

# ANU-UPNG Partnership: 2021 Semester 1 Report

<b>Name of Organisation:</b>	Development Policy Centre, Australian National University
<b>Project title:</b>	ANU-UPNG Partnership
<b>Project objectives:</b>	To help realise a stronger UPNG School of Business and Public Policy, as well as a deeper and lasting relationship with ANU.
<b>Reporting period:</b>	First half of 2021

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## Implementation progress – 1 February to 30 June 2021

### Stream 1: Strengthening SBPP teaching and the student experience

#### Faculty changes

With the downsizing of the project as it went into its second phase, the number of teaching staff were reduced with Luke McKenzie leaving the project and not being replaced. All ANU staff, except Dek Sum, remained in Canberra.

#### Teaching

Three ANU lecturers and three ANU-trained lecturers taught ten courses with 204 female and 457 male students (661 in total) in the first semester and trimester. Courses were taught through a mix of online and in person lectures and tutorials. A list of all courses taught is provided below.

	Course	Lecturer	Year Level	Semester/ Trimester	Students			
					F	M	Disabled	Total
1	Foundation Economics	Sum	UG1	S1	100	198	0	298
2	Cost-Benefit Analysis	Sum	UG4	S1	6	21	0	27
3	Public Economics	Pandey	UG4	S1	4	22	0	26
4	Principles of Microeconomics	Mathew	UG2	S1	35	65	0	100
5	Econometrics I	Samof	UG4	S1	5	24	0	29
6	International Economics	Samof	UG3	S1	9	25	0	34
7	Advanced Microeconomics	Laveil	UG3	S1	8	25	0	33
8	Quantitative Economics I	Laveil	UG3	S1	18	32	0	50
9	Quantitative Research Methods	Pandey	PG1	T1	10	21	0	31
10	Governance and Institutions	Rooney	PG1	T1	9	24	0	33
	TOTAL				204	457	0	661

As usual, every course was evaluated. The average course and lecturer scores were 4.3 and 4.4 respectively out of 5

#### MEPP

The Masters of Economic and Public Policy (MEPP) is a major focus of the project. ANU staff teach into the project, supervise research students, and help coordinate the program as a whole. Australian Award scholarships are provided to up to 10 students.

Key points about recent progress include:

- We have over 30 students in total this year, beating our 2019 record. This is an achievement given: (a) the program only started in 2017 and only had 9 students in 2017 and 4 in 2018; and (b) the complexities of COVID and online teaching.
- In July 2021 13 students graduated, bringing the total who have graduated to 18. Greater focus on follow-up, and making the research component optional rather than compulsory has increased the completion rate.
- Out of the 43 students who enrolled in the course in 2019 or earlier, and so should have graduated by now, about from the 13 who have graduated, 5 have dropped out, 8 are entitled to graduate but need to contact the school, and another 12 are on track to graduate.
- The 2020 cohort consists of 22 students. 7 are undertaking research, and the rest course work. All are currently on-track for graduation next year, but this will be kept under close review.
- The 2021 cohort initially consisted of 38 students, but some have dropped out as the year has progressed. The total still enrolled will be confirmed after T2, but is expected to be about 30.
- New guidelines have been developed and are being finalised for the MEPP research essay.
- We received excellent feedback on the MEPP from students via the exit survey (discussed in the performance section)

Key issues going forward:

- A separate MEPP report will be prepared in the second half of the year.
- The use of online teaching opens the possibility of offering the course to students based outside of Port Moresby, which is currently being explored.
- The issue of completion of research remains. The 6 students who undertook the MEPP starting in 2019 by coursework have all completed. Another 7 have switched from research to coursework and are on track for graduation, though one is not responding. Of the remaining 12 in the research project stream, 6 have graduated, and 6 are still undertaking research, though how many of these will complete their research project remains to be seen. We need to continue to limit the number of students undertaking research to those who have clearly shown the capability and commitment to finish that research.

#### **Initiatives to improve teaching**

- **Lecturer and tutor guidance** The three returned ANU scholars are mentored by ANU lecturers, as are two economics tutors.

- **Tutor induction workshop:** As usual, a half-day tutor induction program was jointly organised by ANU and SBPP, and delivered by ANU lecturer, Dek Sum. It was the biggest yet with 35 academic staff from across different schools attending and an equal representation of male and female.

*Tutor induction workshop conducted on 16 July at SBPP*



- **Mobile internet:** ANU supported lecturers and tutors are provided a Digicel dongle with a monthly allowance of 50GB to help with online teaching. This allowed lecturers and tutors to share course materials effectively via Google Classroom and Moodle. This was particularly useful when the school was shut for two weeks in early May in response to the surge in covid cases in the country.

### **Improving the student experience**

- **Film discussion nights:** UPNG Inspired recommenced in July after being inactive for a year due to the pandemic. From this year, UPNG economics lecturer Kelly Samof and ANU lecturer Dek are coordinating the event.
- **Student associations:** The partnership supports the Economics Student Society (ESS) Public Policy and Management Student Association (PPMSA). The ESS received approval from the Dean SBPP for their budget and activity plan for an orientation event, and the event was successfully held in July. The PPMSA, which was dormant in 2020, has been revived and is working on an activity plan for an event to be held jointly with ESS in the second semester.



*The first ESS orientation event on 30 July*

- Sir Mekere Morauta Award:** The Sir Mekere Mourata Award was inaugurated this year with support and funding from the ANU in memory of the former esteemed PNG Prime Minister who died in late 2020, and who was the first economics graduate from UPNG. The Award was presented by Professor Lekshmi N. Pillai to the top male and female economics graduates, Esther Kabura and Hava Kasa.



*Professor Lekshmi N. Pillai and Ms Esther Kabura*





*Professor Lekshmi N. Pillai and Hava Kasa*

- **Alumni Association:** As part of the partnership's effort to maintain contact with UPNG alumni, Rohan Fox is continuing to promote and expand the partnership's economics alumni Facebook page for recent graduates. A new WhatsApp group and LinkedIn page have also been created by Manoj Pandey to further expand this effort. The three channels are actively used as a platform for sharing information about economic research, job opportunities, and other outreach activities.
- **Career talk and alumni sharing workshop:** We organised a workshop in August for third and fourth year SBPP students to give them an insight on the working life after university.
- **Job placement:** The project goes to considerable efforts to help graduates find jobs. So far, 15 out of 29 economic students have landed a job, with an equal share in the public and private sector. This is a significant achievement given the economic downturn. Two are working in the Treasurer's office while another four graduates have received an offer to work with the Treasury department. An ANU graduate spearheaded the recruitment drive at the Department. ANU and UPNG staff compiled the CVs and transcripts of all the final-year students and sent them across to various government departments.

## Stream 2: Collaborative research and outreach

### Staff

With the downsizing of the project, there are no longer any research-only staff (at the start of the first phase there were two, then one).

### Books

We continued working on the two flagship ANU-UPNG books. The edited volume, *Papua New Guinea: Government, Economy and Society*, has now been copy-edited, and is awaiting publication. The second draft of the PNG economic history is now being drafted. A third edited volume on state fragility, which includes a chapter on PNG, is under copyediting.

### PNG Central Banking Act Review

ANU project director, Stephen Howes was asked to participate in the three-person Independent Advisory Group to review the PNG Central Bank Act. Research support to that review is being provided by both ANU and UPNG economics staff, resulting in the Issues Paper currently made available. The partnership has also been responsible for the Review website:

<https://pngcentralbankactiag.org/>.

### ANU-UPNG seminar series

We commenced a monthly seminar series co-hosted by ANU and UPNG in May, and run in a hybrid format (in-person and online). The past three seminars in May, June and July were held in two venues – ANU Crawford School and UNPG SBPP – and via Zoom simultaneously. The events were well attended with more than 100 registrations for each seminar. We plan to continue this monthly seminar throughout the year.

### PNG Update

Due to COVID-19, the 2021 PNG Update has been cancelled.

### PNG Project

Research is being pursued under the headings of economics, governance and elections, service delivery and gender. Highlights include:

- Publication in February 2021 of “The path to kina convertibility: study of the foreign exchange market of PNG”, a report by Martin Davies who has been part of our project for the last five years, commissioned by the PNG government and funded by the Australian government.
- Publication in March 2021 of “Papua New Guinea: centering the “people’s economy” in COVID-19 recovery” a Centre for International Private Enterprise publication by ANU lecturer Michelle Rooney.

### SBPP librarian:

The project continues to fund a UPNG librarian in 2021 to maintain a dedicated library in the SBPP building. Over 3,000 books are now available for more than 500 library membership holders, which include both students and staff. A detailed progress report from the librarian is attached as Annex 2.

### PNG Databases

In the first semester, we worked on three new databases while keeping the two existing databases up to date.

- **PNG Budget Database:** The database was updated with 2020 actuals.
- **PNG Elections Database:** No update needed.
- **PNG Economic Database:** We developed a new website (<http://devpolicy.org/pngeconomic/>) for this new economic database, which contains economic data for PNG back to independence. We plan to officially launch the database in the second half of the year.
- **PNG MP Database:** We are currently working on a new database on members of the National Parliament of PNG. The website is currently under construction.
- **PNG District Level Database:** This contains data on a range of social, demographic, geographical and development-related indicators for all of PNG's rural districts ([https://figshare.com/articles/dataset/Untitled\\_Item/14456229](https://figshare.com/articles/dataset/Untitled_Item/14456229))

### PhD supervision and examination

Our academics were involved in the examination of PhD theses by SBPP candidates.

### Research workshops

- **Workshops:** We have research workshops planned for the second semester.

Workshop title	Led by	Expected month
Stata training workshop jointly with IFPRI and Australian Bureau of Statistics (ABS)	Manoj Pandey	September
Workshop on research methods and free data sources jointly with ABS	Manoj Pandey	October
Reading group on social issues	Michelle Rooney	September – October

### Research collaboration and mentoring

This occurs via our research projects, such as the book, and via the blogs.

### Outreach

- **The Devpolicy Blog:** Devpolicy.org is the online public outreach portal for the Development Policy Centre at ANU. In the first semester, Devpolicy.org continued to publish a number of posts related to or directly on PNG. Many of those blogs were authored or co-authored by Papua New Guineans. These blog posts are widely read in PNG, and those focusing on PNG are often republished in PNG newspapers. The Blog Incentive Scheme continued in the first semester to encourage blog submissions from UPNG staff and students and other PNG writers (K200 per published blog).
- **PNG project newsletter:** The newsletter provided regular PNG partnership related news every four weeks. Rohan Fox coordinates this newsletter, which covers partnership related research and blogs, and provides general partnership related updates.



## Stream 3: Student and faculty exchanges in economics and public policy

### Masters students

- **ANU scholarship:** Four ANU scholarship recipients have completed their studies at ANU and returned to lecture in economics at UPNG. Three are now working as lecturers; tragically, one died. Bobby Kunda is on track to finish his final year of Masters in International and Development Economics (MIDEC) and expected to return in 2022. No student was selected for 2021. Kingtau Mambou has been awarded a scholarship to undertake MIDEC at ANU from 2022 (starting remotely if required).
- **UPNG MEPP scholarship:** In 2020, we started providing scholarships to two tutors/future lecturers in public policy, Kenneth Baliwasa and Moses Sakai, to undertake the MEPP and then teach public policy at UPNG. Both Kenneth and Moses are on track to finish the final year of MEPP. The selection process of the next round will start in the second semester.

### ANU Summer school

Due to the COVID-19 pandemic, the summer school for 2021 was cancelled. It is unlikely that there will be a summer school in 2022.

## Stream 4: Project management

### Partnership management arrangements

Ashlee Betteridge, Manager of the Development Policy Centre, left in April 2020. Beth Orton took over her position as Centre Manager.

### Management priorities

Dek Sum has now been fully vaccinated for COVID-19. We have monthly meetings with our UPNG colleagues in the first semester to enhance communication and collaboration. We are completing the wrapping up the first phase with the audit being the final step in this process. We made a short [video](#) featuring two UPNG students talking about the difference ANU lecturers have made.

## Performance

### Evaluation exercises/surveys

Two data collection efforts were undertaken which are relevant to the performance and evaluation of the project. The first is the [“exit survey report”](#) for undergraduates and postgraduates, which was conducted in late 2020 and published this year. The exit survey was an expanded follow-up to a similar survey conducted in 2015. Key findings were that “Undergraduates were equally or more confident in every area of their skillset compared to the 2015 cohort. However they were less confident in the job market. MEPP students were extremely positive about their overall learning experience, more so than undergraduates in either 2015 or 2020.”

A second survey of students undertaken in the first half of this year interrogated their experience of online learning. The survey report is attached as Annex 1. Students appear generally satisfied with the quality of teaching materials, information and access to lecturers in Semester 1 2021. This is an achievement. However, the data shows that a significant minority of students suggested that they were unable to participate in classes and assessments due to issues accessing internet.

Access to data remains an issue for both boarding students and day scholars, though more so for day scholars, who do not have access to the UPNG Wifi at home. Internet instability is an even greater problem than access to data. Stability problems were an issue for most students, though were more common with boarders. If the stability of internet data is improved at either the network, or local Wifi level, this could significantly reduce the difficulties faced by many students in online learning.

### Reporting against partnership objectives

The project judges its progress against several important indicators as set out in each annual plan. Performance against these using a “traffic light” rating system is summarised below. The rating considers the fact that many functions, such as holding events were constrained by the global pandemic.

INDICATOR	RATING	COMMENTS
<b>Strengthening SBPP teaching and the student experience</b>		
ANU lecturers in place and teaching at UPNG (in person or virtually)		All lecturers, including the PNG-based staff, continued teaching online with minimal disruption.
Virtual lecturing		Semester 1 and Trimester 1 were successfully completed with minor technical issues. However, more support will be provided to PNG-based staff to prepare for future online teaching.
Teaching evaluations		While the evaluation scores were affected by the sudden transition to online teaching in PNG, the lecturers managed to maintain high evaluation scores. Average course score of 4.3 and lecturer score of 4.4.

Induction and mentoring programs		The tutor induction workshop was held successfully in July. The ANU lecturers provided teaching and mentoring support to three UPNG lecturers and two UPNG tutors.
MEPP		13 students successfully graduated with MEPP, a record number since the inception of the program. More than 30 enrolled in 2021, another record. The program is running well.
Undergraduate programs		Positive feedback from exit survey (see above)
<b>Collaborative Research and Outreach</b>		
Research outputs		Collected volume ("textbook") is copyedited and with the publisher. Second draft of economic history underway.
ANU-UPNG research collaboration		Both major books, seminar series and other smaller projects show a high level of collaboration.
Seminars/workshops/presentations at ANU/UPNG		Three ANU-UPNG seminars and one workshop.
<b>Student and faculty exchanges in economics and public policy</b>		
ANU scholarships		The current ANU masters student is on track to finish his final year of study. Three others are lecturing. The ANU scholarship has been awarded to a SBPP tutor to commence his study at ANU in 2022.
<b>Program management</b>		
COVID safety		COVID action plan under implementation.
Adequate M&E and risk management		Timely reporting. Risk management adequate.

## Challenges, risks and lessons learnt

Overall, the project is going well. A lot has been learnt about online learning, and remote collaboration. It is an achievement to have kept the project going through this difficult period, and that gives us confidence going forward. It is significant that GoPNG is now providing direct funding to SBPP as well – based on their positive experience with the partnership.

High-level commitment to the project in the SBPP and the Development Policy Centre continues unabated.

Very positive feedback from Australian DFAT and PNG Treasury has been received in recent months on the partnership, especially in relation to the PNG Economic Database and our analysis of that.

Risks and challenges include:

- The COVID pandemic is lasting longer than expected. Low rates of vaccination in PNG will also make the resumption of in-country presence more difficult. We will continue to explore opportunities to rebase more staff in country. We have also started using a lecturer who has no prior PNG experience as a diversification measure. So far this has worked well.
- We are extremely fortunate that one of our staff members stayed on in POM. A key risk is that this staff member becomes unwell and/or leaves. We (including the staff-member concerned) have put in place health-protection measures (including for psychological health), and are considering longer-term sustainability actions.
- There is still a risk that some of the returned lecturers now at UPNG will leave. Only one has a proper multi-year contract. Hiring processes at UPNG are very slow.
- Since 2012 we have had an MOU between ANU and UPNG to cover this project. That has lapsed. We need to arrange for a virtual signing.
- Sexual harassment remains an issue for UPNG, and more action by management is needed.
- Many reforms are needed at UPNG, and they are not happening or not happening fast enough.

## Annex 1: Survey of online learning

### Survey of online learning of undergraduate economics students – University of Papua New Guinea, May 2021

Rohan Fox

In May 2021, a survey was conducted of undergraduate UPNG students from the School of Business and Public Policy. The short survey asked 19 questions about their experience of online and in-person learning during the pandemic and also took down demographic information. The results of the survey are intended to inform stakeholders in the School of Business and Public Policy. With this data current modes and methods of teaching can be assessed, and adjustments planned if necessary.

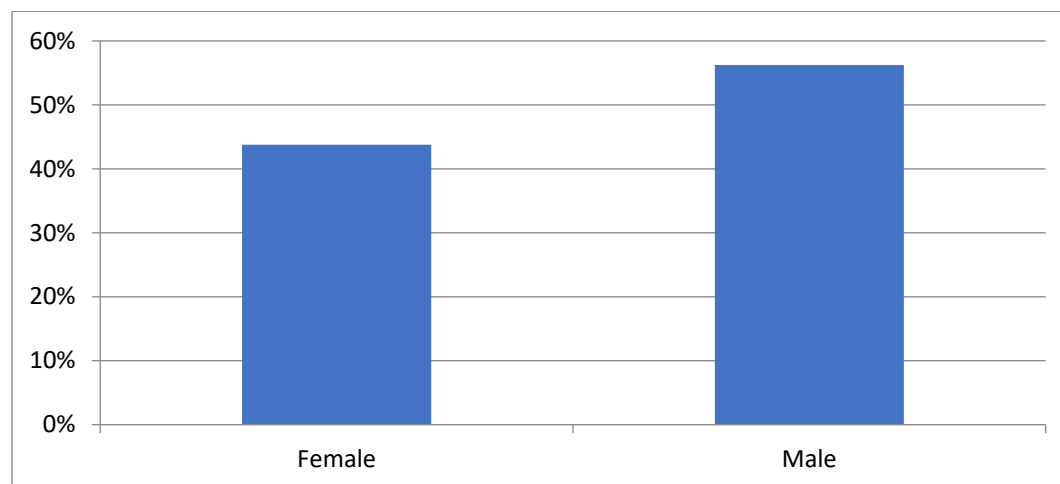
The survey was administered to students in economics courses across all year groups. The survey was administered using Survey Monkey, an online survey software website. Students were told that the survey was to collect information and feedback on their experience of online learning. Students were given around one week to respond to the survey, in their own time, and were given 5 Kina upon completion of the survey as an incentive.

The survey finds that access to Wifi and/or data is still a major constraint to online learning for a significant minority of students. The results suggest that further targeted support to these students may be necessary.

#### Descriptive statistics

281 students responded to the survey. Of these, 43 per cent were women.

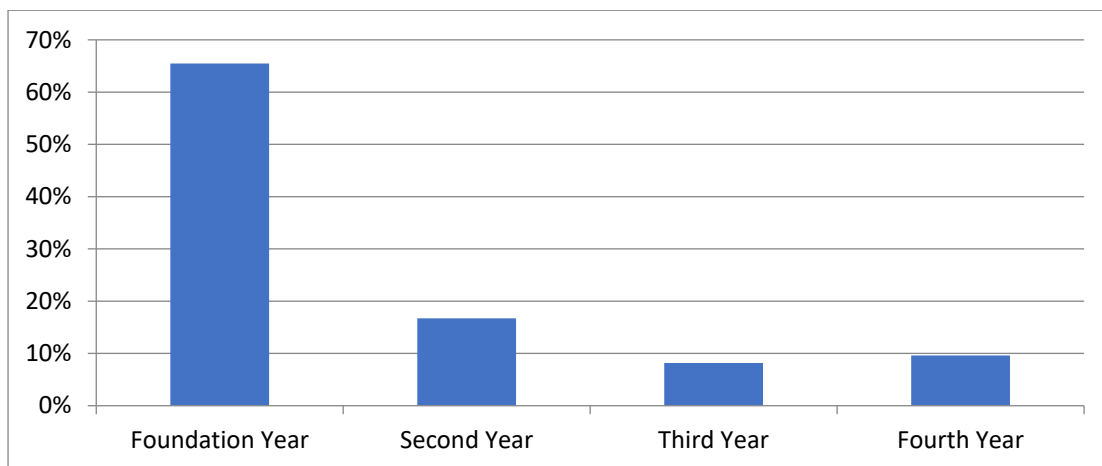
**Figure 1: Gender of survey respondents**



Around 65 per cent of respondents were in their first (foundation) year at UPNG. This large figure reflects that Foundation Economics is a required course for all School of Business and Public Policy students, and also attracts some non-business students as an introductory course in economics.

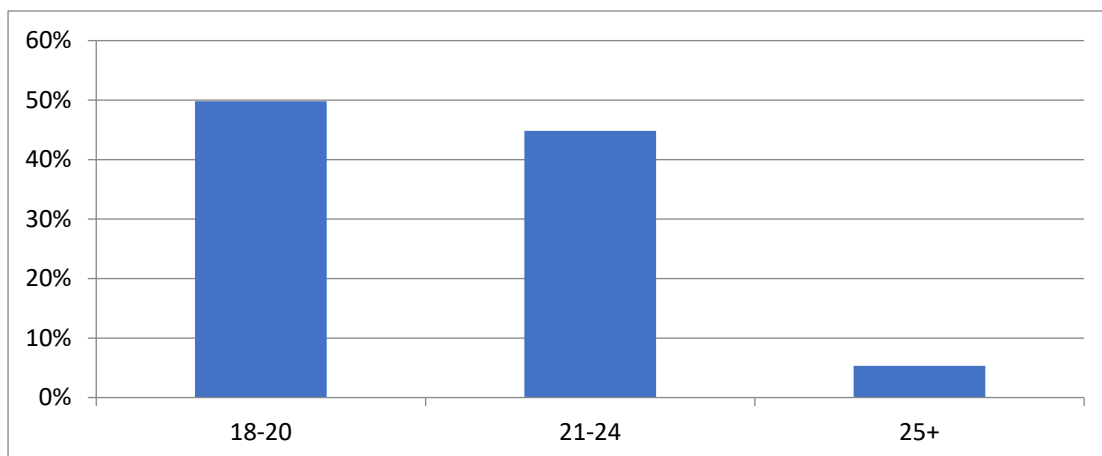


**Figure 2: Respondent year of study**



The majority (58%) of students lived on campus grounds, with the rest commuting from around Port Moresby. Students were mostly between the ages of 18 to 24. This figure is slightly higher than what we would expect if a student arrives straight after high school, and takes four years to finish their degree. Students sometimes take breaks from study due to family, difficulty paying fees, among others. A previous survey (Fox, 2019) found that around half the student population had noted difficulty paying fees at some point during their degree.

**Figure 3: Respondents by age group**

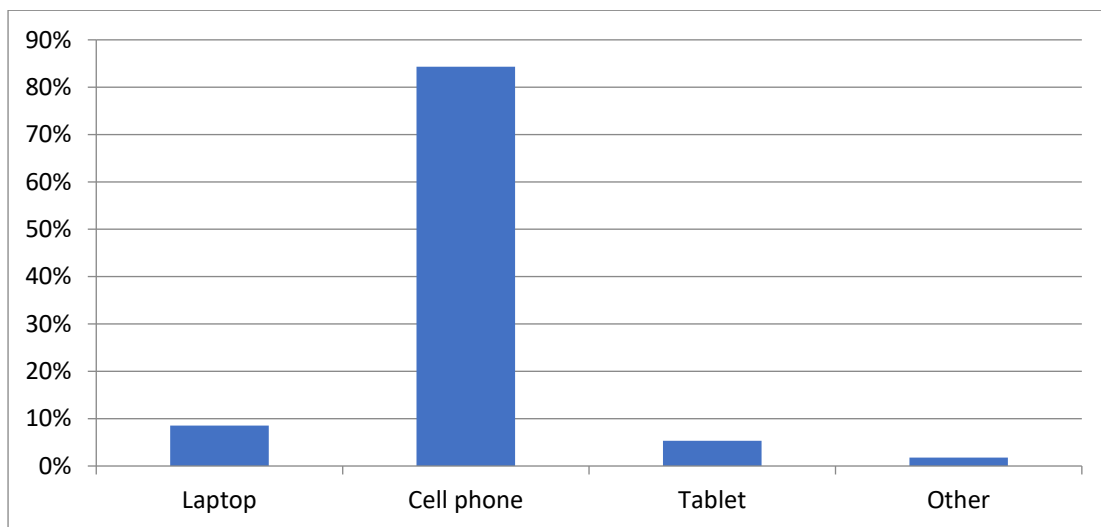


### Online teaching

In 2020 and 2021 many classes moved lectures and other activities online (in some cases temporarily or in part; in other cases – where the lecturer was based overseas – in full). Zoom was used to facilitate online classes.

A surprising finding was the extent to which mobile phones were depended on for these online classes. Laptops may be considered as preferable devices to phones for Zoom due to the larger picture size, and greater functionality. So presumably, phones are used because the students do not own or have access to laptops – perhaps due to the expense.

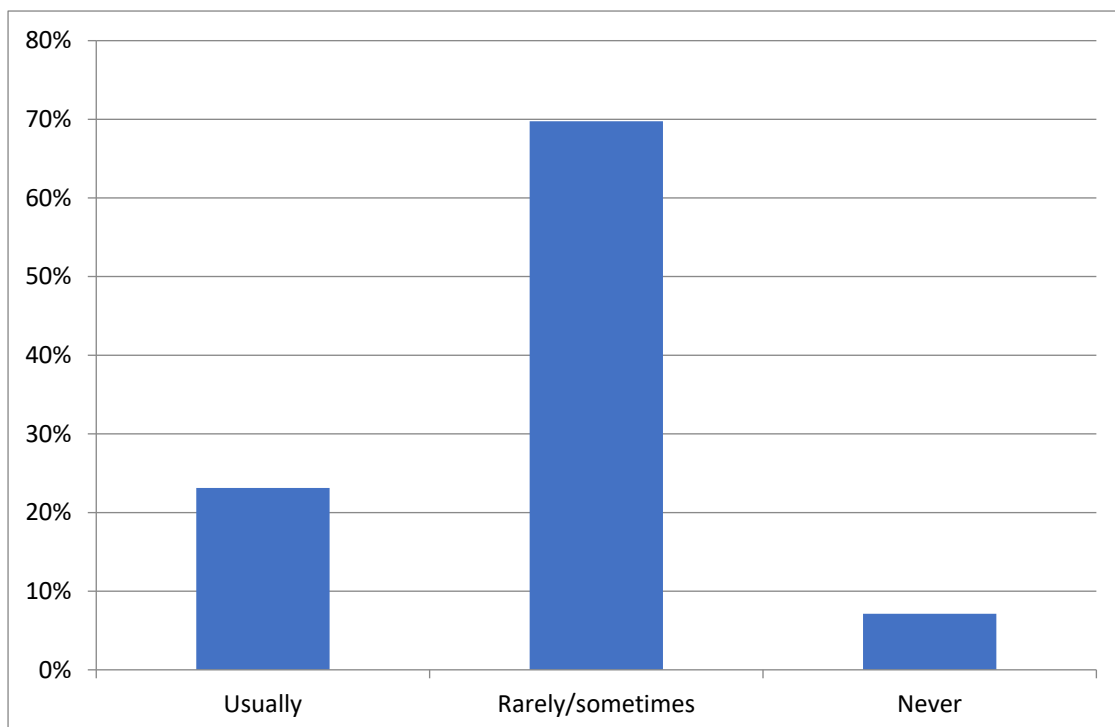
**Figure 4: What device do you mainly use for zoom classes?**



As Zoom and online lectures are fairly new, it is not surprising that a large proportion of students noted that they had helped another student access Zoom. Around 75 per cent of students had said they had helped another student in this way. This may be due to helping students inexperienced with Zoom, or because the other student was having difficulty accessing the internet.

Most students watched Zoom lectures with other students, but not most of the time. 22 per cent said they “usually” watched lectures as a group, while 70 per cent they watched with someone else rarely or sometimes. Just 8 per cent said they “never” watched with someone else.

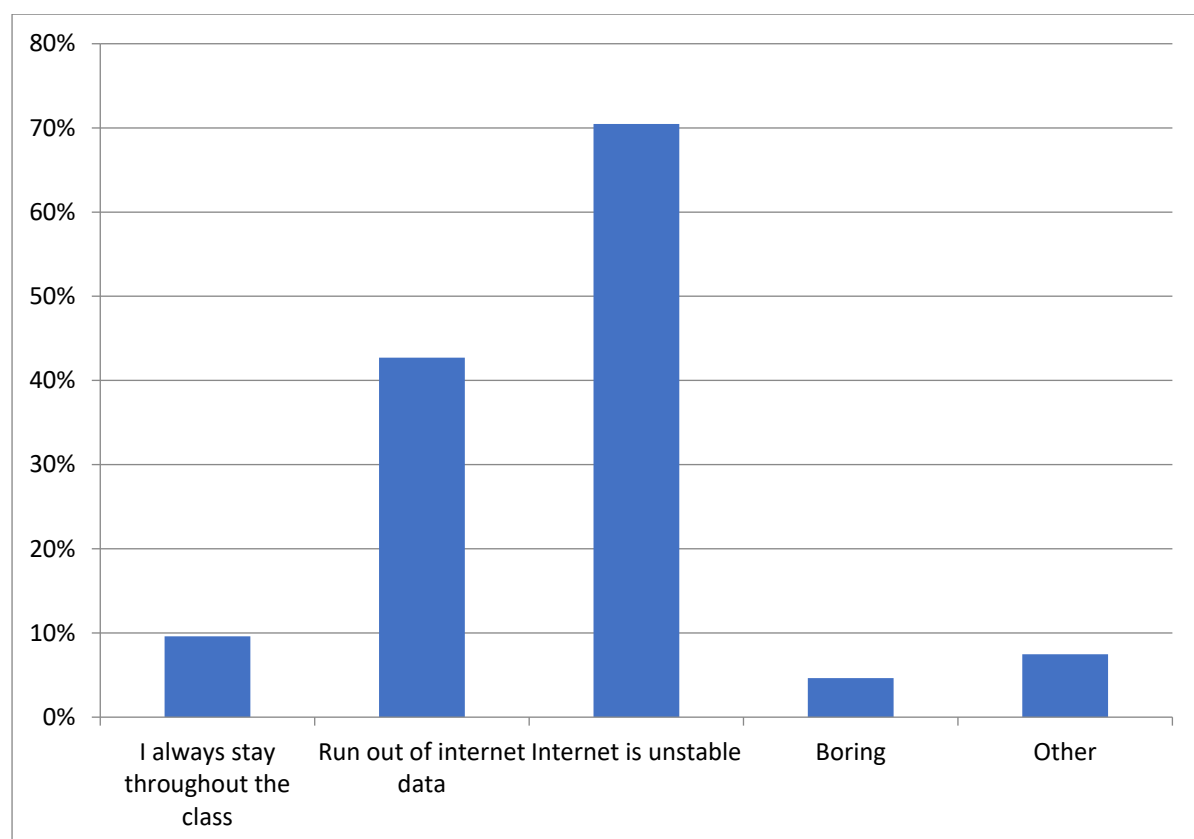
**Figure 5: How often do you watch live zoom lectures with other students?**



Internet quality can vary by time and place in Port Moresby, and data, although cheaper per megabyte (MB) than most Pacific countries, can be very expensive for students doing hours of video streaming required by Zoom. These issues can make online classes difficult to conduct. For this reason, we asked students if and why they leave before class finishes. The quality of the internet connection was an issue for 70 per cent of students, while running out of data was an issue for 42 per cent. As of June 2021, University of PNG provides 500 MB of data per session through the UPNG Wifi. This data can be refreshed by logging out and logging in again. This is a significant increase on the 2020 limit of 500 MB per week.

Just one in ten students said they were able to always stay throughout the class, the implication being that 90 per cent of students sometimes leave Zoom classes, for any reason.

**Figure 6: If you leave zoom lecture before the end of class, what tends to be the main reason? (can choose more than one)**



Day scholars (who are more likely to be using their own internet) were 10 per cent more likely to say that they had left a class because they had run out of internet data ( $p=0.1$ ), but boarding students (who are more likely to be using the UPNG Wifi) were 18 per cent more likely to say they had left a class because their internet was unstable ( $p<0.01$ ). It is unclear the extent to which boarding students were aware that they could log in and out to refresh their data, and/or whether they experienced issues in doing so.

Figure 7 encompasses a lot of information on students' opinions about their learning in Semester 1 2021. For the most part students were happy with their access to learning materials, lecturers and information. The reliance of mobile phones over laptops does not seem to be considered a

constraint by most students. Just 10 per cent of students said they were unhappy with their level of access to technology.

Around 22 per cent felt they did not have adequate access to school administration, and importantly, around 31 per cent said they disagreed or strongly disagreed that they had adequate access to Wifi or phone data. Add in neutral responses for this latter question, and this figure rises to 66 per cent. This response may then explain the significant minority of students who experienced severe access issues. Around 30 per cent of students said they were not able to attend the majority of classes, and 23 per cent who said they were not able to participate in all online assessments. As is common elsewhere around the world, most students are likely to continue to prefer face-to-face interactions.

**Figure 7: Access and experience of online education in 2021**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I had adequate access to technology (laptop/mobile phone)	4%	6%	21%	39%	30%
I had adequate access to Wifi/data	12%	19%	35%	26%	9%
I had adequate access to lecturers	4%	6%	20%	39%	30%
I had adequate access to administration	6%	16%	39%	31%	8%
I had adequate access to lecture/tutorial materials	2%	3%	11%	36%	48%
I had adequate access to updated information	2%	3%	16%	40%	40%
I was able to attend the majority of online classes	8%	22%	27%	30%	14%
I was able to participate in all online assessments	5%	18%	30%	26%	19%
My study/performance was not affected by COVID19	34%	29%	19%	13%	5%
My student/social life was not affected by COVID19	29%	31%	20%	13%	7%
Overall, Zoom classes are better than face to face	40%	22%	23%	9%	7%

## Conclusion

Students appear generally satisfied with the quality of teaching materials, information and access to lecturers in Semester 1 2021. This is an achievement. However, the data shows that a significant minority of students suggested that they were unable to participate in classes and assessments due to issues accessing internet.

Access to data remains an issue for both boarding students and day scholars, though more so for day scholars, who do not have access to the UPNG Wifi at home. Internet instability is an even greater problem than access to data. Stability problems were an issue for most students, though were more common with boarders. If the stability of internet data is improved at either the network, or local Wifi level, this could significantly reduce the difficulties faced by many students in online learning.

## Annex 2: 2020 - 2021 SBPP Library Report

For several years, the ANU has funded SBPP through the Partnership to hire a librarian for its new SBPP library. For this report, we asked the librarian to provide an update on her work.

### Acknowledgment

A special gratitude to the Australian National University (ANU) and DFAT, for funding this wonderful project in terms of pay position and the donations of new books to the SBPP Library which the Post Graduate Studies students and staff of School of Business & Public Policy are utilizing the quality resources. Not forgetting all the hardworking staff of SBPP and UPNG for your all out support and continuous word of encouragement.

This report briefly covers the timeframe from **1 Jan 2020 – June 2021** on the following areas;

#### 1. Books catalogued and yet to be catalogued

- **Catalogued Books**

All the new books which was given by ANU through DEFACT are all catalogued and are available in the library for the users to use.

Some books from the previous collection which was used in the old MBA book bank are also catalogued and available for users to use. Total collection of titles available for users is more than 3000 books.

- **Books yet to be catalogued**

There are some books yet to be catalogued which are from the old MBA book bank collection. It is in progress now as I've gone for maternity leave and resumed work in May 2021 hence the delay. By the end of this year, these remaining books will be catalogued and available for users to use as well.

- **How long it will take to work on the uncatalogued books**

I am in the progress of cataloguing these pending books from the old MBA book bank collection and the expected time at which I'll finish is end of October 2021.

#### 2. Transition of the SBPP library to the main UPNG Michael Somare Library

The SBPP library is the branch to the main UPNG Michael Somare Library however, the transition is still pending and SBPP library is still serving under the PILAG branch since its inception in 2018.

#### 3. Library Resources

The SBPP library has updated collections of books which are available for use as well as other online sites for users who can be able to access information. There are also computers available for users to use in the library. There is also an external hard drive to save downloaded articles for users to use. There is also a portable Wi-Fi which is in progress of configuration for users to have access to all the downloaded articles.

#### 4. Library Membership and Access

- **Library Membership**

Every year there is new Library Membership application form which students filled in order for them to borrow books and use the library and its resources. Staff also fills the



Membership application forms to have access to library resources. There is a total number of 500 Memberships. The SBPP library is an online library meaning once a member's application is approved, he or she is given a username and password. The user can access the library anywhere so long as there is a better internet connection. The SBPP Library site is provided here; <https://pilag.softlinkhosting.com.au> where once logged in, you can select SBPP as your branch to view the homepage.

- **Library Users**

There is also a library log book where all users sign in and out when using the library. From the total number of more than 500 approved membership, the physical records of signing in and out shows that between 5 to 10 users come into the library each day to use the library resources. Furthermore, the record shows that most users state their purpose of visiting the library for study purposes.

## **5. Risk Factors**

- **Library Security System**

Not everyone can be trusted, some users can easily walk out of the library with books or other library Resources. There is no CCTV coverage within the library and no security gate at the doorway to easily detect the dishonest library users.

- **Additional Staff**

The SBPP library is a small library where only one person can be able to manage however, it would be helpful if there is an additional staff in the event that one is sick or is away on leave the other staff is there to assist. Having said this because of my experience when I was away on maternity leave for 4 months the library was closed.

## **6. Measures taken to safeguard library users during the Covid 19 Pandemic Situation**

Wearing of face masks are compulsory for all library users. Hand sanitizer is also provided for library at the doorway. Library users are advised to maintain 1.5 meter social distance in the library. At the moment vaccine is available, however, it is an individual choice.

## **Closing Remarks**

So far the SBPP library is doing just fine and is proud to be the only library in the university with the most updated collection of books. The SBPP library is looking forward for a brighter successes and challenges in the remaining year of 2021.

It is with great privilege and honor to present this brief report on the success of the new School of Business and Public Policy Library being operated in the newly built building funded by the Australian Government.

**Prepared by Molly Yokko**

**SBPP library in charge**

**19th July 2021**