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**Human Resource Development  
Impediments in the Local Level  
Governments: The Cause of Poor Service  
Delivery in Papua New Guinea**

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# 1. Introduction

- **Biggest challenge facing the developing countries today is:**
  - ❑ **Improvement of the public service delivery systems, and**
  - ❑ **Human resource development**
- **Key source of development & service delivery is Human Resources / Public Servants at the LLG level**
- **The concerns raised by stakeholders is the quality of services being delivered in PNG**

## 2. Aim and Methodology

- **Aim: to better understand how services are being delivered and investigate why there are impediments in delivering by those people oath to deliver.**
- **Qualitative and quantitative research**
  - **Semi-structured interviews, focus groups, informal interviews with district/provincial officials, and key stakeholders in the Health sector (5 each province); four districts**
  - **Snowball sampling**
  - **Quantitative interviews with health workers**
  - **Around 200 participants**
- **Case studies:**
  - **Two districts in East New Britain (high performer) and Gulf (poor performer) provinces**
  - **Provinces, districts and hospitals chosen purposively based on service delivery performance**

## 3. Problem Statement

- The level of education and type of skills that the public servants at the LLG have under the current reform on the Provincial & LLG reflects how efficient and effective basic government services (Health) and the general implementation of the development projects at the LLG are delivered.

## 4. Research Question

*Is Human Resource Impediments are the cause of poor service delivery in PNG Local Level Governments?*

# Your (Peoples') Reactions to this Question

- Services form part of the connecting tissue between states and societies –**
- Services are the tangible link between what citizens give the state (taxes) and what they expect in return (wellbeing)**

# 5. Background

- **Effective public service machinery is critical to the future of governance, efficient service delivery, democracy & people's well-being**
- **Service delivery enhancement programs must be apprehended & implemented with the aim of making HR capable of addressing key issues**
- **HRs training & development needs to be interdisciplinary**

# Cont...

- **HRs at the managerial levels have to develop a cross-sectorial approach to solve problems**
- **Training institutions have a critical role to play**
- **GoPNG has attempted but its in a “snail” phase; e.g., Public sector workforce development program (PSWDP)**
- **GoPNG’s idea was to address the issue of HR capacity building**
- **Australian Government’s interest in HR capacity building is effective**

# 6. Need for the Study

- **level of education and type of skills that the public servants have under the current reform on the provincial and local-level government**
- **criticism of public service machinery as inefficient and ineffective in delivering of basic services**
- **public servants interviewed in Gulf and Central Provinces (*in another research done with the ANU researchers in April 2016*)**
- **lack of providing appropriate human resource development programs**

# 7. Assumptions

- **human resource impediments are real and that it can affect the service delivery in the LLGs**
- **skills shortage and lack of short-and-long-term training programs are the cause of poor service delivery**
- *However, a huge amount of damage can be done very quickly if service delivery ... is perceived to challenge fundamental social norms (or standards) (in our contemporary settings) when services are diverted or not provided to the citizens*

**Missing link:**

- **human resource development and resourcing are the way-forward for an effective and efficient service delivery in the LLGs of PNG**

# Summary

The need and potential value of this research (service delivery & HR Development) has been affirmed by the Lost Decade Report jointly published by the National Research Institute in PNG and Development Policy Centre, Australian National University in Australia and a recent (2016) collaborative study by Australian National University and University of Papua New Guinea researchers.

**Thank you**

End





# Unintended impacts of 'free education'

# Opportunities for engagement and conflict

- TFF Policy has helped empower communities
  - Boards of Management expanded
- Evidence that free education policies have helped intensified conflict
- Can lead to the establishment of ‘insiders’ and ‘outsiders’:

*The battles [we have here] are about the financial issues, only [a select few on] the board of management...have a say in management of those funds. Not the community, not the other members of the board of management, not teachers, not children, not church, not other stakeholders. (Teacher, Gulf)*

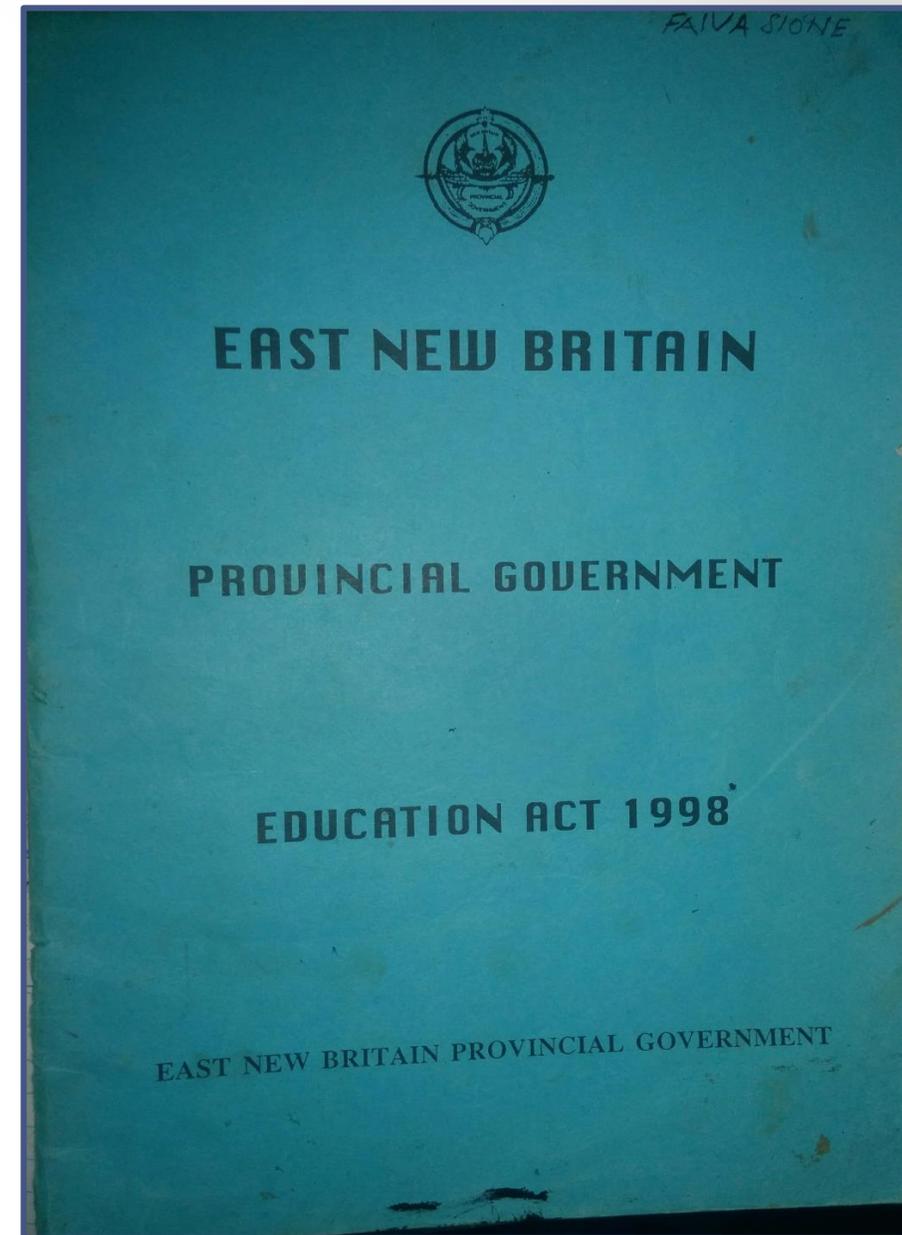
# School Communities: Diminishing volunteerism

- Schools rely heavily on the surrounding community to provide a range of services
- However, there is evidence that free education policies have helped reduce this engagement

*Before, the communities took ownership and took the responsibility in any activities that takes place in the school; but when the TFF funds were introduced, the community engagement and ownership started...dying (District Official, Gulf)*

*There is talk from the government that they will subsidize the project fee too. This is making some parents become very lazy...anything to do with finance they are starting to consider the government's responsibility.*

(District Official, ENB)



ENB's Education Act, 1998

# District Education Infrastructure Committees

- Great confusion and concern about the proposed DEICs
- Districts, particularly in Gulf, are already struggling to monitor and deliver services
- Concerns about management of DDAs, particularly where MPs are not held to account.

# Churches are losing control

"Before it [government funding] was coming to the church and we monitored, and there was improvement. Now when [funds go] into the schools, the head teacher, the board, and the committee to control, infrastructure and everything else...we have no say..."  
(Senior Church administrator)

[This school...] can be [classified as] a government school because there's no [financial] contribution from [the church]  
(Head Teacher, church school)



Dispute over NDoE Circular No. 6 of 2016, source: PNG Post-Courier, 3 May, 2016

# Conclusion

- We are (still) cautiously optimistic about the TFF policy
- Free education policies have put key education providers on a collision course
- Recent decisions have led to unintended consequences; addressing these will require:
  - allowing all schools to charge **project** fees
  - further delaying the roll out of District Education Implementation Committees (DEICs)
  - better monitoring communities
  - training for communities in financial management, conflict resolution and community engagement