

ANU-UPNG Partnership
Master of Economic and Public Policy (MEPP) Program
2022 Report
23 March 2022

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Introduction

The MEPP program is an important component of the partnership between the University of Papua New Guinea's School of Business and Public Policy (SBPP) and the Australian National University's Crawford School (through the Development Policy Centre or Devpol) (hereinafter ANU-UPNG Partnership). The MEPP is a two-year program combining economics and public policy subjects. It is targeted mainly at mid-career and senior public-sector employees, and aims to contribute to their professional qualifications and critical thinking. It commenced in 2017 and is now entering its sixth year.

This annual report provides details about the MEPP program, progress to date, and considers lessons learnt and challenges.

MEPP content and structure

The MEPP was co-designed in 2016 by the UPNG and ANU teams, and approved by the UPNG Senate in the same year, and then commenced in 2017. It is a two-year, part-time course combining economics and public policy subjects. Students undertake coursework in the first year. Depending on their performance in the first year and their interest, they can then either graduate with a Graduate Certificate (if they successfully complete six courses in their first year) or a Graduate Diploma (if they successfully complete nine courses in their first year) or they can continue on with a second year of studies. If they choose to do the latter, as most

do, they can either continue only with coursework or switch to a mix of coursework and research in their second year. To graduate with the Masters, students need to either pass 15 courses or pass 12 and successfully complete a research project (see Table 1).

The course is organised on a trimester basis, with three ten-week trimesters every year. Students take up to three courses a trimester. Each course includes 3 hours of lectures and 2 hours of tutorial every week for 10 weeks. All courses are in the evening. Course assessment is a mix of end-of-trimester exams and within-trimester assignments.

Given that most of the students in the program are practitioners working in public sector, the course materials and education delivery have been adjusted to respond to the demands and needs of the students. In particular, tutorial classes link scholarship and policy/practice.

The MEPP is directed by Dr Lawrence Sause, MEPP Deputy Dean, under the guidance of the Executive Dean of SBPP, Prof LN Pillai. On the ANU side, Dr Nematullah Bizhan, Devpol Lecturer, coordinates our involvement, under the guidance of Devpol Director, Prof Stephen Howes.

Table 1: MEPP program structure

| Year 1 | | | |
|------------------|------------------------------------|----------------------|----------------|
| Trimester | Course Name | Course Number | Credits |
| 1 | Governance and Institutions | 3.63404 | 5 |
| 1 | Quantitative Research Methods | 3.60303 | 5 |
| 1 | Issues in Public Sector Management | 3.63405 | 5 |
| | | | 15 |
| 2 | Microeconomic Analysis and Policy | 3.60304 | 5 |
| 2 | Managing Governance Finances | 3.63406 | 5 |
| 2 | Development Thinking and Policy | 3.60305 | 5 |
| | | | 15 |
| | Graduate Certificate | | 30 |

| 3 | Qualitative Research Methods | 3.63408 | 5 |
|--|-------------------------------------|---------|----|
| 3 | Macroeconomic Analysis and Policy | 3.60306 | 5 |
| 3 | Applied Cost-Benefit Analysis | 3.60307 | 5 |
| | | | 15 |
| | Graduate Diploma Certificate | | 45 |
| Year 2 (Programme structure for those who opt for research) | | | |
| 4 | PNG Economic and Policy Issues | 3.60308 | 5 |
| 4 | Reading and Seminar Paper* | 3.60310 | 5 |
| | | | 10 |
| 5 | MEPP Research Paper | 3.60308 | 15 |

| | | | |
|---|-----------------------------------|---------|----|
| | Global Economic and Policy Issues | 3.60309 | 5 |
| | | | 20 |
| Master of Economic and Public Policy | | | 75 |

* In this course students develop a research project.

| Year 2 (Programme structure for those who opt for course work) | | | |
|---|--|---------|----|
| 4 | PNG Economic and Policy Issues | 3.60308 | 5 |
| 4 | Corporate Governance and Business Ethics | 3.61211 | 5 |
| 4 | Reading and Seminar Paper* | 3.60310 | 5 |
| | | | 15 |
| 5 | Strategic Management | 3.60801 | 5 |
| 5 | Project Planning and Management | 3.61210 | 5 |
| 5 | Global Economic and Policy Issues | 3.60309 | 5 |
| | | | 15 |
| Master of Economic and Public Policy | | | 75 |

Student numbers, gender equity and completion rates.

The majority of MEPP students are mid-career or senior civil servants who are seeking to upskill and improve their career prospects. Former and current students include, for instance, the Managing Director of the Climate Change and Development Authority of PNG, and the current Chair of the National Research Institute.

Course numbers have grown over time. We started with only 9 in 2017, and with only 4 enrolled in 2018, the future of the program was in doubt. However, with the provision of scholarships (see Section 5) and greater publicity, numbers have since grown. 32 students were enrolled in 2021, and more are expected in 2022.

The gender balance has also improved, from 0% when we started from to 34% in 2021.

Importantly, completion rates are improving. The share of students who have either graduated or are on track is only 56% for 2017 and 50% for 2018, but is 76% for 2019, and 83% for 2020. This is due to two reasons. One, we are monitoring individual student progress more closely. Two, the research project is no longer compulsory.¹ We have learnt that only a minority of the brightest and most committed students should be allowed to undertake research projects. Only ten students have so far completed research projects: one in 2017, one in 2018, and six in 2019. Only five of the 2020 students are undertaking research projects.

¹ Also, in 2021, research paper guidelines were revised to introduce a minimum word limit of 15,000 words, rather than only a maximum (25,000).

Table 2: MEPP students' status, January 2022

| | Enrolled | Female | % female | Graduated or ready to graduate | On track | Will not graduate | Needs follow up | % graduated and on track |
|--------------|-----------|-----------|----------|--------------------------------|-----------|-------------------|-----------------|--------------------------|
| 2017 | 9 | 0 | 0% | 3 | 2 | 0 | 4 | 56% |
| 2018 | 4 | 0 | 0% | 2 | 0 | 0 | 2 | 50% |
| 2019 | 29 | 9 | 31% | 13 | 9 | 4 | 3 | 76% |
| 2020 | 23 | 5 | 22% | 0 | 19 | 1 | 3 | 83% |
| 2021 | 32 | 11 | 34% | 0 | 28 | 0 | 4 | 88% |
| TOTAL | 97 | 25 | | 18 | 58 | 5 | 16 | |

Note: One student graduated with Diploma; rest so far with MEPP.

So far 18 students have graduated; we expect another xx students to graduate in April of this year.

A small number of students have dropped out, especially from the 2019 batch – this is likely linked to the COVID-related disruptions of 2020. 16 students require follow up (and are being followed up with). These students mainly need to indicate if they want to graduate with the certificate or diploma, or want to continue with the masters.

A survey of MEPP students carried out in 2020 provides further insights into the composition of students. Their average age was 38. About 80% were government employees with representation across government, including from the Departments of: Education; Higher Education; Personnel Management; Prime Minister & NEC; Finance (2); Defence; and Treasury. Other organisations represented were the Public Service Commission and ICC. Students held a range of positions, including: Analyst; Assistant Secretary (4); Commissioner; Executive Manager (2); Managing Director; Principal Accountant; Principal Analyst; and Senior Policy Analyst.

ANU involvement

ANU and UPNG lecturers jointly designed, manage and teach into the MEPP Program. ANU lecturers are mainly employed by ANU, but also include temporary staff and lecturers from National Research Institute sponsored by ANU. ANU lecturers taught six courses in the first year (when only nine courses were being taught) and since then have taught between 8 and 10 (out of 12 to 15) – see Annex 1.

Lecturing was in person before the outbreak of COVID in 2020, and since then has been a mix of in person and online.

One of the ANU academics co-convenes the MEPP research project, and individual ANU academics supervise MEPP research projects. In 2021, for example, ANU lecturers supervised

8 research projects. ANU staff also help coordinate the MEPP, with Dr Nematullah Bizhan taking the lead for the ANU in this regard.

Evaluations

Every course taught by ANU lecturers and those sponsored by ANU is evaluated. The results are very positive (see Table 2). Out of 5, on average the courses are rated 4.5, and lecturers who taught these courses are rated 4.7.

The move to a mix of online and hybrid teaching has not reduced evaluation scores. This is perhaps because it has increased flexibility for students, because of the good IT infrastructure at the SBPP building, because of the dedication and excellence of our staff, and because of our use of facilitators (see Section 6).

Table 3: Students' Evaluations, 2017-2021

| Academic Year | Courses | Number of Students attended | | | Course Ave. evaluation score (out of 5) | Lecturer Ave. evaluation (out of 5) |
|----------------------|---------|-----------------------------|--------|------|---|-------------------------------------|
| | Total | Total | Female | Male | | |
| 2017 | 6 | 55 | 0 | 55 | 4.7 | 4.8 |
| 2018 | 9 | 46 | 0 | 46 | 4.5 | 4.6 |
| 2019 | 9 | 228 | 55 | 173 | 4.5 | 4.5 |
| 2020 | 9 | 215 | 53 | 162 | 4.6 | 4.7 |
| 2021 | 9 | 265 | 83 | 182 | 4.5 | 4.6 |
| Total/average | 42 | 809 | 191 | 618 | 4.5 | 4.7 |

Note: For details, see Annex 1.

The 2020 survey of students mentioned above also asked some evaluative questions. MEPP students were asked a smaller set of qualitative questions about their experience at UPNG. Students were asked about the best and worst aspects of the MEPP program, suggestions for improvement and further information. For the best things, students' answers were quite broad – noting what they had learned in the course, networking opportunities and the conduct and quality of lecturers. The following presents a selection of responses. The full set of responses can be found in Annex 2.

“The lecturers were the best. Their knowledge and conduct was excellent.”

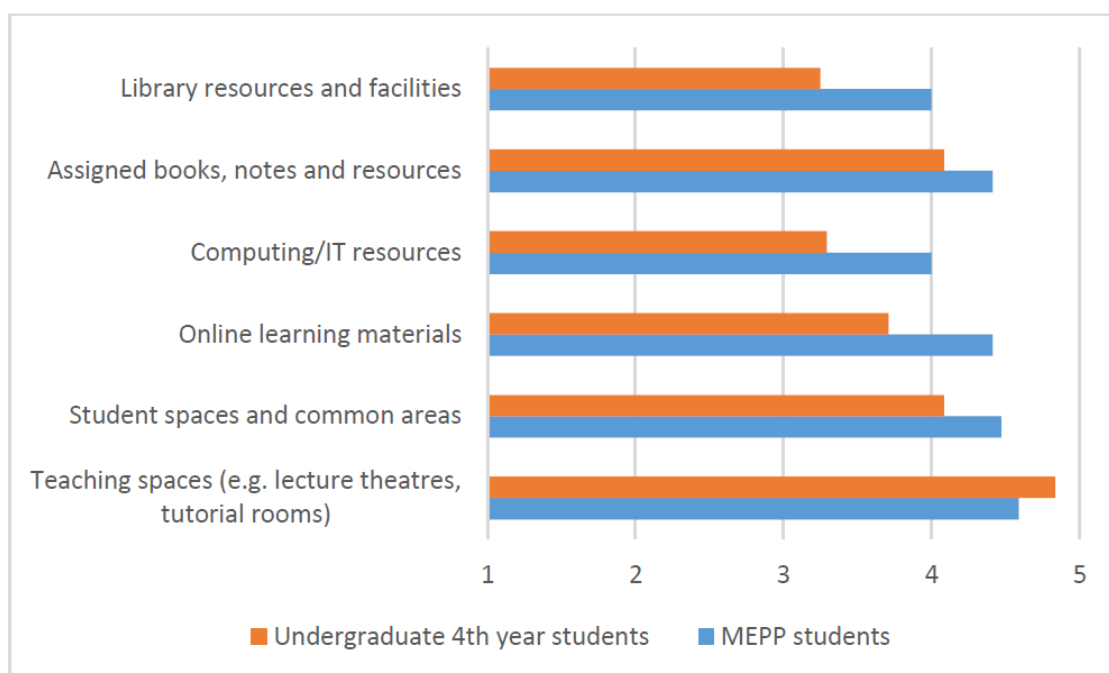
“It has transformed my way of thinking and motivated me to further my studies to PhD level.

“The mix of lecturers from ANU and UPNG”

“Learning new skills and ideas in all the courses. Also, teaching through Zoom and downloading information through Google Drive is awesome.”

“It is PNG-tailored course. I love it.”

Students were also positive about UPNG facilities, as the graph below shows:



Note: the survey also interviewed 4th year students. Click [here](#) for the full report.

The worst aspects were said to be the interruption of the program due to COVID19 and the timing of lectures after hours and difficulty finding transport at this time. Connected to this statement, some students suggested that they would prefer if the course were full-time rather than part-time. There were no clear patterns in the courses found useful versus those found least useful. This suggests that the program is structured in a way that appeals to students with varied interests, and that there were not any courses that were consistently viewed as poorer than others. Though students were felt that COVID19 restrictions had negatively affected their study experience, the suggestions for improvement mentioned online learning twice and both comments were in favour of it. MEPP students also noted much higher satisfaction with their access to computing and IT equipment at UPNG and with the online learning resources. Other students valued the ANU-UPNG Partnership.

“COVID-19 disruption caused a lot of disruption which I cannot really say much”

“Make it a full-time program”

“Courses should be offered full-time and participants to be on study leave to take this program.”

“I suggest that time be extend for 15 weeks for a semester.”

“The online course is nice and should be continued”

“Online learning is great!”

“Just maintain the involvement of the ANU partnership.”

“To continue the partnership between UPNG & ANU.”

Scholarships

On average, up to 10 scholarships have been provided each year by the Australian Awards since 2019 (10 scholarships in 2019, 10 in 2020, and 9 in 2021). It is expected that another 10 students will be sponsored in 2022. The cost of a scholarship is only \$14,000 (for two years). These scholarships are of enormous value, not only for the students they fund, but for the additional prestige and publicity they provide to the MEPP. It can be seen from Table 1 that the growth in the program coincided with the introduction of Australian Award (AA) scholarships. Table 4 provides details of the AA scholars

Table 4 Progress of MEPP Australian Award Scholarship holders.

| | Number | Graduated | On track | Needs follow up | Dropped out | Completed or undertaking research |
|------|--------|-----------|----------|-----------------|-------------|-----------------------------------|
| 2019 | 10 | 5 | 4 | 1 | 0 | 5 |
| 2020 | 10 | 0 | 10 | 0 | 0 | 3 |
| 2021 | 9 | 0 | 7 | 0 | 2 | TBC |

Note: It will not be known how many 2021 MEPP students are undertaking research until the 2022 academic year commences.

The scholarships are provided in equal numbers to men and women and this has helped with gender equity.

In addition, ANU (through the DFAT funding received for the ANU-UPNG Partnership) provided two scholarships for tutors from and selected by SBPP to attend the MEPP program in 2020. Their MEPP training prepares them to become lecturers. This was first done in 2020; it was not done in 2021 due to COVID, but it will be repeated in 2022. These students also act as class facilitators, setting up zoom sessions, distributing materials, solving logistical problems, facilitating class-lecturer communications, etc.

The remaining students have been either funded by their respective departments or have been self-financed.

The ANU (again through DFAT funding) makes a research grant of K1,500 available to each MEPP research student to cover their research cost. To be eligible for this research grant, students need to submit a research proposal and receive approval from the ethics committee of UPNG. In trimester three in 2021, four students were awarded this grant for their research.

Conclusion, lessons learned and challenges

MEPP is a flagship and highly successful program. It offers a postgraduate qualification of international standing at low cost to a growing and increasingly gender-balanced group of now more than 30 mid-career and senior public servants.

The program is highly cost-effective. On average, it costs the Australian government about \$150,000 to send a Papua New Guinean Masters student to Australia for two years. To send 30 students to Australia each year would therefore cost about \$4.5 million per cohort. The MEPP delivers a world-class education at a fraction of this price.

The program has adjusted and improved over time, not only getting bigger but also pushing up expected completion rates. The Covid pandemic might easily have been the end of the MEPP, but we responded flexibly and cooperatively, and the program is in fact being rated better than ever by students.

Along the way, we have learnt a number of lessons.

- It is important to provide **flexibility**. The participants typically have heavy work and family responsibilities. The flexibility that we have introduced over time – to do a diploma or full masters; to do course work or research – has helped boost the completion rate. We also allow students to complete the course in more than two years if they need it – and many do.
- It is important to be **realistic**. It would be great if more students could complete research project, but experience has shown that simply isn't realistic. Many students overestimate their own capacity to complete research. A "tough love" approach is needed.
- It is important to provide **support**, whether research support or class facilitation.
- We have learnt that **individual attention** to students is needed. Life is very uncertain in PNG (especially during a pandemic!), and students face many challenges, especially if they are also carrying significant work and family responsibilities. Lecturers stay in touch with students in their class on an almost daily basis through Whatsapp. We also regularly monitor students' progress with UPNG colleagues, and follow up with lagging students.
- **Online lecturing works!** Though a mix of technologies -- Google classroom, Zoom, email, WhatsApp, thumb drives (for distributing course materials) – and through the use of class facilitators we have made online lecturing work. As international travel resumes, we plan to move back towards in-person teaching, but will keep a mix of online and in person because of the flexibility and cost savings this provides.
- **There is a growing demand from public servants from outside the Port Moresby to enrol into the programme.** Due to work commitments, they wish to have the programme through online lectures in their work stations.

While considerable progress has been made, challenges remain:

- One question is whether the MEPP can survive the eventual cessation of the ANU-UPNG funding. There are not enough PhD staff at UPNG to teach the program. Through a combination of continued funding and (cheaper) online teaching, the ANU and UPNG teams hope to be able to continue the MEPP indefinitely. Opportunities are taken to use PNG lecturers wherever possible.

- Related to this, so far SBPP has gained no financial advantage from offering the MEPP. An agreement is needed between the UPNG Management and SBPP to share a portion of fees revenue for the sustainability of the programme.
- The completion rate, though increasing, is still a challenge, and there is a backlog of students who have not yet graduated from earlier years that needs to be cleared.
- Growing numbers add to growing pressures, especially given the individual attention afforded to students.

Overall, the success of the MEPP program is a tribute to the maturity and depth of the UPNG –ANU partnership

Annex 1: Students' evaluation, MEPP 2017-2021

| No . | Academic year | Course | Program | Lecturer | Semester/Trimester | Female students | Male students | Student with disability | Total students | Course evaluation (Overall satisfaction) | Lecturer evaluation (Overall satisfaction) |
|------|---------------|---|---------|----------------|--------------------|-----------------|---------------|-------------------------|----------------|--|--|
| 1 | 2017 | Governance and Institutions | MEPP | Amanda Watson | T1 | 0 | 9 | 0 | 9 | 4.8 | 4.8 |
| 2 | | Issues in Public Sector Management | MEPP | Lhawang Ugyel | T1 | 0 | 10 | 0 | 10 | 4.6 | 4.3 |
| 3 | | Development thinking and policy | MEPP | Amanda Watson | T2 | 0 | 9 | 0 | 9 | 4.8 | 5.0 |
| 4 | | Macroeconomic analysis and policy | MEPP | Martin Davies | T2 | 0 | 9 | 0 | 9 | 4.3 | 4.9 |
| 5 | | Qualitative Research Methods | MEPP | Amanda Watson | T3 | 0 | 9 | 0 | 9 | 4.6 | 4.9 |
| 6 | | Applied Cost Benefit Analysis | MEPP | Francis Odhuno | T3 | 0 | 9 | 0 | 9 | 4.8 | 4.8 |
| | | Total/Average | | | | 0 | 55 | 0 | 55 | 4.7 | 4.8 |
| 1 | 2018 | Issues in Public Sector Management | MEPP | Lhawang Ugyel | T1 | 0 | 4 | 0 | 4 | 4.5 | 4.6 |
| 2 | | Global Economic and Policy Issues | MEPP | Lhawang Ugyel | T1 | 0 | 9 | 0 | 9 | 4.2 | 4.6 |
| 3 | | Governance and Institutions | MEPP | Amanda Watson | T1 | 0 | 5 | 0 | 5 | 4.4 | 4.7 |
| 4 | | Quantitative Research Methods | MEPP | Francis Odhuno | T1 | 0 | 4 | 0 | 4 | 4.4 | 4.5 |
| 5 | | Papua New Guinea Economic and Policy Issues | MEPP | Eugene Ezebilo | T1 | 0 | 8 | 0 | 8 | 4.5 | 4.7 |
| 6 | | Development Policy and Thinking | MEPP | Amanda Watson | T2 | 0 | 3 | 0 | 3 | 4.6 | 4.7 |
| 7 | | Macroeconomic Analysis and Policy | MEPP | Martin Davies | T2 | 0 | 4 | 0 | 4 | 4.5 | 4.6 |
| 8 | | Applied Cost and Benefit Analysis | MEPP | Francis Odhuno | T3 | 0 | 4 | 0 | 4 | 4.5 | 4.7 |
| 9 | | Qualitative Research Methods | MEPP | Amanda Watson | T3 | 0 | 5 | 0 | 5 | 4.7 | 4.7 |
| | | Total/Average | | | | 0 | 46 | 0 | 46 | 4.5 | 4.6 |
| 1 | 2019 | Governance and Institutions | MEPP | Amanda Watson | T1 | 8 | 27 | 0 | 35 | 4.8 | 4.9 |
| 2 | | Quantitative Research Methods | MEPP | Francis Odhuno | T1 | 7 | 23 | 0 | 30 | 3.5 | 3.5 |
| 3 | | PNG Economic and Policy Issues | MEPP | Eugene Ezebilo | T1 | 0 | 3 | 0 | 3 | 4.7 | 4.9 |
| 4 | | Macroeconomic Analysis and Policy | MEPP | Martin Davies | T2 | 8 | 21 | 0 | 29 | 5.0 | 4.9 |

| | | | | | | | | | | | |
|---|------|------------------------------------|------|---------------------|----------|-----------|-----------|-----|-----|------------|------------|
| 5 | | Global Economic Policy and Issue | MEPP | Marcel Schröder | T2 | 0 | 3 | 0 | 3 | 4.7 | 4.7 |
| 6 | | Qualitative Research Methods | MEPP | Amanda Watson | T2 | 8 | 21 | 0 | 29 | 4.6 | 4.8 |
| 7 | | Issues in Public Sector Management | MEPP | Nematullah Bizhan | T2 | 8 | 21 | 0 | 29 | 4.6 | 4.6 |
| 8 | | Development Policy and Thinking | MEPP | Nematullah Bizhan | T3 | 8 | 27 | 0 | 35 | 4.8 | 4.9 |
| 9 | | Applied Cost and Benefit Analysis | MEPP | Francis Odhuno | T3 | 8 | 27 | 0 | 35 | 3.6 | 3.5 |
| | | Total/Average | | | | 55 | 173 | 0 | 228 | 4.5 | 4.5 |
| 1 | 2020 | Quantitative Research Methods | MEPP | Manoj Pandey | T1 | 10 | 21 | 0 | 31 | 4.6 | 4.9 |
| 2 | | Governance and Institutions | MEPP | Michelle Rooney | T1 | 8 | 22 | 0 | 30 | 4.5 | 4.5 |
| 3 | | PNG Economic and Policy Issues | MEPP | Eugene Ezebilo | T1 | 7 | 21 | 0 | 28 | 4.7 | 4.5 |
| 4 | | Macroeconomic Analysis and Policy | MEPP | Martin Davies | T2 | 5 | 19 | 0 | 24 | 4.8 | 4.9 |
| 5 | | Global Economic Policy and Issue | MEPP | Eugene Ezebilo | T2 | 7 | 20 | 0 | 27 | 4.1 | 4.2 |
| 6 | | Qualitative Research Methods | MEPP | Michelle Rooney | T2 | 3 | 14 | 0 | 17 | 4.8 | 4.8 |
| 7 | | Issues in Public Sector Management | MEPP | Nematullah Bizhan | T2 | 5 | 17 | 0 | 22 | 4.4 | 4.6 |
| 8 | | Development Policy and Thinking | MEPP | Nematullah Bizhan | T3 | 4 | 14 | 0 | 18 | 4.7 | 4.7 |
| 9 | | Applied Cost and Benefit Analysis | MEPP | Manoj Pandey | T3 | 4 | 14 | 0 | 18 | 4.7 | 4.8 |
| | | Total/Average | | | | 53 | 162 | 0 | 215 | 4.6 | 4.7 |
| 1 | 2021 | Quantitative Research Methods | MEPP | Manoj Pandey | T1 | 10 | 21 | 0 | 31 | 4.6 | 4.9 |
| 2 | | Governance and Institutions | MEPP | Michelle Rooney | T1 | 9 | 24 | 0 | 33 | 4.8 | 4.9 |
| 3 | | MEPP Research Paper | MEPP | Nematullah Bizhan | T1,T2,T3 | N/A | N/A | N/A | N/A | N/A | N/A |
| 4 | | Global Economic and Policy Issues | MEPP | Eugene Ezebilo | T2 | 4 | 13 | 0 | 17 | 4.3 | 4.4 |
| 5 | | Issues in Public Sector Management | MEPP | Nematullah Bizhan | T2 | 10 | 21 | 0 | 31 | 4.4 | 4.4 |
| 6 | | Qualitative Research Methods | MEPP | Michelle Rooney | T2 | 10 | 20 | 0 | 30 | 4.8 | 4.9 |
| 7 | | Macroeconomic Analysis and Policy | MEPP | Martin Davies | T2 | 11 | 19 | 0 | 30 | 4.5 | 4.8 |
| 8 | | Applied Cost-benefit Analysis | MEPP | Manoj Pandey | T3 | 9 | 22 | 0 | 31 | 4.3 | 4.3 |

| | | | | | | | | | | | |
|---|--|---------------------------------|------|-------------------|----|----|-----|---|-----|-----|-----|
| 9 | | Development Thinking and Policy | MEPP | Nematullah Bizhan | T3 | 10 | 21 | 0 | 31 | 4.5 | 4.4 |
| | | Total/Average | | | | 73 | 161 | 0 | 234 | 4.5 | 4.6 |

Annex 2: MEPP survey qualitative responses

This is the full list of responses from the 2020 MEPP student survey

What was the best thing about the MEPP program?

Well, as a first year (PGDEPP) was learning the foundation of researching

Studying modalities / structures / concepts for policies etc.

The best thing about the MEPP is that I have learnt a lot and met many new friends

The lecturers were the best. Their knowledge and conduct was excellent.

It has transformed my way of thinking and motivated me to further my studies to PhD level.

The mix of lecturers from ANU and UPNG

Learning new skills and ideas in all the courses. Also, teaching through Zoom and downloading information through Google Drive is awesome.

Learned very new things never learned in my undergraduate degree.

Lectures are very professional and made learning very easy for us despite challenges, lectures are very lenient and understanding. The entire program is very valuable to PNG public sectors and must continue.

Research and Analysis, Economics

A program tailored with economics and policy gives edge up. - Well-designed program

The interaction and the well resourced notes & materials. Please improve air con and IT connection @ labs.

It should be continued because many public servants lack rational decision makers and this course is providing that.

Establishing personal contracts with my PNG colleagues.

The good relationship and understanding between students and lecturers, and how they navigate through the COVID-19 pandemic.

It is really broaden the knowledge an the thinking skills. This program has really lifted my perspective of seeing things in the public sector.

It helped me understand why issues are analysed and how they are analysed which can help make policies that work.

It is PNG-tailored course. I love it.

What was the worst aspect of the MEPP program?

Nil.

Not enough time to understand and grasp the main points. This program needs to be taken as a year long course.

The effect of the coronavirus pandemic, otherwise I have really enjoyed the program and really hoping to have it continue for other students as well.

I can't think of one, the MEPP program is excellent

No comments.

*COVID-19 was the worse but the Zoom study in course to ****

None that I can think of

Having difficulties in economics courses but fair and OK.

COVID-19 was the major destruction.

Part-time, after hours

Worst part is on myself, not being able to manage time properly due to work pressure and not submitting assignments on time.

- Never experienced any worse part of the program.

Time is a big challenge on my side. Being a working student is hard to come up with time.

Test, assignments and exam and also trying to couple up with work is very hard.

COVID-19 and transportation back home from UPNG @ nights.

Would have had more practical discussions than focus on theory only

The timing: finishing late at night and had problem with transportation.

Nothing. Just COVID-19 disturbing everything.

The worse aspect was that we were affected by the COVID-19 pandemic.

Nil

None

What are some of your suggestions for improvement for the MEPP program?

I can't think of any, all good.

Convert it to a year long course as 10 weeks is not enough.

There could be full establishment of the program, all related materials are provided (learning materials). The school should have a Wi-Fi facility that all students can have access to it for learning purposes.

As per my comment on particular course on Development Thinking, this needs to be improved on materials and how the outcome of this course is useful in workplace.

MEPP Program be run full time as approved to current part time (after hours)

The online course is nice and should be continued

Online learning is great!

Nothing

More time to be given for lecturing e.g. 2 hour, coming at 3 pm? And ending at 7 pm?

It's good but need more time anywhere.

Make it a full-time program

COVID-19 disruption caused a lot of disruption which I cannot really say much

Courses should be offered full-time and participants to be on study leave to take this program.

Just maintain the involvement of the ANU partnership.

I suggest that time be extend for 15 weeks for a semester.

I do not think of any

To continue the partnership between UPNG & ANU.

In your experience, what were the 1 or 2 most useful courses, and the 1 or 2 least useful courses from your MEPP degree.

| Most useful courses: | Least useful: |
|---|--|
| - Macroeconomics - Qualitative research methods | - Microeconomics - Issues in Public Sector Management |
| 1. Economic courses 2. CBA | |
| The most two useful courses in MEPP program is CBA and Governance & Institutions | |

| | |
|--|---|
| I believe all of the courses were very useful. The COVID pandemic affected our learning that we did not enjoy fully. I really enjoyed Qualitative Research Methods due to the learning of research skills. | |
| Qualitative Research Method - Micro and macroeconomics All of them are useful. 1. QRM (quantitative & qualitative) 2. MGF | |
| 1. Applied Cost Benefit Analysis 2. Development Thinking (Both useful) | 1 - Governance & Institutions (I had already covered some of the topics in the Future Leaders Program) |
| Microeconomics / macroeconomics - giving more information about economics to someone from another diaspora. | Quantitative methods |
| All courses are very useful, but the most outstanding ones are CBA, Development Thinking They are all useful | |
| 1. Microeconomics & Principles 2. CBA 3. Development Policy & Analysis So far? Development thinking / Governance & Financial Mgmt - Totally new concepts to me. | |
| Microeconomics Analysis & Policy and Applied Cost Benefit Analysis have provided knowledge & skills in the areas of competition and markets in line with my work at ICCC. Financial Management taken in Term 1 is also very useful in public sector and have given me insight into the Govt. Finances. | I would say least useful but this course need to be improve in terms of its objective. This course is Development Thinking in Term 3. |
| My most useful courses are Qualitative Analysis and Applied Cost Benefit Analysis. As am in the budget division, ideas or critically analysing government programs are my major tasks. Thus, qualitative, quantitative, & others were so very critical. | Macroeconomics. |
| - Govt Finance management - Quantitative methods But I'd say all of them are very useful | |
| - Macroeconomics - Issues in Public Sector Management | - Nil |

Is there any other information you would like to add to this survey?

No

No

The courses provided could be extended to include learning techniques on Excel usage and Word to fully compliment the major courses.

No comment

This course should be continued into the future (partnerships)

Like macro eco, maybe give a deadline for all assignments, quiz, etc at the end of the term instead of each week etc. Just a thought.

Nothing

Full time course would be great. Would do a lot better!

This program must continue into the future. It's very useful for public sectors to improve the skills and knowledge.

Nil

Nb.

Yes, I think this is a nice program and all parties involved should work together to develop the human capital of this country.

No