



# Strategies for Tertiary Education in PNG

## 2014 PNG UPDATE

David Kavanamur, Lonnie Baki and Jeanette Baird  
Office of Higher Education

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# Outline

- o Introduction
- o School-leavers: pathways and projections
- o Sector funding
- o Enablers for educational opportunity and economic development
- o Multi-faceted strategies for the future
- o Conclusion: Stronger contribution to economic development

# Introduction

- o In tertiary education, many lower income countries struggle to meet the twin challenges of increasing access while also improving quality.
- o Increased public investment in tertiary education can actually lead to a fall in the resources available per student, because access is expanding rapidly.
- o This is the situation in PNG.

# School-leavers: Available pathways

- o In 2013, 18,250 school leavers exited Grade 12 and only 4,074 were selected for post-secondary education in recognised institutions.

## 2013 School Leavers Selected for Tertiary Study by Institutional Type

Institutional Type	No. of School Leavers Selected	%
University	2056	50%
Technical & Business College	737	18%
Teachers' College	838	21%
Nursing College	136	3%
Miscellaneous	307	8%
<b>Total</b>	<b>4074</b>	<b>100%</b>

# School-leavers: Projections

- o Over the past decade, the number of school leavers has increased at an estimate of 13% annually.
- o In 2001, almost 50% of school leavers were selected for post-secondary institutions. By 2013, the proportion was 22%.
- o The removal of an exit point at Grade 10 is estimated to double the current figures, to around 48,000 Grade 12 school leavers by 2016.

# Sector Funding

- o There is an immediate need for new business and funding models for PNG post-secondary education
  - o to cater for rapid expansion
  - o to ensure the accountability of institutions to government for quality and quantity of outputs.
- o The TESAS Review of 2012 (OHE, 2012) identified K30,000 as the full average annual unit cost for a university student. Fees and government appropriations do not match this.
- o Funding is largely input-based: it is not yet driven by the outputs the Government receives for its investments.

# Enablers For Educational Opportunity and Economic Development

- o Three key enablers as identified in the National Higher Education Plan III are:
  1. Coordinated sector governance and data collection
  2. A willingness to engage in partnerships
  3. Generation of SMEs for increased transactions and (self or other) employment.
- o Good news – not enormously expensive.
- o Bad news – notoriously difficult!
- o Other enablers: reform of public services and utilities, infrastructure for transport, stronger ICT

## Example - Enabler 3: Generation of SMEs

- o Provision of TVET is cost-effective.
- o However, by definition, much TVET requires its students to have or gain experience in actual workplace environments.
- o PNG has only a small formal employment sector. To significantly expand TVET, employment or self-employment will need to be expanded at the same time.
- o The PNG Government recently has emphasised the creation of Small to Medium Enterprises (SMEs) as an engine of economic development)
- o A Government SME Policy is being developed. Training in business development and management, as well as industry-based training, could occur in parallel with SME creation.

# Multi-faceted Strategies For The Future

- o Strategies for the future need to be multi-faceted, involving:
  1. Re-balancing TVET and higher education, through diversification and new approaches to provision
  2. Better standards of school-leaver achievement, especially in science and mathematics
  3. A revised funding model
  4. Integrated employment and training schemes, and
  5. A new narrative of quality as well as quantity.

## Example: Rebalancing TVET and higher education, through institutional diversification

- o TVET must be a larger part of the mix.
- o Diversification will provide more local opportunities through colleges, institutes and blended learning.
- o There will be more opportunities for non-State and private providers to partner with governments.
- o For example, provincial governments could provide land and facilities but international providers might partner with PNG organisations for delivery and quality assurance.
- o Open online learning will become increasingly more available and used.

## Example: Better standards of school-leaver achievement in Science and Mathematics

- Since 2010, there has been a continuous decline in the number of students taking Advanced Maths at Grade 12.

Year	Total G12 Students	Total Advanced Maths Students	Proportion of Advanced Maths Students	Advanced Maths Students Selected	Proportion of Advanced Maths Selected
<b>2010</b>	13565	7739	<b>57%</b>	2344	17%
<b>2011</b>	14714	5166	<b>35%</b>	1944	13%
<b>2012</b>	16373	4722	<b>29%</b>	1604	10%

Source: OHE

o Future strategies for tertiary education are captured in the National Higher Education Plan III.

o Nine key goal areas:

1. Governance, Structure, and Coordination  
Resource Management through Innovation
2. Research, Science and Technology
3. Academic Programmes and Quality Assurance
4. Access, Equity, Diversity and Output
5. Industry and District Alliances
6. Technical Education and Training
7. Internationalisation and Global Labour Mobility
8. Monitoring and Evaluation Framework.

# Conclusion: A Stronger Contribution To Economic Development

- o Reform of the PNG post-secondary education sector is crucial for economic growth and development.
- o Agencies must engage with other government departments and co-producers in joint policy development and agenda-setting.
- o New approaches to provision and more cost-effective ways of learning are needed, combined with more transparent funding models.
- o A stronger tertiary education sector needs, as non-negotiable elements, better prepared school leavers and systematic, informed quality assurance arrangements.



Thank you!