



Review of the PNG– Australia Partnership Secondary Schools Initiative

**Prepared for the Australian High Commission, Port Moresby
16 July 2021**

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Abbreviations and Acronyms

Abbreviation	Full description
AAPNG	Australia Awards Papua New Guinea
ACE	Accelerating Climate Education [in the Pacific program]
AEF	Asia Education Foundation
AHC	Australian High Commission [Port Moresby]
AQC	Aid Quality Check
BRIDGE	Building Relationships through Intercultural Dialogue and Growing Engagement
CSEP	Comprehensive Strategic and Economic Partnership
DFAT	Department of Foreign Affairs and Trade [Australia]
DNPM	Department of National Planning and Monitoring
ELO	Enhanced Learning Opportunities
ELPP	Education and Leadership Portfolio Plan
EOI	Expression of interest
EOP0	End-of-Program Outcome
FGD	Focus group discussion
FTF	Face-to-face
GEDI	Gender equality and disability inclusion
GEDSI	Gender equality, disability and social inclusion
GoPNG	Government of Papua New Guinea
HDMES	Human Development Monitoring and Evaluation Services
ICN	Investment concept note
IESE	Improving Early School Education [program]
KII	Key informant interviews
KRQ	Key Review Question
M&E	Monitoring and evaluation
MEF	Monitoring and evaluation framework
MEP	Monitoring and evaluation plan
MTDP III	Medium Term Development Plan III
NDoE	National Department of Education
NEP	National Education Plan
NGO	Non-government organisation
PAPPS	PNG Australia Partnership Secondary Schools
PAPPSi	PNG Australia Partnership Secondary Schools initiative
PASS	PNG Aus Partnership Secondary Schools initiative
PDoe	Provincial Department of Education
PEA	Provincial Education Advisor
PEB	Provincial Education Board
PEO	Provincial Education Officer

PNG	Papua New Guinea
PROs	Policy and Research Officers
PSEAH	Preventing Sexual Exploitation, Abuse and Harassment [DFAT policy]
PSSSP	Pacific Secondary School Scholarship Program
PTI	Partner training institute
PTP	People-to-people
SDG	Sustainable Development Goal
SMPR	Six-Monthly Progress Report
SSSP	Secondary School Students Project
STEM	Science, technology, engineering and mathematics
WASH	Water, sanitation and hygiene

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The findings, observations, and recommendations offered were compiled by the review team and do not necessarily represent the views of DFAT, the Australian High Commission or the Government of Australia, and the PNG DoE or the Government of the Independent State of Papua New Guinea.



Executive Summary

The PNGAus Partnership Secondary School (PASS) initiative was implemented from 2019 to 2021. Emerging from a demand for Australia to respond to calls for improving people-to-people links with PNG, and influenced by the positive experiences of the previous secondary student scholarship program, the initiative intended to strengthen secondary school capabilities and leadership skills.

To determine the effectiveness and efficiency of the PASS initiative and provide recommendations to guide future investment in secondary education by Australia, an independent review was commissioned through the Human Development Monitoring and Evaluation Services in April 2021.

The review was guided by four Key Review Questions (KRQs)

KRQ 1:	To what extent has the initiative achieved its three objectives (improved capabilities – individual and organisational – of secondary schools, strengthened leadership qualities – students and educators, and strengthened people-to-people links between PNG and Australia)?
KRQ 2:	To what extent does the initiative represent an efficient use of resources?
KRQ 3:	To what extent has the initiative promoted gender equality and disability inclusion?
KRQ 4:	What other models/approaches are/would be effective in strengthening secondary school education, including youth leadership, within PNG?

The review used a triangulated approach (document analysis, interviews, and a survey) to gathering evidence to respond to the four KRQs, and conducted basic research to augment the response to KRQ 4. More than 60 documents were reviewed, 58 individuals (32 female; 26 male) were interviewed, and 73 individuals (42 female; 29 male; 2 did not indicate sex) responded to the survey.

A critical limitation on determining the extent of progress of the PASS initiative was the absence of a comprehensive monitoring and evaluation framework or plan (MEF/MEP) with specific performance indicators, which may have allowed measurement of changes resulting from PASS initiative activities. Additionally, a change in the reporting of progress – initially against the five outcomes integrated with the Australia Awards PNG program – to the three objectives of the PASS initiative proved challenging for aligning data and information. There was a tendency by the initiative to measure change using self-assessment surveys, which may not always provide accurate, valid, or reliable information. These factors, combined with the relatively short timeframe of two years to measure changes in capabilities, resulted in the adoption of an indicative approach to the review – an approach that provides an estimation of progress based on available information sources.

What began as an effort to strengthen people-to-people links between PNG and Australia through an investment in secondary school partnerships, by inclination and by circumstance became increasingly focused on strengthening individual capabilities of educators in PNG. The inclination was that, as an investment, the initiative ought to have a stronger focus on developmental results than on public diplomacy. Interviews conducted for this review revealed that this assumption remains and is reflected in the contract amendment for delivery of the initiative. The demand for a rapid approval of the activity resulted in the adoption of options most readily available, including using the Building Relationships through Intercultural Dialogue and Growing Engagement (BRIDGE) program to inform the approach, negotiating a contract amendment with an existing managing contractor, and adopting a scoping exercise as an investment design alternative. Combined with a later-than-planned start for



the initiative, these factors resulted in initial rapid implementation – without the benefit of a comprehensive monitoring and evaluation framework or plan.

Circumstances that have affected the initiative include: (i) the restrictions imposed in response to the COVID-19 pandemic, which limited face-to-face activities and caused school closures (as did floods, bushfires, and drought for Australian schools); (ii) the Pacific Secondary School Scholarships Program announcement, removing scholarships from the initiative; and (iii) the expansion of the number of schools from five to 12 PNG schools.

Assessing the extent to which objectives of the investment were achieved (**KRQ 1**), the findings reveal that:

- The initiative focused more on interventions that contributed to improving individual capabilities of educators and less so of students. There is limited evidence that organisational capabilities were specifically targeted for improvements. For individual capabilities, the most gains appear to be related to improved knowledge, understanding, and application of: (i) STEM approaches, particularly ‘design thinking’; (ii) written and spoken use of the English language by PNG participants; (iii) WASH processes; and (iv) student-centred/project-based teaching and learning strategies.
- There was improved understanding of leadership concepts, and opportunities were provided for participants to practise these skills. Two activities specifically targeted leadership skills – ‘Women in Leadership’ and ‘Leading Learning’.
- Strong people-to-people links were established in 2019 through the exchanges between PNG and Australian schools. With the onset of the COVID-19 pandemic restrictions, the same level of ‘connection’ between the PNG and Australian schools was not achieved. The relationships established during 2019 activities are credited by some as being critical to progress made in 2020.
- There were unexpected positive results realised during implementation, including: (i) the influence of the initiative on the NDoE approval of the Schools of Excellence policy and implementation of the STEM curriculum; (ii) the opportunities provided to progress action on Gender Equality, Child Protection, Preventing Sexual Exploitation, Abuse and Harassment (PSEAH), and eSafety; and (iii) the high level of commitment of PNG participants to engage with online learning activities.

In response to whether the initiative represented an efficient use of resources (**KRQ 2**), the findings are that:

- There was a marked reduction in the budget of just over AUD 1.8 million. This reduction was due to the later-than-planned start date, and the inability of the program to conduct face-to-face activities since March 2020. Of interest is the observation that operational costs were increased, while program disbursements, personnel, and personnel support budgets were reduced.
- ‘Hosting’ the PASS initiative through a contract amendment for delivery of the AAPNG realised several cost-efficiencies, compared with making the initiative a stand-alone activity. These included cost-sharing of advisers and operational costs, and AAPNG ‘intelligence’ about operating effectively in PNG.

Determining the extent of promotion of gender equality and disability inclusion (**KRQ 3**), the findings are that:

- The PASS initiative successfully promoted gender equality through a twin-track approach of: (i) integrating gender equality as part of all activities; and (ii) providing dedicated activities to

improve the participation of women – e.g. the Women in Leadership activity.¹ Less progress is observed for disability inclusion – this is in part explained by the content of documentation and responses by those interviewed indicating there are no students or teachers living with a disability in the selected PNG schools, and perhaps by different perceptions as to what may be considered as a disability by PNG educators.²

There is limited evidence of promotion of gender equality and disability inclusion efforts related to strengthening people-to-people links, although the matching of a girls' secondary school in PNG with a girls' school in Australia is notable.

In considering other models to achieve the initiative's objectives to inform future investment in secondary education (**KRQ 4**), the review proposes that the three objectives be considered separately to determine the most effective and efficient methods to attain each individual objective, yet be integrated in a more holistic approach. For example, efforts to improve the capabilities of individuals through stand-alone interventions are unlikely to realise sustainable or organisational results. Individual capability building efforts need to be situated within an organisational capacity development framework that takes a whole-of-system approach.³ The two sets of recommendations provided below take account of the need for a whole-of-system approach and are informed by relevant models and the lessons learned from the PASS initiative. The first set provides 12 recommendations for the next two-year period (2021–2023). The second provides four recommendations for future Australian investments to support secondary education in PNG after 2023.

Recommendations for the next two years of implementation

1.	Review and revise the PASS initiative Theory of Change and the Monitoring and Evaluation Framework and Plan to provide guidance to activity design and measurement of progress.
2.	Conduct a review of current school partnerships to assess interest in continuing and to seek closer matching to the needs of PNG schools prior to additional school partnerships being established.
3.	Determine operational requirements for supporting the 'hub and cluster' model – the approach being proposed to extend the knowledge and skills gained by the 12 PASS initiative schools (hubs) to other secondary schools within their area (cluster).
4.	Identify and establish links between the PASS initiative and PNG-based organisations to enrich the delivery of activities in specialised knowledge and skills.
5.	Continue to promote gender equality through the twin-track approach of mainstreaming and provision of dedicated activities.
6.	Implement Disability Inclusion awareness activities.
7.	Pursue opportunities for co-design and co-delivery of activities between AAPNG and NDoE, including co-teaching/team-teaching and learning facilitation at the school level.

¹ Gender equality is about equal opportunities, and rights and responsibilities for women and men, girls and boys.

² As noted by the review team, some secondary school students and teachers reported living with a disability. Information was also shared with the review team that there have been instances of confusion by some PNG educators as to what is a disability.

³ A whole-of-system approach takes into consideration the systemic constraints and contributions to achieving successful and sustainable change. Usually, this approach would be initiated through a capacity assessment, which would examine the capabilities of the organisation to develop, adapt, and revise policies, systems, and processes in response to changes in the external environment, and to develop interventions to improve those capabilities.

8.	Continue the Leading Learning programming and open participation to additional PNG educators.
9.	Align PASS initiative STEM-related efforts with the new PNG STEM curriculum.
10.	Engage in early discussions with the NDoE to sustain the Learning Bank to provide future access to PASS initiative teaching and learning resources.
11.	Engage younger students in school partnership activities, where possible.
12.	Schedule PASS initiative activities as much as possible during school breaks/holidays.

Recommendations for future investments by Australia in secondary education in PNG

13.	Determine at an early stage the type and scope of future support by Australia to secondary education in PNG – guided by the following three recommendations (#14, #15, and #16).
14.	Shift from the current PASS initiative model to a longer-term, whole-of-system, capacity development model, in which lessons from implementation inform policy and systems reform.
15.	Establish ‘twinning’ arrangements at different levels of PNG and Australia education systems.
16.	Support the NDoE and PDoEs to engage with other organisations in PNG to support improvements in secondary education – expanding access to specialised knowledge and skills, as well as resources.



1. Introduction

The PNGAus Partnership Secondary School (PASS) initiative was officially launched on 22 August 2019,⁴⁵ initially as an AUD 9.5 million two-year program (May 2019 to May 2021). The initiative includes formal and informal learning experiences for students in Years 9 and 11, teachers, and school leaders from both PNG and Australia to:

- Improve secondary school education capabilities in targeted areas.⁶
- Build student empowerment through the development of leadership skills, particularly of women and girls.
- Strengthen public diplomacy between Australia and Papua New Guinea.

A contractual requirement was that a review of progress be conducted prior to completion of the first two-year period, to inform the approach the initiative should take over the following two years (2021–2023) within the current budget envelope of AUD 6 million, and indicate the type and scope of future support that Australia could consider providing to support secondary education in PNG. The Australian High Commission (AHC), through the Human Development Monitoring and Evaluation Services (HDMES), contracted a review team in late March 2021, to assess the effectiveness and value for money of the initiative, as well as the extent to which it promoted gender equality and disability inclusion.⁷

The four Key Review Questions (KRQs) and sub-questions are presented in Table 1.

Table 1. Key review questions and sub-questions to inform the review of the PASS initiative

Key review questions and sub-questions
<p>KRQ 1: To what extent has the initiative achieved its three objectives?</p> <ol style="list-style-type: none"> To what extent has the initiative improved the capabilities of participating secondary schools (both individual and organisational capabilities) in targeted areas, including STEM, English, and WASH? To what extent has the initiative strengthened leadership qualities among students and educators? To what extent has the initiative strengthened people-to-people links between Australia and Papua New Guinea? Has the initiative achieved any other outcomes – desirable or undesirable, and intended or unintended?
<p>KRQ 2: To what extent does the initiative represent an efficient use of resources?</p> <ol style="list-style-type: none"> To what extent are activities being implemented on time and in a cost-efficient way? What implementation efficiencies have resulted from the inclusion of the PASS initiative in the AAPNG? Are there opportunities to improve cost-efficiency going forward?
<p>KRQ 3: To what extent has the initiative promoted gender equality and disability inclusion?</p> <ol style="list-style-type: none"> To what extent has the initiative promoted gender equality and disability inclusion in its efforts to improve individual and organisational capabilities, as well as strengthen leadership qualities? To what extent has the initiative promoted gender equality and disability inclusion in its efforts to strengthen people-to-people links?

⁴ The investment has undergone several name changes since inception. The most recent term used for the investment is the PNGAus Partnership Secondary School (PASS) initiative.

⁵ Although the official launch of PASS initiative was held on 22 August 2019, activities were implemented in May 2019.

⁶ The focus of the capability building objective is PNG schools.

⁷ Terms of Reference, Section 2.1 Purpose, page 2.

- c. What strategies/approaches to promote gender equality and disability inclusion have been successful or not successful and why?

KRQ 4: What other models are/would be effective in strengthening secondary school education, including youth leadership, within PNG?

- a. Are there other models or approaches that could be adopted or adapted to:
- improve individual and organisational capabilities of secondary schools?
 - strengthen the leadership qualities of students and educators?
 - strengthen people-to-people links?
 - promote gender equality and disability inclusion?
- b. How have design, financing, and situational considerations driven implementation choices by the PASS initiative?
- c. What are relevant lessons learned that should be considered for:
- the next two-year period (e.g. same or different schools, different capabilities and leadership qualities, different approaches to person-to-person links and gender equality and disability inclusion)?
 - DFAT's support for secondary education beyond the present PASS initiative (i.e. after the next two years)?

The audiences of the PASS initiative review are:

- AHC's PNG Education and Leadership team:** as the review is intended to inform short-term and future investments in secondary education in PNG.
- PASS initiative Implementing Contractors (AAPNG and AEF):** to inform adjustments to PASS initiative implementation and monitoring and evaluation approaches/activities during the next two years.
- The **Department of National Planning and Monitoring**, the **National Department of Education**, and **Provincial Departments of Education** in PNG: to further understand the merits of the approaches taken by the PASS initiative and to use the findings to strengthen existing initiatives or future investments.
- Education officials, principals, and teachers in both PNG and Australia:** to better understand progress and achievements of the initiative and use relevant findings to improve the delivery of secondary education.

The review report is organised into four sections, as described in the following outline.

1. Introduction	Provides the background and context for the review.
2. Review methodology	Outlines the review methodology and limitations.
3. Analysis and findings	Provides a synthesis of the evidence and findings in response to the first three KRQs and their sub-KRQs. KRQs 1 to 3 address discrete areas of inquiry: (i) extent of achievement towards attaining the objectives; (ii) extent of efficient use of resources; and (iii) extent of promotion of gender equality and disability inclusion (GEDI). For the three KRQs, a summary of the main findings is provided first, followed by a concise discussion of the evidence and specific findings for each of the sub-KRQs. Section 3 also responds to KRQ 4 by considering other models/approaches to strengthen secondary education in PNG, drawing on the analysis of findings of the review.
4. Recommendations	Provides recommendations for actions to be taken to improve implementation progress for the next two-year period (2021–2023) towards achievement of the PASS initiative's objectives, and for

	future Australia investment in secondary education in PNG beyond 2023.
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Three annexes also accompany the review report.

Annex 1	Lists key documents reviewed.
Annex 2	Identifies the individuals interviewed by the review team.
Annex 3	Provides a summary of evidence by source (documentation, interviews, and survey).

1.1 Background

Emerging initially as part of a response by Australia to reset and strengthen bilateral relationships and people-to-people links within the Pacific and with PNG in particular,⁸ discussions between the AHC and PNG senior officials referenced the benefits that had been achieved through the previous secondary student scholarship program, the Secondary School Students Project (SSSP).⁹ These education experiences were credited by both PNG and Australian citizens with helping to establish positive perceptions and relationships between the two countries.¹⁰ Described by some as a ‘nostalgic’ desire to re-introduce some form of the secondary school scholarship program, the AHC decided in early 2018 to explore a modest investment to help build people-to-people links through the facilitated engagement between PNG and Australian secondary schools to strengthen secondary education capabilities in PNG. It was intended that a portion of the funds would provide a limited number of secondary education scholarships for PNG students to attend school in Australia.

At the same time as the AHC was beginning to formulate the investment to ‘connect’ PNG and Australia secondary schools, the Australian Government announced, as part of the Pacific Step-up policy, the expansion of the Building Relationships through Intercultural Dialogue and Growing Engagement (BRIDGE) program into the Pacific.¹¹ The expansion of BRIDGE in the Pacific included two pilot sites in PNG.¹² The BRIDGE program was found to have had positive results with previous implementation in Indonesia and other countries.¹³ Also influencing later decisions on the secondary school investment in PNG was work being undertaken in 2018 to design the Pacific Secondary School Scholarship Program (PSSSP), which planned a student intake by July 2020.¹⁴

An Investment Concept Note (ICN) and a brief Program Proposal were prepared in May 2018.¹⁵ Both proposed an investment for AUD 9.5 million.¹⁶ There are variances in the proposed number of years and start dates between the two documents, with the ICN proposing three years beginning July 2018,

⁸ <https://www.lowyinstitute.org/the-interpreter/australia-png-relationships-are-what-matter>.

⁹ Information provided during interviews with individuals at the Australian High Commission during development of the initiative.

¹⁰ <https://auspng.lowyinstitute.org/article/importance-people-people-relationships-between-papua-new-guinea-australia>.

¹¹ The BRIDGE program, managed by the Asia Education Foundation of Asialink at the University of Melbourne, provides for teacher exchanges between schools in Asia and the Pacific with Australian schools.

¹² The expansion of BRIDGE into the Pacific region was announced in March 2018 by the Australian Foreign Minister.

¹³ Fiorello, M., Brown, T., and Islami, M. (July 2018). *Program Evaluation for the Australia-Indonesia BRIDGE School Partnership Program, PT SOLIDARITAS Consultindo Abadi*. Commissioned by the Australian Department of Foreign Affairs.

¹⁴ The Pacific Secondary Schools Scholarship Program is currently on hold due to COVID-19 restrictions.

¹⁵ Written notes on the Program Proposal document suggest that the proposal and the ICN were prepared during a short timeframe.

¹⁶ Investment Concept Note: PNG–Australia Secondary School Capacity and Leadership (May 2018) and Program Proposal: PNG–Australia Secondary School Partnership Program. As the investment was just below the investment ceiling of AUD 10 million, which would have required a different review and approval process, the AHC requested assistance from DFAT-Canberra to undertake a simplified quality assurance process of the investment.

and the proposal opting for two years beginning in January 2019. The ICN recommended proceeding with a small-scale pilot option, rather than preparing a design for a more comprehensive investment in secondary education in PNG. The ICN also recommended using the Australia Awards PNG (AAPNG) investment to host and manage the PASS initiative, based on its experience with scholarships and working with educational institutions in PNG.

Following approval of the ICN, the AEF was commissioned in September 2018 to work with AAPNG to undertake a scoping study in lieu of a formal design process. A final report was prepared on 18 December 2018, and later updated in April 2019, following an agreement with the NDoE to add two more PNG secondary schools. The agreement resulted in a total of 12 PNG schools and 12 Australian school counterparts. Following approval of the initial Scoping Report, a contract amendment was approved to expand the scope of AAPNG activities to implement the planned initiative for secondary schools. A sub-contract with AEF was negotiated to provide expertise related to their experience with school exchange programs, including BRIDGE.

The selection of the 12 PNG schools was based on a set of criteria agreed between the AHC and NDoE. These criteria included: (i) being identified by NDoE as high performing; (ii) a requirement for geographic diversity; and (iii) inclusion of non-government schools (church schools). The selection of the 12 Australian schools followed a different process, with prospective schools being invited to submit an Expression of Interest (EOI) that was evaluated against a set of criteria informed by the program objectives. Following evaluation of the EOIs, Australian schools were then matched to PNG schools, considering the focus of their academic programs and the context of each school. These matches were endorsed by the AHC. The 12 PNG and 12 Australian schools that were engaged at the time of the review are listed in Table 2.¹⁷

Table 2. PNG and Australian schools included in the PASS initiative

PNG schools	Grades	Australian schools	Grades
Aiyura National High School	11, 12	St. Paul's Anglican School	Prep–12
Anditale Secondary School	9, 10	Bacchus Marsh Grammar	Prep–12
Gumine Secondary School	9–12	Bundaberg State High School	7–12
Kerevat National High School	11, 12	Benalla P–12 College	Prep–12
Mount Hagen Secondary School	9–12	Mountain Creek State High School	7–12
Passam National High School	11, 12	Haileybury College	Prep–12
Port Moresby National High School	11, 12	O'Loughlin Catholic College	7–12
St. Gabriels Technical Secondary School	9–12	St. Paul's College	7–12
St. Mary's Asitavi Secondary School	9–12	St. Saviour's College	7–12
Sogeri National High School	11, 12	Cherrybrook Technology High School	7–12
Vanimo Secondary School	9–12	Townsville State High School	7–12
Wawin National High School	11, 12	Hurlstone Agricultural High School	7–12

While it had been intended for the program to begin early in 2019, the official launch of the program occurred in August 2019.¹⁸ While some preparatory activities were taking place as early as

¹⁷ At the start of the program, Don Bosco Araimiri Secondary School (Gulf Province) was replaced with Port Moresby NHS due to an administrative issue. In early 2020, Rockhampton Girls Grammar School was replaced with St. Saviour's College due to a change in school leadership and the resulting change in priorities. While replacement schools were readily identified, the withdrawal of Rockhampton Girls Grammar School limited the scope and quality of the partnership with St. Mary's Asitavi Secondary School.

¹⁸ The official launch was delayed due to changes in political leadership in both PNG and Australia.

March 2019, the delayed start resulted in rapid implementation during the balance of 2019, as well as a significant under-expenditure in the first year.

The achievements of 2019 were viewed as successful, as exchange visits were able to be conducted, with 59 participants (30 female; 29 male) from Australia visiting PNG schools in September 2019, and 78 participants from PNG visiting Australian schools in November 2019.^{19 20} During this time, participants were exposed to a range of educational and cultural experiences, and the collaborative projects for each set of partner schools were designed.

As the initiative began in 2020, implementation appeared on track with the conduct of the orientation session in March 2020 for the PNG participants in preparation for their planned exchange program to Australia. Concurrent with the orientation were two newly designed programs, a Women in Leadership program and an orientation program for provincial education officials. The Women in Leadership program was developed in response to the realisation in 2019 that most of the educational leaders in PNG were men. The program invited 12 aspiring and current female school leaders and 12 female provincial officials.

By late March 2020, a range of actions in response to COVID-19 were implemented, including restrictions on travel and gatherings, and closure of schools and other facilities for both PNG and Australia. This included the demobilisation of both AAPNG and AHC Australia-based staff from PNG for approximately six months.²¹ The effect of these events on the management and implementation of the PASS initiative was significant, as the initiative was based on the premise of being able to travel for the exchange portion of the program, being able to gather in groups for the purposes of learning face-to-face, and being managed on a day-to-day basis within PNG.²²

Two options were considered: (i) postpone activities until such time as the restrictions due COVID-19 were lifted; or (ii) move to an alternative delivery format that did not require face-to-face interaction. The agreed course of action was to pivot to an online learning platform, providing synchronous and asynchronous access. Since internet connectivity for several PNG schools was challenging, school leaders were provided with a mobile telephone and a monthly allocation to access the internet to participate in PASS initiative activities. Even so, accessing a reliable signal was difficult and negatively affected communication between partner schools and participation in PASS initiative activities. The commitment of PNG schools was reported to exceed expectations, as participants continued to try to engage even though barriers to participation persisted.

The implementation challenges faced in 2020 included not only the direct constraints resulting from the restrictions due to COVID-19, which resulted in school closures and prevented face-to-face interactions, but the effect of bushfires, floods, and drought in Australia also led to a shift in the priority of schools towards ‘making up’ for the loss of academic time. This shift resulted in a

¹⁹ The exchange visits were not without challenges, including: the inability of Australian schools to visit all their PNG partner schools due to security and remoteness issues; the inability of one PNG school to visit its partner school due to bushfires; and the inability of 10 PNG students to travel to Australia due to the lack of required documentation and also one Australian student not travelling to PNG.

²⁰ Sex disaggregated data of the PNG participants is not available, as the sex of the 10 PNG students who did not travel to Australia is not reported. The 2019 Annual Report notes 60 Australian participants (30 female and 30 male), yet one male student did not travel, and 84 PNG participants (48 female and 36 male), although 10 of these students did not travel. The count of 78 participants includes the four participants from NDoE and the 74 participants who travelled to Australia.

²¹ Some restrictions have continued even at the time the review was conducted, necessitating that the review be conducted remotely. It remains uncertain when these restrictions will be relaxed in PNG or in relation to cross-border travel between PNG and Australia.

²² It is estimated that approximately AUD 1 million was expended for the exchange visits between PNG and Australia. The inability to proceed with the exchanges contributed to a significant under-expenditure in 2020.

reduction in the time that could be committed to PASS initiative activities. The limited ability of the 2020 participants to establish relationships with partner schools resulted in many of the 2019 participants (teachers and students who were still enrolled) continuing their engagement into 2020.²³ The 2019 participants who continued to engage in 2020 activities are largely credited with the progress achieved in 2020.

During the conduct of the PASS initiative review, action was being taken by the initiative to support efforts to provide all PNG PASS initiative schools with more dependable internet connection, to facilitate continued engagement with online delivery via synchronous and asynchronous learning methods.²⁴ This action accompanies the decision to extend the PASS initiative for an additional two-year period from July 2021 to June 2023.²⁵

1.2 Context

Australian policy

PNG and Australia have a long history in development cooperation. In more recent years, Australia's Foreign Policy White Paper (2017) emphasised the importance of working more closely within partner governments' policy frameworks and systems to strengthen people-to-people links, leadership capacity, and the acquisition of enhanced skills to support outcomes in broad areas of human development, including education, gender equality, and disability inclusion.²⁶

Australia's Pacific Step-up policy, first announced at the Pacific Island Forum in 2016, has guided subsequent Australian actions and investments designed to strengthen engagement in the Pacific, including PNG, recognising the deep personal, historical, and cultural ties that exist.

Among other investment portfolios, Australia continues to work with PNG to enhance its education system and leadership capability, to improve the capacity of PNG's men and women to participate more effectively in a modern economy, as well as enjoy other social benefits.

In recent years, Australia's investments in education have been primarily focused on providing support for improvements in the early grades and in higher education. The investment in the PASS initiative represents a return of Australian support for secondary education improvement.

The 2020 PNG–Australia Comprehensive Strategic and Economic Partnership (CSEP) sets the framework for future cooperation and engagement between the two countries, including education. The CSEP affirms the commitment to attaining the 2030 Sustainable Development Goals and to '...enhance our cooperation to strengthen accredited institutions for the delivery of...secondary qualifications'.²⁷ Partnerships for Recovery: Australia's COVID-19 Development Response calls for

²³ This reduction in attending to PASS initiative activities is observed primarily for Australian schools with fewer teachers and students participating from 2019 to 2020. In 2019 there were 24 Australian teachers and in 2020 there were 18. For Australian students, there were 24 in 2019 and only 10 in 2020.

²⁴ Synchronous learning is learning that happens at the same time for the instructor and learners, meaning that there is real-time interaction between them. It can happen online or offline. Asynchronous learning is learning that does not happen at the same time for the instructor and learners.

²⁵ The contract amendment to extend the PASS initiative for an additional two-year period was approved in April 2021.

²⁶ Australia is recognised as a leader in relation to ensuring gender equality and disability inclusion are addressed in its investments. Refer to DFAT's Gender Equality and Women's Empowerment Strategy: <https://www.dfat.gov.au/about-us/publications/Pages/gender-equality-and-womens-empowerment-strategy>; and DFAT's Development for All 2015–2020: Strategy for strengthening disability-inclusive development in Australia's aid program: <https://www.dfat.gov.au/about-us/publications/Pages/development-for-all-2015-2020>.

²⁷ CSEP. Pillar 5. page 8. Clause 48.

existing investments in education to be re-orientated to support partner governments' responses to COVID-19.²⁸

Papua New Guinean reforms

The Government of PNG, recognising the need to improve the delivery of education has set forth several reforms, including:

1. Supporting all children to attend school through to grade 12.²⁹
2. Restructuring the school system from a '3–6–4' system of grade levels to a universal '1–6–6' system.³⁰
3. Shifting from an outcomes-based to a standards-based curriculum.
4. Expanding the number of qualified teachers, especially in maths and science.
5. Establishing 'schools of excellence'.³¹

These reforms are reflected in the National Education Plan 2020–2029 (NEP 2020–2029), and the Medium Term Development Plan (MTDP) III.³² The NEP 2020–2029 provides a detailed costed implementation plan across nine priority focus areas, accompanied with enrolment and staffing projections, and a monitoring and evaluation plan.³³ Major challenges to achieving success will be the limited resources available due to continuing government budget deficits, and the limited capacity of the education system to implement the reforms.³⁴ The education system struggles to provide adequate resources to support quality education, including: (i) appropriate and adequate teaching and learning materials; (ii) knowledgeable and skilled teachers; and (iii) effective management and supervision for continuous improvement.

Australian support to PNG

In support of PNG's vision to improve its human capital, the AHC's Education and Leadership Portfolio Plan 2018–2022 (ELPP) sets out three priority areas for Australia's investments in education in PNG:³⁵

1. Early grade education – supporting literacy and numeracy skills in the early years of school, as the necessary foundation for progressing through schooling and into the workforce. The End-of-Plan Outcome (EPO) for this priority area is that portfolio investments will support girls and boys in targeted provinces/schools to have improved early grade literacy and numeracy.
2. Secondary schools and tertiary education – supporting students to gain improved technical and leadership skills, so they can gain meaningful employment and ethically serve their communities.

²⁸ Section 5a. Page 11.

²⁹ In 2012, the Tuition Fee Free Education (TFFE) policy was introduced, providing funding to schools to allow children to attend without tuition. In 2020, the TFFE policy was replaced with the Government Tuition Fee Subsidy (GTFS), whereby a portion of tuition costs are paid by government. In 2021, the GTFS requires parents to pay 38% of the tuition costs.

³⁰ Discussions within GoPNG are ongoing whether the structure will be 3–6–6 or 1–6–6. Recent exchanges with NDoE officials suggest that the structure will be 1–6–6. This structure will have implications for the delivery of secondary education. It is not known how the new structure will affect national high schools, which now only offer Grade 11 and 12.

³¹ The Schools of Excellence policy was approved in 2020, although the intention was first announced in 2007 by NDoE.

³² The NEP 2020–2029 may not yet have been approved by the Government of PNG.

³³ The nine focal areas of the NEP 2020–2029 are: Early Childhood Education, Access, Equity, Teachers and Teaching, Quality Learning, Education Pathways, Local Management and Partnership, Management and Administration, and Citizenship and Values.

³⁴ Economic modelling in 2016 has estimated that additional education sector funding of AUD 1 billion per year would be needed to service PNG's education needs adequately through to 2030 (Swan & Walton, 2016, quoted in the E4P Draft Design document, 2019).

³⁵ Elements of the ELPP 2018–2022 are in the process of revision. While not officially approved, the proposed changes to the ELPP Theory of Change have informed decisions by the DFAT Education and Leadership team.

The EOPO for this priority area is that portfolio investments will support women and men to make positive development contributions through the application of their improved technical and leadership capabilities.

3. Systems strengthening – supporting Government of PNG agencies to develop and implement key national education policies. The EOPO for this priority area is that portfolio investments will support the Government of PNG to progress the implementation of priority reforms across the education system.

Progress against the three EOPOs of the ELPP 2018–2022 will contribute towards a fourth EOPO – that of an improved perception of Australia as a partner of choice within the education sector.

The PASS initiative contributes directly to the achievement of ELPP’s priority End-of-Plan Outcomes by supporting secondary school students to improve their technical and leadership skills, and by strengthening the capabilities of secondary schools to respond to GoPNG education reforms. Additionally, the PASS initiative will contribute to strengthening people-to-people links.



2. Review methodology

2.1 Methodology

A preliminary document review preceded the conduct of an inception meeting on 1 April 2021 and informed the development of the review plan, particularly the analytical framework and initial evidence matrix. Additional document review was conducted to inform the key informant interview guides and the online survey. The list of documents reviewed is provided in Annex 1. Interviews of 58 key stakeholders took place between 16 April and 11 May 2021, and the online survey administered between 26 April and 10 May 2021, with 73 individuals completing the survey. Stakeholders interviewed included PNG education officials at the national and provincial levels, Implementing Contractors of the initiative (AAPNG and AEF), and DFAT officials from the AHC and DFAT Canberra.

Eight schools (four PNG schools and their Australian partner schools) were identified for interviews in consultation with the PASS initiative and AHC. The list of all individuals interviewed is provided in Annex 2. Table 3 provides the respondent type and country of those interviewed.

Table 3. Individuals interviewed by type, sex, and country

Respondent type	PNG/PNG-based			Australia-based			Total		
	M	F	T	M	F	T	M	F	T
Students ³⁶	1	4	5	2	3	5	3	7	10
Educators (Principals/Teachers)	7	4	11	5	3	8	12	7	19
NDoE/PDoE Officials	7	4	11	N/A	N/A	N/A	7	4	11
Implementing Contractors	1	4	5	1	4	5	2	8	10
DFAT/AHC Personnel	0	3	3	2	3	5	2	6	8
Total	16	19	35	10	13	23	26	32	58

Note: M = male; F = female; T = total.

All PNG and Australian schools participating in the PASS initiative, as well as PNG education officials were invited to respond to the online survey.³⁷ Table 4 provides the number of survey respondents by type and by year of participation.

Table 4. Survey respondents by type, year, sex, and country³⁸

Respondent type	PNG			Australia			2019			2020			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Students	7	10	17	1	5	6	3	9	12	5	6	11	8	15	23
Teachers	8	15	23	6	6	12	10	12	22	4	9	13	14	21	35
Principals/Officials	4	2	6	3	4	7	7	5	12	0	1	1	7	6	13
Total	19	27	46	10	15	25	20	26	46	9	16	25	29	42	71
No sex noted			2						1			1			2

³⁶ Alumni/students who had graduated and responded to the survey were classified as students, as they were students at the time of their participation in the initiative.

³⁷ Four different modes of the survey were prepared to accommodate different levels internet access and connectivity.

³⁸ A total of 73 individuals responded to the survey. Two PNG teachers (one 2019 and one 2020) did not indicate gender.

Note: M = male; F= female; T= total.

A summary of evidence informing the review is provided in Annex 3. The information in the annex is coded by KRQ and sub-KRQ, and organised into three sub-annexes – Annex 3a – Summary of evidence from documentation; Annex 3b – Summary of evidence from interviews; and Annex 3c – Evidence from the survey.

The analysis, including triangulation of information from the review of documentation, interview notes and observations, and survey results, informed the presentation of preliminary findings to the AHC on 1 June, to Tetra Tech on 4 June, and to NDoE on 18 June 2021. Feedback on the presentations was considered in the preparation of the final analysis and provision of recommendations in the final review report.

2.2 Limitations

Assessing the extent of progress towards achieving the outcomes was challenging, as there was not a detailed monitoring and evaluation framework or plan,³⁹ a comprehensive baseline for 2019, or a standardised reporting format.⁴⁰ During the early stages of the initiative, progress was reported against five outcomes that aligned with the AAPNG monitoring and evaluation framework, although the more recent reporting (2020 Annual Report) was against the three objectives of the PASS initiative. While the five AAPNG-aligned outcomes and the three objectives of the PASS initiative are not mutually exclusive and have common elements, translating progress reports that met different reporting requirements was not easily accomplished.

Of note, assessment of progress by the PASS initiative did not measure change based on a set of specific performance indicators.⁴¹ Monitoring activity largely relied on self-assessment surveys, as other tools and measures had not been developed. Some reporting relied on the use of percentages and/or use of words such as ‘all’ or ‘none’, which may have masked the actual level of participation and change achieved.⁴²

The review faced challenges in obtaining data and information from limited participation of some participants in the interviews and survey. Of the four Australian schools identified for interviews, one

³⁹ A program logic and monitoring and evaluation framework was prepared in early 2020. The program logic was revised in late 2020 to reflect the post-COVID-19 context.

⁴⁰ The 2018 scoping study (which served as the design of the PASS initiative) did not provide a draft MEF/MEP and advised that this work should be taken up during initial implementation. Early implementation, due to a delayed start, was hectic and compressed and failed to address the need for a MEF/MEP. Contributing to the lack of a detailed MEF/MEP and comprehensive baseline were gaps in the provision of specialised M&E support to the PASS initiative during implementation.

⁴¹ PASS initiative M&E efforts do not meet DFAT M&E Standards, particularly in relation to Standard 2: Investment Monitoring and Evaluation Systems. Of note are the following elements: 2.9 *The plan is focused on key performance indicators and evaluation questions linked to specific intended uses of the information*; 2.12 *Methods are fully described for sampling, data collection, management, analysis and processing*; and 2.13 *Baselines are constructed where appropriate*. Additionally, different sets of measures appear in PASS initiative documentation, including: the areas investigated by the 2018 Capacity Assessment; the 2019 Baseline; the 2020 Baseline, the set of eight Learning Goals/Outcomes (2020 PASS initiative Manual); the eight capabilities for young people (2020 PASS initiative Guide); and the objectives of the Leading Learning 2020 course.

⁴² Examples include: (i) the reporting of 100% of participants indicating change when it appears there were only three respondents – see Leading Learning data; (ii) the use of the word ‘all’ in relation to completeness, when there were different degrees of completeness reported – see Collaborative Projects report; and (iii) the use of the word ‘none’ in relation to people with disabilities in PNG PASS initiative schools, when the 2018 Capacity Assessment revealed that 12 individuals (11 students and 1 teacher) reported having a disability, and one PNG school official reported living with a disability.

declined to participate. There was relatively low engagement from 2020 participants (teachers and principals from both PNG and Australia), and by Australian students in both interviews and the survey (see Tables 3 and 4 above).

These factors (absence of a detailed MEF/MEP, differences in progress reporting, reliance on participant self-assessment, and less than expected engagement of 2020 participants) combined with the relatively short timeframe of less than two years to measure the extent of change, resulted in the methodology adopting an indicative approach to assessing the extent of change. The indicative approach requires that a judgement be made by the review team on the progress that has been achieved based on the data that has been analysed, but is not able to quantify the specific extent of change that has been achieved.

While the review did examine relevant aspects of implementation efficiency, it did not include assessments of the organisational capacity/financial management of the implementing agencies. The review was not able to conduct a value-for-money assessment, as objective measurements of change against specific performance indicators was not possible, nor was the review provided with detailed activity-level budget expenditures.

As noted in the review plan, the review does not include extensive comparison with other models and delivery modalities, given the limited time available. However, the review does draw on evidence available from the PASS initiative (baseline studies, capacity assessments, and progress reports), other GoPNG programs, donor investments, and salient good practice examples, to inform the findings and to provide recommendations for the next two-year period of the initiative, as well as for future Australian investment in secondary education in PNG.



3. Analysis and findings

The analysis and findings provided in this section are organised by the four KRQs of the review. For each KRQ, a summary of findings is provided with more detailed analysis offered in the discussion of each sub-KRQ.

3.1 Extent to which the initiative achieved its three objectives (KRQ 1)

As an overview of the findings of the review for the three objectives of the PASS initiative, there are indications that there has been progress, primarily regarding improvements in individual capabilities, as reflected in the reported gains in knowledge and understanding related to STEM, English language, WASH, and student-centred learning/project-based learning. Concerted efforts of the initiative to develop leadership qualities, through the Women in Leadership program and the Leading Learning activities, resulted in positive results. Development of people-to-people links between PNG and Australia were successful during 2019, so much so that many of these links continued into 2020, serving to support the efforts of the initiative in 2020. Interestingly, what had begun as a public diplomacy effort had, by inclination of DFAT and by circumstances brought about by the restrictions resulting from COVID-19, become primarily a capability building program for educators in PNG.⁴³

a. Extent to which individual and organisational capabilities of participating secondary schools were improved in targeted areas, including STEM, English and WASH.

Accounting for the limitations noted above – that the PASS initiative did not have a defined set of specific indicators against which to measure progress,⁴⁴ and had an incomplete baseline assessment, and a reliance on self-reporting surveys – there are still indications of progress towards improved capabilities. These indications of progress are limited to improving individual capabilities, as there is little evidence to suggest efforts to improve organisational capabilities. The emphasis of the PASS initiative on improving individual capabilities and not organisational capabilities is reflected in the list of learning outcomes noted in the 2020 PASS Initiative Manual, and the objectives of the Leading Learning course, among other documentation. While improving individual capabilities is necessary for improving organisational capabilities, the individual capabilities need to be aligned with and part of an organisational capability building framework. This framework would include those organisational capabilities, and by extension individual capabilities, that would enable the organisation to be able to: (i) commit and engage; (ii) carry out technical, service delivery, and logistical tasks; (iii) relate to and attract resources and support; (iv) adapt and self-renew; and (v) balance diversity and coherence.⁴⁵

Progress related to improving individual capabilities is reported by the PASS initiative primarily as increased knowledge and understanding of key concepts, rather than the application of the new knowledge and understanding – a measure that would demonstrate improved capabilities.

⁴³ The initial documentation, including the first contract amendment (Contract 72585) for the initiative had listed as the first objective the development of people-to-people links. Later documentation, including the second contract amendment, revealed that this objective was now the third objective, with improving capabilities as the first objective.

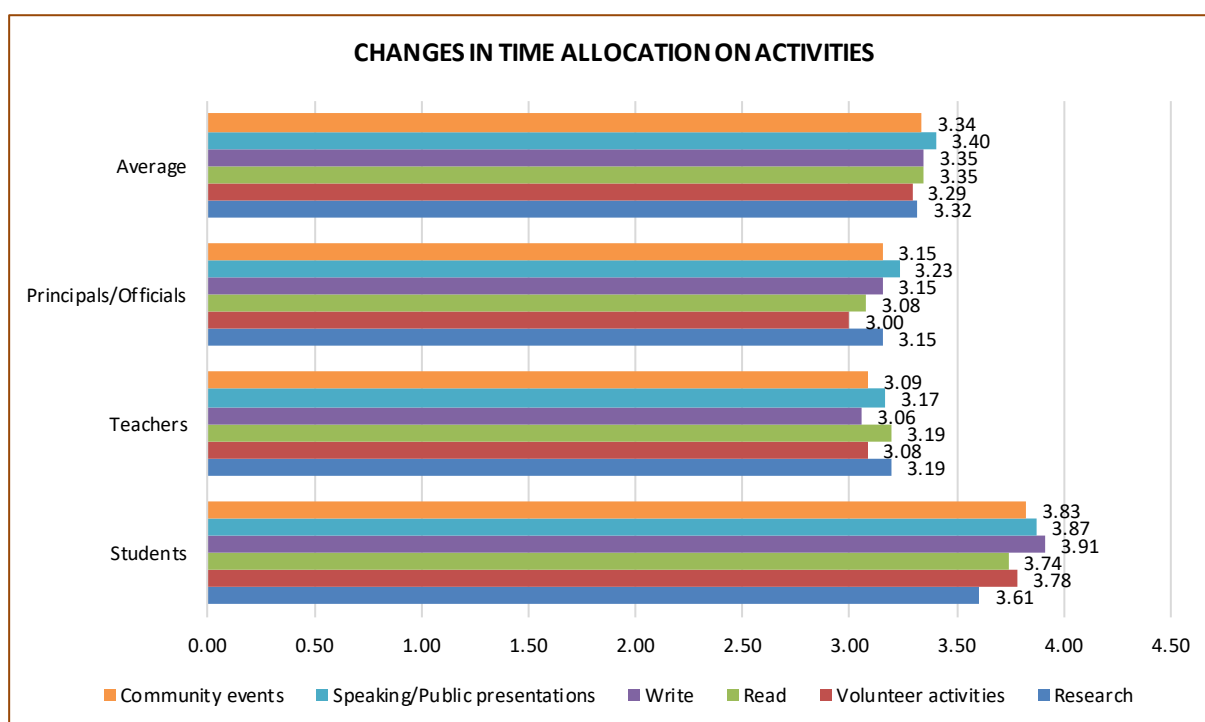
⁴⁴ To identify the specific indicators required would entail first determining which individual and organisational capabilities are to be improved.

⁴⁵ The 5Cs capacity development model developed by Baser and Morgan (Capacity, Change and Performance: Study Report 2008) identifies five capabilities that need to be developed within a system for improved capacity to be realised.

In general, PNG participants reported gaining much more knowledge and higher levels of understanding than Australian participants.⁴⁶ The Impact Survey (July 2020) noted that PNG participants (32 of 36 educators and 22 of 28 students) reported challenges with applying the new knowledge about technology they had acquired, due to limited funding, equipment/resources available, and internet connectivity issues. Australian participants did not report any challenges.

The survey, conducted as part of the review, attempted to investigate the level of application of acquired knowledge and understanding by both PNG and Australian participants, by asking whether the participant was able to apply and/or share the new learning with others. From relatively high ratings given by PNG participants for gains in knowledge and understanding, lower ratings were given to application. This is understandable given the short implementation period of the initiative and the challenges faced in 2020.⁴⁷ As noted above, ratings by Australian respondents were lower for gains in knowledge and understanding than PNG participants. These included ratings related to School Planning, Child Protection, PSEAH, eSafety, and Digital Literacy.⁴⁸ The survey also attempted to find out whether participants had changed their level of engagement with different activities as a result of the PASS initiative. Figure 1 shows students reported the most changes of all respondent types.

Figure 1: Changes in time spent on activities due to PASS



Note: 1 = Much less; 2 = A little less; 3 = About the same; 4 = A little more; 5 = Much more

There are four exceptions to limited application of new knowledge and understanding, as noted in the documentation, interviews, and survey. These are: (i) the application of STEM approaches, particularly 'design thinking' and the application of STEM approaches in some of the school

⁴⁶ This difference in levels of understanding was reflected in the Impact Survey (July 2020) and the interviews and survey administered by the review team.

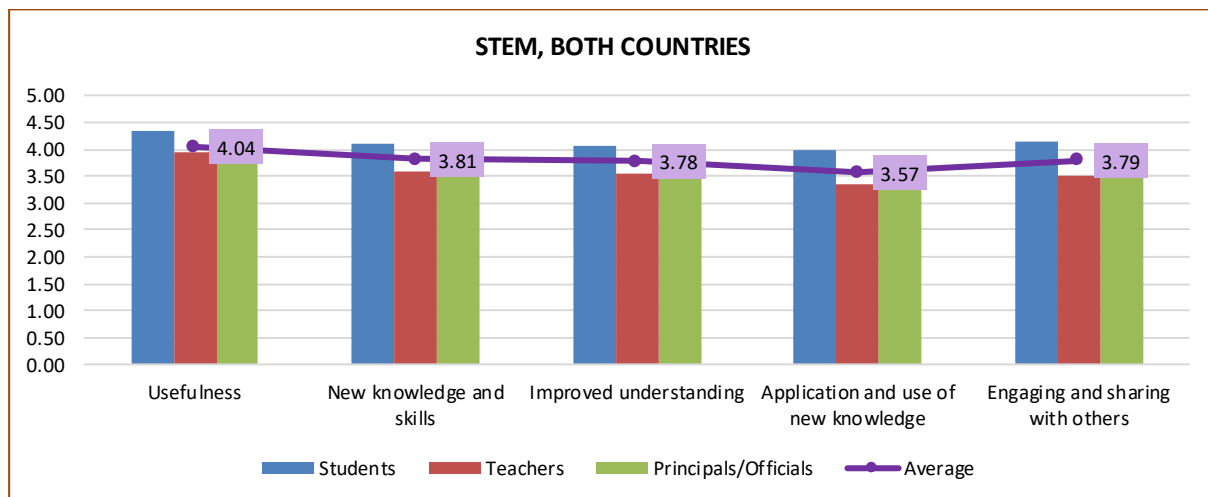
⁴⁷ There may be other underlying reasons for lower rating levels for application, including cultural, structural, and personal.

⁴⁸ For additional information refer to Annex 3c – Evidence from the survey.

collaborative projects by both PNG and Australian participants;⁴⁹ (ii) the improvement and confidence in using spoken and written English by PNG participants;⁵⁰ (iii) student-centred and project-based teaching and learning approaches by the participants of both countries; and (iv) application of WASH techniques and processes.

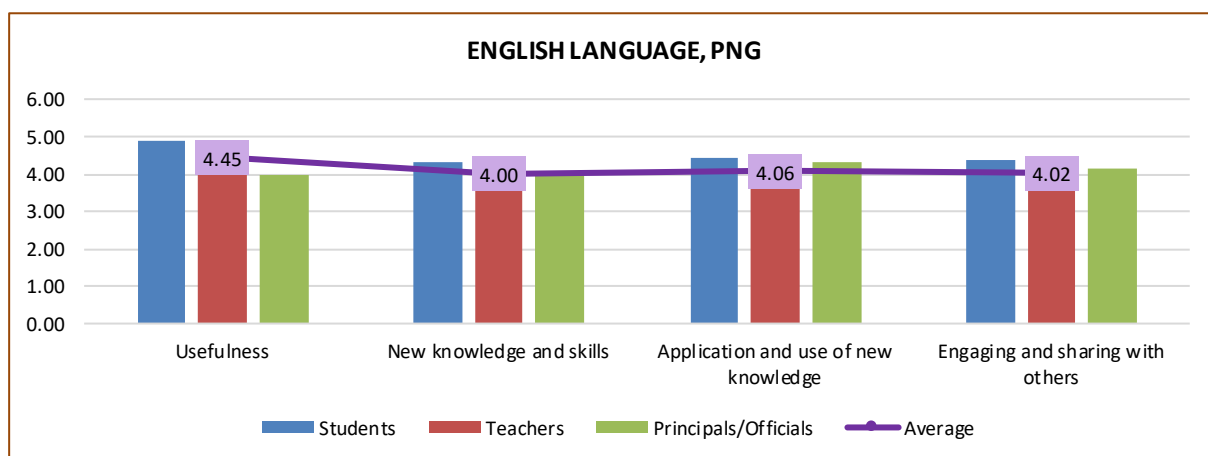
Figures 2, 3, and 4 indicate gains in STEM, English, and WASH, as reported by survey respondents. Annex 3c – Evidence from the survey provides data for both PNG and Australian respondents.

Figure 2: Reported gains in STEM, both countries



Note: **Usefulness:** 0 = Does not exist; 1 = Not useful; 2 = Slightly useful; 3 = Useful; 4 = Fairly useful; 5 = Very useful;
Other items: 1 = None; 2 = Limited; 3 = Adequate; 4 = More than expected; 5 = Significant

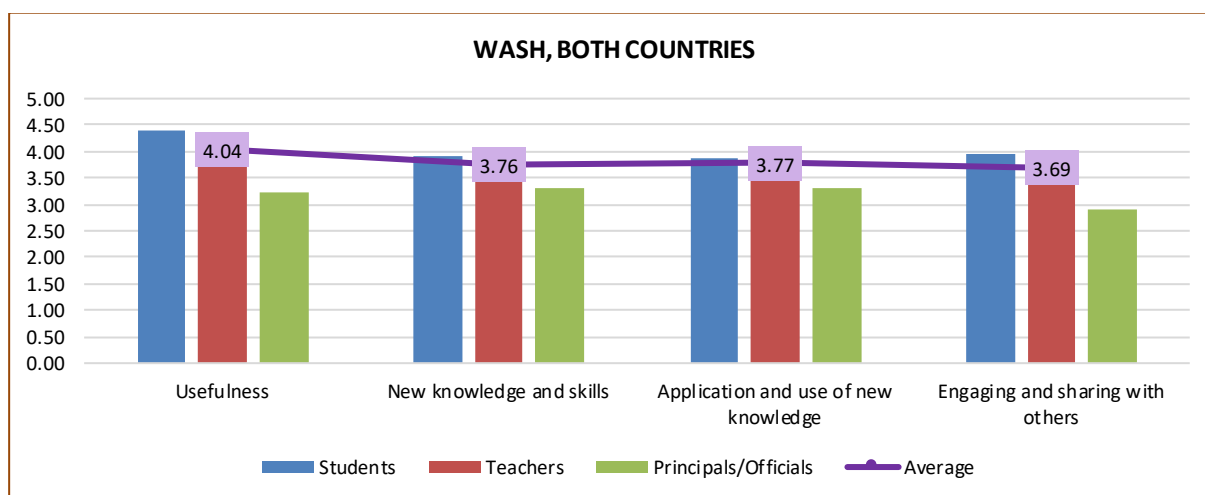
Figure 3: Reported gains in English language use, PNG participants



Note: **Usefulness:** 0 = Does not exist; 1 = Not useful; 2 = Slightly useful; 3 = Useful; 4 = Fairly useful; 5 = Very useful;
Other items: 1 = None; 2 = Limited; 3 = Adequate; 4 = More than expected; 5 = Significant

⁴⁹ 'Design thinking' was an area where both PNG and Australian participants reported the highest level of usefulness. Also, 10 of 12 PNG schools and 11 Australian schools responding to the Impact Study indicated that the collaborative projects had allowed them to apply new knowledge and skills. Note that this does not refer to application of technology, where the reported application is low in PNG.

⁵⁰ Improved English language skills are noted throughout the documentation, including the Impact Survey and Most Significant Change report.

Figure 4: Reported gains in WASH, both countries

Note: **Usefulness:** 0 = Does not exist; 1 = Not useful; 2 = Slightly useful; 3 = Useful; 4 = Fairly useful; 5 = Very useful;
Other items: 1 = None; 2 = Limited; 3 = Adequate; 4 = More than expected; 5 = Significant

b. Extent to which leadership qualities were strengthened among students and educators

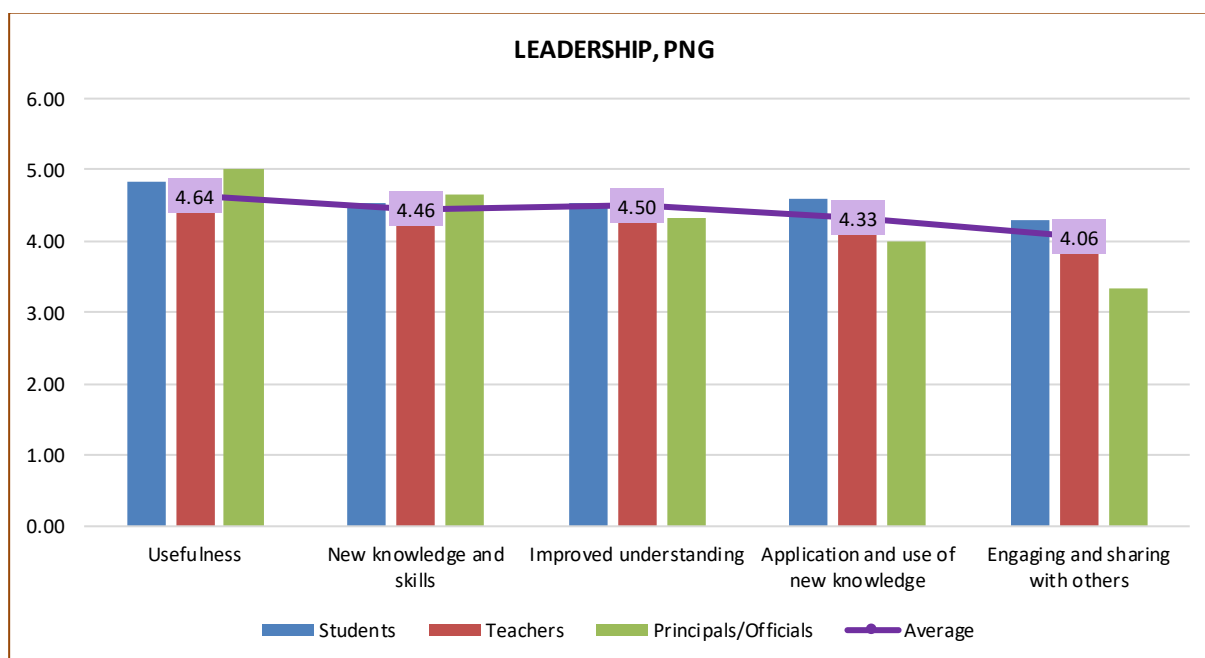
While leadership is often referred to as a capability, the PASS initiative gave additional emphasis to the importance of leadership within the PNG education system, by having an objective dedicated to improving leadership qualities of educators and students. While discussions of leadership appear to have been integrated across most activities, three activities are focused specifically on improving leadership qualities – two for educators and one for students. For educators, the Women in Leadership and the Leading Learning activity are recognised as the main contributors to strengthening leadership.⁵¹ For students, opportunities for leadership growth emerged primarily from engagement in the collaborative projects. As with efforts to improve individual capabilities (see 3.1 above), participants indicated most improvement in their understanding of the concept of leadership.⁵² PNG and Australian educators in 2019 reported more confidence in leading and developing learning communities as a result of the initiative. A total of 10 out of 18 educators contributing to the Most Significant Change activity reported that the PASS initiative activities had encouraged them to influence change within their school, community, and province.⁵³

The survey conducted as part of the review sought to determine whether there had been any change in the frequency of participants joining groups or activities – an indicator of leadership. All respondents indicated they were members of a wide range of groups and organisations during the PASS initiative. The survey also probed different aspects of the participants' appreciation of leadership. Figure 5 shows the high ratings of PNG respondents. Australian ratings were lower.

⁵¹ Of the six schools requested to conduct external in-service programs, five were led by women and of the 12 schools that ran in-school in-service programs, 10 programs were led by women.

⁵² A high 92% (68 of 74) respondents to the Impact Survey reported a change in their concept of leadership. There was no significant difference between male and female responses.

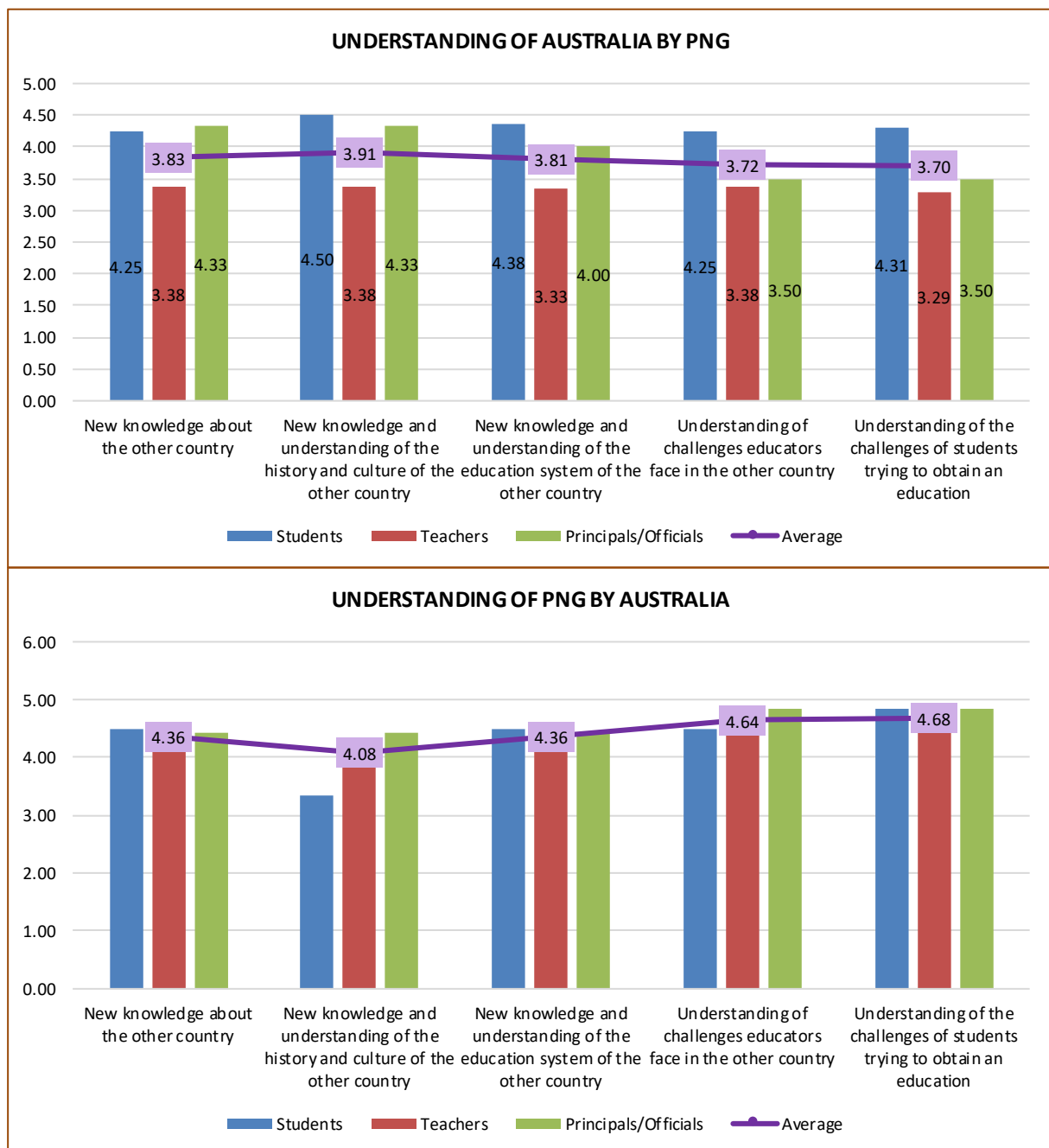
⁵³ Sex-disaggregated data for the Most Significant Change activity was not provided in the activity report.

Figure 5: Reported gains in leadership, PNG

Note: **Usefulness:** 0 = Does not exist; 1 = Not useful; 2 = Slightly useful; 3 = Useful; 4 = Fairly useful; 5 = Very useful;
Other items: 1 = None; 2 = Limited; 3 = Adequate; 4 = More than expected; 5 = Significant

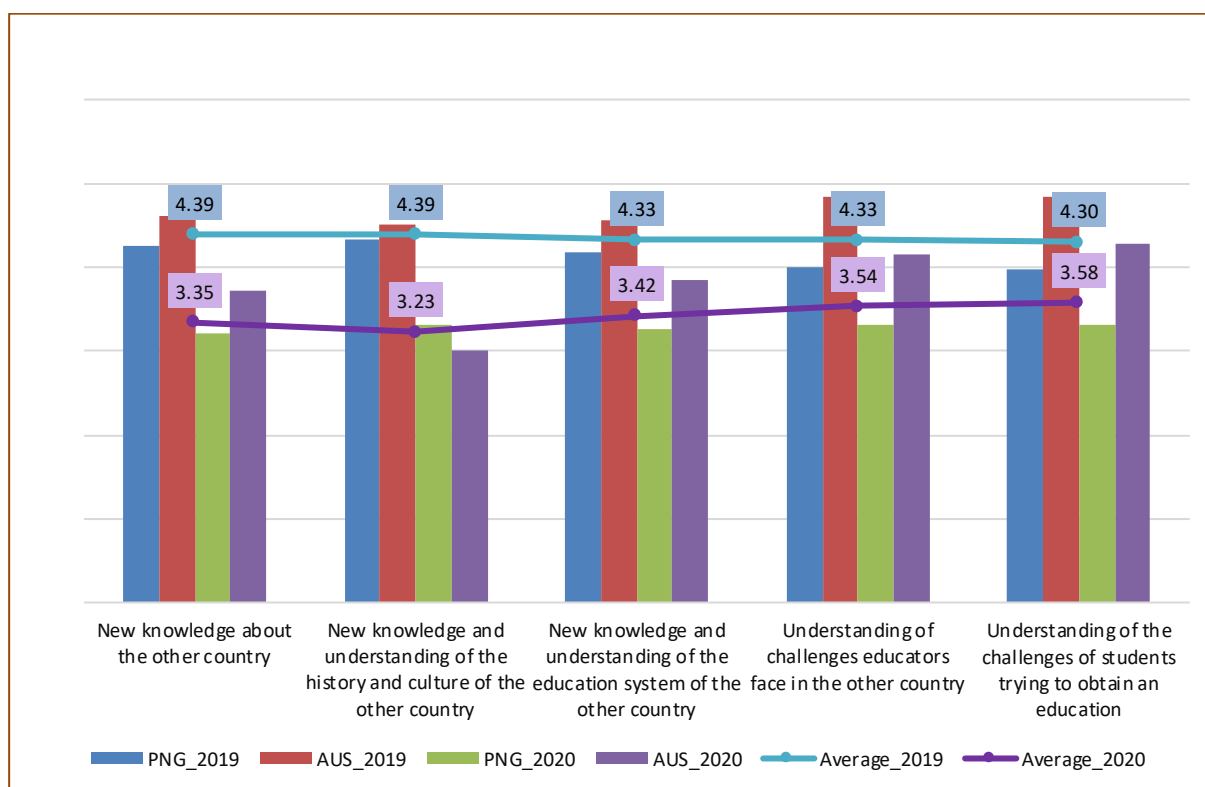
c. Extent to which people-to-people links were strengthened between Australia and PNG

It is evident from evidence provided in documentation and interviews that the 2019 exchange visits facilitated positive people-to-people links, which have endured for the duration of the PASS initiative, and have been reported as providing 'exceptional results' with benefits for improved communication, collaboration, and cultural understanding. Interviews conducted by the review team revealed ongoing communication between PNG and Australian students and teachers. The survey administered by the review measured, as proxy indicators of people-to-people links, the level of knowledge and understanding of each other's country and their challenges in delivering education. While it was felt by most of those interviewed that the exchanges were more beneficial to PNG participants, the survey revealed that it was Australian participants who indicated they may have learned more about PNG than PNG participants learned about Australia (see Figure 6).

Figure 6. Comparison of the level of understanding of the other country

Note: 1 = None; 2 = Limited; 3 = Adequate; 4 = More than expected; 5 = Significant

To highlight the difference between 2019 and 2020 participants' levels of understanding of each other's country, and the challenges of their respective education systems, Figure 7 provides a comparison between the two years.

Figure 7. Difference in the level of understanding of the other country – comparison between 2019 and 2020

Note: 1 = None; 2 = Limited; 3 = Adequate; 4 = More than expected; 5 = Significant

d. Achievement of other outcomes

There were several other results from the implementation of the PASS initiative, which have been identified by the review, most of which were unexpected and positive. Three results may be highlighted: (i) the influence of the PASS initiative on NDoE action related to approval of the Schools of Excellence policy, and implementation of the STEM curriculum; (ii) the opportunity provided by the initiative to progress action on Gender Equality, Child Protection, PSEAH, and eSafety; and (iii) the high level of commitment of PNG participants to engage with online learning activities.

The indirect influence of the PASS initiative on NDoE decisions is to be noted. While not a specific result targeted by the initiative, during interviews with NDoE officials and the presentation of preliminary findings to NDoE, the PASS initiative was noted as a ‘game-changer’ for influencing NDoE’s decisions to: (i) approve the Schools of Excellence policy in 2020;⁵⁴ and (ii) implement the PNG STEM curriculum in 2021.⁵⁵ In large part, NDoE officials attribute the influence of the observations they made in relation to secondary education during their visit to Australia in 2019.⁵⁶

As Australia is guided by Commonwealth laws and policy, the investment in the PASS initiative required that attention be given to Gender Equality, PSEAH, Child Protection, and eSafety. The findings of the capacity assessment conducted in 2019 found that most schools did not have policies

⁵⁴ The Schools of Excellence policy was first called for in 2007. Following participation of NDoE officials in the PASS initiative, there was a renewed effort to advance the policy resulting in its approval in 2020.

⁵⁵ The call for implementation of a STEM curriculum in PNG followed the visit of the Minister of Education to Australia in 2019 in an activity linked to the PASS initiative. While the PASS initiative has not contributed at this time to the development of the revised curriculum, there may be opportunities to do so in the future.

⁵⁶ Refer to Figures 20–23 in Annex 3c – Evidence from the survey.

or programs to address these areas, requiring the investment as a matter of priority to support improvement. The survey attempted to determine whether the initiative had been effective in introducing change in these areas. While still low, the level of awareness of these issues within PASS initiative PNG schools can be considered higher than in 2019.

Although the initiative was initially unsure of the uptake of PNG participants from the shift to online learning, the commitment of participants to engage – at times overcoming significant barriers to access even intermittent internet connections to participate – was a testament to the level of interest of PNG participants.

Other unexpected results include: (i) the high level of continuing engagement of 2019 participants into 2020, which was acknowledged by respondents as the reason for the progress that was made in 2020; (ii) the significant level of external contributions to the initiative – both pro bono and in-kind – from a range of different organisations and individuals, including media coverage at no cost to the initiative; and (iii) the recognition by NDoE during the 2019 visit to Australia of critical gaps in the PNG secondary education system, including in the teaching and learning methods and curriculum content.

3.2 Extent to which the initiative represents efficient use of resources (KRQ 2)

From inception, the initiative was faced with challenges that affected expenditures, including two important factors: (i) the delayed start of implementation; and (ii) the inability to proceed with exchange visits and face-to-face activities in 2020. The result was an almost 20% reduction in the overall budget for the initiative, mostly taken from the category for program disbursement. This reflects a 27% per unit increase in the costs to implement the program – most of which are attributed to an increase in operational costs. Combined with the absence of information to determine costs (and progress) of individual activities, more investigation may be required beyond the resources provided for this review.

The review noted two important instances of efficient use of resources by the PASS initiative: (i) the high level of pro bono contributions by other agencies and individuals to activities; and (ii) the sharing of operational resources and technical expertise being hosted by the AAPNG.

a. Extent to which activities are being implemented on time and cost-efficiently

With the delayed start of the initiative, and the effect of the restrictions in response to the COVID-19 pandemic, it is difficult to assess the extent to which activities have been implemented on time and in a cost-efficient way, other than from a macro-perspective. While the delayed start of the initiative resulted in a rapid implementation during the last six months of 2019 to make up for the loss of time, this resulted in a budget under-expenditure of AUD 415,000 for that year. As well, the effects of the restrictions imposed by the COVID-19 pandemic, including the inability to conduct face-to-face activities and conduct the exchange visits, caused significant adjustments to both programming and expenditure budgets. This impact is conservatively estimated at between AUD 1.2 to 1.5 million.

The expenditure projection as at 31 March 2021 showed an overall decrease of AUD 1,831,991.23 since implementation began, representing a total budget decrease in expenditure of 19.3%. As the management, personnel, and operational costs were relative stable over time, representing only a

3.6% decrease (AUD 81, 706.57), the significant budget decrease is reflected in decreased expenditure on program disbursements of 24.2% (AUD 1,750,284.66).⁵⁷

The per unit cost for management, personnel, and operations, compared with the per unit cost for programming, increased from AUD 0.3135 in 2019 to the AUD 0.3987 projected in March 2021 – an increase of AUD 0.085 (27. 2%).⁵⁸ Most of this increase is attributable to higher operational costs (35.3% more), as both personnel fees and personnel support costs decreased. While the higher operational costs can be partially explained by the ‘no-cost’ extension of six months, this finding may need further examination to determine the reasons for the increased operational costs while program activity was significantly reduced.

The review team takes note of the following contributions, which can be considered as contributing to the efficiency of the PASS initiative:

- Contributions of other agencies and organisations, including the private sector. These contributions included, but are not limited to:
 - Google donations – including eight Chrome books, hosting of Google Classroom, website and virtual excursions.
 - Education Services Australia providing access to Scootle – online education resource portal.
 - CSIRO experts volunteered during PASS initiative events.
 - WaterAid experts volunteered to support WASH-W.
 - Accelerating Climate Education (ACE) in the Pacific program (through the Australia Pacific Climate Partnership) provided access to classroom resources and experts.
 - Australian partner schools provided donations of laptops, sanitary and health kits, books, and water tanks (through school fund-raising activities).
- Considerable media coverage at no cost to the PASS initiative was provided by local media outlets.
- The cost-savings realised from shifting from the face-to-face exchanges and training programs to online delivery. However, the effectiveness of the program was negatively affected.
- The reduction of the working hours of PASS initiative staff for the first six months of the 2020–2021 financial year (July to December 2020), to provide for a no-cost extension to the end of June 2021.
- The cost-savings realised from having international staff work on the program remotely, following the imposition of restrictions due to COVID-19. Although there were costs with demobilisation, there were significant cost-savings related to personnel support costs.

Also of note is the inability to adequately determine the efficiency of activities, due to the absence of a detailed MEF with specific measurable indicators against which activities and program costs can be analysed.

⁵⁷ While the review was unable to investigate detailed budget expenditures, the underspend of AUD 415,000 due to the late start-up would likely not have affected program disbursements as much reduced personnel and operational costs. If this is the case, then a decrease in expenditures for personnel and operational costs might have been expected; however, operational costs increased.

⁵⁸ The per unit cost is AUD 1.00. By dividing the costs for management, personnel, and operations by program disbursements, we can determine the per unit costs to support program disbursements.

b. Extent to which implementation efficiencies have been realised with the initiative being part of AAPNG⁵⁹

The review notes that certain efficiencies were realised with the decision to implement the PASS initiative under a contract amendment for the delivery of the AAPNG program. While the review does not have access to the detailed budget expenditures to calculate the cost-savings of this decision, there are several observations made, including:

- The PASS initiative is co-located in the same facility as the AAPNG, resulting in cost-savings related to facility rental, access to equipment, and operational costs at a reduced proportional cost.
- The PASS initiative is provided, on a cost-share basis, 25% of the services of the AAPNG Monitoring and Evaluation Adviser, as well as support for communication and Gender Equality, Disability and Social Inclusion (GEDSI) personnel. This has resulted in modest personnel expenditures compared with the situation if the program had been a stand-alone project.
- AAPNG's working relationships with PNG institutions and the AHC have served to expedite communication and actions related to the implementation of the PASS initiative. AAPNG's knowledge of PNG, based on experience, shortens the 'learning curve' for the PASS initiative, providing learned advice as to what works and what doesn't, and how decisions are made in PNG.
- The AAPNG Secondary Education Manager, being a former manager of AEF, served to facilitate communication and interactions between AAPNG and AEF.

c. Opportunities to improve cost-efficiency going forward

There are several opportunities identified to continue as well as improve cost-efficiencies moving forward. These opportunities include: (i) the efficiencies that will result from achieving dependable internet connections for PNG schools in the PASS initiative; (ii) improved decision-making for the selection, design, implementation, and monitoring and evaluation of PASS initiative activities that will result from an MEF with specific measurable indicators and measurement methods; and (iii) formation of additional partnerships with PNG-based organisations that have specialised knowledge and skills that can be used by the PASS initiative. These opportunities are discussed further in section 4, as they are integrated with the review recommendations.

3.3 Extent to which the initiative promoted gender equality and disability inclusion (KRQ 3)

The PASS initiative was successful in promoting gender equality, through the use of a twin-track approach of both mainstreaming (e.g. requirement for a minimum 50/50 gender participation in all activities) and implementing dedicated strategies to increase the participation of women (e.g. the Women in Leadership activities).⁶⁰ This approach resulted in an increase in the participation of female PNG participants from 56.8% in 2019 to 67.9% in 2020, and having more female educators lead in-service programs.

⁵⁹ For the purposes of this review, 'efficiency' is defined as the extent to which expenditures were minimised to achieve an equivalent or higher level of achievement of results.

⁶⁰ For the purposes of the review, promotion of gender equality was assessed by the provision of equal opportunities, and rights and responsibilities for women and men, and girls and boys, as well as whether or not there were efforts to address gender inequity through targeted programming.

The initiative appears to have been less successful in relation to promoting disability inclusion, in part explained by the limited numbers of students and teachers living with a disability in the PASS initiative PNG schools. There is no information indicating that any Australian educators or students were living with a disability. Only one PNG educator of the 73 survey respondents indicated living with a disability.

a. Extent to which gender equality and disability inclusion have been promoted in improving individual and organisational capabilities and strengthening leadership qualities

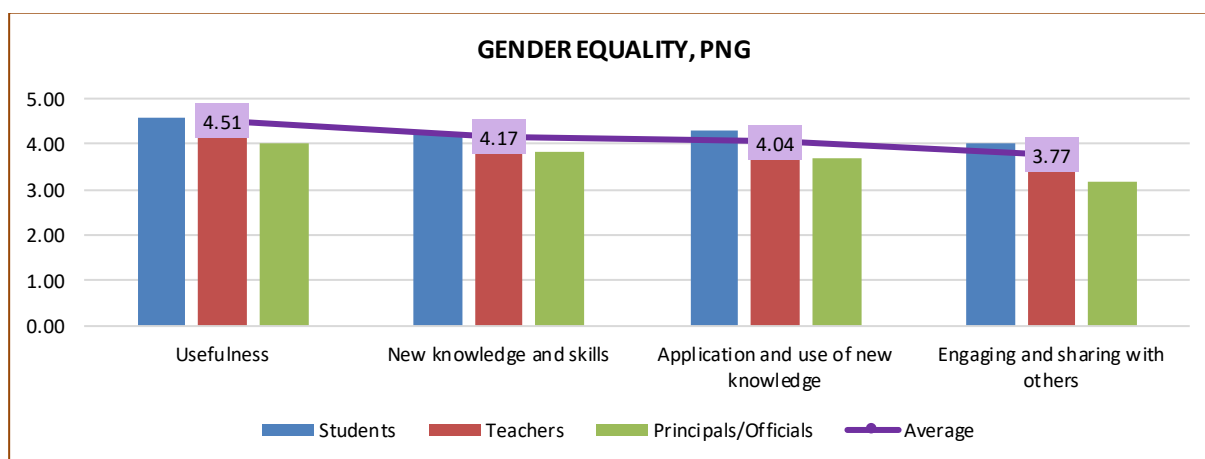
The PASS initiative can be recognised for promoting gender equality through the program, as results demonstrate the effect of this promotion. Highlights of these efforts include:

- Selection of the 2019 participants resulted in 62% female teachers (15 of 24) and 65% female students (31 of 48).
- An increase in the participation of female PNG participants from 56.8% (84 of 148) in 2019 to 67.9% (93 of 137) in 2020.⁶¹ Australian participation was gender-balanced overall.
- Participation of 24 female PNG educators (12 current or aspiring school leaders and 12 provincial education officials) in the 2020 Women in Leadership program. This program was implemented in response to the high number of male principals (10 of 12) who participated in 2019 activities. These female educators were reported to have led in-service activities within their schools (10 of the 12 PNG schools implementing the PASS initiative had women leading in-service activities) and for other schools in the province. Of the six PNG schools that were requested to provide in-service programs for the provincial department of education, five of these programs were led by female educators.
- A requirement that all PASS initiative activities have a minimum of a 50/50 gender balance.
- Two of the 12 PNG schools noted an increased number of girls who were now taking STEM classes. This was validated during interviews, where it was shared with the review team that girls are reported to have increased confidence to pursue STEM studies.
- Recognition by the NDoE that through the PASS initiative promotion of gender equality it had highlighted the gender imbalance in the PNG education system, particularly in administration and management levels.⁶²

The survey also probed different aspects of the participants' appreciation of the contributions of the PASS initiative to gender equality efforts. Figure 8 shows the high ratings of PNG respondents, although engaging and sharing information with others showed the lowest gains. Australian ratings were considerably lower.

⁶¹ PASS initiative documentation reports 58% in 2019 and 67% in 2020. Figures used in the review are derived from a data file of participants provided by the PASS initiative.

⁶² While there is no evidence of action being taken by NDoE to address the gender imbalance, recognition by a broader audience of the imbalance is an important first step.

Figure 8: Reported gains related to gender equality, PNG

Note: 1 = None; 2 = Limited; 3 = Adequate; 4 = More than expected; 5 = Significant

Regarding the promotion of disability inclusion, the PASS initiative reported that there are no students or teachers in the PASS initiative schools who are living with disabilities, a finding which is used to explain the limited promotion of disability inclusion through the program.⁶³ During the application process, the initiative indicated that priority would be given to individuals who were living with a disability. The 2019 Capacity Assessment report noted that 12 individuals (1 male teacher, 5 female students, and 6 male students) were reported to have disabilities, although there is limited information on the nature of these reported disabilities. As well, one PNG respondent to the survey (a principal/official) reported living with a disability. No Australian respondents to the survey indicated living with a disability and there is no information provided in PASS initiative documentation that any Australian participants are living with a disability.

b. Extent to which gender equality and disability inclusion have been promoted in strengthening people-to-people links

The review did not find specific evidence that the PASS initiative promoted gender equality and disability inclusion in establishing or supporting people-to-people links. It is noted that one of the 12 school partnerships is with a PNG school for girls (St. Mary's Asitavi Secondary School) and an Australian school for girls (St. Saviour's College).

c. Successful and unsuccessful strategies to promote gender equality and disability inclusion

The review did not identify unsuccessful strategies to promote gender equality. The twin-track approach of: (i) mainstreaming gender equality in all activities; and (ii) dedicated activities for women (e.g. the Women in Leadership activity), achieved positive results as noted above.

The requirement for a minimum gender balance of 50/50 in all PASS initiative activities was perceived as being 'fair' by participants, and since it was adopted as a firm policy by the PASS initiative, acceptance was more readily achieved.

Other strategies reported by the PASS initiative include: (i) the sharing of stories of female role models in several different professions, including STEM-related occupations; (ii) the provision of

⁶³ The 2020 Six-Monthly Progress Report noted that while applications of educators and students living with a disability would be given priority, the 12 schools did not have any staff or students living with a disability.

access to online resources such as the Girls in STEM toolkit; and (iii) discussions of teaching approaches and learning style differences between boys and girls.

The review does note the limited attention to disability inclusion by the PASS initiative, which is reflected in the survey respondents' low rating of awareness of school disability inclusion policies at the school level.

3.4 Models that may be effective in strengthening secondary school education, including youth leadership in PNG (KRQ 4)

As noted above, the PASS initiative emerged from an initial interest in strengthening people-to-people links, primarily through secondary education exchanges. Through inclination and circumstance, the initiative has become increasingly focused on improving individual capabilities of educators. Before considering other models that might be effective in strengthening secondary education in PNG, it is important to examine the three separate objectives of the initiative, as well as the lessons learned from implementation during the first two years of the PASS initiative. The first objective of improving individual and organisational capabilities is in fact two objectives that are interrelated – one focused on the individual and one on the organisation. However, it is organisational capabilities that need to become the priority for investment, and efforts to improve individual capabilities can contribute to this broader objective.

While leadership is acknowledged as an individual capability, its importance is highlighted as a separate objective, given the potential role of schools to develop leadership qualities through formal and informal activities. To assist the education system to succeed in developing youth leadership, there are other agents with specialised knowledge and skills to contribute, particularly PNG organisations such as Kokoda Track, The Voice Inc., and Rotary Clubs.

a. Other models/approaches that could be adopted or adapted to better achieve the objectives

To identify other models/approaches for further consideration, it is necessary to deconstruct the objectives of the PASS initiative to explore other models/approaches that might be applied. At the present time, the PASS initiative is guided by a mix of different objectives – individual and organisational capabilities (Objective 1); leadership qualities of students and educators (Objective 2); and people-to-people links (Objective 3). While these are not mutually exclusive, it is important to seek clarity regarding the intent of each objective, prior to determining the model/approach to achieve that objective. It should be noted that references for models/approaches that may be considered are included for each recommendation, where appropriate, in section 4 of this document.

Objective 1: To improve the capabilities of participating secondary schools, there are two distinct, although related, aspects – one aspect is oriented towards improving individual capabilities, and one aspect is oriented towards improving organisational capabilities.

To improve individual capabilities, there is a requirement to assess the existing knowledge, skills, and abilities of individuals, determine the desired levels to attain, develop and implement interventions to improve their capabilities, and provide opportunities for the application of the new knowledge, skills, and abilities. The PASS initiative, as well as the BRIDGE model and scholarships, would be examples of efforts to improve individual capabilities. Targeted professional development programs (e.g. Leading Learning) and individual/group coaching are also approaches used to improve individual capabilities. Usually, interventions to improve individual capabilities are, or should be, part of efforts

to improve organisational capacity. Strengthening individual capabilities without a parallel action to strengthen organisational capacity will inhibit the application of individual capabilities.

To improve organisational capabilities, a systemic approach is required, which takes into consideration all aspects that affect the ability of the organisation to perform, including capabilities of individuals at all levels within the system to perform the functions required. The initial stage is to conduct an organisational capacity assessment to determine the existing capacity and capabilities in relation to the desired level. From the capacity assessment, a program of interventions to address targeted capacity issues is designed and implemented – with feedback loops to enable adjustments of the interventions to improve performance and to inform policy.

System capacity programs include interventions to build capabilities of individuals at different levels within the system. This could include a ‘twinning’ approach that links the PNG education system with the Australian education system, engaging officials at different levels to help build individual capabilities (as well as having the potential to build people-to-people links).

To improve the capabilities of secondary schools in PNG, it will be necessary to adopt a systemic approach that will guide the type and content of interventions to strengthen individual capabilities. As part of this approach, linking the PNG education system with the Australian education system through ‘twinning’ arrangements could build capabilities.

Objective 2: To strengthen the leadership qualities of students and educators, the context within which the leadership qualities will be applied must be taken into account. For educators, the application of leadership qualities is intended in the context of the school and education system. Interventions for educators, by extension, will primarily focus on building the knowledge, skills, and practice of educational leadership. For students, the context is different and takes the broader perspective of youth leadership.

To improve the leadership qualities of educators, professional development activities such as the Leading Learning program and the Women in Leadership activity of the PASS initiative are examples of approaches that may be taken. To strengthen leadership qualities of educators it is critical that these qualities be developed through application, including working with educational leaders on the importance of diversity and gender equality to proactively support women taking on leadership roles and activities. Ensuring opportunities for educators to practise and develop leadership skills is an important aspect of interventions. Since leadership skills of educators are applied within the setting of the educational system, these skills should be included as part of the individual capabilities that are to be strengthened.

To improve the leadership qualities of students, acknowledging the broader perspective of youth leadership, the school is but one, albeit important, context for helping to build youth leadership qualities. This importance is reflected in the NEP 2020–2029, which calls for schools to initiate systems to promote leadership.⁶⁴ To further enhance the efforts of the PNG education system, there are many programs that can inform the design and implementation of leadership programs for

⁶⁴ The NEP 2020–2029, as part of Focal Area 9: Citizenship and Values, calls on schools to initiate systems that promote leadership, and to require all students to be enrolled in Scouts. The NEP 2020–2029 notes opportunities for youth leadership are to be developed through engaging with student representative councils, and sports and activity/interest clubs. A reference that may be useful is the sub-set of the secondary education National Standards and Quality Indicators for Youth Development and Youth Leadership, supported by the National Alliance for Secondary Education and Transition, hosted at the College of Education and Human Development at the University of Minnesota.

adolescents and youths.⁶⁵ Other organisations have developed expertise in youth leadership in PNG, including the Scout Association of PNG, Kokoda Track, The Voice Inc., Rotary International, and Pacific Women.⁶⁶

Objective 3: To strengthen people-to-people links between PNG and Australia, education has proven to be an effective avenue, as demonstrated through previous secondary student scholarship programs, and the experience of the 2019 participants in the PASS initiative. The expansion of the BRIDGE program in 2018 in the Pacific, including two pilot schools in PNG (and as a core element of the PASS initiative), is testament to the ability of the program to build people-to-people links through school-to-school partnerships. It is the face-to-face nature of scholarships and exchange programs that have proven to be the key factor in enabling the building of effective and enduring personal and professional relationships.

The COVID-19 pandemic has prevented the face-to-face engagements, but evidence is emerging on how to build and maintain relationships, engage in collaborative activities, and effectively learn through remote means. Regardless of the longevity of the pandemic, online communication is likely to remain in prevalent use for the future. Recent examples of how to build and maintain effective online relationships within an educational setting are discussed in section 4 of this document.

To strengthen people-to-people links through education, as well as serve as an effective contributor to capability building (see Objective 1 above), the approach of establishing ‘twinning’ arrangements (beyond the school-to-school model) at different levels of the education systems of PNG and Australia has merit.

b. Implementation choices driven by design, financing, and situational considerations

From the beginning of the PASS initiative, a number of factors affected implementation choices. These factors, and the lessons learned from addressing these factors, need to be taken into account when considering future models and investments in secondary education in PNG. For example, by moving so rapidly to implement the PASS initiative, implementation options were limited to those most readily available – specifically: (i) using the BRIDGE program and its pilot in PNG as the foundational elements for the structure of the PASS initiative; (ii) opting for a contract amendment arrangement to include the initiative as part of the AAPNG program; and (iii) adopting an incomplete design process by using a scoping study to inform the contract amendment.

These decisions, combined with the later-than-planned start to the program due to political changes in both PNG and Australia, led to a situation of rapid activity implementation during the last six months of 2019 – without the benefit of a comprehensive monitoring and evaluation framework.⁶⁷ Unanticipated results of the rapid implementation included: (i) reversing the order of the exchange visits – with Australia visiting PNG first – which was perceived to have benefitted the quality of the PNG visit to Australia; (ii) the complexities associated with the cross-border travel of minors, and the inability of 10 PNG students to travel to Australia due to incomplete documentation for visas; and (iii)

⁶⁵ Karagianni D. & Montgomery A.J. (2017). Developing leadership skills among adolescents and young adults: a review of leadership programmes. *International Journal of Adolescence and Youth*. DOI: <http://dx.doi.org/10.1080/02673843.2017.1292928>.

⁶⁶ The NEP 2020–2029 proposes a Scout Education in Schools policy, which would require compulsory participation by all students.

⁶⁷ There were also changes in the Monitoring and Evaluation Adviser, including periods of time when an adviser was not available to support activities. As one respondent shared, ‘We were building the plane while flying it’.

some collaborative projects between PNG and Australian schools being seen as ‘charitable’ rather than as partnerships.⁶⁸

While implementation planning was underway, the Pacific Secondary School Scholarship Program (PSSSP) was announced, resulting in a decision to forego the original plans to include a select number of secondary school student scholarships as part of the PASS initiative. The funds allocated to the scholarship activity were reprogrammed as Enhanced Learning Opportunities, which was to act as a responsive mechanism for emerging requirements.

The expansion in the number of schools from the initial five PNG schools to 12 to ensure geographic distribution and diversity resulted in more remote schools being included, as well as schools that did not have dependable internet connectivity. These factors presented challenges for the program, including Australian schools being unable to visit their partner schools in PNG due to logistical issues,⁶⁹ safety concerns, and remoteness, and for PNG schools when the initiative shifted to online delivery to have adequate internet connections.

Understandably, the most significant adjustments were those resulting from the restrictions imposed by the COVID-19 pandemic. The inability to proceed with the planned exchange visits between PNG and Australia, along with restrictions on face-to-face activities, led to a shift in delivery of activities to online platforms. This shift took time to accomplish and schools with limited internet connectivity faced considerable challenges to participate in PASS initiative activities.⁷⁰

The pandemic caused school closures in both PNG and Australia. These closures, combined with additional closures affecting some schools in Australia due to bushfires, floods, and drought, resulted in both PNG and Australian schools needing to focus on making up for the academic time lost due to the closures, at the expense of sustaining or increasing participation in the PASS initiative. The cancellation of exchanges in 2020, limited internet connectivity of PNG schools, the determination that the initial school partnership collaborative activities had been completed, and the need for schools to focus more on academic pursuits, led to the design and introduction of cohort-wide activities (e.g. *Tok Stori Bilong* COVID-19, WASH-W, and Window on the World), which allowed for schools to opt to participate or not in these activities. For all these reasons, the engagement of schools and participants in 2020 was considerably less than in 2019, and contributed to the dependence on 2019 participants to remain engaged with the initiative.

⁶⁸ Australian school leaders interviewed shared the observation that some of the collaborative projects appeared to be driven by charity to the PNG school, rather than by a collaborative approach that would benefit both schools.

⁶⁹ These logistical challenges include the complexity in moving large groups of people around PNG, regular cancellation of flights, and the overselling of seats on flights resulting in passengers being ‘bumped’ to a later flight.

⁷⁰ The time taken to shift from a face-to-face modality to online delivery could have been shorter had there been realistic assumptions about when a return to face-to-face activity implementation would resume. Further complicating the shift was the fact that international personnel were working remotely during this period. In retrospect, the time taken to implement the shift to online interactions, while it did take time to implement, was reasonable.



4. Recommendations

This section of the review report responds to KRQ 4c and provides recommendations based on the lessons learned through the implementation of the PASS initiative and the findings of the review. Twelve recommendations are provided for consideration to inform implementation during the next two-year period (2021–2023), with a separate set of four recommendations to inform future investments of Australia in support of secondary education in PNG after 2023. To facilitate the readers' understanding of the recommendations, the recommendations are accompanied, where appropriate, with relevant references.

4.1 For the next two years of implementation

To preface the recommendations for what should be considered for the next two years of implementation, it is acknowledged that the contract amendment between DFAT and the managing contractor for implementation of the PASS initiative for 2021–2023 has been agreed and approved. Adjustments in the objectives of the initiative have been introduced to provide a stronger focus on increasing women's educational leadership skills and a reduced focus on building people-to-people links. The expected results of the investment now include better teaching practices and leadership, through capacity building activities and an explicit reference to supporting NDoE to implement the National Schools of Excellence (STEM) policy. In addition, there is potential for an increase in the number of PNG schools (12 to 15) that will be invited to participate. The first amendment (2019–2021) identified eight activities to be included in the extension, while the second amendment (2021–2023) identifies 16 activities for inclusion.

Regardless of these changes and additional requirements, the basic model of the PASS initiative – as adjusted in 2020 to respond to the restrictions imposed by COVID-19 – will remain in place.⁷¹ However, there is an inherent assumption going forward that PNG schools will be able to access and effectively use dependable internet connectivity to enable communication and teaching/learning interactions with partner schools in Australia, other schools in PNG, and with capability building facilitators. The recommendations that follow are based on these two assumptions: (i) that no significant change in the adjusted PASS initiative model is being made; and (ii) PNG schools will be able to access dependable internet connectivity going forward.⁷²

There is an awareness that some of the restrictions imposed due to COVID-19 may continue for some time and/or there may be periods of time when restrictions are re-imposed to address future outbreaks. While there is no replacement for the effectiveness of face-to-face communication to build and strengthen relationships between participants,⁷³ evidence is emerging from experiences

⁷¹ Given the timing of the PASS initiative review, introducing significant changes to the PASS initiative model less than one month before implementation of the second two-year implementation period would be unrealistic.

⁷² Dependable internet connectivity does not imply that activities should be moved to an online digital format. There will be a need for a diversity of approaches, which can be supported by improved internet connectivity. Synchronous and asynchronous modalities will be needed. As well, funding from Australia to continue internet connectivity beyond December 2021 will need to be determined.

⁷³ Plumridge, N. (2020). Communication: Online vs Face to Face Interactions, *Pyschminds*; Liimatainen, H. (2021). What's the difference between digital and face-to-face facilitation? *Howspace*. <https://www.howspace.com/resources/difference-between-digital-virtual-and-face-to-face-facilitation>; Cytowic, R.E. (2020). Can apps like Zoom replace face-to-face interaction? *Psychology Today*.

globally with online communication and learning that indicates there are strategies and techniques that can enrich online and digital relationships to support more effective learning.⁷⁴

RECOMMENDATION 1: Review and revise the PASS initiative Theory of Change and the Monitoring and Evaluation Framework and Plan. As an initial step, there is a need to validate whether the PASS initiative is to ensure progress against the three objectives of the initiative or the five outcomes of the AAPNG. Additional work is required to identify and agree on specific measurable indicators for each objective/outcome, as well as the targets and means of verification that will be used to assess progress against each of the indicators.⁷⁵ By doing so, the MEF/MEP will not only provide guidance for the selection and design of PASS initiative activities that will best support progress towards achievement of the objectives/outcomes, but will also identify the data and information required to report on the effectiveness and efficiency of the initiative.

RECOMMENDATION 2: Conduct a review of current school partnerships prior to introducing additional partnerships. Based on the feedback of experiences of participants with the PASS initiative during 2020, there is evidence that: (i) some PNG schools would appreciate being matched with an Australian school that is more similar to their own situation;⁷⁶ and (ii) some Australian schools would no longer desire to be a partner school.⁷⁷ A review of the current school partnerships would be expected to determine: (i) the type and level of commitment that each of the PNG and Australian schools would be able to commit to during the next two-year period; and (ii) a better matching of Australian schools to the needs and interests of PNG schools. By using the needs and interests of PNG schools as the criteria for matching with Australian schools, the identification and selection of Australian schools to partner with PNG schools will be purposive. Determining the current ‘health’ of the current school partnerships will provide information as to which schools will continue and which schools will exit their partnerships. Ensuring positive and effective partnerships for the existing 12 PNG schools must be a priority before extending partnership offers to additional PNG schools.⁷⁸

RECOMMENDATION 3: Determine requirements for supporting the ‘hub and cluster’ model. While there is a high level of interest in disseminating the knowledge and learning of the participants of the 12 PNG schools engaged with the PASS initiative to other secondary schools, implementation of the proposed ‘hub and cluster’ model will require:⁷⁹ (i) a high level of knowledge and skills of the PNG coaches from the ‘hub’ school that will support other schools in the ‘cluster’; (ii) additional resources and mechanisms to support the participation of hub and cluster schools, including costs for possible travel, connectivity, teaching and learning resources, and release/substitution time of the hub

⁷⁴ Wilichowski, T. & Cobo, C. (2 June 2021). Transforming how teachers use technology, Education for Global Development. *World Bank Blogs*, World Bank; Crouch, O. (2021), Eight ways to improve online learning, *IB Community Stories – Teaching Tips*, *IB Community Blog*; Albert. (2021). How to build relationships virtually: The ultimate guide for teachers. Learn by Doing Inc. <https://www.albert.io/blog/building-relationships-teaching-remotely>.

⁷⁵ The DFAT Monitoring and Evaluation Standards (April 2017), Standard 2: Investment Monitoring and Evaluation Systems provides guidance on the requirements that are to be met for M&E systems.

⁷⁶ The evidence includes a request by one PNG school to be partnered with an Australian government school, and comments by a number of participants that the difference in school resources between PNG and partner Australian schools was significant.

⁷⁷ Three of seven Australian school leaders responding to the survey indicated they did not wish to continue with the current PASS initiative. One Australian school leader (of the four schools identified for interviews) declined to participate and another expressed reluctance to do so. Both cited the reason for their reluctance as having limited engagement with their partner school in 2020.

⁷⁸ The contract amendment for the PASS initiative 2021–2023 notes that the number of PNG schools will be increased from 12 to 15.

⁷⁹ The 12 PASS initiative PNG schools would serve as the ‘hub’ with other secondary schools being part of the ‘cluster’.

coaches.⁸⁰ Requirements for supporting the ‘hub and cluster’ model could be investigated during the review of the current partnerships recommended above. These requirements need to be discussed, adjusted, and agreed with the NDoE and PDoEs to ensure sustainability of the model.

RECOMMENDATION 4: Identify and establish links between the PASS initiative and PNG-based organisations. There are several PNG-based organisations that provide relevant programs, resources, services, and expertise, which, if engaged, could have mutual benefits and serve to strengthen capacity to support secondary education within PNG. While a comprehensive mapping will need to be done by the PASS initiative to identify the most appropriate organisations to establish links with, during the review references were made to Kokoda Track, The Voice Inc., and Rotary International in relation to youth leadership. As well, Rotary International has a proven track record of successful youth exchanges in a number of countries. Equal Playing Field, a PNG-based entity, has already been engaged with the PASS initiative in the delivery of Child Protection and PSEAH training. Others include: the Church Education Council, as a significant proportion of schools are operated by churches; organisations or agencies that are addressing disability, including Callan Services; and organisations that support the participation of women in PNG society.

RECOMMENDATION 5: Continue the twin-track approach to gender equality. The adoption of the twin-track approach to promote gender equality – including mainstreaming and dedicated activities – proved effective. This approach should continue, particularly the dedicated Women in Leadership activity. Consideration should be given to additional dedicated activities to promote gender equality, with the objective of building an enabling environment to engage men as well as women in progressing gender equality. To ensure a coherent approach to gender equality is taken, it is recommended that the program undertake a rapid gender review and engage a gender adviser to guide the design of future activities. The rapid gender review, the assignment of the gender adviser, and the Phase 2 planning of the PASS initiative should be informed by the 2021 HDMES Gender Equality, Disability and Social Inclusion Strategy, which offers a context appropriate Gender Transformation Continuum across seven GEDSI domains.

RECOMMENDATION 6: Implement Disability Inclusion awareness efforts. It is recognised that there is a very small percentage of teachers and students in PNG high schools who are living with a disability.⁸¹ However, increased awareness of the need for disability inclusion within the education system and in the community is needed. An idea posited during the review was that since the program has an emphasis on STEM, perhaps STEM school projects could include projects that address barriers faced by community members who are living with disabilities. Also refer to Recommendation 4 to link with existing PNG-based organisations that address disability inclusion.

RECOMMENDATION 7: Pursue opportunities for co-design of activities and co-teaching/team-teaching and learning facilitation. During interviews, both PNG and Australian teachers and principals expressed interest in having PNG and Australian teachers co-teach/team-teach and collaborate to facilitate learning of students and of themselves. If internet connectivity improved, there would be opportunities for PNG and Australian teachers to collaborate for the design, delivery, and facilitation of synchronous and asynchronous teaching and learning activities. By extension, this collaborative process should extend to the co-design of all PASS initiative activities with AAPNG

⁸⁰ One idea presented during the review was that of a grant being provided to the ‘hub’ school to support its contributions to share knowledge and skills with other schools. This idea is derived from the approach used by BRIDGE to support the ‘Lighthouse’ schools in Indonesia, which had been asked to provide similar support to nearby schools.

⁸¹ The limited number of teachers and students living with a disability in secondary schools is observed in the 2019 Capacity Assessment Report and was validated during interviews.

working closely with NDoE. These opportunities, if realised, would help to build capabilities at multiple levels and serve to strengthen people-to-people links.

RECOMMENDATION 8: Continue the Leading Learning programming and open participation to other PNG educators. The focused content of the Leading Learning activity, combined with the positive feedback and expressed appreciation from participants, are indicators that the Leading Learning activity has and will continue to contribute to building and strengthening the capabilities of education officials, school leaders, and teachers. Although the Leading Learning activity was already informally allowing the participation of other education officials and teachers as well as students, including additional participants should be formally encouraged in supporting a whole-of-school approach.⁸² The Leading Learning activity should continue to integrate and enhance the acquisition of ‘soft’ skills – such as 21st Century Skills, Global Skills, and Transversal Skills.⁸³ As mentioned in Recommendation 7, opportunities for the co-design of elements of the Leading Learning activities should be pursued.

RECOMMENDATION 9: Align PASS initiative STEM-related efforts with the PNG STEM curriculum. PNG introduced its STEM curriculum for the 2021 school year. With PASS initiative access to the PNG STEM curriculum, PASS initiative activities related to building STEM-related capabilities can now be aligned with the new PNG curriculum. Of particular interest will be the opportunity to work with PNG educators to identify and address knowledge and skills gaps of PNG STEM teachers in delivering the curriculum. Provision of teaching and learning resources, including through the Learning Bank (see Recommendation 10), can be categorised against the PNG STEM curriculum. PASS initiative efforts to support the implementation of the STEM curriculum should be accompanied by a robust feedback mechanism to NDoE on the learning that PASS initiative activities will afford.

RECOMMENDATION 10: Engage in discussions with NDoE to sustain the Learning Bank. The Learning Bank provides a rich repository of teaching and learning resources for PNG schools. With the planned improvement in internet access for PASS initiative schools, access to these resources is expected to increase, as well as the efforts by partner schools in Australia to share additional teaching and learning resources. At the present time, the Learning Bank is hosted by the PASS initiative, with an expectation that there will be a transition to NDoE. As NDoE may require additional budget allocations to support the integration of the Learning Bank within existing systems and approval of additional funds may take some time, the PASS initiative should engage in discussions with NDoE as early as possible to increase the likelihood of the Learning Bank being sustained.

RECOMMENDATION 11: Engage younger students in school partnership activities where possible.⁸⁴ Observations made during the review by those interviewed and by the review team noted that students who were in Grade 9 when they participated in 2019 PASS initiative activities continued to be involved with PASS initiative activities in 2020 and into 2021. Students who were in Grade 11 in 2019 had graduated by the time of the review. The observation made was that by Grade 11 most students become increasingly focused on academic and graduation requirements, whereas students in Grade 9 were less focused on these requirements and engaged more with the PASS initiative activities. Students who participate when in Grade 9 could potentially be engaged for up to an additional three years – helping to build a cadre of student participants going forward. A

⁸² Interviews with PNG principals and teachers revealed that there was resistance to PASS initiative activities by some teachers, as they had not been invited to participate in the program.

⁸³ <https://unevoc.unesco.org/home/TVETipedia+Glossary/filt=all/id=577> and ‘Preparing our Youth for an Inclusive and Sustainable World: The OECD PISA Global Competence Framework’, OECD 2018.

⁸⁴ Six of the 12 PASS PNG schools are National High Schools, which only provide Grades 11 and 12, while the other six PASS PNG schools are Secondary Schools offering Grades 9–12. This recommendation primarily applies to secondary schools.

corresponding observation was made of teachers who participated in 2019 – they tended to remain engaged and provided support and guidance to those who began their participation in 2020.

RECOMMENDATION 12: Schedule PASS initiative activities as much as possible during school breaks/holidays. Other than PASS initiative activities that might readily align with the curriculum (both in PNG and Australia), the academic and school-related demands on administrators, teachers, and students during school term are such that additional demands from external sources such as the PASS initiative will not receive priority attention. Since March 2020, there have also been interruptions in the teaching and learning process due to COVID-19, bushfires, floods, and drought – requiring additional demands on the time and attention of teachers and students. The PASS initiative should avoid competing with school requirements and the feeling expressed by some administrators and teachers of being ‘overloaded’. The PASS initiative will need to work directly with partner schools to determine the most appropriate and mutually acceptable time to engage in PASS initiative activities.

4.2 For future investments by Australia in secondary education in PNG

Schools and education systems are recognised as complex adaptive systems that require administrators to develop new sets of skills and strategies to progress successfully within a constantly changing and complex environment, without having stable or predictable decision pathways.^{85 86} Combined with this complexity, the PNG education system is under-resourced and is subject to declining levels of funding. The situation poses significant challenges to efforts to improve the quality of education service delivery at all levels, not just secondary education.

Realising improvements within complex systems that operate in challenging contexts requires long-term commitment and a whole-of-system approach, to build and strengthen the capacity necessary, to identify the changes required, and to manage those changes effectively. Improving the capabilities of a limited number of schools is unlikely to have significant effect on the system itself, although lessons learned from implementation of changes in a select number of schools can be used effectively to inform policy and sustainable system reform.

Australia’s provision of support to secondary education will need to consider four companion principles: (i) achieving sustainable change within the secondary education system will take time;⁸⁷ (ii) designing, testing, and learning from activities to inform change requires a consistent effort, guided by an unfragmented long-term plan;⁸⁸ (iii) sustainable change requires a whole-of-system capacity development approach;⁸⁹ and (iv) support provided must be aligned with and guided by the priorities and existing capacity of the Government of PNG.

⁸⁵ Jacobson, M.J., Levin, J.A., & Kapur, M. (2019). Education as a complex system: Conceptual and methodological implications. *Educational Researcher*, 42(2). <https://doi.org/10.3102/0013189X19826958>.

⁸⁶ Koh, G.A. & Askeff-Williams, H. (2021). Sustainable school improvement in complex adaptive systems: A scoping review. *Review of Education*, 9(1). <https://doi.org/10.1002/rev3.3246>.

⁸⁷ There is no standard timeframe for how long it takes to effect and sustain change in educational systems, particularly those operating in constrained environments. Change will largely depend on the political will of the government to demand change and the capacity of the system to effect and sustain the change demanded.

⁸⁸ Wood, T. & Nicholls, I. (2021). Aid fragmentation and volatility in the Pacific. *Asia & the Pacific Policy Studies*, 8(1). Australia National University. <https://doi.org/10.1002/app5.321>.

⁸⁹ As referenced in section 3.1 KRQ 1a findings – The 5Cs capacity development model developed by Baser and Morgan. Capacity in the Change and Performance: Study Report 2008. A whole-of-system approach needs to consider a range of different capabilities that are needed by an organisation. See also Reference 2 in the Executive Summary.

Based on the analysis of survey respondents, there is a high level of interest of PNG participants to continue with investments like the PASS initiative, although lower level of interest is found with some of the current Australian school partners. Of the survey respondents indicating interest in continuing, the majority expressed a desire for a longer-term engagement of five or more years (See Annex 3c – Evidence from the survey).

It is important to note that while the PASS initiative was founded on the principle of strengthening people-to-people links through secondary school exchanges, this principle is less important when considering a whole-of-system capacity development approach. It is the assessment of this review that while exchanges and people-to-people activities can contribute to the success of future investments, they are not necessary to achieve success.

While not negating the benefits of secondary school scholarships in building people-to-people links,⁹⁰ it is understood that the Pacific Secondary School Scholarship Program (PSSSP) will be open to applications from PNG students. Accordingly, the recommendations below do not address the provision of scholarships for secondary school students as part of Australia’s investment in secondary education in PNG.

RECOMMENDATION 13: Determine at an early stage the type and scope of future support of Australia to secondary education in PNG. With only two years approved for the second phase of the PASS initiative, it is not too early to initiate dialogue with the Government of PNG to determine the type and scope of future Australian support to secondary education in PNG. Both PNG and Australian Governments have lead times of more than a year from initial concept approval to approval of budget allocations. As noted above, Australian support should adopt a long-term perspective to achieve sustainable improvements in secondary education. The three recommendations that follow outline ways in which Australian future support could be directed.

RECOMMENDATION 14: Shift from the current PASS initiative model to a longer-term whole-of-system capacity development model. The current PASS initiative model was designed based on a school-to-school partnership model. Acknowledging the importance of enlisting support from those responsible for overseeing high schools in PNG, the PASS initiative purposively engaged officials from the national and provincial education offices.⁹¹ From a sustainable development perspective, Australia’s investment in secondary education in PNG will need to adopt an approach that supports and builds sustainable capacity at all levels of the education system. This approach is consistent with the system strengthening priority of the ELPP 2018–2022. Australia’s support can and should be provided to build and strengthen PNG’s education system from a whole-of-system perspective – and this support will need a long-term commitment. While elements of the PASS initiative may continue – for example, a limited number of school-to-school partnerships (in line with the focus of the initiative for 2021–2023 to support the Schools of Excellence) – these efforts need to be embedded within the context of an overarching strategy to build system capacity. PASS initiative activities selected to continue beyond the next two years would need to provide the evidence required to inform policy and system reform decisions to improve the quality and delivery of secondary education.⁹² It is important to note that a whole-of-system approach does not imply investing in the

⁹⁰ Case Study of the Papua New Guinea Secondary School Students Project Alumni (Final Report), January 2021. Australian High Commission, Port Moresby, Papua New Guinea.

⁹¹ NDoE was engaged from a national perspective, as well as being responsible for supervision of the six national high schools, and PDoEs were engaged for their responsibility for supervising provincial high schools.

⁹² This link between evidence and policy is sometimes referred to as ‘Knowledge to Policy’ process and is critical in a whole-of-system approach.

provision of support to an increasing number of schools – an approach that approximates direct service delivery and this support is not likely to be sustained.

There is potential to link the whole-of-system approach to other Australian investments in PNG education, specifically the Partnerships for Improved Education program (PIE), the design of which includes a whole-of-system approach to help build system capacity to improve access and quality of early grade education in PNG.

A program of targeted long-term support by Australia that is aligned with and guided by PNG government priorities and capacity to improve secondary education will contribute to building people-to-people links and positive public diplomacy outcomes.

RECOMMENDATION 15: Establish ‘twinning’ arrangements at different levels of the education systems of PNG and Australia. At the present time, the PASS initiative focuses on connections between PNG and Australian schools. There would be considerable benefit in extending the connections in place at the school level to other levels within the PNG and Australian education systems. In support of a whole-of-system approach, twinning arrangements between different levels of the PNG education system and the Australian education system could serve to build capabilities for leading, managing, and supervising the delivery of secondary education in PNG. Connections between the NDoE and PDoEs with appropriate levels within Australia’s education system can also assist in establishing positive and relevant people-to-people links.

RECOMMENDATION 16: Support the NDoE and PDoEs to identify and engage with other entities and organisations to collaboratively and collectively support improvements in secondary education. The demand for quality secondary education in PNG outstrips the current ability of the Government of PNG to meet those demands. Population growth, economic imperatives for a knowledgeable and skilled workforce, and a government budget that is under pressure require that others be engaged in supporting the delivery of secondary education. Providing assistance to NDoE and PDoEs to meaningfully engage communities, civil society, the private sector, church agencies, bilateral donors, and multilateral agencies can be modelled by future Australian investments in secondary education. At the national level, the Local Education Group formed to guide the Global Partnership for Education actions could serve as a possible venue for collaboration with other development partners. At the provincial level, the Provincial Education Boards could be engaged to work on similar collaborative efforts with organisations in the province. As an example, re-introducing the BRIDGE program in PNG, if integrated as part of the whole-of-system approach, could serve to add further value to Australia’s investments. Also, as noted in Recommendation 4, there are a range of PNG-based organisations that could be enlisted to provide capability building in specialised areas.



Annexes

Annex 1 – List of documents reviewed

Document titles
Documents listed in the Terms of Reference
1. PNGAus Partnership Secondary Schools Initiative Proposal
2. PNGAus Partnership Secondary Schools Initiative Scoping Report December 2018 (revised 2019)
3. PNGAus Partnership Secondary Schools Initiative Implementation Plan 2019–2020
4. Annual Reports 2019, 2020, and Progress Reports
4a. 2019 Annual Report – Narrative
4a.(i) Annex 1 – Enhanced Learning Opportunities Scan
4a.(ii) Annex 2 – School Partnership Collaborative Projects
4a.(iii) Annex 3 – Overview of Social Media and Media Outputs
4a.(iv) Annex 4 – 2020 Implementation Plan
4b. 2020 Annual Report – Narrative
4b.(i) Annex 1 – School Partnership Collaborative Projects
4b.(ii) Annex 2 – Media and Social Media Outputs for 2020
4b.(iii) Annex 3 – 2021 Implementation Plan
4c. Progress Reports
4c.(i) January–June 2019 (31 July 2019)
4c.(ii) February–July 2020 (September 2020)
5. Papua New Guinea: COVID-19 Education Emergency Response and Recovery Plan
6. Papua New Guinea–Australia Comprehensive Strategic and Economic Partnership
7. PNG COVID-19 Development Response Plan (CRP)
8. Independent Review of the Building Relationships through Intercultural Dialogue and Growing Engagement (BRIDGE) Program, Nugroho, D. and Beavis, A., ACER (2010)
9. Secondary School Students Project: Case Study Report (January 2021)
10. Secondary School Students Project: Review, AIDAB 1995
11. PNG National School of Excellence Policy: 2020
12. Program Evaluation for the Australia–Indonesia BRIDGE School Partnerships Program, Fiorello, M., Brown, T. and Islami, M. of PT SOLIDARITAS Consultingindo Abadi (2018).

Other documents reviewed – not listed in the Terms of Reference	
DFAT documents	
13. Gender Equality in Monitoring and Evaluation Good Practice Note	
14. BRIDGE Review (2010)	
15. Stepping up Australia’s Engagement with Our Pacific Family – DFAT	
16. Education and Leadership Portfolio Plan (ELPP) 2018–2022	
17. ELPP revisions to the Theory of Change (December 2020)	
18. Investment Concept Note (2018)	
19. Scoping Report (December 2018) – original before revisions for April 2019 version	
20.(i) Head Contract (72585) – Schedule 1b (Amendment 1)	
20.(ii) Head Contract (72585) – Schedule 1b (Amendment 2)	
21. Scoping Study PPT for NDoE (2018)	
22. STEM Infrastructure – Western Highlands Province Report – March 2019	
23.(i) AQC 2019	
23.(ii) AQC 2020	
24. AAPNG IMR Evidence Matrix for 2020	
25. PASS initiative budget from Aidworks – as at 31 March 2021	
26. AHC/DFAT – PNG Higher Education Plan – potential investment in STEM	
AAPNG/PASS initiative documents	
27.(i) AAPNG – Monitoring, Evaluation and Learning Plan 2019/20	
27.(ii) PNGAus Partnership Secondary MEF	
27.(iii) PASS MEF Overview	
28. PNG Shortlisted Schools updated	
29. PNG Schools Baseline Statistics – 2019	
30. PASS PNG school profiles (updated end 2020)	
31. PAPSSi PNG School Population	
32. PAPSS School Partner Rationale	
33. AEF – EOI PNG-Austconnect Information Pack	
34. AEF Strategy 2020–2023	
35. Australian School EOI Assessment	
36. Emails related to Australian School Scoring	
37. PAPPS Capacity Assessment Report	
38. Growing School Partnerships Learning Journal (November 2019)	
39. PAPSSi – 2019 Annual Report with five annexes – Annex 1 and 2 added; Annexes 3, 4, 5 same as Annexes 2, 3, 4 received 25 March 2021	
40. Enhanced Learning Opportunities – approved for 2019–2020	
41. Annex 1: Learning Activities Schedule (July to November 2019)	
42. PASS Baseline Report 2020 Cohort (also as PASS Baseline for Year 2 Participants)	
43. Australia Schools’ 2020 Team Summaries for Eight Schools	
44. PAPSS Participant Feedback on AEF Courses 1, 3 and 4	
45. PAPSSi Most Significant Change 2019 Teachers	
46. Collaborative Project Evaluation	
47. PAPSSi – COVID Alternative Delivery Plan (1 April to 30 June 2020)	
48. PAPSSi General Information Manual for 2020	
49. ELO Scoping Report (October 2020)	

50. End of Year Participant Reflections 2020
51. Impact Survey – version 2 (April 2021 – administered July 2019)
52. PASS Case Study Shortlist
53. AHC Feedback on PASS Annual Report 2020
54. Extract from PASS Activity 2 Digital Proposal (August 2020)
55. Leading Learning Reflections (Summary and Excel file)
56. PASS Internet Connectivity Plan
57. PASS Ideas for 2021–2023
58. PASS Learning Bank Directory
59. PNG and Aus Teams and Partnership Status (2020)
60. Leading Learning – Online Provincial Learning and Network 2020
61. PASS Gender Breakdown 2019/2020 and 2020/2021 (Excel file)
62. https://sites.google.com/papssi.org/papssi/partnerships
63. https://docs.google.com/spreadsheets/d/1Zyv8j0O2q8zdbSGZdcl23BzLSJLJCLdj1A0B5X_s88Q/edit?usp=sharing