. <b>Implementing Agencies:</b> OHE, PNG Universities and Colleges
5. <b>Cost:</b> US \$ 4.0 million (estimate).	6. <b>Period:</b> 5 years.
7. <b>Goal:</b> To assist the GoPNG to improve the quality of HEI.	8. <b>Purpose:</b> To improve access to higher education through classroom space expansion in HEI.
9. <b>Project Components:</b> a) Establish baseline data on the classroom expansion program. b) Establish data on classroom expansion for each higher education institution. c) Construct new classrooms.	10. <b>Expected Outputs:</b> a) Additional classrooms built in the four state funded universities to meet the growing demand for university education. b) Additional classrooms built in state funded non-university higher education institution.
11. <b>Beneficiaries:</b> The target group to benefit from the project include all stakeholders in higher education, especially students.	
12. <b>Current Status:</b> Pipeline –The OHE has submitted this project to the Department of National Planning and Monitoring for funding consideration.	
13. <b>Implementation Issues:</b> In all HEI most of the classroom buildings were built in the 1960s during the Australian Administration era. No comprehensive studies have been conducted by OHE to determine the number and the type of classrooms universities require for the next 50 years. Some limited funding were made available to UOG and UOV to construct new classrooms. Increasing the number of classrooms in HEI would encourage local students to enrol as day students.	

## 2.44 SUMMARY OF EDUCATION SECTOR FOREIGN AID ASSISTED PROJECTS/PROGRAMS

1. <b>Title:</b> Privatisation of Higher Education Students' Accommodation.	2. <b>Region:</b> National
3. <b>Donor:</b> To be identified.	4. <b>Implementing Agencies:</b> OHE, Higher Education Institutions
5. <b>Cost:</b> US \$ 40.0 million (estimate)	6. <b>Period:</b> 4 years.
7. <b>Goal:</b> To assist the GoPNG to improve the quality of HEI.	8. <b>Purpose:</b> To improve access to higher education by increasing the number of bed spaces through the development of student hostel-type private accommodation.
9. <b>Project Components:</b> a) Establish baseline data on building student hostels and student dormitories. b) Build dormitories and hostels at selected institutional locations. c) Review and develop students' private accommodation policy.	10. <b>Expected Outputs:</b> a) Students' private accommodation policy formulated and approved. b) Student dormitories and hostels built on state land managed by NGOs. c) Allow students to develop responsible self reliant attributes and conduct in managing their own board and lodging fees and related resources.
11. <b>Beneficiaries:</b> All stakeholders in the higher education system.	
12. <b>Current Status:</b> Pipeline – The OHE has submitted this project to the Department of national Planning and Implementation for funding consideration.	
13. <b>Implementation Issues:</b> The provision of student accommodation on HEI campuses are ideal for PNG students because they come from different parts of the country. However, increasing the number of residential students beyond 2,000 is not manageable and practical during times of student unrest on campuses. It will take time to identify suitable NGOs to manage off campus accommodation facilities. The cooperation of local town authorities and landowner groups will be necessary for the success of this project.	

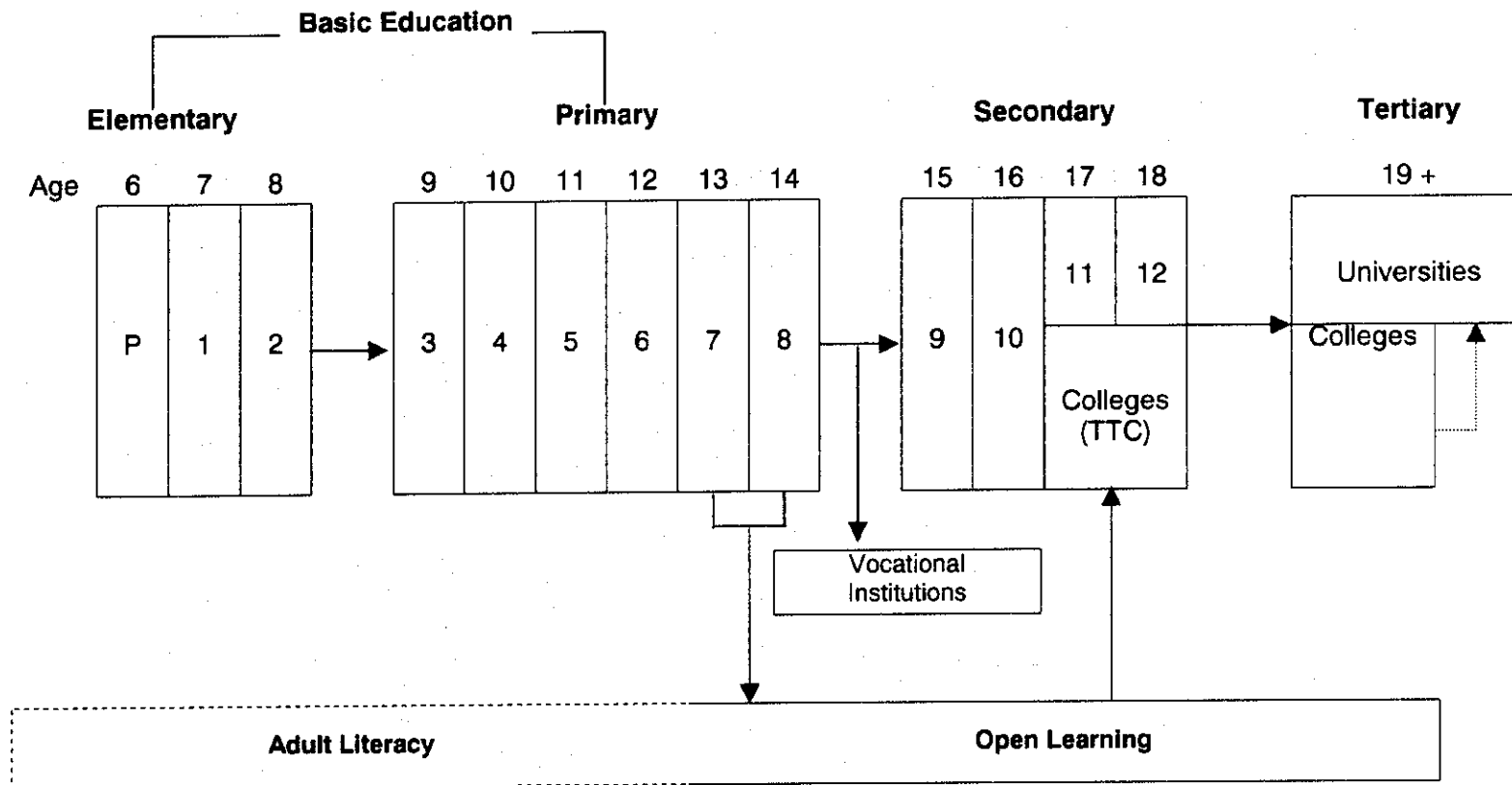


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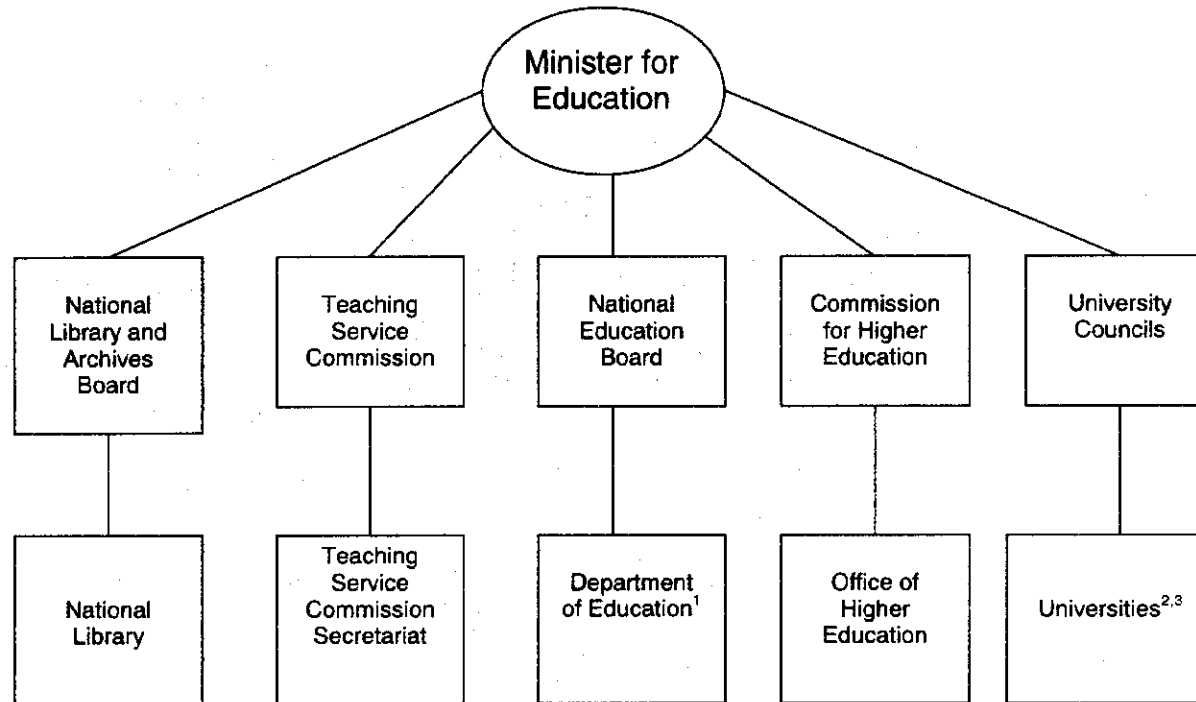
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**Figure 1. Structure of the Education System.**



Note: In the private sector there are several schools, training institutions and two universities.

**Figure 2. Organizational Chart of Ministry of Education.**



**Notes:**

1. Department of Education is responsible for following further education institutions: Primary Teachers College (1), Technical Colleges (5), and business Colleges (2).
2. Public universities include: University of Papua New Guinea, PNG University of Technology, University of Goroka and University of Vudal.
3. Private universities include: Divine Word University and Pacific Adventist College.

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## ANNEX - 1: SOCIAL AND ECONOMIC INDICATORS

**Table 1. Basic comparisons of selected Pacific Island and South-East Asian economies.**

	Area		Population		GNP per person <sup>a</sup>		GDP
	Land	Sea	In 1997	Annual growth rate 1990 - 97	In 1997	Annual growth rate 1990 - 97	In 1997
	'000 km <sup>2</sup>	'000 km <sup>2</sup>	'000	%	US\$	%	US\$m
<b>Pacific Island countries</b>							
Papua New Guinea	462.8	3,120	4,501	2.3	930	2.5	4,185
Fiji	18.3	1,146	815	1.5	2,460	0.4	2,007
Federated States of Micronesia	0.7	2,500	111	2.1	1,920	-1.8	213
Kiribati	0.8	3,550	83	2.0	910	-0.6	76
Marshall Islands	0.2	1,942	60	..	1,610	..	97
Solomon Islands	28.0	1,500	403	3.2	870	1.0	350
Tonga	0.7	543	98	0.3	1,810	1.4	177
Vanuatu	12.2	680	177	2.6	1,340	-3.5	238
Samoa	2.9	130	174	1.2	1,140	0.7	199
<b>South-East Asian countries</b>							
Indonesia	1,811.6	..	200,390	1.7	1,110	5.9	221,533
Thailand	510.9	..	60,602	1.2	2,740	5.9	165,759
Malaysia	328.6	549	21,667	2.5	4,530	5.9	98,195

<sup>a</sup> GNP is calculated using the World Bank Atlas method, which adjusts the standard measure for recent changes to the exchange rate.

Source: AusAID, 2000. *The Economy of Papua New Guinea, International Development Issues No. 53, 1999 Report, page 109.*



**Table 2. Social indicators of selected Pacific islands and South-East Asian economies.**

	Life expectancy at birth	Infant mortality rate (1997) <b>a</b>	Safe water access rate (1995) <b>b</b>	Child malnutrition rate <b>c</b>	Female labour force rate (1997) <b>d</b>
	years	no.	'000	%	%
<b>Pacific Island countries</b>					
Papua New Guinea	58	61	31	30	42
Fiji	73	18	90	8	29
Federated States of Micronesia	67	30	22	..	..
Kiribati	60	60	100	..	..
Solomon Islands	70	23	64	..	47
Tonga	70	22	100	..	..
Vanuatu	65	37	87	..	..
Samoa	69	22	68	..	..
<b>Simple averages</b>					
Average of selected Pacific island countries	67	34	70	..	..
Average excl. Papua New Guinea	68	30	76	..	..
<b>South-East Asian countries</b>					
Indonesia	65	47	65	34	40
Thailand	69	33	89	..	46
Malaysia	72	11	89	20	37

**a** Deaths per 1000 births. **b** Proportion of population with access to safe water. **c** Proportion of children underweight in the most recent year for which data are available in the period 1992 - 97. **d** Proportion of total labour force.

Source: AusAID, 2000. *The Economy of Papua New Guinea, International Development Issues No. 53, 1999 Report, page 110.*

**Table 3. Social Indicators of Papua New Guinea and low and middle human development economies.**

	Unit	Papua New Guinea		Low human development		Medium human development	
		1970	1997	1970	1997	1970	1997
Adult literacy rate	%	..	74	..	..	..	..
Total fertility rate <b>a</b>	no.	..	4.6	..	5.2	..	2.6
Infant mortality rate <b>b</b>	no.	90	79	147	106	101	51
Under-5 mortality rate <b>b</b>	no.	130	112	241	169	152	72
Female life expectancy at birth	years	..	59	..	52	..	69
Male life expectancy at birth	years	..	58	..	50	..	65
Total life expectancy at birth	years	47	58	43	51	57	67
Annual population growth rate <b>c</b>	%	..	2.3	..	2.7	..	1.8
Urban population <b>d</b>	%	..	17	..	28	..	41
Population aged 65 & above <b>d</b>	%	..	3	..	3	..	6
Average annual rate of inflation <b>e</b>	%	..	6	..	71	..	96
GNP per person	US\$	..	930	..	274	..	1280
Annual growth in GNP per person <b>f</b>	%	..	0.7	..	-0.4	..	1.8

**a** Children per woman. **b** Deaths per 1000 live births. **c** For 1975 - 91. **d** Proportion of total. **e** For 1985 - 96. **f** For 1975 - 95.

Source: AusAID 2000. *The Economy of Papua New Guinea, International Development Issues No. 53, 1999 Report, page 111.*

**Table 4. Gender comparisons in Papua New Guinea.**

	Unit	1997
Life expectancy at birth		
Female	years	59
Male	years	58
Female share of labour force	%	42
Female economic activity as a proportion of male rate	%	77
Women in government		
All levels	%	4
Ministerial levels	%	0
Gender in education		
Female primary enrolment	%	73
Proportion of age group	%	85
Proportion of male rate		
Female tertiary students	no.	209
Per 100 000 women	%	50
As a proportion of male rate		
Female adult literacy		
As a proportion of age group	%	65
As a proportion of male rate	%	79

Source: AusAID, 2000. *The Economy of Papua New Guinea, International Development Issues No. 53, 1999 Report, page 112.*

## ANNEX - 2: POLICY AND PLANNING INITIATIVES

**Table 5. Recent Policy and Planning Initiatives.**

<b>Title</b>	<b>Target Group</b>	<b>Description</b>	<b>Status</b>	<b>Implementation Plan</b>	<b>Resource Implementations</b>
Special Education Plan	Children with disabilities	Recognition of education needs of disabled	Released 1994	In operation since 1994	Incorporated in annual budgets
Corporate Plan	System-wide	Planned objectives and activities for education 1998 – 2002	Released 1998	Integral part of document	Included in Plan
TVET Corporate Plan	Technical and vocational institutions	Corporate plan for the development of technical and vocational education and training in formal sector	Released 1999	Included in document	Included in Plan
Language Policy	All schools	Recognition of PNG vernacular languages as medium of instruction for Elementary education, with bilingual provision to Grade 5	Released September 1999	Immediate	Mainly at elementary and lower primary levels
Management Restructure	System-wide	Restructuring of management of education	Completed 1999	in place	Cost savings
Provincial Plans	All provincial institutions	Plans to guide projected development within each province	90% completed	Preliminary work began in 1996, based on NEP	Documented in each plan
Literacy Policy	All schools and youth/adult community	Designed to improve the rate of literacy from some 45% to 70% by 2010	Released 2000	In place	Additional resources will be required for both Government and NGOs
National Skills Plan	National-wide	Designed to promote the development of skills for living with and beyond schooling	Drafting in progress	To be presented to Council of Education Ministers early 200	No major additional funds envisaged
Women's Policy	Female school age and beyond	Designed to promote greater female participation in education and training	Early stages of development	To be developed	To be determined
Self-reliance Policy	National-wide	Encouraging the introduction of self reliance projects within schools	Early stages of development	To be developed	To be determined

**ANNEX - 3: EMERGING ISSUES IN THE IMPLEMENTATION OF THE NATIONAL  
EDUCATION PLAN 1995 - 2004**

**Table 6. Schedule of Emerging Issues, Required Action, Responsible Parties and Time Frame for Elementary Education.**

Issue	Required Action	Responsible Parties	Time Frame
<b>Access</b>			
Land acquisition for schools	<ul style="list-style-type: none"> <li>Improve dialogue with churches</li> <li>Greater awareness</li> <li>Land acquired by community through its own laws/agreements</li> </ul>	PEDs, PRC, PRM	Ongoing
<b>Teachers</b>			
Shortage of trainers/supervisors	<ul style="list-style-type: none"> <li>200 Trainers by 2000 and increase in females</li> </ul>	TE&SDD ETESP	2000
	<ul style="list-style-type: none"> <li>Training of supervisors to be institutionalized</li> </ul>	TE&SDD, (PNGEI)	2000
	<ul style="list-style-type: none"> <li>Elementary Trainers and Coordinators to come under PNGEI structure</li> </ul>	DOE Management Provinces/ Districts	Ongoing
	<ul style="list-style-type: none"> <li>Training of trainers to be tied to PEPs</li> <li>Combine travel arrangements by officers on school visits</li> </ul>		Ongoing
Ongoing support for training after ETESP	<ul style="list-style-type: none"> <li>Request extension of project for another two years for those in the current cycle</li> </ul>	DOE TE&SDD	2000
	<ul style="list-style-type: none"> <li>Include in TE&amp;SDD Budget training cost currently covered by ESTEP</li> </ul>	TE&SDD	2000 2000
Career path for elementary teachers	<ul style="list-style-type: none"> <li>Career path and training for elementary teachers</li> </ul>	TE&SDD	2000 – 2004
	<ul style="list-style-type: none"> <li>Upgrading of qualification to diploma and/or degree in elementary education</li> </ul>	TE&SDD IMG	2004
	<ul style="list-style-type: none"> <li>PTCs to provide training opportunities through distance education</li> </ul>		2004
Provision of career path for trainers/supervisors	<ul style="list-style-type: none"> <li>Upgrading of qualification to diploma and/or degree in elementary education</li> </ul>	TE&SDD (PNGEI), EATEST	2000
	<ul style="list-style-type: none"> <li>PTCs to provide training opportunities through distance education</li> </ul>		2000 – 2004
	<ul style="list-style-type: none"> <li>PTCs will become multi-program providers</li> </ul>	TE&SDD, NEB PRC	2000 – 2004
	<ul style="list-style-type: none"> <li>Specialists in multigrade teaching, gender and special education</li> </ul>		2000
<b>Curriculum</b>			
Policy on language for communities where there is no established orthographies	<ul style="list-style-type: none"> <li>Employ early childhood education specialist at CDD</li> </ul>	CDD	2000
	<ul style="list-style-type: none"> <li>Policy on establishment of orthography</li> </ul>	CRIP PRC	2000
	<ul style="list-style-type: none"> <li>NLAS requested to facilitate orthography</li> </ul>	CDD, TE&SDD, EATEST	2000

<b>Issue</b>	<b>Required Action</b>	<b>Responsible Parties</b>	<b>Time Frame</b>
Involvement of community in development of local curriculum	<ul style="list-style-type: none"> <li>Review cluster management with BOM workshops</li> <li>Primary school mentor arrangement</li> <li>Specific policy on community involvement</li> <li>Public Awareness</li> </ul>	PEOs, CDD CRIP	Ongoing
		PRC, CDD, PEDs	2000
Limited facilities for production and printing of teaching/learning materials	<ul style="list-style-type: none"> <li>Establishment of Resource Centres in the Primary Schools.</li> <li>Revamping LAMP Centres and establish them at District and/or Provincial Offices</li> </ul>	PED, CDD, Districts  NLAS, CRIP	Ongoing through CRIP 2000 and ongoing
<b>Infrastructure</b>			
Continuing promotion of community involvement in infrastructure development	<ul style="list-style-type: none"> <li>Increase awareness of responsibility</li> <li>Early planning and inform community of plans</li> </ul>	PEDs	Ongoing
<b>Management</b>			
Lack of clarity on roles and responsibilities within management structure at provincial level	<ul style="list-style-type: none"> <li>Redefine procedures to get over existing problems</li> <li>Provinces to have designated officer to manage Elementary Education</li> </ul>	SAS, GAPD PFM	Immediate
Non-adherence to plans for school establishment	<ul style="list-style-type: none"> <li>Increase production of provincial educational plans and distribution to all key players</li> </ul>	PEDs, PFM	Ongoing
Laxity in registration of schools	<ul style="list-style-type: none"> <li>Audit management, positions and school registration</li> </ul>	GAP, SAS, TSC	Urgent
Laxity in registration of teachers and payment of allowances	<ul style="list-style-type: none"> <li>Clear structures and procedures needed as well as awareness of procedures</li> <li>Decentralization of salary function should help all provinces</li> </ul>	GAP, SAS, TSC	Urgent
Policy and procedures for supervision of schools and teachers	<ul style="list-style-type: none"> <li>A short term supervision mechanism for the year 2000 including identification of office and officer to oversee the process</li> <li>An Elementary Inspection System that should be district-based be established for the long term</li> </ul>	Elementary Inspections Committee IMG, PFM TE&SDD  IGD	Immediately (before 2000)
Resolution of outstanding policy and procedures and strengthening of planning and co-ordination	<ul style="list-style-type: none"> <li>Updating of province education plans</li> </ul>	FMU, PFM, PRC, PEDs	2000 and ongoing

**Table 7: Schedule of Emerging Issues, Required Action, Responsible Parties and Time Frame for Primary Education**

Issue	Required Action	Responsible Parties	Time Frame
<b>Access</b>			
Higher than expected attrition rates in upper primary grades	<ul style="list-style-type: none"> <li>Review feeder school clustering in PEPs</li> </ul>	PEDs, PFM	Ongoing
<b>Teachers</b>			
Grade 10 entrants often lack background subject knowledge	<ul style="list-style-type: none"> <li>All PTC will enrol Grade 12 students</li> </ul>	TE&SDD (PTCs), OHE	2000
Inservice provisions lagging behind demand	<ul style="list-style-type: none"> <li>Awareness to refocus and encourage school based staff development</li> <li>Identify and encourage other training providers, e.g. UOT</li> <li>Cascade training using SS and existing personnel</li> </ul>	TE&SDD, PEDs, Schools	2000
		TE&SDD	2000 – 2004
		TE&SDD	2000 – 2004
Low completion rates for Distance Education Program	<ul style="list-style-type: none"> <li>PNGEI to review the DEP program, particularly internship and matriculation</li> <li>Accredit DEP(1) program with UOG</li> <li>Offer BEd through PTCs</li> </ul>	PNGEI	Immediately
		TE&SDD (PTCs, UOG)	2000
		TE&SDD	2000
<b>Curriculum</b>			
Gaps in curriculum revision, particularly with practical subjects for lower primary (LP) and upper primary (UP)	<ul style="list-style-type: none"> <li>Complete UP curriculum</li> <li>Develop and produce curriculum support materials</li> <li>LP curriculum – BOS approved in 1998</li> <li>UP curriculum – BOS approved in 1999</li> <li>LP syllabi completed</li> <li>UP syllabi completed</li> <li>Support materials for LP and UP</li> </ul>	CDD, CRIP	June 2000
			Ongoing, as from 2001
			1999
			End of 1999 From 2000 onwards
Bridging between elementary and primary	<ul style="list-style-type: none"> <li>Pre project work with CRIP.</li> </ul>	CDD and TE&SDD	Ongoing
Policy required on Grade 6 examination	<ul style="list-style-type: none"> <li>Policy decision on future of Grade 6 examination is required</li> </ul>	CDD/MSU, BOS	2000
<b>Materials</b>			
Continuity of supply of non-text materials for Grades 7 and 8	<ul style="list-style-type: none"> <li>Continued supply of core subjects is essential</li> <li>Reviewed list of materials for Grades 6 to 8 to be developed</li> <li>Training of teachers to handle reform curriculum</li> <li>Enhancing of in-house capacity to develop, write, and monitor reform curriculum</li> </ul>	CASP	Ongoing
		CDD	2000
		CDD, CRIP, TE&SDD	2001
		DOE, CDD	Immediate
Availability of materials to meet curriculum changes and rate of expansion	<ul style="list-style-type: none"> <li>Development and supply of materials to accompany the revised curriculum</li> </ul>	CDD	Immediate

Issue	Required Action	Responsible Parties	Time Frame
Revitalization of distribution networks	<ul style="list-style-type: none"> <li>Enhancing capacity at provincial and district level distribution system</li> <li>Enhance Provincial Head Quarters as school distribution centres</li> </ul>	CDD, BIECMP, CRIP, PEDs	2000 and ongoing
<b>Infrastructure</b>			
Provision of priority infrastructure – multipurpose rooms and library.	<ul style="list-style-type: none"> <li>Teachers houses included in development plans</li> <li>Upgrade or build rooms for school libraries</li> </ul>	PGs, LLG	Ongoing
Provision of ongoing rehabilitation and maintenance of existing stock	<ul style="list-style-type: none"> <li>Awareness of responsibilities and negotiations with LLGs</li> <li>BOMs to be supported</li> </ul>	PEDs	Ongoing
Impact of providing boarding facilities in primary schools	<ul style="list-style-type: none"> <li>Provinces to be made aware of financial, welfare and legal implications</li> </ul>	PRC, PEDs	2000
<b>Management</b>			
Improve teacher deployment strategies to promote equitable distribution and increase student:teacher ratio	<ul style="list-style-type: none"> <li>Implementation of Cost-Effectiveness Study recommendations</li> </ul>	TSC, PEDs DOE	Immediate
Clarification of roles and responsibilities of headteachers	<ul style="list-style-type: none"> <li>Administrative handbook for headteachers</li> </ul>	IGD, PFM, PEDs	2000
Improve school supervision, with particular regard to operation of inspectorate	<ul style="list-style-type: none"> <li>Support 6-8 inspectors each year to attend BED program at UOG</li> <li>Carry out need analysis to provide short term, on-going staff development program by identified provider(s)</li> <li>Trial school-based inspection/supervision system</li> </ul>	IGD, TE&SDD, UOG  IGD, TE&SDD (PNGEI)  IGD	Ongoing as of 1999  Ongoing  2000
Actual distribution of school fees within schools often not consistent with national policy	<ul style="list-style-type: none"> <li>Clarification of policy</li> </ul>	NEB, PRC	2000
Concern about cost of inservice courses by teachers	<ul style="list-style-type: none"> <li>Development of Distance Education mode for in service courses</li> </ul>	TE&SDD PASTEP	2000
Training of teachers for multigrade teaching	<ul style="list-style-type: none"> <li>Continue through DEP(1), and PTCs</li> <li>Multigrade allowances processing to be improved</li> </ul>	GAPD, TSC, PASTEP	Immediate
Phasing out Grades 1 and 2 from primary schools	<ul style="list-style-type: none"> <li>Stricter adherence to policy</li> </ul>	PEBs, PFM	Immediate



**Table 8: Schedule of Emerging Issues, Required Action, Responsible Parties and Time Frame for Secondary Education**

Issue	Required Action	Responsible Parties	Time Frame
<b>Access</b>			
Rate of growth in excess of plan	<ul style="list-style-type: none"> <li>Recruitment of teachers be given early priority</li> <li>Awareness of PEPs</li> <li>School fee subsidy needs to be maintained</li> </ul>	TE&SDD, PEPs PEDs	Now  Ongoing
<b>Teachers</b>			
Shortage of trained teachers	<ul style="list-style-type: none"> <li>Distance Education for Post Graduate Dip in Educ. Program</li> <li>Encourage DE Diploma courses through other institutions</li> <li>Agreement with UOG</li> </ul>	UOG, PASTEP, TE&SDD	2000 2000  Immediate
Low student output from UOG	<ul style="list-style-type: none"> <li>Approach other universities to offer education courses</li> <li>Twining with CSU &amp; QUT – and other innovative approaches</li> <li>Include gender as a policy in all training programs</li> </ul>	TE&SDD	Immediate  Ongoing
<b>Curriculum</b>			
Limited development of curricula	<ul style="list-style-type: none"> <li>More awareness on development of school-based curriculum</li> <li>Non-core subjects curriculum structure</li> <li>Secondary reform curriculum course overview</li> </ul>	CDD, BOS, CRIP	Ongoing  2000 2001  2000
Examinations	<ul style="list-style-type: none"> <li>Weighted score in Grade 11 and 12 examinations</li> <li>Assessment of practical subjects with greater flexibility at Grade 10</li> </ul>	MSU	Trial in 2000
<b>Materials</b>			
Currency of existing textbook in relation to new curriculum	<ul style="list-style-type: none"> <li>The currency and relevancy of existing textbooks in relation to the reform curriculum needs to be assessed.</li> </ul>	CDD, BOS, CRIP	2000
<b>Infrastructure</b>			
Provision for rehabilitation and maintenance of existing stock	<ul style="list-style-type: none"> <li>Consistent provincial input is required</li> </ul>	Provincial Governments	Ongoing
<b>Management</b>			
Pressures for unscheduled expansion to address access	<ul style="list-style-type: none"> <li>Greater stakeholder awareness needed</li> </ul>	FMU, PEDs	Ongoing
Shortcomings in provision for supervision for schools	<ul style="list-style-type: none"> <li>Improve terms and conditions of inspectors</li> <li>Provide sustainable staff development programs.</li> </ul>	DOE, Management, DPM IGD, TE&SDD	2000 – 2004  2000 – 2004

Issue	Required Action	Responsible Parties	Time Frame
Career guidance service lacks capacity to cover expanded enrolment	<ul style="list-style-type: none"> <li>Appointment of school-based counsellors guided by guidance officers</li> </ul>	IGD	2000 – 2004
	<ul style="list-style-type: none"> <li>Differential Attitude Test to be administered to Grade 9 and 11 to ascertain individual abilities</li> </ul>	IGD, PEDs	2000 – 2004
	<ul style="list-style-type: none"> <li>Appointment of guidance officers in all provinces</li> </ul>	IGD	2000 – 2004
	<ul style="list-style-type: none"> <li>CODE may need to have its own inspectors/guidance officers</li> </ul>	IGD, CODE	2001
Some schools not phasing out Grades 7 and 8	<ul style="list-style-type: none"> <li>Greater awareness required at provincial/district/school level</li> </ul>	FMU, PEDs	Ongoing
Absence of Provincial plans sometimes affect implementation of PEPs.	<ul style="list-style-type: none"> <li>Provincial governments need overall provincial plans</li> </ul>	Provincial Governments	Now
There is a need for building capacity of middle managers at the provincial and district levels	<ul style="list-style-type: none"> <li>Ongoing staff development programs</li> </ul>	FMU, PEDs, RMPAs	Ongoing
Infrastructure, building, staffing and resource capacity are inadequate to meet curriculum demands	<ul style="list-style-type: none"> <li>Upgrading or new CDD facilities</li> <li>Staff needs to be reviewed against workloads and productivity</li> <li>Recurrent budget to be reviewed in light of output requirements</li> </ul>	TMT, CRIP	Immediate and ongoing

**Table 9: Schedule of Emerging Issues, Required Action, Responsible Parties, and Time Frame for Vocational Education**

Issue	Required Action	Responsible Parties	Time Frame
<b>Access</b>			
Increase enrolments at 7% per annum at Vocational Centres	<ul style="list-style-type: none"> <li>• Encourage more females to enrol</li> <li>• Student:Teacher ratio will be 15:1 for trade subjects and will rise to 20:1 overall</li> <li>• Establish Vocational Secondary Schools</li> </ul>	TVET	Ongoing
<b>Teachers</b>			
Large number of male vocational centre instructors without a teaching qualification	<ul style="list-style-type: none"> <li>• Diploma of Vocational Education Training (Dip. VET)</li> </ul>	TVET BOS Trade Advisory Panels	
<b>Curriculum</b>			
Develop a nation wide competency-based training	<ul style="list-style-type: none"> <li>• Curriculum developed locally</li> </ul>	TE&SDD	Ongoing
<b>Materials</b>			
Shortage of materials and equipment	<ul style="list-style-type: none"> <li>• Vocational Centres and Provincial Governments to assist</li> </ul>	VC, Provincial Governments	
<b>Infrastructure</b>			
Rehabilitation and maintenance of existing facilities	<ul style="list-style-type: none"> <li>• Provincial governments to assist financially</li> <li>• Approach WB, EU and GTZ to assist</li> </ul>	PEDs, TVET	Ongoing
<b>Management</b>			
Entrepreneurial Training	<ul style="list-style-type: none"> <li>• To be provided as soon as possible</li> </ul>	PED, TVET, CDD, BOS	

**Table 10: Schedule of Emerging Issues, Required Action, Responsible Parties, and Time Frame for Technical Education**

Issue	Required Action	Responsible Parties	Time Frame
<b>Access</b>			
Enrolment to increase by 10% per annum	<ul style="list-style-type: none"> <li>• New college opened at Kokopo (Kenebot) in 2000</li> <li>• Female entry into traditionally male-dominated trade areas to be encouraged</li> <li>• New female dormitories to be built in Technical and Business College</li> </ul>	TVET	
<b>Teachers</b>			
High attrition among diploma course lecturers in pre-service programs	<ul style="list-style-type: none"> <li>• Recruit bright graduates from universities to teach</li> </ul>	UOG, UOT, UPNG	Ongoing
In-service programs for updating lecturers	<ul style="list-style-type: none"> <li>• Need to develop appropriate in-service courses for lecturers</li> </ul>	TE&SDD TVET	
<b>Curriculum</b>			
Technical Training Certificate Courses to be developed	<ul style="list-style-type: none"> <li>• All Technical Training Certificate courses for trade areas to be completed by 2003</li> <li>• Apprenticeship to be incorporated into the Competency-based Training</li> </ul>	TVET  TVET BOS NATTB	2003  Ongoing
<b>Materials</b>			
Out of date equipment for teaching	<ul style="list-style-type: none"> <li>• Approach industry to assist in replacing old equipment</li> <li>• Approach donors to replace old equipment</li> </ul>	TVET Donors	Ongoing
<b>Infrastructure</b>			
Rehabilitation of old facilities at colleges	<ul style="list-style-type: none"> <li>• Approach National Government for funding maintenance at colleges</li> <li>• Approach Donors to assist with</li> </ul>	TVET	Ongoing
<b>Management</b>			
Management of Colleges	<ul style="list-style-type: none"> <li>• Staff and student Discipline</li> <li>• Accreditation of courses</li> <li>• Industry links</li> <li>• University links</li> <li>• Greater liaison with OHE</li> </ul>	TVET OHE Governing Councils BOS, Academic Committee	Ongoing

## ANNEX - 4: ELEMENTARY ENROLMENTS AND TEACHER SUPPLY 1995 - 2004

**Table 11: Elementary 1 Enrolments 1995 - 2004.**

Year	Actual/(Revised Projections)	NEP Projections
1995	555	555
1996	529	727
1997	5,936	10,227
1998	28,726	29,259
1999	48,975	48,292
2000	(61,105)	67,324
2001	(87,627)	86,356
2002	(106,963)	105,388
2003	(122,913)	124,421
2004	(139,289)	142,453

**Table 12: Grade 1 Enrolments in Primary/Community Schools 1995 - 2004.**

Year	Actual/(Revised Projections)	NEP Projections
1995	116,457	116,457
1996	121,558	115,797
1997	118,473	110,332
1998	110,350	96,844
1999	77,649	82,130
2000	(68,229)	67,547
2001	(46,660)	53,101
2002	(32,113)	38,793
2003	(24,085)	24,630
2004	(17,219)	10,614

**Table 13: Teacher Supply and Demand 1995 - 2004.**

Year	Actual/(Revised Projections)	NEP Projections
1995	41	42
1996	315	426
1997	1,266	1,497
1998	3,255	3,300
1999	5,331	5,446
2000	(7,727)	7,578
2001	(9,834)	9,697
2002	(12,212)	11,459
2003	(14,199)	12,520
2004	(15,896)	12,878

Source: National Education Plan, 1995 - 2004: Update Number I, page 61.

## ANNEX - 5: PRIMARY ENROLMENTS AND TEACHER SUPPLY 1995 - 2004

**Table 14: Grade 7 Enrolments 1995 - 2004.**

Year	Actual/(Revised Projections)	NEP Projections
1995	6953	6955
1996	11116	14945
1997	15884	22935
1998	20725	30925
1999	27807	38915
2000	(34429)	46905
2001	(42005)	54895
2002	(48243)	62885
2003	(54392)	70875
2004	(59866)	76863

**Table 15: Grade 7 Enrolment in High Schools 1995 - 2004.**

Year	Actual/(Revised Projections)	NEP Projections
1995	19,215	20,225
1996	17,315	17,356
1997	17,297	14,641
1998	17,000	11,493
1999	15,625	10,315
2000	(13,385)	7,063
2001	(11,185)	4,899
2002	(9,025)	1,392
2003	(7,595)	0
2004	(6,185)	0

**Table 16: New Primary Grade 7 Classes 1995 - 2004.**

Year	Actual/(Revised Projections)	NEP Projections
1995	201	199
1996	325	427
1997	454	655
1998	592	884
1999	794	1,112
2000	(984)	1,340
2001	(1,200)	1,568
2002	(1,378)	1,797
2003	(1,554)	2,025
2004	(1,710)	2,196

**Table 17: Teacher Supply and Demand 1995 - 2004.**

Year	Actual/(Revised Projections)	NEP Projections
1995	16,426	16,351
1996	17,351	17,296
1997	18,215	18,132
1998	18,927	18,586
1999	18,876	18,698
2000	(18,957)	18,834
2001	(18,975)	18,967
2002	(18,775)	19,252
2003	(18,853)	19,598
2004	(19,061)	19,855

Source: National Education Plan, 1995 - 2004: Update Number 1, page 62.

**ANNEX - 6: SECONDARY ENROLMENTS AND TEACHER SUPPLY 1995 - 2004**

**Table 18. Grade 9 Enrolments 1995 - 2004.**

Year	Actual/(Revised Projections)	NEP Projections
1995	16,452	16,452
1996	16,230	18,763
1997	19,271	20,960
1998	20,674	23,321
1999	22,829	24,204
2000	(26,0720)	26,644
2001	(29,390)	28,267
2002	(32,473)	30,897
2003	(34,501)	31,941
2004	(35,966)	31,941

**Table 19: Grade 10 Enrolments 1995 - 2004.**

Year	Actual/(Revised Projections)	NEP Projections
1995	2,208	2,040
1996	2,395	2,270
1997	2,731	2,549
1998	3,168	2,989
1999	3,550	3,210
2000	(3,810)	3,820
2001	(4,380)	4,226
2002	(4,710)	4,883
2003	(4,800)	5,144
2004	(4,980)	5,144

**Table 20: Grade 11 Classes in Secondary and NHS 1995 - 2004.**

Year	Actual/(Revised Projections)	NEP Projections
1995	52	54
1996	57	60
1997	76	73
1998	104	104
1999	134	123
2000	(159)	150
2001	(189)	181
2002	(218)	216
2003	(232)	246
2004	(240)	254

**Table 21: Teacher Supply and Demand 1995 - 2004.**

Year	Actual/(Revised Projections)	NEP Projections
1995	2,840	2,944
1996	2,830	3,063
1997	2,888	3,073
1998	3,115	3,081
1999	3,245	3,092
2000	(3,357)	3,118
2001	(3,491)	3,141
2002	(3,620)	3,151
2003	(3,701)	3,152
2004	(3,741)	2,971

Source: National Education Plan 1995 - 2004: Update Number I, page 63.

## ANNEX - 7: SUMMARY OF 1999 EDUCATION STATISTICS

**Table 22: Student Enrolments and Teaching Staff - Elementary Education.(1)**

Grade	Number of Students			Number of Teachers		
	Male	Female	Total	Male	Female	Total
Prep	25,898	22,943	48,841	855	582	1,437
Elementary 1	15,735	13,529	29,264	507	386	893
Elementary 2	5,453	4,702	10,155	197	169	366
Total	47,086	41,174	88,260	1,655	1,191	2,846

Note: (1) There were 1,401 elementary schools in 1999.

Source: Ministry of Education, 1999. 1999. Education Statistics of Papua New Guinea. Department of Education, Port Moresby, Tables 1, 5 and 6.

**Table 23: Student Enrolments and Teaching Staff - Primary Education.(1)**

Grade	Number of Students			Number of Teachers		
	Male	Female	Total	Male	Female	Total
Grade 1	65,049	55,081	120,130	1,288	1,228	2,516
Grade 2	58,242	47,978	106,220	1,520	1,086	2,060
Grade 3	52,118	42,032	94,150	1,581	948	2,529
Grade 4	44,633	36,178	80,811	1,604	770	2,374
Grade 5	38,063	31,693	69,756	1,565	648	2,212
Grade 6	33,604	26,474	60,078	1,500	608	2,108
Grade 7	12,122	10,213	22,335	1,061	733	1,794
Grade 8(2)	8,160	6,524	14,684			
Total	311,991	256,173	568,164	10,119	6,020	16,139

Notes: (1) There were 1,363 primary schools in 1999. (2) The number of teachers for grades 7 - 8 was combined.

Source: Ministry of Education, 1999. 1999. Education Statistics of Papua New Guinea. Department of Education, Port Moresby, Tables 1, 10 and 15.

**Table 24: Student Enrolments and Teaching Staff – Secondary Education.(1)**

Grade	Number of Students			Number of Teachers(2)		
	Male	Female	Total	Male	Female	Total
Grade 7	9,901	6,765	16,666			
Grade 8	10,045	6,636	16,681			
Grade 9	12,121	8,591	20,712			
Grade 10	10,383	6,911	17,294			
Grade 11	1,867	1,010	2,877			
Grade 12	1,669	840	2,509			
Total	45,986	30,753	76,739	2,008	1,033	3,041

Notes: (1) There were 109 secondary schools in 1999. (2) The number of teachers for grades 7 - 12 was combined.

Source: Ministry of Education, 1999. 1999. Education Statistics of Papua New Guinea. Department of Education, Port Moresby, Tables 1, 29 and 36.



**Table 25: Student Enrolments and Teaching Staff – Vocational Education.(1)**

Grade	Number of Students			Number of Teachers(2)		
	Male	Female	Total	Male	Female	Total
Year 1	6,231	2,094	8,325			
Year 2	3,101	1,053	4,154			
Year 3	1,191	542	1,733			
Year 4	136	156	292			
Total	10,659	3,845	14,504	570	235	805

Notes: (1) There were 125 vocational centres operating in 1999. (2) The number of teachers for the different years was combined.

Source: Ministry of Education, 1999. 1999. Education Statistics of Papua New Guinea. Department of Education, Port Moresby, Tables 1, 43 and 46.

**Table 26: Student Enrolments and Teaching Staff - Further Education.(1)**

Program	Number of Students			Number of Teachers		
	Male	Female	Total	Male	Female	Total
Teacher Ed.	819	812	1,631	120	30	150
Technical(2)	1,769	602	2,371	143	43	186
Total	2,588	1,414	4,002	263	73	336

Notes: (1) There were 9 Primary Teachers' Colleges and 7 Technical Colleges. (2) Technical Education also includes business education.

Source: Ministry of Education, 1999. 1999. Education Statistics of Papua New Guinea. Department of Education, Port Moresby, Tables 1, 37, 38, 50 and 51.

**Table 27: Students Enrolments in State Universities.**

Uni	Enrolments									Total
	TESAS(1)			Self(2)			Others(3)			
	M(4)	F	T	M	F	T	M	F	T	
UPNG	1,110	435	1,545	14	4	18	29	9	39	1,602
UOT	1,036	372	1,408	264	57	321	140	65	205	1,934
UOG	213	220	433	113	27	140	119	46	165	738
UOV	104	15	119	18	3	21	0	54	54	194
Total	2,463	1,042	3,505	409	91	500	288	174	463	4,468

Notes: (1) TESAS - Tertiary Education Study Assistance Scheme. (2) Self – A self sponsored student. (3) Others - Includes students sponsored by the private sector and overseas agencies. (4) M - Male, F - Female, and T – Total.

Source: Scholarship Section, Office of Higher Education, Port Moresby.

**ANNEX - 8: RECURRENT BUDGET FOR DEPARTMENT OF EDUCATION  
1998 – 2000**

**Table 28. Summary of Expenditure by Program Structure for Department of Education.**

	Description	Appropriation (K'000)		
		1998	1999	2000
<b>M. PROGRAM</b>	<b>PRE-PRIMARY, PRIMARY AND SECONDARY EDUCATION</b>	<b>76,753.8</b>	<b>71,676.2</b>	<b>80,209.5</b>
<b>PROGRAM</b>	<b>POLICY FORMULATION &amp; GENERAL ADMINISTRATION</b>	<b>47,735.0</b>	<b>47,490.7</b>	<b>50,639.2</b>
ACTIVITY	Top Management, Planning & Budgeting	2,686.3	1,922.3	1,769.4
ACTIVITY	General Administration & Support Services	1,734.9	1,928.3	4,216.6
ACTIVITY	Inservice Training & Staff Development	585.6	580.5	849.2
ACTIVITY	Teachers' Personnel Management Services	621.0	375.3	626.8
ACTIVITY	Co-ordination of NCD Education Services	339.4	334.6	392.2
ACTIVITY	Finance & Budgets	1,484.1	1,603.4	1,591.2
ACTIVITY	Minister's Administrative Support Services	110.2	97.4	77.9
ACTIVITY	Internal Audit Unit	195.4	179.3	237.3
ACTIVITY	Education Subsidies	39,978.1	40,000.0	40,000.0
ACTIVITY	National Commission for Unseco		469.6	407.9
ACTIVITY	Policy, Facilitating & Monitoring			470.7
<b>PROGRAM</b>	<b>DEVELOPMENT &amp; IMPLEMENTATION OF EDUCATION STANDARDS</b>	<b>7,999.2</b>	<b>7,078.9</b>	<b>7,749.7</b>
ACTIVITY	Curriculum Development & Monitoring	1,403.9	1,205.0	1,350.9
ACTIVITY	Production and Distribution of Curriculum Materials	993.5	850.4	883.9
ACTIVITY	Inspection & Guidance Services	4,407.1	3,894.6	4,221.1
ACTIVITY	Guidance & Counseling Services	515.8	359.2	479.6
ACTIVITY	Measurement Services	678.9	769.7	814.2
<b>PROGRAM</b>	<b>PRIMARY EDUCATION</b>	<b>9,891.5</b>	<b>7,636.6</b>	<b>9,592.1</b>
ACTIVITY	Community Schools Operation – NCD	9,690.1	7,427.7	9,356.0
ACTIVITY	Elementary Co-ordination	23.8	65.2	86.9
ACTIVITY	Provincial Extended Services	177.6	143.7	149.2
<b>PROGRAM</b>	<b>LITERACY AND AWARENESS</b>	<b>209.4</b>	<b>193.5</b>	<b>193.5</b>
ACTIVITY	Co-ordination & Provision of Literacy & Awareness Services	209.4	193.5	193.5
<b>PROGRAM</b>	<b>GENERAL SECONDARY EDUCATION</b>	<b>9,595.6</b>	<b>8,034.7</b>	<b>10,025.6</b>
ACTIVITY	Secondary Education Co-ordination Services	994.9	646.7	1,823.6
ACTIVITY	Upper Secondary Schools Operations	4,659.9	3,655.2	4,209.0
ACTIVITY	Secondary Education Scholarships	397.7	378.1	219.5
ACTIVITY	Distance Education Operations	1,038.8	1,176.2	885.0
ACTIVITY	Lower Secondary Schools Operations - NCD	2,504.3	2,178.5	2,888.5
<b>PROGRAM</b>	<b>VOCATIONAL EDUCATION</b>	<b>1,323.1</b>	<b>1,241.8</b>	<b>2,009.4</b>
ACTIVITY	Co-ordination & Support of Provincial Vocational Centres	73.6	85.2	560.6
ACTIVITY	Vocational Schools Operations – NCD	830.9	719.1	979.2
ACTIVITY	Special Education	418.6	437.5	469.6

	Description (Continued)	Appropriation (K'000)		
		1998	1999	2000
<b>M. PROGRAM</b>	<b>TERTIARY EDUCATION</b>	<b>33,782.9</b>	<b>11,688.3</b>	<b>13,915.0</b>
<b>PROGRAM</b>	<b>TECHNICAL EDUCATION</b>	<b>28,694.1</b>	<b>6,688.4</b>	<b>7,823.1</b>
ACTIVITY	Technical Education Co-ordination Services	1,721.3	1,771.4	1,656.0
ACTIVITY	Technical Schools Operations	6,463.8	4,917.0	6,167.1
ACTIVITY	Office of Higher Education	20,509.0		
<b>PROGRAM</b>	<b>TEACHER EDUCATION</b>	<b>5,088.8</b>	<b>4,999.9</b>	<b>6,091.9</b>
ACTIVITY	Pre-Service Teacher Education	3,771.6	2,780.6	3,314.7
ACTIVITY	Teachers In-Service Training	1,317.1	2,219.3	2,777.2
<b>M. PROGRAM</b>	<b>CULTURAL SERVICES</b>	<b>480.2</b>	<b>421.5</b>	<b>608.3</b>
<b>PROGRAM</b>	<b>LIBRARY SERVICES</b>	<b>480.2</b>	<b>421.5</b>	<b>608.3</b>
ACTIVITY	Library Operations	480.2	421.5	608.3
<b>M. PROGRAM</b>	<b>GOVERNMENT ARCHIVES MAINTENANCE</b>	<b>251.4</b>	<b>338.6</b>	<b>421.7</b>
<b>PROGRAM</b>	<b>GOVERNMENT RECORDS AND ARCHIVES</b>	<b>251.4</b>	<b>388.6</b>	<b>421.7</b>
ACTIVITY	Maintenance & Storage of Government Archives	251.4	338.6	421.7
	<b>GRAND TOTAL</b>	<b>111,268.3</b>	<b>84,124.6</b>	<b>98,154.5</b>

**Table 29. Summary of Expenditure by Items for the Department of Education.**

Expenditure Items	Appropriation (K'000)		
	1998	1999	2000
<b><u>CURRENT EXPENDITURE</u></b>	<b><u>111,141.7</u></b>	<b><u>83,880.1</u></b>	<b><u>94,930.0</u></b>
<b>Personal Emoluments</b>	<b>38,029.1</b>	<b>32,644.2</b>	<b>39,599.8</b>
111 Salaries and Allowances	34,466.2	30,014.5	35,725.5
112 Wages	1,492.6	683.5	1,187.2
113 Overtime	17.5	15.4	29.5
114 Leave Fares	1,680.2	1,457.4	2,198.9
116 Contract Officers Education Benefits	392.7	493.4	458.7
<b>Goods and Other Services</b>	<b>7,494.6</b>	<b>6,485.3</b>	<b>10,705.2</b>
121 Travel and Subsistence Expenses	1,216.3	1,036.7	1,146.7
122 Utilities	718.8	711.5	711.5
123 Office Materials & Supplies	324.9	291.1	291.1
124 Operational Materials & Supplies	763.0	296.0	466.0
125 Transport and Fuel	545.7	277.3	1,256.8
126 Administrative Consultancy Fees		52.0	
127 Rental of Property	2,020.8	1,873.7	2,605.2
128 Routine Maintenance Expenses	978.3	875.4	1,753.9
129 Routine Maintenance Expenses (DOW)	6.0	6.0	11.0
135 Other Operational Expenses	875.9	1,065.6	2,463.0
136 Training	45.0		
<b>Current Transfers</b>	<b>65,618.0</b>	<b>44,730.6</b>	<b>44,625.0</b>
141 Retirement Benefits, Pensions, Gratuity & Retrenchment	1,769.4	2,117.6	1,528.8
	8.0	3.0	11.3
142 Membership Fees and Contributions	42,316.0	40,125.1	40,000.0
143 Grants and Transfers to Public Authorities	21,124.6	2,484.9	3,084.9
144 Grants to Individuals and Non-Profit Organizations	400.0		
145 Grants and Subsidies to Public & Departmental Enterprises			
<b><u>CAPITAL EXPENDITURE</u></b>	<b><u>126.3</u></b>	<b><u>244.5</u></b>	<b><u>224.5</u></b>
<b>Capital Formulation</b>	<b>126.3</b>	<b>244.5</b>	<b>244.5</b>
221 Office Furniture & Equipment	32.3	61.5	91.5
222 Purchase of Vehicles		133.0	133.0
225 Construction, Renovation & Improvement	94.0	50.0	
<b>TOTAL</b>	<b>111,268.0</b>	<b>84,124.6</b>	<b>95,154.5</b>

**ANNEX - 9: RECURRENT BUDGET (EDUCATION ITEMS) FOR PROVINCIAL GOVERNMENTS 1998 – 2000**

**Table 30. Summary of Expenditure on Teachers Salaries, Teachers Leave Fares and Education Subsidies for Provincial Governments.**

**(A) Fly River Provincial Government**

Description	Appropriation (K'000)		
	1998	1999	2000
Teachers Salaries (T.S.C)	8,585.7	8,474.9	11,269.8
Teachers Leave Fares	dna <sup>1</sup>	dna	42.1
Education Subsidies	1,222.3	557.2	557.2
<b>TOTAL</b>	<b>9,808.0</b>	<b>9,032.1</b>	<b>11,869.1</b>

**(B) Gulf Provincial Government**

Description	Appropriation (K'000)		
	1998	1999	2000
Teachers Salaries (T.S.C)	4,200.3	4,630.7	4,717.1
Teachers Leave Fares	dna	dna	51.5
Education Subsidies	818.0	372.9	372.9
<b>TOTAL</b>	<b>5,018.3</b>	<b>5,003.6</b>	<b>5,141.5</b>

**(C) Central Provincial Government**

Description	Appropriation (K'000)		
	1998	1999	2000
Teachers Salaries (T.S.C)	10,166.1	7,925.3	12,376.9
Teachers Leave Fares	dna	dna	55.5
Education Subsidies	1,618.0	737.6	737.6
<b>TOTAL</b>	<b>11,784.1</b>	<b>8,662.9</b>	<b>13,170.0</b>

<sup>1</sup> data not available.

**(D) NCD Provincial Government**

Description	Appropriation (K'000)		
	1998	1999	2000
Teachers Salaries (T.S.C)	dna	dna	dna
Teachers Leave Fares	dna	dna	dna
Education Subsidies	dna	dna	dna
<b>TOTAL</b>	<b>dna</b>	<b>dna</b>	<b>dna</b>

Note: Allocation for these items are included in the Department of Education Recurrent Budget (see Annex - 8).

**(E) Milne Bay Provincial Government**

Description	Appropriation (K'000)		
	1998	1999	2000
Teachers Salaries (T.S.C)	10,034.4	10,135.1	12,155.9
Teachers Leave Fares	dna	dna	55.5
Education Subsidies	1,556.0	1,131.1	1,131.1
<b>TOTAL</b>	<b>11,590.4</b>	<b>11,266.2</b>	<b>13,342.5</b>

**(F) Oro Provincial Government**

Description	Appropriation (K'000)		
	1998	1999	2000
Teachers Salaries (T.S.C)	5,103.0	5,123.7	6,076.4
Teachers Leave Fares	dna	dna	53.4
Education Subsidies	1,073.0	489.1	489.1
<b>TOTAL</b>	<b>6,176.0</b>	<b>5,612.8</b>	<b>6,618.9</b>

**(G) Southern Highlands Provincial Government**

Description	Appropriation (K'000)		
	1998	1999	2000
Teachers Salaries (T.S.C)	13,247.9	15,004.7	16,552.6
Teachers Leave Fares	dna	dna	52.1
Education Subsidies	dna	dna	dna
<b>TOTAL</b>	<b>13,247.9</b>	<b>15,004.7</b>	<b>16,604.7</b>

**(H) Enga Provincial Government**

Description	Appropriation (K'000)		
	1998	1999	2000
Teachers Salaries (T.S.C)	9,369.9	8,831.1	11,621.4
Teachers Leave Fares	dna	dna	53.7
Education Subsidies	2,100.0	957.3	957.3
<b>TOTAL</b>	<b>11,469.9</b>	<b>9,788.4</b>	<b>12,632.4</b>

**(I) Western Highlands Provincial Government**

Description	Appropriation (K'000)		
	1998	1999	2000
Teachers Salaries (T.S.C)	14,291.8	13,681.2	16,706.4
Teachers Leave Fares	dna	dna	54.2
Education Subsidies	dna	610.4	610.4
<b>TOTAL</b>	<b>14,291.8</b>	<b>14,291.6</b>	<b>17,371.0</b>

**(J) Simbu Highlands Provincial Government**

Description	Appropriation (K'000)		
	1998	1999	2000
Teachers Salaries (T.S.C)	11,899.0	10,266.8	13,982.6
Teachers Leave Fares	dna	dna	43.5
Education Subsidies	1,671.0	1,801.2	1,801.2
<b>TOTAL</b>	<b>13,570.0</b>	<b>12,068.0</b>	<b>15,827.3</b>

**(K) Eastern Highlands Provincial Government**

Description	Appropriation (K'000)		
	1998	1999	2000
Teachers Salaries (T.S.C)	14,874.5	14,970.7	18,234.5
Teachers Leave Fares	dna	dna	55.4
Education Subsidies	4,000.0	3,994.2	3,994.2
<b>TOTAL</b>	<b>18,874.5</b>	<b>18,964.9</b>	<b>22,284.1</b>

**(L) Morobe Provincial Government**

Description	Appropriation (K'000)		
	1998	1999	2000
Teachers Salaries (T.S.C)	20,073.2	19,662.0	23,853.5
Teachers Leave Fares	dna	dna	163.1
Education Subsidies	3,689.4	1,681.8	1,681.8
<b>TOTAL</b>	<b>23,762.6</b>	<b>21,343.8</b>	<b>25,698.4</b>

**(M) Madang Provincial Government**

Description	Appropriation (K'000)		
	1998	1999	2000
Teachers Salaries (T.S.C)	13,162.0	11,506.0	15,331.3
Teachers Leave Fares	dna	dna	43.5
Education Subsidies	3,000.0	1,367.6	1,367.6
<b>TOTAL</b>	<b>16,162.0</b>	<b>12,873.6</b>	<b>16,742.4</b>

**(N) East Sepik Provincial Government**

Description	Appropriation (K'000)		
	1998	1999	2000
Teachers Salaries (T.S.C)	12,071.5	11,933.3	14,565.1
Teachers Leave Fares	dna	dna	49.4
Education Subsidies	1,800.0	820.5	820.5
<b>TOTAL</b>	<b>13,871.5</b>	<b>12,753.8</b>	<b>15,435.0</b>

**(O) Sandaun Provincial Government**

Description	Appropriation (K'000)		
	1998	1999	2000
Teachers Salaries (T.S.C)	8,273.6	7,994.2	9,907.9
Teachers Leave Fares			54.3
Education Subsidies	1,253.0	625.9	625.9
<b>TOTAL</b>	<b>9,526.6</b>	<b>8,620.1</b>	<b>10,588.1</b>



**(P) Manus Provincial Government**

Description	Appropriation (K'000)		
	1998	1999	2000
Teachers Salaries (T.S.C)	3,450.0	3,245.8	4,203.3
Teachers Leave Fares			43.6
Education Subsidies	594.8	256.1	256.1
<b>TOTAL</b>	<b>4,044.8</b>	<b>3,501.9</b>	<b>4,503.0</b>

**(Q) New Ireland Provincial Government**

Description	Appropriation (K'000)		
	1998	1999	2000
Teachers Salaries (T.S.C)	6,954.0	6,473.1	8,512.1
Teachers Leave Fares	dna	dna	42.2
Education Subsidies	561.7	1,188.6	1,188.6
<b>TOTAL</b>	<b>7,515.7</b>	<b>7,661.7</b>	<b>9,742.9</b>

**(R) East New Britain Provincial Government**

Description	Appropriation (K'000)		
	1998	1999	2000
Teachers Salaries (T.S.C)	12,876.4	9,938.4	14,692.1
Teachers Leave Fares	dna	dna	52.9
Education Subsidies	505.0	1,764.2	1,764.2
<b>TOTAL</b>	<b>13,381.4</b>	<b>11,702.6</b>	<b>16,509.2</b>

**(S) West New Britain Provincial Government**

Description	Appropriation (K'000)		
	1998	1999	2000
Teachers Salaries (T.S.C)	10,204.9	9,307.4	11,740.1
Teachers Leave Fares	dna	dna	62.8
Education Subsidies	dna	1,644.3	1,644.3
<b>TOTAL</b>	<b>10,204.9</b>	<b>10,951.7</b>	<b>13,447.2</b>

(T) North Solomons Provincial Government

Description	Appropriation (K'000)		
	1998	1999	2000
Teachers Salaries (T.S.C)	8,763.1	6,895.6	10,414.0
Teachers Leave Fares	dna	dna	71.3
Education Subsidies	dna	dna	dna
<b>TOTAL</b>	<b>8,763.1</b>	<b>6,895.6</b>	<b>10,485.3</b>
<b>GRAND TOTAL</b>	<b>223,063.5</b>	<b>206,000.0</b>	<b>258,013.0</b>

**ANNEX - 10: RECURRENT BUDGET FOR COMMISSION FOR HIGHER  
EDUCATION**

**Table 31. Summary of Expenditure by Program Structure for the  
Commission for Higher Education.**

	Description	Appropriation (K'000)		
		1998	1999	2000
<b>M. PROGRAM</b>	<b>TERTIARY EDUCATION</b>		<b>15,700.0</b>	<b>19,975.3</b>
<b>PROGRAM</b>	<b>TERTIARY EDUCATION CO-ORDINATION AND SUPPORT SERVICES</b>		<b>15,700.0</b>	<b>19,975.3</b>
ACTIVITY	Office of Higher Education	20,570.0	15,650.4	19,915.3
ACTIVITY	Vice Minister's Support Services		49.6	60.0
	<b>GRAND TOTAL</b>	<b>20,570.0</b>	<b>15,700.0</b>	<b>19,975.3</b>

**Table 32. Summary of Expenditure by Item for Commission for Higher Education.**

Expenditure Items	Appropriation (K'000)		
	1998	1999	2000
<b>CURRENT EXPENDITURE</b>		<b>15,587.6</b>	<b>18,884.7</b>
<b>Personal Emoluments</b>		<b>911.5</b>	<b>1216.9</b>
111 Salaries and Allowances		800.0	1094.5
112 Wages		70.7	53.4
113 Overtime		2.5	5.0
114 Leave Fares		38.3	36.0
116 Contract Officers Education Benefits			28.0
<b>Goods and Other Services</b>		<b>744.6</b>	<b>563.9</b>
121 Travel and Subsistence Expenses		124.0	102.0
122 Utilities		80.0	75.0
123 Office Materials and Supplies		70.0	61.4
124 Operational Materials and Supplies		2.0	7.5
125 Transport and Fuel		82.0	45.0
127 Rental of Property		26.0	80.0
128 Routine Maintenance Expenses		82.2	48.0
135 Other Operational Expenses		118.4	120.0
136 Training		160.0	25.0
<b>Current Transfers</b>		<b>13,931.5</b>	<b>17,103.9</b>
141 Retirement Benefits, Pensions, Grat. and Retrenchment		22.8	75.6
		8.7	5.0
142 Membership Fees and Contributions		13500.0	16623.3
144 Grants and Transfers to Public Authorities		400.0	400.0
145 Grants and Subsidies to Public & Departmental Enterprises			
<b>CAPITAL EXPENDITURE</b>		<b>112.4</b>	<b>1090.6</b>
<b>Capital Formulation</b>		<b>112.4</b>	<b>1090.6</b>
221 Office Furniture and Equipment		42.0	90.6
222 Purchase of Vehicles		20.4	
225 Construction, Renovation and Improvement		50.0	
226 Substantial and Specific Maintenance			1000.0
<b>TOTAL</b>		<b>15,700.0</b>	<b>19,975.3</b>

**Table 33. Summary of Expenditure by Items for the Office of Higher Education.**

Expenditure Items	Appropriation (K'000)		
	1998	1999	2000
111 Salaries and Allowances		800.0	1,094.5
112 Wages		57.1	39.8
113 Overtime		2.5	5.0
114 Leave Fares		38.3	36.0
116 Contract Officers Education Benefits			28.0
121 Travel and Subsistence Expenses		112.0	90.0
122 Utilities		80.0	65.0
123 Office Materials and Supplies		60.0	55.0
124 Operational Materials and Supplies		2.0	7.5
125 Transport and Fuel		73.0	40.0
127 Rental of Property		26.0	80.0
128 Routine Maintenance Expenses		77.2	40.0
135 Other Operational Expenses		118.4	120.0
136 Training		160.0	25.0
141 Retirement Benefits, Pensions, Grat. and Retrenchment		22.8	75.6
		8.7	5.0
142 Membership Fees and Contributions		13,500.0	16,623.3
144 Grants and Transfers to Public Authorities		400.0	400.0
145 Grants and Subsidies to Public & Departmental Enterprises			
221 Office Furniture and Equipment		42.0	85.6
222 Purchase of Vehicles		20.4	
225 Construction, Renovation and Improvement		50.0	
226 Substantial and Specific Maintenance			1000.0
<b>TOTAL</b>		<b>15,650.4</b>	<b>19,915.3</b>

**Table 34. Summary of Expenditure by Items for Vice Minister's Support Services.**

Expenditure Items	Appropriation (K'000)		
	1998	1999	2000
112 Wages		13.6	13.6
121 Travel and Subsistence Expenses		12.0	12.0
122 Utilities			10.0
123 Office Materials and Supplies		10.0	6.4
125 Transport and Fuel		9.0	5.0
128 Routine Maintenance Expenses		5.0	8.0
221 Office Furniture and Equipment			5.0
<b>TOTAL</b>		<b>49.6</b>	<b>60.0</b>

**ANNEX - 11: RECURRENT BUDGET FOR UNIVERSITIES 1998 – 2000**

**Table 35. Summary of Expenditure for the University of Papua New Guinea.**

Description	Appropriation (K'000)		
	1998	1999	2000
Current Transfers (1)	19,851.5	15,336.6	19,850.9
Current Transfers (2)	4,682.9	4,663.4	5,717.7
<b>TOTAL</b>	<b>24,534.4</b>	<b>20,000.0</b>	<b>25,568.6</b>

Notes: (1) Waigani Campus and (2) Taurama Campus

**Table 36. Summary of Expenditure for the University of Technology.**

Description	Appropriation (K'000)		
	1998	1999	2000
Current Transfers	24,962.6	20,000.0	23,000.0
Capital Transfers	473.0		
<b>TOTAL</b>	<b>25,435.6</b>	<b>20,000.0</b>	<b>23,000.0</b>

**Table 37. Summary of Expenditure for the University of Goroka.**

Description	Appropriation (K'000)		
	1998	1999	2000
Current Transfers	6,442.6	4,500.0	7,000.0
Capital Transfers	118.8		
<b>TOTAL</b>	<b>6,561.4</b>	<b>4,500.0</b>	<b>7,000.0</b>

**Table 38. Summary of Expenditure for the University of Vudal.**

Description	Appropriation (K'000)		
	1998	1999	2000
Current Transfers	2,473.7	2,428.3	2,800.0
Capital Transfers	396.5		
<b>TOTAL</b>	<b>2,870.2</b>	<b>2,428.3</b>	<b>2,800.0</b>

**ANNEX - 12: DEVELOPMENT BUDGET FOR THE DEPARTMENT OF  
EDUCATION**

**Table 39. Education Sector Agency Summary of All Projects  
Expenditure Projections and Financing Requirements (in  
millions of Kina)**

PROJECT COST		1998 Actual	1999 Budget	5 Year Total	2000	2001	2002	2003	2004
A	<b>DIRECT PROJECT COST</b>								
	<b>Current Expenditure:</b>								
	Personal Emoluments		0.6	0.7	0.2	0.2	0.2	0.1	
	Goods and Other Services		34.3	199.4	51.1	62.2	34.6	15.2	3.3
	Current Transfers		1.0	6.7	2.2	2.4	1.9	0.2	
	<i>sub-total</i>		35.9	173.8	53.5	64.8	36.7	15.1	3.3
	<b>Capital Expenditure:</b>								
	Acquisition of Existing		0.3						
	Capital Formulation		48.8	310.6	66.0	69.1	64.9	59.1	51.4
	Capital Transfers								
<i>sub-total</i>		49.1	310.6	66.0	69.1	64.9	59.1	51.4	
	<b>TOT DIRECT PROJECT COST</b>		85.0	484.4	119.5	133.9	101.6	74.6	54.7
B	<b>Technical Assistance</b>								
	Project Preparation								
	Advisory								
	Training								
	<b>TOT TECHNICAL ASSISTANCE</b>								
	<b>TOT PROJECT COST (A+B)</b>		85.0	484.4	119.5	133.9	101.6	74.6	54.7
<b>FINANCING SOURCES</b>									
C	<b>IDENTIFIED FINANCING</b>								
	<b>Direct Project Financing:</b>								
	Government Contribution:								
	a) Government Input		3.2	41.8	5.8	23.2	11.8	1.0	
	b) Self-generating Revenue								
	Loan		5.7	20.4	6.7	6.2	7.4		
Grant		88.6	422.1	107.0	104.5	82.4	73.6	54.7	
	<b>TOTAL DIRECT FINANCING</b>		97.5	484.3	119.5	133.9	101.6	74.6	54.7
D	<b>Technical Assistance</b>								
	<b>TOTAL FINANCING (C+D)</b>		97.5	484.3	119.5	133.9	101.6	74.6	54.7
<b>FINANCING SOUGHT</b>									
	Direct Project Cost (A-C)		-12.5						
	Technical Assistance (B-D)								
	<b>TOTAL FINANCING SOUGHT</b>		-12.5						

**Table 40. Education Sector Summary of Projects Expenditure Projections of Capacity Building projects and Capital Projects.**

PIP No.	Project Title	5 Year Total	2000	2001	2002	2003	2004
1171	Secondary Educ. Scholar	26.9	9.9	17.0			
1432	Elementary Education	1.5	1.5				
1435	Educ. Reform & Monitoring	6.9	1.9	1.2	1.2	1.3	1.3
1465	Educ. Dev. Project.	52.8	10.3	24.5	18.0		
1502	School Journal	1.0	0.2	0.3	0.3	0.3	
1526	Vocational Training	1.2	1.1	0.1			
1536	Media Centre	30.3	10.1	10.1	10.1		
1807	Teacher Training	75.3	27.3	16.0	16.0	16.0	
1835	Curriculum Reform	7.9	3.2	1.5	1.6	1.6	
1836	Population Education	0.6	0.1	0.5			
<b>TOTAL CAPACITY BUILDING PROJECTS</b>		<b>204.4</b>	<b>65.6</b>	<b>71.2</b>	<b>47.2</b>	<b>19.2</b>	<b>1.3</b>
1134	Up. Secondary School	17.0	5.0	6.0	3.0	3.0	
1680	IEM	94.5	17.8	17.8	18.7	19.6	20.6
1681	Gender Equity	5.1	2.5	2.6			
1720	School Materials	141.6	21.6	30.0	30.0	30.0	30.0
1733	Con. Upper Sec. School	4.3	0.7	3.6			
1776	High School Maintenance	3.5	3.5				
1856	School Equipment	14.2	2.8	2.8	2.8	2.8	2.8
<b>TOTAL CAPITAL PROJECTS</b>		<b>280.2</b>	<b>53.9</b>	<b>62.8</b>	<b>101.7</b>	<b>74.6</b>	<b>53.4</b>
<b>TOTAL</b>		<b>484.6</b>	<b>119.5</b>	<b>134.0</b>	<b>148.9</b>	<b>93.8</b>	<b>54.7</b>



**Table 41: Summary of Expenditure by Program Structure for the Department of Education.**

	Description	Appropriation (K'000)		
		1998	1999	2000
<b>M. PROGRAM</b>	<b>PRE-PRIMARY, PRIMARY AND SECONDARY EDUCATION</b>	<b>54,023.5</b>	<b>62,569.6</b>	<b>88,944.9</b>
<b>PROGRAM</b>	<b>POLICY FORMULATION &amp; GENERAL ADMINISTRATION</b>	<b>23,828.0</b>	<b>1,186.4</b>	<b>3,015.8</b>
PROJECT	Education Reform & Monitoring Unit	23,522.8	825.9	1,850.0
PROJECT	Project Implementation Unit	99.9	170.6	683.6
PROJECT	Regional Management & Planning Advisors	205.3	189.9	482.2
<b>PROGRAM</b>	<b>DEVELOPMENT &amp; IMPLEMENTATION OF EDUCATION STANDARDS</b>	<b>2,742.1</b>	<b>18,385.2</b>	<b>27,128.5</b>
PROJECT	Curriculum Development Reform	2,178.7	4,024.9	3,687.0
PROJECT	Expansion of Inspection & Guidance	205.0	376.0	2,141.0
PROJECT	PNG/NZ School Journal Development		326.3	199.6
PROJECT	Infrastructure and Materials	358.4	12,857.1	17,790.9
PROJECT	Population Education		443.8	110.0
PROJECT	Curriculum Reform (AusAID)		357.1	3,200.0
<b>PROGRAM</b>	<b>PRIMARY EDUCATION</b>	<b>10,268.4</b>	<b>10,000.0</b>	<b>21,560.0</b>
PROJECT	Primary School Equipment	10,268.4	10,000.0	21,560.0
<b>PROGRAM</b>	<b>LITERACY AND AWARENESS</b>			<b>10,087.0</b>
PROJECT	National Education Media Centre Project			10,087.0
<b>PROGRAM</b>	<b>GENERAL SECONDARY EDUCATION</b>	<b>17,185.1</b>	<b>31,898.0</b>	<b>26,053.6</b>
PROJECT	Construction of Upper Secondary Schools	228.0	7,500.0	700.0
PROJECT	Expansion of Access in Grades 11 – 12	1,040.7	5,080.0	5,000.0
PROJECT	Developmental Maintenance	1,356.4	1,080.0	1,625.0
PROJECT	Female Participation	91.2	1,000.0	2,500.0
PROJECT	Secondary Education Scholarships	14,468.8	13,738.0	9,895.3
PROJECT	High School Maintenance Program		3,500.0	3,500.0
PROJECT	Secondary Schools Equipment Program			2,833.3
<b>PROGRAM</b>	<b>VOCATIONAL EDUCATION</b>		<b>1,100.0</b>	<b>1,100.0</b>
PROJECT	GTZ/PNG VTC Pilot Project		1,100.0	1,100.0
<b>M. PROGRAM</b>	<b>TERTIARY EDUCATION</b>	<b>13,960.7</b>	<b>29,545.3</b>	<b>28,783.3</b>
<b>PROGRAM</b>	<b>TECHNICAL EDUCATION</b>	<b>4,102.6</b>	<b>7,088.1</b>	
PROJECT	Technical Education Project		500.0	
PROJECT	Tertiary Sector Training	4,102.6	6,588.1	
<b>PROGRAM</b>	<b>TEACHER EDUCATION</b>	<b>9,858.0</b>	<b>22,475.2</b>	<b>28,783.3</b>
PROJECT	Upgrading of Teachers	509.3		
PROJECT	Elementary Teacher Training	9,348.7	5,828.6	1,450.0
PROJECT	Teacher Education		16,628.6	27,333.3
<b>M. PROGRAM</b>	<b>CULTURAL SERVICES</b>	<b>1,302.9</b>		<b>1,718.9</b>
<b>PROGRAM</b>	<b>LIBRARY SERVICES</b>	<b>1,302.9</b>		<b>1,718.9</b>
PROJECT	Library Development	1,302.9		1,718.9
	<b>GRAND TOTAL</b>	<b>69,287.1</b>	<b>92,144.9</b>	<b>119,447.1</b>

**Table 42: Summary of Expenditure by Items for the Department of Education.**

Expenditure Items	Appropriation (K'000)		
	1998	1999	2000
<b><u>CURRENT EXPENDITURE</u></b>	<b><u>50,885.9</u></b>	<b><u>43,045.0</u></b>	<b><u>53,411.1</u></b>
<b>Personal Emoluments</b>	<b>688.2</b>	<b>799.2</b>	<b>169.3</b>
111 Salaries & Allowances	621.7	695.5	148.7
112 Wages	16.6	41.0	6.8
113 Overtime	1.4	1.5	
114 Leave Fares	28.7	48.2	13.8
116 Contract Officers Education Benefits	19.9	13.0	
<b>Goods and Other Services</b>	<b>48,854.8</b>	<b>41,147.9</b>	<b>51,062.5</b>
121 Travel and Subsistence Expenses	167.1	303.6	245.9
122 Utilities	144.0	147.6	119.2
123 Office Materials & Supplies	101.1	230.7	98.0
124 Operational Materials & Supplies	1,867.3	2,262.3	2,387.0
125 Transport and Fuel	99.7	184.9	279.5
126 Administrative Consultancy Fees	26,533.9	12,101.6	11,739.3
127 Rental of Property	52.3	122.1	60.0
128 Routine Maintenance Expenses	46.1	77.5	46.9
135 Other Operational Expenses	1,044.3	2,134.1	13,569.9
136 Training	17,575.6	20,892.7	18,767.5
137 Other Donor Category	1,223.4	2,690.8	3,749.3
<b>Current Transfers</b>	<b>1,342.9</b>	<b>1,097.9</b>	<b>2,179.3</b>
141 Retirement Benefits, Pensions & Gratuity	125.8	108.9	
142 Grants and Transfers to Public Authorities		321.1	
144 Grants to Individuals & Non-Profit Org.	1,217.1	667.9	2,179.3
<b><u>CAPITAL EXPENDITURE</u></b>	<b><u>18,401.1</u></b>	<b><u>48,069.9</u></b>	<b><u>66,036.0</u></b>
<b>Acquisition of Existing Assets</b>		<b>242.7</b>	
213 Acquisition of Lands (DOW)		242.7	
<b>Capital Formulation</b>	<b>18,401.1</b>	<b>49,827.2</b>	<b>66,036.0</b>
221 Office Furniture & Equipment	41.3	328.0	906.7
225 Construction, Renovation & Improvement	208.0		27.0
226 Substantial and Specific Maintenance	1,356.4	4,625.0	4,325.0
227 Design (DOW)	12.5	50.0	
228 Construction, Renovation & Improvement (DOW)		7,000.0	600.0
239 Donor Procurement Category	16,783.0	36,824.2	60,177.3
<b>TOTAL</b>	<b>69,287.1</b>	<b>92,114.9</b>	<b>119,447.1</b>

**ANNEX - 13: DEVELOPMENT BUDGET FOR COMMISSION FOR HIGHER EDUCATION**

**Table 43. Summary of Expenditure by Program Structure for the Office of Higher Education.**

	Description	Appropriation (K'000)		
		1998	1999	2000
<b>M. PROGRAM</b>	<b>TERTIARY EDUCATION</b>			<b>3,871.0</b>
<b>PROGRAM</b>	<b>TERTIARY EDUCATION CO-ORDINATION AND SUPPORT SERVICES</b>			<b>3,871.0</b>
PROJECT	Tertiary Sector Training			3,871.0
	<b>GRAND TOTAL</b>			<b>3,871.0</b>

**Table 44. Summary of Expenditure by Items for the Office of Higher Education.**

Expenditure Items	Appropriation (K'000)		
	1998	1999	2000
<b><u>CURRENT EXPENDITURE</u></b>			<b><u>3,848.0</u></b>
<b>Personal Emoluments</b>			<b>203.2</b>
111 Salaries & Allowances			144.2
112 Wages			11.0
113 Overtime			6.0
114 Leave Fares			22.0
116 Contract Officers Education Benefits			20.0
<b>Goods and Other Services</b>			<b>3,619.8</b>
121 Travel and Subsistence Expenses			26.2
122 Utilities			46.4
123 Office Materials & Supplies			45.4
124 Operational Materials & Supplies			29.0
125 Transport & Fuel			34.0
126 Administrative Consultancy Fees			1,666.5
127 Rental of Property			34.0
128 Routine Maintenance Expenses			20.0
135 Other Operational Expenses			34.0
136 Training			1,684.3
<b>Current Transfers</b>			<b>25.0</b>
141 Retirement Benefits, Pensions & Gratuities & Retrenchment			25.0
<b><u>CAPITAL EXPENDITURE</u></b>			<b><u>23.0</u></b>
<b>Capital Formulation</b>			<b>23.0</b>
221 Office Furniture & Equipment			23.0
<b>TOTAL</b>			<b>3,871.0</b>

## ANNEX - 14: DEVELOPMENT BUDGET FOR UNIVERSITIES

### (A) UNIVERSITY OF PAPUA NEW GUINEA

**Table 45. Summary of Expenditure by Program Structure for the University of Papua New Guinea.**

	Description	Appropriation (K'000)		
		1998	1999	2000
<b>M. PROGRAM</b>	<b>TERTIARY EDUCATION</b>	<b>509.0</b>	<b>160.0</b>	
<b>PROGRAM</b>	<b>WAGANI CAMPUS</b>	<b>509.0</b>	<b>160.0</b>	
<b>PROJECT</b>	Family Planning and Population	509.0	160.0	
	<b>GRAND TOTAL</b>	<b>509.0</b>	<b>160.0</b>	

**Table 46. Summary of Expenditure by Items for the University of Papua New Guinea.**

Expenditure Items	Appropriation (K'000)		
	1998	1999	2000
<b>CURRENT EXPENDITURE</b>		<b>70.0</b>	
<b>Goods and Other Services</b>		<b>70.0</b>	
123 Office Materials and Supplies		10.0	
136 Training		60.0	
<b>CAPITAL EXPENDITURE</b>	<b>509.0</b>	<b>90.0</b>	
<b>Capital Formation</b>	<b>509.0</b>	<b>90.0</b>	
221 Office Furniture and Equipment		40.0	
225 Construction, Renovation and Improvement	509.0		
238 Construction, Renovation and Improvement (DOW)		50.0	
<b>TOTAL</b>	<b>509.0</b>	<b>160.0</b>	

### (B) UNIVERSITY OF TECHNOLOGY

**Table 47. Summary of Expenditure by Program Structure for the University of Technology.**

	Description	Appropriation (K'000)		
		1998	1999	2000
<b>M. PROGRAM</b>	<b>TERTIARY EDUCATION</b>	<b>3,473.7</b>	<b>6,500.0</b>	<b>666.7</b>
<b>PROGRAM</b>	<b>FORESTRY PRACTICE-ORIENTATED EDUCATION</b>	<b>3,473.7</b>	<b>6,500.0</b>	<b>666.7</b>
<b>PROJECT</b>	Forestry Human Resource Development	3,473.7	6,500.0	666.7
	<b>GRAND TOTAL</b>	<b>3,473.7</b>	<b>6,500.0</b>	<b>666.7</b>

**Table 48: Summary of Expenditure by Items for the University of Technology.**

Expenditure Items	Appropriation (K'000)		
	1998	1999	2000
<b><u>CURRENT EXPENDITURE</u></b>	<b><u>2,777.8</u></b>	<b><u>5,265.7</u></b>	<b><u>633.4</u></b>
<b>Goods and Other Services</b>	<b>2,777.8</b>	<b>5,265.7</b>	<b>633.4</b>
126 Administrative Consultancy Services		2,494.3	300.0
136 Training		1,219.4	146.7
139 Other Donor Category	2,777.8	1,552.0	186.7
<b><u>CAPITAL EXPENDITURE</u></b>	<b><u>695.9</u></b>	<b><u>1,234.3</u></b>	<b><u>33.3</u></b>
<b>Capital Formation</b>	<b>695.9</b>	<b>1,234.3</b>	<b>33.3</b>
239 Donor Procurement Category	695.9	1,234.3	33.3
<b>TOTAL</b>	<b>3,473.7</b>	<b>6,500.0</b>	<b>666.7</b>

**(C) UNIVERSITY OF GOROKA**

**Table 49. Summary of Expenditure by Program Structure for the University of Goroka.**

	Description	Appropriation (K'000)		
		1998	1999	2000
<b><u>M. PROGRAM</u></b>	<b><u>TERTIARY EDUCATION</u></b>	<b><u>1,150.0</u></b>	<b><u>4,000.0</u></b>	<b><u>2,000.0</u></b>
<b>PROGRAM</b>	<b>UNIVERSITY OF GOROKA</b>	<b>1,150.0</b>	<b>4,000.0</b>	<b>2,000.0</b>
<b>PROJECT</b>	Devel. of Secondary Teacher Education	1,150.0	4,000.0	2,000.0
	<b>GRAND TOTAL</b>	<b>1,150.0</b>	<b>4,000.0</b>	<b>2,000.0</b>

**Table 50. Summary of Expenditure by Items for the University of Goroka.**

Expenditure Items	Appropriation (K'000)		
	1998	1999	2000
<b><u>CAPITAL EXPENDITURE</u></b>	<b><u>1,150.0</u></b>	<b><u>4,000.0</u></b>	<b><u>2,000.0</u></b>
<b>Capital Formation</b>	<b>1,150.0</b>	<b>4,000.0</b>	<b>2,000.0</b>
221 Office Furniture and Equipment	100.0	800.0	
225 Construction, Renovation and Improvement	1,050.0	3,200.0	2,000.0
<b>TOTAL</b>	<b>1,150.0</b>	<b>4,000.0</b>	<b>2,000.0</b>

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