

School of Business and Public Policy

Undergraduate Economics

and Master of Economic and Public Policy

Exit Survey Report

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Introduction

In late 2020 a survey was provided to 22 final-year economics undergraduate students and 18 Master of economic and public policy students at the University of Papua New Guinea (UPNG). In addition to demographic information, the survey asked for employment preferences and expectations, study experience, personal challenges and suggestions for improvement.

Similar surveys are regularly run in universities around the world. However, in Papua New Guinea (PNG), resource constraints are tighter and similar surveys — if conducted at all — are rarely published. The author is aware of just one published survey run in 2015 using data from final-year undergraduate economics students at UPNG. This survey extends the scope of the previous survey by adding Master of Economic and Public Policy (MEPP) student participants and adds questions based on the suggestions of the 2015 survey report and on suggestions of colleagues working at UPNG. As such, this survey provides the most comprehensive public data to date on the opinions and experiences of tertiary students in PNG.

The purpose of this survey is to provide information to higher education policymakers, university educators and administrators, and to current and future students.

This survey had a number of interesting findings. Undergraduates were equally or more confident in every area of their skillset compared to the 2015 cohort. However they were less confident in the job market. The MEPP program did not exist in 2015, but MEPP students were extremely positive about their overall learning experience, more so than undergraduates in either 2015 or 2020.

Men and Highlanders were overrepresented in 2015, and by 2020 both groups have increased their share of the economics student cohort. The provincial makeup of the Master's student cohort was more reflective of the PNG population as a whole. However, the number of women was still just 22%.

Undergraduate students appear aware that the job market (particularly in the private sector) has contracted significantly since 2015. Government positions in Port Moresby, which were already the most prized, gained popularity, while undergraduate preferences for the private sector dropped dramatically. While students were less confident about the job market, they were more confident than the 2015 cohort with regards to their own abilities and understanding of economics. As the recipients of new facilities and an expanded and international economics lecturing team, this is expected, but nonetheless positive news.

Both undergraduate and MEPP students mentioned the negative effect that restrictions from the COVID19 pandemic had on their study experience. However, there were just two comments about online learning, and both were positive. Both were from MEPP students, who also were happier with their access to computing/IT equipment at UPNG through the MBA student library, which is not available to undergraduates.

Students were also asked about the challenges of completing their degree. Half of the undergraduates said that they had at one stage thought about leaving their degree program – most commonly due to difficulty paying school fees and health issues.

All students were asked various questions about the quality of their learning, and responses were overwhelmingly positive.

[Descriptive statistics](#)

The response rate for the two surveys was high at 77% and 82% for the undergraduate and MEPP surveys respectively. The average age of the undergraduates was just under 24, while the average age of MEPP students surveyed was 38, with a higher dispersion of ages. An analysis of the gender make up showed that women are underrepresented in both cohorts by a significant margin. A comparison to 2015 shows that this wasn't always the case.

According to colleagues at UPNG, the 2020 cohort is an outlier in terms of female representation.

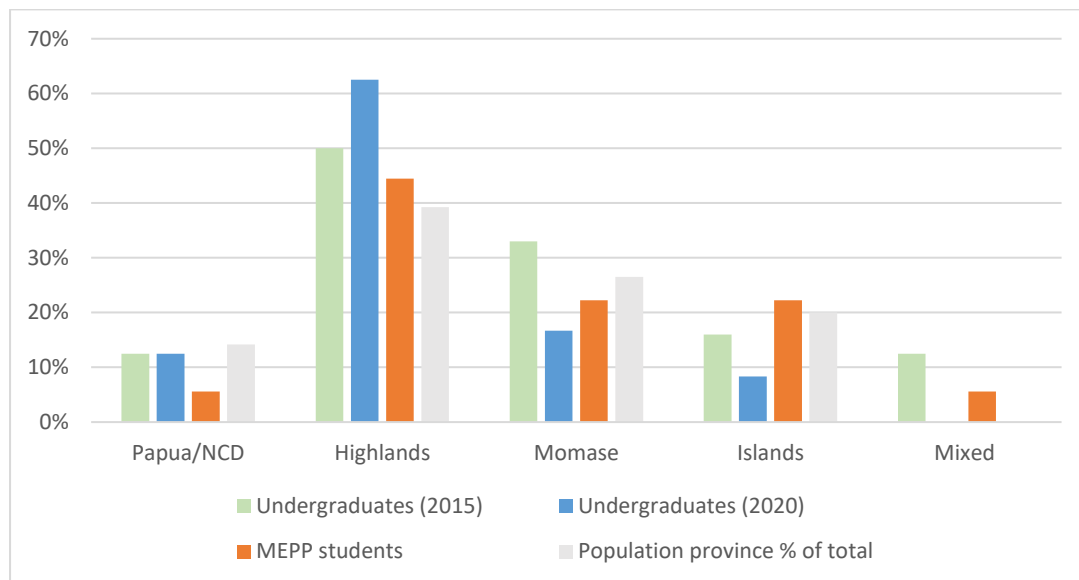
The incoming 2021 cohort has a higher number of women (24% of the cohort), which though higher than 2020, is still lower than that of 2015.

Table 1: Mean age and gender ratio, by cohort

	4th year undergraduates 2015	4th year undergraduates 2020	MEPP students
Female % of cohort	37.5%	17%	22%
Mean age	23	23.5	38.3
Std. Dev. (age)	Not available	1.7	5.8

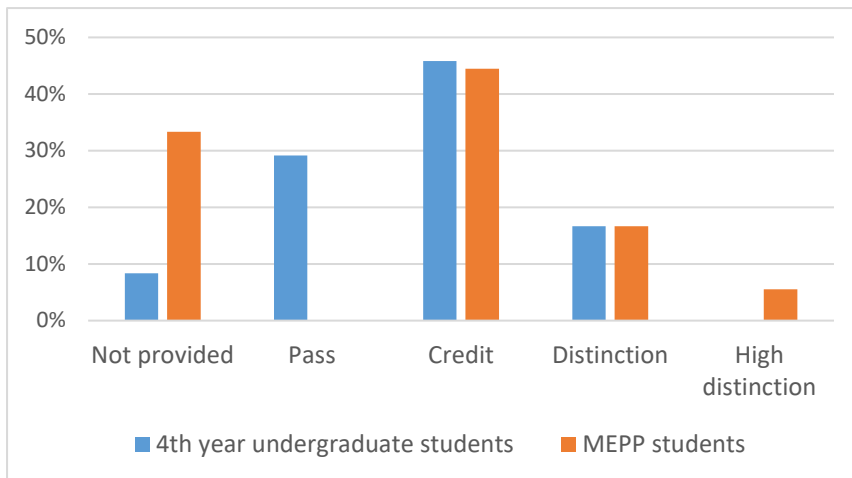
The MEPP cohort is more reflective of PNG’s population in terms of provincial make-up than undergraduate cohort. In 2015 the largest provincial cohort was from the highlands. This has increased from 50% in 2015 to 62.5% of the cohort in 2020.

Figure 1: Regional representation, % of cohort



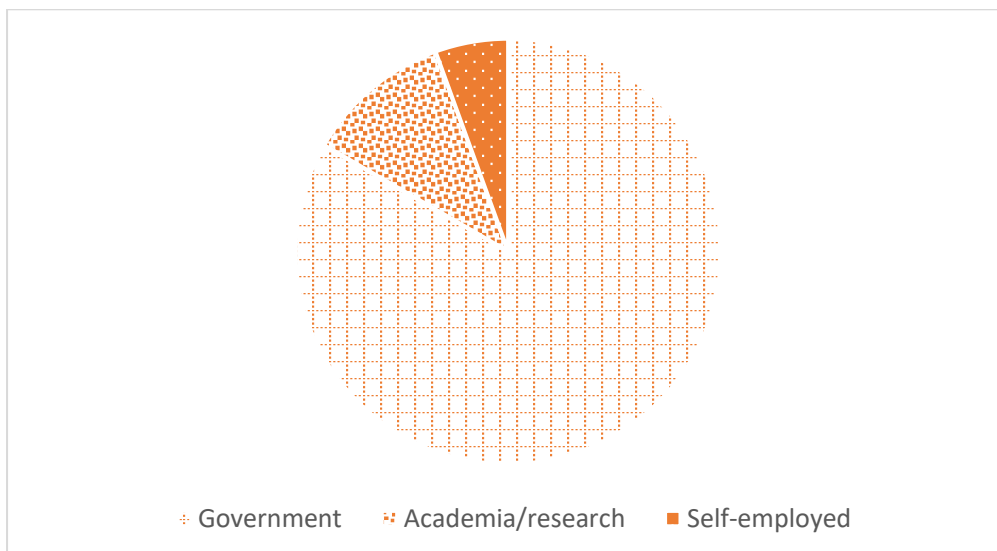
GPA’s of the survey participants were similar across the undergraduate and MEPP students, and are reflective of the distribution of grades across the whole cohort.

Figure 2: Student GPAs, as % of total cohort



The vast majority of MEPP students worked for the Government, generally within central organisations. The rest worked in academia or were self-employed. Seniority levels reflected the age-range of MEPP students. Some students were fairly junior – while most were at least senior, and continued up to management and executive-level.

Figure 3: MEPP student employer sector, % of cohort



Employers (alphabetical order)

- Dept of Education
- Dept of Higher education

- Dept of Personnel management
- Dept of Prime Minister & NEC
- Finance department (2)
- ICCC
- PNG Defence
- PNG Government (2)
- PNGKA, Deputy Chief's Office
- Public service commission
- Self-employed
- Treasury (3)
- UPNG (2)

Position titles (alphabetical order)

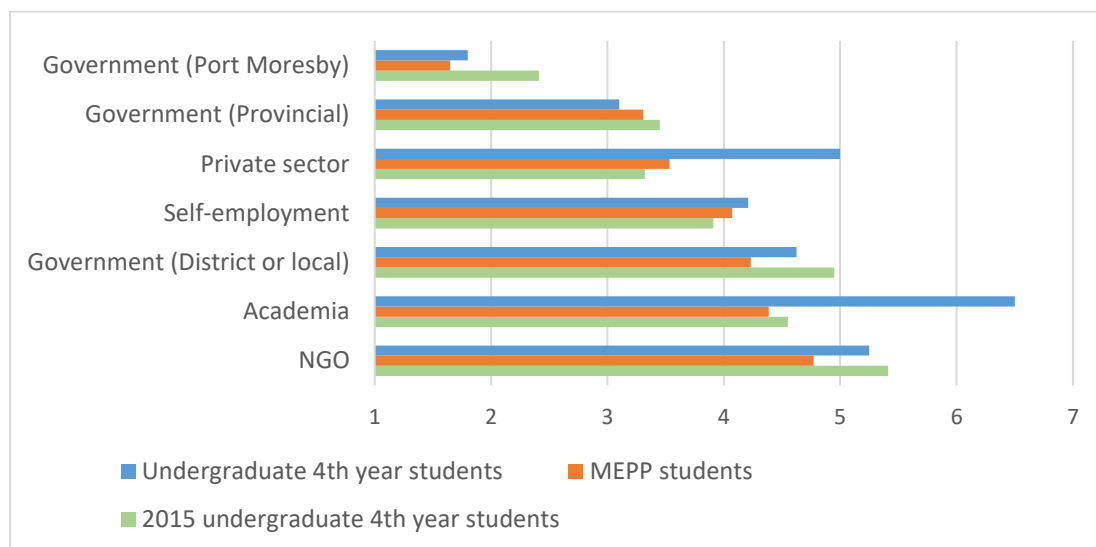
- Analyst
- Assistant secretary (3)
- Assistant secretary, budgeting
- College lecturer
- Commissioner
- Executive manager
- Executive manager – sector funding
- Middle manager
- Managing director
- Principal accountant
- Principal analyst
- Senior policy analyst
- Tutor (2)

[Employment and study preferences](#)

Students were asked to rank the sector that they would most like to work in from 1 to 7, where one is the most sought after sector, and seven is the least sought after sector. The answers are compared in Figure 4 below, which also includes results from the 2015 survey. The answers of undergraduates (both in 2020 and 2015) and MEPP students are broadly similar with a few clear differences. Firstly,

the public sector in Port Moresby, already the most popular for undergraduates in 2015 – is even more popular in 2020. Secondly, the preference for the private sector and academia has dropped drastically for undergraduates. Both these findings may reflect the deterioration of the economy and drop in employment over the past five years. Government jobs have been largely protected, while the private sector has suffered. The popularity of academia is also low, however it may be that this was a result of a lack of understanding of the word. The wording of this question changed slightly from “Academia/university” to just “academia”. It is possible that many students had not come in to contact with the use of “academia” as a sectoral description of the university and research sector.

Figure 4: Employment preferences, average ranking (lower is better)



The results show that students appear aware of broader labour market issues. Students will always respond to basic incentives, and if the private sector cannot compete with government then students’ response will be to fight harder for what government positions are available. That said, there may also be some benefit to educating undergraduates about job market options outside the public sector. When asked about their reasoning for the ranking that they chose, undergraduates’ responses were fairly general. A number of students also saw employment in Port Moresby as a way to break out of unwanted clan responsibilities. A selection of responses are provided below. The full set of responses can be found in Annex 1.

“I observed many people were suffered for public service, thus I wanted to work in public sector to at least try my very best to help the general public.”

“My heart's desire is to serve my people. With the skills and knowledge I have attained here at the University of PNG, I see myself working in the public sector and utilizing my skills and knowledge.”

“Here in PNG, public sectors in Port Moresby offers job opportunities and also there is a lot of public sectors in Port Moresby and it's easy to get a job at a public office.”

“I prefer a stable income and being in public sector or in the capital can help me understand what's wrong in the public sector and help fix it.”

“There's a lot of nepotism in the district / local level. I won't be able to last for 2-3 years of study. “

“I want to work in a private sector or any companies and life in Port Moresby to keep away from family ties and obligations / customs.”

MEPP students had the benefit of several years of work experience in answering this question. They were happy with the area they were working in, and particularly noted the better pay, career opportunities and services available in Port Moresby compared to their home provinces. The following presents some MEPP student responses to the question on ranking. The full set of responses can be found in Annex 2.

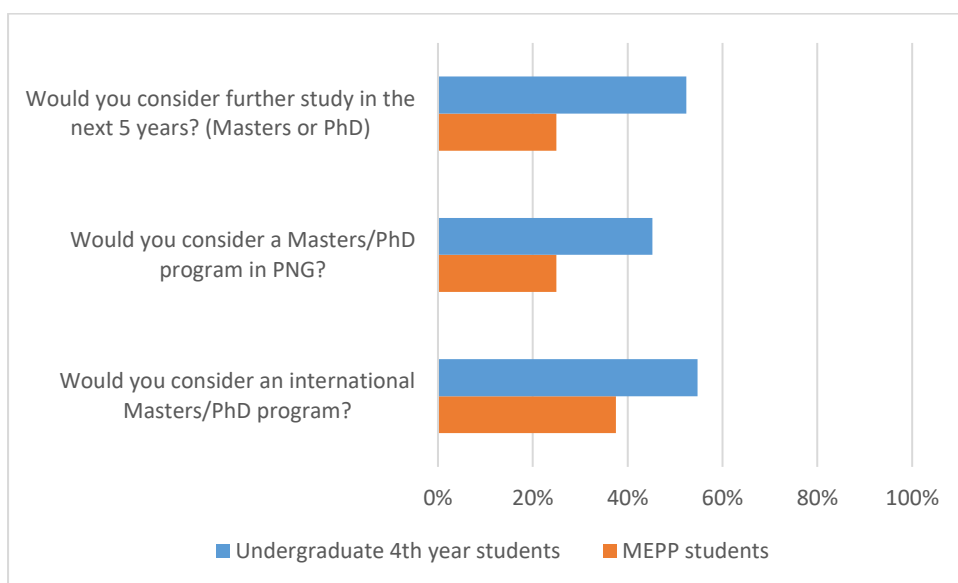
“I still want to continue working for public sector in Port Moresby because the services here are available and at my convenience.”

“The position and salary grade classification at the province and district are very low. For this reasons most officers do not want to go there.”

*“1. Social (law & order) problem at home province. 2. Privacy and stay away from *** 3. My professional career opportunities are only available in POM.”*

Students were also asked about their appetite for further study. Around 50% of undergraduate students said they would consider a Master’s program internationally, and around 40% in PNG. While around 40% of MEPP students said they would consider a PhD program internationally, and 25% a PhD program in PNG.

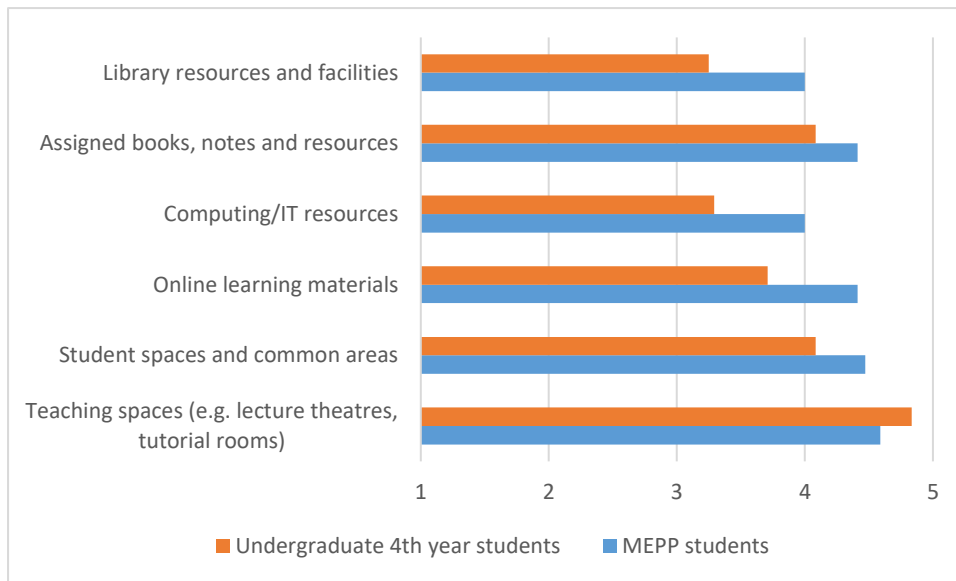
Figure 5: Preferences for further study, % of cohort



Resources at UPNG and coursework opinions

Students were asked to rate resources used at UPNG on a scale of 1 to 5, where 1 is very poor, 3 is neutral and 5 is excellent. The results in Table 6 below, show that MEPP students — who have access to their own library — enjoy the facilities more than undergraduates. Undergraduates were least happy with the computing/IT resources available and the undergraduate library. The teaching spaces, which encompass newly built facilities, were the highest rated resource by both undergraduate and MEPP students.

Figure 6: Rating of UPNG facilities and resources, by cohort



Undergraduate opinions

Some of the survey questions were different for undergraduates and MEPP students. For the undergraduates, more quantitative data was taken, while for the MEPP students more qualitative data was taken. This section discusses the responses of undergraduates to the set of “undergraduate-only” questions.

Table 2 presents data on undergraduate students’ employment expectations and feelings of confidence and understanding as they head in to the workforce. The survey asked students to rate their agreement or disagreement with each statement on a scale from 1 to 7, where 1 is strongly disagree, 4 is neutral and 7 is strongly agree.

The table also compares the change in magnitude of the average scores for these questions since 2015 and sorts data from the largest positive change, to the most negative change. The data show that students in 2020 are more confident in their understanding of economics, and in their skills, but are less confident in their ability to get a job that pays well and that they enjoy. Over the period 2015 to 2020 PNG’s economic situation has steadily deteriorated, with employment falling

substantially. It is unsurprising that students in these conditions may feel more negative about their job prospects because the labour market is now much tighter than it was in 2015.

Table 2: Undergraduate employment expectations, experience and confidence in their skillset

	Average score (out of 7)	Std. Dev.	Change since 2015
I am confident in my overall knowledge of economics	6.3	0.8	+1.1
I know what sorts of tasks a working economist does in their job	5.8	1.1	+0.9
I am confident in my knowledge of microeconomics	6.2	0.8	+0.8
I am confident in my knowledge of macroeconomics	6.2	0.8	+0.8
It is likely that I will be employed within 12 months of finishing my university studies	4.3	1.8	+0.6
I am confident in my computing skills	5.8	0.8	+0.4
I want to get a job after I finish my university studies	7	0	+0.3
I feel positive about my future	6.4	1	+0.2
I am confident in my critical thinking skills	6.3	0.9	+0.2
I am confident in my mathematics skills	5.8	1	+0.2
The education at the University of Papua New Guinea has prepared me well for a job	5.5	0.6	+0.2
I am confident in my writing skills	6.1	0.9	+0.2
The University of Papua New Guinea tries hard to match its students with employment opportunities	4.6	2	+0.2
It is likely that I will be employed within 6 months of finishing my university studies	4.8	1.7	+0.1
I am confident in my knowledge of statistics	5.5	0.9	0
I am very employable	5.5	1.3	0
Assuming I get a job, it will be in economics or a closely related field	5.9	1.6	-0.3
It is likely that I will be employed within 3 months of finishing my university studies	4.5	1.5	-0.4
Assuming I get a job, I will be satisfied with the work that I do	5.3	1.3	-0.5
I have lots of opportunities in the workplace	4.2	1.8	-0.5
Assuming I get a job, I will be satisfied with the income it pays me	4.8	1.9	-0.8

It would be interesting to conduct further research on what students intentions are in between their graduation and finding their first job. Many students take between 6 months to two years to find

their first job. It is unclear whether they are looking for positions the whole time, or whether students take time out for family responsibilities.

Undergraduates were asked further information about how they felt about various aspects of their degree program at UPNG. Students were asked to rate their opinions to the following statements on a 5-point scale where 1 is strongly disagree and 5 is strongly agree. Table 3 below presents the average score for each question from highest to lowest. The results are overwhelmingly positive, though there may be room for increased staff attention to providing students with feedback on their work. This was the only positive statement that students scored below 4 out of 5 on average.

Table 3: Undergraduate opinions on UPNG coursework

	Score out of 5	Std. Dev.
The degree sharpened my analytic skills	4.6	0.5
Overall I was satisfied with the quality of the courses	4.6	0.6
Confidence to learn independently	4.6	0.6
The staff made it clear right from the start what they expected from students	4.5	0.6
Ability to solve complex problems	4.5	0.7
The teaching staff of this course motivated me to do my best work	4.5	0.8
Course materials were relevant and up to date	4.5	0.7
Ability to work with others	4.5	0.7
The courses developed my problem-solving skills	4.4	0.7
The teaching staff worked hard to make their subjects interesting	4.4	0.7
My courses helped me to develop the ability to plan my own work	4.4	0.6
Knowledge of the fields you are studying	4.4	0.7
The courses helped me develop my ability to work as a team member	4.4	0.6
My lecturers were extremely good at explaining things	4.4	0.8
The course improved my skills in communication	4.4	0.6
Spoken communication skills	4.4	0.6
As a result of my course I feel confident about tackling unfamiliar problems	4.3	0.6
Development of work-related knowledge and skills	4.3	0.7
I usually had a clear idea of where I was going and what was expected of me in the course	4.2	0.7

It was always easy to know the standard of work expected	4.1	0.7
The teaching staff normally gave me helpful feedback on how I was going	4.1	0.8
The staff made a real effort to understand difficulties I might be having with my work	4.0	0.8
The staff put a lot of time in to commenting on my work	3.8	0.8
It was often hard to discover what was expected of me in the course	3.2	1.3

Many undergraduate students take longer than the prescribed 4 years to complete their studies. To further understand this phenomenon students were asked what challenges they faced in completing their studies, as well as if and why they had to leave or consider leaving their degree program. Half of the students – a huge number – answered that they had at some time either left or considered leaving their degree program. The most common reason for this was difficulty in paying school fees, followed by poor health (themselves or a family member).

Finally, undergraduate students were asked whether there is anything they would like to change about their university experience. Many students did not respond to this question, though in those who did answer there were several who expressed a desire that UPNG take a more active role in assisting with internships and students' transition to the job market. The following is one example:

“If the University of Papua New Guinea partner with the other organisations and every year they sent their final year students to do their practical should be good. As well, the Economics Division needs to partner with the institutions which employ economists every year to send the final year economics student to their practical.”

“To enhance our skills and leave better understanding, we need to be engaged into practicals and trainings in organization which UPNG lacks this.”

MEPP student opinions

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.”

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 that 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.”

Conclusions and further research

To date, there has been little published on tertiary student experiences in PNG. This survey, while still limited in scope, provides much new information on the issue.

Undergraduate students appeared to be acutely aware of the difficulties in finding employment in a tough labour market. Both sets of students were happy with their degree programs, and undergraduates showed significantly greater confidence in their ability and understanding of economics compared to undergraduates from 2015. This result points to a positive impact of the work that has gone in to improving the program and student experience for economics students in the past 5 years.

Another major conclusion is that both undergraduate (likely accurately) see Government work in Port Moresby as the most lucrative and stable career choice. This preference has only increased compared to five years ago, in concert with a large decline in private sector employment. MEPP

students were generally happy with their sector of employment whether they worked in Government, private firms or were self-employed.

Further studies could extend this research by looking at students from other schools in UPNG and other tertiary institutions around PNG. There is also room for qualitative researchers to look in to specific areas in more detail, such as the impact that financial difficulty plays in students' university life and subsequent career.

Annex 1: Undergraduate student qualitative responses

Why did you choose the employer ranking you did?

I observed many people were suffered for public service, thus I wanted to work in public sector to at least try my very best to help the general public.

I want to work in a private sector or any companies and life in Port Moresby to keep away from family ties and obligations / customs.

Employment opportunities are scare at district levels but once gaining experience in the nation's capital and go back to the provincial district level and working with the NGOs to help others from the bottom level up.

Since, there are a lot of systematic corruption, malfeasance and misappropriation in the governmental departments & that has led to mass economic mismanagement in PNG.

I want to work in Port Moresby because there were more employment opportunities than my province.

Having studied economics I've seen that and have studied that the public sector doesn't have a very effective economic mechanism hence I would like to join the public sector.

I chose public sector esp. No. 1 because it has been my desire to serve public with full force of the spirit of public interests, by upholding the set values we have (honesty, fair, etc.).

- Private organizations have strict codes of conduct, rules & regulations that can guide & shape an employee. - Benefits are great, Travel the country & world while on the job

The main factor that lead me to work in public sector is contributed to the growth of economic by applying appropriate strategies I learn and to be the agent of change by being honest and transparent in what I do because PNG public sector is well known for his mismanagement of public funds.

My heart's desire is to serve my people. With the skills and knowledge I have attained here at the University of PNG, I see myself working in the public sector and utilizing my skills and knowledge.

Here in PNG, public sectors in Port Moresby offers job opportunities and also there is a lot of public sectors in Port Moresby and it's easy to get a job at a public office.

The main reason I want to be my own boss and enjoys the freedom that comes with it. The second reason is that it is very hard to find employment this days.

The main factor that drove me to choose this order is because of personal interests.

I prefer a stable income and being in public sector or in the capital can help me understand what's wrong in the public sector and help fix it.

There's a lot of nepotism in the district / local level. I won't be able to last for 2-3 years of study.

Be competitive, no political influence, able to accumulate wealth

This is because as an economist, most of the economics work is at the public sector than the private sector. The private sector, most of the economics knowledge are not applied.

In PNG, most of the companies are owned by foreigners. We the natives mostly become the labourer in our own land. I want to make a change to that. Improve public sectors and weed out corrupt occupants.

Due to the courses I took, I feel like working in government sector will give me the chance to impact the government with my rational decisions on issues of the economy.

Graduate development pathways

Have you at any point considered leaving your degree? If so, for what reason?

Difficulty paying fees. Financial difficulties. Government assistance.

Career prospects. Government assistance.

Boredom / lack of interest. Difficulty paying fees. Family responsibilities. Financial difficulties. Need a break. Personal reasons. Health or stress.

Personal reasons. Quality concerns.

Left school for 2 years (2017 & 2018) to start a small business.

Difficulty paying fees

Health or stress

Administrative support. Difficulty paying fees. Financial difficulties. Personal reasons. Health or stress. Economic constraints.

Financial difficulties.

Both my parents died. My mum died when I attend UPNG at 2014. My dad passed away in 2018, so I am emotionally and mentally depressed.

Sometime during my third year I temporarily want to leave and come back because I was really sick, but somehow I made it this far and now I believe I would get my degree.

What would you change about your degree if you could?

- If the University of Papua New Guinea partner with the other organisations and every year they sent their final year students to do their practical should be good. - As well, the Economics Division needs to partner with the institutions which employ economists every year to send the final year economics student to their practical.

I would like to change my pass of two vital courses to CR.

I've been impressed with the quality of teaching from lecturers and graduates from ANU, not much so with lecturers from UPNG.

UPNG has been a good home & learning institution for four (4) years. However, securing a job after studies is a very big challenge.

To enhance our skills and leave better understanding, we need to be engaged into practicals and trainings in organization which UPNG lacks this.

The economic knowledge and skills gained are very relevant to the practicality of the real world.

However, in PNG, it's quite difficult to get a good employment, because of govt. not creating employment opportunities for newly graduates in the fields of economics. Thank you.

Overall, the UPNG does not help students in enhancing there with the right knowledge and help in securing a job. It is up to the students to struggle themselves to find a job after graduating.

As for Economics Division, the student's performance is improving as well as their employment needs, soon after the help from the ANU with the help from Dek, some improvements can be noticed.

Much of my studies have been disturbed since outbreak of COVID-19. And mode of study has been disturbed quite a bit.

Disturbances at the dormitory very much affected my studies especially during weekends.

I am confident about my knowledge on economic policies, that is monetary & fiscal policy.

Annex 2: MEPP student qualitative responses

Why did you choose the employer ranking that you did?

I wish to work for the public sector in Port Moresby because of the access to better life.

Because I am a career public servant and I like to see services going down to the local level. I would like to be managing the delivery but necessary implementing it.

The structure of PNG public sector is designed to be centralized in Port Moresby, and that is where major decisions making are done in regard to the allocation of resources. It is proper for me to use my skills knowledge at the highest decision making process to provide advices.

One factor that led to this ranking is my future dream at this age in consideration where I want to be at the age of 65. At the age of 50 to 60, I would prefer for NGO at district level or as a public servant at local/district government back in my home province.

- 1. Social (law & order) problem at home province.*
 - 2. Privacy and stay away from ***3.*
- My professional career opportunities are only available in POM.*

Because it's motivating

I am always a public servant. Is not that I don't like teaching but it's not my passion. I can always pass my experience on through other formal or informal channels.

Ever left University studies directly because an entrepreneur and over the first years. I had remained in the private sector

I've been in the public sector since (POM) I left school. I want to financially establish myself first, then assist districts & provinces with my knowledge and skills to bring / influence change so they are in par with the PS (POM). I would also like to reach out to communities in partnership with NGO.

I still want to continue working for public sector in Port Moresby because the services here are available and at my convenience.

The position and salary grade classification at the province and district are very low. For this reasons most officers do not want to go there.

- 1. Access to essential services*
- 2. Opportunity to develop career (professional growth)*
- 3. Desire to help build capacity in sub-national govt. entities*
- 4. Interest in building student capacity and doing research in the academia*
- 5. Interest in international development*

Am already working with Dept of Treasury at Waigani

- (i) Occupy a higher level position.*
- (ii) To further my studies to PhD level.*

I have enjoyed working in the public sector as I am contributing back to my country which I prefer more than anything. If I was not employed, I would be interested in starting my own business.

I chose the above ranking because of its importance in improving quality of life for the people.

Interested learning (upgrading knowledge etc.)

Self belief, self confidence and self determination

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 coup 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 ICC. 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