
Papua New Guinea

Partnership Compact

**Complete Rollout of the 1-6-6
School Restructuring Reform**

(2025-2028)

Contents

Contents.....	1
Acronyms	3
1. Introduction	4
1.1 Existing policy frameworks	4
1.2 Assessment of barriers to quality education	4
1.3 Counterparts and consultations	5
2. Overview of the 1-6-6 school re-structuring priority reform.....	5
2.1 Priority reform outcomes	6
2.2 Rationale for 1-6-6 education system reform.....	8
Student enrolment bottlenecks	8
Early Childhood Education	9
Elementary education.....	10
Secondary education	10
Female students.....	10
Learning outcomes.....	11
Curriculum, textbooks, and teacher quality	11
Inequitable resources	11
3. Enabling factors analysis	12
3.1 Data and evidence (high priority)	12
3.2 Gender-responsive sector planning, policy, and monitoring (medium priority).....	13
3.3 Sector coordination (medium priority).....	14
3.4 Volume, equity, and efficiency of domestic public expenditure on education (high priority). 14	
4. System transformation	15
4.1 Theory of Change (ToC)	15
4.2 Priority actions for the Partnership Compact	17
Outcome 1: Human resources	17
Outcome 2: Curriculum and standards.....	18
Outcome 3: Planning, data, monitoring, and coordination	19
Outcome 4: Education financing.....	21
4.3 Cross-cutting themes	22
Girls' education, prevention of Gender-based Violence (GBV) and positive parenting	22
Gender hard-wiring and inclusive approach in Compact design and implementation	23
Early Childhood Education	24
Infrastructure	25
Data and evidence	25
Advocacy, socio-behavioural change, communication, and coordination	25

4.4 Alignment of partner resources.....	26
4.5 GPE financing	29
Top up Triggers	31
4.6 Management and coordination of the partnership compact.....	35
5. Monitoring, evaluation, and learning	35
5.1 Monitoring the Compact.....	36
5.2 Evaluating the Compact	36
5.3 Learning and adaptation	37
5.4 Results framework key performance indicators.....	38
Annex 1: List of laws, policies, and referenced documents.....	42
Annex 2: Partners mapping matrix	44
Annex 3: Background to development of the Partnership Compact.....	45
Annex 4: Overview of GPE Grants.....	46

Acronyms

ASC	Annual School Census
CDD	Curriculum Development Division
DIP	Deliberate Intervention Program
DSIP	District Services Improvement Program
ECE	Early Childhood Education
EDPaCC	Education Development Partners Consultative Committee
EFA	Enabling Factors Analysis
EMIS	Education Management Information System
ESA	Education Sector Analysis
ESPIG	Education Sector Program Implementation Grant
GESI	Gender, Equity and Social Inclusion
GoPNG	Government of Papua New Guinea
GPE	Global Partnership for Education
GTFS	Government Tuition Fee Subsidy
ITAP	Independent Technical Advisory Panel
JICA	Japan International Cooperation Agency
JSR	Joint Sector Review
LEG	Local Education Group
LLGSIP	Local Level Government Service Improvement Plan
MTDP	Medium-Term Development Plan
MTEF	Medium-Term Expenditure Framework
NDoE	National Department of Education
NDPM	National Department of Planning and Monitoring
NEP	National Education Plan (2020–2029)
NER	Net Enrolment Rate
NESMA	National Education Standards Monitoring Assessment
NQSSF	National Quality Schools Standards Framework
NSMS	National Schools Minimum Standards
NTDP	National Teacher Development Policy
PC	Partnership Compact
PDOEs	Provincial Division of Education
PEA	Provincial Education Advisors
PEIP	Provincial Education Implementation Plan
PNG	Papua New Guinea
PSIP	Provincial Services Improvement Program
SBC	Standards-Based Curriculum
SDG	Sustainable Development Goal
SEOC	Senior Education Officers' Conference
SLIP	School Learning Improvement Plan
STEM	Science, Technology, Engineering and Mathematics
STR	Student-Teacher Ratio
ToRs	Terms of Reference
TPD	Teacher Professional Development
TSC	Teaching Service Commission
TT	Task Team
WaSH	Water, Sanitation and Hygiene

1. Introduction

The Government of Papua New Guinea (GoPNG) and its partners are committed to transforming education system through extensive sector restructuring, captured in the 1-6-6 basic education restructure reform and the National Education Plan (NEP) (2020–29). The NEP is implemented through a three-year costed National Department of Education (NDoE) Corporate Plan (2022–24), which describes the structures, policies, actions, and resource allocations to achieve the NEP priorities and aligns with the GoPNG’s overall policy and service delivery framework. The Corporate Plan aligns with the Medium-Term Development Plan (MTDP) IV (2023–2027).

This partnership compact outlines the 1-6-6 school restructuring priority reform and its rationale, enabling factors required to achieve reform, and analysis thereof, which outlines bottlenecks and challenges. It presents actions for delivering education system transformation, including alignment of partner resources and their roles and responsibilities. A theory of change describes long-term and intermediate outcomes and specific outputs to realize the country’s priority reform. The partnership compact will evolve and be updated over time as new data and evidence become available from the Education Sector Analysis (ESA), Joint Sector Review (JSR), mid-term review of the NEP 2020–29¹, and preparation of other plans and programs. It will work in tandem with the GoPNG’s development plans and strategies. Further historical background to the development of the partnership compact is presented in Annex 3.

The 1-6-6 restructuring will transform the education system, with the intention to significantly increase completion rates and learning outcomes. In the early grades, the reforms will develop a better qualified workforce, with more children completing play based ECE and transitioning to primary school. In primary schools, the revised grades will be more age-appropriate with stronger transition from pre-primary. Planned reforms in secondary education will result in students in grades 7 and 8 benefiting from better trained specialised teachers and more appropriate infrastructure. With the removal of the Grade 8 examination, these students, especially adolescent girls, will have an automatic pathway into secondary education. Ultimately, the achievement of the priority reform will reduce wastage and enable more students to complete 13 years of schooling.

1.1 Existing policy frameworks

The reform priority is guided by the Constitution of Papua New Guinea (PNG) (1975); PNG Vision 2050; the NEP (2020–29); the PNG Education Act (1983) and its amendments; the MTDP IV (2023–27); Gender Equity and Social Inclusion (GESI) Policy 2023, and the National Schools Minimum Standards (NSMS) (2018–23). The GoPNG is developing the PNG Education Transformation Vision 2026-2075 (PNGETV 2075), which outlines a comprehensive 50-year transformation of the education system to enhance access, equity, quality, efficiency, and relevance in educational outcomes. The priority reform goes in alignment with the PNGETV75, which also envisages transiting from school structure 3-6-4 to ECE-1-6-6.

The complete list of policies and programmatic guidelines is referenced in Annex 1.

1.2 Assessment of barriers to quality education

In 2023, the National Department of Education (NDoE) constituted a task team comprising representatives from NDoE, development partners and the civil society to lead the partnership compact development processes. The Enabling Factors Analysis was conducted through consultations with the local education group (LEG), assessing a range of issues and barriers to access and quality of education. The LEG endorsed the EFA on 26th July 2023. The EFA was approved by the Secretary for

¹ Supported by UNESCO.

Education on 14th August 2023.² The EFA and supporting documents were submitted to the Global Partnership for Education (GPE) Secretariat on 17th August 2023 for onward assessment by the Independent Technical Advisory Panel (ITAP). The final ITAP report was submitted to PNG on 31st October 2023. The ITAP identified two factors as 'high priority' and two deemed 'medium priority' for achieving reform.

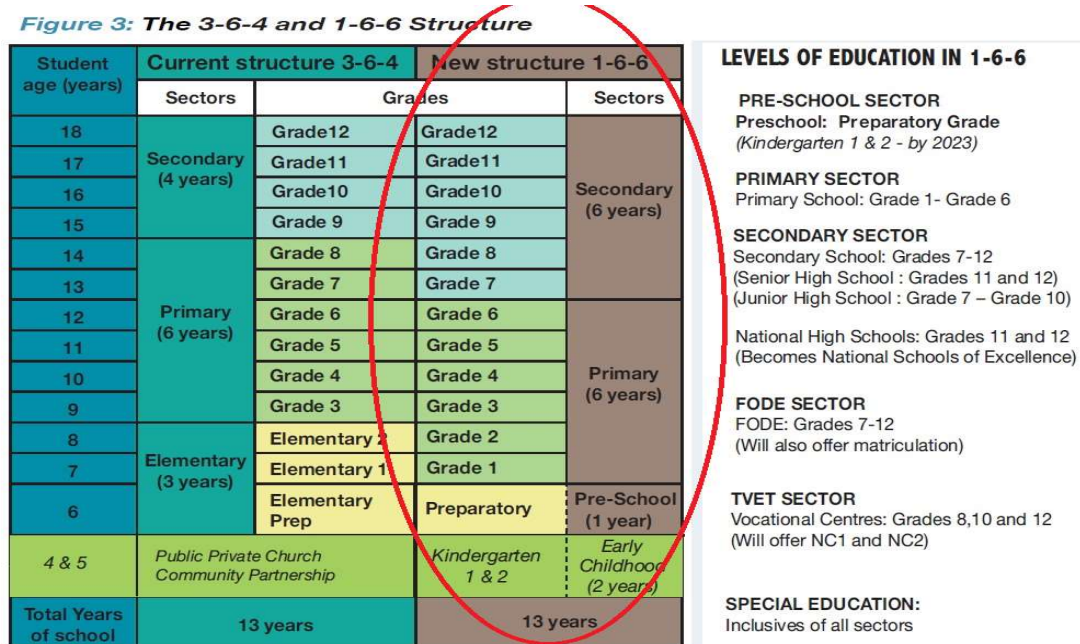
1.3 Counterparts and consultations

This partnership compact is the result of a series of consultative meetings and workshops with stakeholders, including all levels of PNG's NDoE and the LEG represented from public sector departments and affiliated divisions, teachers' association, international and national development partners, civil society organizations, and the private sector. These partners include: the United Nations Children's Fund (UNICEF), Australian Government; Partnerships for Improving Education (PIE); Japan International Cooperation Agency (JICA); ChildFund PNG; United Nations Population Fund (UNFPA); PNG Education Advocacy Network (PEAN); United Nations Educational, Scientific and Cultural Organisation (UNESCO); the World Bank; Save the Children; WINGS Education (With Integrity we Nurture Growth and Sustainability) and others. A Partner Mapping matrix is attached as Annex 2.

2. Overview of the 1-6-6 school re-structuring priority reform

The multi-faceted 1-6-6 school restructuring reform is an attempt to transform education in PNG by changing the current 3-6-4 grade structure. It involves moving two years of elementary education to lower the age of entry into primary education and extending the number of years of secondary education from four to six. The restructuring is illustrated in Figure 1 below.

Figure 1 The 1-6-6 school restructuring



² NDoE Secretary letter dated 14 August 2023.

Primary school will extend from Grades 1 to Grade 6, with children completing primary school at age 12. In the previous structure, students completed primary school at Grade 8, aged 14. Secondary school extends from Grade 7 to Grade 12 in the new structure. This change will facilitate more specialised instruction for secondary school students and reduce the drop out at previous transitions. Grades 7 and 8 will need specialised teachers and better-resourced schools (with laboratories, for example). In the previous structure, grades 7 and 8 were taught through general instruction by primary teachers in a primary school setting. The re-structure is ultimately aimed at improving learning outcomes at all levels, by ensuring quality improvement in the teacher workforce, successful implementation of the Standards-Based Curriculum (SBC) and learning assessment system.

NDOE identified the need for a school re-structure reform in 2016³ and established a National School Restructure Task Force, which supported the development of National School Re-structure Implementation Strategy 2020, identifying following key steps:

1. Establishment of management and governance structure at national and sub-national levels
2. Choosing the right re-structure option
3. Developing and implementing the school re-structure plans in alignment with the NEP⁴
4. Evaluation and learning

The re-structuring efforts picked up pace in 2019 with the establishment of governance structure at national, provincial and district levels. 22 Provincial School Restructure Committees and 89 District School Restructure Teams were established. Pilot implementation provinces and districts were identified. In 2023, NDOE reached step 3 of implementation with 1-6-6 school re-structuring plans being implemented in 18 out of 22 provinces, although the national implementation rate has been rather slow, which stands at 2.9% with only 371 schools out of 12,675 schools implementing the 1-6-6 restructuring. The slow pace of implementation can be attributed to cost, time to plan and build schools, ability of the system to manage rapid growth, and teacher recruitment, management, and training. Weak institutional capacity specifically in the context of decentralisation⁵ compounds the problems. Additionally, slow development and roll-out of the Standards-Based Curriculum has been a major challenge. Other challenges and lessons learnt during the first phase of implementation are presented in the subsequent sections.

Complete roll-out of 1-6-6 school restructuring require concerted and dedicated resources and efforts from all partners and stakeholders. Henceforth, the Local Education Group has identified it as a priority reform for scale-up under the partnership compact. GPE funds under the System Transformation Grant (STG) will be focused on rolling out the Standard Based Curriculum (SBC) at the national level including support for teacher professional development on SBC. Further, more concentrated efforts with STG and the System Capacity Grant (SCG) will be made in selected provinces⁶ on strengthening provincial implementation of the 1-6-6 reforms, enhancing system efficiency, stronger sector coordination and critical advocacy efforts.

2.1 Priority reform outcomes

The NEP (2020–2029) has nine long-term goals for educational reform⁷ focused broadly on achieving quality education for all, with an emphasis on gender equity and equitable access to education. the 1-

³ National Executive Council (NEC) in its Special Meeting No. 17 of 2016 endorsed the NEP 2015-2019 and directed the National Department of Education to implement a new structure (1-6-6).

⁴ NEP 2020-2029 is based on 1-6-6 restructuring through National Education Council (NEC) Decision No 347/2020, Meeting number 19/2020.

⁵ PNG has a high level of decentralization with 22 provinces, 89 districts, 313 Local Level Governments (LLGs) and 6,131 Wards.

⁶ Selection criteria will be developed during the Programme Document (PD) development period.

⁷ National Education Plan 2020-2029. Achieving Quality Education for All. Papua New Guinea Department of Education. Pages 1-2.

6-6 priority reform has four key reform outcomes derived from the NEP, its long-term goals, and analyses and evaluations conducted for the sector. These policy reform outcomes, outlined in Table 2 below, form the foundation of this partnership compact. The enabling factors required to achieve these reforms and existing challenges are discussed in Section 3, while specific actions to achieve these outcomes are presented in Section 4.

Table 1 Priority reform outcomes

Focus area	Outcome and outputs
Human resources	<p>In the context of 1-6-6 priority reform, the STG will be focused on rolling out the Standard Based Curriculum (SBC) at the national level including support for teacher professional development on SBC by addressing key bottlenecks and enabling factors to improve access, equity, and quality. Additionally, more concentrated efforts with STG and SCG will be made in selected provinces on strengthening provincial implementation of the 1-6-6 reforms by focussing on the following outcome:</p> <p>1. Strengthened and increased human resources to roll out 1-6-6 reform for ECE, grades Prep, 1-6 to enhance foundational learning Aligned with NEP Major Outcome 4: <i>Sufficient well-trained and qualified teachers to meet student demand with resources and support at schools to allow for quality teaching and learning to take place.</i></p> <p><i>Key activities/outputs under STG will be:</i></p> <ul style="list-style-type: none"> • Upgrading teacher qualification from elementary teaching certificate (for grades Prep, 1 and 2) to primary teaching diploma (grades Prep, 1 to 6) to enable them to teach in re-structured primary schools through the 1-6-6 school restructure policy. Some elementary teachers will be trained as ECE teachers. • Upskilling teachers for teaching Standards Based Curriculum through continuous professional development for grades Prep, 1-6. <p>(These activities are further elaborated in Table 5)</p> <p>Note: While national efforts to lead and orchestrate the roll-out of 1-6-6 reform, these outputs will be achieved in close coordination and collaboration with other development partners. The Partnership for Improving Education (PIE), funded by the Government of Australia is already implementing targeted interventions in four provinces, with the anticipated WB IDA resources, additional six provinces will be supported, and other partners may be working in other provinces. The intention of the GoPNG remains to implement the focussed interventions across all 22 provinces by year 2029, as indicated in the NEP 2020-29.</p>
Curriculum and standards	<p>2. Comprehensive implementation of the Standards-Based Curriculum and standards for selected grades (Prep, 1-6).</p> <p>(NEP Major Outcome 5: <i>An appropriate curriculum and assessment system is in place to allow learners, supported by relevant and sufficient learning materials, to acquire globally comparable skills and knowledge.</i>)</p> <p><i>Key STG activities/outputs will be:</i></p> <ul style="list-style-type: none"> • Disseminate the ECE curriculum to enable ECE policy implementation. • Procure and distribute inclusive and accessible reading textbooks for ECE, preparatory and primary SBC in focused provinces. <p>(These activities are further elaborated in Table 6)</p>

Focus area	Outcome and outputs
Planning, data, monitoring, and coordination	3. Improved participatory planning, data, monitoring, and sector coordination. NEP Major Outcome 8: <i>National, provincial and district systems will operate efficiently, utilising appropriate information technology, to allow schools and teachers to focus on improving student learning outcomes.</i>
Education financing	4. Improved, coordinated, efficient and equitable investment in education. NEP Major Outcome 8.

The implementation of 1-6-6 priority reform is supported by a strong partnership amongst development partners. GPE resources will focus on primary education, covering Prep, grades 1 to 6, specifically roll-out of the Standard Based Curriculum (SBC) at the national level including support for teacher professional development on SBC to improve foundational learning in PNG. Further, more concentrated efforts with STG and the System Capacity Grant (SCG) will be made in selected provinces on strengthening provincial implementation of the 1-6-6 reforms, enhancing system efficiency, stronger sector coordination and critical advocacy efforts. Criteria for selection and finalisation of these provinces will be worked out at programme development stage. The initiatives which will be modelled in these provinces will be considered for scale-up in other provinces by PDoEs and concerted assistance by development partners will be coordinated. Initiatives related to policy and planning guidelines, analysis, curriculum review, sector coordination and review, etc will have a national coverage.

These policy reform priorities reflect a need to address significant bottlenecks and challenges in the education system, the rationale for which is discussed below.

2.2 Rationale for 1-6-6 education system reform

A range of situational realities and bottlenecks drove the need for the chosen priority reform that includes greater focus on foundational learning for primary grades, specialised instruction for secondary students, strengthened systems, and equity in resourcing.

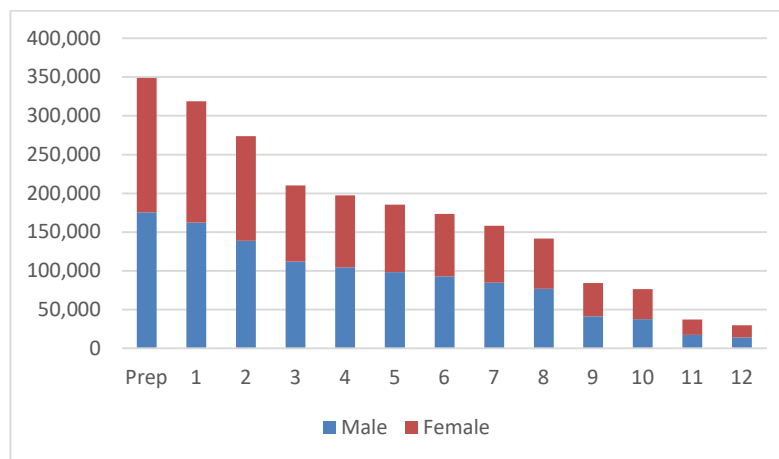
Student enrolment bottlenecks

PNG faces persistent challenges as the number of students enrolled in school falls with each grade, with large numbers of students dropping out of school during elementary school (Prep–Grade 2) and at the primary-secondary transition (grade 8 to 9). Very few students complete 13 years of education, one of the NEP targets (Figure 2), which is below peer countries (Figure 3).⁸ The recent household survey found just one in five secondary-school aged children were enrolled in school.⁹

⁸ World Bank. 2023. Papua New Guinea Education Budget Brief 2023.

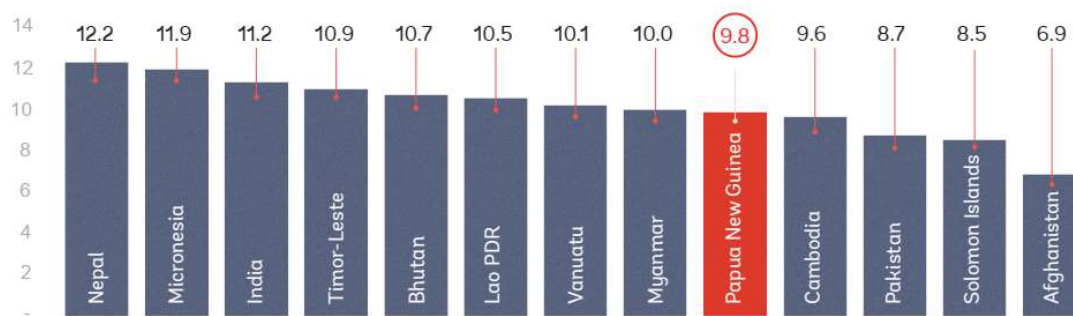
⁹ National Statistical Office. 2022. Socio-demographic and Economic Survey 2022 Key Indicators Report. Government of Papua New Guinea.

Figure 2 Student enrolment by sex and grade, 2021



Source: Department of Education. 2021. Education Statistics Bulletin 2021 Tables 9, 21 and 31.

Figure 3 Expected years of primary and secondary schooling



Source: World Bank, Human Capital Index 2020 database

The 1-6-6 restructuring tackles the three problematic transitions overall:

- The Early Childhood Education (ECE) experience before the pre-primary Preparatory grade;
- Transition from elementary school to primary school; and
- Transition from primary school to secondary school.

Early Childhood Education

In 2020, a national survey found that at least 39,000 four- and five-year-old students were enrolled at an ECE centre,¹⁰ which is only equivalent to a minimum national Net Enrolment Rate (NER) of around eight percent. Most ECE centres are church-run and receive no public funding. As they survive on school fees, students from poorer households are less likely to enrol, which is a major concern as students who had attended ECE had significantly higher scores in early grade learning assessments.¹¹ Also, as acknowledged by the Independent Technical Advisory Panel (ITAP) report, about 25% of children fail to transition from pre-primary to Grade 1, needing to repeat the grade. A strong ECE foundation will support improvement in early grade transition and improved learning through play-based foundational learning, while improving internal efficiency and reducing system wastage through improved retention.

¹⁰ Jones, R. 2020. Papua New Guinea Early Childhood Cost and Financing Study Report. National Department of Education, National Office of Child and Family Services and UNICEF. Port Moresby, Papua New Guinea.

¹¹ Johnston, C. and Namit, K. 2023. Partnerships for Improving Education Baseline Study.

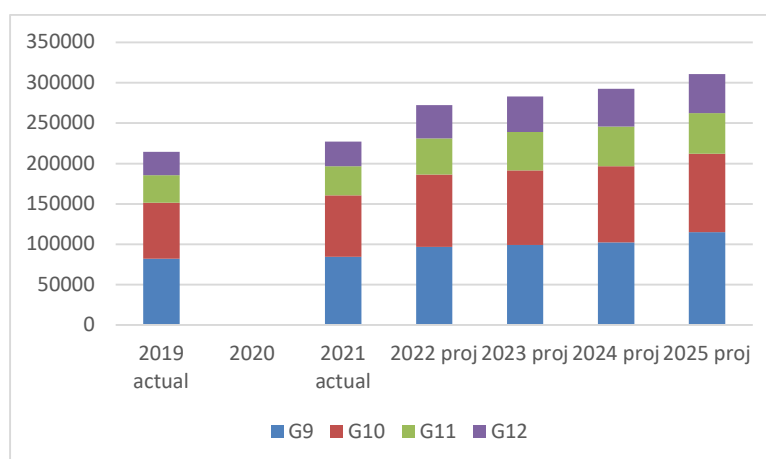
Elementary education

Elementary education was established to provide education services in communities. However, to meet the demand for teachers, many elementary teachers have a relatively low level of education and just a certificate-level qualification, while the teacher training and registration system for elementary teachers has been in crisis for several years.¹² The combination of inadequate training and qualifications, low salary, and a lack of inspection and registration has led to persistently low learning outcomes.¹³ In addition, most elementary schools are very small and often have poor infrastructure. Intra-grade retention rates are worryingly low, with high levels of student and teacher absenteeism which results in a large loss of human capital from Grade 2 to Grade 3.

Secondary education

Challenges to improving access to secondary education include a lack of secondary places close to where students live, a selective Grade 8 examination, and poor foundational learning in primary schools. Some provinces have a severe lack of secondary places, while the country is falling behind the NEP projections for secondary enrolment (Figure 4).

Figure 4 Secondary places actual v NEP projection



Source: Department of Education Statistics Bulletins 2019 and 2021 and NEP 2020-2029.

Female students

Gender parity for school access is a major challenge specifically in higher grades¹⁴. In 2019, the secondary gender parity index for raw enrolment was 0.68 nationally and there were many provinces with serious problems in female enrolment (Figure 5), with GPI below 0.60 in 8 provinces, marking critical challenges for girls' access to schools. The lack of safe places close to their home is a major barrier to education access for adult and young women face high rates of gender-based sexual violence, early marriage, and traditional gender roles.¹⁵ The 2022 household survey found that 9.1 percent of 15- to 19-year-old young women are, or have been, married compared with just 0.9 percent of young men, leading to increased risks of adolescent pregnancy and reduced education opportunities.¹⁶

¹² Selmes, G. 2023. Teacher Registration Study. Partnerships for Improving Education.

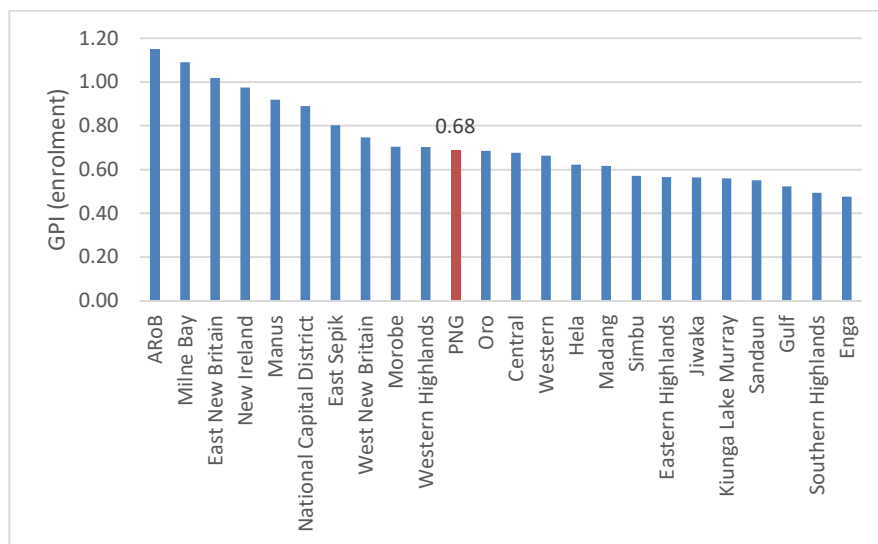
¹³ Johnston, C. and Namit, K. 2023.

¹⁴ Annual Education Statistical Bulletin, PNG at a Glance 2019 - GPI Elementary: 1.01, Primary: 0.96, Secondary: 0.75

¹⁵ Edwards, J. 2015. Gender and Education Assessment, Papua New Guinea. Report prepared for the Australian High Commission and the Education Capacity Development Facility.

¹⁶ National Statistical Office (2022).

Figure 5 Secondary gender parity index



Source: Department of Education Statistics Bulletins 2019

Learning outcomes

In the 2021 regional primary learning assessment (PILNA), a large proportion of students had not acquired basic skills (Table 3). Although the proportion of primary students who did not meet the minimum standard has fallen since 2015¹⁷, the structural weaknesses in literacy must be addressed to achieve the NEP outcomes to benefit students in primary and secondary schools.

Table 2 Percentage of students meeting minimum regional standards

Subject	Male	Female	Overall
Grade 3 Reading	43%	47%	45%
Grade 5 Reading	62%	69%	66%
Grade 3 Numeracy	73%	74%	73%
Grade 5 Numeracy	77%	77%	77%

Source: Department of Education. 2023. Pacific Islands Literacy and Numeracy Assessment 2021. Papua New Guinea Report.

Curriculum, textbooks, and teacher quality

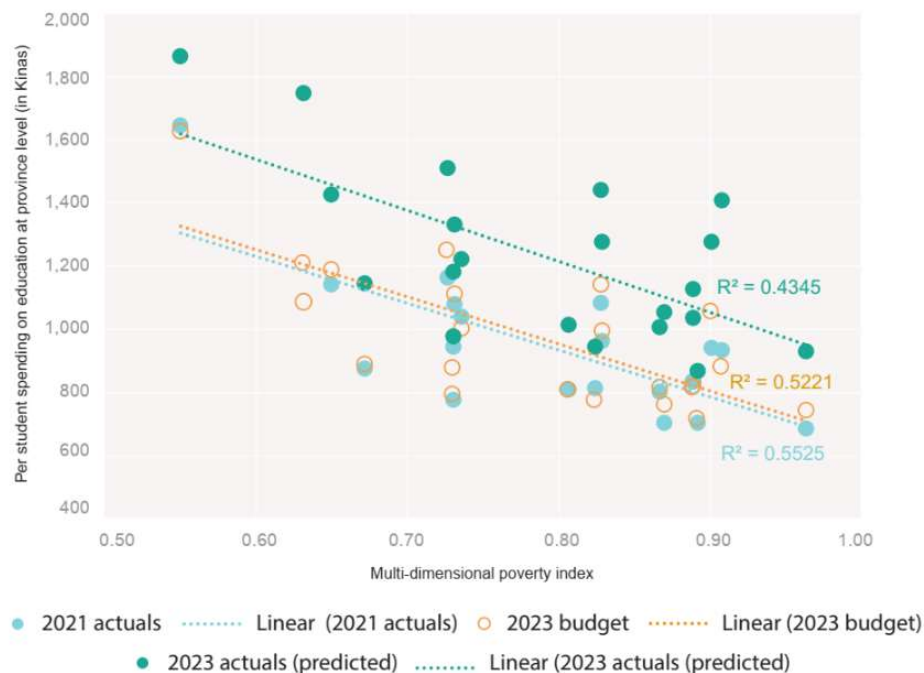
The elementary and primary Standards-Based Curriculum (SBC) were updated in 2015 and 2018, respectively, but the new secondary curriculum has not yet been released to schools. The ECE curriculum has not been finalized yet, but projects have established the ECE Daily Routine in several provinces. Printing and distribution of the SBC teaching and learning materials (textbooks, teacher manuals, etc.) has been slow, with bulk of the schools lacking student textbooks. Management of operations and logistical barriers and bottlenecks have been a real challenge. Teachers' understanding of the SBC materials and the recommended pedagogical and assessment approaches remains weak. Poor and irregular school inspections and weak support to schools has further impacted the roll-out of SBC curriculum and quality of education.

Inequitable resources

The government spends a substantial proportion of its domestic budget on education, including through direct grants to schools. However, the poorest provinces receive the smallest per-student allocations, despite having the greatest needs (see Figure 6).

¹⁷ A smaller proportion of grade three students met the minimum expected level of overall numeracy performance in 2021 than in 2018 (2018 = 86%, 2021 = 73%).

Figure 6 Per student spending on education vs multi-dimensional poverty index



Sources: Education spending at province level: BOOST Database (2012-2022); Number of students: 2021 education bulletin; MDI: PNG Demographic and Health Survey (2016-2018).

3. Enabling factors analysis

The task team conducted an EFA and gave a priority rating of 'High', 'Medium' or 'Low' to aspects of the education system it assessed according to the GPE criteria. 'High' means that a factor is deemed a major barrier to successfully achieving the policy reform goal. Details of the barriers and challenges to successfully implementing the priority reform are presented in this section with a brief explanation of the issues identified by the task team and the ITAP.¹⁸

Table 3 Priority rankings according to EFA criteria

EFA Criterion	Priority ranking
1. Data and evidence	High
2. Gender-responsive sector planning, policy, and monitoring	Medium
3. Sector coordination	Medium
4. Volume, equity, and efficiency of domestic public expenditure on education	High

3.1 Data and evidence (high priority)

Data is a key requirement for educational reform because accurate, quality, and timely data is required for evidence-based decision-making on critical issues such as budgeting, developing projection models, staffing, teacher training needs, gender disparities, and learning outcomes. Decision-makers

¹⁸ Report of the Independent Technical Advisory Panel (ITAP). Assessment of Enabling Factors Papua New Guinea. October 2023.

need granular data to reveal trends, patterns, and insights such as disparities in learning assessments; enrolment and participation patterns across different regions; and categories of students.

The data and evidence criterion considered PNG's Education Management Information System (EMIS), Learning Assessment System and evidence production and use. Although PNG conducts an Annual School Census (ASC) and publishes the EMIS data in an Annual Statistics Bulletin, there are significant challenges in capturing, storing, and disseminating accurate and quality data. Data is typically collected manually and there are extensive delays in data entry, analysis, and publication, making monitoring and evaluation very difficult. Data coverage is fragmented and concerning. For example, there was a drop in permitted and private schools between 2018 and 2021 (from 113 to 19), but no indication of whether the missing schools have closed, or not submitting data.¹⁹ There is no analysis on gender issues and disparities and the statistical bulletin does not include core education indicators. Data on learning outcomes in lower grades are measured through the triennial Pacific Islands Literacy and Numeracy Assessment (PILNA) and disaggregated by sex, school ownership and location (rural/urban). However, PNG does not currently conduct its own nationally representative sample-based learning assessment to inform national planning and the PILNA data is not representative at the provincial level. There is no evidence of analysis of national examination results for grades 8, 10 and 12.

Regarding gender equity, there is some data on girls' education from the National Research Institute report on Key 2019 indicators for participation in universal basic education, but not for males. Thus, it is difficult to track learning equity longitudinally. There is little evidence of tracking enrolment figures over time, nor of tracking teaching quality. The EMIS does not have comprehensive policies (currently in draft form) or a dedicated budget to support its operation. Development of a robust, well-functioning EMIS is needed to track and achieve the priority reform.

3.2 Gender-responsive sector planning, policy, and monitoring (medium priority)

The GoPNG is mandated to provide quality education to all and operates by the principle of 'no child left behind'. However, there exist inequities and gender inequality issues across the system, including difficulties in girls accessing school, social conditions such as early marriages, and girls' developmental and hygiene needs not being addressed through appropriate infrastructure in schools. Gender parity and equity are cross-cutting priorities for reform across the system.

PNG has constitutionally mandated frameworks and plans to provide equal access to education that are in harmony with Sustainable Development Goal (SDG) 4.²⁰ The frameworks reflect human rights and explicitly provide for at-risk groups in term of gender disparity and vulnerability. For example, gender is addressed in the GESI Policy (2023), disability in the Inclusive Education Policy (2023) and students' rights to fair treatment and protection in the Behaviour Management Policy (2019). The ITAP report indicates that there is broad awareness of the national context, challenges, risks, and enablers related to gender.²¹ However, connected to the previous enabling factor, there is insufficient data collected in the EMIS to support focused decision-making about gender issues. There is also unreliable or limited costing for NEP, sub-national and other plans that have been developed to tackle these issues, as well as an absence of monitoring or evaluation mechanisms and tools at national and sub-national levels to support achievement of reform and measuring NEP results. There is no costing of gender policy implementation, yet. In addition, there are limited linkages between the education

¹⁹ Report of the ITAP. Assessment of Enabling Factors Papua New Guinea. October 2023.

²⁰ UNESCO. SDG4. 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.' <https://www.unesco.org/sdg4education2030/en/sdg4>

²¹ Report of the Independent Technical Advisory Panel (ITAP). Assessment of Enabling Factors Papua New Guinea. October 2023.

ministry and other government departments and education agencies, to facilitate monitoring, evaluation, planning, and budgeting. On the policy front, there are gaps in policies itself, for instance, the gender policy is restricted to the Education sector and does not outline the essential role of other Departments and government entities in mainstreaming gender.

These challenges must be resolved in a participatory way going beyond the Education Department and including the development partners for review of policies and plans to ensure reform in gender parity across all aspects of the reform structure.

3.3 Sector coordination (medium priority)

Sector coordination was assessed according to two sub-criteria: (1) inclusive sector dialogue and coordinated action; and (2) coordinated financing and funding. This criterion was rated 'high' through the EFA but was downrated to overall 'medium' by the ITAP, which noted, as strengths, strong and regular sector coordination processes and capacity for coordinated action, and inclusive representation in LEG. The challenges described are that strong national dialogue occurs, but there is limited coordination with provinces and districts. Alignment between the LEG and the annual Senior Education Officers' Conference (SEOC) could be improved as well as participation of LEG members in decision-making.²² The ITAP concluded that failure to improve this area may risk delays but does not pose a significant risk to achieving the priority reform.

In terms of coordinated financing and funding, there is limited data available on external financing.²³ The main sources of funding are from DFAT, JICA, GPE, and UNICEF currently, with an estimated amount of US\$25-30 million per year allocated between 2019–2029. Overseas development assistance is applied mainly as project support. There are few monitoring and evaluation instruments in place to track alignment and deployment of funding. Currently, coordinated education sector financing systems and mechanisms (for example, a pooled budget) do not exist. Therefore, the ITAP concluded that this aspect of sector coordination is a high priority for achieving the priority reform (although the overall priority rating for sector coordination is medium).

3.4 Volume, equity, and efficiency of domestic public expenditure on education (high priority)

Volume, equity, and efficiency of domestic public expenditure on education is a critical factor for educational reform. This enabling factor was rated 'high' in the EFA and this was maintained by the ITAP. Equity and efficiency are the key concerns, as well as the volume of domestic funding for education which has experienced a decreasing trend in the past few years from 3.6% (2019) of non-resource GDP to 3.2% projected for 2024 for the education sector²⁴, which stays below the international benchmark of 4 to 6% of GDP allocated to the education sector.

PNG does not have an equitable funding formula for programmes such as the Government Tuition Fee Subsidy (GTFS), the Provincial Services Improvement Program (PSIP), or the District Services Improvement Program (DSIP). This points to the broader issue of lack of coordination between national, provincial, and district levels. Inequity is evident in poor families being expected to pay fees, as well as poorer districts receiving less funding compared to better-resourced districts, despite having greater gender inequality and social challenges. In addition, secondary education was allocated only 16 percent of the education budget, compared with 45 percent for primary schools and 13 percent for elementary schools (according to 2022 data).²⁵ ECE received zero national budget. Secondary

²² Report of the ITAP. Assessment of Enabling Factors Papua New Guinea. October 2023, pages 10-11.

²³ Report of the ITAP. Assessment of Enabling Factors Papua New Guinea. October 2023, page 3.

²⁴ Report of the ITAP, Assessment of Enabling Factors Papua New Guinea. October 2023, page 14.

²⁵ World Bank. 2023. Papua New Guinea Education Budget Brief.

education requires greater funding under the priority reform, as it will absorb an additional two grades and require infrastructure development. New infrastructure should be funded by PSIP and DSIP, as the subnational governments are responsible for school expansion but data on the efficiencies of these programs is unreliable or poorly reported. There appears to be an overall decline in school enrolment, but it is unclear whether this is real or a function of data gaps. If the decline is real, there could be reasons related to funding, possibly because the country's economic decline during and after the COVID crisis may have resulted in reintroduction of user fees. Further data is needed to understand the extent of the issue.²⁶

Equitable distribution of public funds and monitoring of expenditure remains a challenge given the complex country context, incomplete decentralization, changing priorities and multiple humanitarian challenges disproportionately impacting children and young people.

4. System transformation

4.1 Theory of Change (ToC)

Achieving quality education for all is a mammoth task for the country like Papua New Guinea, which is diverse in many ways - geographically, linguistically, economically, tribally, and more. It requires collective efforts from the national and subnational governments, education agencies, civil society, the private sector, and international organisations to address the multiple barriers that prevent many children – especially girls and students from disadvantaged communities – from accessing and completing 13 years of quality education. The priority reform lays out the policy actions and interventions to unblock system bottlenecks and overcome root causes such as poverty, discrimination, conflict, and remoteness.

The Compact's guiding principles are:

- Inclusion and protection: No one left behind (or harassed/prevented from safe schooling; minimising GBV at all levels)
- Mutual accountability
- Coordination and collaboration with development partners, to reduce fragmentation and inefficiencies in donor assistance
- Partnerships with subnational governments, churches, and communities to foster collaboration and resource mobilisation

Working in combination and collaboration with different stakeholders, development partners and churches, the GoPNG aims to implement this reform by year 2030 in all 22 provinces. The theory of change (ToC) for the priority reform is presented in Table 4. The detailed results framework and key performance indicators based on the ToC are presented in Section 5.5.

²⁶ Report of the ITAP. Assessment of Enabling Factors, Papua New Guinea. October 2023, page 13.

Table 4 Theory of Change

NEP Goal	Quality education for all.			
Priority reform	Successful roll out of the prioritised reform '1-6-6 school restructuring'			
Long-term Outcomes	Strengthened education system workforce through teacher professional development and adequate provision of qualified teachers	Improved quality of education through provision of enabling learning environment, improved assessment system, and standards-based learning for all, including the most-marginalised	Strengthened systems and governance, and sustainable funding and financing for the implementation of 1-6-6 reform, SBC and other policy priorities	
Intermediate Outcomes	1. Improved human resources registration and professional development system through reformed structures, procedures and programs.	2. Evidence-based and targeted SBC reform implementation based on the results of Learning Assessments.	3. Improved participatory and gender-responsive planning, utilisation of evidence & data, monitoring and sector coordination.	4. Improved, coordinated, efficient and equitable investment in education, specifically for the prioritised reform. (co-funded by AHC-DFAT (PASA))
Cross cutting	Girls' education, early childhood education, infrastructure, data and evidence and communication. GESI Policy 2024, prevention of GBV at all school levels, and gender-responsive policy framework available and implemented			
Outputs	1.1 Teacher qualification upgrading program. (funded by AHC-DFAT (PIE))	2.1 Implementation of the Standards Based Curriculum (SBC).	3.1 Upgraded EMIS to improve availability and utilisation of data. (supported by AHC-DFAT and AHC - WB (PASA))	4.1 Improved volume of domestic financing for prioritised reform. (supported by AHC-DFAT - WB (PASA))
	1.2 Teacher registration and contract administration (supported by AHC-DFAT and AHC - WB (PASA)).	2.2 Adequate textbooks and learning materials in classrooms	3.2 Evidence generation through research supporting 1-6-6 reform. (supported by AHC-DFAT - WB (PASA))	4.2 Improved efficiency of expenditure. (supported by AHC-DFAT - WB (PASA))
	1.3 Continuous teacher professional development on SBC, including gender-responsive pedagogies.	2.3 Implementation of the National Assessment and Reporting Policy (NARP). (supported by AHC-DFAT)	3.3 Improved sector and school planning for 1-6-6.	4.3 Improved equity of expenditure (Improved equity in Pupil-Teacher Ratio for 1-6-6 reform).
	1.4 ECE teacher training program.	2.4 Monitoring of quality standards and student welfare.	3.4 Improved sector monitoring tools and implementation, specifically for 1-6-6 reform, including Roll-out of Joint Sector Reviews (JSRs) for general education sector monitoring	4.4 Increased capital expenditure on 1-6-6 infrastructure. (co-funded by WB/Multiplier Grant)
			3.5 Strengthened coordination and collaboration for 1-6-6 reform implementation.	
Bottlenecks	Insufficient teacher workforce. Underqualified teachers. Lack of skills to implement SBC. Outdated workforce management systems. Heavy load on some provinces / districts	Incomplete curriculum and no national assessment. Not aligned with new structure. Lack of teaching and learning materials. Limited support to schools and student welfare.	Lack of timely education data. Data not used for decision-making. Limited 1-6-6 transition planning. Incomplete 1-6-6 school planning Weaknesses in coordination and policy implementation.	Inadequate budget for 1-6-6 reform. Inequitable allocation of financing. High demand for new school infrastructure.
Barriers	Poor completion rates, poor gender parity. Low learning outcomes, high operational costs, gender-based violence and deprivation		Weak enabling factors: Data and evidence, and domestic financing.	
Root causes	Poverty, gender discrimination, geographical isolation, conflict Weak implementation of policies			
Key assumptions:				
<div><div><ul style="list-style-type: none">- GoPNG's sustained commitment and ownership of the prioritized reform agenda.- Ability and willingness of the GoPNG to make evidence-based and informed policy decisions.- Strong buy-in to the proposed intervention, complemented by multi-stakeholder partnership, coordination and mutual accountability.</div><div><ul style="list-style-type: none">- Effective governance and sound financial/fiscal planning that enables DoEs to manage risks.- Integration of gender equality, equity, and inclusivity as key cross-cutting elements.</div></div>				

4.2 Priority actions for the Partnership Compact

Based on the Theory of Change (Table 4) for the partnership compact, the four core outcomes are described below:

Outcome 1: Human resources

Improving the effectiveness of the teaching workforce is key to successfully implementing the priority reform.²⁷ Approximately 800 elementary teachers a year will need to upgrade their qualifications to Diploma in Junior Primary to teach (and get paid) at the primary level.²⁸ To meet the demand for kindergarten teachers, the ECE initial teacher training programs will need to standardize and expand. Improving the proportion and strength of female teachers at all levels will be prioritised.

All teacher development and upgradation programmes will focus on gender-responsive inclusive pedagogies, transforming gender norms and supporting strategies focused on special learning needs of both male and female students.

The current systems for teacher registration, recruitment, inspection (outcome 2), and performance management are outdated. Two recent major studies²⁹ have made recommendations for streamlining and digitising the system to reduce teacher attrition, improve teacher management and data systems, and strengthen a more sustainable and responsive support system for teachers. An efficiency activity to reduce teacher absenteeism is described in outcome 4. These major systemic reforms will transform the way teachers are managed in PNG.

Strategies to incentivize female teachers for qualification upgrading and capacity development will be given due consideration, which is a pre-requisite and thus a critical enabler for progression and recruitment of females in school and leadership positions.

Activities to support the development of human resources are listed in Table 5.

Table 5 Activities to develop human resource priorities

Activity	NEP	Lead
1.1 Teacher professional development (TPD) on SBC³⁰	Minor Outcome 4.3	CDD
a. Primary SBC orientation in-service using cluster-based localised training approaches for improving pedagogy and content knowledge, including capacity development on gender-responsive pedagogies and eliminating teacher bias against certain groups (co-financed by WB)	-	CDD
b. ECE in-service using cluster-based localised training approaches for improving play-based daily routine and child development (co-financed by WB)	Activity 1.2.3	
1.2 Teacher qualification upgrading program.	Minor Outcome 4.2	TRPD

²⁷ The TSC is currently commissioning a 'teacher audit' for stock-taking of teacher qualifications and assessing gaps in teacher qualifications and skills to align with the PNG National Qualifications Framework.

²⁸ Work is well advanced on an upgrading program for elementary teachers under the DFAT-funded Partnerships for Improving Education Program.

²⁹ Selmes, G. 2023. Teacher Registration Study. Partnerships for Improving Education. & World Bank. 2023. A Review of the School Inspection System in Papua New Guinea.

³⁰ TPD for teachers and school heads will be aligned to the new teacher competences in the Teacher Professional Development Framework and National Teacher Development Policy.

Activity	NEP	Lead
a. Convert 4,000 elementary teachers from certificate to diploma/above	Activity 4.2.1	Provinces
1.3 Reform teacher registration and contract administration (co-financed by WB)	Activity 8.2.1	TRPD
a. Implement recommendations of Teacher Registration Study (co-financed by WB)	-	TRPD
b. Develop and implement school-based teacher appraisal policy (co-financed by WB)	-	SID
c. Operationalise digital Teacher Information Management System (financed by WB)	Activity 8.2.1	ICTD
1.4 ECE teacher training program	Activity 1.2.2	TRPD

Outcome 2: Curriculum and standards

The new curriculum for ECE is the next to be implemented, followed by a review and refresh of the Preparatory-Grade 6 curriculum midway through the Compact, which will continue the use of structured lesson plans.³¹ The curriculum, teaching and learning resources will be regularly reviewed to ensure inclusiveness and gender-responsiveness.

The recent World Bank Education Budget Brief (2023) recommended providing free textbooks to all students as one of the best investments with public money.³² In ECE and primary grades, these would focus on literacy (as Embassy of Japan recently supplied primary mathematics and science textbooks).

The success of the curriculum reform will be measured by learning assessments. To complement the regional PILNA, the NDoE will implement a new low-stakes, representative national learning assessment to monitor student proficiency in literacy and numeracy to identify, address equity and learning issues, and improve accountability.³³ To improve promotion rates and efficiency, the high-stakes selective Grade 8 examination will be phased out.³⁴ This activity is supported by AHC through the PIE program. Building on the recently published standards for ECE, gender equity, inclusive education and behaviour management, the national school minimum standards³⁵ will be updated for the new grade structure and used in school quality inspections and school improvement planning.

Within their mandate, the DoEs aim to ensure provision of a safe learning environment and respond to GBV issues at all levels through successful roll-out of the Behaviour Management Policy 2019. Every school is expected to have the school-based plan (embedded in SLIPs) to incorporate guidelines and achieve outcomes desired through the Behaviour Management Policy (BMP), which aims to ensure that all students and teachers have the right to work in an environment free from bullying and other forms of violence, sexual harassment, abuse, and exploitation, including cyber bullying and ICT abuse. NDOE's Guidance & Counselling Division has the responsibility to develop, monitor and review this BMP policy. It is also responsible for capacity building of guidance & counselling officers, school-based counsellors, teachers, parents, school governing bodies, and other stakeholders. Through the STG, this Division and relevant school-based staff will be supported for ensuring implementation of this policy to provide an all-inclusive safe learning environment to children at all levels.

Activities to support development of curriculum and standards are listed in Table 6.

³¹ Structured pedagogy is “highly cost-effective and...supported by a strong body of evidence.” (FCDO, World Bank, UNICEF, and USAID. 2023. Cost Effective Approaches to Improve Global Learning).

³² On average, students with a reading textbook were about one year ahead in reading and mathematics than those who did not have one (PILNA, 2021).

³³ Secretary's Circular 11/2022 for the introduction of National Education Standards Monitoring Test.

³⁴ National Executive Council Decisions No: 339 & 347/2020.

³⁵ National Quality School Standards Framework (2018) and National Schools Minimum Standards Policy and Guidelines 2018-2023.

Table 6 Activities to develop curriculum and standards priorities

Activity	NEP	Lead
2.1 Implement the Standards-Based Curriculum at primary level	Minor Outcome 5.1	CDD
a. Disseminate the ECE curriculum for kindergarten 1 and 2 (K1 and K2) (co-financed by WB)	Activity 1.2.1	CDD
c. Review and update Preparatory-Grade 6 curriculum, ensuring gender responsiveness	Activity 5.1.1 and 5.1.2	CDD
d. Update pre-service qualifications to align with the new curriculum (co-supported by AHC-PIE)	Activity 4.1.2	DHERST ³⁶
2.2 Print and distribute textbooks to ensure every child has a textbook³⁷	Minor Outcome 5.2	CDD
a. Procure and distribute inclusive and accessible reading textbooks for ECE, preparatory and primary SBC. (The grades and subjects will be finalised during programme development stage in consultation with the GA and DoE, depending on affordability)	Activity 5.2.2	CDD
2.3 Implement the National Assessment and Reporting Policy (supported by AHC-DFAT; co-financed by WB)	Minor Outcome 5.3	MSD
a. Conduct and report on the National Education Standards Monitoring Assessment (NESMA) for grades 3,5,7 and 9 (supported by AHC-PIE; co-financed by WB)	Activity 5.3.4	MSD
b. Phase out the Grade 8 (2025) examination (supported by AHC-PIE)	Activity 5.3.1	MSD
c. Disseminate analysis and trends in the national examination results (supported by AHC-PIE)	-	MSD
2.4 Monitor quality standards and student welfare	Minor Outcome 7.2	SID
a. Update national school standards to align with 1-6-6	Activity 7.2.3	SID
b. Conduct and report school inspections to monitor standards	Activity 7.2.4	SID
c. Provide psycho-social and child protection support for female students, including counselling, and establishing a gender-based violence response system and information channels; including socio-behavioural communication and advocacy campaigns (supported by STG and GEA)	Activity 3.1.4	G&C

Outcome 3: Planning, data, monitoring, and coordination

GoPNG is committed to strengthening the EMIS backbone system and processes (data collection, entry, validation, analysis, and dissemination). This work has begun with analysis and alignment of the different components, including the national school census, teacher registration and management (outcome 1), and learning assessments (outcome 2). There will be a major effort to digitize all data sets³⁸ and produce more useful, consistent, and disaggregated gender and disability-inclusive data with in-depth analysis for decentralized education teams.

The major structural reform will require continuing analysis to update the projections. The NDoE will publish an updated comprehensive and robust national M&E framework which tracks the 1-6-6 progress, update the teacher workforce projections and targets, and conduct an ESA and gender gap analysis in advance of the mid-term review of the NEP in 2024.

³⁶ Department of Higher Education, Research, Science and Technology.

³⁷ Teaching and learning materials will be available in physical, digital, and accessible (audio, signed and Braille) formats in a similar way to the early grade reading books (<https://bloomlibrary.org/PNG-EERRP>). and G3-6 Maths and Science textbooks, as well as teachers' manuals on the NDoE website (<https://www.education.gov.pg/sites/Syllabus/>).

³⁸ SEOC 2023 Decision 39/32/2023.

Gender-responsive Provincial Education Implementation Plans (PEIPs) will continue to be developed, reviewed, and implemented by the provinces with technical assistance from the NDoE. Each district's 1-6-6 transition plans will be unique for each province, based on more accurate data (outcome 2), and tied closely with the infrastructure needs, efficient allocation of teaching positions, and more equitable funding (outcome 4). The new School Learning Improvement Plan (SLIP) Policy will be implemented to improve community involvement in their children's education.

To minimise fragmentation in aid coordination and maximise impact, a coordinated financing and donor funding alignment framework is being developed and will be monitored for implementation and donor alignment to achieve NEP 2020-29 targets, through Aid Coordination Unit of NDoE. This framework will be guided by the GoPNG's Development Coordination Policy (DCP) through the Department of National Planning and Development and supported by the Department of Foreign Affairs. In the absence of a pooled funding modality for education sector in PNG, this framework will work as a tool to optimise donors' technical focus, expertise, and funding, while expanding geographical coverage for donor assistance.

Activities to support development of planning, data, and monitoring and evaluation are presented in Table 7.

Table 7 Activities to develop planning, data, and monitoring and evaluation

Activity	NEP	Lead
3.1 Improve availability, utilisation, and integration of data and evidence (co-financed by WB)	Minor Outcome 8.4	RED
a. Update national school census to improve alignment with 1-6-6, reliability, response rate and timeliness (top-up trigger 1) (co-financed by WB)	Activity 8.4.4	RED
b. Publish timely and quality statistical bulletins including core NEP and UIS education indicators and trends (top-up trigger 2) (co-financed by WB)	Activity 8.4.4	RED
c. Develop, update, and monitor the national M&E framework for NEP and MTDP IV	Activity 8.4.3	RED
d. Conduct teacher supply and demand analysis	Minor Outcome 4.1	RED/TSC
e. Publish ESA, including a gender and finance gap analysis (Endorsement underway)	Activity 8.4.4	RED
3.2 Enhance sector and provincial planning, monitoring, and review for 1-6-6 implementation	Minor Outcome 8.4	PPD
a. Develop, update, and disseminate costed gender-responsive 1-6-6 transition plans and maps at the national and subnational levels	Activity 8.4.1	PPD Provinces
b. Empower stakeholders and communities to support 1-6-6 reforms and their schools' SLIP through training, advocacy and social and behaviour change campaigns	Minor Outcome 7.1	PPD
c. Conduct annual Joint Sector Reviews (JSRs) to complement the Senior Education Officers' Conference (SEOC) for monitoring of NEP to align priorities and commitments with latest data	Activity 8.4.2	PPD
d. Conduct mid-term review (MTR) of NEP in 2025. (Supported by UNESCO)	Activity 8.4.2	PPD
3.3 Strengthen sector coordination and collaboration	Minor Outcome 8.2	PPD
a. Strengthen the LEG and EDPaCC	-	PPD

Activity	NEP	Lead
b. Strengthen cross-sectoral collaboration in ECE, girls' education, inclusive education, health, nutrition, child protection, psycho-social support and law and justice	Minor outcome 3.5	G&C Inclusive Education
c. Improve coordination with decentralised education administrations and education agencies, specifically for 1-6-6 reform	Minor Outcome 8.2	GES, PPD, PMU/ACU
d. Maximise impact of donor aid assistance through better coordination and monitoring of donor projects	Focus Area 8, Indicator 8.5	PPD, RED, PMU
The above activities will focus on professional development of staff and strengthening infrastructure as required.		

Outcome 4: Education financing

The priority reform 1-6-6 is a resource-hungry reform. It demands a huge increase in the recurrent salary costs of upgrading elementary teachers to primary teachers, capital costs of expanding and modifying primary and elementary school infrastructure to suit the needs of children for respective ages and grades (such as WaSH facilities in primary schools, increasing school accessibility for special needs children and staff, establishment of ECE schools on minimum standards and guidelines, establishing and/or upgrading schools in isolated and remote areas ensuring equity of access, etc.).

Working closely with key fiscal and planning departments, the NDoE will align the education budget projections with the government's 1-6-6 targets. Key commitments include increasing resources for the major Compact programs such as teacher upgrading. The department will increasingly capture non-NDoE education funding including service improvement grants and development partner aid. The better availability of granular access, equity and learning data (outcomes 1, 2 and 3) will allow subnational governments to make better decisions on their 1-6-6 plans.

The recent Education Budget Brief (World Bank, 2023) made a series of recommendations to improve education outcomes including distributing spending more equitably and introducing efficiency measures such as reducing teacher absenteeism, improving GTFS acquittal, and reducing student dropout. As the 1-6-6 restructure continues (and data timeliness improves) the provinces and TSC will be able to reallocate or abolish teaching positions to achieve a more efficient student-teacher ratio (STR).

The GTFS remains a large intervention to improve access and learning, allowing schools to finance their operations and SLIP Policy, 2023.³⁹ The NDoE will continue to refine the GTFS Policy and Guidelines, using timelier and disaggregated national school census data (outcome 3) to target the areas of greatest disadvantage, powering the 1-6-6 reform.

Activities to support the improvement of education financing are presented in Table 8.

Table 8 Activities to improve education financing

Activity	NEP	Lead
4.1 Improve volume of domestic financing (co-funded by AHC-DFAT-WB (PASA))	Minor Outcome 8.1	FD
a. Align NDoE's projections and Annual Operational Financial Plan with MTFP IV and MTEF in coordination with other departments (Finance, Treasury, NDPM)	Activity 8.1.2	FD/PPD
b. Costing and planning for 1:1 textbook printing and distribution		

³⁹ In 2023, GTFS paid 100% of fees and project fees) from Preparatory through to Grade 12 (Ministerial Policy Statement 01/2023).

Activity	NEP	Lead
c. Increase domestic budget for 1-6-6 reforms, including teacher upgrading (development) and revised salaries (recurrent)	Activity 8.9.1	TPRD TSC
d. Improve the monitoring and analysis of education financing and expenditure, including PSIP, DSIP and LLGSIP ⁴⁰ and aid (supported by AHC and WB through PASA project)	Activity 8.1.2	FD/PPD
e. Mobilise more resources for education from resource projects, aid, and concessional lending (Increase volume of domestic financing for general education sector through provincial funds allocations, teacher development, school infrastructure) – (Linked with Top up trigger 3)	Activity 8.1.2	PPD Provinces
4.2 Improve efficiency of expenditure (co-funded by AHC-DFAT-WB (PASA))	Minor Outcome 8.9	TSC
a. Review, reclassify, abolish, and create teaching positions to 1-6-6 (through PASA)	Activity 8.9.2	TSC/PARS Provinces
b. Implement teacher attendance program (through PASA)	Activity 8.9.1	TSC Provinces
c. Train school heads in effective financial management (co-financed by WB)	Activity 7.1.2	Provinces
d. Improve capacity for public financial management using IFMS at the national and subnational level (through PASA)	Activity 8.1.1	FD
4.3 Improve equity and efficiency of expenditure	Minor Outcome 8.5	SGD
a. Review, recruit and rationalise PTR to improve equity in teacher supply ⁴¹ (linked with top-up trigger 3)	Activity 8.5.1	TSC, provinces
b. Review and update teacher allowances and other measures for disadvantaged areas	Activity 8.9.2	TSC
c. Review and update Education Function Grants to allocate more resources to the most disadvantaged provinces, also considering gender gaps	-	FA/PPD
4.4 Increase capital expenditure on 1-6-6 infrastructure⁴² (co-funded by WB)	Activity 1.1.2	Provinces
a. Build and equip child friendly classrooms, secure school fencing and female-friendly WaSH facilities	Activity 2.2.1	Provinces (DoEs with development partners)

Priority actions, linked to the NEP and identified NDoE responsibilities, are detailed in Section 4.6.

4.3 Cross-cutting themes

Priority activities are drawn from the NEP and consultations and include crucial policy actions to unblock the high priority enabling factors identified in section 3. Five important cross-cutting areas are worth describing in more detail as related priority actions appear across multiple outcomes: girls' education, ECE, infrastructure, data and evidence, policy and planning, and communication and coordination.

Girls' education, prevention of Gender-based Violence (GBV) and positive parenting

Girl's rights to education plays an important role in the development of PNG. However, social and cultural barriers to girl's education should be addressed to promote gender equality in access to education and other services. The Government Tuition Fee subsidy has improved girl's access to

⁴⁰ Local Level Government Service Improvement Plan.

⁴¹ For example, using the PNG Accessibility and Remoteness Index or gender parity index.

⁴² Objective 4, MTDP, pages 148 and 149.

education, but more effort is needed for girls to achieve their full potential. Scholarships or other programmes for girls to incentivize cohort transition will be considered.

Some of the key barriers to girl's education are poverty, which in some areas of PNG compel underage girls to get married. Child marriage, gender discrimination/harassment, gender-based violence in school and no proper toilets and sanitations to manage menstruation are main contributing factors to poor enrolment and transition of girls in education. Another aspect to be focussed is age-appropriate enrolment of girls at schools to support them progress at the right age-level. The PNG General Education Sector Analysis (ESA) 2024 has highlighted that the female student dropout rate increases as the grade increases; also, harassment and bullying by older male students is one of the factors for girl dropouts at all levels. The ESA has recommended establishment of female-friendly posts in schools; and comprehensive review of curriculum and learning materials, as well as teaching pedagogies and materials with a gender-transformative lens.

The 1-6-6 reform tackles the serious gender equity gaps in primary and secondary education to improve girls' education outcomes. Based on the findings of the ESA 2024 and policy actions in the GESI in Schools Policy (2024), there will be a concerted effort to improve conditions for adolescent girls with female-friendly schools and water, sanitation, and hygiene (WaSH) facilities. As per the NEP, there will be more primary and secondary places closer to where the girls live, reducing the risk of travel.

The NDoE will also strengthen its social behaviour change campaign and case management and referral pathways, continuing to expand access to trained cluster/school-based counsellors to implement the student focused Behaviour Management Policy and mental-health and psychosocial support (MHPSS). Gender-friendly units and services will be encouraged in all schools to protect girls from harassment, rape, and other forms of discrimination. This enabling environment complemented with demand-generation will hopefully enable parents to enrol their children in schools at the right age and support their learning, regardless of the gender of child.

In partnership with potential development partners (UNFPA, UNICEF, UN Women, and others) NDOE will implement socio-behavioural change campaigns for strengthening support related to safety at home, safe access to and stay at schools for girls, minimising GBV. Centre of attention will also be on fostering positive parenting programmes and care practices which have proven to encompass cross-sectoral domains: health; nutrition; early learning; security and safety; and responsive caregiving, providing the right kind of support to families and is a proven strategy for reducing violence against children and harsh parenting⁴³. This multiple stakeholder campaign will address social beliefs and mindsets for nurturing positive behaviours and family support for girls ensuring gender equality and minimising child marriages and GBV.

Initiatives related to minimising barriers to girls' education will also include program for Menstrual Hygiene Management (MHM), ensuring dignity and health for girls alongside preparing them for self-management. For enabling socio-behavioural change, innovation programs will be implemented, including youth conferences, interactive radio, community radio, and other digital and social media tools and platform.

Gender hard-wiring and inclusive approach in Compact design and implementation

- A strong gender-sensitive approach will be embedded into the Compact programme design, implementation, and monitoring.

⁴³ UNICEF P4CD evaluation report, measuring effectiveness, equity, sustainability, gender equality and human rights approach of the Parenting for Child Development (P4CD) programme: <https://www.unicef.org/png/reports/evaluation-unicef-parenting-child-development-programme-papua-new-guinea>.

- Research, analysis, assessments, and sector reviews will be undertaken highlighting differential impacts on boys and girls. For instance, factors impacting enrolment, retention, and transition rates at different grades for boys and girls⁴⁴. Regional disparities will be studied and responded to, such as absenteeism in schools and dropping out patterns between rural and urban areas, etc.
- Through a strong partnership and compelling advocacy at executive provincial levels, construction of and/or rehabilitation of gender-responsive school facilities will be strongly considered, such as separate WASH facilities for boys and girls, and also accounting for inclusivity requirements, such as for children with disabilities. Inclusive design and construction standards will be ensured.
- Through the STG and building on the work of the previous GPE project, there will be continued expansion in the proportion of female teachers in schools through the teacher qualification upgrading program. Recruitment of local female teachers is already being practised by the Teaching Service Commission and the provinces. To serve remote schools or schools with a high PTR, a 'bonded scholarship' or a 'matching grant' programme could be explored for incentivising female local teachers to upgrade their qualification on conditional service offer in rural and remote areas for a given period. Local grade 12 female graduates could be prioritised for incentive programmes for recruitment.
- Review of curricula and teaching-learning materials: Inclusive and gender-transformative SBC content, learning materials and teaching pedagogies will be a cross-cutting intervention. Also included will be counselling for choice of subjects and career pathways (such as updating textbooks and curricula to eliminate gender stereotypes or progressing to choose STEM/non-STEM subjects and career inspirations in later grades, etc.).
- Learning, growth, and promotion opportunities for male and female staff in general school education, particularly in leadership positions, will be highly considered to improve equity and equality. More female teachers will be provided leadership training opportunities, which is a strong enabler for equipping female candidates to qualify for leadership positions, specifically as School Heads. School Boards will be sensitized on ensuring equity in school management and leadership. Strategies to incentivize female teachers for qualification upgrading and capacity development will be given due consideration.
- Furthermore, sustained and evidence-based sector dialogue through the Local Education Group (LEG) and EDPaCC, within the Compact will be based on principles of gender equality and inclusiveness. Review and development of policies and plans will ensure gender responsiveness. In public financial management, principles of gender-responsive budgeting could be embedded into national and sub-national planning and budgeting systems.
- Adequate technical, managerial and oversight capacity will be built and/or enhanced among staff, including men and women, in the DoEs and selected schools. All capacity development activities will ensure that sufficient number of females, at mid-level and/or decision-making positions, benefit from the interventions.
- Finally, logframe indicators and the Compact's overall monitoring framework has been designed to be gender-sensitive, with appropriate gender disaggregation and reporting requirements that will be put in place.

Early Childhood Education

Based on the ESA 2024 findings and recommendations⁴⁵, a key emphasis will be on early childhood education and foundational learning. This will incrementally respond to the crisis of having overage children in all grades, specifically due to late enrolment of children at schools.

⁴⁴ ESA 2024: Girls' enrolment starting as early as grade 4 is impacted by several factors, primarily economic status and family priorities for boys and girls, WaSH, GBV, harassment, early marriages, and teenage pregnancies. Absence of adequate WASH facilities in schools affect girls more significantly than boys.

⁴⁵ At least 35% of all learners enrolled are 2-10 years older than appropriate age for grade; Over 100,000 over age in prep grade.

Under the 1-6-6 structure and in line with the ECE Policy (2020)⁴⁶ and ECE Minimum Operating Standards, the NDoE will continue to be responsible for the six-year-olds (Preparatory grade) and will gradually embrace ECE which will see the enrolment of four- and five-year-olds in play-based education prior to formal schooling. It is expected that during the Compact period, the number of kindergarten centres and students will continue to grow with the support of church education agencies, communities, and subnational governments. The Compact includes several priority actions for the national standards of this new subsector from the NEP Focus Area 1, supported by the multisectoral National ECE Task Force to guide changes to legislation, policy, curriculum, financing, and teacher preparation. Given the dual edge of radio programmes both for teacher training and classroom instruction, such digital resources through interactive audio/radio programmes will be developed and implemented for supplementing ECE through high-quality instruction and for mobilising community to support ECE.⁴⁷

Infrastructure

The 1-6-6 reform demands an increase in the classroom stock, especially in high schools which will need specialist classrooms and laboratories. The expansion of the kindergarten 1 and 2 will also require wards and communities to build play friendly ECE classrooms and playgrounds. The responsibility for planning (outcome 4), budgeting for, and building the additional infrastructure for expanding access is with the subnational governments at the provincial, district and local level government levels.⁴⁸

The PILNA found that for schools with adequate toilets, reading scores were almost one full year ahead, so the provision of toilets represents a high return on investment. In terms of the impact on children's learning, providing toilets to all students would amount to the equivalent of adding one additional year of schooling to all children.⁴⁹ This is particularly important for girls and young women, as the lack of accessible, safe WaSH facilities is a major barrier to improving female student retention rates.

Data and evidence

Data and evidence are a cross-cutting enabling factor. The PC prioritizes urgent actions to strengthen the EMIS to provide better data for planning, decision-making and accountability. Under outcome 1, the Teaching Service Commission (TSC) and NDoE will operationalize an integrated Teacher Management Information System to provide accurate, real-time data on the teaching workforce. This work is part of a larger initiative to integrate data on teachers, schools, and students under one unified ministry-level database architecture. The overall impact of the reforms will be monitored through a new national learning assessment (outcome 2), providing more nuanced data on where additional investments are needed (outcome 4).

Advocacy, socio-behavioural change, communication, and coordination

As outlined in Table 7, the Compact includes several activities to improve coordination and communication including advocacy and socio-behavioural change campaigns targeting parents and teachers to improve equity and learning. Strengthened cross-sectoral collaboration in Health & Nutrition, Child Protection, Mental Health & Psycho-Social Support (MHPSS), Law and Justice; establishing and strengthening referral mechanisms and pathways will be focussed. To reinforce the

⁴⁶ Annex 9, National ECE Policy.

⁴⁷ The interventions around ECE will be supported by development partners and church agencies.

⁴⁸ Establishment of primary schools remains the responsibility of the districts while secondary schools remain the responsibility of provincial government. ECE will be administered through a multi-sectoral approach and ECE centres will be built by local level governments, churches, and communities (NDoE ECE Policy). The School Registration Policy is currently under review and will be updated to enable different models of school under the 1-6-6 restructure.

⁴⁹ PNG Education Budget World Bank, 2023.

decentralised partnership approach to education services, there are activities to strengthen coordination, resource mobilisation, and information sharing with the subnational education systems, education agencies and donors. A key aspect will be wider consultation on 1-6-6 transition plans and School Learning Improvement Plans (SLIPs) and sharing information on learning assessments and the annual school census. This connects directly with the 'data and evidence' priority actions.

4.4 Alignment of partner resources

Funding is a key resource for restructure and reform. The GoPNG will allocate an increasing share of the national budget to ECE and basic education, primarily through teachers' salaries, GTFS transfers and commodities, and grants to subnational governments (such as the PSIP and DSIP). Development partners commit to providing additional aid to PC priorities, building upon the current and pipeline projects (Annex 2). Together, the partners will regularly review funding gaps through the LEG and SEOC. Major projects aligned with the PC are summarised in Table 9, which also includes technical expertise contributed by the development partners.

Table 9 Alignment of partner resources

Donor	Project	PC priority actions	Funding
Government of PNG	Sector-wide	NEP 2020-29	2024: 3827635.20 2025: 4060069.1 (PGK, thousands) 2026: TBD 2027: TBD 2028: TBD
Australian Government	PNG Education Programmatic Advisory and Analytics (World Bank)	1.2 Reform teacher registration and contract management 2.4 Monitor quality standards and welfare 3.1 Update reports generated from EMIS data to improve availability, utilisation, and integration of data 3.2 Generate evidence through research. 4.3 Improve equity of expenditure	US\$ 5.5M (AUD 9M)
	Partnerships for Improving Education (July 2022 - July 2027)	1.1 Teacher qualification upgrade program 1.3 Teacher Professional Development (TPD) on SBC 2.2 Distribute textbooks to ensure every child has a textbook 3.2 Generate evidence through research. 3.3 Improve planning, monitoring, and coordination 4.2 Improve efficiency of expenditure 4.3 Improve equity of expenditure	AUD 47 million for 5 years
	Australia Awards in PNG	Includes, long to short-term scholarships and grants for upskilling and upgrading qualifications, specifically: 1.3 TPD on SBC 3.3 Improve planning, monitoring, and coordination	AUD 260 million over 10 years for various types of Awards
	Australian Government Funding support to UNICEF (2019-	• School standards and curriculum to improve education outcomes	EiE - AUD 22 million, ECE - AUD700,000 (Support to be extended from 2024

Donor	Project	PC priority actions	Funding
	continuing and extending till 2027)	<ul style="list-style-type: none"> WASH in schools and Education in Emergencies (EiE) teaching and learning resources, ECE policy and standards 	to 2027 with an additional funding and extended partnership)
GPE	Existing grant: Boosting Education Standards Together (BEST) in PNG Program (ESPIG) ⁵⁰ (2019-2024)	1.3 TPD on SBC 2.2 Distribute textbooks to ensure every child has a textbook	US\$ 11.7m
Embassy of Japan	Grant Aid for the Economic and Social Development Programme (2018~2024)	2.2 Distribute textbooks to ensure every child has a textbook	JPY 1,200 million (US\$ 8.4 million)
	Grant Assistance for Grassroots Human Security Projects	4.4 Increase capital expenditure on 1-6-6 infrastructure	JPY 30 million per year (US\$ 0.18 million)
JICA	Strengthening Preservice Maths and Science Education project (STEPMAS) (2021-2025)	1.3 TPD on SBC 2.1 Implement the SBC	JPY 459 million (US\$ 3.2 million)
	Training program (annual, continuing)	1.3 TPD on SBC	JPY 5 million per year (US\$ 0.03 million per year, every year)
	Volunteer Program (continuing since 1980)	1.3 TPD on SBC 2.1 Implement the SBC	TBD (depends on number of volunteer)
	Other	1.3 TPD on SBC 2.1 Implement the SBC 3.3 Enhance sector and school planning for 1-6-6 3.5 Strengthen coordination and collaboration	JPY 125 million (US\$ 0.9 million) (4 years, 2022-2026)
UNFPA	Education sector development on comprehensive sexuality education	1.3 TPD on SBC 2.4 Monitor quality standards and student welfare *Curriculum development for GBV integration into Midwifery curriculums and generalised curriculum	TBD. Next 5-years country programme under development
UNESCO	Pacific Regional Education Framework (PacREF)	3.1 Update reports generated from EMIS data to improve availability, utilisation, and integration of data 3.3 Improve planning, monitoring, and coordination	Period 2024-2028; Estimated core resources available: US\$ 49,925.00 Estimated non-core resources available: US\$ 300,000.00.

⁵⁰ This program, funded under GPE ESPIG, is closing on June 30, 2024.

Donor	Project	PC priority actions	Funding
			Resources to be mobilised: US\$ 850,000.00
	Digital Transformation and ICT in Education	1.3 Teacher professional development (TPD) on SBC a. Primary and Secondary SBC orientation in-service using cluster-based localised training approaches for improving pedagogy and content knowledge, including gender-responsiveness	Estimated available: US\$11, 000
	Education for Sustainable Development, Climate Change and Life Skills	1.3 Teacher professional development (TPD) on SBC 2.1 Implement the Standards-Based Curriculum	Estimated available: US\$20, 000
UNICEF	<ul style="list-style-type: none"> Education sector program. Grant Agent for GPE SCG 	1.1 Teacher qualification upgrading program 1.4 ECE planning and teacher training program 2.1 Implement the Standards-Based Curriculum (ECE) 2.4 Monitor quality standards and student welfare, including Guidance and Counselling 3.1 Update reports generated from EMIS data to improve availability, utilisation, and integration of data 3.2 Generate data through research 3.3 Improve planning, monitoring, and coordination, including sector and school-planning for 1-6-6 structure 3.4 Improve sector monitoring 3.5 Strengthen coordination and collaboration 4.2 Improve efficiency of expenditure (4.2.d) 4.4 Increase capital expenditure on 1-6-6 infrastructure (WaSH)	US\$ 30m under the new 5-year country programme (2024-2028), which includes Education, Health, Child Protection and Social Policy. Funding resources are being mobilised and committed.
World Bank	<ul style="list-style-type: none"> Programmatic Advisory Services & Analytics (PASA) 2022 – 2025 International Development Association (IDA) 2026 - 2030 	1.2 Reform teacher registration and contract management 1.3 Teacher professional development (TPD) on SBC 2.1 Implement the Standards-Based Curriculum 2.3 Implement the National Assessment and Reporting Policy 2.4 Monitor quality standards and student welfare 3.1 Update reports generated from EMIS data to improve availability, utilisation, and integration of data 3.2 Generate data through research 4.2 Improve efficiency of expenditure 4.3 Improve equity of expenditure	(Funding from AHC, mentioned above.) Estimated available: Up to US\$100m

4.5 GPE financing

PNG has been the recipient of several grants from the GPE, details of which are presented in Annex 4. Following the Global Education Summit in July 2021, the ceiling allocation for each GPE grant for which PNG is eligible were raised, enabling funding to support the priority reform adopted by PNG.

Under the partnership compact, GPE financing will be allocated to support successful implementation of the reforms. The indicative activities are listed in Table 10 and will be finalised through consultation with stakeholders during project preparation. The NDoE will be the implementing agency for the GPE grants. For each grant, NDoE will be supported by one or more Grant Agents, to be selected based on GPE guidelines for the process. The GA will be the fund-recipient and manager.

Table 10 Indicative GPE financing

Grant	Indicative PC priority actions	Value (USD)
System Capacity Grant (SCG)	<p>Priority Outcome 3⁵¹:</p> <p>3.1 Improve availability, utilisation, and integration of data and evidence, especially 1-6-6 implementation in provinces, through EMIS, school clustering and other data collection (</p> <p>3.2 Enhance sector and provincial planning, monitoring, and review for 1-6-6 implementation, including development of PEIPs and costed plans and joint sector review (JSR), with a special focus on gender responsiveness and guided by the Gender Equity, Disability, and Social Inclusion (GEDSI) in Schools Policy.</p> <p>3.3 Strengthen sector coordination and collaboration, maximise impact of donor assistance and reducing fragmentation, reviewing funding gap.</p> <p>Priority Outcome 4: (detailed in table 8 above; Activities 4.1 and 4.2 are supported by AHC-DFAT WB (PASA))</p> <p>4.3 Improve equity of expenditure: (co-supported by PASA)</p> <p>4.3.a. Reduce inequalities within provinces and districts in teacher supply, reflected through improved pupil-teacher ratio (PTR) (linked with top-up trigger 3).</p> <p>Cross-cutting: Gender-responsiveness remains the focus for all GPE grants.</p>	<p>\$2.6 million</p> <ul style="list-style-type: none"> • Of which \$700,000 has been accessed (GA: UNICEF). • Remaining \$1.9)
System Transformation Grant (STG)	<p>The STG will focus on improving learning outcomes through the following actions focussing on grades Prep, 1 through 6:</p> <p>Priority Outcome 1⁵²:</p> <p>1.1 Teacher professional development (TPD) on SBC; and training for school leadership</p> <p>1.2 Teacher qualification upgrading program for teaching at primary level in alignment with 1-6-6 reform⁵³</p> <p>Priority Outcome 2:⁵⁴</p> <p>2.1 Implement the Standards-Based Curriculum at primary level</p>	\$14.91 million

⁵¹ Correspond to Table 7 above.

⁵² Correspond to Table 5 above.

⁵³ In-service Diploma in Teaching Primary Course was developed with technical support by DFAT-funded PIE and rolled out in PIE target provinces through selected teacher education institutions. The Course will be expanded to other provinces and through other institutions.

⁵⁴ Correspond to Table 6 above.

Grant	Indicative PC priority actions	Value (USD)
	<p>2.2 Print and distribute textbooks to ensure every child has a textbook</p> <p>2.3 Contribute to implementation of the National Assessment and Reporting Policy</p> <p>2.4 Monitor quality standards and student welfare, including Guidance and Counselling (G&C) and provision of mental health and psychosocial support (MHPSS) especially for female students⁵⁵</p> <p>Cross-cutting: Gender-responsiveness remains the focus for all GPE grants.</p>	
Multiplier Grant	<p>The NDOE has begun discussions on mobilizing co-financing to trigger the complete Multiplier grant. If the Multiplier Grant is available, it will complement the STG in delivering the desired outcomes/outputs/activities of the Partnership Compact to maximise efficiency and increase both the scale and impact. Following priority areas are envisaged for implementation through this Grant, with expected co-financing from the World Bank:</p> <ul style="list-style-type: none"> • Priority Outcome 1: Upgrading and upskilling junior primary (former elementary teachers) • Priority Outcome 2: Procure and distribute teaching and learning materials (textbooks, teacher guides, workbooks) and support rollout of National Education Standards Monitoring Assessment (NESMA) for Grades 3 & 5. • Priority Outcome 3: Finance the back-end reform of the EMIS system including development of the change management process. • Priority Outcome 4: Train school heads in effective financial management, school-based teacher appraisal, etc. • Priority Outcome 5: Expand access to a holistic Early Childhood Education by trialling different implementation models. 	\$15 million
Girls' Education Accelerator (Funding for GEA to be confirmed)	<ul style="list-style-type: none"> • Activity 2.4.c⁵⁶ further strengthened, with improved tools and integrated system procedures. <p>The GEA Grant will further focus on implementation of the GESI Policy 2024 for the following outcomes:</p> <ul style="list-style-type: none"> • Outcome 2.1 of GESI policy: Improved gender and disability inclusive teaching practices in all schools and learning institutions. • Outcome 2.3 Strengthened inclusive learning environments through effective behaviour management and improved school-based child protection mechanisms. • Outcome 2.4 Established school-based activities that foster citizenship and values and challenge and transform negative gender and disability stereotypes and norms. • Outcome 3.1 Improved teacher's ability to identify and respond to the unique learning needs of all children with special attention to girls, children living with a disability, children with learning difficulties and those in overcrowded and multi-grade classrooms. 	• \$7.455 million

⁵⁵ NEP activity 3.1.4.⁵⁶ See Table 6 above.

Grant	Indicative PC priority actions	Value (USD)
	<ul style="list-style-type: none"> Outcome 3.3 Strengthened capacity at all levels to fully implement GESI related policies in schools and learning institutions, with special attention to the Behaviour Management Policy (BMP), Inclusive and Special Education Policy (ISEP) and GESI in Schools policy. <p>Note: The GESI in Schools Policy is being finalized, with an aim to develop the GESI action plan. Through the GEA grant, a key activity will be development and implementation of school-level GESI action plans and embedding them in the SLIPs. Other activities will be developed at GEA programme development stage as the GESI policy and Action Plan evolves.</p>	

Results-Based Financing: The GPE's System Transformation Grant (ST) includes a proportion of results-based financing in the program depending on agreement between the grant agent, GPE and GoPNG. The NDoE has experience with results-based financing under the BEST PNG ESPIG but will need continuing support with this modality as it is a new approach in the sector in PNG.

Top up Triggers

If required by GPE, the GoPNG wishes to link the Top Up funding to efforts to strengthen the data systems and increase the domestic financing envelope. However, given the need for transformative actions and NDoE's priorities, GoPNG would request GPE that the top-up incentive financing condition be waived off considering exceptional circumstances and nature of transformative actions for GoPNG. For example, the need for rapid disbursement for transformative change through data systems strengthening amid significant strains on government domestic budget.

If the event the GPE Board require the use of the Top Up, the focus of the triggers will be on unblocking the following two enabling factors rated 'High' in the EFA and ITAP report:

- Data and Evidence:** The strengthening of EMIS system and capacities is a high priority activity to be financed by the GPE funding through SCG and STG. The STG will also be utilised for updating reports generated from EMIS data to improve availability, utilisation, and integration of data (reflecting data related to 1-6-6 school re-structuring), thus meeting the ongoing needs of all data users, producing and disseminating support documentation, providing ongoing professional development for the system administrators and users, and implementing ongoing change management associated with the requirements of new systems under development. This will build on technical design work done by the NDoE, with support from the World Bank PASA Initiative (including development of a three-year EMIS implementation plan) and SCG for school mapping and clustering based on the 1-6-6 restructuring, which will support DoE's funding request for school restructuring through PIP budget process. Also, under SCG, the training will include guidance on data quality, analysis, reporting, and usage of the data for decision-making, at both national and sub-national levels. The focus will be on strengthening of the EMIS to improve timeliness and reliability in the reporting process. It will focus on analysis of the EMIS data and production of annual statistical report by second quarter, including utilisation of data and evidence to inform national and provincial education plans. Focused activities will be 3.1.a and 3.1.b. (Table 7).
- Volume, equity, and efficiency of domestic financing:** The second priority for the Top Up is to improve the equity, efficiency, and volume of education financing. The grant will support a review of the teacher provision with respect to pupil-teacher ratio (PTR) and teacher rationalisation to decrease inequities in supply of teachers. The second activity will support

the NDoE to mobilize and redirect resources towards 1-6-6 school re-structuring, especially for the most disadvantaged provinces. This may include advocacy and engagement with political leaders, other departments, and donor mobilization efforts. For the 2023-2025 planning period, the Government is committed to fund education at a minimum of 20% of the national budget. The Government will systematically plan on enhancing the percentage of GDP to 4% in the coming years.

As per GPE guidance, with the two enabling factors 'Data and Evidence' and 'Domestic Financing' rated at a **HIGH Priority**, there will be up to 40% of the STG grant withheld, i.e., 20% for each enabling factor. The three proposed triggers to release the 40% Top Up funding will be:

Table 11 Top-up Triggers

Compact Trigger 1: Increased rate of response for data collection through the annual school census (Target: minimum 75% nationally) (Table 7, activity 3.1.a, response rate)	
Definition/Associated Activity	Update reports generated from EMIS data to improve availability, utilisation, and integration of data (NEP Minor Outcome 8.4, Activity 8.4.4)
Background	<p>NDoE prepares a statistical report based on the Annual School Census. There is a delay of 1 to 3 years in publishing the annual statistical bulletin based on EMIS data. The most recent statistical report⁵⁷ publicly available through the NDoE website is for the year 2019, with a limited set of indicators. Owing to a host of challenges, the 2020 and 2021 reports have been prepared but have not been approved or published yet. The most recent (2021) bulletin presents raw data and lacks statistical analysis or indicators. Annual School Census data for the year 2022 is currently being entered into the system and is being verified.</p> <p>The ITAP acknowledges the comprehensiveness of the data collection systems but agreed with the country assessment about lack timeliness and reliability in the reporting process, noting that there appears to be very limited use and analysis of data and evidence to inform national education plans. The key challenges faced by the NDoE in the data collection, compilation, and analysis briefly include the following:</p> <ul style="list-style-type: none"> • Delays in timely census data collection and processing across the country due to the weak or lack of EMIS structure in provinces, rugged terrain, limited road network, largely manual process at end-user level and weak IT infrastructure (for instance, the 2022 school census response rate for twelve out of twenty-three provinces remains below 50%⁵⁸). • Largely centralised EMIS functions except for 6 provinces, which adds on to the workload to carry on the EMIS processes from data entry to analysis at the national level. Weak structural and human capacity to validate, analyse and interpret education data at all levels. • Unavailability of recent population census data⁵⁹ to calculate population-related indicators. <p>Improving the response rate in data collection and reporting will have a direct impact on data analysis, reporting and data use.</p>
Description	Linked with the action '3.1 Update reports generated from EMIS data to improve availability, utilisation, and integration of data', this action aims to

⁵⁷ https://www.education.gov.pg/quicklinks/statistics_bulletin/2019_education_bulletin_final.pdf

⁵⁸ Source: Research and Evaluation Division, NDoE, as of December 2022; WB PASA update through Local Education Group meeting on March 30, 2023.

⁵⁹ In PNG, the last population census was commissioned in 2011. (<https://www.nso.gov.pg/statistics/population/>)

	<p>improve the response rate for data collection through Annual School Census forms by end of 2nd quarter of the year for previous year.</p> <p>The target for response rate of the 2025 school census forms is aimed at minimum 75% nationally by the end of the third quarter of the following academic year, 30th September of 2026. It will also have a direct impact on the timely disbursement of the tuition-fee subsidies directly to schools, which includes school enrolment for funding formula.</p>
Means of Verification	<p>1. 2025 Verifiable school census forms</p> <p>2. 2025 EMIS database</p>
Proposed top-up allocation	US\$1.5m (25% of Top Up)
Proposed trigger schedule	Mid-term review (mid- third year of GPE grant implementation) (June 30, 2027 (t))

Compact Trigger 2: Publish timely and quality statistical bulletins including core NEP and UIS education indicators and trends (Table 7, activity 3.1.b)

Definition/Associated Activity	Update reports generated from EMIS data to improve availability, utilisation, and integration of data. (NEP Minor Outcome 8.4, Activity 8.4.4)
Background	<p>The ITAP report acknowledges the challenges encountered related to data and evidence, while highlighting the importance of timely production of EMIS statistical report and utilisation of data and evidence for policy and planning. Long delays in publishing the annual statistical report and data makes it challenging for evidence-based planning and policy making. Overall, there is a need for strengthening EMIS to ensure it is more holistic, integrated and is inclusive of various data (administrative, learning, facilities, teachers, ECE, etc.) on a granular / disaggregated level. However, the key focus of this trigger is to produce a reliable and timely statistical report, based on key disaggregated education indicators, including core NEP and UIS education indicators and trends.</p>
Description	2025 Statistical Bulletin produced by the end of third quarter of the following academic year, 30 th September of 2026.
Means of Verification	2025 Annual Statistical Bulletin
Proposed top-up allocation	US\$1.5m (25% of Top Up)
Proposed trigger schedule	Mid-term review (mid- third year of GPE grant implementation) (June 30, 2027 (t))

Compact Trigger 3: Increase the number of primary school teachers by 10 percent nationwide by 2026

Definition	<p>In order for the 1-6-6 school restructuring to be successful and transformational, NDoE will work with provinces to achieve 10 percent increase in the number of primary school teachers above 2024 baseline by 2026.</p> <p>The budget allocation for education needs to increase to meet the increasing demands in the sector and to bring about a transformational change in education.</p>
Background	<p>As identified in the Partnership Compact, the quality of education in PNG is impacted by a shortage of quality teachers. To implement the planned reform, this teacher shortage will need to be addressed, including by increasing the number of teachers in the sector. The Department of Education will address this exciting teacher gap through a three-pronged strategy: a) reassignment, b) re-training (or upgrading), and c) new recruitment.</p> <p>The proposed trigger is linked to a 10% increase in the number of teachers. In order to achieve this, the Government of PNG will need to increase domestic financing to education, including to meet the international benchmarks of 15%-</p>

	<p>20% allocated to education. This increased financing is required to cover a) the overall salary increase to recruit and deploy new teachers, and b) the repurposing and restructuring, including retraining (or upgrading), required to implement the reform effectively. Without this additional financing, it will be challenging for the Government to achieve the desired reform and education restructuring. An analysis will inform the exact impact on domestic financing.</p> <p>In the process of the 1-6-6 restructuring, elementary level (prep-Grade2) is to be included in primary level (Prep and Grade 1-6) and G7-8 in secondary and relevant teachers should be (re-)assigned accordingly. However, most of elementary school teachers are not qualified to teach in primary and those teachers teaching G7-8 need to be able to teach at secondary level. Hence, it is critical not to lose any teaching capacity and ensure to support teachers to meet the minimum qualifications required and have the capacity to deliver quality education at appropriate level.⁶⁰</p> <p>A large portion of the budget is reserved for recurrent teacher salaries. The 2021 Statistical Bulletin showed 35,092 teachers at primary level nationally.⁶¹ However, the demand for additional teachers remains high - the NEP suggested that the primary sector requires at least 3,000 new teachers every year, which was concurred by the recent General Education Sector Analysis (ESA). Furthermore, the NEP targets PTR at both elementary and primary levels to be 35:1⁶² (Linked to NEP Major Outcome 4.3⁶³). However, there are inequalities between provinces, and districts within a province, with pupil-teacher ratios (PTRs) in schools ranging from average 23 to 90 students per teacher.⁶⁴</p> <p>Factors that may impact the allocation of teachers to schools (and therefore PTR) may include security and safety, availability of classrooms, sanitation facilities at school, servicing of remote areas/remoteness⁶⁵, availability of health, family, and other social services, individual preference, opportunities for promotion and professional growth, etc.</p> <p>To achieve this Trigger will require commitment from the government to allocate more government's funding to education. These budget decisions will also be viewed in line with other budgetary priorities for the education sector.</p>
Means of Verification	<p>Annual statistical bulletin / EMIS reports</p> <ul style="list-style-type: none"> - Baseline Year: 2024 EMIS data (to be available in 2025) - Target Year: 2026 EMIS data to be review (a prior year of MTR)
Proposed top-up allocation	US\$3M (50% of Top-up)
Proposed trigger schedule	Mid-term review (mid- third year of GPE grant implementation) (June 30, 2027 (t))

⁶⁰ The recently launched in-service Diploma in Teaching Primary course will be available at teacher education institutions and the Teacher Professional Development Policy was launched by NDoE last year to support provision of systematic teachers' professional development opportunities.

⁶¹ The available Annual Statistical Bulletins showed the numbers of primary school teachers as: 30,102 in 2018; 33,286 in 2019 (10.5% increase since 2018); and 35,092 in 2021 (5.4% increase since 2019). These numbers are based on the previous 3-6-4 structure.

⁶² NDoE's PNG Education at a Glance (2019) reported elementary PTR 42:1 and primary PTR 33:1 and according to the Education Statistics Bulletin 2021, elementary PTR is 40:1 and primary 32:1.

⁶³ NEP Outcome 4: There will be sufficient well-trained and qualified teachers in place to meet student demand with resources and the support at schools to allow for quality teaching and learning to take place.

⁶⁴ PNG General Education Sector Analysis 2024.

⁶⁵ The PNG Accessibility/Remoteness Index, known as PARI index, is used to categorise LLGs based on: highly accessible; accessible; moderately accessible; remote; very remote; or extremely remote.

4.6 Management and coordination of the partnership compact

The NDoE will take the lead in the co-ordination, implementation, and oversight of the proposed funded and aligned interventions. This will be done in partnership with and through the LEG as a recognised and established national inclusive dialogue and co-ordination platform. A grant steering committee will be formed to take grant management and monitoring role and responsibilities through the grant implementation period. The Secretary for Education will be responsible for the implementation of the PC through the Top Management Team of the NDoE DoE and in partnership with subnational education administrations, education agencies, the TSC and the development partners. The LEG will approve the key decisions related to grant implementation.

The lead divisions or organisations are identified in section 4 and the senior NDoE officer responsible for overseeing the implementation of each outcome are listed in Table 11. The PC will be held by the Policy and Planning Division who will be responsible for the midterm review of the document.

Table 12 Lead NDoE officer / Directorate

Outcome	Lead officers/Directorate
1 Human Resource	First Assistant Secretary, Teacher Registration and Professional Development Division
2 Curriculum and Standards	Deputy Secretary, Curriculum, and Inspections
3 Planning, data, monitoring, and coordination	Deputy Secretary, Schools Directorate
4 Education Financing	Director Finance & Corporate Services

The coordination of compact activities will use the following existing mechanisms:

- National Education Board
- Provincial Education Boards
- LEG; and
- Education Development Partners Consultative Committee (EDPaCC).

The Policy and Planning Division will provide technical support to the National School Restructure Task Force and downstream to the Provincial School Restructure Committee (PSRC) and the District School Restructure Teams (DSRT) who will make local and district-level decisions.

5. Monitoring, evaluation, and learning

The NEP (2020-2029) outlines a results-based monitoring and evaluation framework that specifies high level indicators, targets, and data sources.⁶⁶ This framework is aligned with other existing national-level planning and monitoring instruments such as the Papua New Guinea Vision 2050, the MTDP IV 2023-2027 and the Strategic Development Plan (2010-2030).

The NDoE Research and Evaluation Division (RED), which is mandated with specific functions of research, evaluation, statistics, and monitoring, will assume overall responsibility for monitoring, evaluation and learning for the implementation of the partnership compact, and ensure that it is aligned with national frameworks and systems.

The results framework in section 5.5 lists the initial Key Performance Indicators (KPIs) for the priority reform which will be refined when a baseline evaluation is conducted at the beginning of the

⁶⁶ NEP 2020-2029, page 103.

partnership compact. The indicators are aligned to those articulated in the MTDP IV (2023 -2027), Corporate Plan (2022-2024), NEP (2020- 2029) and relevant Sustainable Development Goals (SDG).

5.1 Monitoring the Compact

Progress towards the priority reform will be monitored through existing monitoring mechanisms, national monitoring, and evaluation framework (activity 3.2.a), and data systems, which are summarised in Table 13.

Table 13 Monitoring systems

Activity	Type	Frequency
Annual School Census (Activity 3.1)	Census and statistical bulletins	Annual (March-June)
Teacher management and information system (Activity 1.2.c)	Statistical bulletins	Ongoing
Quarterly and annual progress reports	Progress reports	Quarterly and annual
SEOC (Activity 3.4.a)	Joint sector review	Annual (August)
School inspection reports (Activity 2.4.b)	Standards monitoring	Once per year per school
Education expenditure monitoring ⁶⁷ (Activity 4.1.c)	Budget analysis	Annual
Note: The LEG will be actively engaged in conducting JSR and mid-term review of the partnership compact implementation.		

5.2 Evaluating the Compact

The impact and achievement of the priority reform outcomes will be assessed through existing and planned evaluation systems summarised in Table 14. At the start of the partnership compact, a baseline situational analysis study will be conducted to provide baseline data for selected key performance indicators. There will be a mid-term review and an endline evaluation of the partnership compact carried out by an independent team under terms of reference (ToR) developed by NDoE and development partners and endorsed by the LEG.

Table 14 Evaluating systems

Activity	Type	Frequency
PILNA	Regional learning assessment (supported by AHC-DFAT (PIE))	Triennial (2025, 2028)
NESMA (Activity 2.3.a)	National learning assessment (supported by AHC-DFAT (PIE))	Triennial
National examinations (Activity 2.3.c)	Examinations (supported by AHC-DFAT (PIE))	Annual
NEP mid-term review (Activity 3.4.b)	Mid-term evaluation (supported by UNESCO)	2025
PC Baseline Study	Study	2025
PC Mid-term Review	Mid-term evaluation	2027
PC Endline Evaluation	Evaluation	2028

⁶⁷ Related to Compact top-up trigger 3.

5.3 Learning and adaptation

The partnership compact identifies several major studies and knowledge sharing activities which are summarised in Table 15. Major studies will be shared through the annual SEOC joint sector review and via seminars at higher education institutions and the National Research Institute.

Table 15 Studies and knowledge sharing activities

Activity	Type	Date
2.1.c. Review and update ECE, Preparatory-Grade 6 curriculum based on SBC (GPE-STG)	Review	2025
3.2.b. Conduct teacher supply and demand analysis (GPE-SCG; also supported by AHC-PASA)	Analysis and projection model	2025-26
3.2.c. Commission and publish ESA, including a gender and finance gap analysis (GPE-SCG)	Analysis	Endorsement underway)
3.3.a. Develop, update, and disseminate costed 1-6-6 plans and maps at the national and subnational levels (GPE-SCG)	Mapping	Underway
4.3.a Diagnostic qualitative study to inform teacher utilisation and rationalisation of teacher supply, recommending necessary specific actions (related to Top-up trigger 3)	Review	2025
4.3.b. Review and update teacher allowances and other measures for disadvantaged areas (supported by AHC-PASA)	Review	2025
4.3.c. Review and update Education Function Grants to allocate more resources to the most disadvantaged provinces (supported by AHC-PASA)	Review	2026

5.4 Results framework key performance indicators

Working in combination with AHC program 'Partnerships in Education (PIE)' and the anticipated WB IDA project/s, the GPE grants will align with the NEP targets. The following matrix presents selected indicators and indicative targets that will be reviewed during the NEP mid-term review and programme development stage, based on better evidence through the Education Sector Analysis and other reports:

Goal/outcome	Indicator	NEP/SDG	Disaggregation	Baseline	Target (NEP)	Data source
Achieving quality education for all	Proportion of children and young people (a) in grades 2/3; (b) at the end of primary achieving at least a minimum proficiency level in (i) reading and (ii) Numeracy	SDG 4.1.1 NEP 5.4 ⁶⁸	Level Gender	Grade 3: ⁶⁹ Reading 45% Numeracy 73.5% Grade 5: ⁷⁰ Reading 65.5% Numeracy 77%	TBD	NESMA or PILNA
	Survival rate (primary)	SDG 4.1.2 NEP 2.3 ⁷¹	Province Level Gender	Prep to Gr 8: M:48%, F:45%, T: 46.5 Prep to Gr 12: M:16%, F:12%; Total: 14%	Prep to Gr 8: M:58%, F:55%, T: 56.5% Prep to Gr 12: M:26%, F:22%; Total: 24%	Annual school census
	Net Enrolment Rate	NEP 2.2 ⁷²	Province Level Gender	ECE: 8% (2020) Elementary: 88% Primary: 59%	ECE:50% Elementary: 93% Primary: 80%	Annual school census
Successful roll out of the 1-6-6 restructuring reform	Percentage of primary and secondary schools with 1-6-6 structure	-	Province Level	Primary with G1-2: To be determined. (from EMIS)	Primary with G1-2: 100%	Annual school census/EMIS
	Gender parity index (Gross Enrolment Rate)	NEP 3.1	Province Level	ECE: 0.99 (2020) Elementary: 1.01	ECE: 1 Elementary: 1	Annual school census/EMIS

⁶⁸ NEP baseline and targets, Indicator 5.4 (Page 108).

⁶⁹ PILNA 2021 Grade 3, Reading M: 43% F: 47%. Numeracy M: 73% F: 74%.

⁷⁰ PILNA 2021 Grade 5, Reading M: 62% F: 69%. Numeracy M: 77% F: 77%.

⁷¹ NEP Indicator 2.3, page 105, baseline and target.

⁷² NEP target 2029, Indicator 2.1, page 104: ECE 50%, Elementary 93%, Primary 80%, Secondary 60%.

Goal/outcome	Indicator	NEP/SDG	Disaggregation	Baseline	Target (NEP)	Data source
			Gender	Primary: 0.94	Primary: 1	
1. Sufficient well-trained and qualified teachers to meet student demand with resources and support at schools to allow for quality teaching and learning to take place	Number/Proportion of teachers with the minimum required qualifications, by education level	SDG 4.c.1 NEP 4.1 NEP 1.5	Province Gender Level	ECE: NA Primary: 34,972	ECE: 4000 ⁷³ Primary: 35,972	Teacher information management system
	Percentage and number of teachers upgraded.	NEP 4.3 ⁷⁴	Province Gender Level	2023 Elementary: 0 Primary: 0	Elementary: 4,000 Primary: 5,000	Teacher information management system
	Number of ECE teachers trained.	NEP 1.5 ⁷⁵	Province, district, LLG, ward Gender	2023 0	4000	Teacher information management system
2. An appropriate curriculum and assessment system is in place to allow learners, supported by relevant and sufficient learning materials, to acquire globally comparable skills and knowledge	Percentage of schools at each level using SBC National Curriculum	NEP 5.1	Province Level Gender	TBD	ECE: 100% Primary: 100%	Annual school census/EMIS, NQSSF Report
	Number of provincially representative national learning assessments conducted and reported	-	Grade (further disaggregated by gender, provinces, districts, as applicable)	0	2 x PILNA 2 x NESMA	PILNA NESMA (funded by AHC-PIE)
	Student-SBC textbook ratio	NEP 5.2	Level Subject	Primary: 1:3 ⁷⁶	Primary: 1:1	Annual school census/EMIS
	Percentage of students reaching satisfactory regional benchmarks	NEP 5.4 ⁷⁷	Level, subject, gender	Lower Primary: 60% Upper Primary: 70%	Lower Primary: 70% Upper Primary: 80%	PILNA

⁷³ NEP baseline and targets, Indicator 4.1 (Page 107).⁷⁴ NEP baseline and targets, Indicator 4.3 (Page 107).⁷⁵ NEP baseline and targets, Indicator 1.5 (Page 104).⁷⁶ NEP baseline and targets, Indicator 5.1 and 5.2 (Page 108).⁷⁷ NEP baseline and targets, Indicator 5.4 (Page 108).

Goal/outcome	Indicator	NEP/SDG	Disaggregation	Baseline	Target (NEP)	Data source
	Percentage of students reaching national numeracy and literacy standards	NEP 5.5	Sector, province, district, gender	Lower Primary: 60% Upper Primary: 70%	Lower Primary: 70% Upper Primary: 80%	NESMA
	Percentage of schools visited and observed by inspectors	NEP 7.4	Province Level Gender	ECE: 80% (2019) Primary: 80%	ECE: 100% Primary: 100%	School inspection reports
3. National, provincial and district systems will operate efficiently, utilising appropriate information technology, to allow schools and teachers to focus on improving student learning outcomes	Percentage of annual education statistical bulletins with disaggregated indicators ⁷⁸ published on time (top-up trigger)	-	-	0%	100%	Statistical bulletins
	Percentage of provinces with costed 1-6-6 plans	-	Province	0% (2019) 18% (2023; ARoB, Central, Enga, Sandaun)	80%	Provincial Education Implementation Plans
	NEP implementation, review, and evaluation	NEP 8.5	-	No	Yes	NEP Mid-term review
4. Increased volume, equity, and efficiency of coordinated education financing to fund 1-6-6 reforms and infrastructure	Proportion of domestic expenditure allocated to education, excl. debt service	SDG 1.a.2	Level	15.3% (2023)	20%	1.National budget, 2.Provincial government revenue and expenditure report (produced annually), 3.Annual financial analysis (AFC-PASA)
	Per student spending disparity v multidimensional poverty index ⁷⁹	-	Province	R ² 0.4345	Improved	National budget and annual school census

⁷⁸ NER, GER, completion rate, survival rate, repetition rate, student-teacher ratio, gender parity index etc.

⁷⁹ World Bank (2023).

Goal/outcome	Indicator	NEP/SDG	Disaggregation	Baseline	Target (NEP)	Data source
	Pupil-teacher ratio (PTR)	SDG 4.c.2	Sector, gender, province, district, PARI	<p>(Source ESA 2024, based on EMIS 2021) Elementary level national PTR average: 40:1. (EMIS 2021 Elementary level (K,1-2) Provincial PTR statistics - NCD 62:1, Hela 49:1, Eastern province 48:1, Madang 47:1, Enga 47:1, Oro 47:1, East Sepik 46:1, Jiwaka 46:1, Western Highlands 44:1, Gulf 41:1)</p> <p>EMIS 2021 Primary level (grades 3-8) national PTR average: 32:1, (EMIS 2021 Primary level provincial PTR statistics - NCD 53:1, Oro 44:1, Enga 38:1, Hela 38:1, Eastern 37:1)</p>	Primary 35:1	1.Diagnostic qualitative study to inform teacher utilisation and rationalisation 2. Annual statistical bulletin / EMIS reports 3.Project progress report/s
	Student-toilet ratio	NEP 2.5	Province, gender	To be determined (from EMIS)	Girls: 25:1 ⁸⁰ Boys: 40:1	Annual school census/EMIS

⁸⁰ NDoE Water, Sanitation and Hygiene (WaSH) in Schools, Standards and Policy (2018-2023), page 16.

Annex 1: List of laws, policies, and referenced documents

#	Document	Source
1.	Constitution of PNG (1975)	https://dplga.gov.pg/wp-content/uploads/2022/06/ConstitutionOfPNG.pdf
2.	PNG Education Act (1983), reviewed 1995 (under review)	http://education.gov.pg/quicklinks/documents/edu-policies/Education%20Act%201983.pdf
3.	PNG Vision 2050	https://png-data.sprep.org/dataset/papua-new-guinea-vision-2050
4.	Medium-Term Development Plan (MTDP IV) 2023-27	https://mtdp.gov.pg/MTDP%20IV/MTDP%20IV%202023-2027.pdf
5.	National Education Plan (NEP) 2020-2029	http://www.education.gov.pg/documents/nep-final-2021-2029.pdf
6.	NDoE Corporate Plan (2022-24)	https://education.gov.pg/admin/images/products/c003def3992883ab7b4763e079043a31.pdf
7.	Education Sector Development Plan (ESDP) 2023-27 (under development)	Draft
8.	Provincial Education Implementation Plans (PEIPs) (at various stages of development and implementation)	https://education.gov.pg/publications/prov-plans-policies/
9.	School Learning Improvement Plans (SLIP) Policy and Guidelines (2019)	https://www.dropbox.com/s/dg42vt5w7hp53yy/NDoE%282019%29 SLIP Policy and Guidelines.pdf
10.	Government Tuition Fee (GTF) Policy (2022)	https://www.education.gov.pg/documents/012023-GTFS-policy-for-2023-for-the-general-education-sector-schools.pdf
11.	Behaviour Management Policy for National Education System (2009; reviewed 2019)	https://www.education.gov.pg/TISER/documents/resources/behaviour/behaviour-management-policy-2009.pdf
12.	PNG Early Childhood Education Policy (2020)	https://www.dropbox.com/s/gatuuwu4dwy5323/NDoE%282020%29 ECE POLICY.pdf
13.	Gender Equity & Social Inclusion (GESI) Policy (2024)	Draft
14.	PNG TPD Framework and National Teacher Development Policy (NTDP) 2023 – (under development)	Draft
15.	Standards-Based Curriculum	https://education.gov.pg/sites/Syllabus/
16.	National Schools Minimum Standards (NSMS) 2018-23	https://www.dropbox.com/s/a68b114kd6jp0cf/NDoE%282018%29 National Schools Minimum Standards POLICY AND GUIDELINES 2018-2023.pdf
17.	National Quality School Standards Framework (NQSSF) (2018–2023)	https://www.dropbox.com/s/r4buj7qtilv2fmr/NDoE%282018%29 National Quality Schools Standards Framework.pdf
18.	Inclusive Education Policy & Standards (2023)	Draft
19.	National Assessment and Reporting Policy 2023	Draft
20.	PNG National Disaster Risk Reduction Framework (2017-2030)	https://www.undp.org/papua-new-guinea/publications/png-national-disaster-risk-reduction-framework-2017-2030
21.	Pacific Regional Standards for Teachers	https://teachertaskforce.org/sites/default/files/2023-04/2023_Pacific-community_Pacific-regional-standards-for-teachers_EN.pdf

22.	Pacific Regional Education Framework PacREF	https://www.forumsec.org/wp-content/uploads/2018/10/Pacific-Regional-Education-Framework-PacREF-2018-2030.pdf
23.	NDoE WaSH in Schools, Standards and Policy 2018-2023	https://www.education.gov.pg/admin/images/products/046b4b4c8e20537b88adecaab2c918d2.pdf

Annex 2: Partners mapping matrix



20240305
Consolidated Partner

Annex 3: Background to development of the Partnership Compact

PNG entered Cohort 5 to access GPE funding through the new GPE 2025 Operating Model. The time frame for preparing the partnership compact documentation was set as January 2023–June 2024. The process for the partnership compact development in PNG started in May 2022 when the new Operating Model was introduced by the GPE Country Lead mission team during its visit to PNG. The task team was subsequently established with the endorsement of the Local Education Group (LEG) in October 2022 to lead, closely support, and provide quality assurance for the partnership compact development consultative process.

The task team reports to the NDoE's senior management as well as to the LEG of the key progress and update and ensures making comprehensive presentations of all the outcomes and documents produced and facilitating the LEG workshops.

The task team members embarked in parallel on the partnership compact development process and ensured it is participatory, inclusive, and transparent. This led to the successful approval of partnership compact document by the Government and endorsement by the LEG.

Annex 4: Overview of GPE Grants

Grant	Value (US\$)	Program name & dates	Purpose in PNG
Education Sector Program Implementation Grant (ESPIG)	19.2m	Read PNG (2011-2014)	Conducted four early grade reading assessments; distributed classroom libraries and mathematics kits and conducted training in literacy and library management.
Education Sector Program Implementation Grant (ESPIG)	11.02m	Boosting Education Standards Together in PNG (BEST PNG) Program (2019-2024)	Funding in-service training for 1,900 primary teachers in mathematics and science, procuring new textbooks, dispersing results-based financing for equity, efficiency and learning outcomes, and providing scholarships for female teachers.
COVID-19 Accelerated Funding	9.44m	Emergency Education Response and Recovery Plan (2020-2021)	Supports the government response to COVID-19, including production of home learning materials, booster packs and disaster-risk management guidance.
System Capacity Grant	700,000 (1 st tranche) out of 2.6m	(September 2022-December 2025)	PNG partnership compact development, ESA, JSR, ECE sub-sector analysis, independent appraisal of NEP 2020-29, supporting the development of PEIPs.