ANU-UPNG end-of-project report annexes

April 2021

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MEMORANDUM   OF UNDERSTANDING

BETWEEN

THE AUSTRALIAN NATIONAL UNIVERSITY THE CRAWFORD SCHOOL OF PUBLIC POLICY,

AND

THE UNIVERSITY OF PAPUA NEW GUINEA

This Memorandum of Understanding ("MOU") is entered and executed on this 31st day of March, 2015, between:

The Australian National University, as represented by the ANU Crawford School of Public Policy of ("CSPP-ANU"), the University established and operating in accordance with the Australian National University Act of 1946. The Correspondence address of the CSPP-ANU is:
J.G. Crawford Building, #132 Lennox Crossing, The Australian National University, Canberra ACT 0200.

AND

The University of Papua New Guinea ("UPNG"), the University established and operating in accordance with the UPNG Act of 1983. The correspondence address of the UPNG is: P.O. Box 320, University Post Office, National Capital District.

Together ("the Parties")

1.   BACKGROUND:

1.1 The CSPP-ANU is one of the Schools of Australian National University, established under the Australian National University Act 1946 (and subsequently amended).

1.2 The UPNG is the first National University of the country mandated by the constitution under the University of Papua New Guinea Act 1983 to train and develop PNG's human resources in order to contribute to national development. The School of Business Administration, one of five Schools of the University of Papua New Guinea, will administer activities mentioned in the MOU, on behalf of UPNG.

1.3 On 26 April 2012 the Parties entered into an MOU to explore opportunities to collaborate.

1.4 The purpose of this MOU is to progress and further develop those opportunities for collaboration and to affirm both parties' commitment to this arrangement.

2.   STATUS OF THIS MEMORANDUM OF UNDERSTANDING:

2.1 This document is not intended to be legally binding.

2.2 This document may be the basis for the preparation of formal contracts or agreements between parties.

2.3 The parties do not intend to enter into any legal relationship unless and until such formal contracts or agreements are executed.

2.4 The parties acknowledge that development of the programs and activities referred to in this MOU may be subject to funding from one or both the parties, or from external funding bodies or sponsors.

3.   OBJECTIVES OF THE PARTIES:

3.1 The CSPP-ANU and UPNG desire to work together to expand co-operation and exchange of ideas in areas of mutual interest.

3.2 The CSPP-ANU and UPNG will seek to undertake programs and activities in cooperation with each other that will assist UPNG improve its teaching and learning capability and expand CSPP-ANU's teaching and learning base in PNG.

3.3 The CSPP-ANU and UPNG will seek to collaborate in areas which include, but not be limited to, the following programs and activities:

3.3.1 Faculty Strengthening:

The CSPP-ANU will endeavor to place faculty at UPNG as visiting lecturers (of varying levels of seniority) in the areas of Economics and Public Policy Management to engage in a range of academic activities, including teaching, research and outreach.

3.3.2 Research:

The CSPP-ANU will continue to maintain its expertise in PNG economic and public policy issues to provide a platform for mutual collaboration. CSPP-ANU and UPNG academics will seek out opportunities for mutually-beneficial research collaboration and publications, including supervision.

3.3.3 Training:

The staff members of the CSPP-ANU will explore opportunities to provide research training to faculty of UPNG through workshops, collaborative research and other means.

3.3.4 Outreach:

The CSPP-ANU and UPNG will aim to co-host the PNG Update, an annual Conference, in Port Moresby, at the UPNG campus. CSPP-ANU will also seek to provide opportunities to staff members of UPNG to participate in and present at the similar events at ANU. Both CSPP-ANU and UPNG may also collaborate on other conferences and outreach opportunities as they arise.

3.3.5 Study:

The CSPP-ANU will seek to provide opportunities for promising students and junior staff members of UPNG to undertake further studies, subject to the normal entry procedures.

3.3.6 Exchange:

Both the CSPP-ANU and UPNG will welcome visits from faculty and students of the other institution including for the purposes of education, research, and presentation of work at seminars.

3.3.7 Teaching:

Both the CSPP-ANU and UPNG will exchange information and proposals relating to effective teaching, and will explore possibilities for on-line learning.

4. DIRECTION AND MANAGEMENT:

4.1 To fulfil the aims of the MOU, the parties shall each appoint a partnership director to develop and manage the joint activities undertaken, specific details of which may be set out in formal agreements.

5. DURATION AND TERMINATION:

5.1 This MoU shall become effective on the date this document is executed by the parties and shall remain in force for a period of three (3) years.

5.2 Upon completion of this term, the MOU may be revised, upon the assent of both the institutions, and such renewal shall take the form of new Memorandum of Understanding or of a specific Agreement or Contract.

5.3 Either party may at any time terminate the MOU by giving 90 days written notice.

6. RELATIONSHIP BETWEEN THE PARTIES:

6.1 Nothing contained in this document shall be construed as constituting a joint venture, partnership or formal business arrangements of any kind between the parties or of appointing either party as an agent of the other.

7. NOTICES:

7.1 Any notices, or any form of communication between the parties to this MOU shall be in writing and shall be considered have been served:

7.1.1 in the case of delivery by hand, on the day of delivery;
7.1.2 in the case of delivery by post, on the 7th business day after posting; and
7.1.3 in the case of communication by e-mail, at midday on the day following the successful dispatch of the message.
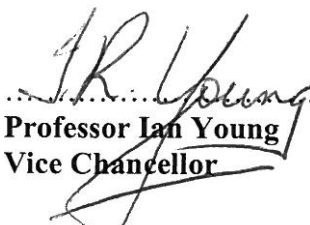
8. VARIATION:

8.1 This MOU may be varied or amended by mutual consent of the parties, in writing, and such variation or amendment shall become part of this MoU upon the giving of that consent.

AFFIXATION OF SIGNATURES BY AUTHORIZED REPRESENTATIVES:

In witness whereof, the parties hereto have set their respective hands to this agreement on 31st day of March, 2015 at The Australian National University, Canberra, Australia.

THE CRAWFORD SCHOOL OF PUBLIC POLICY, representing
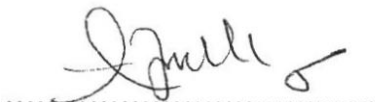**THE AUSTRALIAN NATIONAL UNIVERSITY**

THE UNIVERSITY OF PAPUA NEW GUINEA

Professor Ian Young
Vice Chancellor

Professor Albert Mellam
Vice Chancellor

Date: 3P¹ March, 2015

Date: 31st March 2015

Signature of Witness:
Professor TomKompas
Director,
Crawford School of Public Policy,
The Australian National University,
Canberra, Australia.

Signature of Witness:
Professor Lekshmi Narayana Pillai
Executive Dean,
School of Business Administration,
University of Papua New Guinea,
Port Moresby, Papua New Guinea.

Date: 31st March, 2015

Date: 31st March 2015

ANNEX B – PNG Treasurer Press Release, January 2020

MINISTER FOR TREASURY

P O Parliament House

Waigani.NCD

m: +675 71111777

PNG Treasurer calls for continuation of ANU-UPNG partnership

On his recent trip to Canberra, the PNG Treasurer, Mr Ian Ling-Stuckey, took time out from his meetings with the Australian Treasurer and the Minister for International Development to have a lunch with ten UPNG economics and public policy undergraduate students. These students were at the Crawford School of Public Policy at the Australian National University for the annual ANU-UPNG summer school. Mr Ling-Stuckey also met with two UPNG economics tutors, who are studying their Masters in International and Development Economics at Crawford, and who will return to UPNG after graduation to lecture.

These programs are part of the ANU-UPNG partnership which sees five ANU lecturers in economics and public policy living in Port Moresby and teaching undergraduate and postgraduate students in the UPNG School of Business and Public Policy. Mr Ling-Stuckey thanked the Australian Government for their funding of this partnership since 2015 and called for its continuation.

"As Treasurer, I am acutely aware of the need to improve the quality of the graduates coming into the PNG Treasury, Central Bank and other key economic agencies. This sort of program responds to that need by lifting the quality of teaching and research at UPNG. Since its inception five years ago, the impact of the partnership has been evident to all to see, whether in terms of teaching, or

research or outreach. I thank the Australian Government for funding the ANU-UPNG partnership, and request the Department of Foreign Affairs and Trade to continue its support for a second five year period. Ending a project that is working well makes no sense, and prematurely closing a successful project would threaten to undermine its achievements" stated the Treasurer.

The meeting with the UPNG students had to be convened in the home of Professor Stephen Howes, who heads the partnership on the ANU side, as the ANU campus had been closed for the day due to the hail storm earlier in the week. Mr Ling Stuckey was joined by the PNG High Commissioner to Australia, Mr John Kali.

In a wide-ranging, two-hour long conversation with the students, Mr Ling-Stuckey discussed the state of the economy and the government's reform plans. He also gave the students some career advice, suggesting to them that they focus on their studies, that they prioritise work experience over pay, and that they work diligently once employed.

"This is a fantastic opportunity for the future leaders of Papua New Guinea whom I met today. Well done to the ANU and its staff for organising the summer school, giving our students the chance to meet other high-performing students from all around the world, and broadening their horizons by arranging meetings with leading policy makers and academics" commented the Treasurer after the discussions.

Hon.Ian Ling-Stuckey,CMG.MP
Minister for Treasury

30 January 2020

ANNEX C – Project description

1. Background

1.1 The Pacific Leadership Governance Precinct

The Pacific Leadership and Governance Precinct ('Precinct') is a new partnership between the governments of PNG and Australia. It is intended to strengthen leadership, ethical behaviours, governance and the core capabilities of the public service in Papua New Guinea at national, Provincial and District levels.

This is to be achieved primarily through support to the University of PNG (UPNG) School of Business and Public Policy (SBPP); currently the School of Business Administration and to the PNG Institute of Public Administration (PNG IPA) and also by creating an enabling environment for the emergence of other opportunities to promote good governance and develop leaders who will positively influence the broader political, economic and social structures to secure a stable and prosperous Papua New Guinea and the wider Pacific region.

The Precinct program reflects a shared commitment by the Governments of PNG and Australia to improved governance and to public sector reform. This partnership will be a long-term and enduring collaboration.

The existing UPNG School of Business Administration will be transformed into the SBPP, to provide a regionally recognised high quality forum for learning and applied research in public policy, leadership and governance. The new School will provide programs which benefit from the collaboration of academics and practitioners in the public and private sectors and in civil society. It will offer courses at undergraduate and postgraduate level, as well as providing relevant executive education programs.

1.2 The ANU (Crawford School) - UPNG (SBPP) Partnership

The UPNG (School of Business Administration), and the ANU (Crawford School) have developed a strong partnership over the last three years, involving collaborative research, outreach, teaching, and student exchange. Building on this partnership in all of these areas will have many benefits for both institutions and in particular will facilitate the development of the UPNG SBPP.

2. Partnership Components and Objectives

The Partnership is comprised of four main elements:

1. Faculty Strengthening;
2. Collaborative Research & Outreach;
3. Student and Faculty Exchanges; and
4. Management.

These elements address critical weaknesses within the existing School of Business Administration and will help realise a stronger SBPP, as well as a deeper and lasting relationship with the ANU. The following sections set out the responsibilities of the ANU in relation to these four components.

2.1 Faculty Strengthening

The most important constraint on the performance of UPNG's School of Business Administration at the current time is a shortage of highly qualified faculty. This reduces teaching quality, and negatively impacts on research as well. There are many unfilled academic staff positions, but it is difficult to find qualified interested candidates. The only way to solve this problem in the short-term is to bring in high quality faculty from the outside to work with their peers and jointly contribute to teaching and research outcomes.

The ANU (Crawford School) will advertise for, recruit and engage four academics in economics and public policy/public administration.

Subject to satisfactory performance of the new recruits, it is expected that the number of academics will grow to the benefit of all divisions of the School of Business Administration. Any additions to the number of engagement of academics beyond a total of four will be subject to the approval of DFAT.

The ANU will:

a) Engage the "Faculty Strengthening" personnel as listed in Clause 7 of the Scope of Services
b) Make all necessary arrangements for the mobilisation of all personnel including making payments for work-related travel costs associated with recruited academics, including accommodation and per diems, medical insurances, associated with international travel, and travel within Papua New Guinea, as required;
c) Make all payments for research and publication costs.
d) Relevant academics will be based at UPNG whenever possible; as needed, Palladium may provide office space (see Clause 3 below) based upon availability; should neither UPNG nor Palladium office be available, ANU will provide the work space to academics.

2.2 Collaborative Research and Outreach

Collaborative research and outreach is a key component of this project. It is critical that the quantity and quality of research being undertaken at UPNG increase significantly, and that this research be better communicated to government. Dissemination of research outcomes will be through a series of workshops and fora. These events will highlight new research undertaken by UPNG, as well as related research by other institutes such as but not limited to the PNG National Research Institute (NRI).

To enable a fuller realisation of the partnership between SBPP and ANU, and to strengthen the SBPP's research outcomes, an investment in research capacity is also needed at the ANU end. This will see the creation of a *PNG Economics and Public Policy Project* ('PNG Project') at the Crawford School, similar to the long-running and highly successful Indonesia Project which the Crawford School also houses, which will provide a basis for collaborative research and outreach. While the PNG Project will be based at the Crawford School, it will be carried out in a collaborative manner between ANU and PNG academics and researchers, including through visiting academics and staff exchanges.

The ANU will:

a) Engage 'PNG Project' personnel as required and indicated in Clause 7 of the Scope of Services;
b) Make all necessary arrangements for the mobilisation of all personnel including making payments for work-related travel costs associated with recruited academics,

including accommodation and per diems, travel and medical insurances (including medivac), associated with international travel, and travel within Papua New Guinea, as required; and

c) Make all payments for research and publication costs.

2.3   Student and Faculty Exchanges

The SBPP project will provide the opportunity for exchange between ANU and UPNG academics and students.

For student exchange, the ANU (Crawford School) will run an annual testing process to identify the best PNG students for scholarships in priority areas. The ANU will also provide selective opportunities for outstanding SBPP graduates and tutors to undertake Masters studies.

The ANU will appoint a Student Exchange Manager to execute these responsibilities as indicated in Clause 7 of the Scope of Services.

For staff exchange, opportunities will be made available for UPNG and ANU staff to undertake visits of varying lengths to pursue research and teaching opportunities. The modalities of this scheme will be agreed on by the two universities. ANU will be responsible for travel arrangements and costs associated with exchange travel. Visas will be the responsibility of each university.

2.4   Partnership Management

To manage this large program of support, the ANU will employ a Partnership Coordinator to be based in Port Moresby and an Administration Officer to be based in Canberra. The Partnership Coordinator will, in a phased and agreed manner, take over the responsibilities for Program Coordination from the currently-deployed Palladium adviser playing this role.

The ANU will:

a) Engage the 'Partnership Coordinator' as required and indicated in Clause 7 of the Scope of Services; and

b) Make all necessary arrangements for the mobilisation of all personnel including making payments for work-related travel costs associated with recruited academics, including accommodation and per diems, travel and medical insurances (including medivac), associated with international travel, and travel within Papua New Guinea, as required.

Source: The contract between Paladium and the ANU

ANNEX D – SBPP Staff survey regarding the ANU-UPNG partnership (2017 H2)

Introduction

The SBPP Staff Survey was conducted in late 2017. One of the purposes of the survey was to understand what SBPP staff thought of the ANU-UPNG partnership.

Method

Respondents were asked for their views on the effectiveness of the ANU-UPNG partnership, partnership strengths, and areas for improvement. The survey used a Likert scale of 1 to 5, and also solicited comments. 21 responses were received.

Findings

The survey found that SBPP staff are positive about the effectiveness of the partnership. On average, staff rated the overall effectiveness of the partnership at 4.3 out of 5. Strengthening teaching was rated as the greatest strength of the program, with a score of 4.4 out of 5, with strengthening research rated 4.1 out of 5, and strengthening outreach 4.0 out of 5.
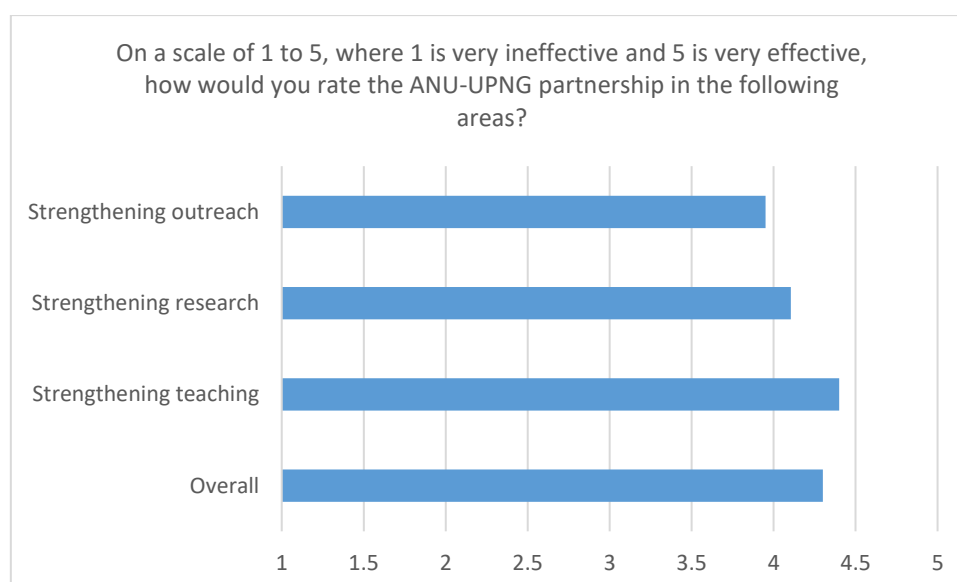
Strengths of the ANU-UPNG Partnership

Respondents were asked what they though the strengths of the partnership were. Respondents indicated that the ANU-UPNG Partnership assisted to build academic capacity within SBPP, improve the quality of student learning, enhance the image of the division, and provide human resources and financial support. The following quotes are indicative of the responses:

> "Additional Human Resources support to run the Economics and Public Policy Programs. With ANU's support able to run Masters Program. Various Financial support for various events. Books and Resources"

> "Partnership has helped a lot to bring the economic division to a new level"

"Improve image and capability of Economic and Public Policy Division"

"Only the support of teaching staff for economics and PPM division"

"Creating international exposure by ANU staff with highly qualified lecturers in imparting well constructed skills and knowledge."

"Building academic capacity"

"ANU Academic Staff are only in Economics and Public Policy Divisions, other none"

"Since the partnership, SBPP has moved forward and is the leading school in UPNG"

"With this partnership now we have better academic and research facilities"

"Not applicable to my division"

"There is a strong and healthy partnership arrangements in place with positive outcomes"

"Improving quality of student learning"

"1. Beefing up capacity in Economics and PPM strands (staff). 2. Research and administrative capacity (current SBPP Strategic Plan)."

"Develop young PNG academics, assist in developing skills for academic in higher education teaching approaches."

"Capacity building and quality delivery and research opportunities"

"Ability to deliver lectures through the partnership for UPNG Students"

"Student learning and provide support with school activities"

"The partnership is strengthening the quality of the teaching."

"The Resources especially staff and financial resources the Australian Government is making available to UPNG for the greater benefit for PNG for generations to come."

"It is enhancing teaching capabilities for academic staff to product quality education."

"Capacity building within Economics and Public Policy Divisions"

"Building academic capacity and creating international exposure"

"Improving quality of student learning"

Areas for improvement

Respondents were also asked about areas of improvement for the ANU-UPNG partnership. Responses centred on the need to extend support for more research activities, and the need to support other divisions with staff from ANU.

"1. Need to extend their support for more Research activities across the board 2. Need to assist curriculum reviews and reforms 3. Need to provide more exchange program across the board"

"Joint quality research"

"Other Divisions such HRM, Business Management must also have same collaboration with ANU to improve research capability of staff in those division."

"Need to know the funding arrangement accordingly school can decide the resources requirements."

"ANU should send staff also to other divisions apart from Economics and PPM."

"Capacity building of staff should be for ALL programs and not Public Policy and Economics Strand alone."

"Strengthening Research"

"ANU should allocate money to SBPP for conferences so that all logistics preparations should not delay due to funds."

"We are happy with this partnership"

"Support other divisions with staff from ANU"

"Provide direct coaching and directives between ANU and National staff"

"Hire staff who can contribute to other divisions as well instead of concentrating on Economics and Public Policy only."

"1. Staff and student exchange program. 2. Vetting of courses and teaching materials in economics and PPM and others (meeting international requirements). 3. More focus on staff welfare."

"Encourage team research with junior academic staff."

"I don't see any at the moment. All is good"

"Send UPNG Academics to ANU or other universities in Australia as internship etc"

"provide more workshop for staff development"

"There need to be more volunteering staff for other divisions as well and not just economics and public policy."

"Continue with the current excellent efforts."

"Basic training like public speech, especially correct usage language. we may have the knowledge but how to get across to students is an area we really need to fix."

"Collectively involve all the divisions in capacity building and not only prioritizing Economics and Public Policy"

Conclusion

Overall the survey provided strongly positive feedback on the ANU-UPNG partnership and its impact, and useful guidance for the future.

Source: The 2017 H2 progress report.

Annex E – Student survey regarding ANU-UPNG partnership (2017 H2)

Introduction

This was the first ANU-UPNG Partnership survey conducted with student feedback on the Australian National University (ANU) partnership with the University of Papua New Guinea (UPNG) under which it provides lecturers in economics and public policy and collaborates in research and outreach. The purpose of the survey was to gain a broad understanding of SBPP students' experience of the ANU-UPNG Partnership in relation to project objectives.

Method

Feedback from respondents included: background information on students; ANU lecturers and teaching materials; and the ANU-UPNG Research Collaboration and Outreach opportunities. The survey used the 'Likert scale' for feedback on ANU lecturers and teaching materials; and the ANU-UPNG Research Collaboration and Outreach opportunities. With a scale from 1 to 7, where 1 is strongly disagree and 7 is strongly agree, average scores across all survey questions rated above 5.5.

The survey was conducted in week 5-6 (just after the mid-term tests) in semester two. Survey participation was voluntary coupled with a lucky draw/incentive for completion. Students took approx. 30-45mins to complete surveys in class. The total number of respondents was 264/436 and included 2nd, 3rd, and 4th year students from Economics and Public Policy, as well as MEPP classes.

Findings

Of the 264 respondents, 85 students were female (32%) and 105 students (40%) were majoring in Public Policy and Management/Strategic Management. The largest number of respondents (40%) were enrolled in Public Policy and Strategic Management. An overall distribution of students across degree majors is illustrated below.
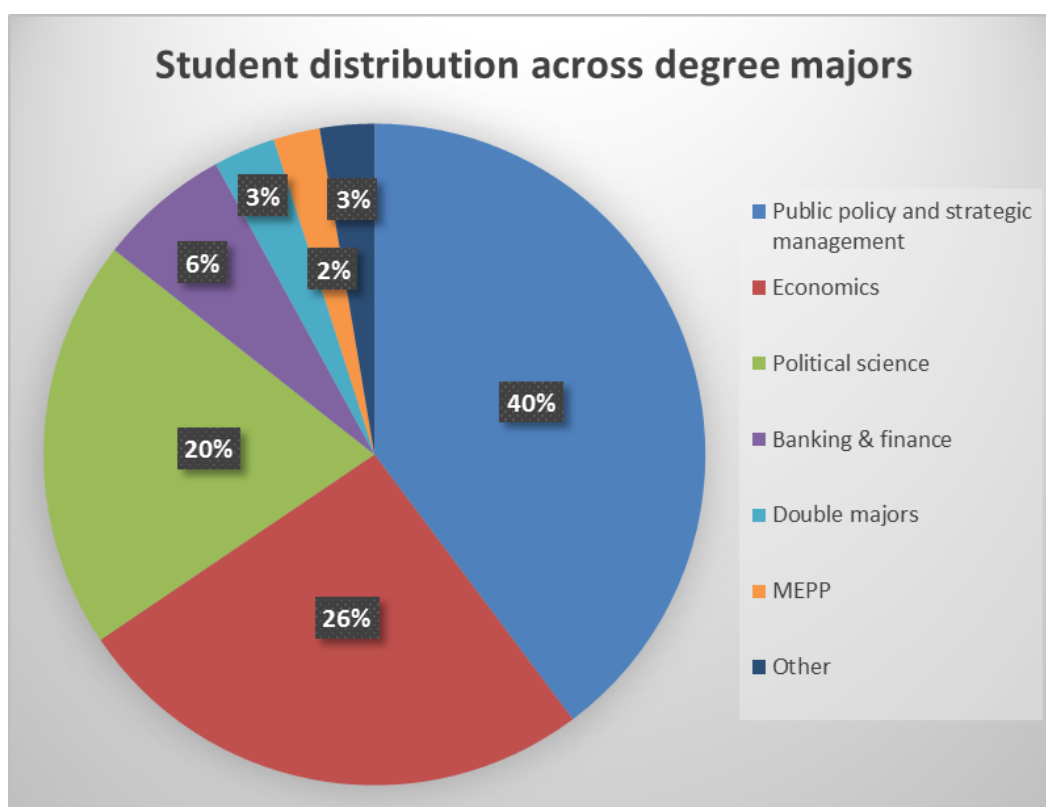
Lecturers

Respondents provided significantly positive feedback on ANU lecturers and teaching materials with all scores ranked at 6.1 and above. Results indicate that exposure to ANU lecturers and the provision of learning materials improved student-learning experience. Students also found ANU lecturers to be approachable and available to assist, as well as being knowledgeable in Economics and Public Policy.

These responses are consistent with on-going student evaluations conducted by ANU lecturers at the end of each semester. Average scores on ANU lecturers and teaching materials are illustrated below.
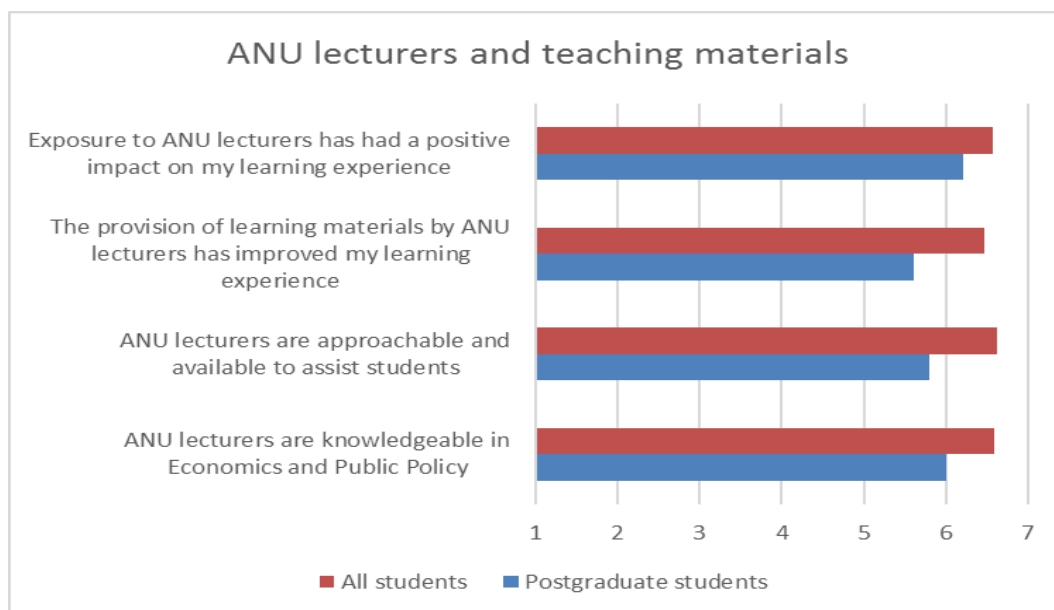
In addition to the results above, the survey included opportunity for students to provide open-ended feedback. The following quotes were captured in relation to ANU lecturers and teaching materials:

When I first started in 2014, the Economics Division of the then SBA was understaffed and lacked adequate materials and resources. After the ANU-UPNG Partnership, I have been inspired to learn and excel in my studies. The courses taught and the materials and resources are quality and I have learnt a lot so far.

More lecturers to teach at UPNG, not just at SBPP.

The ANU-UPNG Partnership has really inspired me to appreciate public policy as a field of study, and most importantly the ANU lecturers are very knowledgeable about economic and public policy practices around the world and especially in Papua New Guinea. I am privileged to be taught by the ANU lecturers and would like to see the partnership continue.

UPNG needs more 'economics' lecturers at the Masters level. The MEPP level seems to be struggling with economics lecturers. The partnership needs to address this.

MEPP course should provide a textbook and have both ANU and UPNG logos on the graduation certificate.

Having a blog spot where lecture videos can be posted on, students can access them anytime for all courses lectured by this partnership.

Research and Outreach

Positive feedback was also received from both undergraduate and post-graduate respondents on the ANU-UPNG Research Collaboration and Outreach opportunities. Results ranked 6 and above, indicating that respondents' awareness of PNG and global policy issues was improved by attending

the PNG Update; and exposure to research presentations at the PNG Update influenced respondents research interests and studies. Similarly, respondents indicated improved awareness of PNG and global policy issues from attending the UPNG Inspired documentary film nights. Average scores for the ANU-UPNG Research Collaboration and Outreach opportunities are illustrated below.

ANU-UPNG Research Outreach opportunities

Attending the PNG Update improved my awareness of PNG and global policy issues	
Exposure to research presentations at the PNG Update influenced my own research interests and studies	
Attending the UPNG Inspired documentary film nights improved my awareness of PNG issues	

1   2   3   4   5   6   7
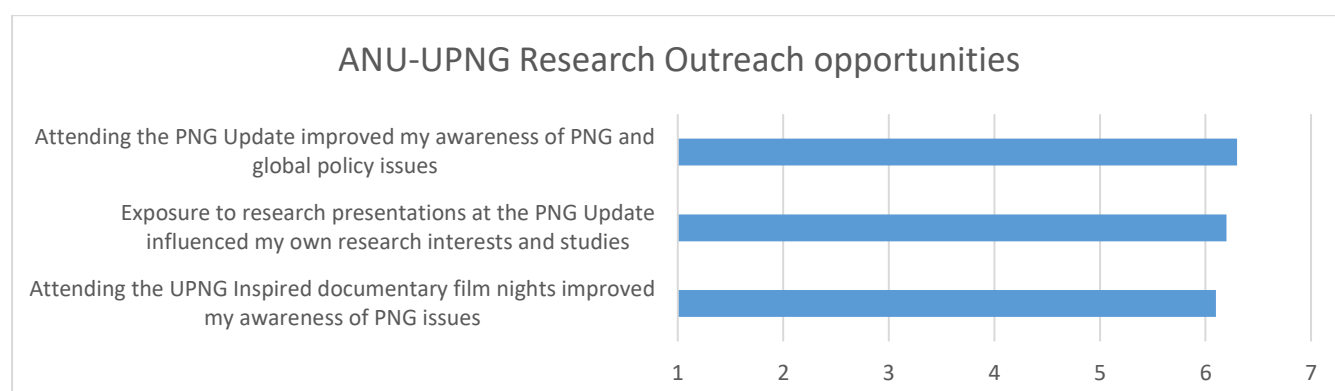
The following quotes from students were captured in relation to ANU-UPNG Research Outreach opportunities:

The ANU-UPNG Partnership has motivated lecturers and students toward doing research, gaining knowledge and skills and becoming productive so they can run the country PNG more effectively and sustainably. Previously, students used to get poor results because of inexperienced lecturers. However, the Partnership has taken UPNG's School of Business and Public Policy to the next level, where all staff, students and lecturers are benefitting from it. Include students in some of your research to help them gain an understanding of it.

Any students who do better in their major project/assignment given by the ANU lecturers should be allowed to do his/her presentation at the PNG Update so that they can develop and enhance their research methods and presentation skills suitable for such seminars.

Broader impact

Feedback indicates the partnership is not only having a positive impact on students' learning experience, but also a broader impact beyond UPNG's School of Business and Public Policy. The following quotes from students were captured in relation to broader impact of the ANU-UPNG Partnership:

The ANU-UPNG Partnership is the best thing that ever happened to UPNG, and the country as a whole. I am very pleased with this ANU-UPNG partnership and am very grateful to the ANU for assisting UPNG.

I think the partnership should also include Political Science strand as it is vital for democracy development in Papua New Guinea.

This ANU partnership has really helped broaden the perspective of UPNG students in relation to PNG issues and how it relates to the worldview and how it helps us to help ourselves more effectively.

For me personally, the ANU-UPNG Partnership has helped improve my awareness on PNG and global policy issues.

I think this partnership should be extended to other fields of study, not just Economics and Public Policy.

Source: The 2018 H2 progress report.

Annex F – ANU-UPNG economics exam report

This note reports on results from the latest ANU-UPNG economics exam held in October 2020.The ANU has run an annual exam in economics at UPNG since 2013. Student participation in this exam is voluntary.

Students who sit the exam are almost exclusively third or fourth year economics majors.

The purpose of the annual economics exam is threefold:
1. assist with the ranking and selection of candidates for the annual ANU-UPNG Scholarship in Economics under the partnership program;
2. provide an objective measure of the ability of a student cohort in a given year; and
3. provide a measure of the effect of ANU's partnership with UPNG on student performance over time: since 2015, ANU lecturers have been teaching economics at UPNG.

The exams test basic math, microeconomics, and macroeconomics. As of 2014, the exams have been designed to be comparable over time by retaining this structure of 'math, micro, macro' questions. The standard is roughly comparable to what would be expected of second year students at the ANU.

Overall, the exam demonstrates continuing improvement in performance on the part of the UPNG SBPP students.

Comparisons to previous years

The graph below shows the total number of fourth-year exam participants since 2013.

Figure 1: 4th year exam participant numbers, 2013-2020
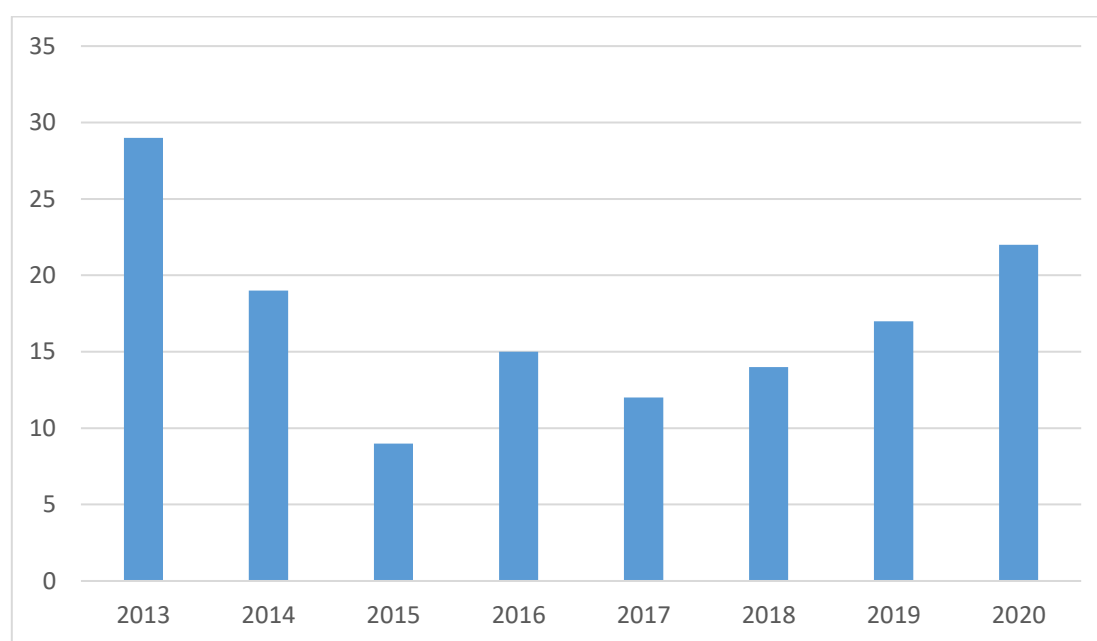
The average score for fourth year students was 62 out of 100, the highest average score since starting exams, with the median score is more than double its initial value from 2013. The median score also improved more than the average, which points to a stronger student performance across-the-board as opposed to just an increase in the scores of high-performing students. The relatively high participation rate in the 2020 exam too is stronger evidence that the improvements in the student exam scores represent improvements in the cohort as a whole.

Figure 2: 4th year student average and median grade out of 100, 2013-2020

The graph below shows the number of 3rd year exam participants since 2013.

Figure 3: 3rd year exam participant numbers 2013-2020

Figure 4 shows average ANU exam grades, by student year from 2013-2020 for both 3rd and 4th year students.

Figure 4: 3rd & 4th year exam average scores out of 100, 2013-2020

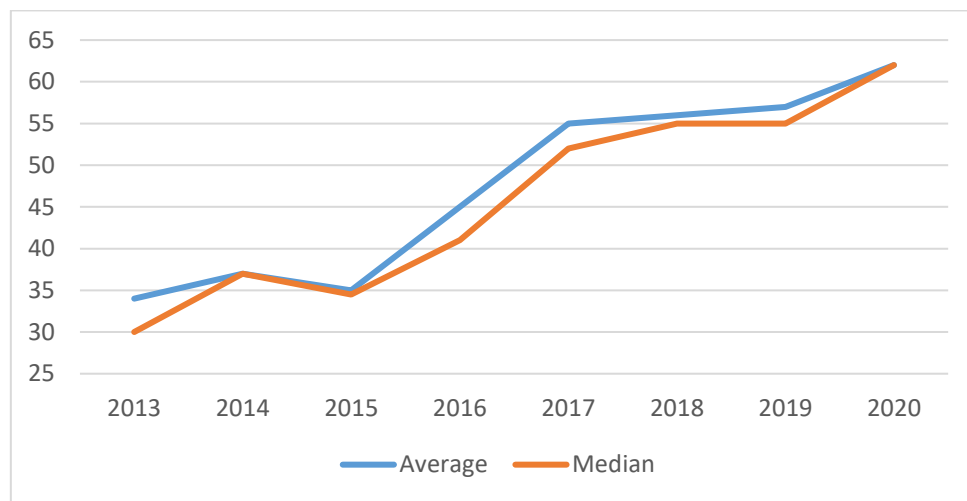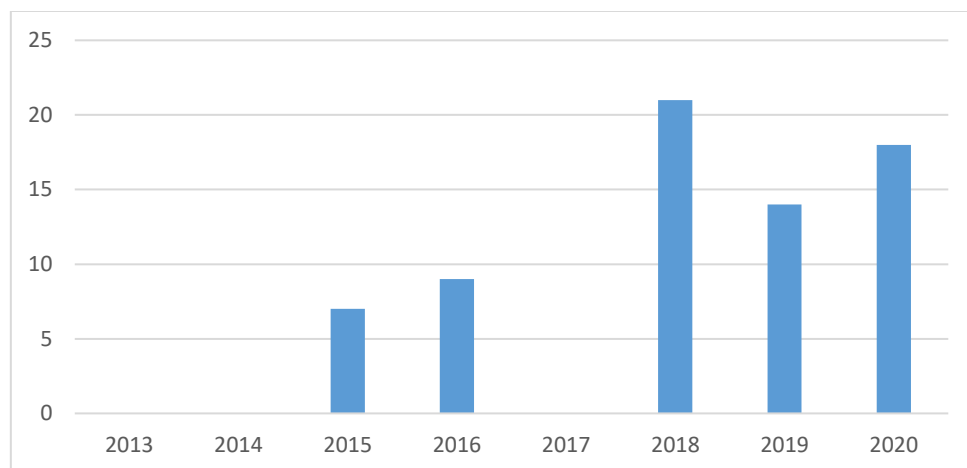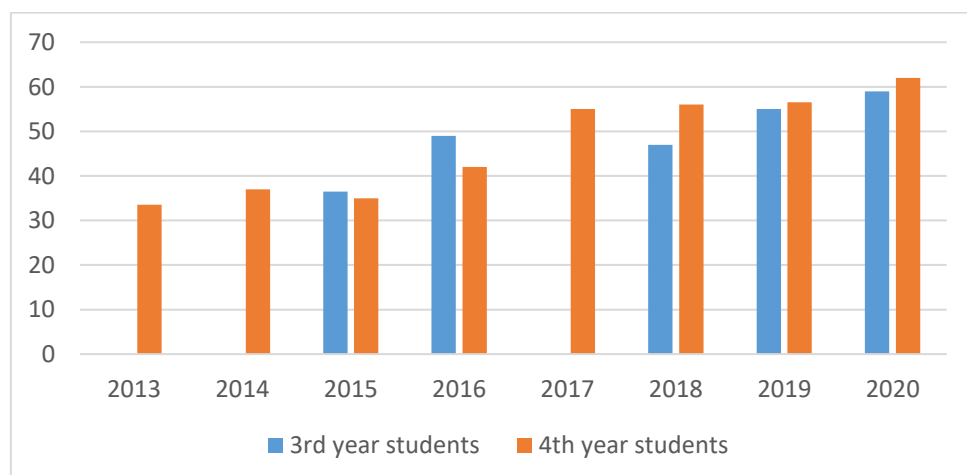**Table 1: Average and median by year group 2019**

	Average	Median
3rd year students	59%	54%
4th year students	62%	62%

Moving from averages to looking at the overall distribution of scores, we see that more students than ever got high distinction grades, with 8 students achieving HD scores, an improvement from 3 last year, 1 the year prior, and 0 all years before that.

Figure 5: Distribution of 3rd & 4th year candidate scores out of 100, 2013 – 2020
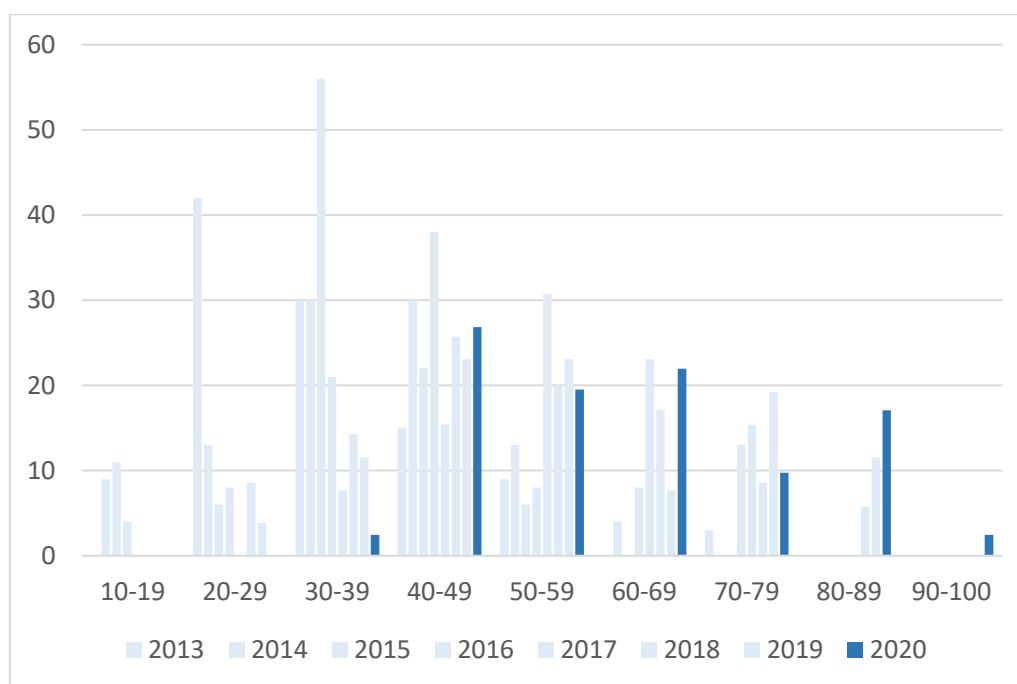
The cohort of the 2020 ANU-UPNG Summer School in general did extremely well, with two of the Summer School students achieving the two highest scores. The average score of the 3 Summer School students who took the exam was 87%, much higher than the average Summer School student score from the previous exam of 70%.

Clearly there was a big improvement in scores this year. The exam is split in to three sections, maths, microeconomics and macroeconomics. Historically, scores in the exam for the maths and microeconomics section have been much higher than the macroeconomics section. However, this year, scores in the macroeconomics actually garnered the highest scores across the three sections (64% on average). This is true for both 3rd year and 4th year students. It is this improvement in this area that drove the improvement in the overall results and may reflect improved teaching/coursework in macroeconomics/monetary economics courses.

Conclusion

The fact that this exam is voluntary limits the representativeness and comparability of results. However, its main result of continued improvement is robust, and again shown by another year of results. This year's results show strong improvement with improved average performance, and an increased number of high performing students, with very high scores for Summer School students. The results are especially robust this year with the relatively high participation rate this year. There is still improvement to be made however, as more than 1 in 4

students still did not pass the exam. This exam is also designed to be approximately 2nd year level by ANU standards. That said, the improvement made since 2013 is sizeable and extremely encouraging.

It is not feasible to make this exam compulsory – nor is there any guarantee that students forced to take the exam would put in significant effort. Despite its limitations, we think that the exam is a valuable evaluation tool, and plan to continue with it on an annual basis.

Source: 2020 H2 progress report.

ANU-UPNG partnership: teaching by ANU staff

ANU-UPNG end of project report Annex G: Teaching

No.	Academic year	Course	Year of students	Lecturer	Semester/Trimester	Female students	Male students	Student with disability	Total students	Course evaluation (Overall satisfaction)	Lecturer evaluation (Overall satisfaction)
1	2015	International Economics	UG3	Michael Cornish	S1	13	28	N/A	41	6.9	N/A
2	2015	Economic Development	UG4	Michael Cornish	S2	12	23	N/A	35	6.8	N/A
3	2015	Quantitative Economics I	UG3	Rohan Fox	S1	0	5	N/A	5	7	N/A
4	2015	Applied Economic & Business Statistics	UG3	Rohan Fox	S2	12	25	N/A	37	6.9	N/A
5	2015	Environmental Economics	UG4	Rohan Fox	S2	5	4	N/A	9	N/A	N/A
6	2016	Econometrics	UG4	Manoj Pandey	S1	8	17	Not known	25	4.9	6.7/7
7	2016	International Economics	UG3	Michael Cornish	S1	11	12	Not known	23	4.6 (mid-sem)	N/A
8	2016	Principles of Micro Economics	UG2	Michael Cornish	S1	44	78	Not known	122	4.3 (mid-sem)	N/A
9	2016	Quantitative Economics I	UG3	Rohan Fox	S1	21	25	Not known	46	N/A	N/A
10	2016	Public Policy Development	UG2	Tatia Currie	S1	32	75	1	107	4.7 (mid-sem)	N/A
11	2016	Intermediate Macroeconomics	UG2	Marcel Schröder	S2	12	7	0	19	4.6	4.6
12	2016	Quantitative Economics II	UG3	Marcel Schröder	S2	12	11	0	23	4.6	4.6
13	2016	Policy Monitoring and Evaluation	UG3	Lhawang Ugyel	S2	16	39	0	55	4.5	4.5
14	2016	Decentralisation Policy	UG3	Tatia Currie	S2	30	55	0	85	4.8	4.8
15	2016	Economic Policy	UG4	Manoj Pandey	S2	9	18	0	27	4.8	4.8
16	2016	Applied Economics & Business Statistics	UG4	Manoj Pandey	S2	12	10	0	22	4.9	4.9
17	2017	Econometrics I	UG4	Manoj Pandey	S1	11	14	0	25	3.9	4.8
18	2017	International Economics	UG3	Marcel Schröder	S1	11	26	0	37	4.4	4.5
19	2017	Quantitative Economics I	UG3	Marcel Schröder	S1	15	40	0	55	4.1	4.4
20	2017	Public Policy Development	UG2	Tatia Currie	S1	22	49	0	71	4.7	4.7
21	2017	Comparative Public Sector Admin	UG3	Lhawang Ugyel	S1	14	33	0	47	4.5	4.6
22	2017	Management Theory	UG3	Amanda Watson/Ralph Kaule	S1	15	63	0	78	4.4	4.7
23	2017	Governance and Institutions	PG	Amanda Watson	T1	0	9	0	9	4.8	4.8
24	2017	Issues in Public Sector Management	PG	Lhawang Ugyel	T1	0	10	0	10	4.6	4.3
25	2017	Intermediate Macroeconomics	UG2	Bao Nguyen	S2	13	24	0	37	4.4	4.6
26	2017	Quantitative Economics II	UG3	Bao Nguyen	S2	11	23	0	34	4.5	4.5
27	2017	Policy Monitoring and Evaluation	UG3	Amanda Watson	S2	22	31	0	53	4.5	4.7
28	2017	Decentralisation Policy	UG3	Tatia Currie	S2	17	66	2	85	4.6	4.6
29	2017	Economic Policy	UG4	Manoj Pandey	S2	12	14	0	26	4.6	4.9
30	2017	Applied Economics & Business Statistics	UG4	Manoj Pandey	S2	13	24	0	37	4.5	4.6
31	2017	Development thinking and policy	PG	Amanda Watson	T2	0	9	0	9	4.8	5
32	2017	Macroeconomic analysis and policy	PG	Martin Davies	T2	0	9	0	9	4.3	4.9
33	2017	Qualitative Research Methods	PG	Amanda Watson	T3	0	9	0	9	4.6	4.9
34	2017	Applied Cost Benefit Analysis	PG	Francis Odhuno	T3	0	9	0	9	4.8	4.8
35	2018	Issues in Public Sector Management	PG1	Lhawang Ugyel	T1	0	4	0	4	4.5	4.6
36	2018	Global Economic and Policy Issues	PG2	Lhawang Ugyel	T1	0	9	0	9	4.2	4.6
37	2018	Governance and Institutions	PG1	Amanda Watson	T1	0	5	0	5	4.4	4.7
38	2018	Quantitative Research Methods	PG1	Francis Odhuno	T1	0	4	0	4	4.4	4.5
39	2018	Papua New Guinea Economic and Policy Issues	PG2	Eugene Ezebilo	T1	0	8	0	8	4.5	4.7
40	2018	Comparative Public Sector Management	UG4	Lhawang Ugyel	S1	38	11	0	49	4.7	4.8
41	2018	Econometrics 1	UG4	Manoj Pandey	S1	11	19	0	30	4.4	4.6
42	2018	International Economics	UG3	Dek Sum	S1	7	26	0	33	4.7	4.8
43	2018	Quantitative Economics 1	UG3	Bao Nguyen	S1	14	38	0	52	4.4	4.6
44	2018	Intermediate Microeconomics	UG3	Bao Nguyen	S1	7	27	0	34	4.5	4.6
45	2018	Management Theory	UG3	Amanda Watson	S1	26	51	0	77	4.5	4.7
46	2018	Development Thinking and Policy	PG1	Amanda Watson	T2	0	3	0	3	NA	NA
47	2018	Macroeconomic Analysis and Policy	PG1	Martin Davies	T2	0	4	0	4	NA	NA
48	2018	Development Policy and Thinking	PG1	Amanda Watson	T2	0	3	0	3	4.6	4.7
49	2018	Macroeconomic Analysis and Policy	PG1	Martin Davies	T2	0	4	0	4	4.5	4.6

ANU-UPNG end of project report Annex G: Teaching

No.	Academic year	Course	Year of students	Lecturer	Semester/Trimester	Female students	Male students	Student with disability	Total students	Course evaluation (Overall satisfaction)	Lecturer evaluation (Overall satisfaction)
50	2018	Economic Policy	UG4	Manoj Pandey	S2	12	17	0	29	4.6	4.8
51	2018	Applied Economics and Business Statistics	UG3	Manoj Pandey	S2	9	24	1	33	4.4	4.6
52	2018	Quantitative Economics II	UG3	Bao Nguyen	S2	8	27	0	35	4.6	4.7
53	2018	Intermediate Macroeconomics	UG3	Bao Nguyen	S2	7	25	0	32	4.7	4.8
54	2018	Principles of Macroeconomics	UG2	Dek Sum	S2	34	51	0	85	4.6	4.8
55	2018	Policy Monitoring and Evaluation	UG4	Lhawang Ugyel	S2	10	52	0	62	4.6	4.8
56	2018	Applied Cost and Benefit Analysis	PG	Francis Odhuno	T3	0	4	0	4	4.5	4.7
57	2018	Qualitative Research Methods	PG	Amanda Watson	T3	0	5	0	5	4.7	4.7
58	2019	Econometrics	UG4	Manoj Pandey	S1	7	21	0	28	4.7	4.9
59	2019	Advanced Microeconomics	UG3	Bao Nguyen	S1	3	22	0	25	4.4	4.5
60	2019	Principles of Microeconomics	UG2	Dek Sum	S1	36	62	0	98	4.6	4.9
61	2019	Comparative Public Sector Management	UG3	Nematullah Bizhan	S1	11	31	0	42	4.6	4.6
62	2019	Quantitative Economics I	UG3	Bao Nguyen	S1	6	50	0	56	4.3	4.7
63	2019	Governance and Institutions	PG1	Amanda Watson	T1	8	27	0	35	4.8	4.9
64	2019	Quantitative Research Methods	PG1	Francis Odhuno	T1	7	23	0	30	3.5	3.5
65	2019	PNG Economic and Policy Issues	PG2	Eugene Ezebilo	T1	0	3	0	3	4.7	4.9
66	2019	Issues in Public Sector Management	PG1	Nematullah Bizhan	T2	7	21	0	28	NA	NA
67	2019	Macroeconomic Analysis and Policy	PG1	Martin Davies	T2	8	21	0	29	5	4.9
68	2019	Global Economic Policy and Issue	PG2	Marcel Schröder	T2	0	3	0	3	4.7	4.7
69	2019	Qualitative Research Methods	PG1	Amanda Watson	T2	8	21	0	29	4.6	4.8
70	2019	Issues in Public Sector Management	PG1	Nematullah Bizhan	T2	8	21	0	29	4.6	4.6
71	2019	Economic Policy	UG4	Manoj Pandey	S2	7	22	0	29	4.8	4.9
72	2019	Labour Economics	UG4	Manoj Pandey	S2	7	22	0	29	4.4	4.8
73	2019	Quantitative Economics II	UG3	Bao Nguyen	S2	4	29	0	33	4.8	4.7
74	2019	Advanced Macroeconomics	UG3	Bao Nguyen	S2	4	28	0	32	4.8	4.9
75	2019	Principles of Macroeconomics	UG2	Dek Sum	S2	25	66	0	91	4.4	4.7
76	2019	Development Policy and Thinking	PG1	Nematullah Bizhan	T3	8	27	0	35	4.8	4.9
77	2019	Applied Cost and Benefit Analysis	PG1	Francis Odhuno	T3	8	27	0	35	3.6	3.5
78	2020	Foundation Economics	UG1	Rohan Fox/Kelly Samof	S1	76	179	0	255	4.3	4.2
79	2020	Principles of Microeconomics	UG2	Dek Sum	S1	30	68	0	98	4.6	4.9
80	2020	Intermediate Microeconomics	UG3	Luke McKenzie	S1	8	27	0	35	3.6	3.4
81	2020	Cost-Benefit Analysis	UG4	Dek Sum	S1	3	28	0	31	4.7	4.8
82	2020	Econometrics I	UG4	Kelly Samof/Manoj Pandey	S1	3	28	0	31	4.4	4.4
83	2020	Quantitative Economics I	UG3	Maholopa Laveil/Manoj Pandey	S1	8	27	0	35	4.5	4.4
84	2020	International Economics	UG3	Maholopa Laveil/Manoj Pandey	S1	8	27	0	35	4.6	4.7
85	2020	Comparative Public Sector Management	UG4	Nematullah Bizhan	S1	10	32	0	42	4.4	4.7
86	2020	Quantitative Research Methods	PG1	Manoj Pandey	T1	10	21	0	31	4.6	4.9
87	2020	Governance and Institutions	PG1	Michelle Rooney	T1	8	22	0	30	4.5	4.5
88	2020	PNG Economic and Policy Issues	PG1	Eugene Ezebilo	T1	7	21	0	28	4.7	4.5
89	2020	Macroeconomic Analysis and Policy	PG1	Martin Davies	T2	5	19	0	24	4.8	4.9
90	2020	Global Economic Policy and Issue	PG2	Eugene Ezebilo	T2	7	20	0	27	4.1	4.2
91	2020	Qualitative Research Methods	PG1	Michelle Rooney	T2	3	14	0	17	4.8	4.8
92	2020	Issues in Public Sector Management	PG1	Nematullah Bizhan	T2	5	17	0	22	4.4	4.6
93	2020	Applied Economics and Business Statistics	UG4	Kelly Samof/Manoj Pandey	S2	5	24	0	29	4.7	4.8
94	2020	Economics Policy	UG4	Kelly Samof/Manoj Pandey	S2	4	27	0	31	4.5	4.5
95	2020	Monetary Economics	UG4	Dek Sum	S2	3	28	0	31	4.5	4.7
96	2020	Principles of Macroeconomics	UG2	Luke McKenzie	S2	25	57	0	82	4.2	4.2
97	2020	Advanced Microeconomics	UG3	Maholopa Laveil	S2	5	24	0	29	4.8	4.9
98	2020	Quantitative Economics II	UG3	Maholopa Laveil	S2	5	25	0	30	4.7	4.8
99	2020	Development Policy and Thinking	PG1	Nematullah Bizhan	T3	4	14	0	18	4.7	4.7
100	2020	Applied Cost and Benefit Analysis	PG1	Manoj Pandey	T3	4	14	0	18	4.7	4.8

PNG TEXTBOOK AND ECONOMIC HISTORY BOOK PROJECT

Papua New Guinea: government, economy and society (accepted by the publisher)

Table of contents (chapters)

Introduction – the editors (Prof S Howes and Prof LN Pillai (eds))

Part I: Politics and governance
1. Elections and politics – Maholopa Laveil, Michael Kabuni, Geejay Milli & Terence Wood*
2. Decentralisation: a political analysis – Lawrence Sause, Lhawang Ugyel & Stephen Howes
3. Crime and corruption – Grant Walton* & Sinclair Dinnen

Part 2: The economy
4. PNG's economic trajectory: the long view – Stephen Howes, Luke McKenzie*, Dek Sum*, Rohan Fox*, Maholopa Laveil & Albert Prabhakar
5. Poverty and the standard of living – Manoj Pandey* & Stephen Howes

Part 3: Society
6. Uneven developments and its effects: livelihoods and urban and rural spaces– John Cox, Grant Walton*, Joshua Goa & Dunstan Lawihin
7. Communications, information and the media – Amanda Watson

Papua New Guinea: a post-independence economic history, 1975-2020 (drafted)

Authors: Stephen Howes, Martin Davies, Rohan Fox*, Maholopa Laveil, Manoj Pandey*, Dek Sum*, Luke McKenzie*, Kelly Samof

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Annex I Research summary

Contents

A. Economics

Annual economic surveys 2015-19

Annual economic surveys have been written and presented by a combined ANU-UPNG team annually from 2015 to 2019. They have been a feature of the regular PNG Update, and presented at major conferences. The last three have been published and the most recent published in a peer-reviewed journal.

Cornish, M, Fox, R, Howes, S, Nicholas, W, Prabhakar, A & Rova, A 2015, 'PNG Update: survey of developments, 2014-15', Presentation on 18 June, 2015 PNG Update, Economics Division, University of Papua New Guinea; Development Policy Centre, Australian National University.

Fox, R, Howes, S, Nema, N A, Nicholas, W & Pandey, M 2016, 'PNG economic survey 2015-16', Presentation on 4 November, *2016 PNG Update*, School of Business and Public Policy, University of Papua New Guinea; Development Policy Centre, Australian National University.

Fox, R, Howes, S, Nema, N A, & Schröder, M, 2017, '2017 PNG Economic Survey', Development Policy Centre Discussion Paper No. 66, Development Policy Centre, Australian National University, Canberra.

Fox, R, Howes, S, Nema, N A, Nguyen, H B & Sum, D J, '2018 PNG economic survey', Development Policy Centre, Australian National University, Canberra.

Howes, S, Fox, R, Laveil, M, Nguyen, B H & Sum, D J 2019, '2019 Papua New Guinea economic survey', *Asia and the Pacific Policy Studies,* vol. 6, no. 3, pp. 271-289.

Budget database

The PNG Budget Database is a unique data source that is updated twice a year and provides a time series of budgetary data for PNG. By the end of this year, the time series will date back to independence. It is the result of collaborative ANU-UPNG research, with contributions by staff from both institutions., led by Rohan Fox.

Macroeconomic policy in PNG

A number of researchers have worked on issues relating to the PNG exchange rate, resource dependency, and shocks. This has culminated in an influential publication, a large number of blogs, and most recently the invitation to Martin Davies and Marcel Schroder to provide a commissioned exchange rate study for PNG Treasury.
Fox, R & Schröder, M 2017, 'After Papua New Guinea's Resource Boom: Is the Kina Overvalued?', *Asia and the Pacific Policy Studies,* vol. 5, no. 1, pp. 65-76.

Nguyen, B & Sum, D J 2019, 'Macroeconomic Shocks and Trade Balance Adjustments in Papua New Guinea', Development Policy Centre Discussion Paper No. 79, Development Policy Centre, Australian National University, Canberra.

Industrial policy

Maholopa Laveil (ANU graduate and UPNG lecturer) has published and presented his work undertaken at ANU and completed at UPNG on infant industry case studies and protectionism.
Laveil, M (2019) "Predicting the impact of PNG's 2018 and 2019 tariff increases: a review of PNG's trade policy history", Development Policy Centre, DP85

Savings behaviour and financial inclusion

Martin Davies and Rohan Fox have been leading work on financial sector, including savings behaviour, and the determinants of inclusion from a gender perspective. This research is expected to be concluded this year.
Fox, R "Correlates of women's autonomy over economic decisions in PNG", Devpolicy Disussion Paper, ANU.
Hoy, C and Toth, R 2020, "Taking financial access to remote and insecure areas: impact of a comprehensive financial inclusion intervention in PNG", Devpolicy DP 89.

Tracing study of economics students

Michael Cornish and Rohan Fox have conducted exit and tracing surveys of UPNG economics students. Results from three rounds have been published.
Cornish, M 2017 'Papua New Guinea Economics Graduate Exit Survey', Development Policy Centre Discussion Paper No. 53, Development Policy Centre, ANU.

Fox, R 2017, 'University of Papua New Guinea Graduate Follow-Up Survey'. Development Policy Centre, ANU.

Fox, R 2020, 'University of Papua New Guinea Economics Graduates Tracer Up Survey 202', Development Policy Centre, ANU

Tax compliance

ANU researchers and collaborators Christopher Hoy, Mathias Sinning and Luke McKenzie partnered with the PNG Internal Revenue Service (IRC) to advise them on improving compliances via improved messaging. The results have been published, and disseminated via a policy brief, seminars and a blog.

Hoy, C, McKenzie, L & Sinning, M 2020, 'Improving tax compliance without increasing revenue: Evidence from population-wide randomized controlled trials in Papua New Guinea', Tax and Transfer Policy Institute Working Paper 7/2020, Crawford School of Public Policy, Australian National University, Canberra.

B. Governance and elections

Governance and policy making.

The focus of this research undertaken by ANU and UPNG colleagues has been on examining fragility, governance and constraints on good policy making.

Howes, S, Betteridge, A, Ugyel, L & Sause, L 2018 'Evidence-based policy making in the tropics: are developing countries different?', Ch. 15 in M. Fabian and R. Breunig (eds.), *Hybrid public policy innovations: contemporary policy beyond ideology*, Routledge.

Ugyel, L 2020, 'How "Place" Shapes the Public Servant: Papua New Guinea's Public Administration Within the Contexts of "Big Man" and "Wantok" Systems', in H Sullivan, H Dickinson & H Henderson (eds), *The Palgrave Handbook of the Public Servant*, Palgrave Macmillan, Cham.

Ugyel, L, Sause L & Gorea E (forthcoming), 'Dynamics and Tensions of Implementing Agencification Reforms: Experiences of District Development Authorities in Papua New Guinea'.

Bizhan, N. ed. (under review), *Surviving State Fragility: State, Politics and Economy,* ANU Press, Canberra.

Bizhan, N & Gorea, E 2019, 'A Weak State and Strong Microsocieties in Papua New Guinea', Development Policy Centre Discussion Paper 88, Development Policy Centre, Australian National University, Canberra.

Electoral research

An ANU-UPNG team led by Terence Wood has developed the PNG Elections Database, and undertaken various related research projects, resulting in a number of publications, blogs and presentations, in addition to the PNG Election Database itself.

Wangi, T & Wood, T 2019, 'Using name standardisation to track candidate and MP performance over time in Papua New Guinea', Development Policy Centre Discussion Paper No. 84, Development Policy Centre, Australian National University, Canberra

Wood, T 2016, 'Is Culture the Cause? Choices, Expectations, and Electoral Politics in Solomon Islands and Papua New Guinea', *Pacific Affairs*, vol. 89, no. 1, pp. 31-52.

Wood, T 2017, 'Papua New Guinea election results: trends and patterns 1972-2012', Development Policy Centre Discussion Paper No. 55, Development Policy Centre, Australian National University, Canberra.

Wood, T 2018, 'The clientelism trap in Solomon Islands and Papua New Guinea, and its impact on aid policy', *Asia & the Pacific Policy Studies,* vol. 5, no. 3, pp. 481-494.

Laveil, M & Wood, T 2019, 'The 2017 election in Papua New Guinea', Development Policy Centre Discussion Paper No. 83, Development Policy Centre, Australian National University, Canberra.

Corruption and security

This work has involved budget analysis of anti-corruption allocations, explorations of attitudes to corruption, and investigations into crime and the security industry in PNG, resulting in a number of publications, blogs and presentations.

Walton, G (*forthcoming*), 'Good Governance, Corruption, and Papua New Guinea's Public Service', in H Sullivan & H Dickinson (eds.), *The Palgrave Handbook of the Public Servant*.

Walton, G 2019, 'The micro-politics of implementing and resisting principal-agent relations in a weak state', *Australian Journal of Political Science*, vol. 54, no. 3, pp. 355-371.

Walton, G & Dinnen, S 2019, 'The Pacific Islands: Politics, Organized Crime and Corruption', in F Allum and S Gilmour (eds), *Organised crime and Politics,* Edward Elgar Publishers, Cheltenham, pp. 418-436.

Walton, G & Dinnen, S (under review) 'The spatial and scalar dimension of organised crime in the Pacific', *Asia-Pacific Viewpoint*.

C. Service delivery

Service delivery: health, education and road maintenance

ANU, UPNG and NRI researchers have examined health, education and road maintenance case studies to understand their policy implications.

Walton, G, Davda, T & Kanaparo, P 2017, 'The Challenges of Providing Free Education in Papua New Guinea', Development Policy Centre Discussion Paper No. 61, Development Policy Centre, Australian National University.

Walton, G & Davda, T 2019, 'School-Community Relations and Fee-Free Education Policy in Papua New Guinea', *Pacific Affairs,* vol. 92, no. 1, pp. 71 - 94.

Walton, G, Davda, T & Kanaparo, P 2017, 'The Challenges of Providing Free Education in Papua New Guinea', Development Policy Centre Discussion Paper No. 61, Development Policy Centre, Australian National University.

Walton, G & Davda, T 2019, 'School-Community Relations and Fee-Free Education Policy in Papua New Guinea', *Pacific Affairs,* vol. 92, no. 1, pp. 71 - 94.

Wiltshire, C, Watson, AH, Lokinap, D, Currie, T 2021, "Papua New Guinea's primary health care system: views from the frontline", DPA and Devpolicy, ANU

Dornan, M 2016, 'The political economy of road management reform: Papua New Guinea's National Road Fund', *Asia and the Pacific Policy Studies*, vol. 3, no. 3, pp. 443-457. [Earlier version as NRI Issues Paper.]

Wood, T and Filer, C 2021. "Geographical constituents of human well-being in PNG: a district level analysis:", Devpolicy Discussion Paper 92, ANU.

Digital development

Amanda Watson has worked with a number of PNG collaborators on various aspects of mobile and digital communications and development in PNG.

Highet, C, Nique, M, Watson, A H A, & Wilson, A 2019, *Digital transformation: the role of mobile technology in Papua New Guinea*, GSMA

Watson, A H A, Suwamaru, J K, Mow, I C, & Logan, S 2017, 'Mobile technology in Pacific Island Countries: the Potential for M-Government', in R Cullen and G Hassall (eds), *Achieving Sustainable E-government in Pacific Island States*, Springer, Switzerland, pp. 117-137.

Watson A H A (forthcoming), 'Mobile phone registration in Papua New Guinea', *Pacific Journalism Review*.

Kaleebu, N, Gee, A, Watson, A H A, Jones, R, & Jauk, M 2017, 'SMS Story: a case study of a controlled trial in Papua New Guinea', in A Murphy, H Farley, L Dyson, & H Jones (eds), *Mobile Learning in Higher Education in the Asia-Pacific Region: Harnessing Trends and Challenging Orthodoxies*, Springer, Singapore, pp. 623-645.

Urbanisation

Michelle Rooney has worked on issues relating to urbanisation, resulting in a number of publications, blogs and presentations.

Rooney, M N 2017, 'Lewa was mama (Beloved guardian mother)', in M Macintyre & C Spark (eds), *Transformations of Gender in Melanesia*, ANU Press, Canberra.

Rooney, M N 2017, 'Social protection and social safety nets in urban PNG', in P Thomas & M Keen (eds), *Urban Development in the Pacific*, Development Bulletin No. 78, Crawford School of Public Policy, Australian National University, Canberra.

Rooney, M N 2017, 'There's nothing better than land: A Migrant Group's Strategies for Accessing Informal Settlement Land in Port Moresby', in S Mcdonnell, M G Allen & C Filer (eds), *Kastom, Property and Ideology: Land Transformations in Melanesia*, ANU Press, Canberra.

Rooney, M N 2019, 'Sharing what can be sold: Women haus maket vendors in Port Moresby's Settlements', *Oceania*, vol. 89, no. 2, pp. 154-167.

D. Gender

Men and women's perspectives on gender-based violence.

A combined ANU-UPNG-Unitech group has been working on men and women's perspectives on gender-based violence and various related issues, resulting in publications and blogs and high profile presentations.

Rooney, M N, Forsyth, M, Kuir-Ayius, D and Aisi, M 2019, 'The potential for restorative justice approaches in schools in Papua New Guinea in the context of an epidemic of family and sexual violence and widespread crime', in D S W Wong & T Gavrielides, *Restorative justice in educational settings and policies: Bridging the East and West,* RJ4All Publications, London.

ANU-UPNG project: list of workshops

#	Date	Topic	Partner	Location	ANU speakers/organisers/convenors	Participants Total	Female	Male	Type of attendees
1	01-May-15	The PNG Update Writers' Workshop	UPNG	UPNG	Stephen Howes and Bob Warner	18	7	11	PNG presenters
2	28-29-Jul-2015	Quantitative Methods in Research Workshop	UPNG	UPNG	Anthony Swan and Rohan Fox	29	13	16	SBPP, Dep't of Ed'n, NSO, BPNG, NRI
3	06-Aug-15	Online Research Methods and Data Collection	UPNG	UPNG	Rohan Fox	15	5	10	UPNG academics
4	07-Apr-16	PNG Blog Writing Workshop		ANU	Michelle Rooney, Camilla Burkot and Ashlee Betteridge	7	5	2	PNG and Pacific Islander postgraduate students
5	11-15-Apr-16	Research Methods and Approaches	UPNG	UPNG	Grant Walton and Colin Wiltshire	5	3	2	UPNG and ANU academics
6	24-May-16	The PNG Update Writers' Workshop	UPNG	UPNG	Michael Cookson and Manoj Pandey	7	5	2	PNG academics
7	S1 2016 (weekly)	Staff quantitative training	UPNG	UPNG	Manoj Pandey	17	7	10	UPNG-SBPP staff
8	Aug-Oct-16 (weekly)	Staff quantitative training (weekly)	UPNG	UPNG	Manoj Pandey	17	7	10	UPNG-SBPP staff
9	12-Oct-16	Using survey software in teaching/research	UPNG	UPNG	Rohan Fox	17	5	12	UPNG academics
10	13-Oct-16	Online research methods (and free data sources)	UPNG	UPNG	Rohan Fox	11	6	5	UPNG academics
11	14-Oct-16	NBC preparatory workshop for PNG Update	UPNG	UPNG	Rohan Fox, Manoj Pandey and Lhawang Ugyel	5	3	2	NBC employees
12	1-2-Nov-16	Policy Impact Evaluation short-course	UPNG	UPNG	Anthony Swan	16	N/A	N/A	NRI, UPNG, IPA, Dep't of Ed'n, UN, Planning
13	5-8-Jun-17	Research training workshop	UPNG	UPNG	Anthony Swan and Fiona Yap	N/A	N/A	N/A	UPNG research assistants
14	mid-Apr-17	Tutor induction workshop	UPNG	UPNG	Rohan Fox	8	N/A	N/A	UPNG-SBPP staff
15	late-Jun-17	Blog writing workshop	UPNG, NRI	NRI	Michelle Rooney and Camilla Burkot	16	N/A	N/A	UPNG students, NRI staff
16	27-Jul-17	Writer's workshop	UPNG	NRI	Manoj Pandey	13	6	7	UPNG academics
17	09-Aug-17	Media workshop	UPNG	UPNG	Rohan Fox	10	N/A	N/A	NBC, EMTV and Post Courier
18	5-6-Sep-17	PNG data stocktaking workshop	Planning, NSO, UN, UPNG, WB and ADB	UPNG	Various	120	N/A	N/A	Data practitioners
19	02-Nov-17	Job-application and interview workshop	UPNG	UPNG	Manoj Pandey	21	11	10	UPNG fourth-year students
20	20-21-Mar-18	Teaching induction	UPNG	UPNG	Rohan Fox	10	3	7	UPNG tutors
21	12-Jun-18	Blog writing workshop	UPNG	UPNG	Michelle Rooney and Amanda Watson	51	20	31	UPNG students and academics
22	13-Jun-18	PNG Update volunteer training workshop	UPNG	UPNG	Rohan Fox and Shannon Young	14	N/A	N/A	UPNG volunteers and IT staff
23	16-Jul-18	Follow up session from Devpolicy blog workshop	UPNG	UPNG	Michelle Rooney	3	1	2	UPNG students and academics
24	7-8-Aug-18	Centre for Higher Education, Learning and Teaching (CHELT) workshop	UPNG	PILAG	Glen O'Grady and Kristie Broadhead	40	10	30	UPNG-SBPP staff
25	08-May-19	Tax repayments in PNG	IRC	IRC	Luke McKenzie	40	N/A	N/A	IRC staff
26	13, 14 Mar-19	Tutor training program	UPNG	UPNG	Rohan Fox	10	5	5	UPNG tutors
27	12-Jun-19	Linkages of agriculture, nutrition and economic development	UPNG	UPNG	Manoj Pandey	50	N/A	N/A	Not specified
28	11-13 June 2019	Data analysis using STATA software	UPNG	UPNG	Emily Schmidt, Gracie Rosenback, Rachel Gilbert	45	8	37	Not specified
29	17-May-19	Enhancing family and support services in PNG	UPNG Social Work	UPNG	Dora Kuir-Ayius	30	20	10	Not specified
30	H2-19	Tutor-induction workshop	UPNG	UPNG	Rohan Fox	N/A	N/A	N/A	UPNG tutors
31	H2-19	Statistical analysis workshop	IFPRI, UPNG an INA	UPNG	Emily Schmidt	20+	N/A	N/A	PNG public servants
32	24-27-Feb-20	Stata training workshop	IFPRI		Emily Schmidt, Gracie Rosenback, Rachel Gilbert	42	9	33	PNG public servants, UPNG staff and students
33	13-Feb-20	Tutor induction workshop	UPNG	UPNG	Rohan Fox	5	2	3	UPNG tutors
34	2-5-March-20	Impact evaluation workshop	PRP and IPA		Luke McKenzie, Christopher Hoy, Farah Amalia, Peter Sr	100			Public servants, donor officials, NGOs