



Department of Education



United Nations



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UN Education Strategic Plan 2012 - 2015

**Port Moresby
Papua New Guinea**

EXECUTIVE SUMMARY

Background and Methodology: This plan was prepared following a highly participatory process driven by the Department of Education. Initial discussions resulted in an agreement to hold an inclusive planning workshop that also involved provincial partners. Following the workshop, a core team led by DOE drafted the plan, which was returned to the participants for review. Comments were received and incorporated. This was followed by a validation workshop bringing together again most of the participants from the initial planning meeting. The document was validated, sent to DOE and UN for comments after which a final version was drafted.

The Planning Context, including Participation in Education: The Government of Papua New Guinea (PNG) introduced major education reforms beginning in 1993. The education reform program can be split into two parts – the structural reform and the curriculum reform. These changes were formalized in the *National Education Plan (NEP), 1995 to 2004*, and further consolidated in the *National Education Plan, 2005 to 2014*. A major landmark in the implementation effort was the launching of the *Universal Basic Education (UBE) Plan* in 2010, but whose preparation began in 2007. This plan put in places strategies for interventions in areas of access, retention, quality, management and equity. As part of UBE implementation, free elementary education was introduced in 2010.

There has been significant progress made in terms of access and retention at all levels of the education system. However, considerable differentials between provinces and also between districts within provinces remain. The Gender Parity Index (GPI) is improving at the lower levels of education but deteriorates at subsequent levels. PNG has a gross enrolment rate of 78%, although the net enrolment rate stands at 64%. Of greater concern is the net admission rate of only 23.9% in 2009 which compares with a gross rate of 115%. The gross completion rate stands at 57%.but the net rate is still only just over 5%. These figures serve to show that PNG still faces major hurdles in achieving UBE targets.

Program Strategy: In implementing the current ESP, the UN will endeavour as much as possible to work with other stakeholders in the education SWAp within agreed frameworks. The theme of the current ESP is encapsulated in the UNCP Education Intermediate Outcome - *“By 2015, sufficient capacity exists within the DOE and DCD, together with cognate departments and provincial divisions of education and community development, to formulate and implement policies and programs to achieve inclusive universal basic education, holistic ECCD and alternative pathways to learning.”*

This intermediate outcome is to be implemented across seven wide ranging program outputs; capacity building for UBE implementation, gender, literacy and non formal education, education in emergencies, child friendly schools, early childhood care and development, and inclusive education.

Funding ESP, Program Management and Monitoring and Evaluation: The UN will mobilize funding of approximately USD 17,796.42 (PGK) to support the implementation of the ESP. Monitoring the implementation of this ESP will be a joint responsibility of all parties: DOE, DCD, provincial divisions of education and community development and the UN.

The current management mechanisms in the DOE/DCD and the UN will apply. The ESIP may make recommendations that have implications for the implementation of this plan. Day to day management of the ESP will be undertaken by the UN Education Task Team Leader (TTL) in consultation with the TT members, and upon clearance by the respective heads of agencies represented in the TT. Monitoring the implementation of this ESP will be a joint responsibility of all parties: DOE, DCD, provincial divisions of education and community development and the UN. Annual reviews and a major mid-term review, to be conducted at the end of the second year, will be carried out. These annual reviews will feed into the succeeding year's AWP preparation.

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ACKNOWLEDGEMENT

Preparation of the current education strategic plan has been a collaborative effort led by the Department of Education with representation from the Department of Community Development, provincial divisions of education and the UN agencies involved in education, namely, UNESCO and UNICEF. It has been a team effort for which each and every participant deserves commendation for a job well done. The plan has been completed on extremely short notice, and I would like to thank all of those who found time to participate both in the workshop held in Goroka and also the validation workshop at March Girls Resort.

I would especially like to acknowledge the support given by the Education Secretary, Dr. Joseph Pagelio in the exercise. The professional input from and guidance of Geoff Thompson, the Planning Adviser in the DOE was instrumental in seeing the various thoughts and ideas put together in one coherent document. The Assistant Secretary, Joe Logha found time to participate on day one of the Goroka meeting, and supported the process throughout. Maxton Essy, the Manager, Strategic Planning and Monitoring, worked very closely with Geoff and the UN team in completing the initial task in Goroka that has seen the current ESP completed. The UN registers its appreciation for his support.

The participation of the UN Education Task Team, represented by UNESCO and UNICEF, was an essential element in the whole process, mobilizing the team, putting in place the logistics and coordinating the completion of this work.

To all who made this document a reality I would simply say

Tenk yu tru!



John Josephs

First Assistant Secretary

Policy and Planning

ACRONYMS

AGE	Accelerating Girls Education / Accelerating Gender Equity in Education
AOFP	Annual Operational and Financial Plans
AWP	Annual Work Plan
BOMs	Boards of Management
CBEAs	Community Based Education Advocates
CDAD	Curriculum Development and Assessment Division
CFS	Child Friendly Schools
CRC	Convention for the Rights of the Child
CSEN	Children with Special Education Needs
CSNU	Callan Services National Unit
DCD	Department of Community Development
DEAs	District Education Administrators
DEP	District Education Plan
DOE	Department of Education
ECCD	Early Childhood Care and Development
EDPaCC	Education Development Partners' Coordination Committee
EFG	Education Function Grants
EiE	Education in Emergencies
EP/ACL	Equivalency Programmes and Accelerated Certified Learning
ESD	Education for Sustainable Development
ESIP	Education Sector Improvement Program
ESP	Education Strategic Plan
ETT	Education Task Team
FEdMM	Forum of Education Ministers Meeting
FODE	Flexible Open and Distance Education
GAR	Gross Admission Rate
GCR	Gross Completion Rate
GER	Gross Enrolment Rate
GFP	Gender Focal Point
GoPNG	Government of PNG
GPI	Gender Parity Index
INSET	In-Service Teacher Education
JCP	Joint Commitment of Principles
MTDP	Medium Term Development Plan
MTEF	Medium Term Expenditure Framework

MTSP	Medium Term Strategic Plan
NAR	Net Admission Rate
NCR	Net Completion Rate
NEP	National Education Plan
NER	Net Enrolment Rate
NFE	Non Formal Education
NLAS	National Literacy and Awareness Secretariat
OBC	Outcomes Based Curriculum
PAF	Performance Assessment Framework
PED	Provincial Education Division
PEDF	Pacific Education Development Framework
PERP	Provincial Emergency Response Plan
PNG	Papua New Guinea
PPR	Policy, Planning and Research
PR	Policy and Research
PTE	Pre-service Teacher Education
PTRs	Pupil-Teacher Ratios
SERCs	Special Education Resource Centres
SGD	Standards and Guidance Division
SLIPs	School Learning Improvement Plans
SOs	Standards Officers
SPM	Strategic Planning and Monitoring
SWAp	Sector Wide Approach
TED	Teacher Education Division
TMT	Top Management Team
TT	Task Team
TTL	Task Team Leader
TOT	Training of Trainers
TWG	Technical Working Group
UBE	Universal Basic Education
UN	United Nations
UNCT	United Nations Country Team
UNDAF	United Nations Development Assistance Framework
UNESCO	United Nations' Educational, Scientific and Cultural Organization
UNICEF	United Nations' Children's Fund

FOREWORD

On behalf of the Government of Papua New Guinea and the Department of Education (DOE), it is my privilege to present this Strategic Plan to the United Nations system in PNG. This Plan marks a major landmark in our relationship with the UN, because, for the first time, we were given the responsibility of telling the UN what we want them to do in support of our education system. The DOE has made some major advances in the last few years, with the support of our Partners at all levels. We are aware that challenges remain, and it is only in a concerted manner that we can together overcome these. Whereas the Government has the primary responsibility for its Education Sector, noting that it has taken that responsibility seriously with increase investment in education. Our Donor Partners provide expertise and international experience in several areas that benefit the Education Sector. We also appreciate the funding that has been critical in bridging the gap between public resources and the sector needs.

The UN has played a major role in specific areas. For example, the Child Friendly Schools (CFS) program has had a significant impact in improving our schools environment and participation. Initiative like the Accelerated Girls' Education (AGE) program has also had direct impact in increasing enrolment and improving gender equity. We look forward to partnering with the UN to build on these foundations to achieve a better future. This is the objective of the Universal Basic Education (UBE) Plan, as well as the Medium Term Development Plan (MTDP). I am pleased that we are all working together to achieve this common goal.

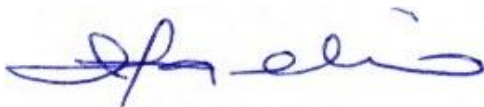
The current Education Sector Plan (ESP) marks a major shift in how the UN works with the DOE within the principles of the Paris Declaration on Aid Effectiveness and the Accra Accord. A major plank of the Paris Accord is Government ownership and alignment. While alignment is largely reflected in tuning the UN planning period with the MTDP, I am glad to note that the DOE has the full ownership of this Plan, given the strong technical leadership by our Policy and Planning Division in the preparation of this Plan. Our officers at different levels have given their input, and this makes a difference in the way we have been working before. Rather than the UN present to us their Plan for Education Sector, we are presenting to the UN system what our priorities are as Papua New Guineans to the UN family so that they can address those areas within their own spheres of comparative experience and programming.

The manner in which this Plan has been prepared makes it easy for us to incorporate the activities into our own Annual Operational and Financial Plans (AOFPP), as well as reflecting in the Medium Term Expenditure Framework (MTEF). We already have an indication of what the resource envelop might be, and therefore preparing the MTEF from the UN perspectives should be reasonably easy. It also makes it easy for the UN to prepare their Annual Work Plan based on this current Plan, as all the major initiatives are spelt out in each of the output areas.

Despite the preparation of the Plan, we have to be careful to ensure effecting monitoring. Our own quarterly review of the budget, in which we invite all donors to participate, is an important avenue for Development Partners (DPs) to track their support and ensure there is transparent and timely expenditure on priority interventions that meet the UBE goals. We all appreciate that several challenges remain to be overcome. The DOE still requires the support of DPs to address capacity gasps in several areas. We are hopeful that our UN Partners will work with us in addressing this major challenge at all levels especially at the sub-national level. This will be done if we are all faithful to the Plan we have developed, commit the resource, expertise and time to implement all the Plan components.

I have no doubt, given past collaboration, that the UN remains a committed Partner in advancing that rights of Papua New Guinean children to inclusive Universal Basic Education(UBE). It is on this note that I hand over this Plan to them for implementation.

DR. JOSEPH PAGELIO



Acting Secretary for Education
Port Moresby, Papua New Guinea

INTRODUCTION

The current education strategic plan is the second one that the UN system has prepared in PNG, in line with its delivering as one strategy. It is a vital document that spells out what the UN will do in education sector in the next four years. The first plan met with considerable success.

The current plan is a major improvement on the previous one for three reasons. First, the previous plan never got past the drafting stage, and was never finalized. Second, it was never shared with our government colleagues in department of education, unlike the current one where the department has taken the lead in its preparation, with the technical support of the UN Education Task Team. Third, in the previous plan a number of outputs were collapsed as one resulting in difficulties of coordination. The current plan has endeavoured to put the outputs into specific clusters depending on the implementing government department. Some have been given prominence to highlight their centrality in improving the specific education component it addresses. Overall, all outputs are framed with strong equity and gender focus as the basis of this strategic plan.

I note that there are a number of cross-cutting issues that provide an opportunity for the cross-fertilization of ideas and the sharing of strategies and experiences for optimal impact. For example, while education works for the rights of children to education, our child protection program work is basically to protect children from any form of violence that might interfere with their right to that education. The UN also has a disaster risk reduction program that should work closely with education in areas such as education in emergencies - one of the seven outputs in this current education strategic plan.

As the lead agency and Chair of the UN Education Task Team, we would like to thank all those who have participated in the preparation of this document. These are many people and we cannot name all of them. Notably, we want to appreciate the continued partnership with the department on education matters and department for community development on early childhood care and development. Completion of the previous plan period has provided us with valuable lessons that we are all eager to learn from to improve the implementation of the current strategic plan.

This plan is prepared at a significant time in the history of PNG. Partnership beyond the UN, but which the UN has played a key role, has seen PNG access significant funding from the FTI to address early grade reading. This is a major achievement and the education program of the UN will endeavor to complement such initiatives. The UN has been proud to be associated with these external initiatives.

The early termination of the previous plan means that there are 'carry over' issues that will need to be given priority in the current plan. I will work with the education task team to ensure that these issues get priority funding for timely implementation. Indeed, while some of them are the responsibility of departments other than education, their successful implementation is critical to the achievement of the UBE and MTDP goals. A good example of this is early childhood. We encourage greater inter-sectoral approach for the implementation of a holistic early childhood program that has the potential to accelerate progress on all fronts and advance the rights of children.

Finally, on behalf of the UN, I would like to assure our counterparts and all stakeholders in education that the UN will be faithful in discharging the mandate it has been given to successfully implement the education strategic plan.



Dr. Bertrand Desmoulin
Representative
UNICEF / Lead agency UN Education Task Team

Part 1: Situation Analysis

1.1 The Planning Context

The Government of Papua New Guinea (PNG) introduced major education reform in 1993. These reforms were designed to correct serious problems identified with an education system that had been operating in PNG following independence in 1975. Major issues addressed were those relating to access, retention, quality and equity across the system. These reforms were informed by two major documents - *A Philosophy of Education in Papua New Guinea* (1985), more commonly known as the '*Matane Report*', and the *Education Sector Review* of 1987.

The education reform program can be split into two parts – the structural reform and the curriculum reform. The former commenced in 1993. These were designed to alleviate problems of initial access to school through the development of elementary schools at the village level, to improve retention through the cycle of basic education, and to increase access to education beyond grade 6. Principal initiatives as a part of the structural reforms were:

- The introduction of elementary schools at the community levels with the language of the community being the medium of instruction in these schools,
- The relocation of Grades 7 and 8 to the primary schools which provided extra space in the high school for either extra Grade 9 and 10 classes, or
- The addition of Grades 11 and 12 to certain selected high schools around the country.

These changes were formalized in the *National Education Plan (NEP), 1995 to 2004*, endorsed by Government in 1995. Progress was further consolidated in the *National Education Plan, 2005 to 2014 – Achieving a Better Future*. This most recent plan was developed during a period when PNG was going through a period of serious financial uncertainty.

However, the education reform program is more than one of just initial access to school and the number of children completing Grade 8, Grade 10 and Grade 12. The quality of the education that is being provided is of equal importance and critical to this is the curriculum. A reform curriculum was introduced in 2001 and is now being implemented throughout the system although not without its problems. There are issues relating to pre-service teacher education (PTE) and the professional development of serving teachers through in-service teacher education (INSET) programs, the provision of education materials and the state of school infrastructure. These are being addressed through specific interventions from both Government and donor partners.

There has been widespread public discussion about the introduction of the Outcomes Based Curriculum (OBC) which has been defended by the Department of Education (DOE). One reason for the poor understanding amongst many education practitioners, as well as parents, has been that there has been little awareness and advocacy taking place¹.

Many of these issues were further addressed in the *Universal Basic Education (UBE) Plan* endorsed in 2009. This plan was developed in a considerably improved financial environment and a number of targets were advanced in comparison with the NEP. This plan put in place strategies for interventions in areas of access, retention, quality, management and equity. Principal amongst these interventions was the early introduction of fee free education for elementary schools which was introduced in 2010. This Plan has received strong support from donor partners who successfully presented a case for Fast Track Initiative funding to be used as a catalyst to support implementation².

Educational Participation: There has been significant progress made in terms of access and retention at all levels of the education system. However, there remain considerable differentials between provinces and also between districts within provinces. The Gender Parity Index (GPI) is

¹ Besides this concern, there are other genuine issues around the outcome based curriculum that have been pointed out in various studies and reports, e.g. NRI report on OBE, available at www.nri.org.pg

² Catalytic Fund's Education for All (EFA) Fast Track Initiative (FTI) is a global partnership that supports countries that are at risk of not achieving the EFA – MDG goals with funds to supplement their own national budgets to accelerate progress towards these goals. The FTI Secretariat has been hosted on behalf of the 22 or so contributing donors by the World Bank in Washington, DC.

improving at the lower levels of education but deteriorates at subsequent levels. This improvement has been brought about by a greater understanding of the importance of the education of girls and various interventions by the DOE. Notably, school fees subsidies have had the greater impact, as evidence shows that the main barrier to education in PNG is affordability of the system. There has been support from donor partners (DPs) through various interventions such as Accelerating Girls Education (AGE) and Child Friendly Schools (CFS) by the United Nations (UN).

The current trends in basic education participation are presented in Tables 1 - 3

Table 1: Admission Rates by Gender (%)

	Net admission rate				Gross admission rate			
	Male	Female	Total	GPI	Male	Female	Total	GPI
2007	11.2	11.9	11.5	1.06	77.3	77.0	77.2	1.00
2008	17.4	18.0	17.7	1.03	99.8	97.8	98.8	0.98
2009	23.3	24.5	23.9	1.05	115.8	114.0	115.0	0.98

Table 2: Net Enrolment Rate by Gender (%)

	Net enrolment rate				Gross enrolment rate			
	Male	Female	Total	GPI	Male	Female	Total	GPI
2007	54.3	51.4	52.9	0.95	73.3	66.1	69.8	0.90
2008	62.1	57.9	60.1	0.93	75.0	67.1	71.2	0.89
2009	65.7	61.2	63.6	0.93	81.9	73.8	78.0	0.90

Table 3: Grade 8 completion rate by Gender (%)

	Net completion rate				Gross completion rate			
	Male	Female	Total	GPI	Male	Female	Total	GPI
2007	5.4	5.4	5.4	1.0	45.8	42.0	44.1	0.92
2008	5.4	5.5	5.5	1.02	50.6	53.9	53.9	1.07
2009	11.0	10.3	10.6	0.94	59.0	54.2	56.9	0.92

Despite these commendable achievements it must be said that PNG still faces major hurdles in achieving UBE targets. Early indications suggest that the implementation of fee free education at the elementary level is resulting in increasing numbers of children enrolling but there still remain problems of parents financing their children's education in the higher grades. It is intended that education be fee free from 2013 and 2016 in lower and upper primary respectively. It has yet to be determined as to whether this initiative will help to improve the intra grade retention rates and, ultimately, completion rates. There are still very high drop out rates and it is hoped that the CFS concepts that attempt to encourage schools with caring and friendly environments will contribute towards an improvement in this area, besides other advocacy programs and increased investment by both DOE and DPs.

Child Friendly Schools: The CFS concept has been piloted in five provinces for seven years before a decision was made to mainstream in 2010. This concept seeks to improve children's learning by making schools friendlier, more caring and more welcoming for children and extend to behaviour management, and health and sanitation issues. The concepts look at improving the school environment beyond what goes on in the classroom.

A CFS school is more than a place for formal learning. It is effective because it is child-centered, promotes quality learning and encourages children to participate in school and in the communities. It is inclusive, gender sensitive and non-discriminating in that it does not turn away a child and treats all children equally. It provides an environment that is fun, healthy and engaging, a place where children can play, be protected from harm, express their views and actively participate in the learning process. It is also caring and protective as it safeguards and provides security for all children ensuring that the school is truly a "second home" to children. In doing so a child friendly school works closely with families and engages the support of community institutions so that children's rights are met in and out of school.

The teachers colleges have now included CFS as one of the units compulsory to all students completing a two year program in primary teacher education.

Education Management: There is widespread weakness in management and planning at all levels of the system from the school level through to the DOE headquarters. The planning for education is largely the responsibility of sub-national levels of Government and all provinces have completed education plans consistent with the NEP although they still require checking for alignment with Vision 2050. The district level is critical for intervention but there has been a conspicuous lack of support in recent years for many of the District Education Administrators (DEAs) from either the national or the provincial governments. The situation for most DEAs is that they work in poor conditions and have very little funding for their operations. What is available comes from the Education Function Grants (EFGs). The provision of support for the district offices is one of the minimum priority activities for the EFGs.

There have been distinct improvements in the collection of data. This now allows for the collection of age specific data and disaggregation by district and by province. Despite this there is still much to be done to ensure that the Education Management Information System (EMIS) is able to provide all of the analytic information that is required to satisfy all the needs of the Department and the Performance Assessment Framework.

Teacher Management: There continue to be factual and anecdotal reports of teacher shortages in many parts of the country and this will only become exacerbated if current elementary enrolments are proved to be correct and are sustained. There are large disparities between provinces in terms of pupil-teacher ratios (PTRs). These continue to exist despite efforts from Government, with the support of donor partners, to ensure that children from areas where there are demonstrated teacher shortages get adequate numbers of teachers to ensure effective learning. There is an urgent need for a teacher supply and demand study to be undertaken in order to determine the true extent of the current shortage and also work on strategies to ensure that there is an adequate supply of teachers in future years.

Education in Emergencies: PNG has been the unfortunate victim of a number of natural disasters in recent times that have had an adverse effect on the education of the children from affected areas. In most cases the population was either unprepared or under prepared for such events. Ten provinces have now prepared disaster management plans, one of which has been printed, but much still needs to be done in areas of awareness and training. There is no policy at present but the DPs, led by UNICEF and UNDP, are supporting the development of a comprehensive National Education in Emergencies (**EiE**) Policy. Equally, resources need to be developed to support this policy in both schools and colleges. There is a need to set up national and provincial clusters to manage disaster preparedness and response mechanisms in the education sector. These are pending issues that the current plan endeavours to address.

Inclusive Education: One of the key pillars of the UBE Plan is equity. Equity has many dimensions, but one of the areas increasingly being appreciated is the needs of children with varying levels of learning challenges, or, as popularly called, children with disability (sometimes also called children with special education needs (CSEN)). Government, with the support of Callan Services National Unit, has established 21 Special Education Resource Centres (SERCs) in 17 provincial centres. Eight of these have established sub-centres, as yet not equipped, to fulfill the vision of the National Special Education policy which envisions having the services decentralized to the rural and remote areas of the country. However, considerable work still needs to be done in mainstreaming these children and also for the establishment and equipping of three further provincial centres and then sub-centres in the districts. Inclusive education is now a part of the pre-service teacher education program in all colleges.

Gender: There is still little sign of gender parity in education management and administration despite the fact that **girls' participation** and achievement in school is improving. There is, indeed, widespread disparity from the school level, where women are totally under represented at senior levels through to the DOE where there are no more women in executive positions than there were ten years ago.

Early Childhood Care and Development: Public provision of early childhood care and development (ECCD) is virtually nonexistent. There are schools being run in urban areas largely for the profit motive as well as a number of one off initiatives in rural parts of the country but there is no single body regulating these schools or any framework to guide the development of further establishments. The Department for Community Development (DCD) is the responsible authority. An ECCD policy was approved in 2007, but was due for revision in 2010. An inter-sectoral committee has since been established but is not functioning as intended. There is need to strengthen the coordination of ECCD in the country. The policy has yet to be fully implemented.

Non Formal Education: DOE has been implementing the national literacy policy through the NLAS. The National Literacy and Awareness Secretariat (NLAS) that is tasked with the coordination of literacy programmes has not been performing its functions well due to consistently being under funded. The annual budget for NLAS is about 4% of the DOE budget. The responsibility for non formal education has been moving between DOE and DCD for many years. This has been the case since the passage of the Organic Law on Provincial Government and Local-level Governments and it is unclear as to who has the responsibility for these activities. There is no mention, for example, of NFE in the UBE Plan and the MTDP. Some provincial plans include targets and strategies for NFE whilst others do not, reflecting the differing areas of responsibility for the divisions of education. Mention EFA goals to increase 50%.

1.2 Analysis of Relevant Policy Frameworks

1.2.1 National policy frameworks

The over arching whole of Government strategic planning document in PNG is Vision 2050 There are two of the seven pillars that are relevant to this document. They are:

1. Pillar 1 Human Development, Gender, Youth and People Empowerment.

Relevant statements in this regard are '*Free and Universal Basic Education for all school-age children from Elementary 1 to Grade 12*', and '*One hundred percent literacy for the adult population over 15 years of age*'.

2. Pillar 6: Spiritual, Cultural and Community Development

This pillar calls for the need to '*Develop a clear NGO-Government Partnership Framework*'.

Further to Vision 2050 there is a 20 year Development Strategic Plan (DSP). The DOE is currently working on a similar strategic plan of it's own to ensure alignment with the Vision 2050. Finally, this is further supported by the Medium Term Development Plan, 2011 to 2015.

The major goal of the MTDP in terms of primary and secondary education is to '*achieve a better future by promoting and enhancing integral human development*'. According to the MTDP, '*the immediate focus of the Government within the next five years will include: implementing education reforms to improve service delivery; strengthening and coordinating partnerships with stakeholders at all levels; enhancing universal access to primary education, ensuring effective distribution of education materials and supplies and implementing necessary legislative reforms*'.

All sectoral plans need to demonstrate alignment with these key documents.

The key Department of Education planning document remains the National Education Plan (NEP) 2005-2014 – Achieving a Better Future. The Minister for Education, in his message, said, "*the prime objective of this Plan is to provide a basic education for all. This will mean that all of our people will be literate and numerate and be able to contribute towards an improved quality of life in their communities.*" This was further developed in the more recent Plan for UBE was endorsed by Government in 2009.

Further to these system plans the Department has also developed a Gender Equity in Education Policy, a Special Education Policy and an HIV / AIDS Policy, all of which are consistent with the NEP and Vision 2050.

1.2.2 Regional policy frameworks

The Pacific Education Development Framework (PEDF), 2009-2015 adopted by the regional Forum of Education Ministers Meeting (FEEdMM) addresses two broad agenda: the EFA or basic education agenda which covers the foundation of education, and the training/employment/economic agenda. The PEDF has three strategic goals: achieving universal and equitable participation and access to Pacific education and training (Access & Equity); improving quality and outcomes (Quality); and, achieving efficient and effective utilization of resources ensuring balanced and sustained development of Pacific education systems (Efficiency & Effectiveness). It has thirteen priorities, the first three being ECCD, formal primary and secondary education, technical and vocational education and training (TVET), and, NFE.

The East Asia and Pacific Regional Office (EAPRO) Strategic Framework has clustered adolescents in the region into four major groupings based on their current educational status and defined by the type of positive pathways that education and learning can open up for the learner: the first category are those adolescents who have never attended or who have dropped out of school before completing primary school and for whom organized learning around functional literacy, life skills and non-formal education will provide the opportunity to 'Move Ahead'. Second are adolescents who are currently enrolled in primary school, but are overage, attending irregularly, repeating grades and as a consequence not learning – in other words, their potential is being left untapped by school - and they are referred to here as 'Being a Resource'. The third group are those out of school, but who have dropped out of lower secondary school, for whom organized learning might include relevant life and livelihood skills, NFE secondary equivalence, learning clubs, networks and computer based learning – to provide this group with opportunities to 'Step to Success'. The fourth and final group comprise those who are enrolled in lower secondary schools but who are overage and not learning in overcrowded and under-resourced institutions for whom a more child-friendly secondary school experience would provide the basis for 'Making It Work' and using their secondary education constructively.

1.2.3 Global policy frameworks

The Millennium Development Goals (MDGs) continue to guide the provision of education in PNG, especially goals 2 and 3. These are to achieve universal primary education, measured by the Net Enrollment and Completion Rates which is Goal 2 and to promote gender equality and empower women, measured by gender equality in primary and secondary education which is Goal 3. An assessment of PNG's performance in reaching these goals indicates that significant challenges remain and the reality is that PNG is not going to meet these goals by 2015³. Interventions to accelerate their realisation, even at a later date, remain imperative.

As well as the MDGs, equally challenging for PNG is the drive to meet the **Education for All (EFA)** goals⁴. Goal 1 has been particularly challenging as there is no public provision of ECCD services in PNG as stated earlier. The policy developed in 2008 has remained unimplemented. The UN will continue to promote debate on the importance of ECCD and galvanise public support for its implementation.

The **Convention on the Rights of the Child (CRC)** remains the basis of all programming in education, not only in ensuring that such provision is based on a rights principle, but more importantly, in ensuring that all stakeholders act in the best interest of the child. This principle cuts across all programming levels, from policy and planning to capacity development, ECCD and child friendly schools.

³ Report On the Status of the Millennium Development Goals in Papua New Guinea. Port Moresby: UN Resident Coordinator's Office, 2010

⁴ The six EFA goals are: 1: Expanding and improving comprehensive early childhood care and education (ECCE), especially for the most vulnerable and disadvantaged children; 2: Ensuring, that by 2015, all children have access to free and compulsory primary education of good quality; 3: Learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes; 4: Achieving a 50% improvement in levels of adult literacy by 2015; 5: Eliminating gender disparities in education by 2005; and, 6: Improving all aspects of the quality and excellence of education with measurable learning outcomes.

UNICEF Education Strategy

The current UNICEF Education Strategy, 2006-2015, has three priority themes (also called the **3 E's**), which are: **equal access** to universal primary; **empowerment** through girls' education and gender mainstreaming; and **emergencies** and post-crisis education. Through these three E's run two cross-cutting priority themes – early childhood development and enhancing quality at primary and secondary levels. Throughout the Education Strategy, major references are made to the importance of adolescents, and the Child Friendly School (CFS) framework is used to analyse potential areas for support in terms of quality, including reference to protective environments, sanitation and health, children's participation and the links between schools and communities. The Education Strategy also recognises that both formal and non-formal approaches will be required to ensure that quality education is available for all children. This is supported by the medium term strategic plan (MTSP), which identifies adolescents and secondary education as areas for targeted support. The MTSP stresses that "reaching adolescents is important, as this is the age when life skills-based education is critical. UNICEF will begin to acquire experience in secondary education, especially for girls, with a view to extending such cooperation in future plan periods." (MTSP 2006-2013).

UNICEF's Adolescent Development and Participation (ADAP) Strategy

This strategy also identifies three E's, as the organization's core approach for promoting ADAP globally: i) **Education** and learning opportunities of quality and relevance; ii) **Enabling** a protective environment – with focus on gender and marginalization; and iii) **Engagement** through participation and civic action. It is essential that the current (ESP) be clear on principles and priorities for addressing adolescents' educational rights. From a rights perspective, the educational rights of adolescents, especially those denied a basic education, cannot be ignored. The focus on NFE and literacy programmes finds its rationale on this principle.

UNESCO's global education programme emphasizes four key priorities⁵:

- a) Strengthening the building blocks for EFA: literacy, teachers and skills for the world of work
- b) Building effective education systems from early childhood care and education to higher education, and furthering lifelong learning
- c) Helping governments to plan and manage the education sector through sector-wide frameworks
- d) Leading the international education agenda, including education for sustainable development (ESD), and tracking trends

In the basic education sub-sector, UNESCO's Education Sector has developed three core EFA initiatives in response to the need for sustained and concerted action to address three persistent challenges: literacy; teacher shortages and HIV and AIDS⁶. The literacy program is called "LIFE" (the Literacy Initiative for Empowerment). This is a 10-year UNESCO initiative targeting the 35 countries with 85 per cent of the world's illiterate population (2006-2015). The program, "Global Initiative on Education and HIV/AIDS" is a UNESCO-led initiative carried out with ten UN agencies to help governments provide a comprehensive response in the area of HIV and AIDS education. Education for Sustainable Development (ESD) aims to integrate understanding and respect for ourselves, for others and for the environment into all aspects of learning so as to encourage changes in behaviour that lead to a more sustainable society. UNESCO is the lead agency for the UN Decade of Education for Sustainable Development (2005-2014).

⁵ Details of UNESCO programmes are provided in its "Education Policies and Strategies", as well as National Education Support Strategy for each country. The UNESCO document "Building a UNESCO National Education Support Strategy (UNESS) Document: 2008-2013 Guidance Note provides guidelines for designing national level programs. The UNESS seeks to ensure that UNESCO responds to countries' needs in a relevant and effective way.

⁶ UNESCO's programme on teacher shortage, "TTISSA" is basically African, as the name, Teacher Training Initiative in Sub-Saharan Africa aptly implies.

1.3 Current Partnerships and Programming

The Government of PNG (GoPNG) has prioritized education spending to achieve the UBE goals. Fee free elementary education was introduced in 2010, and the government increased subsidies to education to a record K144 million. This was further increased in 2011 to K172 million (with an additional K27 million from AusAID). The GoPNG underscored its commitment to education by substantially increasing the national education recurrent budget by 36% over and above the 2010 budget provision. Additionally, there was an almost eight fold increase in the current kina size of the DoE development budget in 2011 from K20.5m in 2010 to K160m. Nevertheless, there are still many activities that Divisions within the Department wish to carry out but that are not budgeted for.

Current projections based on the MTEF (2011 – 2013) indicate that the overall funding gap during the plan period is USD 364 million. This gap rises from USD 28 million in 2012 to some USD 139 million in 2015. This has enormous implications for the success of the UBE program. This gap takes into consideration expected inflows from donor partners.

It is expected that the sector wide approach (SWAp) initiated in the PNG education sector will mature over the plan period. The existing Education Sector Improvement Program (ESIP) national steering committee will continue to monitor and advise on the implementation of the SWAp, while leaving daily management to the DOE through the Secretary for Education.

The coordination of donor work has progressed well and the Education Development Partners' Coordination Committee (EDPaCC), that UNICEF chaired for the first two years of operation, will continue to be the main forum for coordinating donor support to the education sector. It is expected that the terms of reference for the EDPaCC will be finalized and the Joint Commitment of Principles (JCP) will be endorsed and signed by stakeholders in the second quarter of 2011.

1.4 Description of National Counterpart Institutions

The two key Government Departments that will act as counterparts in this program will be the DOE and the DCD. There are also the provincial divisions responsible for education and community development, their district equivalents, and the institutions themselves that will include the schools, ECCD and related centres such as the community learning centres (CLCs).

The mission of DOE, as defined by the National Executive Council, is to:

- Facilitate and promote the integral development of every individual
- Develop and encourage an education system which satisfies the requirement of PNG and its people
- Establish, preserve and improve standards of education throughout PNG
- Make the benefits of such education available as widely as possible to all of the people
- Make education accessible to the poor and physically, mentally and socially handicapped as well as to those who are educationally disadvantaged

The core functions of the Department of Education are related to standards, strategic planning and the provision of technical assistance to provincial and other sub national authorities. The recent development, and subsequent endorsement, of the Plan for UBE has demonstrated that the Department of Education has the capacity to produce planning documents of a satisfactory quality.

DOE works in close partnership with the DPs through EDPaCC, and has a strong leadership headed by the Secretary. It chairs the technical working groups (TWGs) that work on specific aspects of the SWAp. Both DOE and DCD have executive committees through their respective top management team (TMT - DOE) and executive management team (EMT – DCD).

Church agencies play an important role in education, as approximately 48% of the schools in PNG are affiliated to churches. There are regular consultations held under the umbrella of the Church-State Partnership.

DCD implements its ECCD program within the broader framework of the Lukautim Pikinini (Child Welfare) Act. This is a rights based legislation to protect the rights of child to basic social services, participation and protection. ECCD is a unit within the Office of the Director of Child Welfare.

1.5 Past Cooperation and Lessons Learned

The cooperation precedes the lapsing UNCP and has provided invaluable lessons that will help shape the partnership in the new planning period. The strong political will shown in the education sector is encouraging and provides a challenge to the UN. The commitment has certainly resulted into some improvements as far as the rights of children in concerned. However, at the technical level, there remain enormous challenges, not least due to the capacity of the DOE bureaucracy.

The complexity of PNG's decentralized governance calls for a realistic and delicate balance in programming. On the one hand, it is not always easy to discern total public sector funding for education unless one undertakes a thorough analysis of funds that go to the provinces directly over which the national education department has no control. In some cases, the Department does not even know how the sub-national level prioritizes its spending. Indeed, it is also becoming clear that there are huge disparities in spending on education at the sub-national levels. Some provinces allocate huge amounts of resources to education, while others have education as a much lower priority. Yet, it is clear that provinces that have prioritized educational spending have improved their education indices significantly. This is a matter of policy dialogue especially at the sub-national level. It has become clear that donor agencies should support analytical work around public sector expenditure tracking, in order to inform the broader policy debate on funding social services in PNG.

While there are structures in place for the management of education, the SWAp has taken a long time to evolve, and some of the institutional frameworks still require significant attention. PNG had no previous experience with an education SWAp and more effort will be required in the coming years to strengthen a true sector wide approach.

Institutional structural challenges still remain. While there have been some concerns around public procurement the possibility of using government systems is currently being addressed. Capacity building will still be imperative in the years to come.

The delicate balancing of huge capital intensive programmes and small scale, low cost high impact interventions is imperative if the education sector is to be improved. The achievement of equitable teacher deployment remains largely constrained by a lack of teacher housing, resulting in frictional or artificial shortages in some areas, whilst other areas have an oversupply. On the other hand, low cost community level interventions such as Community Based Education Advocates (CBEAs) are a powerful tool in community education on the rights of children to education. UNICEF does have experience in the latter, and, while it can engage in policy dialogue and proffering solutions on effective teacher management, it will leave this to other donor agencies and the DOE who have the experience and the capacity to support high cost interventions.

Fiscal reforms are still required in PNG, and this is one area where direct advocacy and analytical work remains imperative. Leave fares remain a significant component of education sector spending and this impacts on the delivery of education services when teachers fail to report to school because of lack of leave fares, and the inability of the provincial authorities to airlift those in the fly in-fly out zones.

Part 2 Comparative Advantage Analysis

The UN will cooperate in all programme areas within the framework of the education SWAp. However, the current ESP gives due consideration to areas where the UN has a comparative

advantage in terms of expertise and relevant experience and therefore where it can make the most impact in contributing to overall MTDP and UBE goals. The UN remains the strongest agency in advocating for the rights of children from a human rights perspective, and supporting programming around NFE. It is the only agency to have been dealing with this component in the past through UNESCO. ECCD remains a significant focus of UNICEF in the MTSP, and will be a key pillar of the UN support. The UN has relative strengths in community based mobilization, child friendly learning, education policy design and reviews, as well as forging relationships with a broad range of stakeholders in education.

In terms of approach, the UN will continue with its grassroots based mobilization programme through the community based education advocates. In the period that is ending these were referred to as community girls' education advocates, but the scope has been widened to be all inclusive within the broader focus on inclusive education and gender mainstreaming.

The neutrality of the UN in sector dialogue is one of its greatest assets. The UN will use this asset to advance dialogue in areas that so far have received little attention such as children with learning challenges, implementation of behavior management policy, mainstreaming of child friendly schools within the SLIP program, among others.

Part 3 UN System Strategy

3.1 Program Strategy

Broad Strategy: In implementing the current ESP, the UN will endeavor as much as possible to work, within agreed frameworks, with other stakeholders in the education SWAp. This includes adherence to the partnership principles as agreed within the Joint Commitment of Principles (JCP). Funding for the specific program components will be strictly done on the basis of the approved Annual Operational and Financial Plan (AOFPP), which shall reflect the Annual Work Plan (AWP). Strategic partnerships will be forged with agencies in specialized areas whose work complements the primary role of the DOE and DCD in realising the rights of children.

UNCP Education Intermediate Outcome: By 2015, sufficient capacity exists within the DOE and DCD, together with cognate departments and provincial divisions of education and community development, to formulate and implement policies and programs to achieve inclusive universal basic education, holistic ECCD and alternative pathways to learning.

3.2 Partnership strategy

The principal partners of the UN education team are the Departments of Education and Community Development. The latter will implement the ECCD component of the ESP. In addition, the ETT will work closely with the other DPs⁷. Partnerships will be forged with specific agencies whose programs are complementary to those of the GoPNG. The Churches are an important partner in the education sector in PNG, administering up to 49 percent of all schools (elementary and primary) offering a basic education and the UN works with the Churches within appropriate frameworks. The provincial partners are critical for the implementation of the UN program and provide the link between upstream policy work and the downstream direct interventions at the sub-national and micro levels. Traditionally, the UN has worked in five focus provinces, namely: Western Highlands Province, Eastern Highlands Province, East Sepik Province, Simbu and the Autonomous Region of Bougainville. Further to these there will also be

⁷ The development partners (DPs) are the Australian Agency for International Development (AusAID), the European Union (EU), New Zealand Aid Programme (NZAP) (formerly, NZAID), World Bank and Government of Japan through Japan International Cooperation Agency (JICA).

partnerships forged with semi autonomous government agencies and institutions, the private sector and the voluntary sector.

3.3 Proposed UN Programme

The UN proposes to support the GoPNG through the DOE, DCD and provincial divisions of education and community development to implement programs that advance the rights of children to education and related services within its own development priorities as spelt out in the various documents referred to above. In this regard, the proposed program essentially aims to enhance the capability of these GoPNG departments and divisions in seven output areas. These are described in the ensuing section. Annex 1 (the Results Matrix) presents an overall summary of each output and the corresponding resource implications.

Intermediate Outcome Narrative: The strategic focus of education program in the plan period is to address inherent capacity gaps that might impede the realization of the goals of the UBE Plan, 2010 – 2019. The intermediate outcome: *“by 2015, sufficient capacity exists within the DOE and DCD, together with cognate departments and provincial divisions of education and community development, to formulate and implement policies and programs to achieve inclusive universal basic education, holistic ECCD and alternative pathways to learning”*, is embedded on a strong equity frame. The objective is to address the aspects or components of education that might facilitate a reduction of the current disparities between regions, gender, income groups and learners with various forms of challenges.

Recognizing the importance of alternative pathways to learning, and the critical role of the formative years of a child in determining the likelihood of participation and success in basic education, non formal education and early childhood care and development are given central attention in the plan period. The plan will build on the success of some of the initiatives so far, namely, child friendly schools and accelerating gender equity in education interventions. Sustainability of these interventions is premised on sound capacity building for the responsible departments, namely, the DOE and DCD, the respective provincial divisions and specialized agencies such as NLAS.

3.4 Narrative for Each Output

Output 1: Enhanced Capacity of the Department of Education to efficiently and effectively implement the UBE Plan

The UN support to the GoPNG in this regard will be through the DOE. The UN endorsed the Plan for UBE and will seek to strategically support its implementation in order to achieve positive outcomes. The ESP recognises that there are other plans within the DOE that are complementary to the Plan for UBE. Central to achieving their objectives are the roles of planning and other officers at all levels⁸. The national and sub-national officers' competencies in the areas of leadership and management will be enhanced through short term training, workshops and other related activities and initiatives. These initiatives will enable the planners and cognate officers to implement the plans of the government, in particular the Plan for UBE.

Staff involved in education planning at the national and the provincial levels are in a pivotal position in a highly decentralised system such as the one operating in Papua New Guinea. They are largely influential in decision making and policy development as well as day to day management. The Department makes it its business to ensure that these officers are adequately trained for their work.

⁸ While the central focus for capacity building will be the planning officers, the standards and guidance, teacher education and curriculum development officers will be equally targeted in their respective mandates.

The annual turnover of planners is high and there is always a demand for new Education Planners to undergo an **attachment program** with the Department. The Planning Branch of the DOE will continue with this and ensure that those Education Planners in the provinces are adequately inducted on the specific areas of planning and management that are required to implement the Plan for UBE.

Similarly, there is also a high turnover rate for District Education Administrators (DEAs). This cadre of planners are at the implementation level of the system and are deemed critical to the success of education programme implementation. The DOE has been targeting the DEAs for a number of years, and needs to continue this support, with the assistance of development partners like the UN. New DEAs will undergo the annual **induction program** on the roles and responsibilities of the DEAs facilitated by the Strategic Planning and Monitoring (SPM) Branch of the Department. This program is designed to prepare the DEAs for their roles in the district. Further to this there will be an ongoing program of professional development opportunities provided for all DEAs, in particular, for the implementation, coordination and monitoring of the Plan for UBE and the District Education Plans (DEPs).

Resources will be provided to equip **Head teachers and Governing bodies** with the capacity to administer their institutions in an open and transparent manner. A Training of Trainers program will be provided to selected Departmental officers to equip them with the skills and the training expertise to be able to deliver the financial management and administration training packages that have already been developed. The exact manner in how such a program is administered and the way in which the courses will be delivered has yet to be determined.

It is essential for all organizations and systems to improve their efficiency and accountability and to ensure that funds are spent in priority areas. The SPM Branch of the Policy, Planning and Research (PPR) Division will support provinces to develop and implement the Annual Operational and Financial Plans (AOFP). These will be broadly similar to the one developed annually by the DOE. It is recognised that some provinces have their own systems that have to be respected and SPM will have to tailor their support in such instances. A number of provinces have been assisted in this regard and the DOE will continue to do so.

There are many policies in different areas of the department which need to be reviewed in light of changes to the system. The Policy Development Branch of the DOE will take stock of the situation as it is at the moment and develop a program for review. Future policies developed will be evidence-based and backed up by research.

The UBE Plan is in the implementation stage at the time of developing this ESP, and the Department needs to know how it is performing against indicators as outlined in the Plan and also the Performance Assessment Framework (PAF). The PPR Division will work with other divisions to monitor and evaluate the implementation of the UBE Plan. Much of this work will be done with information gleaned from the EMIS. The EMIS still needs refinement in order that it can report on all the indicators as required. Completed reports can then be used to inform the different stakeholders of the progress of the Plan for UBE on an annual basis.

There is still an urgent need for awareness and advocacy of the UBE Plan and the policies contained within this plan. There will be a concerted effort made to distribute awareness documents to all schools and school communities. The government has developed a communications strategy for addressing the individual and social barriers which are acting as a challenge in meeting UBE goals. The implementation of the strategy in the coming years is expected to generate momentum of community buy in on the principles of the Plan for UBE.

It is important to note that the life of this ESP extends one year following the lapse of the NEP, 2005 to 2014. A major planning activity with implications for capacity development for the DOE planners is to prepare for a new NEP for the period 2015 to 2024. Indeed, preparations for the new NEP should begin not less than one year before the current one ends. The DOE will benefit from the technical and financial support from all DPs, including the UN.

Output 2: Enhanced capacity of DOE and cognate Departments to effectively and efficiently mainstream gender in education

This output will also be primarily implemented by the DOE, and the UN system will work with relevant stakeholders to provide support to the GoPNG in a number of areas.

Ignorance as well as a lack of understanding of contemporary gender and related concerns invites criticism. More than that, the cultural diversity in different societies in PNG remains paramount and there needs to be a proactive approach to dealing with gender. There needs to be constant awareness to drive home the message regarding the importance of gender parity. There should be balance and equity in the classrooms and in the offices and no one should be marginalised and denied meaningful participation. There needs to be a common understanding between those working at different levels of Government and in different parts of the system to ensure that gender issues are never forgotten. Further, there is a need for all officers involved in gender work to be adequately resourced in order for them to be able to effectively coordinate their awareness activities and other related tasks.

Gender is seen by the Department as being a critical issue that has to be addressed proactively at all levels of the education system. Gender is one of the main cross-cutting issues in the UBE Plan. The DOE has a **Gender in Education Policy** though it has yet to be fully implemented. It is only recently that the DOE recruited a Gender Strategy Officer. The plan prioritizes capacity support in gender mainstreaming, including capacity building and education of staff, and stakeholders on gender issues; analysis and studies, formation of inter-departmental committees and gender focal points.

Since gender issues are cross cutting, they have been mainstreamed in many government departments. The gender focal point (GFP) is essential and these need to be strengthened to maintain good dialogue and to support and learn from each other. The gender focal points (GFPs) need to work collaboratively to address gender concerns.

Emphasis will be placed on gender equality in schools for students and also gender equality for employed male and female staff. As much as is possible, those working on gender desks and their advocates need to stand up for more women to be given opportunities to participate in decision making at all levels of management be it, the school, middle and top management. Currently, PNG has only one female provincial education adviser out of a total of 20.

The gender desk will be supported to develop capacity and train responsible staff and sensitise other stakeholder and in addition, support all community based schemes that promote gender equity.

Innovative approaches such as male involvement will be promoted for addressing gender issues. Communication strategies and documentation will highlight behavioral modeling of fathers as positive role models who made sure that both the sons and daughters went to school at the right age and made sure that they completed at least basic education.

Output 3: Improved capacity of the DOE and DCD and respective provincial divisions to implement and monitor policies and programs on Literacy and Non-Formal Education.

The implementation of this output will be a joint responsibility of the DOE and DCD. The UN, through UNESCO as the lead agency, will provide support to two departments in a number of areas.

The initial work that needs to be done is for a **NFE policy to be developed** and then endorsed by relevant government authorities (DOE and DCD) and stakeholders. The policy needs to be formulated through an evidence based and consultative process that involves development partners, the churches and other non-state actors involved in NFE. A national coordinating body will then need to be established, either independently or as part of another department, to address the issue of Equivalency Programmes and Accelerated Certified Learning (EP/ACL).

EP/ACL offer alternative education programmes that are equivalent to the formal system, not only in terms of curriculum and certification, but also with regards to policy support, modes of delivery, training and supporting activities such as learning assessment, monitoring and evaluation. This work should be reinforced with the inclusion of non formal education and literacy as a component of the next NEP for the period 2015 to 2024.

There will be need to reactivate the **National Literacy and Awareness Council** further to the decision of the DOE's TMT. Once this has been done, the Council will then need to continue work on the review of the National Literacy Policy and ensure that a reviewed policy is endorsed by DOE and the NEC.

In order to rejuvenate both NFE and literacy activities around the country, there will need to be a major capacity enhancement program for both NFE and literacy officials in the central departments. This will then have to be extended to relevant officials and literacy focal points in the provinces. This training will be in areas of conceptual understanding of issues as well as coordinating literacy and NFE activities within the provinces. Adult literacy kits are being prepared and these will be printed for the training to take place.

In addition, user friendly documents will be developed and disseminated among the parents and teachers on NFE policy and suggestions for community actions.

Output 4: Strengthened capacity the DOE and Provincial Divisions of Education to effectively manage Disaster Preparedness in the National Education System

This is another output whose primary responsibility rests with the DOE. The UN has been working with the DOE and will continue to provide their support along with that of the regional office and other stakeholders such as the National Disaster Centre (NDC).

The DOE will be supported to complete and implement an **education in emergency response policy** that will provide guidance to all levels of education management in PNG. This is a pre requisite for the country to able to effectively prepare its people for dealing with emergencies.

Provincial and **district education emergency clusters** will be set up and operationalised. The clusters will consist of people from both the government and non government sectors. It is anticipated that the preparedness of all provinces will be well coordinated and monitored once the policy has been formulated and systems are in place.

Basic knowledge regarding response to emergencies or disasters should be common to all so everyone should be vigilant and be in a position to assist others who are in need of help. It is both necessary and important that sensitisation programs on emergencies at all levels be carried out. Posters and brochures can be used to enhance the understanding of emergencies and the appropriate responses.

Some provinces already have plans, but those that do not will be given the requisite technical and financial support through the DOE to develop their own **Provincial Emergency Response Plan (PERP)**. The PERP will contain basic response tactics and strategies to be employed should there be an emergency.

To ensure that EIE is effective at all levels there will be an officer designated as an **EiE Focal Point** at provincial and district level as well as at the schools. These officers will be required to go through mandatory training programmes identified with the help of the Asia Pacific Support Centre (APSC) and UNICEF's regional office. The DOE will arrange for specialists to conduct workshops in the regions. Efforts will be made to ensure that there is a sufficient pool of local EiE specialists who can continue to provide continuous capacity support at all levels of the education system. An important aspect of this initiative will be to ensure community dialogue is undertaken with parents for raising awareness on the value of availing learning opportunities in place during emergencies and its benefits on children.

The teachers in the classroom are responsible for the students learning and their welfare and have a great impact on their lives. This requires teachers passing out of teachers college to be adequately prepared. Emergency preparedness courses to be taken as electives at the colleges at pre-service teacher education level. The **Emergency Preparedness** concepts should be used in schools for students learning and knowing what to do in case of emergency. The Teacher Education Division (TED) of DOE should liaise with the Curriculum Development and Assessment Division (CDAD) and other cognate institutions to develop EIE resources and student learning materials for consumption in schools, colleges and for teacher professional development.

Output 5: Enhanced institutional capacity of the DOE to mainstream Child Friendly Schools in the National Education System

The child friendly school program has been a flagship of the UN and efforts will be made in the current ESP period to mainstream CFS within the relevant structures of the DOE

The Child Friendly School concept seeks to improve children's learning by making schools more friendly, more caring and more welcoming for children. The reintroduction of clubs and societies, including the Boy Scout and Girl Guide movements, back into our schools will be encouraged and strengthened where they already exist. These and other extra curricula activities, such as debates and choirs, will be designed to provide motivation for children to remain in school. They will allow children who are not necessarily gifted academically to excel in other areas and to appreciate that there is more to schooling than just academic activities. Nevertheless, the clubs do exist to support children's learning in all aspects. All in all, the CFS should improve retention of children and produce a well balanced child who is confident and independent in thought and deed.

A decision was made to mainstream CFS in 2010 and, gradually, this mainstreaming should see an extension to all provinces during the period of this plan with a target of there being at least some schools in each province practicing CFS concepts. Within the existing provinces, strategic measures will be taken to ensure that the schools in the most disadvantaged areas are given direct support within the programme. The implementation in selected schools is targeted to act as a catalyst for other schools to have 'self starter' CFS related activities such as clubs.

Notably, the pilot schools have all been in the primary sector. Concise efforts will be made during the plan period to introduce CFS in the elementary schools. There will be an ordered progression and one that will be built on awareness and advocacy in the first instance. Sensitisation workshops will be held at a regional level as a first step towards this expansion. In this regard, the CFS mainstreaming strategy adopted in 2010 will be revised appropriately.

It is important that teachers, their Standards Officers, District Women's Facilitators, DEAs and BoMs are aware of the concepts before they are introduced and this will be achieved by a cascaded training of trainers (TOT) programme. The process will be started with a **TOT** course at the national level and gradually rolled out to the provincial, district, cluster and eventually school levels. There will be officers and teachers designated as focal points for CFS at the provincial level and also within each of the schools⁹. The actual **teacher training** will take place on a cluster basis.

In the teachers colleges the approach will be to combine theory and practice to build both conceptual understanding and skills in using strategies and techniques that will transform both classrooms and schools into child friendly environments.

Implementing the CFS program will not be done in isolation but will build on local initiatives and structures. The CFS concept of a friendly, caring school environment is complementary to that of SLIP objectives. SLIPs will therefore be the launching pad for CFS, with the principles being

⁹ Ideally, the strategy is to utilize a school based teacher development (SbTD) approach that has trained teachers deployed as key resource teachers (KRTs) charged with the responsibility of gradually inducting the other school teachers into the CFS program

integrated into the SLIPs during the period of this plan. The principles will be integrated in to the SLIPs through the school effectiveness framework.

It is important that the training of Standards Officers (SOs) is not overlooked because they will have a critically important role to play in the integration process.

The **monitoring of the CFS program** is important and will be conducted by the SOs, in the course of their regular duties, as well as by others such as the DEAs and the focal points in the provinces and the districts. It is expected that the progress of CFS mainstreaming will be captured in all school reports.

Output 6: ECCD is established as an integral component of DCD and cognate Departments' programming for the Rights of Children.

The current ESP marks the first time that ECCD is being made a stand-alone output, with the Department for Community Development as the principal implementer. The UN makes a commitment to work with DCD and other partners in positioning ECCD as an important intervention in realising the rights of children.

An analysis of the current situation requires that two tasks be carried out immediately. The first of these is the strengthening of the **Inter Sectoral ECCD Coordination Committee**, which should include a significant senior representation from the cognate departments of DOE and National Department of Health (NDOH). Effective functioning of this committee is critical if the ECCD policy that dates from 2007 is to be effectively implemented. In order for ECCD to be given the profile within the DCD that it deserves this committee will have to be given sufficient support in terms of both personnel and operating funds. The second of the key tasks is to **review the policy** and draft a robust **implementation strategy**. Essentially, this will entail improvements on the current implementation framework to address the emergent need of effective inter sectoral collaboration.

The absence of public provision of ECCD means that it is important that appropriate models be developed and subsequently trialed in selected centres. The choice of these centres will be driven by what already exists in the community with equity being a further key parameter in making such a decision. This will allow for the trialing of models identified by the inter-sectoral committee following a study tour and either a mapping exercise done previously by the DCD or a new study yet to be commissioned. Experience from the past suggests that community led initiatives can act as a catalyst either for public provision or funding support from the state. In this regard, the UN will work closely with the DCD and the inter-sectoral committee to support such pilot centres. Once identified, the UN will explore the possibility of establishing a small grants scheme to the community led centres.

This ground work needs to have been prepared before issues regarding **standards** can be addressed. A good deal of this work will require that specialists from the relevant divisions of the DOE, non government organisations (NGOs) and others agencies like the UN support the DCD in the process. The standards to be set will be in a number of distinct areas. First will be the traditional education areas and will include curriculum and teacher education. Second, will be the area of regulation. Parents who send their very young children to the ECCD institutions must be confident that they are being managed by competent and caring individuals and be assured that their children will be properly cared for.

Mass communication campaigns will be developed and disseminated to ensure the media houses are familiar with needs for age appropriate programming for children for fostering development. It will also address the parents understanding of the learning and development stages for infants and toddlers for fostering self-esteem, caring and confidence earlier in life for future holistic development.

Output 7: The DOE is supported to increase access to education for children with various forms of learning challenges and to improve the quality of inclusive education services.

As with ECCD, the current ESP marks the first time that the UN system has directly supported the GoPNG efforts in Inclusive Education. This is one area that has not ranked as a priority focus in the current public efforts to improve basic education. The DOE support Callan Services National Unit (CSNU) through its CSNU Institute with funding for eleven positions at the Institute as well as the 124 teaching positions within the SERCs. The Special Education Resource Centres (SERCs) have been grossly underfunded, and there has been little capacity within the DOE on management of IE.

The country does not at present know the number of children in PNG, either in or out of school, that require some sort of support in order to be able to participate to their fullest potential in the formal school environment. A **study** will be conducted to provide an indication as to the extent of the problem and also to set the baselines for supporting IE in the country.

The long term goal is to create an environment that will encourage the enrolment of children with special needs in schools in the mainstream formal education system. This environment has to be both in terms of physical infrastructure and also a caring, understanding school BOM and teachers. This will be achieved through the ongoing sensitisation of all stakeholders in education and the preparation of teachers with empathy for those with differing needs and an ability to be able to provide the support that is required.

Attitudes towards children with special needs require **sensitisation**. This will be achieved through ongoing awareness being provided to senior education officers and also the provision of similar sessions for SOs. It is through this form of **advocacy** that support will grow and funding be provided to allow for greater participation.

There is a need for continuing **support for the training of teachers and caregivers**. This training needs to be in the form of both pre service and also as a professional development activity for teachers. In tandem with this training is the imperative of encouraging community based rehabilitation (CBR) as well as investment in identification and placement programs. Part of the reason why we do not know the number of children with learning challenges, those both in and out of school, is due to the lack of an effective identification system being in place. It is only the CSNU and SERCs that have been active in this area, but even then, the reach is limited. For the caregivers, awareness will need to be created for addressing taboo and discrimination. They will also need to be informed of services and opportunities to support their children who are different.

On training, it is recognised that there are presently inclusive education courses offered within the pre service teacher colleges, universities and other training providers but they need to be strengthened. Teachers will be encouraged to take the initiative when it comes to enrolling on courses and to take a greater responsibility for their own professional development.

The SERCs around the country only serve the major provincial centres and there will be an increase in these in order to serve some of the rural areas. This will mean that there will have to be a rise in the number of IE teachers in the SERCs that will be provided by the GoPNG. The newly established SERCs will be in the provincial centres of Central, Oro and Gulf provinces and then the rural areas. They will be provided with the appropriate office and other specialist equipment.

3.5 Financial arrangements and Budgets

The total cost of the current ESP is USD 17,796.42 over the four year period (Table 4).

Table 4: Summary of Resources Requirement for Intermediate Outcome by Outputs

OUTPUT		2012	2013	2014	2015	Total
Enhanced Capacity of the Department of Education to efficiently and effectively implement the UBE Plan	Core	58.83	58.83	58.83	58.83	235.32
	Non-core	594.00	580.40	638.10	595.60	2,408.10
	Total	652.83	639.23	696.93	654.43	2,643.42
Enhanced capacity of DOE and cognate Departments to effectively and efficiently mainstream gender in education	Core	58.83	58.83	58.83	58.83	235.32
	Non-core	690.00	522.50	623.80	597.20	2,433.50
	Total	748.83	581.33	682.63	656.03	2,668.82
Improved capacity of the DOE and DCD and respective provincial divisions to implement and monitor policies and programs on Literacy and Non-Formal Education.	Core	6.00	6.00	6.00	6.00	24.00
	Non-core	494.00	398.00	494.00	485.00	1,871.00
	Total	500.00	500.00	500.00	500.00	1,895.00
Strengthened capacity the DOE and Provincial Divisions of Education to effectively manage Disaster Preparedness in the National Education System	Core	58.83	58.83	58.83	58.83	235.32
	Non-core	178.50	153.50	254.90	319.00	905.90
	Total	196.15	153.50	313.73	377.83	1,141.22
Enhanced institutional capacity of the DOE to mainstream Child Friendly Schools in the National Education System	Core	58.83	58.83	58.83	58.83	235.32
	Non-core	905.00	650.60	650.00	557.00	2,762.60
	Total	963.83	709.43	708.83	615.83	2,997.92
ECCD is established as an integral component of DCD and cognate Departments' programming for the Rights of Children	Core	58.83	58.83	58.83	58.83	235.32
	Non-core	970.50	605.00	592.50	590.00	2,758.00
	Total	1,029.33	663.83	651.33	648.83	2,993.32
The DOE is supported to increase access to education for children with various forms of learning challenges and to improve the quality of inclusive education services.	Core	58.83	58.83	58.83	58.83	235.32
	Non-core	670.50	612.50	695.90	572.00	3,221.40
	Total	729.33	671.33	754.73	572.00	3,456.72
Total Intermediate Outcome	Core	358.98	358.98	358.98	358.98	1,435.92
	Non-core	3,532.00	3,522.50	3,455.20	3,715.80	16,360.50
	Total	3,890.98	3,881.48	3,814.18	4,074.78	17,796.42

Each of the UN agencies supporting education in PNG has its own distinct areas for cooperation and deals with different divisions within the DOE and DCD. For example, UNESCO mainly deals with the National Commission for UNESCO and NLAS, whereas UNICEF deals primarily with the PPR, TED and Standards and Guidance Divisions. It is envisaged that in the current ESP, each agency will mobilise funding consistent with their own internal procedures and budgeting frameworks to support the implementation of this plan.

Once funding is secured, the ESP will be funded through the AOFPs of both the DOE and DCD, and the UN Annual Work Plan (AWP). As already agreed with the DOE and the DPs, no activity will be funded, even if included in this plan, unless it is reflected in the AOFPs. It is imperative that once the UN AWP is drawn, it be immediately reflected in the respective AAFP.

3.6 Programme Monitoring and Evaluation

Monitoring the implementation of this ESP will be a joint responsibility of all parties: DOE, DCD, provincial divisions of education and community development and the UN. There will be annual reviews of the plan, and a major mid-term review conducted after two years of implementation. These annual reviews will have the main objective of feeding into the succeeding year's AWP preparation.

For the DOE and DCD, the established review mechanism within the DOE and DCD, primarily the quarterly budget reviews, will be the main channel to assess financial utilization as laid down in the plan, and reflected in the AOF and AWP. The various reviews of the ESP will serve as the basis for UN's input into joint sector reviews. Direct implementation in the provinces will be monitored through periodic field visits by the relevant program staff from the UN in partnership with DOE and DCD officers.

For the UN, an integrated Monitoring and Evaluation System, developed to track and evaluate progress based on the outcomes identified in the UNDAF will constitute the main monitoring mechanism. This internal M&E system is supplemented by external systems such as government and partner M&E mechanisms.

The UN Task Teams that are responsible for the development of this 4 year strategic plan and the subsequent Joint Annual Work Plans (AWP) use the following M&E and reporting arrangements:

Monitoring

- The programme has been developed using the principles and methods of Results-Based Management. The UNDAF Results and Resources Framework.
- The United Nations Development Assistance Framework (UNDAF) M&E framework will be aligned with the Performance Management Framework which will be established in DNPM, and will include MDG monitoring. The UN will support Government efforts to utilize national systems and procedures and will align the UN M&E efforts with the government's efforts to avoid the creation of a parallel system of M&E.
- UNDAF / UNDAF Action Plan: The United Nations Country Team (UNCT) will monitor the UNDAF and UNDAF Action Plan through reviews of quarterly progress reports from the Team Leaders in relation to the progress achieved against the joint Annual Work Plan.
- Joint AWP: The primary tool for Intermediate Outcome monitoring will be the AWP, and the responsibility for monitoring lies with the Task Team Leader and Task Team members who will receive guidance from the UNCT and technical support from the Results Based Management Committee and the UN Resident Coordinator's Office.
- Implementing partners will be required to agree to cooperate with UN for monitoring all activities supported by cash transfers and will facilitate access to relevant financial records and personnel responsible for the administration of cash provided by UN according to the agreed cash transfer modality. To that effect, implementing partners will agree to the following:
 - Periodic on-site reviews and spot checks of their financial records by UN agencies or its representatives,
 - Programmatic monitoring of activities following UN's standards and guidance for site visits and field monitoring,
 - Special or scheduled audits. UN agencies and in consultation with the Ministry of Finance and Economic Planning will establish an annual audit plan, giving priority to audits of Implementing Partners with large amounts of cash assistance provided by each UN agencies and One UN Fund those whose financial management capacity needs strengthening.

Evaluation

- The UNDAF will be subject to a Mid Term Review (end 2013) and an End Term Review (end 2015) to establish the impact of the programme interventions outlines in the different results frameworks
- The ETT will receive guidance from the UNCT and technical support from the Results Based Management Committee and the UN Resident Coordinator's Office.
- The UNDAF Evaluations are supplemented by agency evaluations of specific programmes , as per agency HQ requirements
- The UNDAF evaluations will leverage government and sector evaluations

Reporting

- M&E is executed jointly based on the outcomes outlined in the UNDAF 2012-2015 and the outputs and activities outlined in the Joint Annual Work Plans
- Quarterly Reporting by the ETT to the UNCT on programme implementation progress
- Joint Annual reporting through the single UN Annual Progress report to donors and government
- As for now, agencies still have to report to their own Boards separately (double reporting issue)
- The UN will provide M&E data to DNPM to be included in national reporting processes, in line with the national M&E plan for the MTDP 2011-2015
- The ETT will receive guidance from the UNCT and technical support from the Results Based Management Committee and the UN Resident Coordinator's Office.

3.7 Management Arrangements

The current management mechanisms in the DOE/DCD and the UN will apply. Since the ESP is prepared in a SWAp environment, and to the extent that the ultimate decision making authority of the SWAp, the ESIP, provides overall oversight for sector management, the ESP falls in that category. It means that the ESIP may make recommendations that have implications for the implementation of this plan. As and when such recommendations do come forth, the DOE through the Secretary for Education may ask the UN to make necessary adjustments. Similar modalities will apply with the DCD. Day to day management of the ESP will be the responsibility of the UN Education TTL in consultation with the TT members, and upon clearance by the respective heads of agencies represented in the TT.

Some components of this plan fall under the jurisdiction of one of the TWGs. It is expected that the UN ETT will be answerable to the respective TWGs as appropriate. This may include reporting on the implementation of specific aspects of the ESP.

Annex 1: Proposed UN Education Programme Results Matrix

Education								
National Goal	All children of school age must enroll in school, complete nine years of basic education and should have learnt skills, knowledge and values covered in the basic education curriculum							
Source of National Goal / Priority	Universal Basic Education Plan, 2010 - 2019							
Relevant MDG(s)	2: Universal Primary Education; 3: promotion of gender equality and women's empowerment - specifically addressing gender equality in primary education							
UNDAF Outcome	By 2015, an increased number of citizens have access to quality health and education services leading to longer, healthier and more productive lives							
Key Government Departments	Department of Education							
UN Agencies	UNESCO, UNICEF							
Donor Partners	JICA, NZAID, EU, World Bank, AusAID							
Coordination Mechanisms	ESIP, Education Task Team, PCC, DOE Policy and Planning Wing							
Intermediate Outcome 1	By 2015, sufficient capacity exists within the DOE and DCD, together with cognate departments and provincial divisions of education and community development, to formulate and implement policies and programs to achieve inclusive universal basic education, holistic ECCD and alternative pathways to learning							
Intermediate outcome indicators	National Indicator	Source of Data	Baseline*	Target 2012	Target 2013	Target 2014	Target 2015	Risk and Assumption
Net Enrolment Ratio (%)	Vision 2050 Pillar 1, UBE	PAF	59.2	66.3	69.0	71.6	74.3	Overall improvement in net admission ratio, and better retention
Gender Parity Index (%)	"	PAF	0.91	0.95	0.96	0.96	0.97	Increased awareness on gender equality and more incentives to girls' education
Public expenditure on education	"	PAF	TBD	TBD	TBD	TBD	TBD	Total public funding, including those not currently reflected in DOE budget, will be better captured
Human Rights Based approach indicators	UNDAF principle	Source of Data	Baseline	Target 2012	Target 2013	Target 2014	Target 2015	Risk and Assumption

* 2007 data

Intermediate Outcome		By 2015, sufficient capacity exists within the DOE and DCD, together with cognate departments and provincial divisions of education and community development, to formulate and implement policies and programs to achieve inclusive universal basic education, holistic ECCD and alternative pathways to learning							
Output 1.1		Enhanced Capacity of the Department of Education to Efficiently and Effectively Implement the UBE Plan							
Output indicators	National Indicator	Source of Data	Baseline	Target 2012	Target 2013	Target 2014	Target 2015	Risks and Assumptions	
• # of planning staff provided with training in planning and management	Vision 2050 pillar 1; NEP; UBE 4.4	DOE records M&E Reports	0	41	42	63	84	Course schedules may be changed by WBI/IEP	
• # of HT & Governing body members trained on school fiancé and management	"	SGD records M&E Reports	n/a	50	80	100	100	There might be skewed participation in favour of DOE HQ	
• Annual school census supported and report on UBE based on PAF core indicators produced	UBE 8.1, 8.3. 8.5, 8.6	EMIS Report	Yes	Yes	Yes	Yes	Yes	One primary EMIS report and several sub-reports	
• # of provinces using AOFPs	"	PPR records M&E Reports	2	8	14	20	20	PEDs' capacity constraints may hinder planning	
• # of research based policy documents produced/reviewed	"	PPR, M&E Reports	n/a	1	1	1	1	Failure by DOE to implement recommendations of reports	
• # of popular versions of policy documents / circulars developed & disseminated for teachers & parents ¹⁰	"	PPR, M&E Reports	TBD	TBD	TBD	TBD	TBD	Some policy documents may not clearly spell out the C4D indicators	
				2012	2013	2014	2015	Total	
Resources Output 1.1				Core	58.83	58.83	58.83	58.83	235.32
				Non-core	690.00	522.50	623.80	597.20	2,433.50
				Total	748.83	581.33	682.63	656.03	2,668.82
Output 1.2		Enhanced Capacity of DOE and Cognate Departments to Effectively and Efficiently Mainstream Gender in Education							
Output indicators	National Indicator	Source of Data	Baseline	Target 2012	Target 2013	Target 2014	Target 2015	Risks and Assumptions	
• # of DOE and PED staff trained on gender mainstreaming	UBE 4.5.1	DOE records	0	15	30	45	65	No education officer so far received any training on gender	
• GPI for NER	"	EMIS; PAF	0.91	0.95	0.96	0.96	0.97	The EMIS will provide adequate data on these indicators	
• Analytical work / studies on gender mainstreaming done	"	DOE, M&E Reports	0	1	2	3	4	Studies will provide evidence for effective gender mainstreaming	
• % of provinces with GFP	"	AGE Reports	0	5	10	15	20	PEAs will designate an existing officer as a GFP	

¹⁰ See Annex 3 for an explanatory note on this and details of overall C4D impact indicators for each output area

• # of national champions identified and used for advocacy work for promoting girls education	”	AGE Reports	TBD	TBD	TBD	TBD	TBD	See indicator # 6 on Output 1.1
				2012	2013	2014	2015	Total
Resources Output 1.2			Core	58.83	58.83	58.83	58.83	235.32
			Non-core	690.00	522.50	623.80	597.20	2,433.50
			Total	748.83	581.33	682.63	656.03	2,668.82
Output 1.3	Improved Capacity of the DOE and DCD and respective Provincial Divisions to Implement and Monitor Policies and Program on Literacy and Non-Formal Education							
Output indicators	National Indicator	Source of Data	Baseline	Target 2012	Target 2013	Target 2014	Target 2015	Risks and Assumptions
• NFE and National Literacy Policies to be endorsed by NEC	Vision 2050 1.17.2.2 –3	NEC papers	0	1	2	2	2	The two policy documents will be endorsement by NEC
• Literacy rate for adults	”	TBD	TBD	TBD	TBD	TBD	TBD	2011 survey to provide baseline
• # of NLAS, provincial NFE and literacy focal points and adult literacy teachers trained	”	Training records	0	20	40	40	40	No FP is so far trained on NFE
• # of user friendly documents are developed and disseminated for teachers and parents on NFE policy and suggestions for the community for actions	”	M&E Reports	TBD	TBD	TBD	TBD	TBD	See indicator # 6 on Output 1.1
				2012	2013	2014	2015	Total
Resources Output 1.3			Core	6.00	6.00	6.00	6.00	24.00
			Non-core	494.00	398.00	494.00	485.00	1,871.00
			Total	500.00	500.00	500.00	500.00	1,895.00
Output 1.4	The DOE and Provincial Divisions of Education Have Strengthened Capacity to Effectively Manage Disaster Preparedness in the National Education System							
Output indicators	National Indicator	Source of Data	Baseline	Target 2012	Target 2013	Target 2014	Target 2015	Risks and Assumptions
• # of Provincial education emergency clusters and focal points established	Vision 2050 Goal Area 6; 1.17.9.2	DOE records M&E Reports	0	5	10	15	22	Setting up clusters have no financial implications
• Education in Emergency Policy endorsed	”	TMT records	0	Yes	Yes	Yes	Yes	Policy completed within reasonable time and endorsed
• # of provinces with a PERP	”	TMT records	9	11	16	18	22	External support required for preparation of PERPs
• # of EiE FPs trained in provincial and district workshops	”	”	10	40	65	90	107	Once trained, EiE FP may be transferred to other provinces /districts
• EiE resource materials produced and used in all teachers colleges	”	”	0	0	1	4	7	College principals require sensitisation to buy into concept
• # of schools with appropriate emergency awareness materials displayed	”	M&E Reports	TBD	TBD	TBD	TBD	TBD	See indicator # 6 on Output 1.1

		2012	2013	2014	2015	Total		
Resources Output 1.4		Core	58.83	58.83	58.83	58.83	235.32	
		Non-core	178.50	153.50	254.90	319.00	905.90	
		Total	196.15	153.50	313.73	377.83	1,141.22	
Output 1.5	Enhanced Institutional Capacity of the DOE to Mainstream Child Friendly Schools in the National Education System							
Output indicators	National Indicator	Source of Data	Baseline	Target 2012	Target 2013	Target 2014	Target 2015	Risks and Assumption
• CFS workshops conducted in all provinces targeting teachers, DWF, BOMs	NEP – Major outcome P1 UBE 8.6	DOE Records M&E Reports	5	1000	1600	2400	3000	Difficulties with demarcating provincial boundaries may make some areas to miss out
• # training of trainers course for SOs, DEAs and focal personnel and school based counsellors	”	”	TBD	TBD	TBD	TBD	TBD	Success predicated on better coordination between divisions
• % of schools with PNG School Quality Framework document	”	”	0%	20%	50%	70%	100%	Confusion between the quality framework and SLIP
• % of provinces conducting ToT workshops for SOs and teachers on the use of the School Clubs Handbook	”	”	0	4	9	16	22	Not all teachers in schools with the handbook are trained on CFS
• # of serving teachers trained on CFS using the pre-service module	”	”	0	500	1000	1500	2000	Priority be given to teachers in remote or disadvantaged districts
• # of discussion guides developed/distributed for use by community groups/advocates on correct age, continuity and the importance of staying in school	”	”	TBD	TBD	TBD	TBD	TBD	See indicator # 6 on Output 1.1
		2012	2013	2014	2015	Total		
Resources Output 1.5		Core	58.83	58.83	58.83	58.83	235.32	
		Non-core	905.00	650.60	650.00	557.00	2,762.60	
		Total	963.83	709.43	708.83	615.83	2,997.92	
Output 1.6	ECCD is Established as an Integral Component of DCD and Cognate Departments' Programming for the Rights of Children							
Output indicators	National Indicator	Source of Data	Baseline	Target 2012	Target 2013	Target 2014	Target 2015	Risks and Assumptions
• # of DCD officers trained on ECCD programming	EFA Goal # 1 National ECCD Policy 3.3.4/5	DCD reports M&E Reports	0	2	5	10	10	Significant attention to LPA may jeopardise the success of ECCD programme within DCD
• # of community led ECCD centres on pilot grant scheme	”	DCD reports	0	15	20	25	30	After three years, centres should be self sustaining once support ends
• ECCD interim pilot curriculum in place	”	”	0	1	0	0	0	Private centres may resist the interim curriculum developed
• ECCD Policy reviewed	”	”	No	Yes	n/a	n/a	n/a	Lack of local capacity to reviews the policy

• # of advocacy kits developed/disturbed to government, business and other national leaders	”	M&E Reports	TBD	TBD	TBD	TBD	TBD	See indicator # 6 on Output 1.1
				2012	2013	2014	2015	Total
Resources Output 1.6			Core	58.83	58.83	58.83	58.83	235.32
			Non-core	970.50	605.00	592.50	590.00	2,758.00
			Total	1,029.33	663.83	651.33	648.83	2,993.32
Output 1.7	Enhanced National Education System Capacity to Increase Access for Children with Various Forms of Challenges and Improve the Quality of Inclusive Education Services							
Output indicators	National Indicator	Source of Data	Baseline	Target 2012	Target 2013	Target 2014	Target 2015	Risks and Assumptions
• % of serving inclusive education teachers and education officers given training (include consultative workshops) and early intervention workshops for SERC teachers and elementary trainers) ¹¹	NEP – Major outcome E3, P3 UBE 4.5	TED records M&E Reports	0	25	35	50	65	All teachers require some form of refresher training
• Baseline survey to determine population of children with disabilities done			No	Yes	Yes	Yes	Yes	Study may not be done on schedule
• # of new SERCs equipped	”	”	0	2	4	6	8	Variation in cost of equipment might affect the # provided
• Training materials / curricula adapted for children with disabilities	”	”	n/a	TBC	TBC	TBC	TBC	CDAD may not have capacity
• NER children with disabilities	”	”	n/a	TBC	TBC	TBC	TBC	School census may not capture all
• # of user friendly documents are developed and disseminated for teachers and parents on inclusive education policy	”	M&E Reports	TBD	TBD	TBD	TBD	TBD	See indicator # 6 on Output 1.1
				2012	2013	2014	2015	Total
Resources Output 1.7			Core	58.83	58.83	58.83	58.83	235.32
			Non-core	670.50	612.50	695.90	572.00	3,221.40
			Total	729.33	671.33	754.73	572.00	3,456.72
				2012	2013	2014	2015	Total
Total resource requirement for intermediate outcome			Core	358.98	358.98	358.98	358.98	1,435.92
			Non-core	3,532.00	3,522.50	3,455.20	3,715.80	16,360.50
			Total	3,890.98	3,881.48	3,814.18	4,074.78	17,796.42

¹¹ Training may cover Braille, Sign Language, use of appropriate augmentative / alternative modes, means & formats of communication, educational techniques & materials to support persons with disabilities

Annex 2: Structure of Annual Work Plan

DOE – UN Annual Work Plan (AWP) 20.....

Country: Papua New Guinea

UNCP Outcome(s)
.....
.....
.....

Expected Intermediate Outcome:
.....
.....
.....

Expected Output(s):

- 1).
.....
- 2).
.....
- 3).
.....
- 4).
.....
- 5).
.....
- 6).
.....
- 7).
.....

Implementing partner:

Responsible Parties and other Partners:

ExCom Agency

Participating Agencies:

Narrative

.

Programme Period:	2012 - 2015
Programme Component:	Education
Intervention Title:	Education
Budget Code:
Duration:	

Total Estimated annualized budget:
a) Unfunded budget:
b) Funded budget:
Allocated resources
• Government
• Regular
Other:
○ Donor
○ Donor
○ Donor

Agreed by (Implementing Partner)

.....
Secretary for Education

Date: _____

.....
Representative, UNICEF PNG

Date: _____

DOE – UN Education Annual Work Plan ____ (year)

Expected output 1.1		Indicators						Baseline	Annual Target
Output code:									
Annual Deliverable 1							Resp. Party	UN Agency	
Activities		Q1	Q2	Q3	Q4	Source of funds	Budget Descriptn	Amount (funded)	Amount (unfunded)
Subtotal Output 1 Deliverable 1									
Annual Deliverable 2							Resp. Party	UN Agency	
Activities		Q1	Q2	Q3	Q4	Source of funds	Budget Descriptn	Amount (funded)	Amount (unfunded)
Subtotal Output 1 Deliverable 2									
Output 1.1 Total Budget									
Expected output 1.2		Indicators						Baseline	Annual Target
Output code:									
Annual Deliverable 1							Resp. Party	UN Agency	
Activities		Q1	Q2	Q3	Q4	Source of funds	Budget Descriptn.	Amount (funded)	Amount (unfunded)

Subtotal Output 2 Deliverable 1									
Annual Deliverable 2									
Activities	Q1	Q2	Q3	Q4	Source of funds	Budget Descripn.	Amount (funded)	Amount (unfunded)	
Subtotal Output 2 Deliverable 2									
Annual Deliverable 3									
Activities	Q1	Q2	Q3	Q4	Source of funds	Budget Descripn.	DOE Amount (funded)	UNICEF Amount (unfunded)	
Subtotal Output 2 Deliverable 3									
Output 1.2 Total Budget									
Total Program Implementation									
Program Support									
Activities	Q1	Q2	Q3	Q4	Source of funds	Budget Descripn.	Amount (funded)	Amount (unfunded)	
Support Staff									
Total Programme Implementation and Program Support									
Grand Total Education 2011 Work Plan (Funded and Unfunded)									

Annex 3a: Explanatory Note on C4D Component of the Results Matrix

The following four behavioral objectives of the UBE Communication Strategy reflect the goals/objectives of the UBE Plan

1. To increase awareness and understanding of and promote positive attitudes within the family and community that all aged 6 children – especially girls - should be enrolled in elementary school.
2. To increase the involvement of family, community members and school staff (using self reliance) to ensure that quality education is provided.
3. Increase awareness/understanding and shift social norms amongst families and communities that all children – especially girls - should continue basic education through to Grade 8 without interruption and that over-age children in basic education gradually be phased out.
4. Promote and further strengthen partnerships between communities, DOE and both public/private sectors in order to improve the outcomes of basic education so that children can develop to become healthy, productive and capable citizens enshrined in the country's Vision 2050.

Annex 3b: Overall Impact Indicators per Output Area

Output 1- Policy and Capacity Building Overall Impact Indicators

- % increase of parents who can define basic education
- % increase of parents who feel that children should start school at age 6, especially girls and children coming from disadvantaged families
- % increased number of high level advocates on UBE

Output 2 – Gender mainstreaming Overall Impact Indicators

- % increase of parents who feel that children should start school at age 6, especially girls and children coming from disadvantaged families

Output - 3 - NFE and literacy Overall Impact Indicators

Output 4 – Emergencies Overall Impact Indicators

Output 5 - Child Friendly Schools Overall Impact Indicators

- % increase of parents who engage in decision making on CFS schools

- % of communities who contribute to maintaining environment and key principals of the CFS schools
- % of students engaged in peer activities to promote CFS principals and activities

Output 6 - ECCD - Overall Impact Indicators

- % increase of parents who can recall messages and issues on ECCD
- % media institutions adopting ECCD principals for development of age appropriate programming for children

Output - 7 - Inclusive education Overall Impact Indicators

- % increase of parents who can define basic education
- % increase of parent who know where to seek support for their children with disability

Annex 4a: List of Participants - ESP Planning Workshop, Goroka, 7th – 9th 2011

No.	Name	Designation	Institution
1	Arnold Koima	Inspector - Inclusive Education	DOE
2	Benny Asamole	Education Planner	DOE - EHP
3	Clemens Runewary	Executive Officer UBE	DOE - PPR
4	Conrad Esoke	Provincial Education Advisor	DOE - EHP
5	David Glama	Project officer	UNICEF - Goroka
6	Eddie Sarufa	Curriculum Officer	DOE - CDAD
7	Elizabeth Oswyn	Programme assistant	UNICEF
8	Fiona Harepa	Project officer	UNICEF - Arawa
9	Gandhi Lavaki	Snr. Curriculum Officer	DOE - CDAD
10	Geoff Thompson	Planning Advisor	DOE
11	Joe Logha	AS-Policy Planning & Research	DOE
12	John Kawage	Regional Strategic Planning & Monitoring Advisor	DOE - WHP
13	Lyn Bae	Education officer	UNICEF
14	Maxton Essy	Manager Strategic Planning	DOE
15	Pala Wari	CapEFA Project Coordinator & Team Leader	UNESCO
16	Paul Gun	TVET Coordinator	DOE - Simbu
17	Robert Kokao	SPA	DOE - EHP
18	Rosemary Tonove	ECD Programme Officer	DCD
19	Sabati Mero	Strategic Planning & Monitoring Officer	DOE
20	Sharon Mathias	FODE officer	DOE - EHP
21	Walkaima Essy	Provincial Education Advisor	DOE - Simbu
22	Wycliffe Otieno	Chief of Education	UNICEF

Annex 4b: List of Participants - Validation Workshop, Port Moresby, March 22nd – 23rd 2011

No.	Name	Designation	Institution
1	Arnold Koima	Inspector - Inclusive Education	DOE
2	Clemens Runewary	Executive Officer UBE	DOE - PPR
3	Conrad Esoke	Provincial Education Advisor	PDE – EHP/PEA
4	Dominica Phillips	Curriculum Officer	DOE
5	Eddie Sarufa	Curriculum Officer	DOE - CDAD
6	Elizabeth Oswyn	Programme Assistant	UNICEF
7	Gandhi Lavaki	Snr. Curriculum Officer	DOE - CDAD
8	Geoff Thompson	Planning Advisor	DOE
9	Jennifer Tamarua	Superintendent, Special Education	DOE
10	John Josephs	First Assistant Secretary, Policy, Planning & Research	DOE
11	John Kawage	Regional Strategic Planning & Monitoring Advisor	DOE - WHP
12	Lyn Bae	Education Officer	UNICEF
13	Maxton Essy	Manager Strategic Planning	DOE
14	Pala Wari	CapEFA Project Coordinator & Team Leader	UNESCO
15	Jennifer Ame	Gender Strategy Officer	DOE
16	Sabati Mero	Strategic Planning & Monitoring Officer	DOE
17	Walkaima Essy	Provincial Education Advisor	PDE – Simbu/PEA
18	Wycliffe Otieno	Chief of Education	UNICEF