



**Review of  
Australia Awards  
Papua New Guinea**

**Final Report**

**Human Development Monitoring and Evaluation Services**

**29 October 2021**

# **Review of Australia Awards Papua New Guinea**

**Final Report**

**Human Development Monitoring and Evaluation Services**

**29 October 2021**

© Commonwealth of Australia, 2021

Copyright protects this publication. Except for purposes permitted by the *Copyright Act 1968* of the Commonwealth of Australia, reproduction, adaptation, electronic storage, and communication to the public is prohibited without prior written permission. Enquiries should be addressed to Human Development Monitoring and Evaluation Services, as per the contact details below.

All third party material, including images, contained in this publication remains the property of the specified copyright owner unless otherwise indicated, and is used subject to their licensing conditions.

## Document Review and Authorisation

<b>Author(s)</b>	Angelos Blackwood
<b>Reviewers</b>	Martin Aspin
<b>Disclaimer</b>	This document has been produced with information supplied to HDMES by DFAT. While we make every effort to ensure the accuracy of the information contained in this report, any judgements as to suitability of the information for the client's purposes are the client's responsibility. The views expressed in this report are those of the Review team and do not necessarily reflect the views of the Australian Government. HDMES extends no warranties and assumes no responsibility as to the suitability of this information or for the consequences of its use.

## Author Details

<b>Details</b>	<b>Human Development Monitoring and Evaluation Services (HDMES)</b>
Name	Angelos Blackwood
Role	M&E Education Specialist
Email	<a href="mailto:angelos@clearhorizon.com.au">angelos@clearhorizon.com.au</a>

# Contents

Abbreviations and acronyms.....	ii
<b>Executive Summary.....</b>	<b>1</b>
<b>1. Introduction.....</b>	<b>4</b>
1.1 Background .....	4
1.2 Scope .....	6
1.3 Methodology .....	7
<b>2. Findings .....</b>	<b>9</b>
KRQ1: To what extent is the program adapting to the needs of the evolving PNG–Australia Partnership? .....	9
KRQ2: To what extent is the program making progress towards its end of program outcomes?.....	11
KRQ3: To what extent are the program’s management and implementation arrangements supporting effective delivery? .....	20
KRQ4: To what extent is the program demonstrating value for money? .....	27
<b>3. Recommendations.....</b>	<b>33</b>
Recommendations for 2021 to 2023.....	33
Recommendations for the next phase of the program .....	34
<b>Annexes .....</b>	<b>35</b>
Annex 1 – Program documents reviewed.....	35
Annex 2 – Total awardees from 2016 to 2021 .....	37
Annex 3 – List of short courses delivered since June 2016 .....	38
Annex 4 – List of private sector scholarships .....	40

## Abbreviations and acronyms

Abbreviation	Full name
<b>AAPNG</b>	Australia Awards Papua New Guinea
<b>AAPS</b>	Australia Awards Pacific Scholarships
<b>AAS</b>	Australia Awards Scholarships
<b>ADIS</b>	Alumni Development Impact Surveys
<b>AHC</b>	Australian High Commission [Port Moresby]
<b>AGS</b>	Alumni Grants Scheme
<b>APEC</b>	Asia-Pacific Economic Cooperation
<b>CHW</b>	Community Health Worker
<b>CoP</b>	Community of Practice
<b>CP</b>	Child Protection
<b>CSEP</b>	Comprehensive Strategic and Economic Partnership
<b>DFAT</b>	Department of Foreign Affairs and Trade [Australian Government]
<b>DHERST</b>	Department of Higher Education, Research, Science and Technology
<b>DNPM</b>	Department of National Planning and Monitoring
<b>DPM</b>	Department of Personnel Management
<b>EOPO</b>	End of Program Outcome
<b>FSV</b>	Family and Sexual Violence
<b>GEDSI</b>	Gender Equality, Disability and Social Inclusion
<b>GoA</b>	Government of Australia
<b>GoPNG</b>	Government of Papua New Guinea
<b>HDMES</b>	Human Development Monitoring and Evaluation Services
<b>HEI</b>	Higher Education Initiative
<b>ICO</b>	Institution Contact Officer
<b>JSC</b>	Joint Steering Committee
<b>KRQ</b>	Key Review Question
<b>M&amp;E</b>	Monitoring and Evaluation
<b>NDoE</b>	National Department of Education
<b>PASS</b>	Papua New Guinea–Australia Partnership Secondary Schools [initiative]
<b>PAU</b>	Pacific Adventist University
<b>PhD</b>	Doctor of Philosophy
<b>PNG</b>	Papua New Guinea
<b>PNGAAA</b>	Papua New Guinea Australia Alumni Association
<b>PPE</b>	Personal Protective Equipment
<b>PTI</b>	Partner Tertiary Institution
<b>PSEAH</b>	Preventing Sexual Exploitation, Abuse and Harassment
<b>PWD</b>	People with Disabilities
<b>SCA</b>	Short Course Awards

<b>SCO</b>	Student Contact Officer
<b>STEM</b>	Science, Technology, Engineering, and Mathematics
<b>UPNG</b>	The University of Papua New Guinea
<b>VfM</b>	Value for Money



## Executive Summary

Since the early 1950s, Australia has provided more than 12,000 scholarships to Papua New Guineans for tertiary study in Australia and in Papua New Guinea (PNG), as well as short courses. Australia Awards Papua New Guinea (the program) continues this tradition of supporting PNG's future leaders to contribute to their country's social and economic development, meet critical skills shortages, and to foster links between Australia and PNG. The current phase of the program commenced in 2016 and will end in July 2023.

The purpose of this review was to assess the following: (i) the program's progress towards its end of program outcomes (EOPOs); (ii) the program's ability to adapt to an evolving PNG–Australia Partnership (including within the context of COVID-19); (iii) the appropriateness of management and implementation arrangements; and (iv) the extent to which the program is demonstrating value for money. Based on this assessment, as well as lessons learned, recommendations were made for the remainder of the program's current phase, as well as the design of the next phase of the program which will commence in 2023.

The review was undertaken by Human Development Monitoring and Evaluation Services (HDMES) from June to August 2021. Due to the ongoing pandemic, the review was undertaken through a mix of in-country and remote inputs. More than 40 program documents were reviewed, and 64 stakeholders were consulted, including staff from the Department of Foreign Affairs and Trade (DFAT), AAPNG staff, Government of PNG counterparts, PNG partner tertiary institutions (PTIs), private sector partners, and also alumni. These consultations were undertaken both in-person (if the stakeholder was in Port Moresby) and by telephone. Evidence across these data sources was synthesised into preliminary findings and recommendations, which were presented to DFAT and the program via Webex. Feedback from these presentations has also informed this report.

### Findings

- Adaptability:** The program has adapted well to the needs of the PNG–Australia Partnership. The Papua New Guinea–Australia Comprehensive Strategic and Economic Partnership (CSEP) provides the framework for the partnership. In response, the program has begun implementation of the Higher Education Initiative (HEI) in 2021, which will focus on progressing CSEP's higher education objectives, including supporting partnerships between tertiary institutions in Australia and PNG, and strengthening the delivery of tertiary qualifications in PNG. The program has also adapted to the needs of the partnership by supporting the emerging shared priorities of both governments. For example, from 2016 the program engaged the Government of PNG in identifying short courses that addressed emerging priorities, such as preparing PNG to host Asia-Pacific Economic Cooperation (APEC) meetings in 2018. Another example would be the program increasing its capacity building support to PTIs from 2017, including supporting PTIs to address COVID-19 risks.
- Effectiveness:** The program has made varying degrees of progress towards its five EOPOs. There is clear evidence of alumni making positive development contributions using their acquired knowledge and skills, including using technical skills to support service delivery in areas such as nursing and teaching, reforming policy, and sharing knowledge with colleagues. However, there are opportunities to further support alumni to apply their skills and knowledge, including through improving the use of reintegration plans. There is more variable progress towards the other EOPOs, with little evidence to suggest that PTIs have improved institutional policies and practices – although this work is still in its early stages.

- **Appropriateness of management and implementation arrangements:** Overall, the program's management and implementation arrangements are supporting effective delivery. The management arrangements are generally proportionate, with the Joint Steering Committee (JSC) having both an appropriate membership and level of oversight. While the relationship between the Australian High Commission (AHC) and the program is strong, AHC's management load could be lessened by providing the program/contractor with a higher level of delegation for some activities. Implementation arrangements are also considered to be 'about right', with the set-up of the program (including its streams and staffing), as well as engagement with key stakeholders and management of risks, all considered to be appropriate.
- **Value for money:** Overall, the program has demonstrated value for money (VfM). The program has generally been delivered within budget and it has realised efficiencies across program management, course delivery, and pastoral care – although some areas remain resource-intensive (e.g. Australia Awards Pacific Scholarships). It has made these efficiencies while making progress towards its EOPOs and ensuring delivery arrangements are proportional – aligning as a result with some of DFAT's VfM principles.

## Recommendations

Based on the above findings, recommendations have been made for the period 2021 to 2023, as well as for a successor program.

### Recommendations for 2021 to 2023

- **Program management:** AHC and the program could develop clear guidance on the program/contractor's sign-off authority. This guidance should provide program staff with a higher level of delegation, such as for minor works and alumni grants, to reduce the involvement of AHC within implementation and enable it to focus more on the program's strategic direction.
- **Program monitoring and evaluation (M&E):** The program could make the following improvements: (i) develop performance expectations for each EOPO to provide greater clarity as to what the program expects to achieve by 2023; (ii) undertake an analysis of the costs of a blended approach to course delivery as part of the Short Course Awards (SCA) review; (iii) undertake/commission a study to identify the factors that influence Australia Awards Scholarships (AAS) variation rates; and (iv) follow-up on a sample from the Alumni Grants Scheme (AGS) to capture outcomes.
- **Awards cycle:** The program could make the following improvements across the awards cycle:
  - **Application process:** As part of the scheduled/ongoing midwifery review, the program could review the selection of awardees, including exploring the role of midwifery PTIs within the selection process.
  - **On-award support:** The program could consider the following: raise the stipend for midwifery awardees; and also ensure that Institution Contact Officers in PNG PTIs are aware of family and sexual violence (FSV) support processes, including FSV support providers.
  - **Reintegration:** The program could improve the use of reintegration plans for AAS awardees, both for those from open and public sector categories. These plans are developed when the applicant applies for the scholarship, but are not reviewed while on-award or updated when the awardee is intending to return. These plans could be living documents that are developed prior to commencement, revisited while on-award including prior to graduation, and then implemented on awardees' return. In the case of public sector AAS awardees (i.e. those who return to their work-place), employers should be involved in the development and implementation of these plans. The program should play a supporting role, including facilitating the engagement of the employer in the case of public sector awardees, as well as



continuing to provide targeted assistance to awardees while on-award (e.g. enrichment activities) and during their reintegration (e.g. alumni capacity building workshops) to support the implementation of plans.

- **Alumni network:** The program should continue to support the PNG Australia Alumni Association to become more sustainable, including through finalising a sustainability action plan.

### Recommendations for the next phase of the program

- **Partly focus on a small set of workforce gaps:** To maximise the program's impact, a successor program could focus part of its support on a small set of specific Government of PNG workforce gaps. Currently, the program focuses on six priority areas. A more targeted approach would involve selecting one or two of these priority areas, and identifying key workforce gaps within these areas, such as science, technology, engineering and mathematics (STEM) within education. A high-level strategy could be developed that outlines how the program will draw on its range of scholarships and PTI capacity building support to address identified workforce gaps, as well as any expected outcomes. For example, in the case of STEM, in-PNG scholarships with a focus on STEM could continue to be provided to new teachers, short courses on STEM education could continue to be delivered to existing teachers, and relevant masters degrees could be provided to educational policymakers and lecturers within teaching colleges. This strategy could be supported through the development of cross-program working groups, as well as the proposed funding of a dedicated contact point within the Department of Personnel Management (DPM). This approach could continue alongside the program's current provision of scholarships across the six priority sectors agreed with the Government of PNG, including addressing emerging priorities through SCA.
- **Cross-program coordination:** Alumni reported key constraints to using their new knowledge and skills, including a lack of resources and organisational support. To address these constraints, the program could partner with other development programs that may be working to strengthen the institutional capacity of organisations within priority sectors. Australia Awards could build the technical and leadership capability of key staff, while another program could provide the resources and build the enabling environment that may better support alumni to use their new knowledge and skills more fully. For example, the program could provide targeted scholarships to key stakeholders who will be engaged by PNG Partnerships for Improving Education (DFAT's new education facility that will commence in 2022).
- **PTIs:** Develop a set of criteria for selecting partner tertiary institutions. These criteria could include having a minimum acceptable level of security standards, leadership support for institutional strengthening (especially strengthening gender equality, disability and social inclusion (GEDSI) policies), and alignment with any sectoral focus. The design team should also explore whether the current number of PTIs is appropriate.
- **GEDSI:** To ensure that the program qualifies for an OECD DAC gender marker, the design team should undertake a GEDSI analysis that identifies key barriers across the awards cycle to women, people with disabilities (PWD), and those from rural and remote locations. This analysis should also inform the development of a GEDSI end of program outcome.



# 1. Introduction

## 1.1 Background

Since the early 1950s, Australia has provided more than 12,000 scholarships to Papua New Guineans for tertiary study in Australia and in Papua New Guinea (PNG), as well as short courses. Australia Awards Papua New Guinea (henceforth, the program) continues this tradition of supporting PNG's future leaders to contribute to their country's social and economic development, meet critical skills shortages, and to foster links between Australia and PNG.

The program is implemented by Tetra Tech International Development (the contractor). The contract expensed \$109.8 million over the period July 2016–June 2021. A two-year optional period commenced in July 2021 and has an additional estimated value of AUD60 million.

The program's **goal** is to support PNG in building a qualified workforce, filling critical human resource gaps, and promoting good leadership in the public and private sectors. The program contributes to this goal through **five end of program outcomes** (EOPOs):

- **Outcome 1:** Inclusive cohorts of in-PNG and in-Australia formal award alumni apply their new knowledge and skills, including leadership skills, to make positive development contributions in Papua New Guinea, in line with agreed *Papua New Guinea–Australia Aid Partnership Arrangement* priorities.
- **Outcome 2:** Inclusive cohorts of in-PNG and in-Australia formal award recipients establish, facilitate, or maintain positive links between Australia and Papua New Guinea at people-to-people and institutional levels, in line with agreed *Papua New Guinea–Australia Aid Partnership Arrangement* priorities.
- **Outcome 3:** Selected partner organisations demonstrate improvements to targeted management, education or service delivery practices, policies, or performance standards.
- **Outcome 4:** Inclusive program activities and their participants generate or facilitate positive public diplomacy results for the Australian and Papua New Guinean Governments.
- **Outcome 5:** Inclusive networks of in-PNG and in-Australia formal award alumni, and networks of other Papua New Guineans who are Australian alumni (including PNG Australia Alumni Association), actively contribute to the other program outcomes.

To achieve these EOPOs, the program delivers the following types of interventions:

- **Scholarships** – From 2016 to 2021, 3,164 awardees have been supported for a mixture of long-term and short-term study in Australia and PNG, including:<sup>1</sup>
  - **Australia Awards Scholarships (In-Australia):** Approximately 90 Australia Awards Scholarships (AAS) are offered each year for study, primarily in masters programs. Since 2016, the program has supported 1,531 awards<sup>2</sup>, of which 480 were new awardees. There has been approximately AUD13 million in funding per year (comprised of AUD10.5 million

<sup>1</sup> A table of awardee numbers per year is presented in Annex 2.

<sup>2</sup> This figure is the number of awards/scholarships supported over 2016 to 2021. While this total does count awardees more than once (e.g. a student on-award in 2017, 2018 etc.), it more accurately reflects total workload of the program and AHC.

directly paid to Australian institutions by DFAT from the Global Awards fund, and AUD2.5 million managed by the contractor).

- **Papua New Guinea and Pacific Awards (In-PNG):** Approximately 180 scholarships are offered each year for study, primarily in bachelors programs across teaching, midwifery, and nursing. Since 2016, AAPNG has supported 3018 awards/scholarships<sup>3</sup>, of which 1,145, were new awardees. There has been approximately AUD4.5 million in funding per year – managed by the contractor.
- **Short Course Awards (including short courses in-Australia and in-PNG):** Approximately four to eight short courses (i.e. certificates/graduate certificates) are offered each year across various sectors, such as entrepreneurship, agriculture, and counselling. Since 2016, the program has delivered/is delivering 25 courses to 623 participants.<sup>4</sup> Short Course Awards (SCA) funding from the financial year 2016–2017 has varied from AUD5.1 million to AUD6.5 million per year, or an average of AUD5.7million per year.
- **Partner Tertiary Institution capacity building:** The program works to build the capacity of its 12 partner tertiary institutions (PTIs) that deliver in-PNG Scholarships. This support includes strengthening institutional policies and practices, as well as providing grants for critical procurement and minor infrastructure. There has been approximately PGK6 million in funding since 2018 or an average of AUD2.3 million per year – managed by the contractor.
- **Alumni engagement:** The program works to support alumni networks in PNG and to strengthen people-to-people links with Australia. Support is primarily provided to the Papua New Guinea Australia Alumni Association (PNGAAA) to deliver events and for the Alumni Grants Scheme managed by the contractor. There has been approximately AUD700,000 in funding per year – managed by the contractor.

## Gender equality, disability and social inclusion

Underpinned by its gender equality, disability, and social inclusion (GEDSI) strategy, the program recognises the need to address barriers to the participation of women, people with disabilities (PWD), and those from regional areas in PNG. While gender equality is an important component of the program, it has not been rated as having a ‘significant’ gender equality marker according to the OECD DAC gender marker system<sup>5</sup>, because the program does not have a specific gender equality outcome.

A review of the program’s GEDSI programming was undertaken by Human Development Monitoring and Evaluation Services (HDMES) in mid-2020. The purpose of the review was to assess the program’s progress in promoting GEDSI, as well as to identify improvements to GEDSI programming. The program is currently progressing several key recommendations made in the review.

## Governance arrangements

The program is implemented by Tetra Tech International Development. Program direction is provided by the Joint Steering Committee (JSC). The JSC is co-chaired by the Department of National

<sup>3</sup> As above.

<sup>4</sup> A full list of short courses delivered under this phase is presented in Annex 3.

<sup>5</sup> For an investment to have a gender equality marker of ‘significant’, the following is required: The gender equality objective must be explicit in the program documentation and cannot be implicit or assumed. The program, in addition to other objectives, is designed to have a positive impact on advancing gender equality and/or the empowerment of women and girls, reducing gender discrimination or inequalities, or meeting gender-specific needs. Other minimum criteria also need to be met, such as a gender analysis having been conducted and this informing the design of the investment.

Planning and Monitoring (DNPM) and the Australian High Commission (AHC). It provides high-level policy advice and oversees the program's strategic direction. Members include stakeholders from a range of PNG Government departments, including the National Department of Education (NDoE), and the Department of Personnel Management (DPM). A Stakeholder and Technical Working Group (STWG) provides technical advice at both the strategic and operational level to the JSC. Membership of the STWG comprises operational representatives from the JSC departments and civil society representatives.

## 1.2 Scope

### Purpose

The review had two purposes:

- **Prove:** This involved an assessment of the following: (i) the program's progress towards its EOPOs; (ii) the program's ability to adapt to an evolving PNG–Australia Partnership (including within the context of COVID-19); (iii) the appropriateness of management and implementation arrangements; and (iv) the extent to which the program is demonstrating value for money.
- **Improve:** Based on this assessment, as well as lessons learned, recommendations were made for the program's delivery in 2021 to 2023, and for the Terms of Reference for the design of the next phase of the program.

### Key Review Questions

Based on the review's purpose, the review reported on the following key review questions (KRQs):

1. To what extent is the program adapting to the needs of the evolving PNG–Australia Partnership?
  - a. How well has the program responded to COVID-19 and how is it placed to respond to similar future challenges?
  - b. To what extent do the EOPOs remain relevant?
2. To what extent is the program making progress towards its EOPOs?
  - a. To what extent are alumni applying their new knowledge and skills, including leadership skills, to make positive development contributions in Papua New Guinea?
  - b. To what extent has the program supported positive links between Australia and Papua New Guinea at people-to-people and institutional levels?
  - c. To what extent are partner tertiary institutions demonstrating improvements to targeted practices/policies?
  - d. To what extent is the program and its participants/alumni generating positive public diplomacy results for the Australian and Papua New Guinean Governments?
  - e. To what extent are alumni and their networks (including the PNG Australia Alumni Association) actively contributing to the other program outcomes?
3. To what extent are the program's management and implementation arrangements supporting effective delivery?
  - a. Are the program's management and implementation arrangements appropriate and proportionate to the outcomes sought?
  - b. How well is the program managing risks, including risks related to non-completion rates, variations, and student welfare?
  - c. How well is monitoring and evaluation (M&E) supporting decision-making?
4. To what extent is the program demonstrating value for money?

- a. To what extent is the program being delivered on time and budget?
- b. How well is the program promoting efficiencies, such as reducing input costs or leveraging private sector funding?
- c. Are the program's modalities the most efficient way to deliver support?

### **Performance expectations**

The program does not have any targets, milestones, or other performance measures (such as rubrics) that provide clear standards by which to assess progress towards its EOPOs. An Annual Plan is approved each year that sets out indicative numbers for the respective programs and allocates resources to meet agreed objectives. It was not appropriate to develop such standards for this review, as it would be assessing the program against expectations that they did not develop nor plan programming to achieve. Instead, the review team made a judgement on the extent of progress based on the available data, including the viewpoints of key stakeholders.

### **Boundaries**

The review considered the program's activities since the commencement of the contract in July 2016 to mid-2021. The contractor is also responsible for delivering the Papua New Guinea–Australia Partnership Secondary Schools (PASS) initiative as of February 2019, and the Higher Education Initiative (HEI) as of February 2021, both with additional resources. These activities were not reviewed through this process.

Nor was this review an in-depth assessment of the awards cycle (from pre-application to alumni engagement), including interviewing on-award students to determine the appropriateness of support provided by the program and partner institutions. While the review considered on-award support in the context of managing risks, other program reviews have assessed the quality of the awards cycle, such as the GEDSI review, which assessed the inclusivity of the awards cycle, including support to women and people with disabilities while on-award.

## **1.3 Methodology**

The review was undertaken by HDMES in line with its Business Continuity Plan – Coronavirus (COVID-19) Prevention and Response. This plan puts forward an approach to deliver reviews through remote work and national evaluation teams to allow continuity of delivery during the ongoing pandemic. The review involved three stages.

### **Stage 1: Planning**

A review plan was developed based on the terms of reference, as well as teleconferences with AHC and program staff to clarify the scope of the review, including the key stakeholders to be interviewed.

The review team also undertook a review of program documentation and mapped relevant evidence against key review questions using an evidence matrix. A list of key documents is included in Annex 1.

### **Stage 2: Consultations**

HDMES undertook a mix of remote and in-person consultations with 64 stakeholders, including:

- A total of 16 alumni, covering a mix of genders, awards, regions, and sectors.
- A total of 15 PTI staff (including six alumni) from five PTIs that provide sufficient coverage of the courses offered through In-PNG Scholarships (Sacred Heart Teaching College, Pacific Adventist

University (PAU), Lae School of Nursing, The University of PNG School of Medicine and Health Sciences, and PNG Maritime College).

- A total of 10 Government of PNG staff (including two alumni) across partner departments.
- A total of nine program staff.
- A total of nine DFAT staff, including staff from AHC Port Moresby and DFAT Canberra.
- A total of three private sector partners (Santos, Pacific Towing, and Newcrest Mining).
- A total of two PNGAAA executive members.

### **Stage 3: Analysis and reporting**

Analysis of interview data occurred on an ongoing, iterative basis during consultations. Interview summaries were developed and entered into a coding framework (an Excel document that enables interview data to be collated and grouped under similar interview questions). Evidence from the document review evidence matrix and the interview coding framework was then synthesised against the KRQs to develop preliminary findings and recommendations.

These were then presented to key DFAT staff in a PowerPoint slide-pack via Webex. This briefing enabled DFAT to provide feedback on the preliminary findings and recommendations. The review team then incorporated DFAT feedback into an updated PowerPoint slide-pack and presented to key program staff in a similar virtual briefing.

Feedback from these briefings has informed this report.<sup>6</sup> The report will be published on the DFAT website in accordance with DFAT's accessibility guidelines. A stand-alone summary has been provided alongside this report. The summary report summarises the key findings and the final recommendations. It enables primary stakeholders, especially senior management, to make well-informed decisions without reading the entire document. It can also be used as a communication tool with external stakeholders (e.g. PNG agencies).

---

<sup>6</sup> Throughout this report, evidence is referenced. References are not used when it is clear the evidence is from interviews undertaken as part of this review.



## 2. Findings

### KRQ1: To what extent is the program adapting to the needs of the evolving PNG–Australia Partnership?

Over its lifetime, the program has **adapted well to the needs of the PNG–Australia Partnership**. The Papua New Guinea–Australia Comprehensive Strategic and Economic Partnership (CSEP) was introduced in 2020 and provides the framework for the partnership. The program has responded to the CSEP by introducing HEI in 2021, which will focus on progressing CSEP’s higher education objectives, including building partnerships between Australian and PNG tertiary institutions, and strengthening the quality of tertiary qualifications in PNG (see KRQ2b for a description of HEI).

The program has also adapted to the needs of the partnership by supporting the shared emerging priorities of both governments. For example:

- The program pivoted in response to COVID-19, including providing additional support to PTIs to address COVID-19 risks (a key objective of the CSEP) and maintaining program delivery by transitioning elements of programming online (see KRQ1a).
- From 2016, the program engaged key stakeholders through the JSC to decide on short courses that addressed workforce skills gaps.<sup>7</sup> Examples include SCA to support PNG to host Asia-Pacific Economic Cooperation (APEC) meetings over 2018 (see more details in the box on this page), and the current delivery of a Graduate Certificate in STEM Education in support of the roll-out of the national STEM curriculum (which Australia is also supporting through PASS).
- The program also increased its capacity building support to PTIs in 2017–2018 (see KRQ2c).

Government of PNG interviewees further affirmed the **program’s alignment with government priorities**. Scholarships are provided across six priority sectors that align with the *Papua New Guinea Medium Term Development Plan III 2018–2022*.

*‘The program is supporting PNG’s policy priorities well, especially through the targeted training in the identified needs areas. The in-country program’s support for health workers’ education and teacher education is vital and it is commendable that AAPNG has pivoted some of its programs to target these areas.’* (Government of PNG interviewee)

#### APEC PNG 2018

A policy priority for both governments was PNG’s successful hosting of APEC in 2018. To support PNG host APEC, AAPNG delivered two Graduate Certificate short courses in 2017: International Relations at The University of Queensland, and International Trade and Development at The University of Adelaide. These courses were attended by 53 PNG policy officers from 24 agencies, and focused on building officers’ trade and diplomacy skills. In a follow-up survey, participants noted that they applied their new skills, including assisting with the development of bilateral investment treaties, and coordinating participation in APEC by PNG departments and agencies.

<sup>7</sup> DFAT, 2016 AAPNG AQC.

Government of PNG interviewees were **especially supportive of SCA/short courses**. They noted that short courses are more targeted to specific needs (e.g. preparation for APEC), and shorter compared with other courses offered through the program. The latter feature is especially important, as departments can be understaffed and management can be unwilling to let staff go for long periods.

While the program is aligned with the Government of PNG's sectoral priorities, some interviewees across AHC, program staff, and Government of PNG, noted that the program could target some of its support to a small set of specific PNG workforce needs. This more targeted approach could maximise the program's impact by concentrating the range of scholarship modalities and PTI capacity building on a specific need. The program already does this to an extent through in-PNG scholarships, with its focus on midwifery, teaching, maritime and nursing. It is also beginning to focus on STEM through the Graduate Certificate in STEM Education, support for the national STEM curriculum through PASS, and the establishment of a STEM Community of Practice (CoP) through HEI. This targeted approach could become more formalised, such as by identifying other specific needs, developing a high-level strategy that outlines how the program will support PNG partners to address these needs, and establishing working groups that bring together staff across the program's streams. These priorities could be aligned with key PNG–Australia Partnership objectives within the CSEP. As the process for the 2022 intake is currently underway, this targeted approach would realistically only be able to commence in the successor program.

### **KRQ1a: How well has the program responded to COVID-19 and how is it placed to respond to similar future challenges?**

The program has **responded flexibly to the onset of COVID-19**. It has provided COVID-19 support through its Alumni Grants Scheme (see KRQ2e), and provided PTIs with personal protective equipment (PPE), hand sanitiser, screens to display COVID-19 information, and also installed handwashing basins. The program provided support to students in PNG and Australia, including coordinating the return of 14 AAS awardees to PNG, and is working with Australian and PNG universities to monitor and support ongoing awardees (see KRQ3b for more detail). The program also transitioned elements of its programming online through Zoom, including delivering pre-departure training, reintegration workshops, and professional development seminars in this way. The program is currently delivering SCA through a blended approach, where students engage in a mix of online and in-person sessions. The latter approach involves participants coming together in central locations (i.e. hotels in Port Moresby or Lae) and studying as a group for up to four weeks. The program is currently reviewing this blended learning model to identify what has and has not worked, and what would be the most appropriate model going forward, including any differences by study-area.<sup>8</sup>

Interviewees noted that the increased use of online learning has resulted in some cases to both cost-savings and more equitable access. For example, one program interviewee noted that the online professional development workshops are now more accessible to alumni, as previously workshops were predominantly held in Port Moresby. There are even cases where alumni from other countries, such as Vietnam and Cambodia, have participated in online sessions, providing the opportunity for cross-cultural learning. Across interviewees, there is agreement that the program should continue to use online delivery where appropriate, including for online professional development workshops. Interviewees noted that not only will COVID-19 continue to prevent a complete resumption of face-to-face engagement in the short-term, but a more mixed delivery model will strengthen both the reach and resilience of the program. Indeed, program interviewees noted that their experience with mixed delivery models, as well as the flexibility of both program staff and students in response to COVID-19, demonstrates that the program is well-placed to meet similar future challenges.

---

<sup>8</sup> Interview data.



Interviewees **cautioned against a wholesale adoption of remote ways of working**. Firstly, this may disadvantage those unable to access the relevant information and communication technologies, such as those within rural and remote communities, where internet coverage and electricity is scarce and mobile data is expensive. Secondly, face-to-face engagement is important, especially when conveying complex/technical concepts or developing soft skills, such as in the case of counselling. Thirdly, drop-out rates may increase, especially at the start of courses where close support from tertiary institutions and peers help students to settle in. Students may also have more distractions at home than on campus. Lastly, the program's soft power EOPOs (i.e. PNG to Australia links and public diplomacy) are in part dependent on PNG students coming to Australia. It is likely to be more difficult to develop close and enduring links through intermittent, online engagement.

### **KRQ1b: To what extent do the EOPOs remain relevant?**

According to interviewees, the **EOPOs remain relevant**. Not only have they shifted in response to new priorities (i.e. the inclusion of an EOPO on PTI improvements in 2017), but they capture the key focus areas of the program going forward and are aligned with the objectives of the PNG–Australia Partnership as reflected in the CSEP. For example, HEI's focus on strengthening teaching and learning within PTIs, and supporting linkages between Australian and PNG universities align with the EOPOs on PTIs and linkages respectively. A senior AHC interviewee also affirmed the continued importance of the soft power EOPOs, as people-to-people links are an important objective of the Australia-PNG partnership.

However, the EOPOs are quite broad. For example, it is not clear what positive public diplomacy results the program seeks to achieve. In the case of the PTI EOPO, it is clear the program is focusing on improving child protection and supporting the implementation of preventing sexual exploitation and sexual harassment policies and practices. However, it is not clear what would constitute improved policies and practices.

To specify more clearly what the program is seeking to achieve by its end in 2023, it could be useful to identify **key performance expectations for each EOPO**. Performance expectations can include targets, milestones, rubrics, criteria, or standards. For example, performance expectations for the public diplomacy EOPO could include milestones, such as an increase in the number of third-party articles on the program, or improved perception among alumni of Australia. In the case of the PTI EOPO, there could be a milestone or a rubric that specifies what improved institutional capability looks like in relation to child protection (CP) and preventing sexual exploitation, abuse and harassment (PSEAH). There could also be clear performance expectations for PNGAAA, including expectations for sustainability.

Performance expectations, at least in relation to public diplomacy, may be developed as part of a refresh of the global Australia Awards M&E framework, scheduled for later in 2021.<sup>9</sup> In developing expectations for the PNG program, it will be important to consider the ongoing impact of COVID-19, including the inability to mobilise awardees over 2020 to 2021. This will necessarily limit the program's contribution to its EOPOs, especially the development of people-to-people links between PNG and Australia.

### **KRQ2: To what extent is the program making progress towards its end of program outcomes?**

The program has made **variable progress towards its EOPOs**. There is clear evidence of alumni making positive development contributions using their new knowledge and skills, including technical

---

<sup>9</sup> Interview data.

skills to support service delivery in areas such as nursing and teaching, reforming policy, and sharing knowledge with colleagues. However, there are opportunities to further support alumni to apply skills and knowledge, including improving the use of reintegration plans. Progress towards the other EOPOs is more variable. There is **little evidence** to suggest that PTIs have improved institutional policies and practices – although this work is still in its early stages. For other EOPOs, there is evidence of improved individual links (but little to no evidence of institutional links), public diplomacy results, and the alumni network contributing to the program’s EOPOs. However, the **lack of clear performance expectations** makes it difficult to determine how much progress has been made.

### **KRQ2a: To what extent are alumni applying their new knowledge and skills, including leadership skills, to make positive development contributions in Papua New Guinea?**

Alumni are making **positive development contributions** through the application of their new knowledge and skills. The program has conducted annual Alumni Development Impact Surveys (ADIS) since 2017. ADIS are designed to measure the development contributions made by alumni when using the skills and knowledge obtained from their scholarships. Surveys are undertaken of alumni who have completed their courses in the prior six to 18 months. Sampling of alumni is ‘as random as possible’ according to the program), and generally meets a 95% confidence level with 5 to 8% margin of error<sup>10</sup>. Across all three scholarship modalities, most alumni were able to provide examples of positive development contributions. On average, alumni reported at least **two examples of using their new knowledge and skills**. Direct practice examples, such as alumni applying key midwifery skills, were the primary type of development contribution across all three modalities (see the table below).

**Table 1 Development contributions by scholarship type**

<b>AAS</b>	In a cumulative analysis of ADIS undertaken from 2017 to 2020, alumni reported on average 2.63 development contribution examples. Women reported marginally more examples than men (2.8 versus 2.5). These examples were predominantly related to direct practice (61%), followed by policy development (25%), and knowledge transfer (14%). The ADIS also gathered information on the extent to which alumni used ‘leadership skills’ attributable to their scholarship in these development contributions (these skills appear to be based on the PNG Ethics and Values-Based Executive Leadership and Management Capability Framework). Overall, AAS alumni reported using their leadership skills in 67% of their development contributions. Men used their leadership skills in 69% of their contributions, whereas women showed leadership skills in 64% of their examples. <sup>11</sup>
<b>In-PNG</b>	In a cumulative analysis of ADIS undertaken from 2017 to 2020, alumni reported on average 2.79 development contribution examples. There was little difference between women and men (2.8 versus 2.88). These examples were predominantly related to direct practice (90%), followed by knowledge transfer (7%), and policy development (3%). In terms of leadership, alumni reported using such skills in 29% of their development contributions. Women used their leadership skills in 30% of their contributions, compared with 26% of examples in the case of male alumni. <sup>12</sup>
<b>SCA</b>	Across the surveys undertaken of SCA graduates, respondents reported on average between 2.5 and 3 development contribution examples. Similar to the other modalities, there was little difference between women and men. Direct practice examples were most often cited by alumni. Policy contributions followed in the case of health economics and human resource management graduates, while agribusiness and counselling had higher levels of knowledge transfer

<sup>10</sup> This means that the sample is generally representative of the broader alumni population and so results can be generalised to all alumni.

<sup>11</sup> AAPNG, In-Australia Cumulative Analysis, 2020.

<sup>12</sup> AAPNG, In-PNG Cumulative Analysis, 2020.

contributions. Use of leadership skills differed by SCA, but in general alumni reported using leadership skills in close to half of their contribution examples.<sup>13</sup>

These **survey results are supported** by case studies prepared by the program on public service, midwifery, teaching, and nursing alumni, as well as interviews with alumni.

- The program prepared a **case study on the Australia Awards Scholarships** provided to nearly 300 public servants from 2012 to 2017. Ninety-seven alumni were surveyed. Approximately, 93% of respondents noted that their new capabilities were critical in enabling them to make positive development contributions in their workplaces. For example: *‘I have made key contributions through sharing my knowledge and skills within the Internal Revenue Commission as well as those in the community’* (Male public servant). The remaining 7% of respondents described a lack of opportunity to use their newly acquired knowledge and skills, rather than a lack of capability. Approximately 87% of these alumni (84 in total) indicated that their scholarship experience had significantly improved their leadership capability. For example: *‘The award has influenced me in terms of developing confidence, listening to others, and respecting their different opinions’* (Female public servant).<sup>14</sup>
- In case studies of **in-PNG scholarships provided for teaching and nursing** from 2014 to 2018 (228 graduates in total), 96% of teaching and 83% of nursing alumni from statistically representative samples were employed.<sup>15</sup>
- **All 16 alumni that were interviewed as part of this review noted that they have used their new knowledge and skills** within their workplaces. In some cases, the application of their improved capabilities has resulted in **positive development changes** within their organisations or **outcomes** for beneficiaries. For example, a graduate of the Human Resource Management short course in 2019 is now implementing the workplace project she developed while on-award. Her workplace project focuses on working with all line agencies/departments to develop Learning and Development Plans, which will give effect to their Training and Development Policies. See other examples of positive changes/outcomes in the box below.

### Positive outcomes for organisations and communities

A Vice-Chancellor at PAU completed her Masters (graduated 2000) and PhD (graduated in 2005) through the program. Both degrees focused on the role of information and communications technology in education, with her PhD thesis focusing on online learning. Despite her studies being 15 years ago, she noted they proved useful with the advent of COVID-19 and her role overseeing the university’s move towards blended learning. In her role as Vice-Chancellor, she is also aware of the positive development contributions made by sponsored midwifery students. In June 2021, the students were on their rural practicum in the Kupiano District in Central Province, where some of the group encountered a woman who had given birth to a pre-term child. While waiting for a vehicle to take the baby to the local hospital, they all took turns to keep the baby warm, as the mother was too weak. As a result, both the mother and child survived.

There have, however, been **challenges** for alumni in applying their improved capabilities and contributing to positive changes. For example, while teaching and nursing graduates were able to gain employment, 80% of teachers and more than 50% of nurses were still not registered at the time of the case studies (2019) – which is necessary to work in an ongoing capacity. There were multiple

<sup>13</sup> AAPNG, Annual Monitoring and Evaluation Report, 2019/2020.

<sup>14</sup> AAPNG, Case Study Report: Impact of Australia Awards Scholarships on PNG’s Public Service, 2020.

<sup>15</sup> AAPNG, Minor Case-Study – Nursing, 2019; and AAPNG, Minor Case-Study – Teaching, 2019.

reasons for this, ranging from structural issues (e.g. there is no frontline health worker database) to policy decisions (e.g. not registering teachers below a certain Grade Point Average).<sup>16</sup>

Through the ADIS, alumni also cited workplace barriers as the primary constraints, such as resistance to change (i.e. cultural and organisational barriers) and lack of resources. The program is engaging with the Government of PNG to identify opportunities to address these constraints. One possible opportunity identified through these consultations is to provide government GEDSI Coordinators with a Certificate in GEDSI Mainstreaming – building their ability to implement the National Public Service Gender Equity and Social Inclusion Policy, and through this creating a more supportive workplace environment for women. This would build on the support provided to DPM by the program, including gender training and curriculum development. The program noted it will have further workshops with public and private sector partners to identify ways to support reintegration.<sup>17</sup>

One opportunity to support reintegration is to strengthen the **use of reintegration plans for AAS awardees**. These plans are developed when the applicant applies for the scholarship, but are not reviewed while on-award or updated when the awardee is intending to return. More ‘active’ or ‘living’ plans provide an opportunity to engage employers throughout the awards cycle (i.e. for those awardees selected in the public sector category who generally return to their workplaces). Employers could be engaged in the development, revision, and implementation of these plans, with the program facilitating this process. While this will not overcome all the constraints faced by alumni, employer engagement may strengthen management buy-in and facilitate a more conducive workplace for alumni to apply their new knowledge and skills.

In the case of awardees who are unemployed when they return to PNG (i.e. awardees selected in the open category, who generally quit their jobs to go on scholarship), one program interviewee noted that reintegration plans could describe sectors/organisations where the awardee would like to work. The program could then arrange workshops focused on these sectors and invite the relevant companies. As part of the reintegration process, the program currently delivers workshops in which private sector participants present on their companies and network with alumni. However, these workshops have no sectoral focus.

Across alumni, program staff, and AHC, there was an appreciation that any increased involvement of the program within the reintegration process should be balanced with a recognition that reintegration is **ultimately the responsibility of awardees (and employers)**. The program can only support this process, such as supporting awardees to develop and implement reintegration plans. It cannot be responsible for arranging employment or facilitating any organisational change.

### **KRQ2b: To what extent has the program supported positive links between Australia and Papua New Guinea at people-to-people and institutional levels?**

In-Australia awardees (both AAS and SCA awardees) have **developed positive, ongoing individual links** with people in Australia. In the ADIS cumulative analysis, AAS alumni reported on average 1.92 links with people in Australia as a result of their course. There was no real difference between women and men (1.9 versus 1.95).<sup>18</sup>

These links include professional, alumni, academic, and personal links (see the figure below). The nationality of these links are not clear, as ADIS does not capture whether these links are with

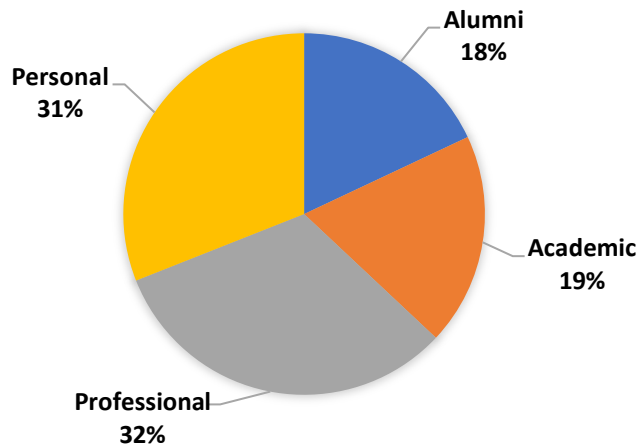
<sup>16</sup> AAPNG, Minor Case-Study – Nursing, 2019; and AAPNG, Minor Case-Study – Teaching, 2019.

<sup>17</sup> Interview data.

<sup>18</sup> AAPNG, In-Australia Cumulative Analysis, 2020.

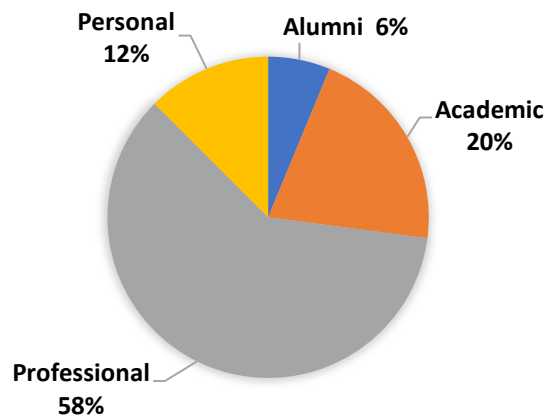
Australians, Papua New Guineans, or other nationalities. It is likely that academic and professional links may be predominantly with Australians.

**Figure 1 Types of links**



In ADIS, of six SCA undertaken during 2018–2019, 79% of SCA alumni were able to provide an example of at least one ongoing link from their Australian studies. SCA alumni have more professional links than AAS alumni and fewer personal relationships (see figure below).<sup>19</sup> This may be due to the limited time that SCA awardees have in Australia and the more targeted workplace projects they undertake, which may require them to reach out to other professionals. The number and nature of these links are broadly similar in ADIS of other SCA undertaken since 2017.

**Figure 2 Types of links**



The majority of in-Australia alumni who were interviewed also noted that they had developed links not only with people in Australia, but with networks, such as alumni and professional networks (see an example in the box on the following page). These include ongoing professional contacts, such as one academic who continues to engage with colleagues at the Kirby and Burnet Institutes. Others include personal links, with one alumnus keeping in touch with Australians she met through the church she attended while in Australia.

<sup>19</sup> AAPNG, Annual Monitoring and Evaluation Report, 2019/2020.

### Leveraging of Australian networks

Apart from ongoing links with individuals, whether with Australians or other PNG alumni, some alumni have also developed strong links with Australian networks. For example, one female alumnus was the Secretary of the South Australian chapter of the Business and Professional Women's Group. Through this network, she was able to attend conferences around Australia. When she returned to PNG, she maintained contact with the network and was sent some books that she distributed to schools in her local district. Another alumnus reaches out to a Western Australian mines alumni network when he requires information or assistance.

While there are clear ongoing links between PNG and Australia, it is **not clear how substantive these links are**. The ADIS does not capture any information on the strength of the links, such as how often alumni keep in touch with contacts in Australia or how important these links are to them. From the links described by interviewed alumni, contact appears to be irregular.

There is also **no evidence of positive institutional links**. Supporting communities of practice between PNG and Australian tertiary institutions will be the focus of HEI. The initiative will also involve partner institutions across both countries implementing joint projects that strengthen teaching and learning (e.g. review and upgrading of curricula). While these joint projects and CoPs are likely to strengthen institutional links between Australian and PNG tertiary institutions, these links may not be maintained without ongoing funding.

Indeed, the minor review on Australian support to the PNG tertiary sector noted that AHC should be realistic about the prospects of ongoing links, as some partnerships are not likely to continue after donor funding ends. Those that are likely to continue will be those that offer benefits to both institutions, such as access to research opportunities or attracting more students.<sup>20</sup> HEI appears to have incorporated this principle into its selection criteria, as joint projects must provide benefits to both PNG and Australian partners.<sup>21</sup>

### KRQ2c: To what extent are partner tertiary institutions demonstrating improvements to targeted practices and policies?

The program is supporting PTIs to **strengthen aspects of service delivery**, especially minor infrastructure that is critical to student safety and welfare. Since 2018, the program has provided over PGK6 million (AUD2.2 million) to PTIs via two forms of support:

- **Capacity development initiatives** that focus on common issues across PTIs. These initiatives include an annual leadership conference for PTIs and GEDSI support (see below for a description of this support). Eight initiatives have been delivered, with three ongoing. Total funding to date is over PGK2.3 million (AUD870,00).
- **Small projects** that address specific needs of each PTI. These projects have primarily focused on improving minor infrastructure, such as fencing and water tanks, as well as teaching and learning equipment. Ninety small projects have been completed, seven are ongoing, and nine are yet to commence. Total funding to date is approximately PGK3.6 million (AUD1.3 million).

This support has sought to address three quality domains: academic services, student safety and welfare, and scholarship administration. In 2020, the program undertook an evaluation of the capacity development support provided to PTIs from January 2018 to December 2019. Two

<sup>20</sup> Dr Jeanette Baird and Ms Prisca Mauve, GoA Support in GoPNG Tertiary Sector Minor Review, October 2020.

<sup>21</sup> AAPNG, HEI Overview and Funding Guidelines, April 2021.

individuals were surveyed at each PTI, one in leadership and one in a senior lecturer/coordinator role. Overall, respondents reported that the capacity development support helped to improve academic services, student safety and welfare, and to a lesser extent scholarship administration.<sup>22</sup> These improvements were primarily due to the small projects funded by the program, including support for minor infrastructure, and teaching and learning equipment. PTI interviewees as part of this review further affirmed the importance of these projects, which they noted has helped fund infrastructure critical for student welfare and safety (see an example in the box below). One program interviewee noted that PTIs may not have been able to fund these improvements with course fees.

#### **Critical infrastructure improvements**

The program has funded critical infrastructure improvements at Lae School of Nursing. Infrastructure improvements include water coolers throughout the school, construction of an administration building, maintenance of both the male and female dormitories, fencing around the women's dormitories, and installation of water tanks.. An interviewee from the PTI commented that the whole student population has benefited from these improvements.

There is little evidence at this stage to suggest that PTIs have strengthened **institutional policies**, especially those related to CP and PSEAH, which have been a focus of the program. In 2018, the program undertook a GEDSI stocktake of PTIs. The stocktake underscored that the PTIs have limited policies and procedures relating to GEDSI, especially for CP and PSEAH. This stocktake then informed the development of CP and PSEAH strategies for 2020–2021. To implement these strategies, the program has engaged Equal Playing Field to work with five PTIs to develop and implement CP and PSEAH policies. This work is still in its early stages, with the five PTIs having received training and beginning to draft relevant policies. Support for the remaining six PTIs may occur at some point in 2021–2022 – although all PTIs have attended workshops in 2019 and 2020 on CP and PSEAH respectively. PTI interviewees appear to be supportive of this work. This is affirmed by the previous GEDSI review, which found in 2020 that there was increased awareness and ownership among PTIs of the need to better integrate GEDSI.<sup>23</sup>

Interviewees in this review did note that PTIs require long-term, ongoing support to effectively develop and embed CP and PSEAH policies. As a result, one program interviewee noted that it is important for the program to clarify what success looks like by 2023, and if possible expected outcomes should be integrated within the service agreements between PTIs and the program. These service agreements primarily focus on scholarship administration and do not describe any agreed outcomes from Australian capacity support. Any outcomes would need to reflect the time remaining in this current phase of the program, and the capacity constraints faced by PTIs, which have been exacerbated by the ongoing impacts of COVID-19.

#### **KRQ2d: To what extent is the program and its participants/alumni generating positive public diplomacy results for the Australian and Papua New Guinean Governments?**

The program and alumni are generating **positive public diplomacy results** for Australia. This is evident across three domains: alumni's perception of Australia, media coverage, and involvement of senior PNG officials (see box on the following page). It is not clear, though, what positive public diplomacy results are being generated for the Government of PNG.

<sup>22</sup> AAPNG, Annual Monitoring and Evaluation Report, 2019/2020.

<sup>23</sup> HDMES, GEDSI Review of AAPNG, 2020.

One of the few examples appears to be the APEC-specific SCA. Building the capacity of PNG government officials to effectively participate in, and at times lead, APEC meetings could be viewed as supporting PNG's foreign policy objectives. It is also not clear what public diplomacy results the program intends to generate for Government of PNG (or, as noted, for the Australian Government).

### Alumni perception of Australia

Across the 16 alumni interviewed, all commented that they had a positive perception of Australia, or their perception of Australia had improved because of their involvement in the program (see an example in the box on this page). This positive perception of Australia is supported by the program's alumni surveys. In 2020, the program implemented its first perception survey in which 22 returning AAS graduates were asked what about Australia they found most surprising. Most alumni responses centred upon respectful people, high quality of life, quality facilities, multicultural aspects, and advanced teaching and learning systems. All respondents indicated that they were very likely to recommend studying in Australia.<sup>24</sup> Similarly, 75 of the 97 alumni surveyed for the public service case study described their perception of Australia as very positive, with 21 reporting a fairly positive perception of Australia, and only one alumnus reporting neither a positive nor negative perception. No alumni reported a negative perception of Australia.<sup>25</sup>

#### Improved perception of Australia and PNG

A female alumnus commented that she was concerned she would face a 'huge culture shock' when she came to Australia, including racism. However, she noted that she 'settled in very well...and really liked the way of life' in Queensland. As a result of this positive experience, she has shared application information with PNG colleagues. Another female alumnus commented that not only did her perception of Australia improve, but she realised that Papua New Guineans had skills and knowledge that would be 'valuable to Australians as well'.

### Media coverage

As a demonstration of reach, there were 59 positive media articles about the program or its alumni during 2019–2020. These articles were from third parties, that is, unsolicited by and with no cost to the program. This represented a more than eightfold increase on 2018–2019 (with only seven in that financial year).<sup>26</sup> It is not clear the extent to which the Australian Government's role in the program was referenced. These articles were in addition to the program's public communications, including promotional activities across radio, print, and social media. One program interviewee noted that it is important for the program to continue communicating through multiple channels. Internet connectivity is limited, especially in rural and remote regions, and so traditional forms of media will continue to be important.

### Involvement of senior PNG officials

Another positive public diplomacy result and an indication of program's importance has been the attendance of senior Government of PNG officials at PNGAAA events. Examples include former Prime Minister O'Neill's attendance at the dinner for graduates of the APEC-focused SCA in late 2017; former Public Service Minister, Elias Kapavore's, role as guest speaker at the PNGAAA 2018 Annual Dinner; Prime Minister James Marape's attendance as guest of honour at an Alumni Café on National

<sup>24</sup> AAPNG, Six-Month Progress Report, July to December 2020.

<sup>25</sup> AAPNG, Case Study Report: Impact of Australia Awards Scholarships on PNG's Public Service, 2020.

<sup>26</sup> AAPNG, Annual Monitoring and Evaluation Report, 2019/2020.



Procurement Report in June 2019<sup>27</sup>; and Member of Parliament for East Sepik Province, Allan Bird's, attendance at the 2021 PNGAAA Annual Dinner.

### **KRQ2e: To what extent are alumni and their networks (including PNG Australia Alumni Association) actively contributing to the other program outcomes?**

The PNGAAA and program alumni are **actively contributing** to EOPO 1 (alumni making positive development contributions) and EOPO 4 (positive public diplomacy results).

Apart from alumni **actively applying their new knowledge and skills** within their workplaces, alumni have also supported the program to promote scholarship applications outside Port Moresby. For example, during 2020–2021, PNGAAA provincial chapters delivered information sessions as program staff were often unable to travel.

Along with supporting promotions, PNGAAA have delivered 11 one-hour webinars and four online professional development workshops to over 400 alumni from July to December 2020, with many of these events facilitated by Australian universities that were also delivering SCA.<sup>28</sup> Interviewed alumni who had attended such workshops/webinars found them useful and noted that they were more accessible as they were online and could be accessed by alumni outside Port Moresby.

Other relevant support includes the Alumni Grants Scheme (AGS), which provides project grants of no more than PGK30,000 to alumni (see more details in the box below). These projects provide an opportunity for alumni to use their new skills and knowledge, while making a positive contribution to their local communities. The program has funded 74 projects from July 2016 to June 2021 – more than PGK1.6 million in total. Of the 38 completed projects, 27 provided acquittal reports. It is not clear whether these acquittals report on grant results; nor are results included in program progress reports. One senior AHC interviewee noted that the program's M&E system could be improved by capturing outcomes from these grants, especially for beneficiaries.

#### **Alumni grants for the COVID-19 response**

In the wake of COVID-19, the program revised the AGS to have a focus on the pandemic response. Of 28 grants from July to December 2020, half were provided for COVID-19 specific activities. One grant was for COVID-19 awareness training at Six-Mile Market and the surrounding community in Port Moresby. The male alumnus involved partnered with his local church and delivered awareness raising over five consecutive Sundays at the market.

PNGAAA has also contributed to **positive public diplomacy results** through a range of activities. PNGAAA organised several events that were attended by senior Government of PNG officials. For example, PNGAAA holds an Annual Dinner, which is attended by alumni, as well as senior officials. The 2019 Annual Dinner was attended by the Acting Prime Minister, Sam Basil. PNGAAA also hosted an 'Australian Bushfire Appeal' Corporate Breakfast in January 2020 to help raise funds for bushfire relief. The keynote speaker was PNG's Prime Minister, James Marape. This event is also an example of PNGAAA supporting PNG's soft power outreach. Along with high-profile events, PNGAAA also produced media articles, promoting the program, alumni, and Australia's role. PNGAAA produced 74 articles in 2019–2020, double those in the previous financial year.<sup>29</sup>

<sup>27</sup> AAPNG, Annual Monitoring and Evaluation Report, 2017/2018; and AAPNG, Annual Monitoring and Evaluation Report, 2018/2019.

<sup>28</sup> AAPNG, Annual Monitoring and Evaluation Report, 2019/2020.

<sup>29</sup> AAPNG, Annual Monitoring and Evaluation Report, 2019/2020.

The contributions made by PNGAAA have been enabled by the **improvements in its organisational capacity**. PNGAAA has expanded to 11 provincial chapters, with two chapters in East Sepik and Western Highlands launching in 2019–2020. As of September 2021, there were 1,085 PNGAAA members, including 689 full members and 396 associate members, with the latter mostly in-PNG scholarship alumni. The program has contributed to this capacity improvement by providing support to the PNGAAA secretariat, including leadership training, facilitating the development of a five-year PNGAAA Strategy, and developing operational and financial guidelines for chapters. The program also provides funding for most of PNGAAA’s activities, and funds the first year of membership to PNGAAA for each alumnus.<sup>30</sup>

Both program and PNGAAA interviewees noted that the **program should continue to support PNGAAA’s efforts to become more sustainable**, including continuing to support the development of a sustainability action plan. A program interviewee noted that this plan should set out clear, joint activities that can be tracked periodically, so there is mutual accountability for results. These activities could also inform performance expectations the program has regarding PNGAAA’s organisational capacity by 2023. Interviewees did note that, as PNGAAA is voluntary, any performance expectations/activities would need to reflect the limited capacity of executive staff. Also, it may not be feasible or desirable for PNGAAA to be wholly sustainable. Not only may PNGAAA require some level of ongoing funding for program activities, but DFAT may still want to fund activities that promote Australia’s public diplomacy objectives.

### **KRQ3: To what extent are the program’s management and implementation arrangements supporting effective delivery?**

Overall, the program’s **management and implementation arrangements** are supporting effective delivery. The management arrangements are **generally proportionate**, with the JSC having an appropriate membership and level of oversight; the program leadership team viewed as effective and responsive; and the role of DFAT and its relationship with the program generally appropriate. However, DFAT’s management burden could be lessened by providing the program/contractor with a higher level of delegation for select activities. Implementation arrangements are also **considered to be ‘about right’**, with the set-up of the program (including its streams and staffing), its engagement with key stakeholders, and management of key risks, all considered to be appropriate. M&E is also supporting decision-making, with the findings and recommendations from internal and independent reviews informing program improvements.

---

<sup>30</sup> AAPNG July to December 2020 Report.

### KRQ3a: Are the program's management and implementation arrangements appropriate and proportionate to the outcomes sought?

The management and implementation arrangements are **generally appropriate and proportionate**. The table below outlines some of the key domains across management and implementation, and relevant strengths and areas for improvement.

**Table 2 Strengths and areas for improvement across management and implementation**

Program aspect	Domains	Strengths	Areas for improvement
Management	Governance	<ul style="list-style-type: none"> <li>Across Government of PNG, AHC, and program interviewees, the JSC was viewed as having both an appropriate membership and level of oversight. Strategic issues/direction are discussed at meetings, while a Stakeholder and Technical Working Group with operational -level staff and officials discuss implementation.</li> </ul>	<ul style="list-style-type: none"> <li>While no areas of improvement were identified, one program interviewee noted with the upcoming national election that there may be changeovers in departmental heads. The program should be ready to proactively engage with any new departmental heads to gain leadership support.</li> </ul>
	Program management team	<ul style="list-style-type: none"> <li>The program's management team is viewed as effective and responsive, especially to AHC's needs. While unsurprising, the Team Leader was highlighted by interviewees as critical to the success of the program to date.</li> <li>The current level of management staff is viewed as generally appropriate, with the addition of a Deputy Team Leader in 2020. However, if there is a greater emphasis on promoting collaboration across streams (see below), then additional Deputy Team Leaders may be required to facilitate cross-stream work.</li> </ul>	<ul style="list-style-type: none"> <li>While no areas of improvement were identified, the current Team Leader will soon leave the program. A key risk for the program will be managing the recruitment and transition process.</li> <li>Program interviewees also supported the focus on nationalising management positions where possible, such as the new HEI manager and the hiring of a local SCA manager. However, interviewees also noted that additional capacity building is at times required, especially in leadership and management skills. This has required significant input from international staff and should be factored into onboarding of future staff.</li> </ul>
	AHC's role	<ul style="list-style-type: none"> <li>There appears to be good engagement between AHC and the program, with interviewees noting that the relationship is strong.</li> <li>There is a 'touch base' management meeting with AHC every fortnight. Program interviewees noted there is an increased focus in these meetings on strategic issues, which should continue.</li> </ul>	<ul style="list-style-type: none"> <li>A senior AHC interviewee noted that AHC's management load could be lessened. Currently, AHC staff, including senior staff, are significantly involved in implementation decision-making, and approving a range of activities including awardee variations, small projects for PTIs, and social media posts. Approval for some of these activities could be delegated to the program/contractor, enabling AHC to focus more on the strategic direction of the program.</li> <li>Two DFAT interviewees noted that Canberra could have greater visibility over the program, including more regular engagement with AHC. This is to ensure alignment with the wider Australia Awards Program.</li> </ul>
Implementation	Set-up of program (streams and staffing)	<ul style="list-style-type: none"> <li>The program's set-up, including its streams and staffing levels across these streams, is generally appropriate. For example, in response to the increased need for expertise in gender equality and disability inclusion, a GEDSI Coordinator and Safeguards Specialist were recruited.<sup>31</sup></li> </ul>	<ul style="list-style-type: none"> <li>Resourcing requirements will need to be monitored as the program implements HEI.</li> <li>While there is collaboration across the streams, such as the recent work to scope an equity fund across all scholarships, program interviewees noted there was room for improvement. For example, one program interviewee noted that the program could have cross-program working groups that focus on priority topics, such as STEM. The interviewee noted that this would enable a more targeted approach to the program's support (as described in KRQ1) and reduce any duplication.</li> </ul>
	Engagement with key partners	<ul style="list-style-type: none"> <li>Along with affirming their level of involvement in the program's governance, Government of PNG interviewees further noted that they have an appropriate level of engagement with the program in terms of implementation. A DPM interviewee noted that: <i>'the Australia Awards Scholarship Program is the only one that works very closely with DPM in the whole process from selection to reintegration. They have maintained that close working relationship over the years.'</i></li> <li>Most PTIs are supportive of their level of involvement within the selection of awardees, with the program shortlisting applicants and providing lists to PTIs for approval. Interviewees in PTIs offering four-year bachelor courses also supported the move to providing scholarships from second year onwards. These awardees were noted as more likely to complete their courses than students offered scholarships in their first year.</li> </ul>	<ul style="list-style-type: none"> <li>Interviewees across midwifery PTIs noted that they should have greater involvement in the selection process. Interviewees noted some awardees do not have the necessary experience (e.g. experience working in obstetrics and gynaecology), and as a result they have at times struggled with their coursework. This has required additional effort by PTIs to bring these awardees up to speed. These interviewees noted that instead of the program undertaking the selection process, the PTIs and the program could form a selection committee and jointly select applicants. However, the program and AHC noted that an award of a scholarship is conditional upon the applicant's admission to the institution, and so the institution should be rejecting those who do not meet their criteria. This possible difference in perspectives may be worth exploring in more detail as part of the scheduled midwifery review.</li> </ul>

<sup>31</sup> Interview data.

### **KRQ3b: How well is the program managing risks, including risks related to non-completion rates, variations, and student welfare?**

The program has proactively **managed key risks**, including risks related to COVID-19, as well as awardees' welfare and academic progress.

As described above, the program pivoted in response to **COVID-19** to deliver online programming where possible. In the case of in-PNG scholarships, where remote learning was not always possible, COVID-19 raised significant risks for awardees' welfare. Key issues included awardees departing campus without permission, and challenges at PTIs with social distancing and personal hygiene. From late March 2020, the program provided weekly situation reports to AHC on awardee welfare status and the PTIs' COVID-19 response. In the case of AAS, the program supported 14 awardees who had suspended their studies to return to PNG, including liaising with PNG High Commission in Australia and organising their 14-day quarantine stay. The program also worked closely with Student Contact Officers (SCOs) at Australian universities to support awardees unable to return to Australia or travel to PNG for study-related activities.<sup>32</sup>

In relation to other risks to **awardees' welfare**, there have been ongoing security issues in and around several PTIs.<sup>33</sup> In recognition of the program and PTIs not having the necessary expertise and systems to respond to these security risks, the program hired a short-term Security Specialist. An assessment of each PTI's security risks was undertaken over November and December 2020 by the Security Specialist. The assessment found that several PTIs have security issues that currently represent high risks, and which could be reduced to a more tolerable level through immediate action. Consequently, the program is providing an additional round of capacity development grants in 2021 that will target issues highlighted in these assessments, such as funding for lighting, and support for developing emergency plans.<sup>34</sup> Other support to PTIs to improve awardees' safety includes the current work to strengthen PSEAH policies and practices.

The program has also strengthened support to AAS awardees across the awards cycle to **reduce variation rates, especially non-completion rates**. This includes introducing three-week pre-departure training in 2017 to prepare awardees for studying in Australia, as well as introducing an assessment of resilience in Intake 2021 selections. There has been a specific focus on research awardees, due to their higher non-completion rates. PhD scholarships are now only offered to university employees, and all applicants are required to undergo a pre-application interview before submitting their application. Applicants also must provide proof of acceptance by an Australian institution, as well as a confirmed supervisor. On-award support has been strengthened for research awardees as well, including the formation in 2021 of a peer support group for PhD awardees, so they can share study experiences and strategies.<sup>35</sup> A dedicated In-Australia Support Coordinator has also been assigned to monitor academic progress and welfare of research awardees.<sup>36</sup>

AAS variations from 2016 to 2021<sup>37</sup> have fluctuated (see table below). Variations were relatively stable over 2016 to 2018 (61 to 66 variations), decreasing to 50 in 2019 and then increasing to 76 in 2020. However, the primary reason provided for variations recorded in the Australia Awards global system, OASIS, was COVID-19, with 18 awardees either deferring or suspending their studies due to

<sup>32</sup> AAPNG, Annual Monitoring and Evaluation Report, 2019/2020.

<sup>33</sup> AAPNG, Annual Monitoring and Evaluation Report, 2019/2020.

<sup>34</sup> DFAT, 2020 AAPNG IMR.

<sup>35</sup> Interview data.

<sup>36</sup> AAPNG, Annual Monitoring and Evaluation Report, 2019/2020.

<sup>37</sup> Based on data provided by the program.

COVID-19, including returning to PNG or being unable to return to Australia due to travel restrictions. Accounting for COVID-19, number of variations was closer to 37 in 2020. Similarly, accounting for COVID-19, the number of variations in 2021 (up to September) is closer to 21.

However, the number of variations is inflated by double counting, both within a year, and across the period 2016 to 2021. For example, an awardee may have received a suspension in the first half of 2017, and then had their scholarship terminated at the end of 2017. In 2021, 31 awardees were responsible for the 42 variations thus far, with two of these awardees receiving six variations. As a percentage of the 2021 AAS cohort, approximately 23% received variations.<sup>38</sup> Of these 31 awardees, eight had also received variations in 2021.<sup>39</sup>

Non-completion rates (terminations and withdrawals) are less likely to include double counting. On average, non-completions have remained below 3% of each year's total AAS awardees. While comparable data for other AAS programs was not considered as part of this review, success rates have improved since 2016 for PNG AAS awardees. In 2016, the success rate for PNG awardees was 91.1% compared to 97.6% for the whole of the Australia Awards program. In 2020, the gap has narrowed with PNG awardees attaining a 96% success rate compared to 99% globally.<sup>40</sup>

Variation types	2016	2017	2018	2019	2020	2021	Total
Deferrals	23	3	7	5	8	1	47
Downgrades	12	5	5	1	2	1	26
Extensions	12	27	25	20	39	33	156
Suspensions	7	16	18	12	24	6	83
Terminations	4	2	6	2	0	0	14
Withdrawals	3	8	5	10	3	1	30
<b>Total variations</b>	<b>61</b>	<b>61</b>	<b>66</b>	<b>50</b>	<b>76</b>	<b>42</b>	<b>356</b>
<b>Total awardees for that year</b>	<b>334</b>	<b>304</b>	<b>267</b>	<b>258</b>	<b>233</b>	<b>135</b>	<b>688<sup>41</sup></b>

38 Due to the time it would have taken and the review's short timeframes, it was not possible to identify how many students received variations each year from 2016 to 2021.

39 Data on costs of variations was provided by the program. However, this information was either in line with what is presented above or may be misleading. The total costs for variations have decreased each year from 2016 to 2021, but so have the number of people on-award. In terms of costs for withdrawals and terminations, unsurprisingly the trend has been in line with the number of withdrawals and terminations. Costs have increased over 2017 to 2019, and then decreased in 2020 and 2021. The cost per non-completion is quite variable, as it is very much dependent on when a person drops out (i.e. the further into the degree a person is before they drop-out, the higher the costs). For example, only one person has dropped out in 2021 so far, but they appear to have been on-award for some time. So, this has increased the average cost compared to previous years. However, 2021 has seen an overall decrease in withdrawals and terminations so far.

40 Data provided by AHC.

41 The total number of individual awardees over 2016 to 2021.

Along with COVID-19, key reasons for variations recorded in OASIS include unsatisfactory academic performance, family and health issues, and visa delays. It is likely, though, that awardees have multiple reasons for variations.

	Unsatisfactory academic performance	COVID-19	Family issues	Health issues	Visa delays	Scholarship details amended	Research delays	Thesis writing delay	Others	Total
<b>Total for that reason</b>	96	60	48	43	36	27	25	12	9	<b>356</b>
<b>% of total variations</b>	27%	16.9%	13.5%	12.1%	10.1%	7.6%	7%	3.4%	2.5%	<b>100%</b>

The underlying causes for these reasons are not entirely clear from the available documentation, including the causes for unsatisfactory academic progress (e.g. awardees not having the necessary academic skills, or inadequate support from the tertiary institution), or family issues (e.g. number of dependents). Unsatisfactory academic performance does continue to be an issue for AAS awardees studying STEM courses, with some awardees not having the necessary foundational skills in mathematics. Since 2017, academic counselling has been provided for awardees intending to commence courses requiring STEM study, to ensure that they are appropriately informed about the academic requirements for these courses. However, additional support may be required, such as foundational study before or shortly after arriving in Australia.<sup>42</sup>

In terms of **other factors that may influence/be linked with variation rates**, gender appears to have little to no connection to overall variation rates. From 2016 to 2021, marginally more women were provided scholarships (51.4%) than men (48.6%). Over the same period, female awardees recorded 185 variations (accounting for 23.6% of scholarships awarded to women) compared with 171 for men (accounting for 23% of scholarships awarded to men). PWD variation rates do appear to be relatively higher, as from 2016 to 2021 PWD awardees recorded 43 variations (accounting for 33.6% of scholarships awarded to PWD for that period). While noting that the variation rates are likely to be inflated by double counting, a 2018 disability inclusion review did find that PWD have higher non-completion rates, with PWD awardees at times not prepared for study in Australia or at that level.<sup>43</sup> The program has moved from a quota to a merit-based system, and as described below, is also developing an equity fund to provide further support to PWD students prior to and while on-award (e.g. funding for foundation studies).

In relation to whether there are linkages between variations and the type of degree or tertiary institution, it is not entirely clear from the available data. In terms of study levels, it is not clear how many scholarships were provided for each different degree type (e.g. total number of bachelors, masters, and PhD scholarships provided each year). However, program reviews, as well as interviewees have noted that the longer the duration of study the higher the variation rates. For example, of the 52 PhD awardees from the 2011 to 2016 intakes, at least 13 have withdrawn or completed without graduation.<sup>44</sup> It is also not clear how many scholarships were provided to each tertiary institution, which could help to identify whether there are institutions that have higher variation rates compared with others. For example, of the 356 variations, close to 13% have occurred at The University of Queensland – more than double the next university (the average was 2.4%). This may be due to The University of Queensland receiving a higher number of awardees in proportion to

<sup>42</sup> AAPNG, Review of Completion Outputs for Australia Awards Scholarships against Selection Rankings, Intake 2011–2017, 2020.

<sup>43</sup> HDMES, GEDSI Review of AAPNG, 2020.

<sup>44</sup> AAPNG, PhD Briefing Note, 2021.

other universities or delivering certain courses, such as STEM or PhD studies, where there are higher variation rates. These comments should not be viewed as a reflection on the data or support provided by the program to requests by the review team, as providing the level of data necessary to address these issues, including double counting, would have required significant time inputs, which the review timeframe did not permit.

The program did undertake a study in 2020 of the 925 Australia Awards Scholarships awarded from Intakes 2011 to 2017, to determine whether completion rates are related to selection rankings. The study found no correlation between an awardees' selection ranking and whether they completed their course. The review noted that having a specified percentage cut-off score for each criterion or total score may have limited direct effect in terms of ensuring higher awardee completion rates.<sup>45</sup> However, completion rates are a simplified measure of success and selection rankings may correlate with the quality of academic performance, including suspensions.

There are likely to be a range of underlying factors that might influence an awardee's likelihood of requiring study variations, including personal factors, course type, quality of teaching and academic support, as well as the quality of the program's selection, preparation, and on-award processes. For some of these factors, such as those related to personal factors (e.g. family incidents or health issues), the program may have little to no influence/be unable to anticipate. However, there may be factors, such as STEM course requirements that the program could address.

The program could undertake/commission a study that focuses on a sample of awardees who required a range of variation types, to identify the underlying factors and the possible improvements that the program could adopt to reduce variations. The study could, for example, explore whether the extent of academic monitoring and support by Australian tertiary institutions influences variation rates, and whether there are opportunities for improvement. For example, when an awardee fails one or more subjects in a semester, an action plan is developed by the institution in consultation with the awardee. The action plan can include, for example: supplementary academic support (e.g. additional tuition), enrolling in non-standard sessions (e.g. summer school), reduction in awardees' workload, cross-institution enrolment, or course downgrade. Action plans could also be developed by institutions for awardees who consistently receive low marks (or meet other criteria in the case of research awardees), whether within one semester or across consecutive semesters. The exact benchmark could be agreed between the program and the institution. Alternatively, the institution could agree to alert the program when that benchmark is reached, and the program could then provide additional support to the awardee, which may include supporting the awardee to develop an action plan. This could reduce the likelihood of students failing subjects in later semesters (especially if the course content becomes more difficult) and/or withdrawing.

In the case of in-PNG scholarships, withdrawal and termination rates in 2020 only accounted for 2.4% of peak scholarships<sup>46</sup> compared with 5% in 2019, 4.5% in 2018, and 7.5% in 2017.<sup>47</sup> While there is an improvement in non-completion rates from 2018 to 2020, it is not possible to compare non-completion rates prior to 2018. According to the program, prior to 2018 there was close to a zero-tolerance approach to a range of situations, necessitating withdrawals in the case of pregnancy, and terminated enrolments for failing subjects. There is a more considered approach now, as in the case of academic failure a PTI will often seek to arrange supplementary assessment/exams for the

---

<sup>45</sup> AAPNG, Review of Completion Outputs for Australia Awards Scholarships against Selection Rankings, Intake 2011–2017, 2020.

<sup>46</sup> 'Peak scholarships' refers to the highest number of awardees within a calendar year.

<sup>47</sup> AAPNG, Awardee Performance Report 2021.

awardee, or the program will suspend their course for six-months, at which point the awardee can return and sit the subject again.

Possible improvements identified in any study of factors influencing variation rates may be relevant to in-PNG scholarships. Interviewed alumni also identified **several improvements** to on-award support, which could contribute to reducing variation rates across scholarship types:

- Three female alumni commented they would have preferred to have had their children accompany them when they first arrived in Australia, rather than wait six months as recommended. Having their children present would have better enabled them to settle in. While a strong recommendation of the Australia Awards Scholarships Policy Handbook, it is up to the discretion of the Delegate whether families can travel with the awardee in the first six-months.
- Three interviewees (one alumnus and two PTI interviewees) suggested that the midwifery stipend could be increased. In some cases, awardees are required to take leave without pay by Provincial Health Authorities. As this course is pitched at mid-career professionals, awardees often have families, so the PGK140 per fortnight provided by the program is used to support their families. However, interviewees noted this stipend is not sufficient. Even when awardees can take leave with pay, the stipend still does not cover all their study expenses, such as medical equipment required for their placements.
- Two interviewees (one private sector partner and one program staff-member) commented that referral pathways for in-PNG awardees subject to family and sexual violence (FSV) could be clearer/clarified. While recognising the progress made by the program, including developing an FSV register and providing FSV training to staff, the program interviewee noted that there is an opportunity to ensure that Institution Contact Officers (ICOs) within PTIs are clearer on referral pathways, and if required the program could enter into formal partnerships with FSV support providers.

### **KRQ3c: How well is M&E supporting decision-making?**

The program has been **effectively using information from M&E activities** to inform decision-making and program improvements. A significant number<sup>48</sup> of internal and independent evaluations/reviews have been undertaken since 2017. Examples include a review of the in-PNG scholarships program in 2017, an assessment of FSV across the program in 2018, a stocktake of GEDSI policies across PTIs in 2018, a review on AAS research degrees in 2019, a HDMES review of the program's GEDSI programming in 2020, as well as other smaller reviews during 2020–2021, including reviews into application assessment processes and AAS completion rates. Across these reviews, the program has generally clearly described progress in implementing agreed recommendations in six-monthly and annual progress reports. For example, the program has commenced implementing the key recommendations from the GEDSI review, including:

- Engaging the services of a technical specialist to provide a report on an equity fund to support PWD, women, and people from rural and remote areas, across the awards cycle. The equity fund has been approved and the specialist is developing the fund's guidelines.<sup>49</sup>
- Delivering a Graduate Certificate in Disability Inclusion SCA in 2021. This has been endorsed by the Joint Steering Committee and has commenced. The course is targeted at leaders or managers

<sup>48</sup> In the experience of HDMES, it appears that more reviews and evaluations have been undertaken of this program compared with other investments within the education portfolio.

<sup>49</sup> Interview data.



in secondary schools, colleges, and universities seeking to enhance disability inclusion within their institutions.<sup>50</sup>

Other examples include the program adopting the recommendations of the in-PNG scholarships review around reducing the number of PTIs and focusing on capacity building, as well as developing CP and PSEAH strategies in response to the PTI stocktake.

Program interviewees further noted that M&E information is reflected on within regular meetings, such as the weekly management meetings, and informs program improvements. Progress reporting also clearly references key learning and challenges, and associated management actions (although these actions aren't tracked in subsequent progress reports).

More broadly, the program has **continued to improve its M&E system**, including undertaking case studies to better understand the program's impact within specific sectors, following up with alumni closer to 18 months after graduating as this improves ADIS response rates, and planning VfM reviews of key activities later in 2021/early 2022 to inform program improvements.<sup>51</sup> As noted above, there are **opportunities to further strengthen M&E**, including developing performance expectations and reporting on outcomes from alumni grants.

#### **KRQ4: To what extent is the program demonstrating value for money?**

The program is generally demonstrating **value for money**. The program has been delivered within tolerable budget limits, it has realised efficiencies across program management, course delivery and pastoral care (although management of in-PNG scholarships remains resource-intensive), and the program's scholarship modalities are generally efficient ways of delivering support. While this is not a review of the program against DFAT's VfM principles<sup>52</sup>, the program's efforts to promote efficient program delivery, along with its progress towards its EOPOs, the generally proportional management and implementation arrangements, and the proactive management of risks, does suggest that the program aligns with some of DFAT's VfM principles.

##### **KRQ4a: To what extent is the program being delivered on time and budget?**

Generally, the program has been **delivered on time and budget**. Based on a review of annual reports, the majority of activities have generally been delivered as planned. This was affirmed by interviewees. The primary reason for delayed or cancelled activities has been COVID-19, which resulted in the delayed mobilisation of the 2021 AAS intake until 2022 and the postponement of two 2020 short courses until 2021 (Graduate Certificates in STEM Education and Entrepreneurship). Nevertheless, the program did adapt to the onset of the pandemic and maintained program delivery through transitioning elements of programming online.

The program has also been delivered within **tolerable budget limits**. As evident by the figures below, annual budget variance has averaged 3% in the period 2016–2017 to 2019–2020. To put it another way, on average the program spent 97% of each year's budget. The higher-than-expected expenditure in 2016–2017 was due in part to the program implementing additional activities (i.e. those not included in the Annual Plan)<sup>53</sup>, while the underspend in 2017–2018 was due to the

<sup>50</sup> AAPNG, Six-Month Progress Report, July to December 2020.

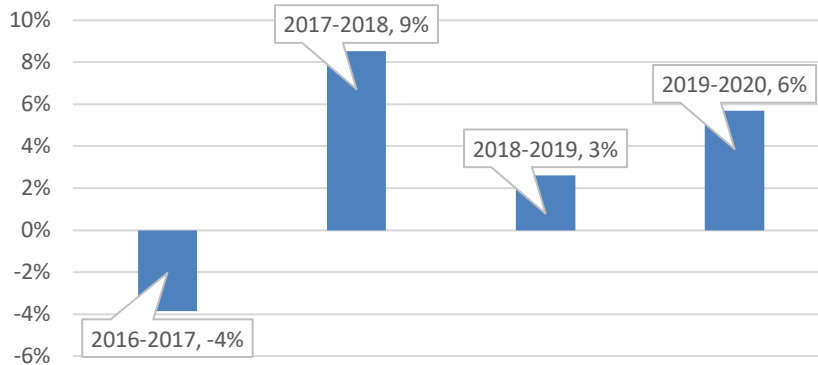
<sup>51</sup> Interview data.

<sup>52</sup> <https://www.dfat.gov.au/aid/who-we-work-with/value-for-money-principles/Pages/value-for-money-principles>.

<sup>53</sup> AAPNG, Annual Monitoring and Evaluation Report, 2016/2017.

Counselling SCA being postponed and lower than anticipated enrolments within in-PNG scholarships.<sup>54</sup> The 2019–2020 underspend was due to delays arising from COVID-19.

**Figure 3 Budget variance as a %**



AHC interviewees noted that the program’s financial management has improved, as previously the program did not efficiently process payments to partners/sub-contractors. While processing has improved, the program could improve its monthly forecasting. Actual expenditure does not always align with forecasts, and this has flow on impacts for AHC’s internal forecasts. The program could flag with AHC prior to invoicing if expenditure is likely to vary significantly from the forecast.

#### **KRQ4b: How well is the program promoting efficiencies, such as reducing input costs or leveraging private sector funding?**

Throughout its lifetime, the program has **strengthened the efficiency of program delivery**. This is evident across program administration, partnerships, and course delivery.

#### **Program administration**

The program has instituted **several administrative efficiencies**, including:

- Moving to online applications, with paper-based applications available on request.<sup>55</sup>
- Transitioning from Scholar to the Australia Awards global system, OASIS. The relative ease of submitting applications on OASIS compared with Scholar contributed to an increase in applications for Intake 2020 compared with the previous year (1,382 versus 1,062), and improved the percentage of compliant applications (35% versus 28%).<sup>56</sup>
- Introducing an enhanced contracts database to ensure supplier details are available in a central location and easily accessible. The program also continues to review its preferred supplier list to ensure suppliers provide VfM in their provision of goods and services. For example, the operations team are currently reviewing terms and conditions of major suppliers.<sup>57</sup>

#### **Partnerships**

The program has **partnered with businesses** who have sponsored scholarships to study at tertiary institutions in PNG and Australia. From 2016 to 2020, private sector partners have sponsored 90 awardees across midwifery, nursing, community health, and maritime studies (see table below for

<sup>54</sup> AAPNG, Annual Monitoring and Evaluation Report, 2017/2018.

<sup>55</sup> DFAT, 2018 AAPNG AQC.

<sup>56</sup> AAPNG, Annual Monitoring and Evaluation Report, 2019/2020.

<sup>57</sup> AAPNG, Six-Month Progress Report, July to December 2020.

summary and Annex 4 for a detailed list of sponsored awardees). No awardees were sponsored for study in Australia in 2021 due to COVID-19.

**Table 3 List of private sector sponsored awardees**

Sponsor	No. of awardees	Courses
Exxon Mobil	20	Community Health Worker (20) and Nursing (2 – combined nursing and CHW certificate)
Newcrest	38	Midwifery (27) and Nursing (11)
Oil Search	3	Community Health Worker
Santos	2	Engineering/Petroleum
Steamships	29	Maritime (26) and Nursing (3)

In 2022, Steamships will provide sea-time training to six women, while Newcrest will sponsor an additional six midwifery scholarships.<sup>58</sup> Santos will sponsor an employee of PNG's state oil company to undertake their Master's at the University of South Australia in 2022.<sup>59</sup>

The program has also **consolidated its partnerships** with PNG tertiary institutions, reducing the number of PTIs from 28 in 2018 to 12 in 2020. While it is not clear if this reduced the program's management costs, it is feasible that it provided program staff with greater capacity to engage with individual PTIs and manage any issues, including issues related to security and fraud.

### Program delivery

Finally, the program has instituted efficiencies across program delivery. In February 2020, the program revised its approach to pastoral care for in-Australia awardees, transitioning from directly supporting awardees to supporting university SCOs to work with awardees. This new approach has enabled more streamlined communications and an effective working relationship between the program, SCOs, and awardees. A program interviewee noted that previously awardees were unsure of whether to go to the SCOs or the program, and messaging was not always consistent among partners. This more streamlined approach was effective in the COVID-19 response, as the program worked closely with SCOs to provide consistent messaging to awardees around government policies, as well as key risks such as the possibility of long delays in resuming courses if awardees decided to suspend their studies.<sup>60</sup> The transition to some online programming has also realised efficiencies, including the online delivery of alumni professional development workshops.

### Challenges

While the program has generally been delivered efficiently, there are several ongoing challenges that are limiting program efficiency. The management of in-PNG scholarships continues to be resource-intensive, with program staff needing to respond to ongoing issues within and around some PTIs, such as security issues. Other challenges across in-PNG scholarships include:

- One program interviewee noted that while the selection process for in-PNG scholarships is generally appropriate, it is resource-intensive, with the program managing five separate selection processes. The program took on management of the application process due to the findings of the 2017 review of the In-Country Scholarship Program (predecessor to the In-PNG Scholarships), which found that PTIs' selection processes did not adequately consider the suitability of

<sup>58</sup> Interview data.

<sup>59</sup> Interview data.

<sup>60</sup> AAPNG, Awardee Performance Report, 2021.

candidates and there was potential for fraud.<sup>61</sup> While the interviewee acknowledged that the program was best placed to manage the application process for most courses, they also noted that midwifery PTIs could be more involved in the selection process. The interviewee noted that, as there are such a small number of applicants and places, it might be possible and more efficient for these PTIs to have a greater role in selecting awardees. For example, midwifery PTIs could provide a list of potential applicants that meet their requirements to the program. Both partners could then interview these applicants to ensure they are suitable.

- The program also manages the Australia Awards Pacific Scholarships (AAPS) Program in PNG. Since 2003, 98 AAPS awardees have undertaken study across five PTIs. As the program does not have service agreements with PTIs for these awardees, the program takes on a greater level of responsibility for awardees than would normally be the case, including providing on-arrival support, pastoral and academic monitoring, and reunion travel. In an internal review of AAPS Program in PNG, the program noted that PTIs are also not responsive to requests for information, such as information related to admission requirements, or awardees' academic progress.<sup>62</sup> The resource-intensive nature of AAPS was acknowledged by AHC interviewees. While no awardees were mobilised in 2021 due to ongoing travel restrictions, the program is undertaking further research to identify ways to improve the efficiency of AAPS delivery going forward.<sup>63</sup>

#### **KRQ4c: Are the program's modalities the most efficient way to deliver support?**

The program's scholarship modalities are generally viewed as an **efficient way of delivering support**. Interviewees noted that these modalities are efficient precisely because each modality is effective at achieving different objectives. For example, SCA have been effective in addressing immediate skills gaps, as evident by the effectiveness of the APEC-related SCA. Similarly, AAS have been effective in building public sector capability, while strengthening people-to-people links.

However, more work could be done by the program to **better understand the costs** of delivering each scholarship modality. This is especially the case with SCA, where a program interviewee noted that a blended approach to course delivery may be more expensive than the in-Australia model. It will be important to include an analysis of the costs of a blended approach to course delivery in the SCA review to be undertaken in the latter part of 2021. This will inform decision-making, both around the delivery of SCA and the most appropriate mix of scholarship modalities while international travel is restricted.

The table below describes the strengths, as well as the costs and risks of each modality.

<sup>61</sup> Nicky Thatcher and Douglas Smith, In-Country Scholarships Strategic Program Review, 2017.

<sup>62</sup> AAPNG, Briefing Note on AAPS PIC, 2021.

<sup>63</sup> DFAT, Response to Briefing Note on AAPS PIC, 2021.

Modality	Strengths	Costs and risks
<b>AAS</b>	<ul style="list-style-type: none"> <li>Building capability within priority sectors, especially within the public sector, as well as developing people-to-people links between PNG and Australia. For example, ADIS results demonstrate public sector awardees are contributing to policy reform at a higher rate compared with awardees from other scholarship modalities.</li> <li>General split between degrees is viewed by interviewees as appropriate (approximately 90% masters and the rest predominantly bachelors and PhDs), due to the focus of AAS on building technical and leadership skills, as well as the expense of PhDs and availability of bachelor courses in PNG.</li> </ul>	<ul style="list-style-type: none"> <li>Estimated cost for AAS is approximately AUD285,000 for Bachelor's degrees<sup>64</sup>, AUD130,000 to AUD167,000 for each masters' degree, and AUD334,00 for PhD study.<sup>65</sup></li> <li>PhD awardees have relatively low completion rates as described previously.</li> </ul>
<b>In-PNG</b>	<ul style="list-style-type: none"> <li>Addressing workforce gaps in frontline service delivery, such as midwifery, nursing and teaching with awardees' primary development contributions in direct practice.</li> <li>Ongoing provision of scholarships provides an opportunity to maintain engagement with PTIs on institutional strengthening.</li> </ul>	<ul style="list-style-type: none"> <li>Estimated cost for an In-PNG Scholarship is approximately AUD20,000 to AUD30,000 per person.<sup>66</sup></li> <li>The costs of non-completion should also be considered, as generally the longer the degree, the lower the completion rate. It is not clear what the additional costs of non-completion are across in-PNG courses, or for AAS courses.</li> <li>Along with the quality of the degrees, the ongoing welfare and safety risks within and around PTIs should also be considered, with PTIs having varying degrees of capacity to address these risks.</li> </ul>
<b>SCA</b>	<ul style="list-style-type: none"> <li>Targeting immediate skills gaps, as well as promoting people-to-people links. Development contributions differ between SCA, with APEC-specific SCA predominantly involving policy development, and private sector SCA predominantly involving direct practice and knowledge transfer. This demonstrates relevance of SCA to skills requirements in different sectors.</li> <li>Viewed favourably by Government of PNG, as does not take public servants away from roles for significant periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>Estimated cost for SCA is approximately AUD40,000 to AUD50,000 per person – although this may be higher for blended approaches.<sup>67</sup></li> </ul>

<sup>64</sup> Provided by the Australia Awards Delivery Section, DFAT

<sup>65</sup> PhD Briefing Note, 2021.

<sup>66</sup> PhD Briefing Note, 2021.

<sup>67</sup> PhD Briefing Note, 2021.

	<ul style="list-style-type: none"><li>• There are high completion rates across SCA. For example, in the seven SCA completed since 2018, all participants except two graduated.</li></ul>	
--	--	--



## 3. Recommendations

The recommendations are divided between recommendations for the remainder of the current program and for the design of the next phase of the program.

### Recommendations for 2021 to 2023

#### Program management

AHC could develop clear guidance on the program/contractor's sign-off authority. This guidance should provide program staff with a higher level of delegation to reduce the involvement of AHC within implementation and enable it to focus more on the program's strategic direction. The level of delegation could be based on an agreed risk matrix. Decisions with low levels of program risk could be made by the program, such as minor works and alumni grants, while decisions that carry higher levels of risk would require increasingly senior AHC involvement.

#### Program M&E

The program could consider the following:

- Develop performance expectations for each end of program outcome – one or two per EOPO should be sufficient to provide greater clarity as to what the program expects to achieve by 2023.
- As part of the Short Course Awards review, undertake an analysis of the costs of delivering a blended approach to course delivery.
- The program could undertake/commission a study to identify the factors that influence variation rates for Australia Awards Scholarships. This could then inform possible improvements to how the program selects, prepares, and supports students while on-award. For example, the study could explore whether the program could be alerted if students are consistently receiving low-scores or may be struggling, and the types of support that could be provided.
- Better track Alumni Grants Scheme outcomes by focusing on a sample of grants. This sample could include grants that have been successful and less successful to inform both reporting and learning as to what works. Surveys/interviews could be undertaken with grantees, partners, and beneficiaries.

#### Across the awards cycle

- **Application process:** As part of the scheduled/ongoing midwifery review, the program could review the selection of awardees, including exploring the role of midwifery PTIs within the selection process.
- **On-award support:** The program could consider the following:
  - Exploring whether to raise the stipend for midwifery awardees as part of the midwifery review. This should include determining whether this would result in equity issues for other in-PNG scholarship awardees.
  - Ensuring that Institution Contact Officers in PTIs are aware of family and sexual violence processes, including FSV support providers. If there are not clear referral pathways, such as within certain provinces, the program could consider forming partnerships with FSV providers.
- **Reintegration:** The program could improve the use of reintegration plans for AAS awardees, both for those in open and public sector categories. These plans could be living documents that are

developed prior to commencement, revisited while on-award including prior to graduation, and then implemented on awardees' return. The plans should be high-level (ideally one or two pages) and set out how the awardee will use their new skills and knowledge. For public sector awardees, employers should be involved throughout the process. Ideally, there would be a senior contact point within the employer who would work with the awardee to develop, revise and implement the reintegration plan. The program should play a supporting role, including ensuring that the awardee updates the plan as required, facilitating the engagement of the employer in the case of public sector awardees, as well as continuing to provide targeted assistance to awardees while on-award (e.g. enrichment activities) and during their reintegration (e.g. alumni capacity building workshops) to support the plan's implementation.

- **Alumni network:** The program should continue to support PNGAAA to become more sustainable, including through finalising a sustainability action plan. This action plan should set out clear, joint activities that can be revisited periodically, so there is mutual accountability for results.

## Recommendations for the next phase of the program

- **Partly focus on a small set of workforce gaps:** To maximise the program's impact, a successor program could focus part of its support on a small set of specific Government of PNG workforce gaps. Currently, the program focuses on six priority areas. A more targeted approach would involve selecting one or two of these priority areas, and identifying key workforce gaps within these areas, such as STEM within education. A high-level strategy could be developed that outlines how the program will draw on its range of scholarships and PTI capacity building support to address identified workforce gaps, as well as any expected outcomes. For example, in the case of STEM, in-PNG scholarships with a focus on STEM could continue to be provided to new teachers, short courses on STEM education could continue to be delivered to existing teachers, and relevant masters degrees could be provided to educational policymakers and lecturers within teaching colleges. This strategy could be supported through the development of cross-program working groups, as well as the proposed funding of a dedicated contact point within the Department of Personnel Management. This approach could continue alongside the program's current provision of scholarships across the six priority sectors agreed with the Government of PNG, including addressing emerging priorities through short courses.
- **Cross-program coordination:** Alumni reported key constraints to using their new knowledge and skills, including a lack of resources and organisational support. To address these constraints, the program could partner with other development programs that may be working to strengthen the institutional capacity of organisations within priority sectors. Australia Awards could build the technical and leadership capability of key staff, while another program could provide the resources and build the enabling environment that may better support alumni to use their new knowledge and skills more fully. For example, the program could provide targeted scholarships to key stakeholders who will be engaged by PNG Partnerships for Improving Education (DFAT's new education facility that will commence in 2022).
- **PTIs:** Develop a set of criteria for selecting partner tertiary institutions. These could include having a minimum acceptable level of security standards, leadership support for institutional strengthening (especially strengthening GEDSI policies), and alignment with any sectoral focus. The design team should also explore whether the current number of PTIs is appropriate.
- **GEDSI:** To ensure that the program qualifies for an OECD DAC gender marker, the design team should undertake a GEDSI analysis that identifies key barriers across the awards cycle to women, people with disabilities, and those from rural and remote locations. This analysis should also inform the development of a GEDSI end of program outcome.





## Annexes

### Annex 1 – Program documents reviewed

1. AAPNG, Annual Monitoring and Evaluation Report, 2016/2017.
2. AAPNG, ADIS SCA – All Courses Cumulative Analysis, 2017.
3. AAPNG, Assessing the Effectiveness of the Australia Awards Short Courses for APEC in Papua New Guinea, 2018.
4. AAPNG, Assessing the Effectiveness of the Different Scholarship Modalities of Australia Awards in Papua New Guinea, 2018.
5. AAPNG, ADIS SCA – Project Management Cumulative Analysis, 2018.
6. AAPNG, Annual Monitoring and Evaluation Report, 2017/2018.
7. AAPNG, ADIS SCA – Entrepreneurship and New Innovation Cumulative Analysis, 2018.
8. AAPNG, Awardee Performance Report, 2018.
9. AAPNG, Six-Month Progress Report, July to December 2019.
10. AAPNG, ADIS SCA – Agribusiness Cumulative Analysis, 2019.
11. AAPNG, ADIS SCA – HRM Cumulative Analysis, 2019.
12. AAPNG, Annual Monitoring and Evaluation Report, 2018/2019.
13. AAPNG, Awardee Performance Report, 2019.
14. AAPNG, Minor Case-Study – Nursing, 2019.
15. AAPNG, Minor Case-Study – Education, 2019.
16. AAPNG, Research, Dual Degree and Undergraduate Output Review, August 2019.
17. AAPNG, Case-Study of the Impact of Australia Awards In-PNG Scholarships for Midwifery 2012–2016, 2019.
18. AAPNG, Annual Monitoring and Evaluation Report, 2019/2020.
19. AAPNG, EOPO Performance Report, 2020.
20. AAPNG, Six-Month Progress Report, July to December 2020.
21. AAPNG, In-Australia Cumulative Analysis, 2020.
22. AAPNG, Awardee Performance Report, 2020.
23. AAPNG, Review of Completion Outputs for Australia Awards Scholarships against Selection Rankings, Intake 2011–2017, 2020.
24. AAPNG, Case Study Report: Impact of Australia Awards Scholarships on PNG’s Public Service, 2020.
25. AAPNG, In-PNG Cumulative Analysis, 2020.
26. AAPNG, Awardee Performance Report, 2021.
27. AAPNG, Briefing Note on AAPS PIC, 2021.
28. AAPNG, PhD Briefing Note, 2021.
29. AAPNG. HEI Overview and Funding Guidelines, April 2021.
30. DFAT, Desk Review of Mongolia–Australia Scholarships Program Phase 2, March 2020.
31. DFAT, 2016 AAPNG AQC.
32. DFAT, 2017 AAPNG AQC.
33. DFAT, 2018 AAPNG AQC.

34. DFAT, 2019 AAPNG AQC.
35. DFAT, 2020 AAPNG IMR.
36. DFAT, Response to Briefing Note on AAPS PIC, 2021.
37. Dr Jeanette Baird and Ms Prisca Mauve, GoA Support in GoPNG Tertiary Sector Minor Review, October 2020.
38. Clear Horizon, Review of Australia Awards Indonesia, 2021.
39. HDMES, GEDSI Review of AAPNG, 2020.
40. HDMES, ELPP January to June 2020 Progress Report.
41. Nicky Thatcher and Douglas Smith, In-Country Scholarships Strategic Program Review, 2017.

## Annex 2 – Total awardees from 2016 to 2021

Award type	Year 2016 new entrant	Year 2016 carried over continuing awardees	Year 2016 total	Year 2017 new entrant	Year 2017 carried over continuing awardees	Year 2017 total	Year 2018 new entrant	Year 2018 carried over continuing awardees	Year 2018 total	Year 2019 new entrant	Year 2019 carried over continuing awardees	Year 2019 total	Year 2020 new entrant	Year 2020 carried over continuing awardees	Year 2020 total	Year 2021 new entrant	Year 2021 carried over continuing awardees	Year 2021 total	Total new awardees over 2016 to 2021	Total cohort managed and in receipt of CLE <sup>68</sup> 2016-2021 <sup>69</sup>
Australia Awards Scholarships	131	203	334	94	210	304	89	178	267	90	168	258	76	157	233	0 <sup>70</sup>	135	135	480	1,531
In-PNG Scholarships	334	596	930	184	468	652	112	270	382	171	127	298	158	171	329	186	241	427	1,145	3,018
Short Course Awards	N/A	N/A	0	199	N/A	199	102	N/A	102	146	N/A	146	76	N/A	76	100	N/A	100	623	623
<b>Total</b>	522	799	1321	477	678	1155	303	448	751	407	295	702	310	328	638	296	376	675	2,248	5,172

<sup>68</sup> Contribution to Living Expenses (CLE) – a fortnightly contribution to basic living expenses paid at a rate determined by DFAT, for in-Australia scholarships, or the relevant Government of PNG department for in-PNG scholarships.

<sup>69</sup> This figure is the number of awards/scholarships supported over 2016 to 2021. While this total does count awardees more than once (e.g. a student on-award in 2017, 2018 etc.), it more accurately reflects total workload of the program and AHC.

<sup>70</sup> Forty-one awardees were to begin in 2021, but their mobilisation to Australia has been delayed until 2022 due to COVID-19.

## Annex 3 – List of short courses delivered since June 2016

No.	Course name	Institution/Location	Commencing awardees	Females	Males	PWD	Graduates	Graduates as % of commencing awardees	Females	% of female awardees	Males	% of male awardees	PWD	% of PWD awardees	Year	Status
1	Diploma in Leadership and Management	TAFE Queensland	23	18	5	1	22	96%	17	94%	5	100%	1	100%	2017	Completed
2	Certificate IV in Project Management (1)	Institute of Project Management	23	5	18	0	22	96%	5	100%	17	94%	0	N/A	2027	Completed
3	Certificate IV in Agribusiness (1)	University of New England	25	7	18	0	25	100%	7	100%	18	100%	0	N/A	2017	Completed
4	Certificate IV in Entrepreneurship and New Venture Creation (1)	University of the Sunshine Coast	25	24	1	0	19	76%	19	79%	0	N/A	0	N/A	2017	Completed
5	Graduate Certificate in International Relations (1)	The University of Queensland	27	9	18	0	25	93%	9	100%	16	89%	0	N/A	2017	Completed
6	Graduate Certificate in International Trade (1)	The University of Adelaide	26	6	20	0	25	96%	5	83%	20	100%	0	N/A	2017	Completed
7	Graduate Certificate in Human Resource Management (I)	University of South Australia	27	8	19	0	27	100%	8	100%	19	100%	0	N/A	2017	Completed
8	(Certificate) Supply Chain and Warehousing for Health Sector	Box Hill Institute	23	6	17	0	23	100%	6	100%	17	100%	0	N/A	2017	Completed
	<b>Total Intake 2017</b>		<b>199</b>	<b>83</b>	<b>116</b>	<b>1</b>	<b>188</b>	<b>94%</b>	<b>76</b>	<b>92%</b>	<b>112</b>	<b>97%</b>	<b>1</b>	<b>100%</b>		
9	Certificate IV in Project Management (2)	Institute of Project Management	26	4	22	0	26	100%	4	100%	22	100%	0	N/A	2018	Completed
10	Certificate IV in Project Management (3)	Institute of Project Management	25	6	19	0	25	100%	6	100%	19	100%	0	N/A	2018	Completed
11	Certificate IV in Entrepreneurship and New Venture Creation (2)	University of the Sunshine Coast	26	23	3	0	25	96%	22	96%	3	100%	0	N/A	2018	Completed
12	Certificate IV in Agribusiness (2)	University of New England	25	9	16	0	25	100%	9	100%	16	100%	0	N/A	2018	Completed
	<b>Total Intake 2018</b>		<b>102</b>	<b>42</b>	<b>60</b>	<b>0</b>	<b>101</b>	<b>99%</b>	<b>41</b>	<b>98%</b>	<b>60</b>	<b>100%</b>	<b>0</b>	<b>N/A</b>		
13	Graduate Certificate in Counselling and Certificate IV in Training and Assessment (1)	Griffith University	25	20	5	0	25	100%	20	100%	5	100%	0	N/A	2019	Completed
14	Certificate IV in Agribusiness (3)	University of New England	24	11	13	1	24	100%	11	100%	13	100%	1	100%	2019	Completed
15	Graduate Certificate in Human Resource Management (2)	University of South Australia	24	14	10	0	24	100%	14	100%	10	100%	0	N/A	2019	Completed

No.	Course name	Institution/Location	Commencing awardees	Females	Males	PWD	Graduates	Graduates as % of commencing awardees	Females	% of female awardees	Males	% of male awardees	PWD	% of PWD awardees	Year	Status
16	Graduate Certificate in Environmental Management	The University of Queensland	26	8	18	0	26	100%	8	100%	18	100%	0	N/A	2019	Completed
17	Graduate Certificate in Health Economics	Griffith University	23	12	11	0	23	100%	12	100%	11	100%	0	N/A	2019	Completed
18	Certificate in Family and Child Health – Planning and Administration	Queensland University of Technology	24	16	8	0	24	100%	16	100%	8	100%	0	N/A	2019	Completed
	<b>Total Intake 2019</b>		<b>146</b>	<b>81</b>	<b>65</b>	<b>1</b>	<b>146</b>	<b>100%</b>	<b>81</b>	<b>100%</b>	<b>65</b>	<b>100%</b>	<b>1</b>	<b>100%</b>		
19	Certificate IV in Agribusiness (4)	University of New England	25	11	14	0	25	100%	11	100%	14	100%	0	N/A	2020	Completed
20	Certificate IV in Entrepreneurship and New Venture Creation (3)	University of the Sunshine Coast	25	17	8	0	24	96%	16	94%	8	100%	0	N/A	2020	Completed
22	Graduate Certificate in STEM Education (1)	Queensland University of Technology	26	13	13	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	2020	In progress
	<b>Total Intake 2020</b>		<b>76</b>	<b>41</b>	<b>35</b>	<b>0</b>	<b>49</b>	<b>N/A</b>	<b>27</b>	<b>96%</b>	<b>22</b>	<b>100%</b>	<b>0</b>	<b>N/A</b>		
23	Graduate Certificate in STEM Education (2)	Queensland University of Technology	26	13	13	0	N/A	N/A	0	N/A	0	N/A	0	N/A	2021	In progress
21	Graduate Certificate in Counselling and Certificate II in Training and Assessment (2)	Griffith University	25	16	9	0	N/A	N/A	0	N/A	0	N/A	0	N/A	2021	In progress
24	Graduate Certificate in Governance and Public Policy	The University of Queensland	25	14	11	0	N/A	N/A	0	N/A	0	N/A	0	N/A	2021	In progress
25	Graduate Certificate in Disability Inclusion	Queensland University of Technology	24	14	10	1	N/A	N/A	0	N/A	0	N/A	0	N/A	2021	In progress
	<b>Total Intake 2021</b>		<b>100</b>	<b>57</b>	<b>43</b>	<b>1</b>	<b>N/A</b>	<b>N/A</b>	<b>0</b>	<b>N/A</b>	<b>0</b>	<b>N/A</b>	<b>0</b>	<b>N/A</b>		
	<b>Grand Total</b>		<b>623</b>	<b>304</b>	<b>319</b>	<b>3</b>	<b>484</b>	<b>97%</b>	<b>225</b>	<b>96%</b>	<b>259</b>	<b>98%</b>	<b>2</b>	<b>100%</b>		

## Annex 4 – List of private sector scholarships

Intake	Award type	Course(s)	Level of study	Institution	Sponsor	No. of awardees
Intake 2016	Health	CHW	Certificate	Kapuna CHW Training School	Oil Search	3
	Health	CHW	Certificate	Rumginae CHW Training School	Exxon Mobil	3
	Health	CHW and Nursing	Certificate	St Gerards CHW Training School	Exxon Mobil	2
	Health	CHW	Certificate	Kumin CHW Training School	Exxon Mobil	1
	Health	CHW	Certificate	Kapuna CHW Training School	Exxon Mobil	1
						<b>Total for Intake 2016: 10</b>
Intake 2017	Health	CHW	Certificate	Raihu CHW Training School	Exxon Mobil	1
	Health	CHW	Certificate	Rumginae CHW Training School	Exxon Mobil	7
	Health	CHW	Certificate	St Gerards CHW Training School	Exxon Mobil	5
	Health	Midwifery	Bachelor	St Mary's Vunapope School of Nursing	Newcrest	3
	Health	Midwifery	Bachelor	Pacific Adventist University	Newcrest	1
	Health	CHW	Certificate	Raihu CHW Training School	Exxon Mobil	1
						<b>Total for Intake 2017: 17</b>
Intake 2018	Maritime	Deck Officer/Officer of Watch	Certificate	Papua New Guinea Maritime College	Steamships/Swire/Pac Tow	10
	Health	Midwifery	Bachelor	St Mary's Vunapope School of Nursing	Newcrest	3
	Health	Midwifery	Bachelor	Pacific Adventist University	Newcrest	4
	Health	Midwifery	Bachelor	Lutheran School of Nursing	Newcrest	3
	Health	Nursing	Diploma	Lae School of Nursing	Newcrest	6
	Health	Nursing	Diploma	Lae School of Nursing	Steamships	3
						<b>Total for Intake 2018: 29</b>
Intake 2019	Maritime	Deck Officer/Officer of Watch	Certificate	Papua New Guinea Maritime College	Steamships/Swire/Pac Tow	10
	Health	Midwifery	Bachelor	St Mary's Vunapope School of Nursing	Newcrest	2
	Health	Midwifery	Bachelor	Pacific Adventist University	Newcrest	3
	Health	Midwifery	Bachelor	Lutheran School Of Nursing	Newcrest	1
	Health	Nursing	Diploma	Lae School Of Nursing	Newcrest	5
	Health	Midwifery	Bachelor	The University of Papua New Guinea	Newcrest	4
						<b>Total for Intake 2019: 25</b>
Intake 2020	Maritime	Deck Officer/Officer of Watch	Certificate	Papua New Guinea Maritime College	Steamships/Swire/Pac Tow	6
	Health	Midwifery	Bachelor	St Mary's Vunapope School of Nursing	Newcrest	3
						<b>Total for Intake 2020: 9</b>
Grand total						<b>Grand total: 90</b>