

Promoting Effective Public Expenditure Project

PNG's Lost Decade?

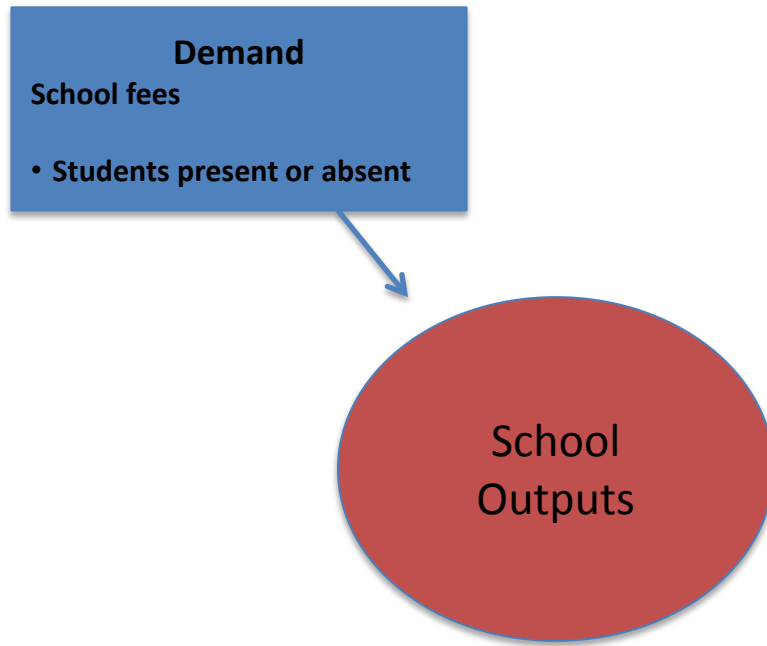
Education

Preliminary Survey Findings
Provincial Comparisons



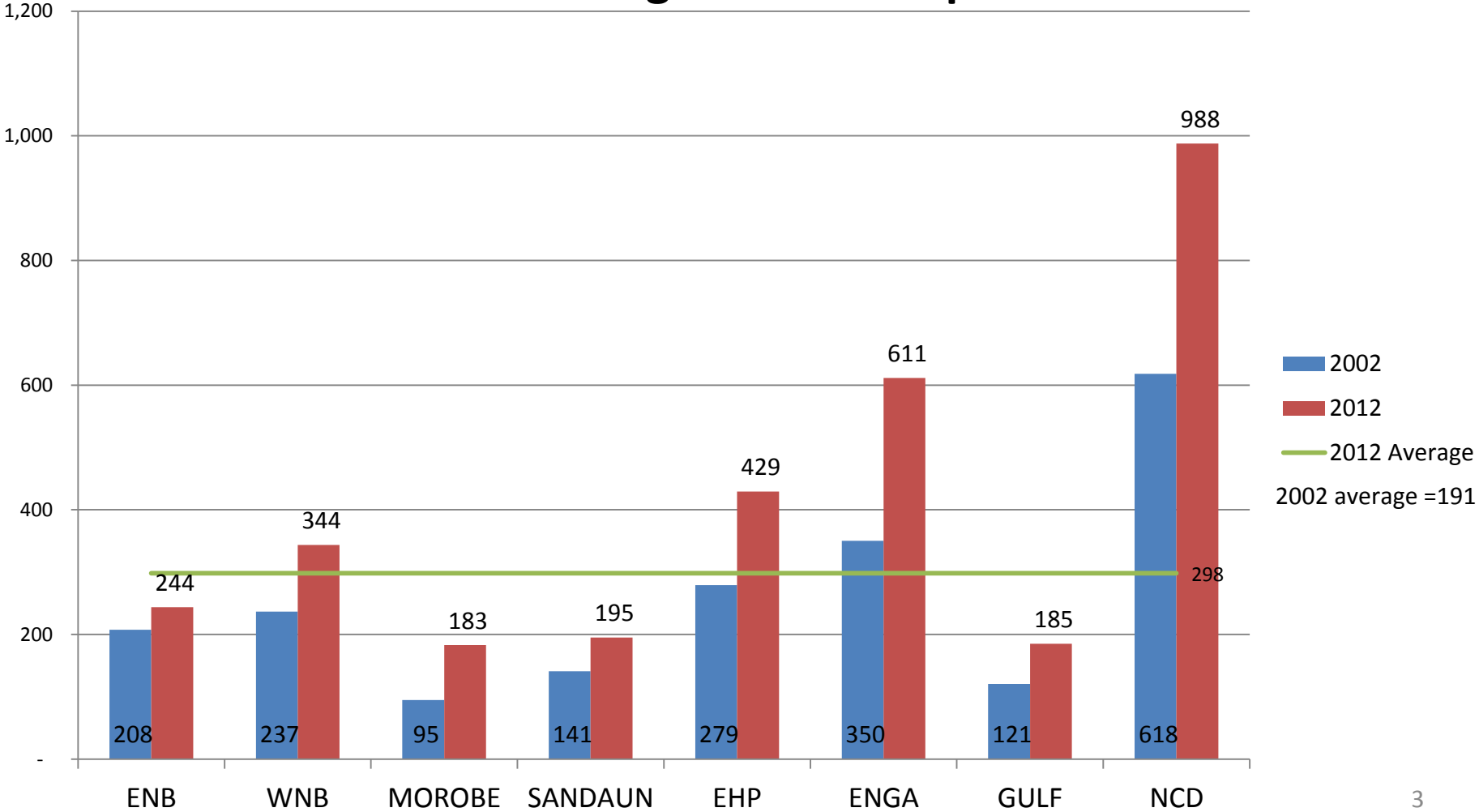
**Australian
National
University**

1. Demand for Education



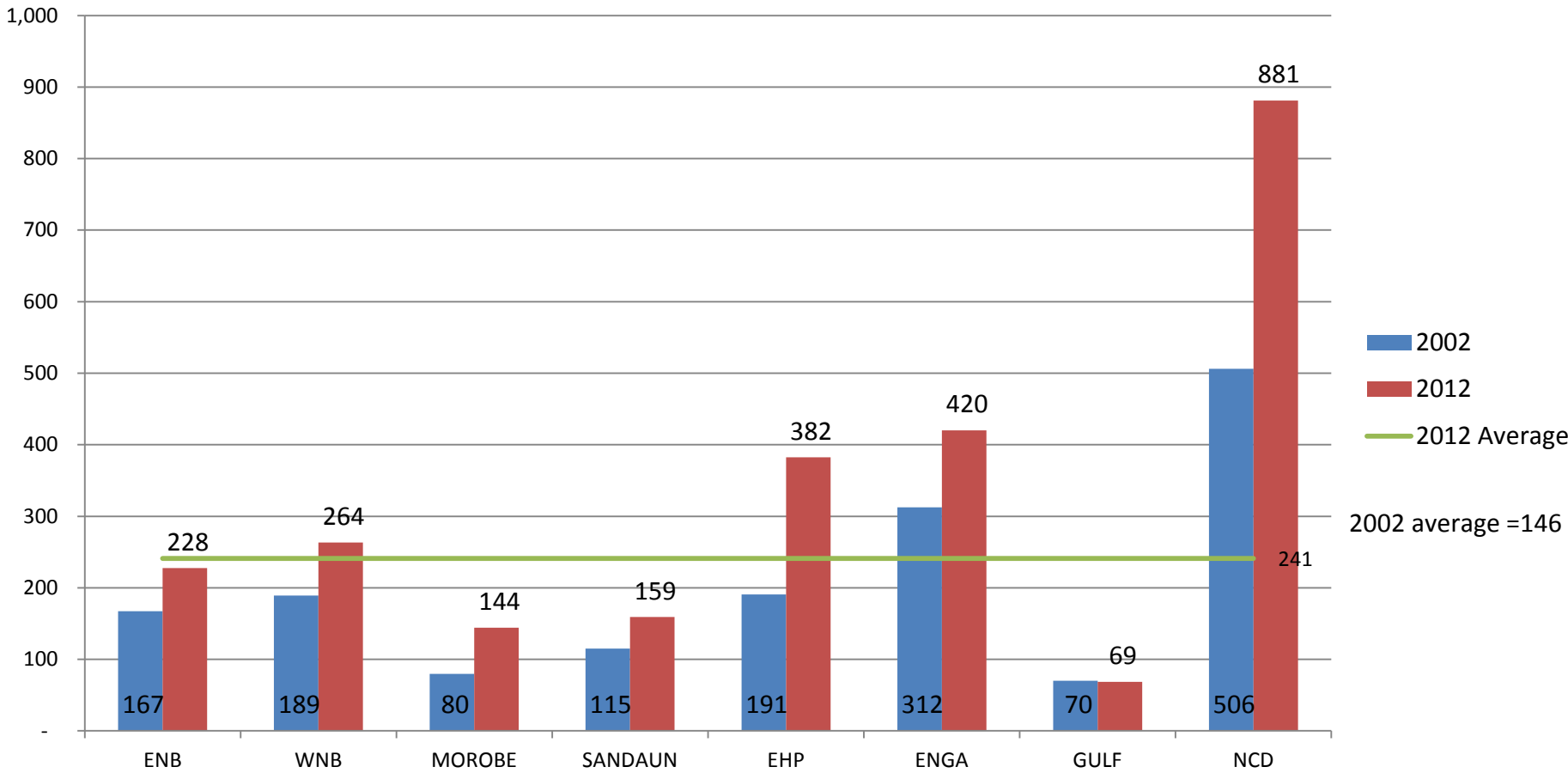
Increased enrolments are across the board but most pronounced in urban areas, particularly NCD.

Students: average enrolment per school



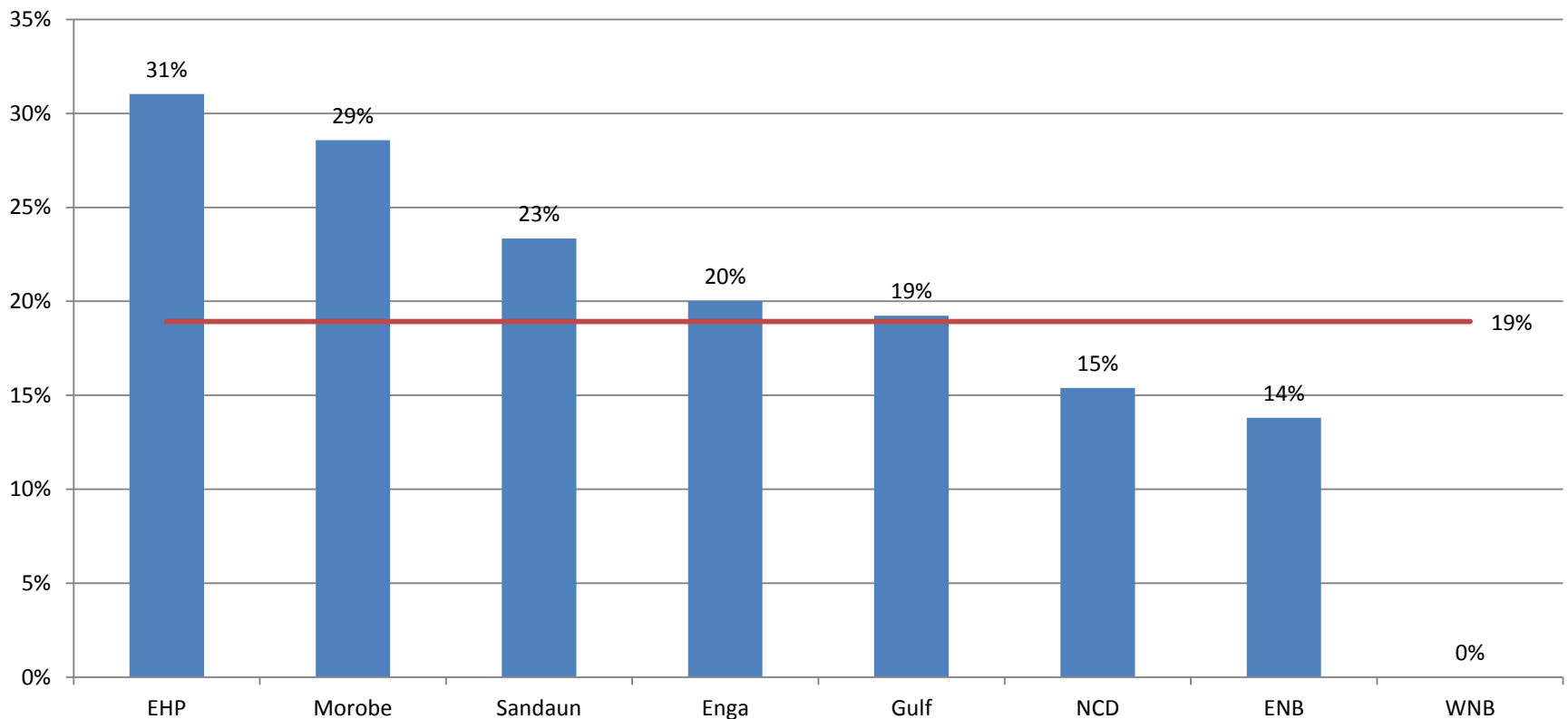
Increased enrolments are across the board but most pronounced in urban areas, particularly NCD.

Students: average students present per school

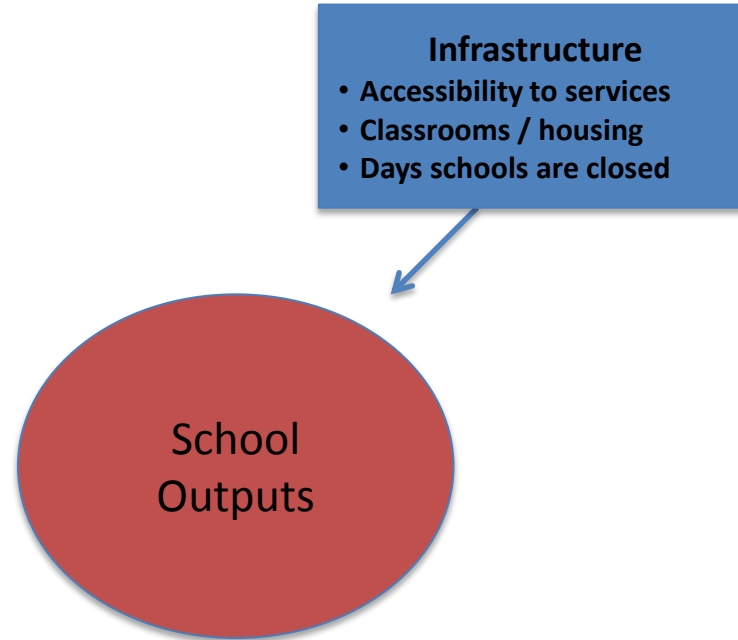


Despite the tuition fee free policy, parents find project fees difficult to pay in some provinces.

Percent of P&C members who say they can not pay 2012 fees set by the school

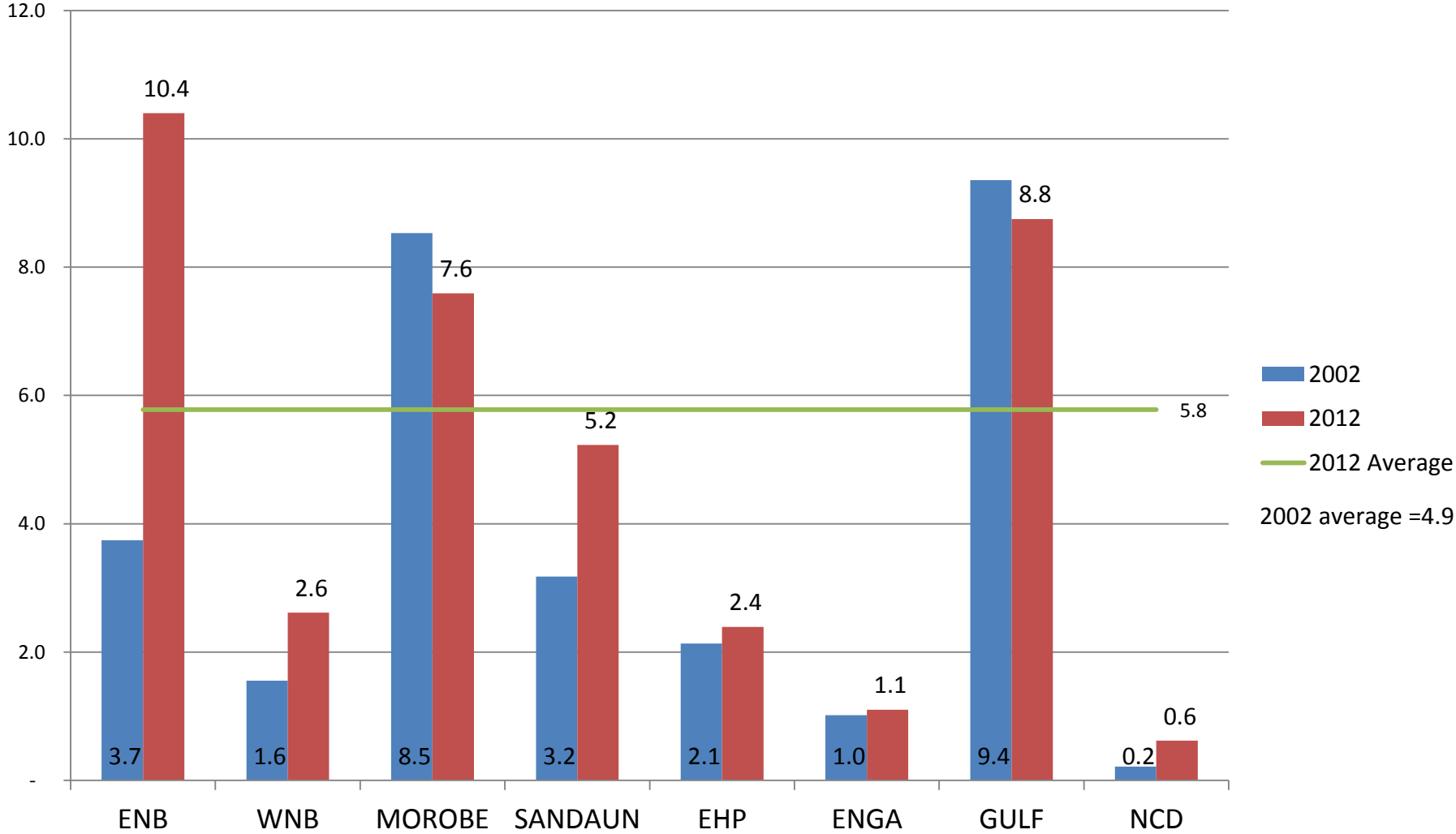


2. School infrastructure

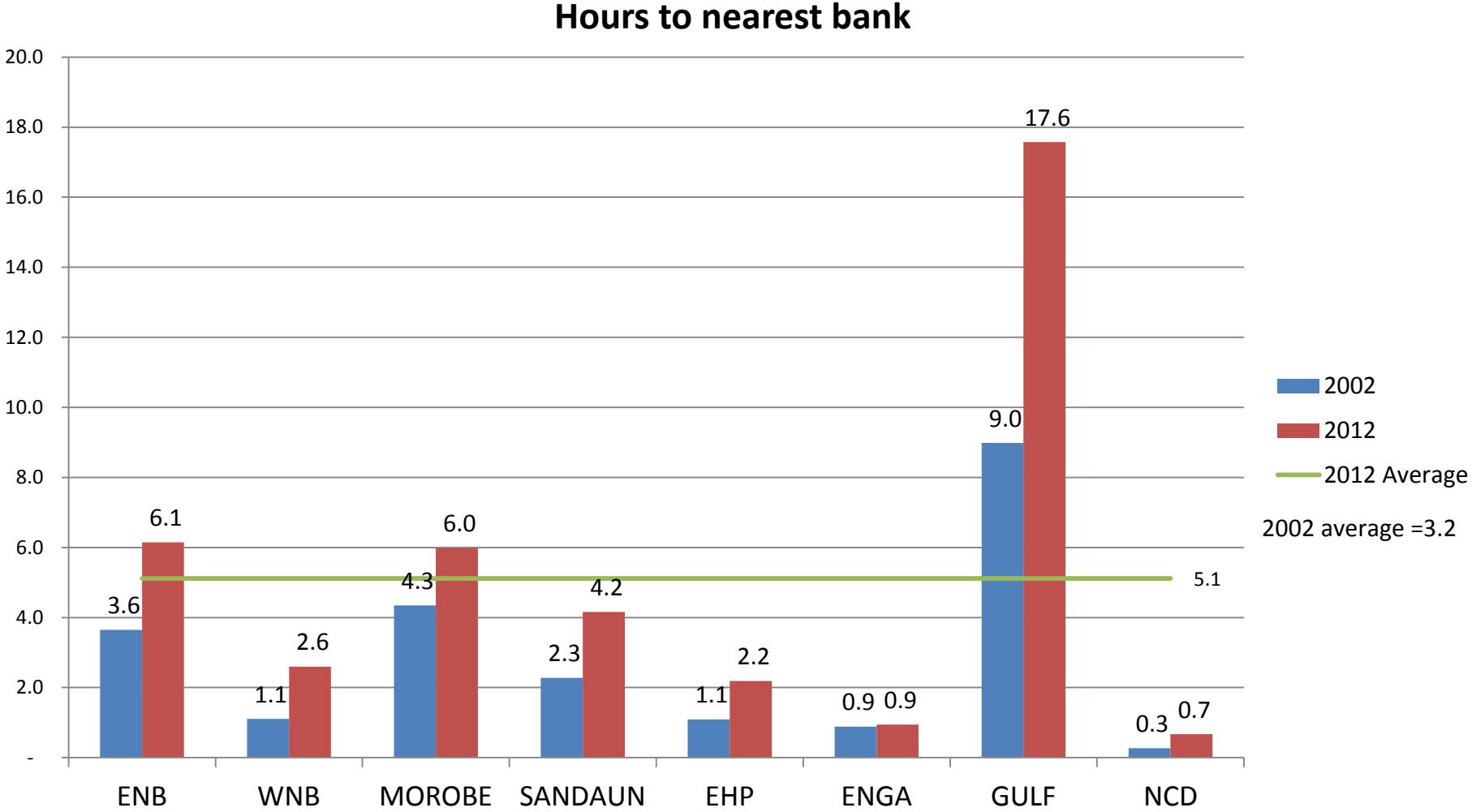


Increases in travel times were most pronounced in ENB. Access is particularly poor in ENB, Gulf and Morobe.

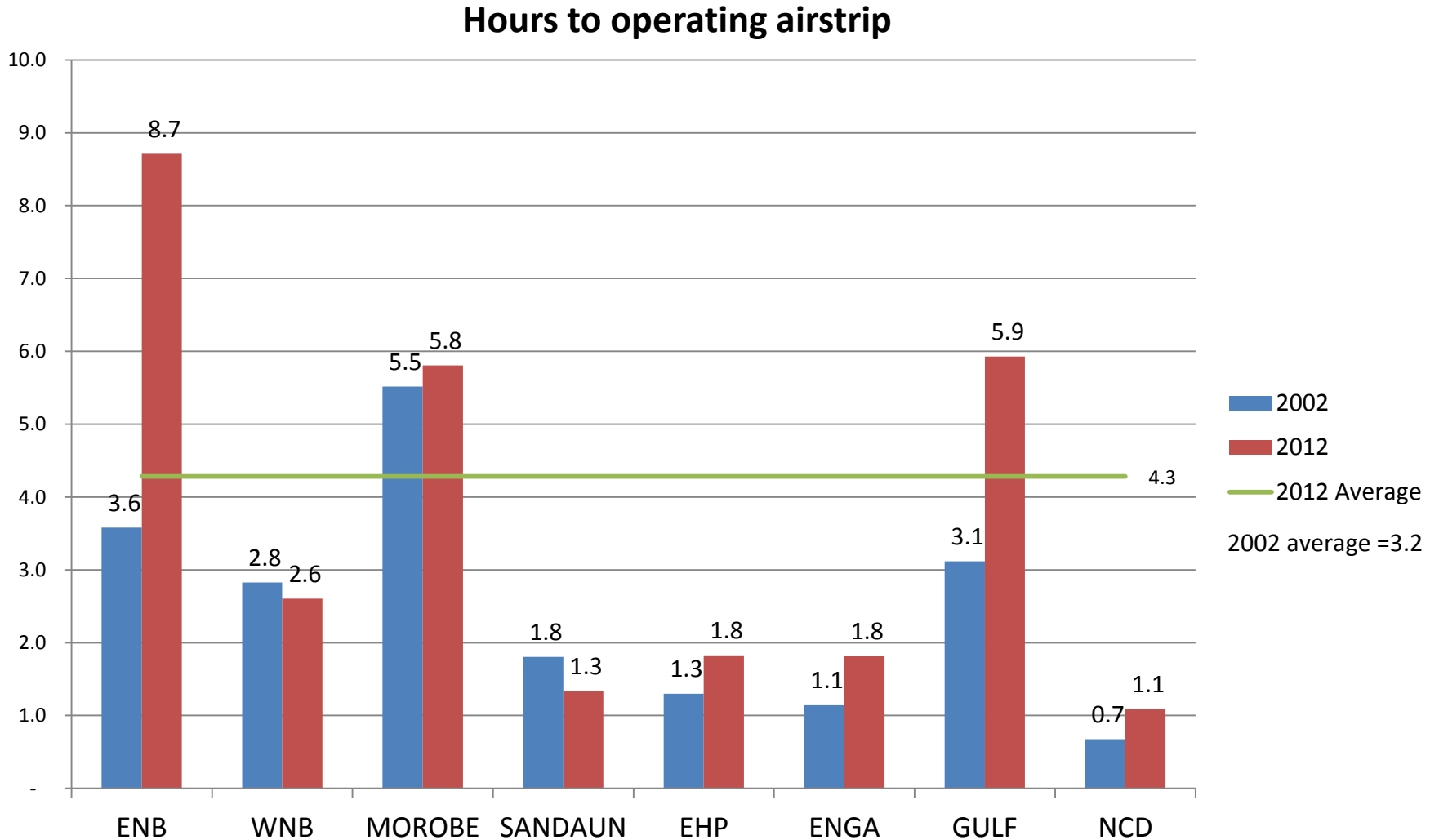
Hours to provincial capital



It takes longer to get to a bank in nearly all provinces; in Gulf average travel times have doubled.

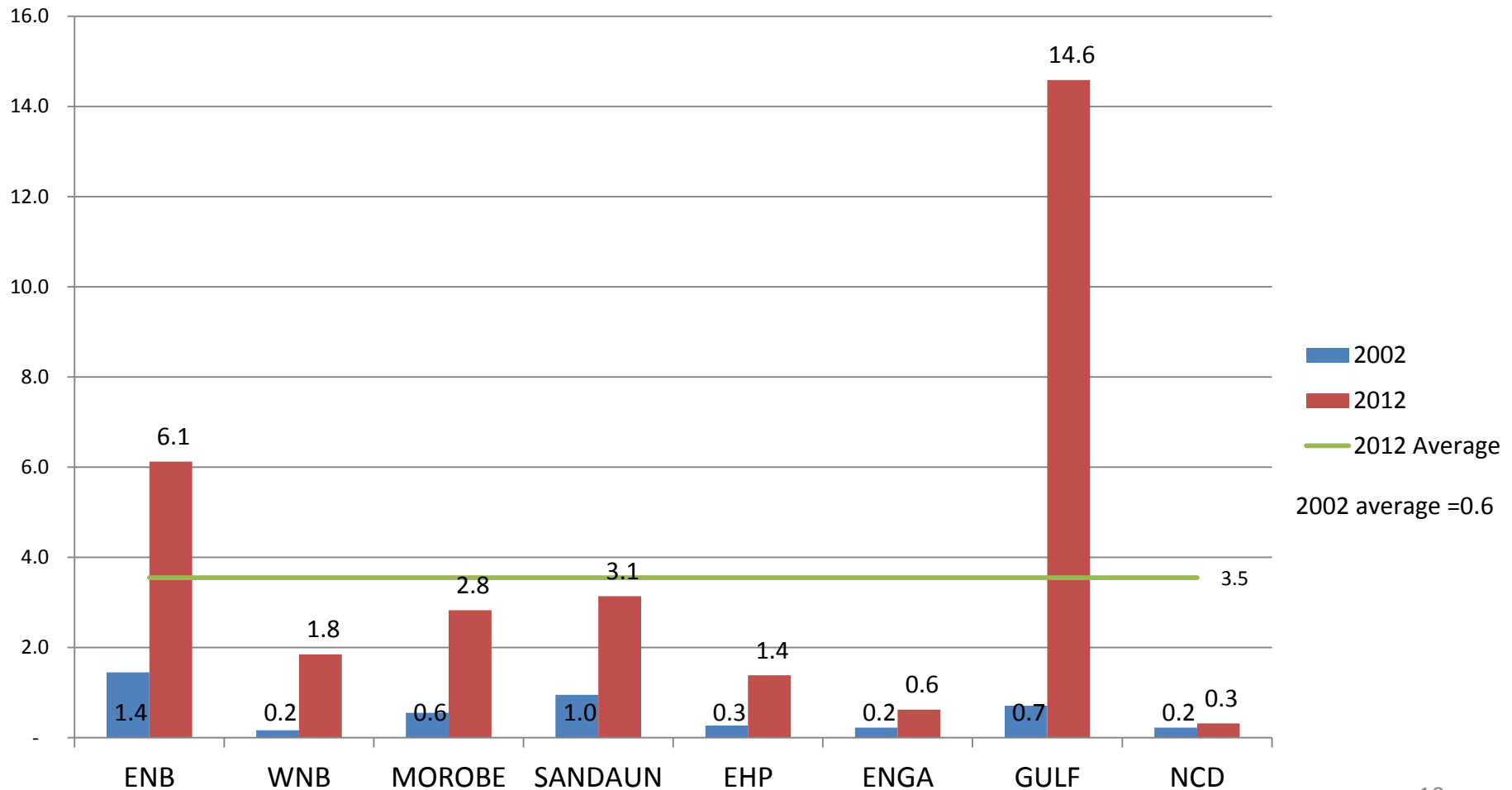


It now takes longer to get to an airstrip in ENB and Gulf; access is particularly poor in ENB, Gulf and Morobe.



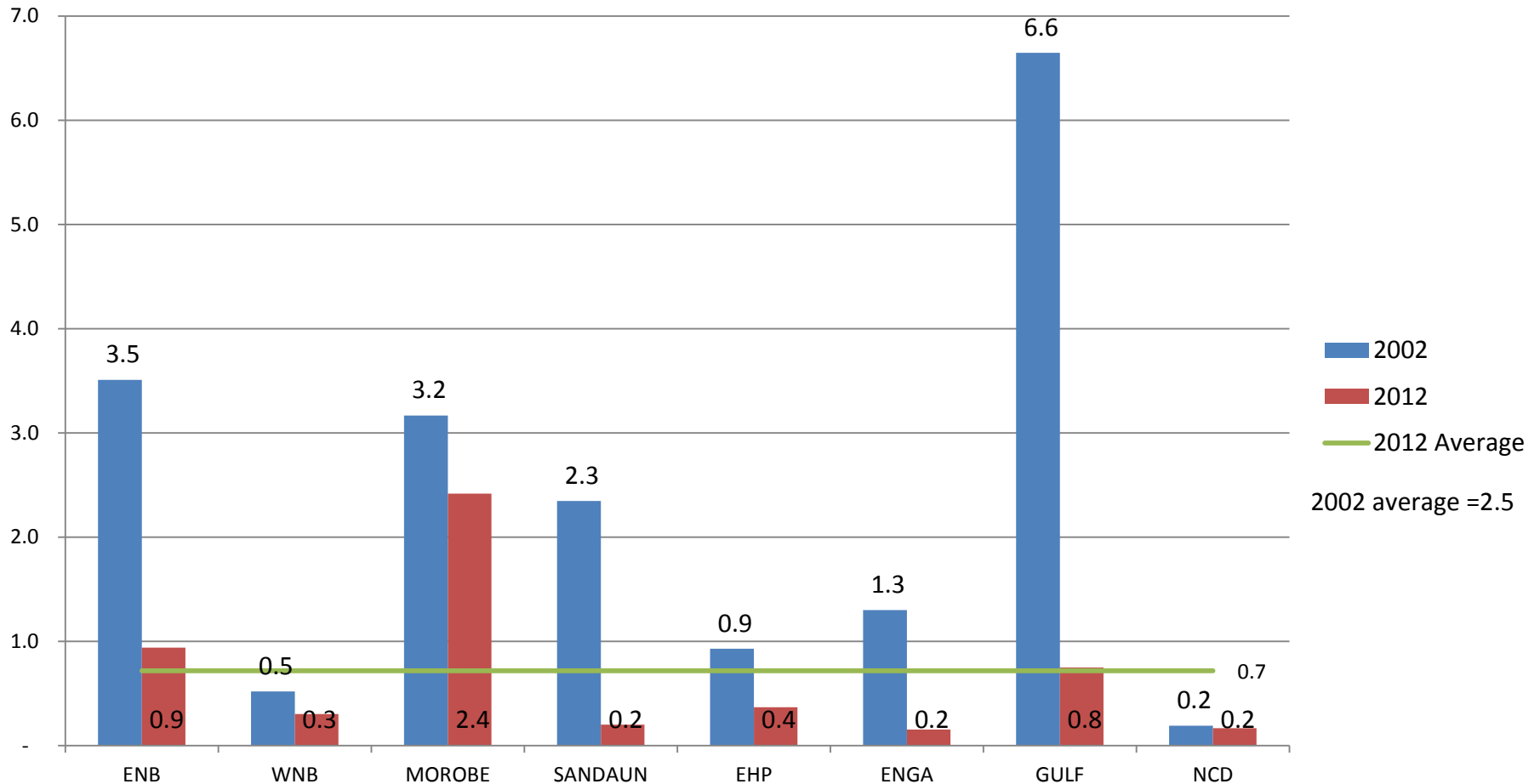
It now takes much longer to access basic materials, particularly in Gulf and ENB.

Hours to nearest trade store



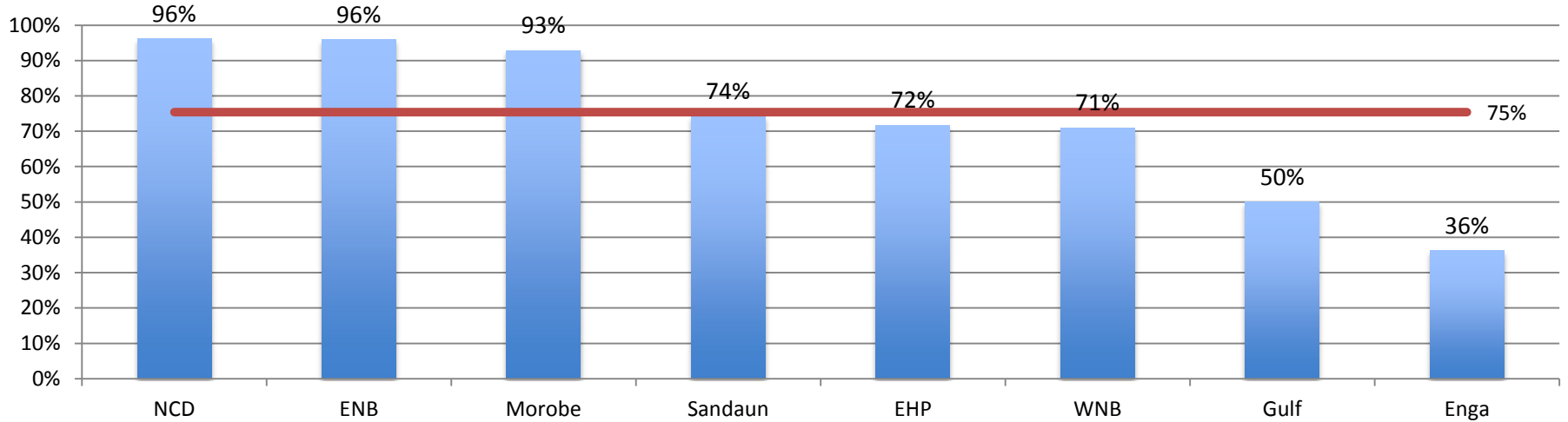
In contrast, the travel time to access telecommunications has fallen substantially, particularly in Gulf and ENB.

Hours to mobile reception/telephone

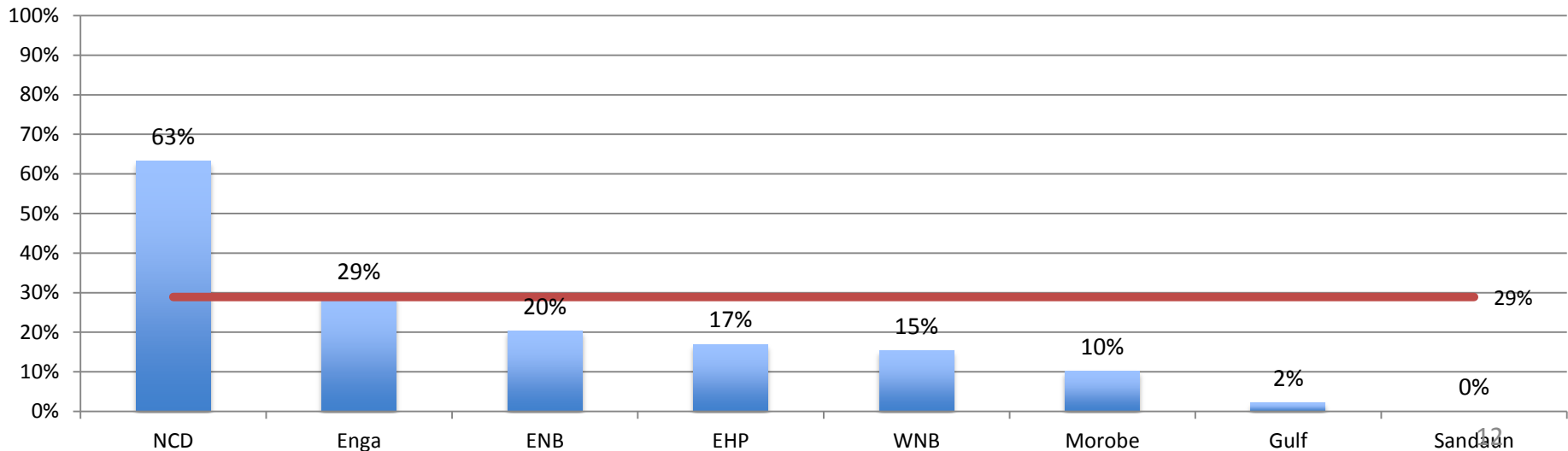


NCD schools are most likely to have a chair and table for the teacher as well as electricity in the classroom.

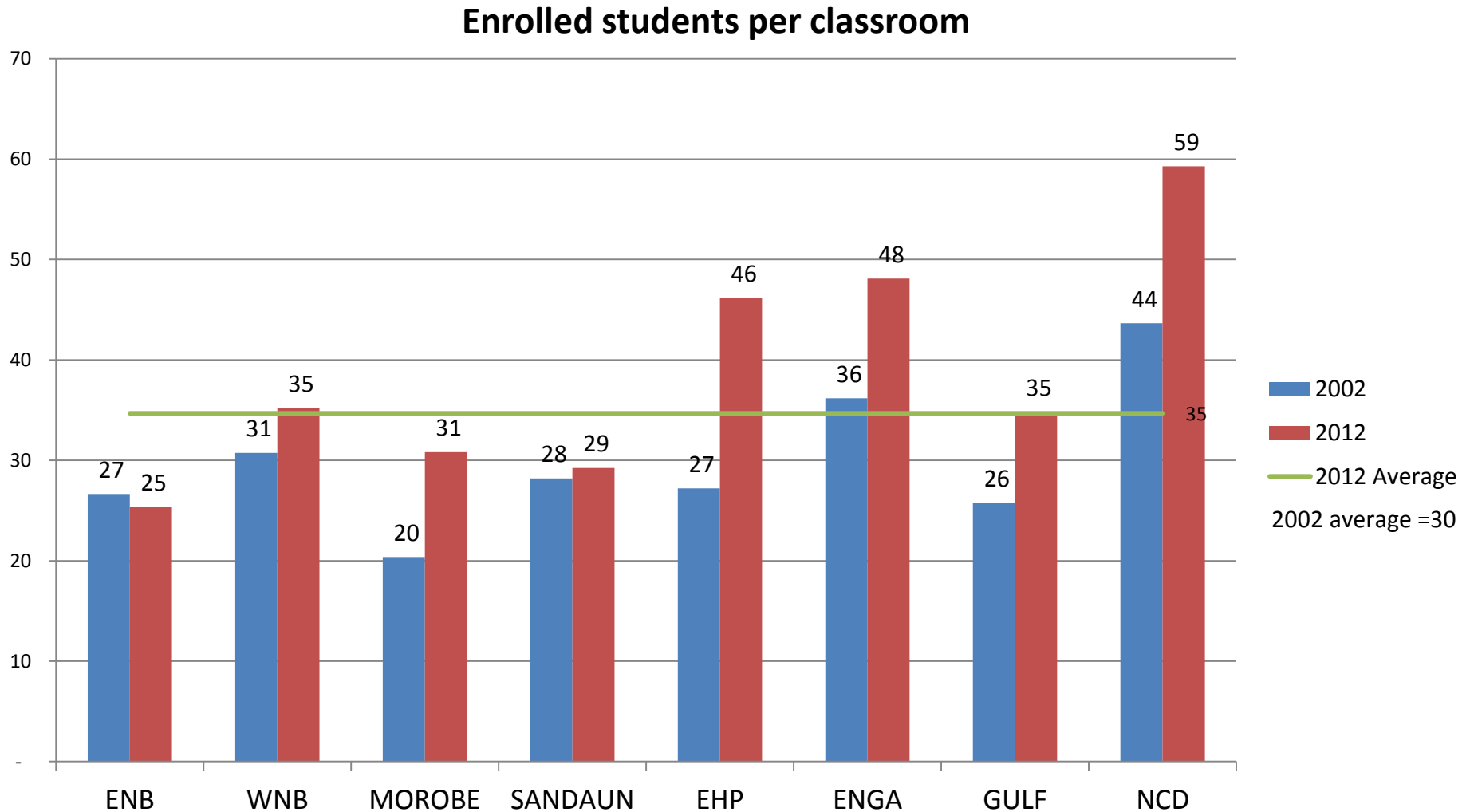
Percentage of classrooms with a chair and table for the teacher



Percentage of classrooms with electricity

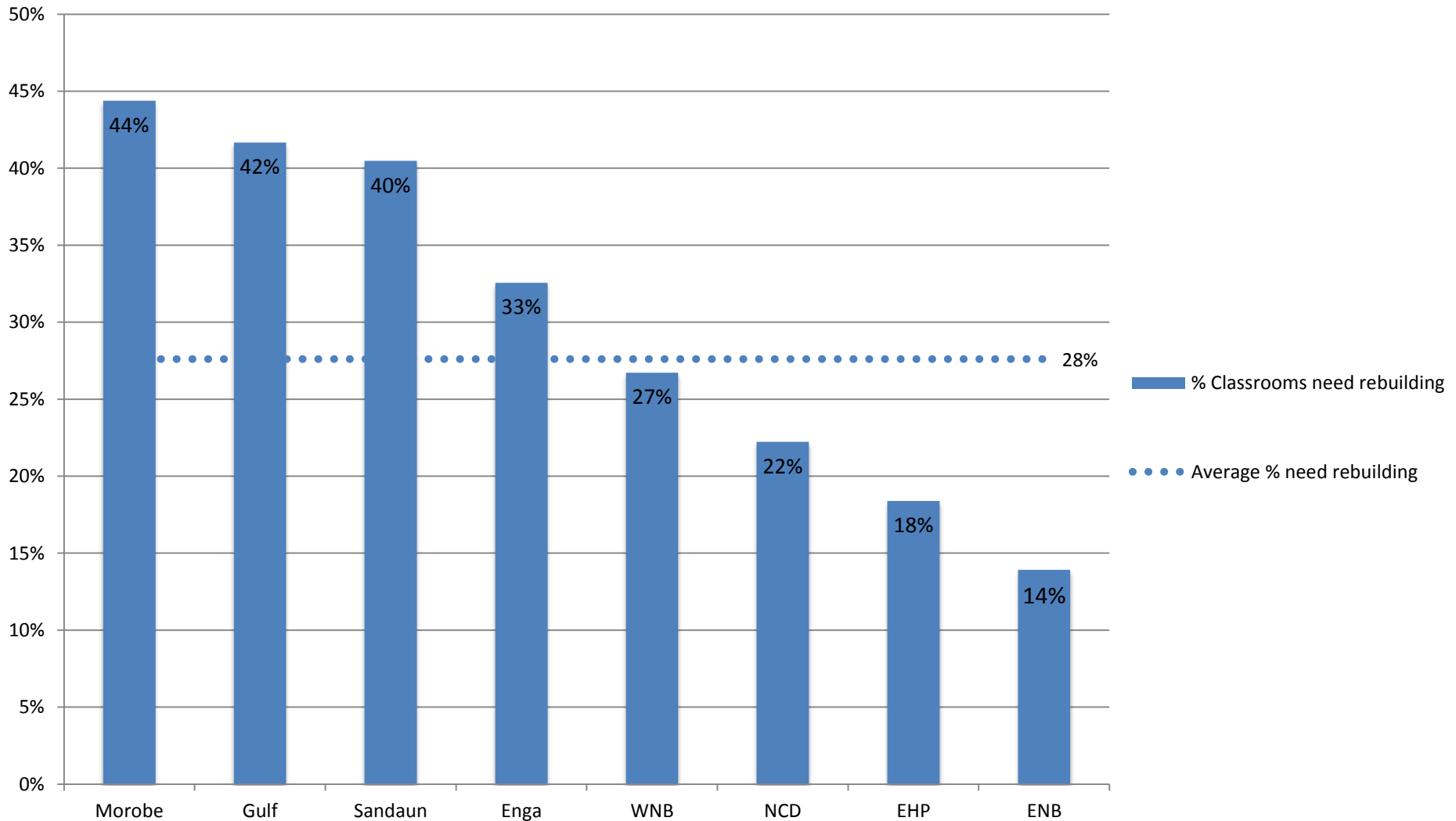


Classrooms are being used more intensively now, particularly in EHP and NCD.



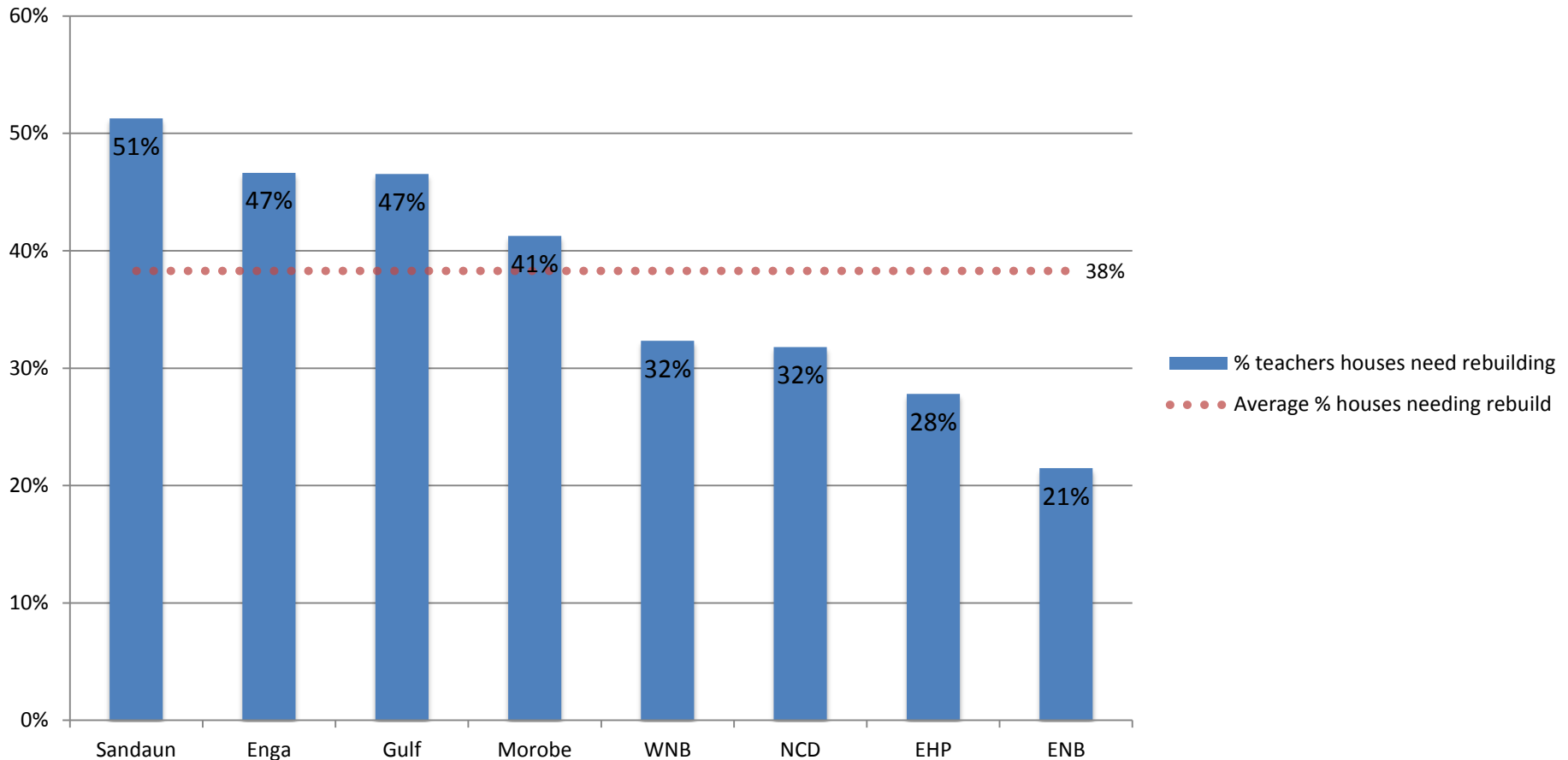
Many classrooms need rebuilding or maintenance; the condition of classrooms particularly poor in Morobe, Gulf, Sandaun, Enga

Classrooms that need rebuilding or maintenance



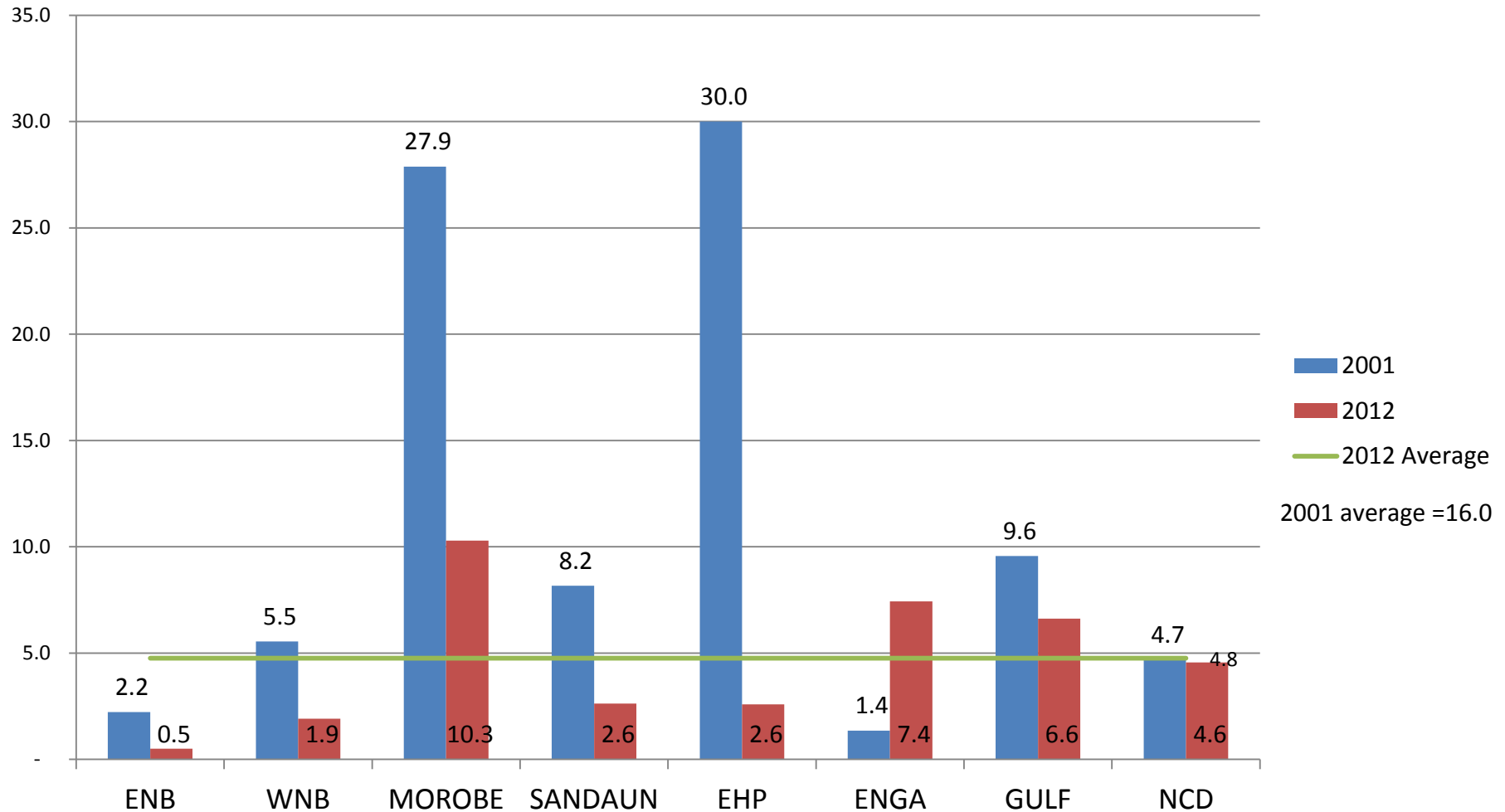
The condition of teachers houses is again particularly poor in Morobe, Gulf, Sandaun, Enga

Percentage of teachers' houses that need rebuilding or maintenance

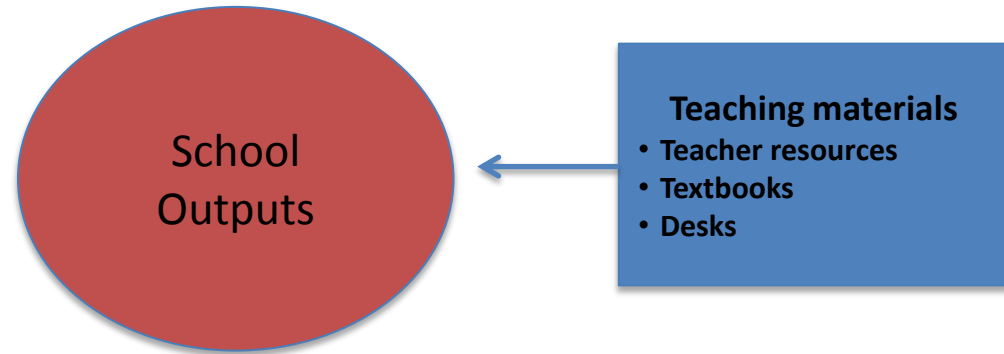


Driven by Momase and EHP, there's been a large decrease in the number of days schools are closed.

Number of schools days closed

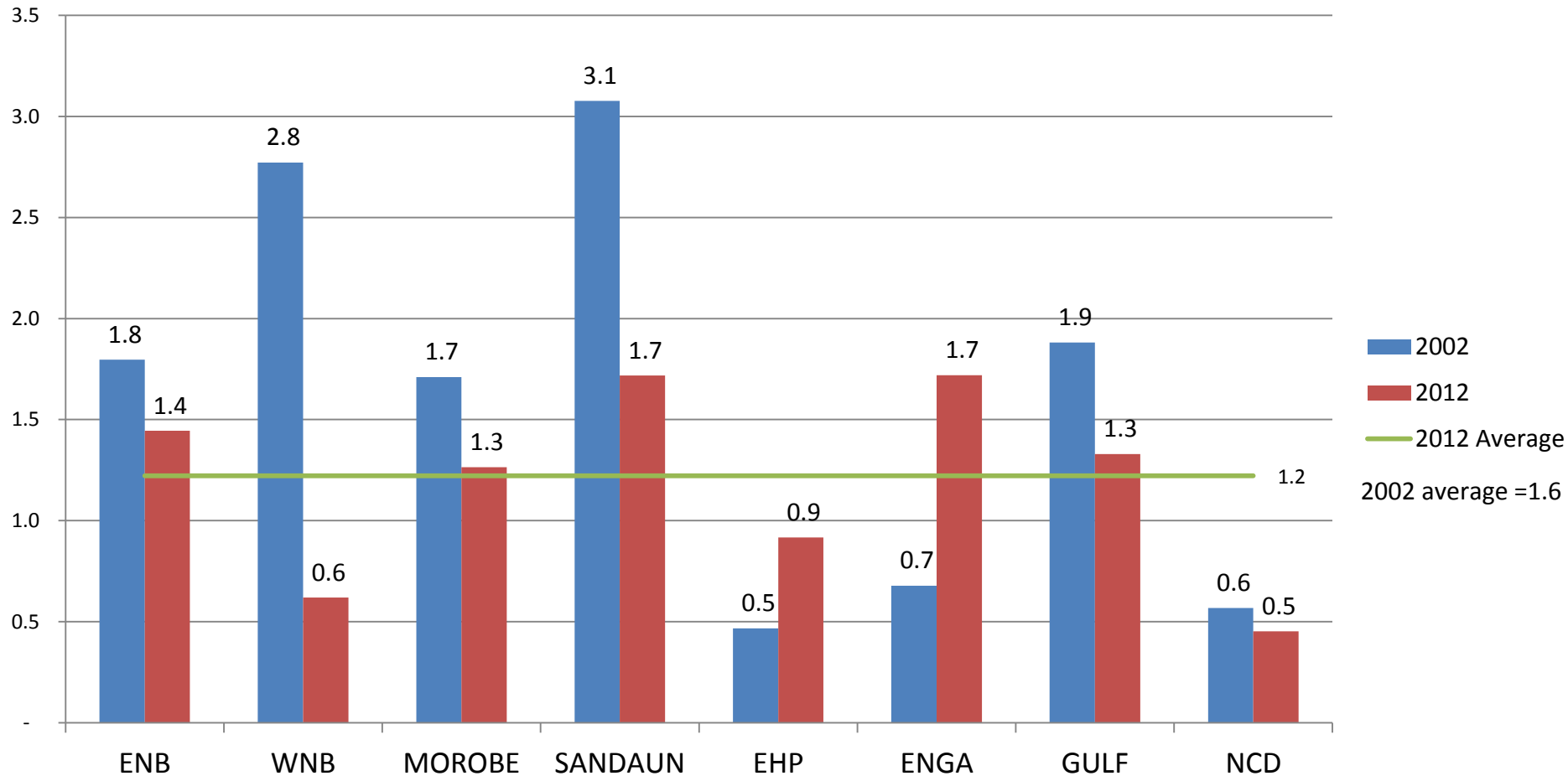


2. Teaching materials



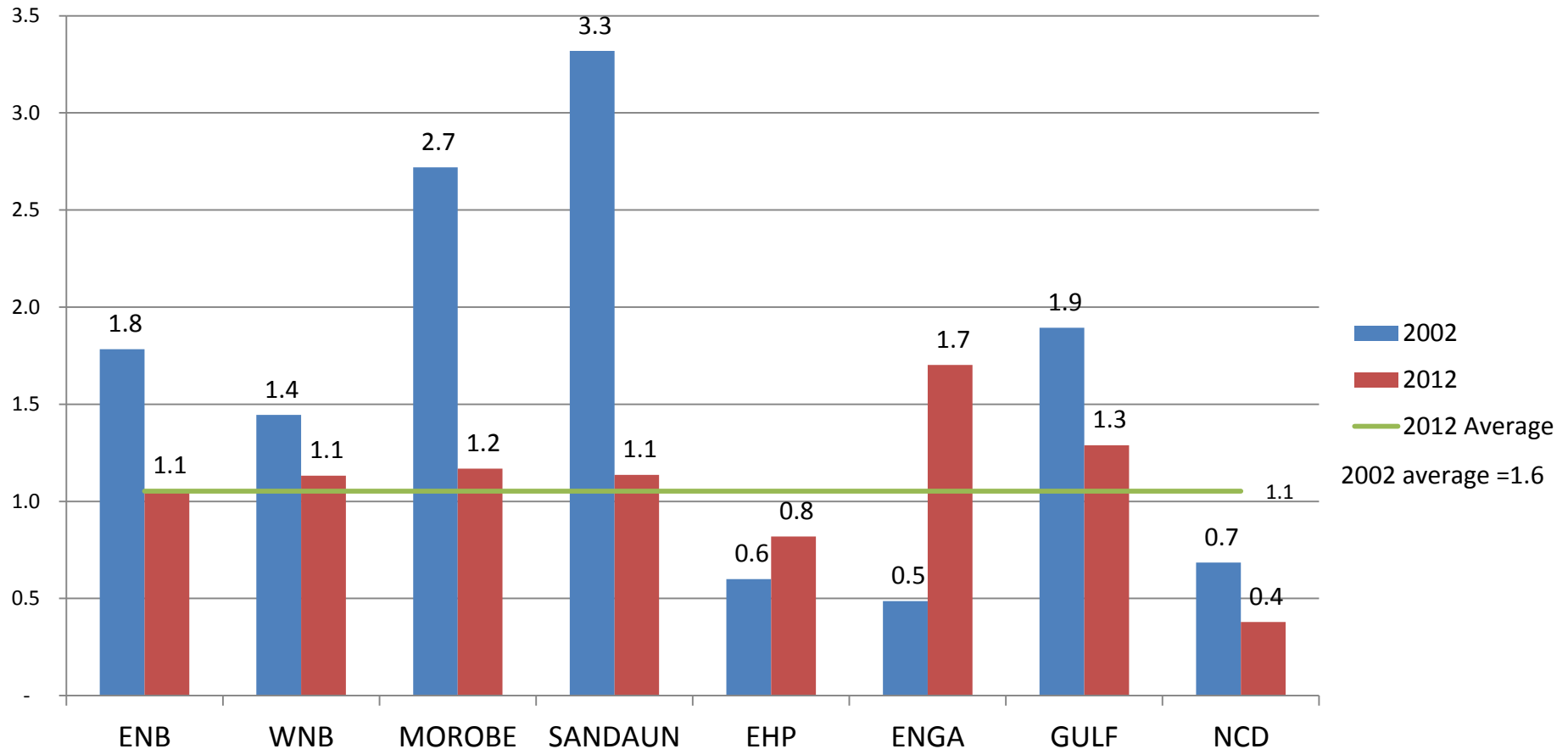
Large reductions in Math textbook availability in WNB, Sandaun, Morobe, Gulf and ENB,...

Number of mathematics textbooks per enrolled student (grades 5 & 6)



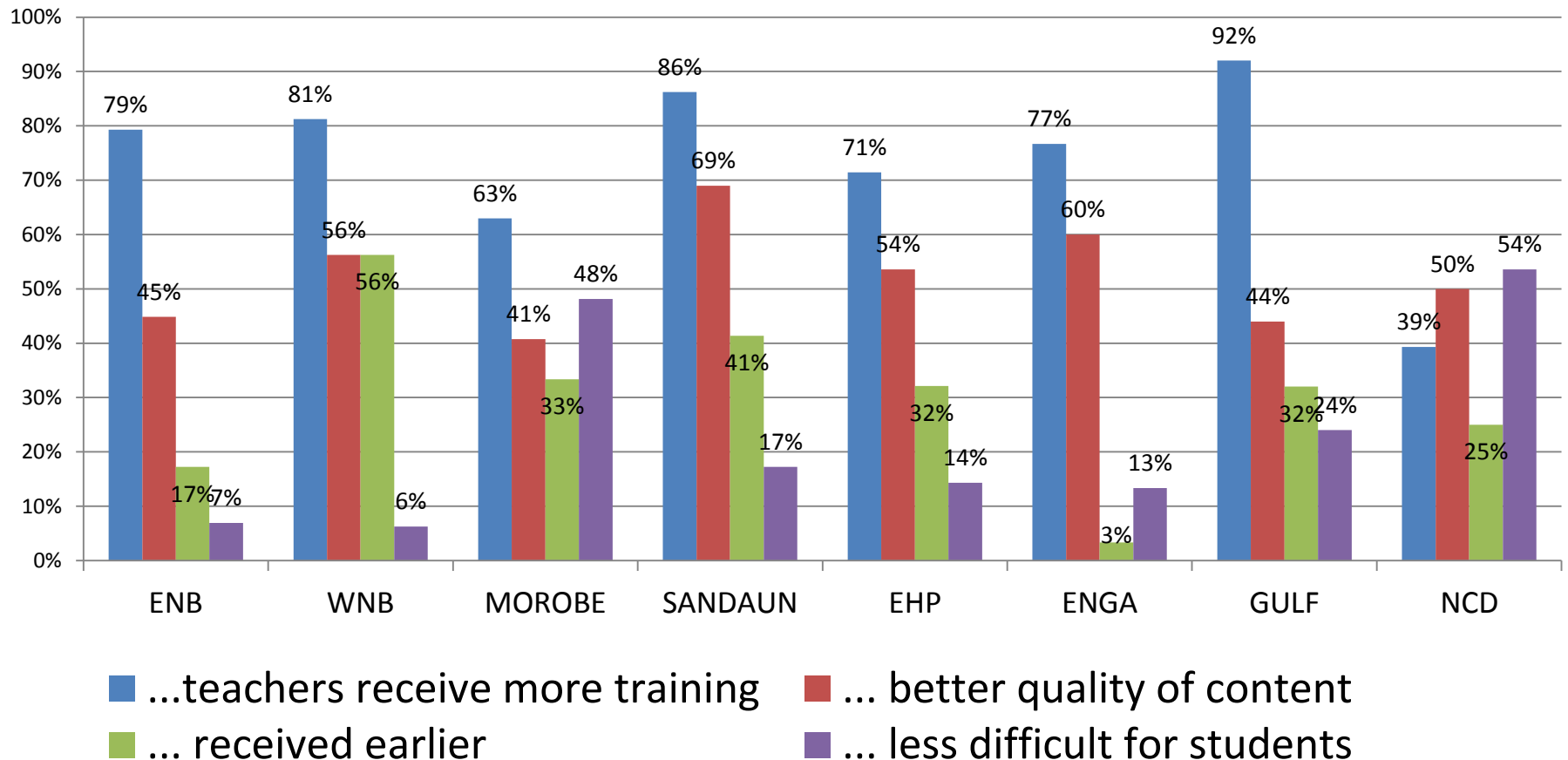
...and similar for language textbooks.

Number of language textbooks per enrolled student (grades 5 & 6)



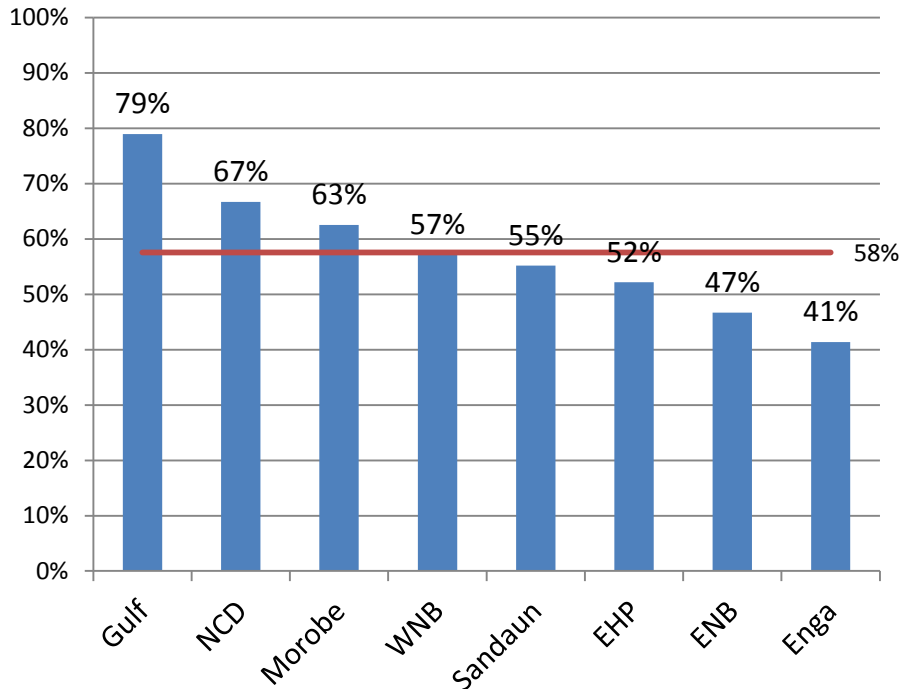
Head teachers report a need for more training to make textbook use in class more effective.

Proportion of HTs that say textbooks could be more useful if...

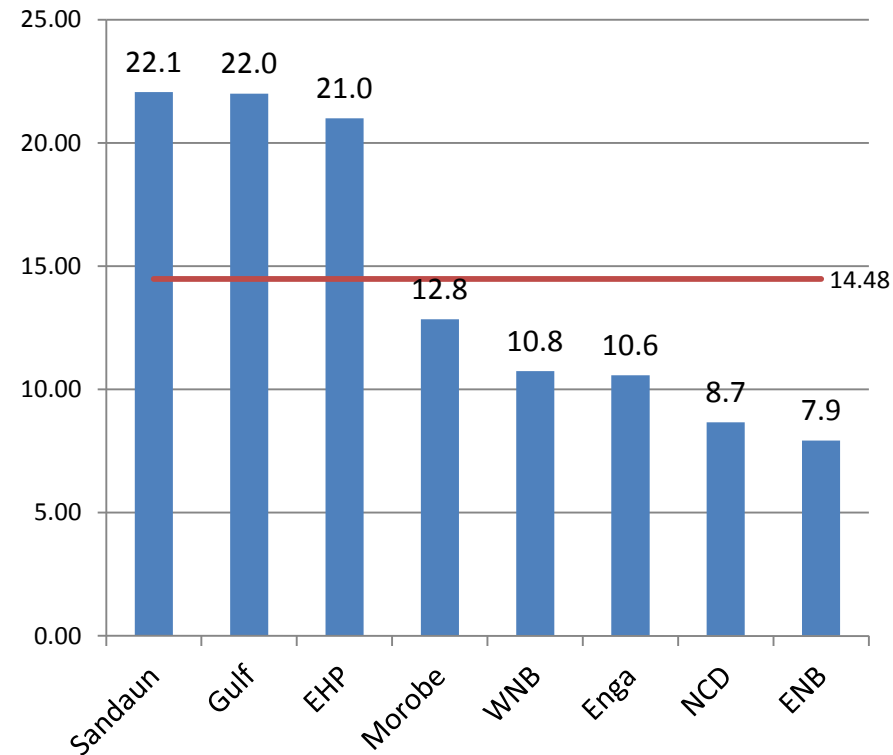


In most provinces, more than half of the Grade 5 classes need more desks; shortage is acute in Sandaun, Gulf, EHP.

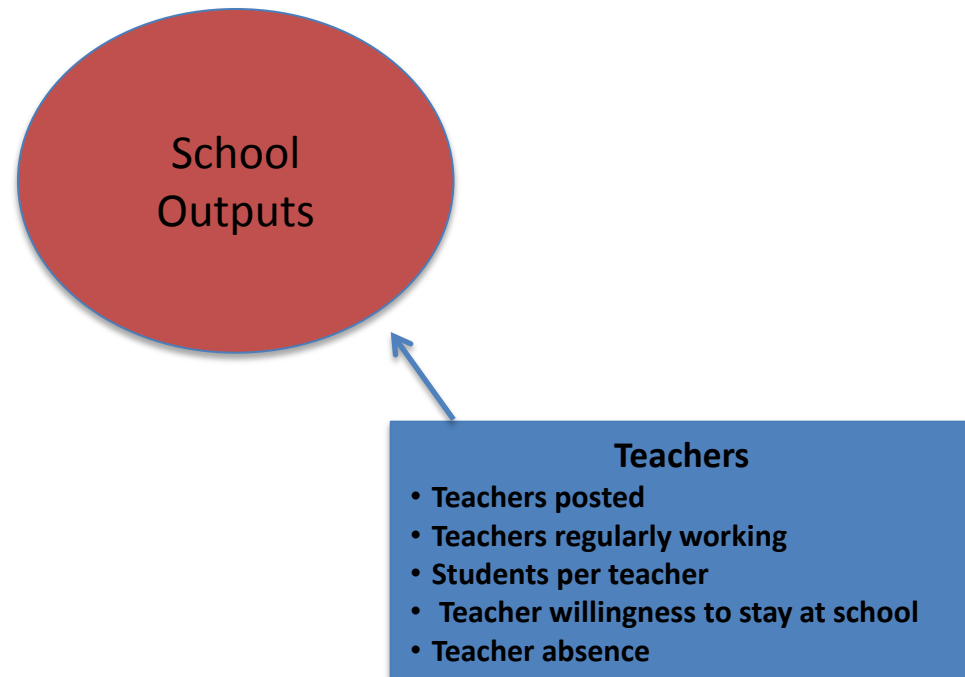
Percentage of Grade 5 Teachers that say there are not enough desks (for their home class)



Number of further desks Grade 5 teachers say are required (for their home class)

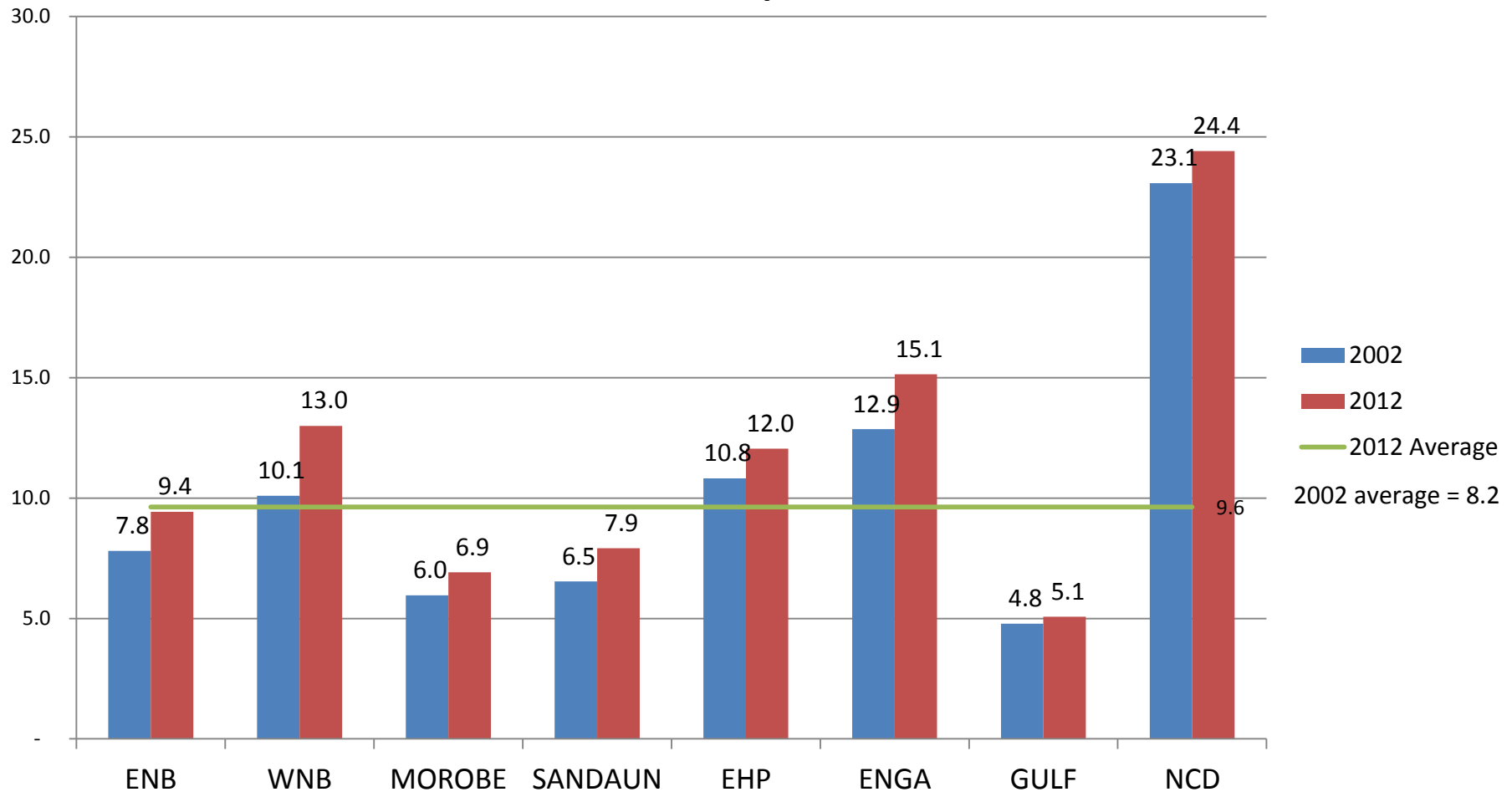


4. Teachers



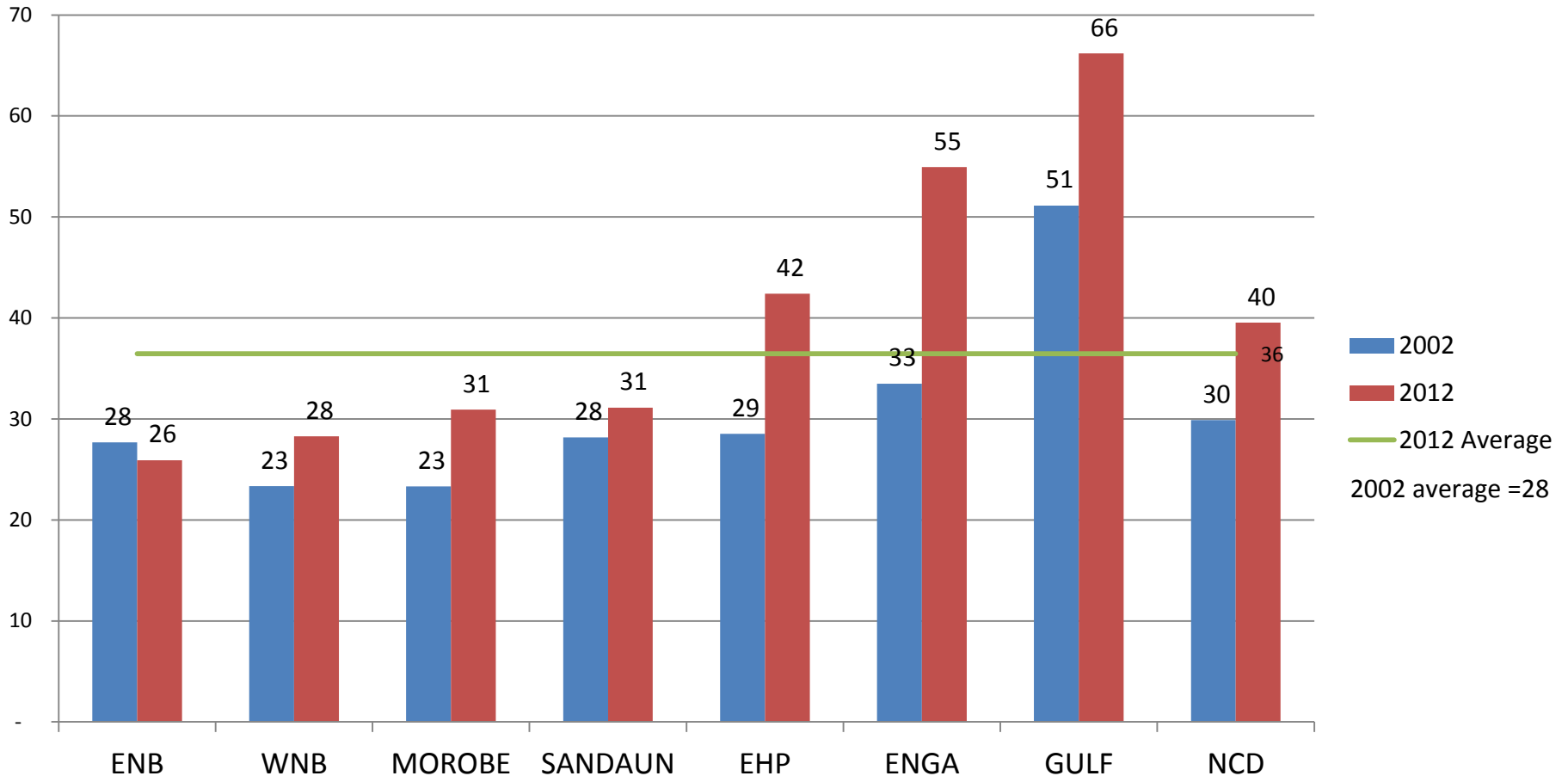
Slight increases in the number of teachers in every province...

Number of teachers posted at school



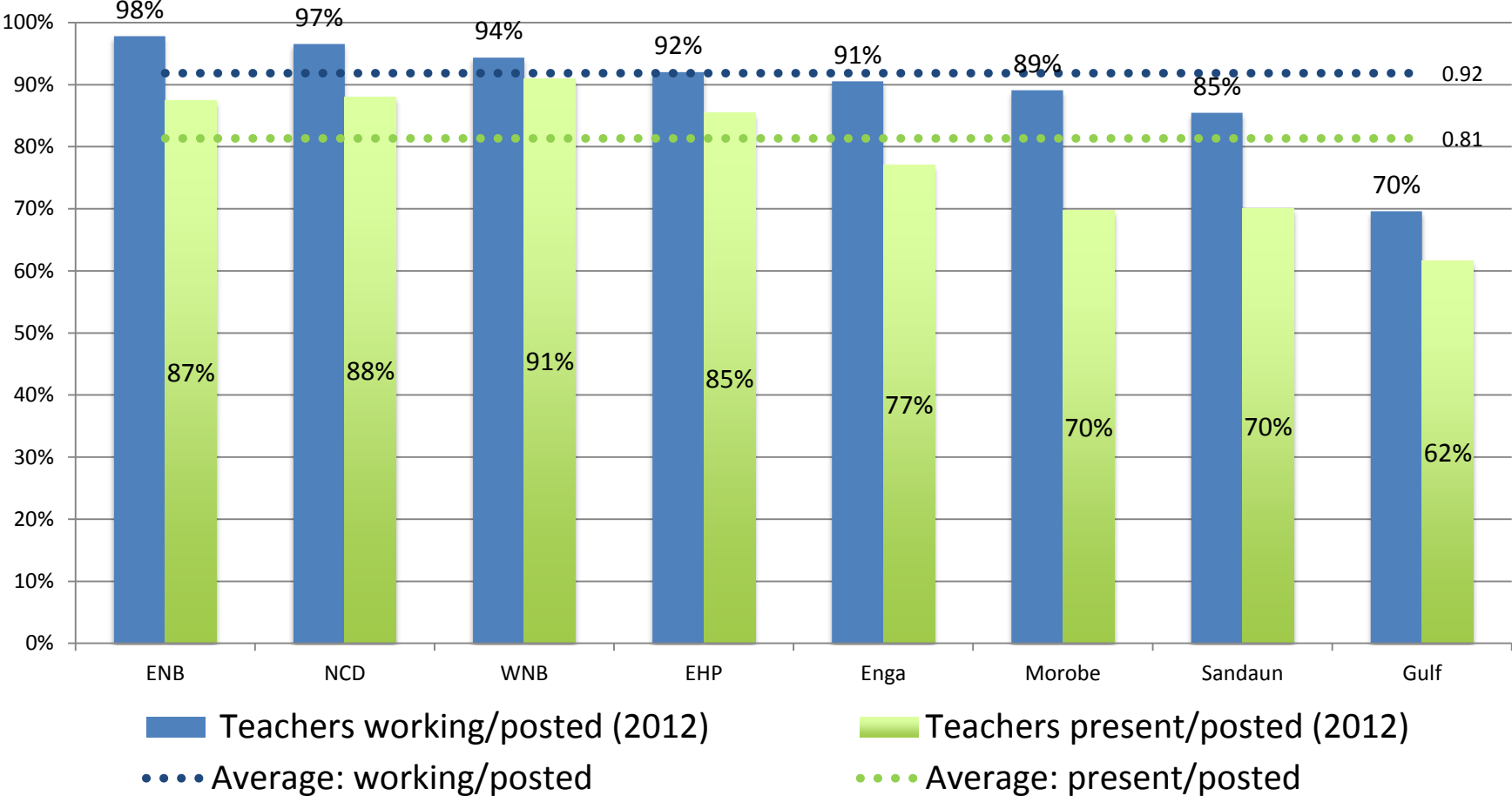
Teacher numbers have not kept up with enrolments.

Enrolled students per teacher regularly working



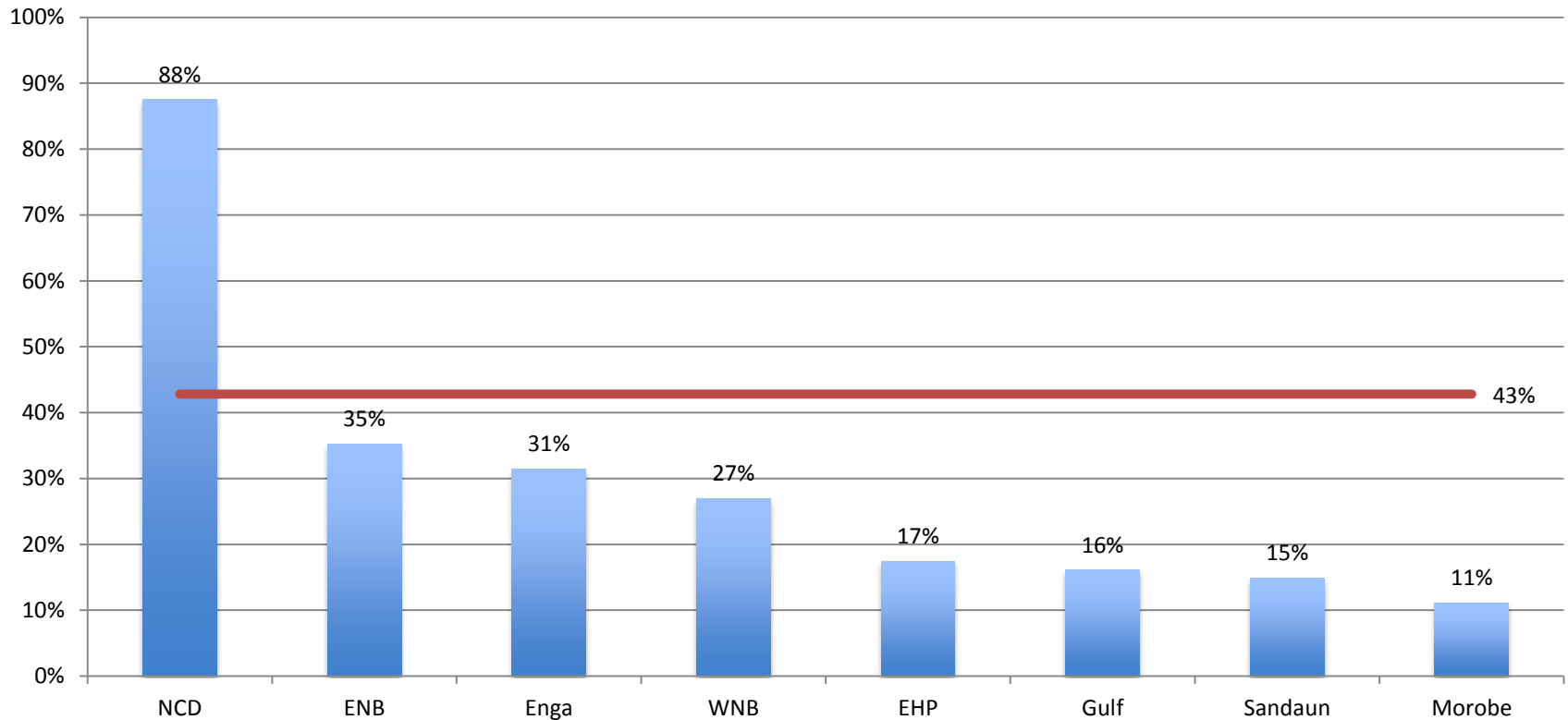
Teacher absence is particularly high in Enga, Morobe, Sandaun, Gulf, which impacts student/teacher ratios.

Ratio of teachers regularly working to teachers posted,
Ratio of teachers present (on day of survey) to teachers posted

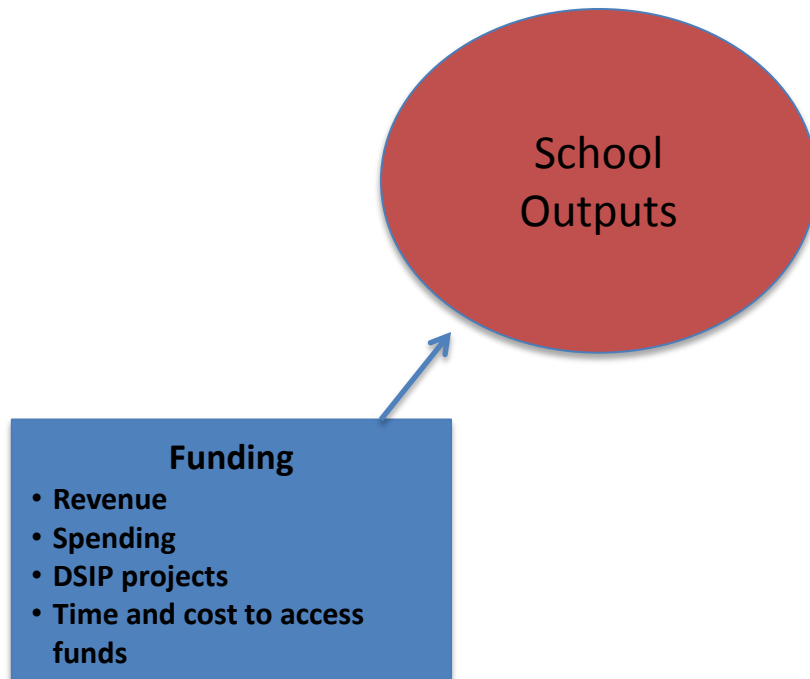


Most teachers in NCD live in their own accommodation.

Percentage of teachers (working) that are living in their own accommodation

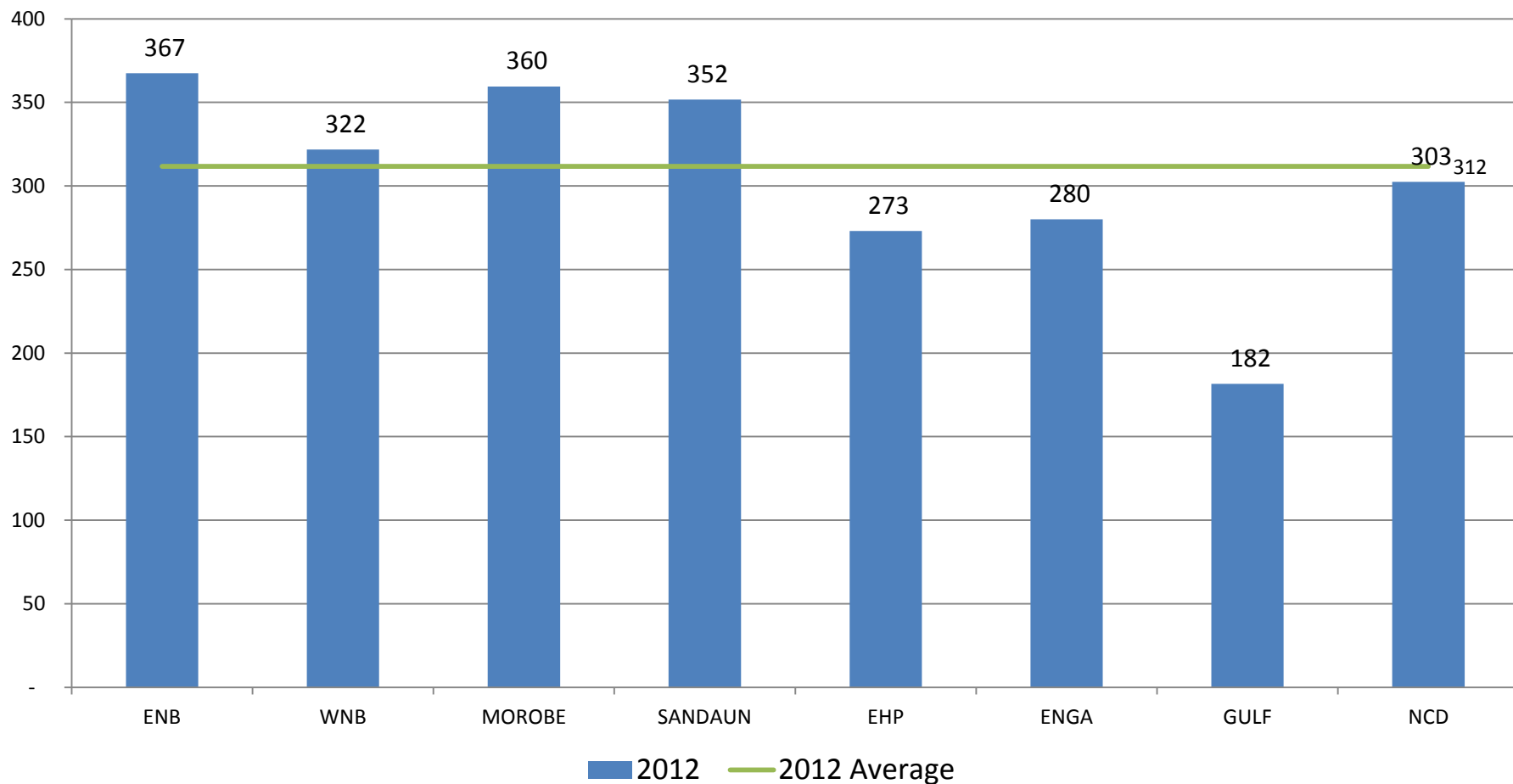


5. School funding



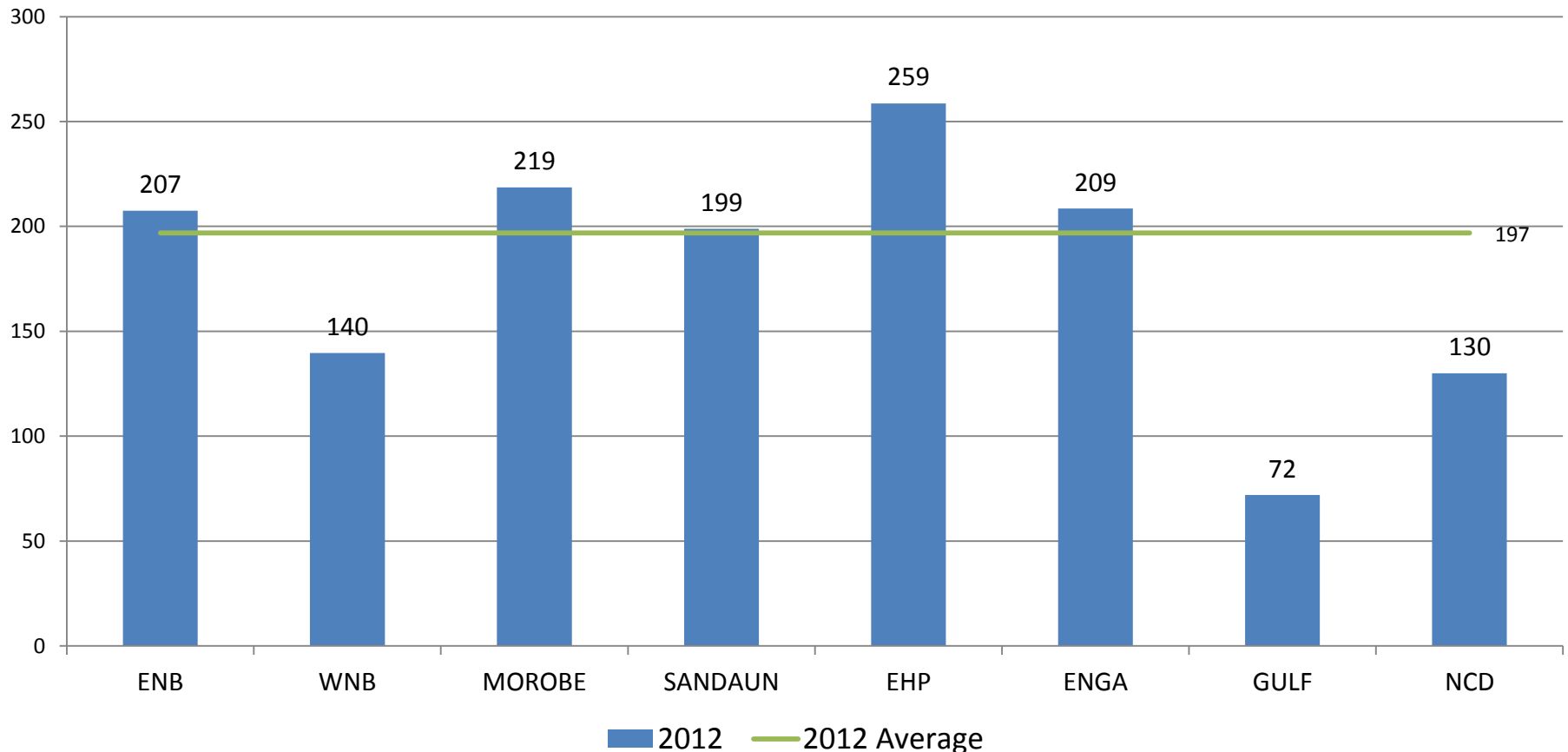
ENB, Morobe and Sandaun have the highest revenues per student.

Total school revenue per enrolled student, 2012 (kina)

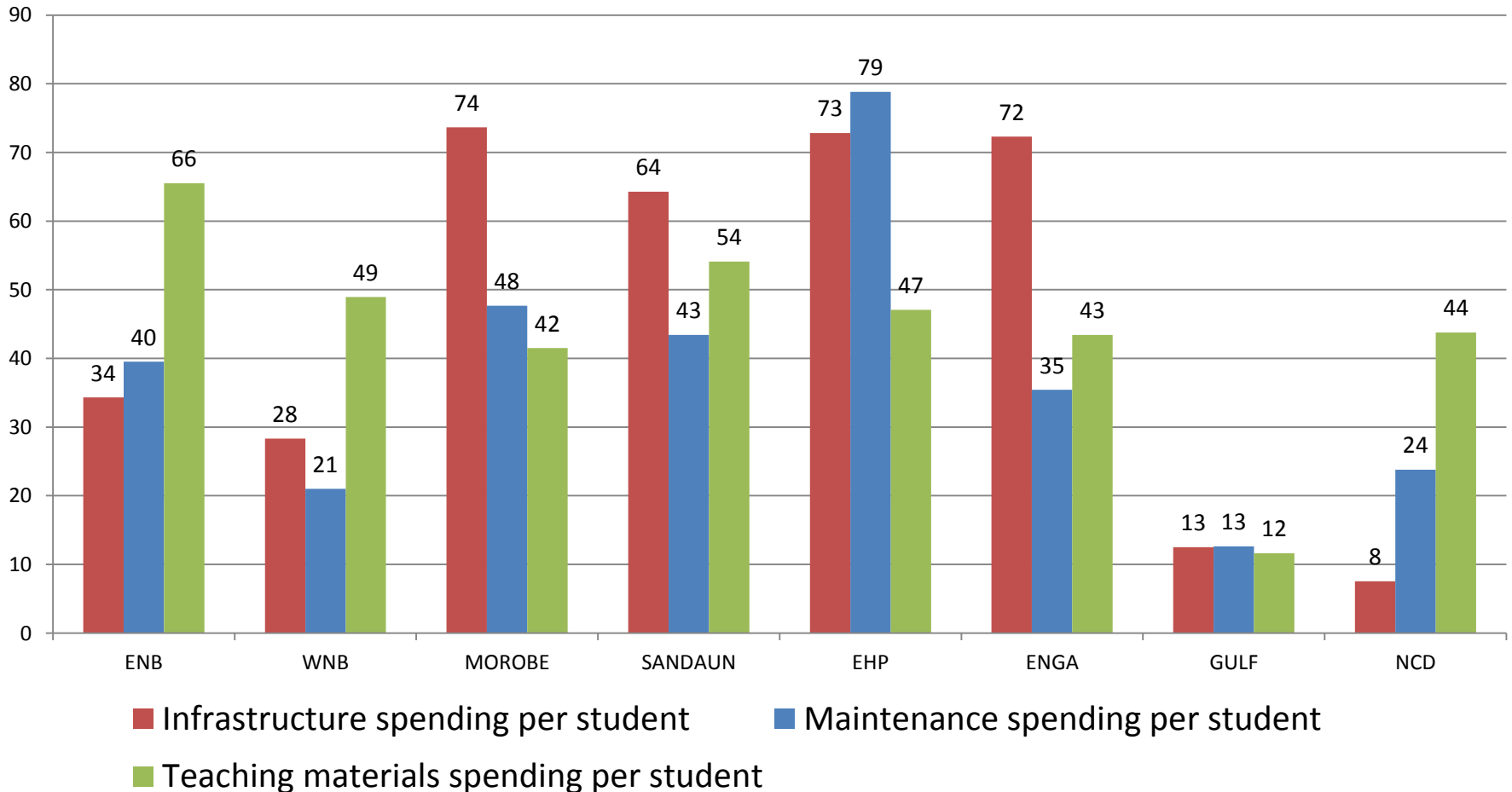


Schools in Enga, EHP and Morobe are spending more per student.

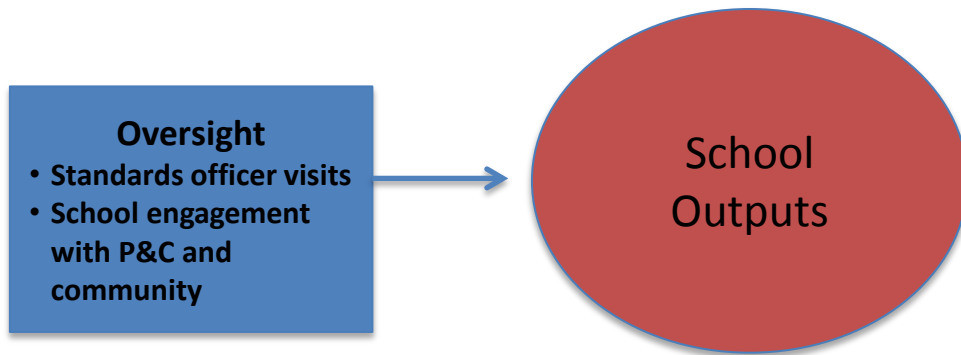
Total school spending per enrolled student, 2012 (kina)



Spending on maintenance and teaching materials is often lower than infrastructure spending.

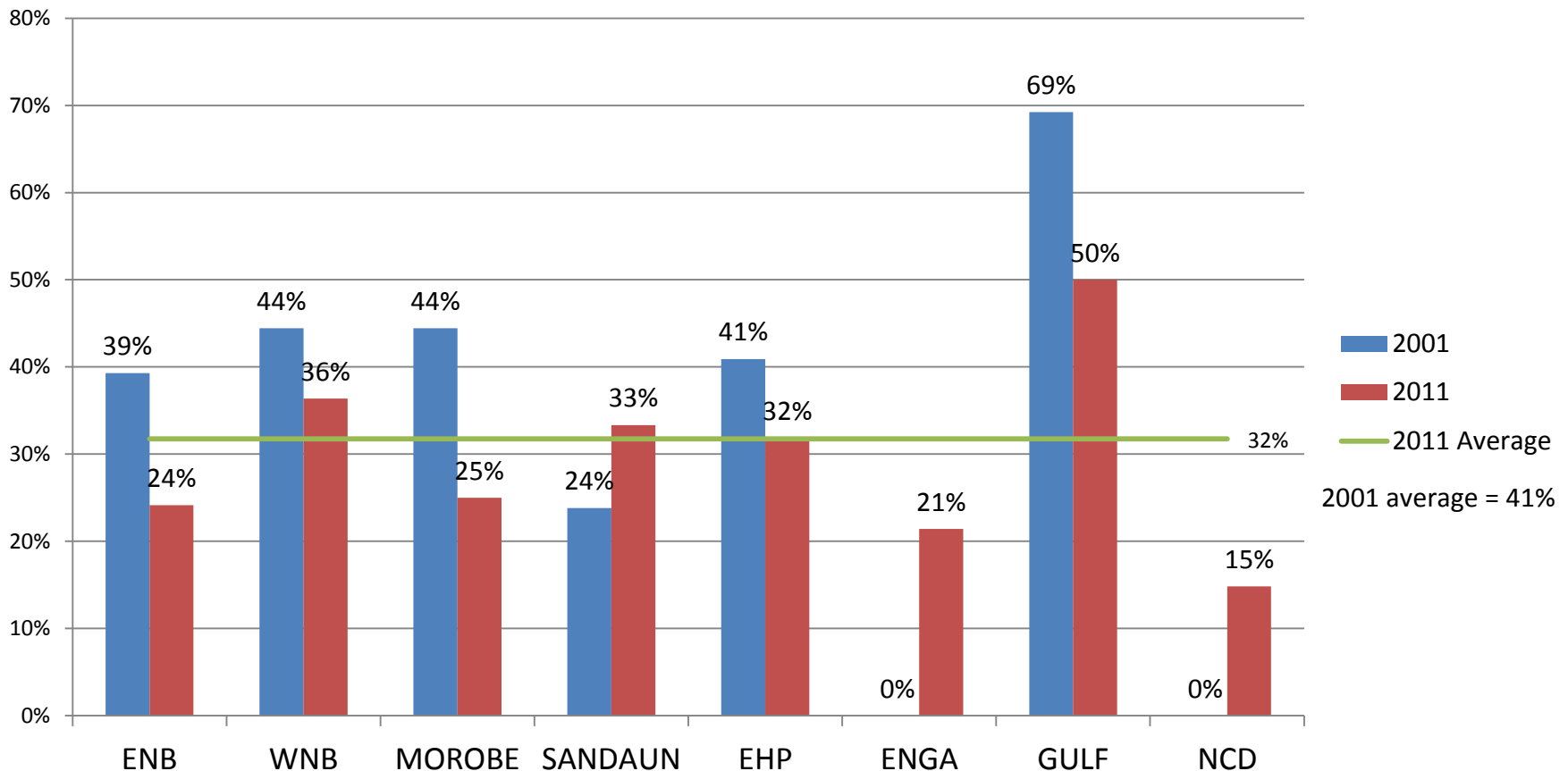


6. School oversight



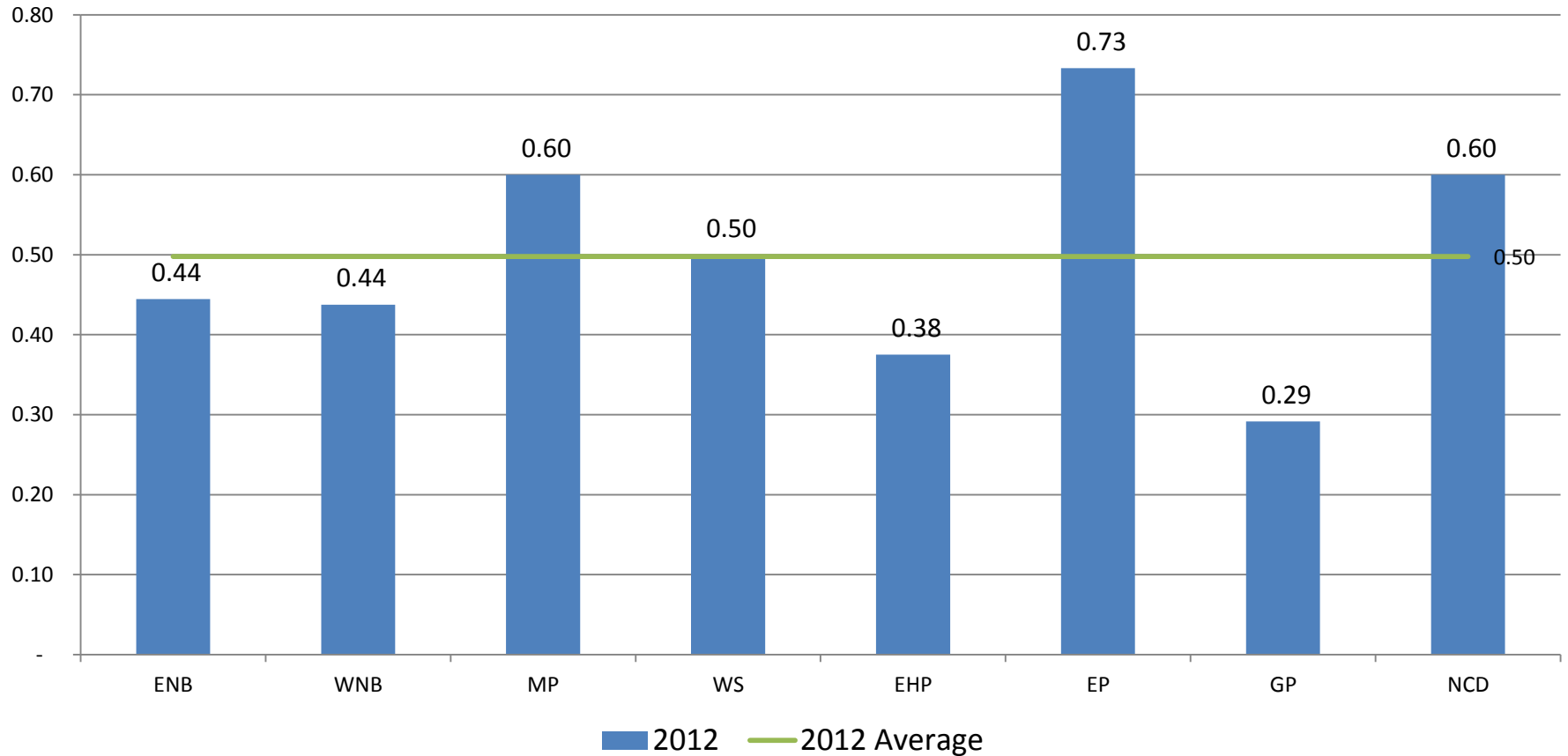
Standards Officer are visits are less frequent now, particularly in WNB, EHP, Morobe, Sandaun.

Share of schools with no SO/Inspector visit



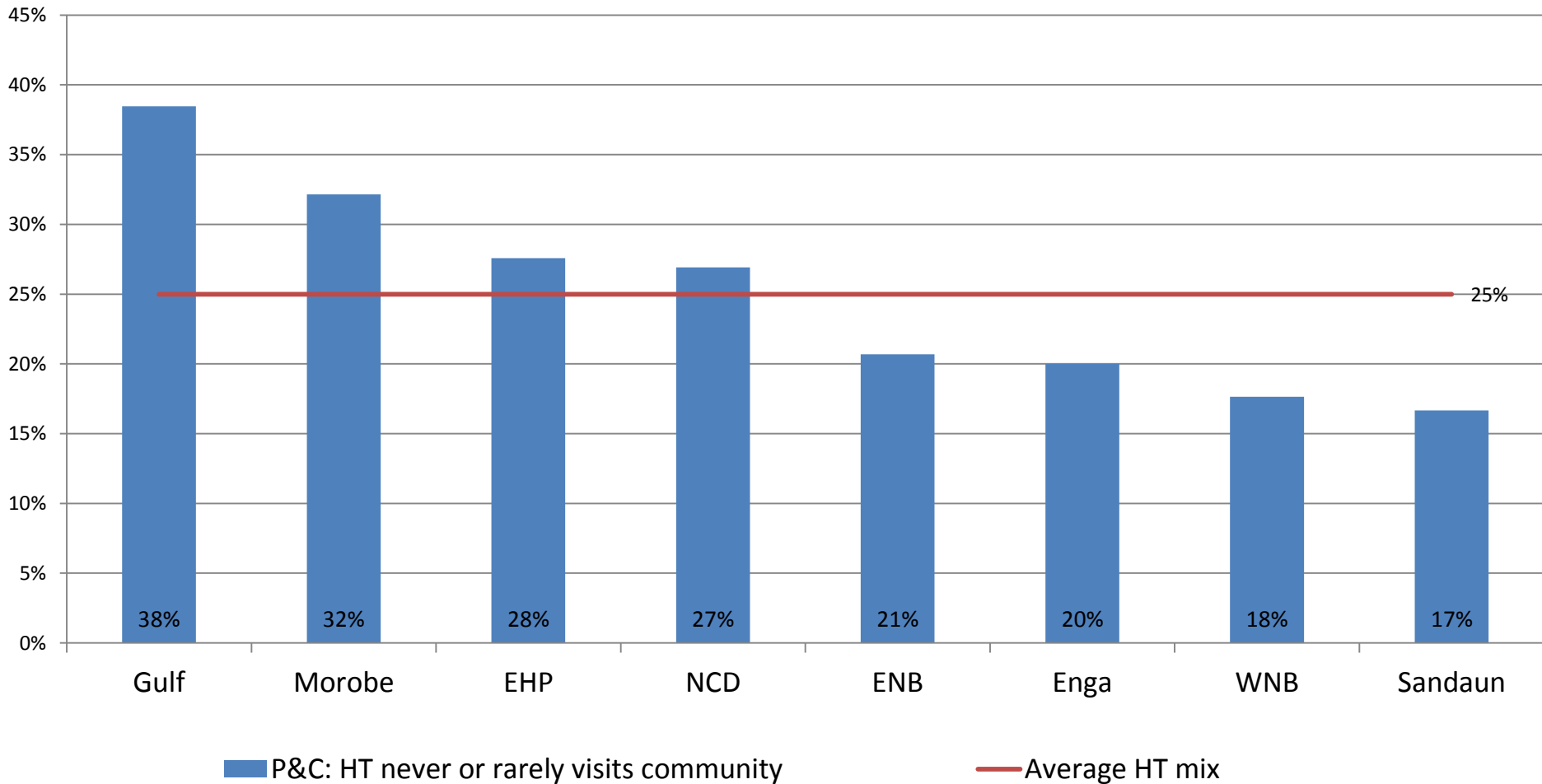
Visits to verify spending are higher in Enga, Morobe and NCD.

Number of visits to schools to verify spending in 2012



Community engagement is lower in Gulf, Morobe, EHP, NCD.

Percentage of P&C members who say the Head Teacher never or rarely visits the community

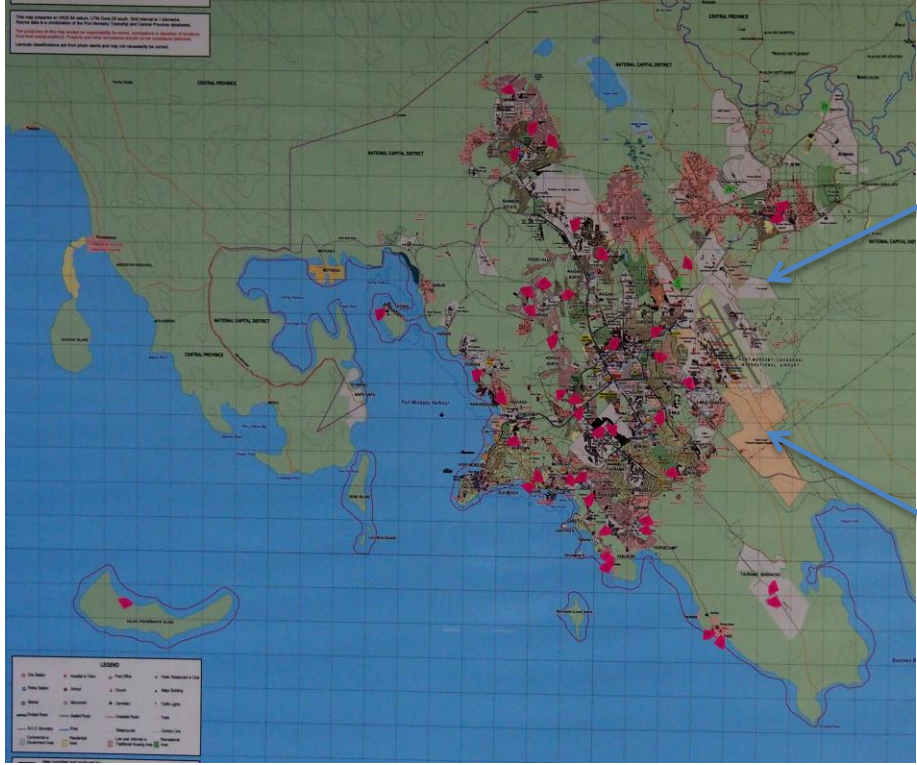


Conclusion

- These preliminary results show some of the substantial variation between provinces in terms of:
 - The challenges they face
 - Performance indicators
 - Changes of these indicators over time
- Remote provinces face challenges around quality of infrastructure, availability of teachers and teaching materials. This likely impacts on our findings.
 - E.g. the relatively remote provinces of Gulf, Sandaun and Morobe have:
 - the highest amount of teacher absenteeism
 - the highest incidence of teachers not being paid at the appropriate level and teacher not being paid on time.
- Schools with higher levels of access to service also have unique challenges....

NCD's high population growth, large schools and difficulties around expanding building stock helps explain:

- low textbook/student ratio
- poor availability of teachers housing



Conclusion

Nonetheless, some provinces have managed to overcome their limitations:

- E.g. ENB performs well despite poor access to services (i.e. Pomio)
- In Sandaun, while formal oversight has been low, community oversight is high.

So, while challenges are unique to the provinces, these findings reinforce the notion that solutions can be as well.

Conclusion

The findings also suggest untapped opportunities:

- Substantial improvements to telecommunication potentially open up new ways to get around the problems of remoteness
 - Teacher pay
 - Improved coordination at all levels of education provision

How can those working at the national/provincial/district/school level better respond to these challenges?

- What is the appropriate mix of spending?
- How can oversight be improved?
- How can health workers and teachers be better motivated?