BASIC EDUCATION PERFORMANCE BY PROVINCES AND REGIONS

Co - Presenters: Dr Kilala Devette-Chee, Senior Research Fellow & Jeremy Goro, Research Fellow UBE Research Program
Outline of the Presentation

- Introduction and background
- Rationale of the presentation
- Definition of UBE in PNG
- Data Analysis Methodology
- Results
- Findings
- Recommendations/Way forward
1. Introduction

✓ UBE Research Program deals with;
✓ Basic Education – Elementary Prep to Grade 8
✓ Monitoring UBE by using Indicators – Access, Retention and Quality
✓ Bi-annual Provincial and District Profiles for 2009, 2011 and 2013 are in the process of printing for publication.
✓ Nationwide Study on Quality of Basic Education was carried out last year (2018). Results will be out soon.
2. Rationale

- Ensuring that Every Citizen Acquires a Quality Basic Education is an Important National Goal. (2\textsuperscript{nd} MDG).
- It is a Building Block for ones own Personal Development, but also the family, the community and the Country.
- Being Literate and Knowledgeable enables one to improve ones health status, increase income, participate more effectively in democratic processes.
3. Definition of UBE in PNG

✔ All Children should enter elementary prep at the age of 6 years.

✔ All children should complete the elementary and primary cycles of education that constitute a basic education – this is nine years of basic education;

✔ All children should reach a required standard of literacy and numeracy at the end of these years of education.
3.1 Monitoring Indicators: ACCESS

1. ACCESS

   i. Net Admission Rate (NAR)

      ➢ Net Admission Rate (What percentage of children aged six are enrolled in Elementary Prep)

   ii. Gross Enrolment Rate (GER)

      ➢ (All Children enrolled in Elementary Prep to Grade 8 are assumed to be aged 6-14).
Monitoring Indicators: ACCESS

1. ACCESS

iii. Net Enrolment Rate (NER)

- (Actual Age of Children aged 6-14) enrolled in Elementary Prep to Grade 8 as a percentage of total population aged 6-14)

- More precise than Gross Enrolment Rate (GER) which is enrolment of children in school regardless of their age.
3.2 Monitoring Indicators: RETENTION

2. RETENTION RATES

i. Cohort Retention Rate (CRR)

- CRR indicates the proportion of students completing the final grade as a percentage of the cohort that enrolled in the first grade.

ii. Intergrade Retention Rate

- Similar to cohort retention rate but measures retention between grades.

  Percentage of children who progressed from one grade to the next.
3.3 Monitoring Indicators: QUALITY

3. QUALITY

i. Quality looks at how well students are able to learn the required knowledge, skills and competencies prescribed in the national school curriculum. For these profiles, the Pass Mark in the Grade eight examinations is used to measure Quality of Student learning.

ii. Basic Education (Grade 8) Examination Certificate Results

- Mean score for English, Maths and Combined Subject for each district and province.
4. Data Analysis Methodology

- Chief Method used in this research is DESK TOP Review.
- Census processed and validated by Policy Planning Research and Data Analysis Division of NDOE (School Census since 2009) compiled bi-annually – Secondary Data Source.
- Students data (age of entry, retention and exit) as well as number of teachers.
- Where data is missing, reasonable estimates were done to enrolment using the previous year’s data consulting both EMIS and NSO Census data.
- Presentation of data using Histograms and Trends analysis.
5.1 ACCESS TRENDS: HIGHLANDS

HIGHLANDS REGION ACCESS RATES: 2009 - 2013
5.2. RETENTION TRENDS: HIGHLANDS

HIGHLANDS COHORT RETENTION RATE: 2009 - 2013
5.3 GRADE 8 RESULTS: HIGHLANDS TRENDS

HIGHLANDS GRADE 8 RESULTS: 2009 - 2013

<table>
<thead>
<tr>
<th>Subject</th>
<th>2009</th>
<th>2011</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMBINED SUBJECT</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Legend:
- EHP
- SHP
- WHP
- ENG
- HELA
- JIWAKA
- SIMBU
- WHP
- MEAN HI’LANDS
- MEAN PNG

指数 (MEAN HI’LANDS) 指数 (PNG)
6.1 ACCESS TRENDS: MOMASE

MOMASE REGION ACCESS RATES: 2009 - 2013

- **NET ADMISSION RATE**
  - SANDAUN
  - MOROBE

- **GENERAL ENROLMENT RATE**
  - EAST SEPIK
  - MEAN MOMASE

- **NET ENROLMENT RATE**
  - MADANG
  - PNG

(Mean MOMASE)
6.2 RETENTION TRENDS: MOMASE
6.3 GRADe 8 RESULTS: MOMASE TRENDS

MOMASE REGION GRADe 8 RESULTS: 2009 - 2013

[Bar chart showing trends in English, Mathematics, and Combined Subject scores for different regions in the MOMASE region from 2009 to 2013.]
7.1 ACCESS TRENDS: NEW GUINEA ISLANDS

NEW GUINEA ISLANDS REGION ACCESS RATES: 2009 - 2013

NET ADMISSION RATE
GENERAL ENROLMENT RATE
NET ENROLMENT RATE

AROB
EAST NEW BRITAIN
MANUS
NEW IRELAND
WEST NEW BRITAIN
NGI MEAN
PNG
指数 (NGI MEAN)
指数 (PNG)
7.2 RETENTION TRENDS: NEW GUINEA ISLANDS

NEW GUINEA ISLANDS COHORT RETENTION RATES: 2009 - 2013

- AROB
- EAST NEW BRITAIN
- MANUS
- NEW IRELAND
- WEST NEW BRITAIN
- MEAN NGI
- PNG
- 指数 (MEAN NGI)
- 指数 (PNG)
NGI MEAN OF GRADE 8 EXAM RESULTS: 2009 - 2013

7.3 GRADE 8 RESULTS – NEW GUINEA ISLANDS TRENDS
8.1 ACCESS TRENDS – SOUTHERN REGION

SOUTHERN REGION ACCESS RATES: 2009 - 2013

<table>
<thead>
<tr>
<th>Year</th>
<th>NET ADMISSION RATE</th>
<th>GENERAL ENROLMENT RATE</th>
<th>NET ENROLMENT RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Legend:
- CENTRAL
- GULF
- MILNE BAY
- NCD
- ORO
- WESTERN
- MEAN SR
- PNG
- 指数 (MEAN SR)
- 指数 (PNG)
8.2 RETENTION TRENDS: SOUTHERN REGION

SOUTHERN COHORT RETENTION RATES: 2009 - 2013

2009 2011 2013

- CENTRAL
- GULF
- MILNE BAY
- NCD
- ORO
- WESTERN
- MEAN SR
- PNG
- 指数 (MEAN SR)
- 指数 (PNG)
8.3 Grade Results: Southern Trends

Mean of Grade 8 Results - Southern Region: 2009 to 2013

- English
- Mathematics
- Combined Subject


Regions:
- Central
- Western
- Gulf
- Milne Bay
- NCD
- Oro

Indices (SR Mean) and Indices (PNG)
3.1 TRENDS OF ACCESS BY REGION

ACCESS TRENDS BY REGION COMPARED TO THE NATIONAL TREND:
2009 - 2013

- PNG
- Highlands
- Momase
- New Guinea Islands
- Southern
9.2 RETENTION TRENDS BY REGION

RETENTION TRENDS BY REGION COMPARED TO THE NATIONAL TREND: 2009 TO 2013

- PNG
- Highlands
- Momase
- New Guinea Islands
- Southern
9.3 TRENDS OF GRADE 8 RESULT

GRADE 8 RESULTS TRENDS BY REGION COMPARED TO THE NATIONAL TREND: 2009 - 2013
10. FINDINGS

✓ Access and Retention have increased significantly since 2009 through government’s policies such as PNG’s Vision 2050 (2010-2050), PNG’s Development Strategies (2010 -2030), Universal Basic Education Plan (2010 – 2019), National Education Plan (2005-2014), Medium Term Development Plan III (2018-2022) and importantly the intervention of Tuition Fee Free Education since 2012.

✓ The highest Access rates were in the Highlands region for all indicators and especially in General Enrolment Rates from 2009 to 2013.

✓ High General Enrolment rate is high for all four regions due to enrolment of either overaged/underaged or repeaters or all of these.

✓ Momase and NGI have the highest Retention Rates from 2009 to 2013 with the Highlands region increasing Retention since 2009.
Findings Cont.

- Momase, NGI and Highlands Regions have significant improvement in Retention since 2009, which is also attributed to TFF Policy impacts (another study also shows this trend.)

- Generally, PNG’s Retention trend is on a decline (downward trend) together with Southern Region.

- Repeaters at primary schools are late teenagers which cause social problems in school (another study also shows this trend.)

- Results of Grade 8 Exams show that Highlands has been consistently doing well (Mean above 25) above the national mean.

- All other regions are striving to reach the mean (m= 25) and below national average. However, since 2009, the results have improved for all regions.

- Mathematics is the subject that is poorly done by Grade 8s across region. Nevertheless, Highlands region has a higher Mathematics mean, despite struggling to do well in English.
11. Recommendations/Way forward

1. Continuous monitoring and evaluation of Key Indicators is paramount to achieve MDGs 3 goals in Education and also SDG 4.

2. NDOE and NRI continue to foster positive relationships and sharing of data (EMIS) is important for analysis and reporting (public information) through inquire, inform and influence the public.

3. Age restriction for Basic Education will solve problems of overcrowding, bullying and other teenagers/adolescent's problems.

4. TVET/distance flexible learning pathway is important for Primary school leavers.
Recommendations cont.

5. Quality can be improved and enhanced further through;
   - More time spent in learning activities
   - Positive learning environment both in and out of school
   - Improving Quality of teachers (selection of trainees at Grade 12 only with GPA of 2.0 or more)
Thank you