

SCHOLARSHIPS PNG

Monitoring and Evaluation Plan

June 2011
Version 2

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LIST OF ACRONYMS

ADS	Australian Development Scholarship
ALAF	Australian Leadership Award Fellowship
ALAS	Australian Leadership Award Scholarship
APPR	(AusAID) Annual Program Performance Report
ARDS	Australian Regional Development Scholarship
AusAID	Australian Agency for International Development
CSO	Civil Society Organisation
DPM	(PNG) Department of Personnel Management
GoPNG	Government of PNG
HR	Human Resources
M&E	Monitoring and Evaluation
NCD	(PNG) National Capital District
NTC	(PNG) National Training Council
NZPS	New Zealand Pacific Scholarship
NZMFAT	New Zealand Ministry of Foreign Affairs and Trade
NZRDS	New Zealand Regional Development Scholarship
PNG	Papua New Guinea
PNG-AAA	PNG Australia Alumni Association
QAI	(AusAID) Quality at Implementation (Report)
RDS	Regional Development Scholarship
RP	Reintegration Plan

GLOSSARY

Term	Definition
Alumni	All Scholarships PNG scholars are alumni once they conclude their awards, whether they graduate with a qualification or not. “Alumni” does not necessarily mean a member of an alumni association.
Baseline	A baseline describes the situation before a development intervention begins (in this case, before SPNG). It describes the status of services and outcome-related measures such as knowledge, attitudes, norms, behaviours, and conditions before a program begins.
Case Study	A case study is the detailed study, using a range of methods, of a single case. For Scholarships PNG a ‘case’ is an individual scholar.
Eligible (applicant)	An eligible applicant is one who meets the minimum requirements to be considered for a scholarship of any category. Eligibility is determined on receipt and initial processing of an application, not as part of the selection process and not relative to other applicants. Eligibility is not the same as ‘shortlisted’.
Evaluation	An assessment of a planned, ongoing or completed intervention to determine its relevance, efficiency, effectiveness, impact and sustainability. The intent is to incorporate lessons learned into management decision-making processes, and to support accountability.
Goal	The higher order program or sector objectives to which a development intervention, such as Scholarships PNG, is intended to contribute. It is a statement of intent.
Impact	Long term effect of a development intervention in society or on a sector or sub sector.
Impact Evaluation	Impact evaluation is the systematic identification of the long-term effects (positive or negative, intended or not) on individual households, institutions and the environment, caused by a given development activity such as a program or project. Impact evaluation looks beyond the immediate results of policies, instruction, or services to identify longer-term as well as unintended program effects
Indicators	Specific evidence that shows progress (or not) towards objectives. Evidence can be quantitative (a number) or qualitative (not a number). In order for the indicators to be useful for monitoring and evaluation, it is important to indentify indicators that are relevant, objective, practical and adequate, and to regularly update them.
Inputs	Financial and human resources used to undertake activities which are expected to produce outputs

M & E Plan	Monitoring and Evaluation Plan. A comprehensive planning document for the collection, analysis and use of data needed for program management, learning and accountability. It documents the data to be collected (including how, how often, from where and why they will be collected); baselines, targets and assumptions; how data are going to be analysed, and how or how often reports will be developed and distributed. It also specifies the resources being applied to M&E. In all, the M&E Plan describes the M&E system (see below).
M & E System	The complete set of planning, information gathering, reflection and reporting processes, along with the necessary resources required for M&E to enable project decision-making, learning and accountability.
M&E framework	A table or matrix describing the indicators, performance questions, information gathering requirements, reflection and review events with stakeholders, and activities.
Monitoring	The regular collection and analysis of information to provide indicators of progress towards objectives. Includes monitoring inputs, processes (activities), outputs and progress towards outcomes.
Most Significant Change	Most Significant Change technique (MSC) involves collection of stories from the field, followed by the systematic selection and documentation of the most significant of the stories. It is a method designed to examine outcomes and impact, particularly in participatory development activities.
Objectives	A specific statement setting out what an activity or other intervention is expected to achieve, by a given time. Another way of thinking about Objectives is to see them as ‘promises to deliver’.
Outcome	<p>The changes that are expected to occur after the delivery of an output or several outputs. Outcomes are sometimes broken down as follows:</p> <ul style="list-style-type: none"> • <i>Immediate outcome</i> – may occur immediately after an output has been produced (for example, literacy training completed for a district); • <i>Intermediate outcome</i> – an outcome achieved in the medium term that contribute towards achievement of a goal or long term outcome (for example, full literacy achieved in the 10 least developed districts of PNG) • <i>Long term outcome</i> – or impact (see definition for impact). An example of a long term outcome would be 100 percent literacy levels achieved in PNG. <p>We are accountable for outcomes, but don’t control their achievement (unlike outputs – see below).</p>
Outputs	<p>The tangible (easily measurable, practical), immediate and intended products of an intervention. This could be goods, services or infrastructure produced or events resulting directly from an intervention, such as adults completing literacy courses, or new businesses established.</p> <p>Generally outputs are within the control of the program to achieve.</p>

Qualitative Data	Data that is non-numeric collected through qualitative methods such as interviews, focus groups, observations and story methods like MSC. Generally qualitative data is expressed in a narrative or images, and provide understanding of people's values, perceptions, motivations and reactions.
Quantitative Data	Data measured on a numeric scale, that can be analysed using statistical methods, and that can be reported using tables, charts and graphs.
Reporting	The feedback submitted to decision-makers and stakeholders by those who are implementing an intervention (project or program).
Target	A specified objective that indicates the exact details (such as number, timing and location) of that which is to be delivered or achieved
Tracer Studies	Study technique aims at tracking scholarship outcomes and impacts. Tracer studies are often surveys that involve collection of both quantitative and qualitative data.
Variable	A characteristic that varies between individuals. For Scholarships PNG, variables are the basis for us to disaggregate our data. For example, gender is a variable, and so is province of residence.

1 INTRODUCTION

This document sets out the plan for monitoring and evaluation (M&E) in Scholarships PNG. The M&E approach is based on the *Scholarships PNG Design Document* (dated September 2009), and AusAID's *Introductory Guidance on M&E for AusAID Study and Professional Development Award Programs* (2009).

This M&E Plan was developed and refined through a series of discussions and workshops with Scholarships PNG staff, and consultations with Scholarships PNG stakeholders (notably AusAID and the New Zealand Aid Programme. This Version 2 was prepared following the first round of reporting in February 2011. This provided an opportunity to reflect on the application of the M&E system and the piloting of several M&E activities. This revised Plan reflects the lessons learned during the first months of implementation, as well as the adjustment of some aspects to meet the requirements of changes in both Australia's and New Zealand's scholarships schemes. The next review of the M&E Plan will take place in early 2012 in keeping with the requirements for annual review.

2 SCHOLARSHIPS PNG M&E SYSTEM

The Scholarships PNG M&E system is structured around the two components and five objectives of Scholarships PNG:

Component One

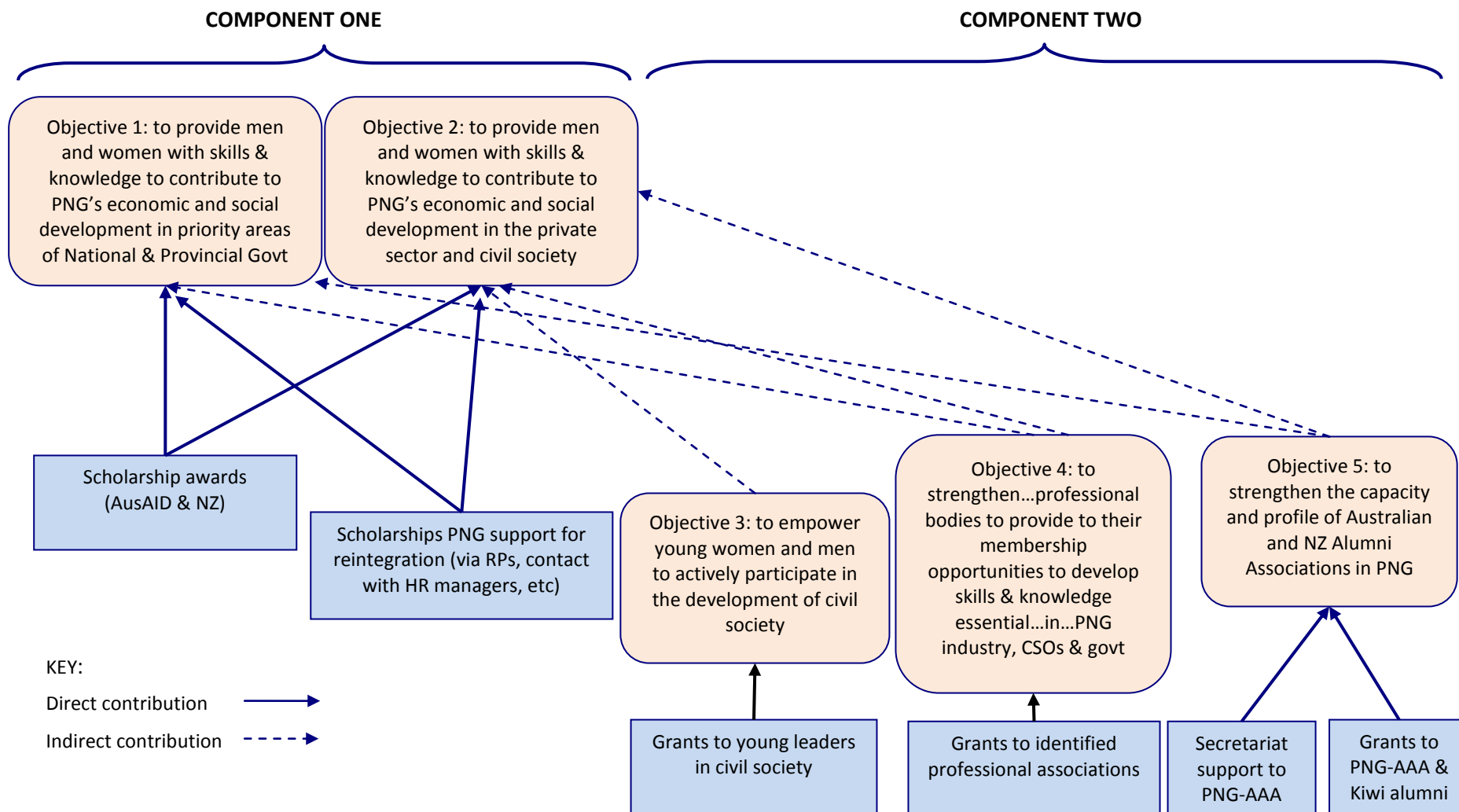
1. To provide men and women with the skills and knowledge to contribute to PNG's economic and social development within the priority areas of National and Provincial governments.
2. To provide men and women with the skills and knowledge to contribute to PNG's economic and social development within the private sector and civil society

Component Two

3. To empower young women and men to actively participate in the development of civil society
4. To strengthen identified professional bodies to provide to their membership opportunities to develop skills and knowledge essential to achieve best practice in the operation of PNG industry, CSOs and government
5. To strengthen the capacity and profile of Australian and NZ Alumni Associations in PNG

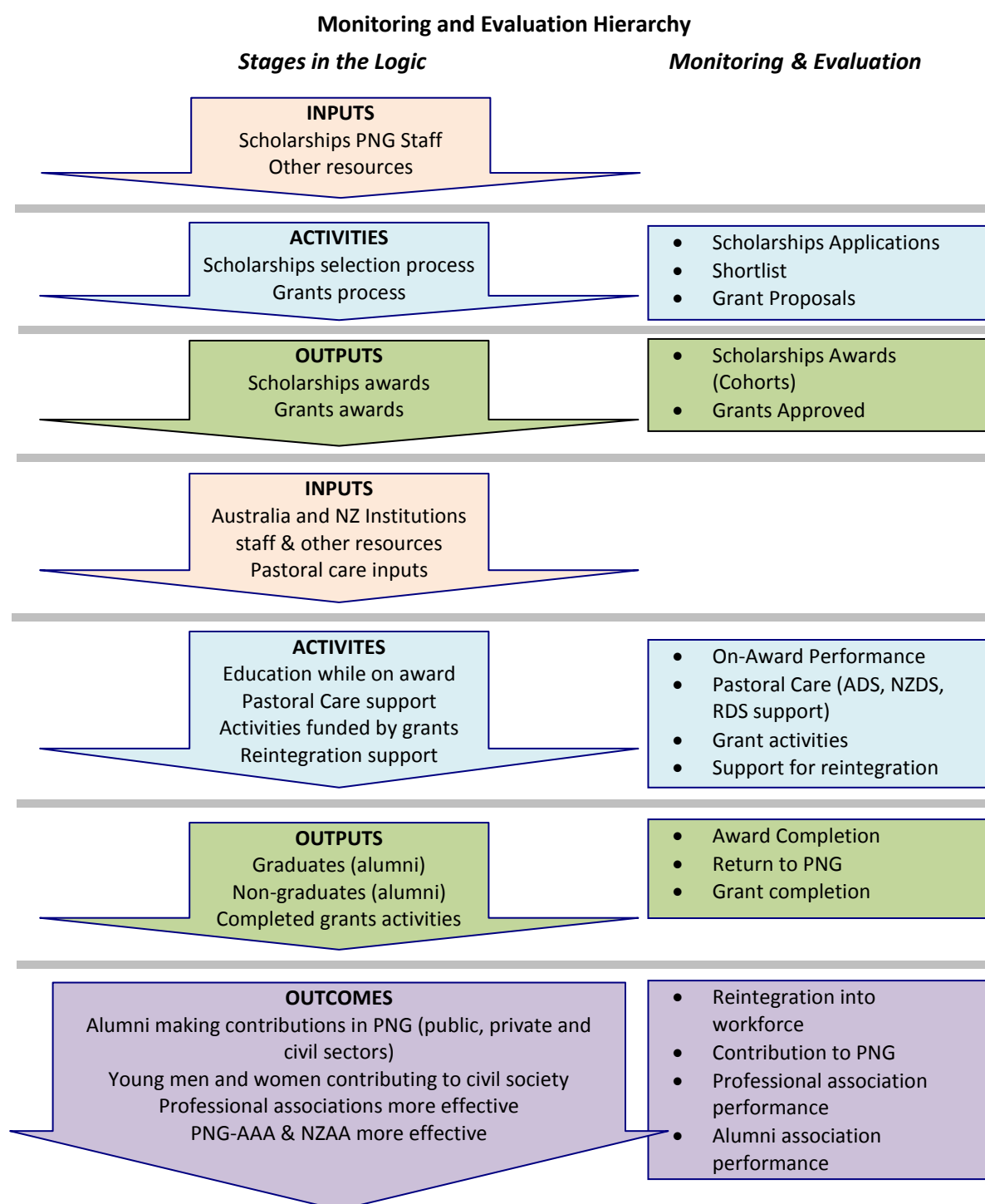
The diagram below provides a simplified depiction of the logic of the Scholarships PNG program design, identifying the links between activities and between the two components, and their contributions to achieving the five program objectives.

Simplified Scholarships PNG Program Logic



The M&E Plan addresses M&E at three levels, as shown in the diagram below:

- **Activities** – the *processes* of scholarships selections and on award support in Component 1, support activities for alumni on their return to work in PNG, and for the PNG-AAA, and the grants cycle in Component 2,
- **Outputs** – the *products* of the activities i.e. the awards, the graduates, the completed grants and other support for PNG-AAA; and
- **Outcomes** – the resulting *changes*: alumni using their new skills and knowledge to contribute to PNG's development, professional and alumni associations supporting improved alumni professionalism and networking, and young leaders making contributions to civil society.



The Scholarships PNG M&E System comprises a number of elements, described in this Plan:

- Our approach to M&E describing the principles underpinning M&E
- Matrix of Indicators (the monitoring framework)
- A set of tools, methods and evaluation studies
- Scholarships PNG Database (SCHOLAR)
- M&E Calendar
- Continuous improvement and learning strategy
- M&E resources and budget

3 M&E APPROACH

The Scholarships PNG approach recognises that M&E is essential for three equally important reasons:

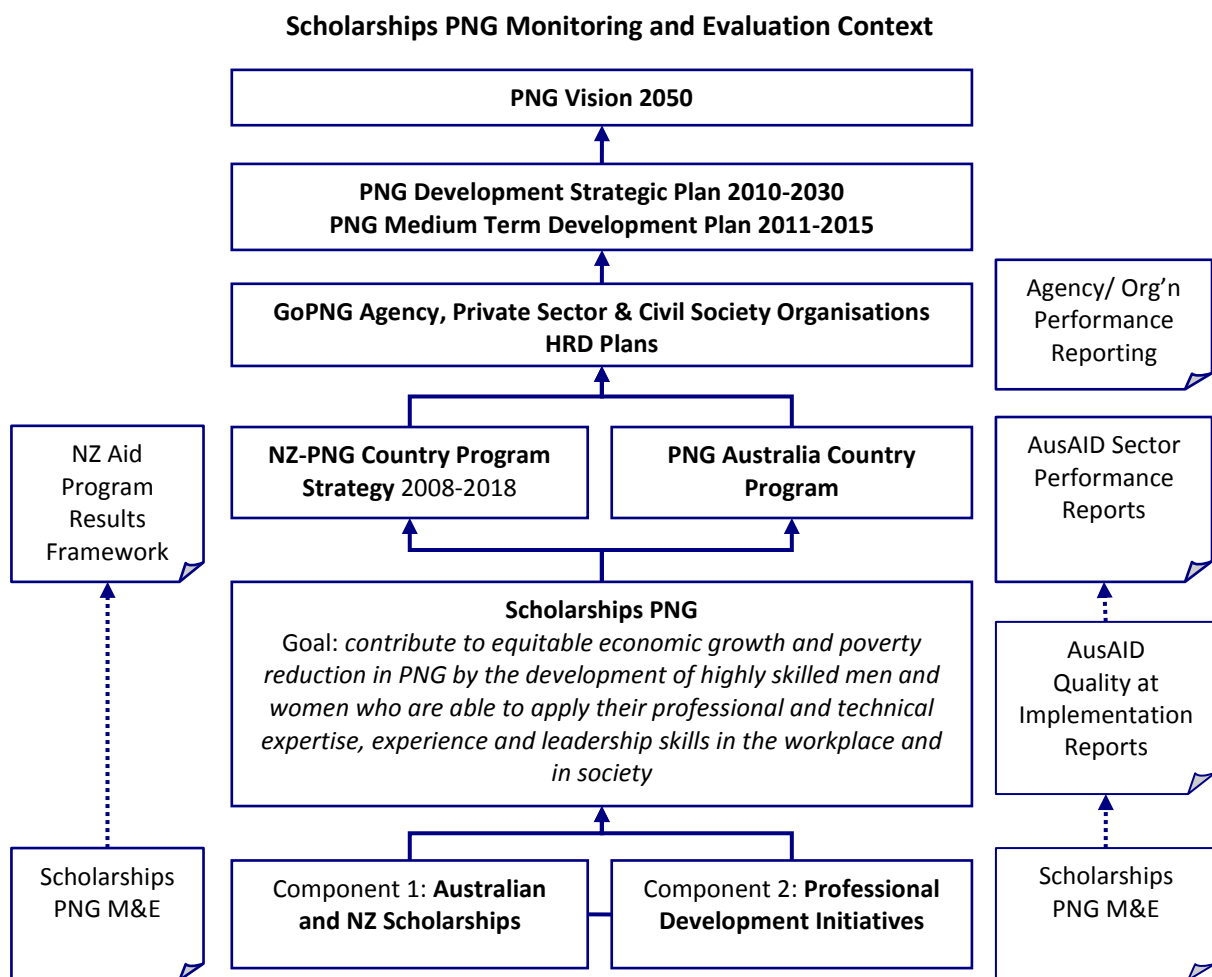
- it provides management information that will enable sound decisions about the management and administration of Scholarships PNG;
- it provides a basis for accountability to AusAID, the New Zealand Aid Programme and to the Government of PNG (GoPNG); and
- it supports a process of learning for Scholarships PNG staff and stakeholders.

Monitoring and evaluation for scholarships can be challenging, due to the long timeframes and the complex issues attributing outcomes to the scholarships intervention itself. The approach taken by Scholarships PNG is one of quantitative data collection through routine management processes (such as the application and selection processes) complemented by qualitative data collection targeting specific aspects of the program. Reporting is similarly blended, incorporating regular management reporting as well as periodic evaluation reporting.

The principles underpinning our approach to M&E are:

- **alignment and harmonisation** of monitoring and evaluation systems and practices that build on PNG's own systems where possible, and that simplify processes through harmonisation between AusAID and NZ;
- continual **learning** and reflection that involves the whole Scholarships PNG team in monitoring and evaluation processes;
- **participation** in monitoring and evaluation activities with an emphasis on building capacity and including the perspectives of stakeholders in evaluation design, implementation and analysis;
- **transparency** and communication that underpins our commitment to continuous improvement and learning; and
- **ethical practice** that complies with international standards for evaluation.

The approach is designed to align with the information and reporting needs of AusAID, New Zealand Aid Programme and GoPNG by addressing what is known about their regular requirements. These include AusAID's Quality at Implementation (QAI), Annual Program Performance Report (APPR) and Sector Program Report (SPR) requirements; and NZ's internal reporting requirements (e.g. at the end of financial year). The approach is founded on GoPNG priorities as expressed in the *Medium Term Development Strategy* (Vision 2050) and the *PNG Development Strategic Plan 2010-2030*. It is also built on the *Australia-PNG Partnership for Development*, and the *NZ-PNG Country Programme Strategy 2008-2018*, as shown in the diagram below:



Once scholarship studies have been completed, the timeframe for Scholarships PNG monitoring and evaluation will be *up to two years* after scholars return to PNG. This reflects the difficulties attributing development outcomes to scholarships programs longer than two years after return, as highlighted in the Scholarships PNG Design Document.

3.1 Key Points to Note

The M&E arrangements described in this M&E Plan represent an expanded set of arrangements for M&E based on the Scholarships PNG Design Document, and include a number of amendments and additions to the arrangements described in the Design Document including some made in February 2011 following the first months of facility implementation. These changes are necessary to operationalise the M&E system and to ensure it responds adequately to the management and implementation needs of the program. Significant changes and additions are briefly highlighted below, with additional details in the sections that follow.

3.1.1 Variables for Disaggregation

Disaggregation of data is essential for analysing the differential impact and experiences of different groups of scholars in Scholarships PNG. The Design Document specifies several required disaggregation variables and these have been built into the M&E system, as have several additional variables identified by Scholarships PNG. A number of variables originally defined in the M&E Plan have also been adjusted in this version 2 of the Plan. The set of variables is

intended to standardise disaggregation in order to achieve consistency of data analysis over time. Further details are provided in section 4.1 below and in Annex 1.

3.1.2 Revised Matrix of Indicators

The Scholarships PNG Design Document includes a matrix of indicators, which has been revised and restructured in this M&E Plan. The revisions reflect a careful analysis of the feasibility and relevance of each indicator, and a desire to restructure the matrix for greater clarity and internal consistency. Key points to note include:

- ADS and NZPS, previously separated into Open and Public categories in the matrix, have been combined to avoid duplication of indicators in the matrix. Indicators will be routinely disaggregated by Category of Award (i.e. Open and Public categories).
- ALA Fellowships (ALAF), previously included as part of Objective 4, have been moved to Objectives 1 and 2, to which they more directly contribute.
- ALAF Outcome Indicators will not be routinely reported, reflecting the very limited role Scholarships PNG plays in ALAF management and implementation.
- ALAF Output Indicators have been deleted, reflecting the fact that Scholarships PNG plays no role in the ALAF selection process and does not routinely hold data on applications or awards. Scholarships PNG will continue to report the promotional activities it undertakes for ALAF.

The number of indicators relating to on-award performance has been rationalised. Separate indicators for on-award performance, defined by cohort, have been deleted. These represented unnecessary duplication of other on-award performance indicators which provide all the necessary insights into on-award performance.

The matrix of indicators is provided at Annex 2 and discussed in greater detail in Section 4.2.

3.1.3 PNG as a Sending Post for ARDS

At the time of preparation of this M&E Plan, and the preparation of Version 2, PNG is a receiving post only for ARDS. Therefore monitoring and evaluation for ARDS is limited only to outputs, because outcomes are the focus for sending posts. This situation is in the process of change. Once arrangements are finalised for PNG to begin sending ARDS scholars as well as receiving them, the objectives, focus and structures for ARDS PNG will become clear. At that point additional work will be required to expand the monitoring and evaluation arrangements for ARDS. Additional resources will also be required in order to expand the M&E arrangements (as well as the management arrangements).

3.1.4 Objective 5 Clarification

Following considerable discussion, the wording of Objective 5 has been amended to specifically refer to alumni *associations*, as distinct from the alumni as individuals. This reflects Scholarships PNG's understanding of the intention of Objective 5, based on the performance indicators in the Design Document, the narrative in the Design Document, and discussions with AusAID. The outcomes for alumni *as individuals* are the focus of Objectives 1 and 2, and post-award support for those outcomes is monitored as part of monitoring those objectives.

What remains somewhat unclear is the extent to which the NZ Aid Programme is seeking a sustainable alumni association. Because Scholarships PNG activities focus on supporting the PNG Australian Alumni Association (PNG-AAA), and because management of the NZ alumni association, the Kiwi Alumni Network, resides with the NZ Deputy High Commissioner, the indicators for Objective 5 focus mainly on PNG-AAA.

3.1.5 Using GoPNG Systems and Reintegration Plans

The Design Document for Scholarships PNG emphasised the use of Reintegration Plans (RPs), and Reintegration Plan reports, as a central element of planning for and supporting *public sector* scholarships alumni to reintegrate into the workforce. It has become clear, however, that the main demand for reintegration support comes from the individual scholars, not from employers (including those in the public sector). This means that reintegration plans and RP reports as envisaged in the design are unlikely to be feasible, because employers do not see their value and are therefore unlikely to engage in the process. As a result, the expectation that post-award monitoring could be built on a foundation of routine reporting against reintegration plans is not likely to be realised. Similarly, the notion of using GoPNG personnel management systems to monitor the reintegration of public sector employees is also unlikely to proceed.

Instead, Scholarships PNG is developing an approach to supporting reintegration and career planning that will assist all returning scholars, whether in the public, private or civil society sector. For monitoring and evaluation purposes, therefore, the approach to outcomes monitoring described in this Plan involves a number of alternative approaches to assist with analysing progress towards outcomes and objectives.

3.1.6 Income Data

At AusAID's request, in this revised M&E Plan, Scholarships PNG is piloting the collection of broad estimates of income from scholarship applicants. The intention is to collect income estimates at the time of application, and then again from alumni, as a basis for exploring the effect qualifications from Australia and New Zealand may have on personal incomes.

3.1.7 Consolidated ADS, NZPS and ALAS Selection and Mobilisation Report

In this revised M&E Plan, Scholarships PNG proposes to consolidate the Selection and Mobilisation Reports for ADS, NZPS and ALAS. In previous years ALAS has been reported separately as it followed quite different selection processes. However recent modifications to those processes have greatly increased the commonalities between ADS and ALAS processes. In addition, the experience of preparing these reports in February 2011 highlighted the significant duplication between the reports, particularly when dealing with the pre-departure program, mobilisation and administrative matters. It is therefore recommended that a single report would be a more efficient and effective approach. A proposed approach is described in Section 7 and the report template at Annex 3.

3.1.8 Revisions to Case Study Plan

Version 1 of this M&E Plan proposed sampling for ten longitudinal case studies from every cohort of scholars, continuing for the life of Scholarships PNG. This would have resulted in as many as 50 case studies, many continuing well beyond the life of the current contract. Since commencing the first cohort of case studies in late 2010 it has become clear that such a large number of case studies may not be necessary, or warranted. Therefore section 5.5 proposes a modified approach to the case studies, limiting the total number to twenty, at least for the first phase of this work.

4 MONITORING FRAMEWORK

The Scholarships PNG monitoring framework comprises two main elements: a set of variables for disaggregation, and the matrix of indicators. Scholarships PNG will collect and manage extensive detailed data for all scholars. This data will come from management processes, such as scholarship application forms and enrolments, and from monitoring and evaluation processes such as case studies, surveys, interviews, and annotated lists. Data collection is described further in the relevant sections that follow.

Scholarships PNG data will be able to be investigated according to any number of variables and to a high degree of specificity, in response to specific information needs, including for government briefing purposes. However, the monitoring framework provides the basis for the *routine* and *regular* reporting to AusAID, the NZ Aid Programme and the JSC.

4.1 Variables for Disaggregation

As noted in section 3.1.1, this M&E Plan includes a set of variables for disaggregation of data. By including these variables, and their definition, in the Plan, it is hoped that there will be agreement and transparency regarding the approach to routine disaggregation of data. The variables form part of the ‘language’ of Scholarships PNG – used by Scholarships PNG staff, by the selection panel and by the Joint Steering Committee – and clarity in language is important. It is also essential for the construction of the Scholarships PNG Database, and for amendments to Scholarships PNG Application Forms, because data collection and management needs to be consistent, consistently applied, and widely understood.

In summary, Scholarships PNG will collect, and be able to disaggregate data according to the following variables (including any combination of variables):

- Gender
- Age of Scholar (at time of application and at time of commencement of award)
- Category of Award (e.g. NZPS Open or Public, ALA, ADS Open or Public etc)
- Level of Study
- Province of Employment
- Province of Origin
- Family Status (i.e. unaccompanied without dependents, unaccompanied with dependents in PNG, accompanied)
- Extension or variation reasons
- Extension or variation costs (annual totals and average per student)
- Institution of study
- Academic Outcome (completion/ non-completion)
- Type of (employing) Organisation (i.e. public sector, private sector, civil society, multilateral or bilateral agency)
- Sector of Employment (both pre-award and post-award)
- Level of Employment
- Field of Study (including disability-related studies, gender-related studies and HIV/AIDS-related studies)
- Disability (including the type of disability)
- Income (estimated according to a set of income ranges)

It is important to note the distinction between *Sector of Employment* and *Field of Study*. This is a new distinction for scholarships in PNG, which has previously used 'sector' to describe both the sector in which a scholar is working and the field in which they are studying. It is likely that this has caused some ambiguity in targeting of awards, and in monitoring and evaluation. For example, a scholar may be working in a university (i.e. in the education sector), but studying accounting (i.e. in the field of management and commerce). By clearly distinguishing between these, Scholarships PNG will be able to more accurately *target awards* (i.e. by including accountants working in higher education as part of Scholarships PNG support to the higher education sector), and more accurately *disaggregate scholarships data*.

Data will be disaggregated in routine reporting according to a tailored sub-set of variables. In other words, every indicator will not be disaggregated by every variable in every report: this would distract from the most meaningful analysis, while also being inefficient in terms of report preparation. Therefore the Matrix of Indicators (see below) specifies how each indicator will be *routinely* disaggregated in reports. However the structure of the Scholarships PNG Database will mean that additional disaggregation will be easily undertaken in order to respond to additional specific analytical needs.

Annex 1 provides details regarding the variables and their definitions, and notes how the specific requirements of individual scholarships programs – NZPS, ALAS and ADS – have been accommodated in the structure.

4.2 Matrix of Indicators

A central element of the Scholarships PNG M&E system is the matrix of indicators. Indicators are a useful component of an overall system designed to monitor, evaluate and manage Scholarships PNG performance. The entirety of this M&E Plan and the system it describes are designed for this purpose. The matrix, provided at Annex 2, comprises a set of indicators at Outcome and Output/Activity levels. It also specifies the routine disaggregation of each variable, the source of information, the timing and frequency of data collection, and the reporting of each variable.

The key reports for Scholarships PNG are the Six Monthly Reports, which will be submitted on 1 February and 31 July each year. In order to ensure these reports focus on the most significant issues, to avoid duplication with other detailed reports (such as the Selection and Mobilisation Reports), and to make them accessible for stakeholders as well as manageable for Scholarships PNG, not all indicators will be reported in every Six Monthly Report. The matrix of indicators shows the reporting schedule for each indicator, and the reporting approach is further detailed in Section 7 below.

Outcome indicators are provided for all Objectives¹, with a range of methods for collecting information towards them. In most cases outcome data will be qualitative.

As a general rule, Scholarships PNG will report annual (or relevant period) data, with reference to the baseline (from PATTAF, or from 2010), unless such reporting is not meaningful or is not possible.

¹ RDS awards do not have outcome indicators, because at this stage Scholarships PNG provides only operational support to RDS scholars, and outcome-level monitoring is undertaken by the sending posts in the region. As the establishment of PNG as a sending post for ARDS is finalised, this M&E Plan will be expanded to provide for outcome monitoring.

5 M&E TOOLS AND METHODS

5.1 Outcomes Monitoring

Outcome monitoring for Scholarships PNG focuses on a number of indicators which rely on a mix of quantitative (numeric) and qualitative (non-numeric) data. The indicators that rely on this data are specified in the Matrix of Indicators at Annex 2. The tools for data collection at the outcomes level are described below. Quantitative methods will target all returned scholars (i.e. 100% of the returned cohort). Qualitative methods, which are much more resource-intensive, require a sampling approach, which is described in detail in Section 5.1.2 below.

Quantitative outcomes reporting will focus on the outcomes for ADS, ALAS and NZPS scholars 12 months after they conclude their studies in Australia or New Zealand, as specified in the matrix of indicators. Data will be collected through routine contact between Scholarships PNG and alumni, supplemented, as required, by twice-yearly email and telephone data collection from those scholars who do not routinely provide such data. The M&E Coordinator will assist with this data collection. Such data collection would be further supplemented by tracer studies (which generally involve large-scale survey data collection), as described in Section 5.3 below.

5.1.1 Annotated Lists

The simple method of qualitative data collection included in our Outcomes monitoring is to compile ‘lists of things’². Lists can be much richer and meaningful sources of evidence than numbers alone, and they will be annotated with simple codes which flag the most important pieces of information for later consideration in narrative analyses. For example, Scholarships PNG will not *count* “positive contributions to the policies, practices and research that supports GoPNG priorities” (which was the original indicator #1 in the design document Matrix of Indicators) – because we would not be counting comparable items³. It would therefore be a meaningless, or misleading, measure. Instead, Scholarships PNG will *list* these policies and practices, and will attach simple codes to each entry on the list based on the following system:

Indicator	Codes attached to each entry on list		
	Level of Effect	Level of Attribution	Type of Effect (may be both*)
Evidence (annotated lists) of positive contributions by Scholarships PNG alumni in the public sector to policies, practices and research that supports GoPNG priorities	High (QH) Medium (QM) Low (QL)	High (AH) Medium (AM) Low (AL)	Positive (+) Negative (-)

**Note that if a policy or practice has both significant positive and significant negative effects, it is possible to add two sets of codes to that list entry (i.e. HH+ and HH-).*

These lists will be developed as part of the Scholarships PNG monitoring system, but will be of most use in evaluation studies. The codes themselves are not intended for analysis, but simply flag the most important items on lists for discussion in narrative analyses and evaluations. For example, when summarising the qualitative effect of the new or revised policies or practices

² This is the approach identified in AusAID’s guidance on M&E for scholarships programs.

³ For example, it would be difficult to meaningfully *count* policies as a measure of outcomes as policies vary greatly in their significance and scale, as does the level of alumni input into those policies – a description will be much more valid than a blunt count.

worked on by alumni, the codes could be used to quickly extract the High Quality/High Attribution examples for further consideration.

Annotated lists will be compiled for a sample of alumni (as described in Section 5.1.2 below), through a range of means including: routine contact with alumni, interviews with alumni, their managers and HR managers, group interviews, case studies and annual thematic studies (see below).

5.1.2 Sampling for Qualitative Outcomes Monitoring

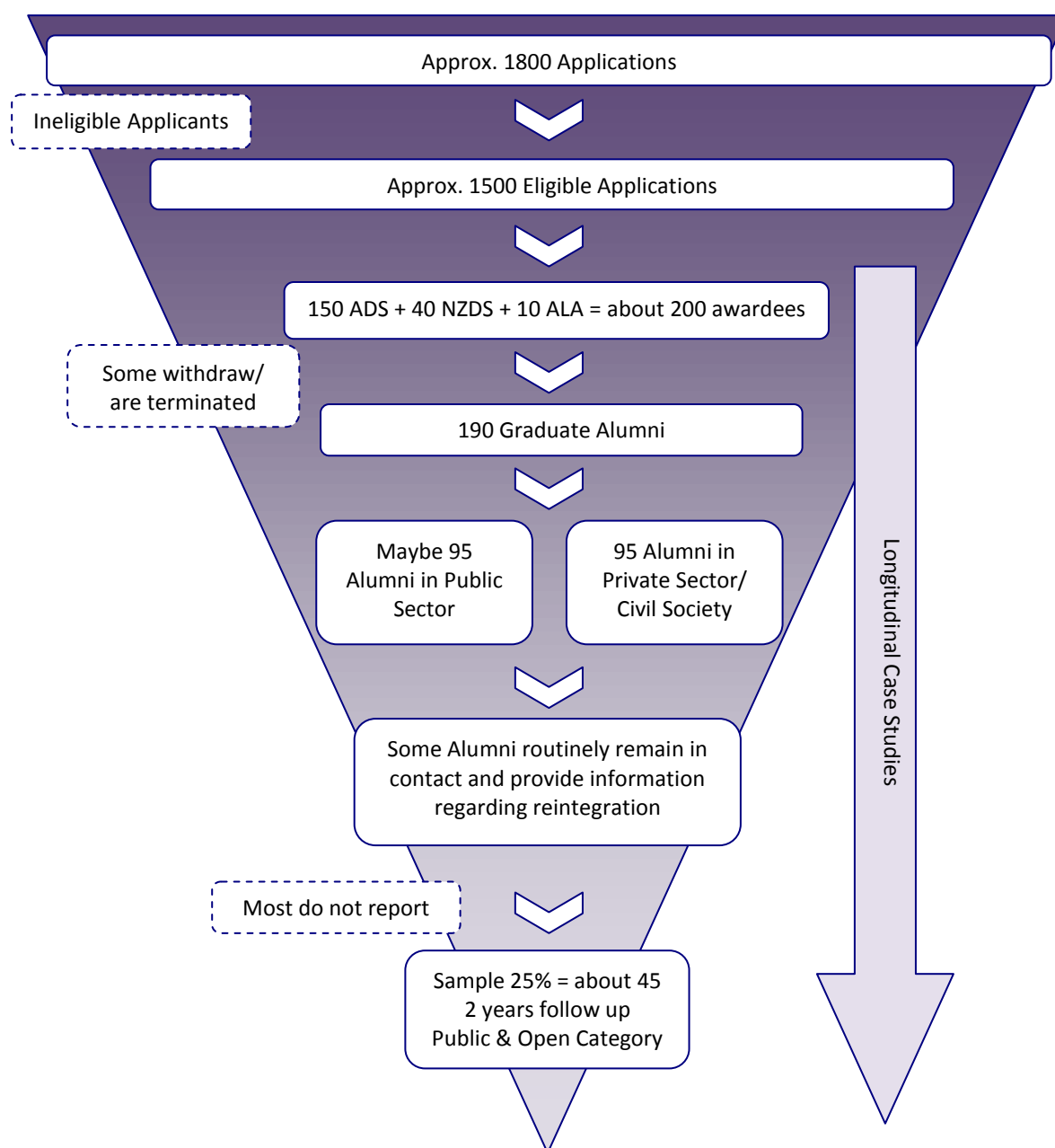
There is an expectation that all alumni will provide at least basic post-award information to Scholarships PNG, to enable the tracking of immediate post-award movements. It is unlikely, however, that all alumni will routinely report without follow up. With up to 200 new alumni every year it would be unfeasible for program staff to actively follow up every alumnus, particularly with a two-year follow up period meaning that ‘active’ alumni could number almost 400 (i.e. two cohorts of up to 200 each).

Therefore, to supplement the simple data routinely provided by alumni, Scholarships PNG will implement an augmentation sampling regime for actively monitoring alumni on return to PNG, as shown in the diagram below. What this means is that returned *all* scholars will be routinely reminded, mainly via email, regarding reporting obligations. But more intensive, individual follow up will be required for many alumni. Therefore sampling will target 25% of alumni for this intensive follow up, and the *active* follow up will focus on the priority sampled alumni. The sample will include public sector, private sector and civil society alumni, from the AusAID and New Zealand Aid Programme scholarships programs and from both NCD and the provinces, in order to achieve a somewhat representative sample for monitoring and evaluation. Follow up will include reintegration reporting as well as interviews with alumni, their managers and HR managers, if possible and appropriate.

Importantly, the follow up of the priority sample of alumni will not only be for monitoring purposes, but will also involve support from Scholarships PNG for reintegration. It will include the development of a relationship between program staff and the alumni and their employer, with the aim of achieving mutual support and benefits. In other words, the sampled follow up is not only for program monitoring purposes but also as a means to provide reintegration support.

As noted in Section 3, this intensive follow up and monitoring will be undertaken for a period of two years after a scholar’s return to PNG. Attribution of scholarship award influence on an individual becomes progressively weaker over time, and the relevance of reintegration plans is also difficult to sustain beyond this period.

The diagram below describes the ‘funnel’ of individuals through the scholarships cycle and into the proposed sampling regime for post-award monitoring:



Sampling for outcomes monitoring will commence with the scholars returning to PNG during 2011, even though those scholars from the public sector in this group will not have Reintegration Plans on which to base this follow up. Nevertheless, outcomes monitoring will be possible for a sample of returning scholars, as described in this Plan, and will commence in 2011.

5.2 Component One Outcomes Report

Every two years, commencing in 2012 and to be scheduled in the 2012 Annual Plan, Scholarships PNG will prepare a biennial Component One Outcomes Report that focuses on the progress returned alumni are making and their contributions to the outcomes and objectives of the program. The Reports will draw together both qualitative and quantitative data in order to provide a comprehensive assessment of the outcomes of the ADS, NZPS and ALAS programs. Qualitative data that will be used will include data collected through case studies and the annual thematic studies (see below), as well as annotated lists developed through Reintegration Reports

and alumni interviews by Scholarships PNG personnel.

5.3 AusAID or NZ Tracer Studies

The evaluation of outcomes and the achievement of Scholarships PNG objectives can be enhanced through periodic tracer studies. These are substantial studies, generally including a combination of quantitative and qualitative methods such as surveys, interviews and focus groups. In keeping with the scope of services, Scholarships PNG will design and implement (or subcontract) tracer studies if and when requested by AusAID or the New Zealand Aid Programme, with the associated costs reimbursed.

5.4 Student Satisfaction Surveys

A number of surveys will feature in the Scholarships PNG monitoring system.

5.4.1 ARDS and NZRDS Annual Student Satisfaction Survey

Each year Scholarships PNG will implement a brief RDS Student Satisfaction Survey to monitor the satisfaction of AusAID and NZ Regional Development Scholarships scholars studying in PNG.

1. Satisfaction with the pastoral care and other support being provided by Scholarships PNG
2. Satisfaction with the academic and other services being provided by the academic institution in PNG

The first RDS Student Satisfaction Survey will be implemented in October/November 2010, providing a baseline for subsequent years of Scholarships PNG. It will be implemented using an online survey application⁴, which provides high levels of efficiency in survey implementation, data collection and analysis and reporting. RDS scholars will be encouraged to complete the survey online, however if they are not able to secure reliable internet access to enable survey completion, the survey will be administered over the phone by the M&E Coordinator or another Scholarships PNG staff member, with data entry completed during the phone call directly into the online survey database. A draft survey instrument is attached at Annex 4.

5.4.2 ADS, ALAS and NZPS Annual Student Satisfaction Survey – On-Award Support Services

AusAID conducts two regular surveys of scholars while in Australia; one shortly after their commencement (the Arrival Survey) plus an annual Ongoing Survey. These surveys include all AusAID sponsored students in Australia, from all source countries, and results are generally treated as commercial in confidence by AusAID, reflecting their examination of the performance of individual higher education institutions in Australia. AusAID has agreed that Scholarships PNG will routinely have access to at results from the AusAID surveys for PNG scholars. This will greatly enhance its understanding of the on-award experiences of the scholars it is selecting, supporting and monitoring and will be an essential complement to Scholarships PNG's own data collection⁵.

Scholarships PNG is required to monitor the satisfaction of scholars with the pastoral care

⁴ Examples in common use include Survey Monkey and Survey Methods

⁵ Results are therefore not routinely shared with scholarships program managing contractors, although it is understood that selected results can be shared at the discretion of individual AusAID programs.

services being provided by Austraining, via an annual independent survey. AusAID has agreed that Scholarships PNG can add a small number of questions unique to PNG scholars to the AusAID Ongoing Survey. These will focus explicitly on the additional support provided via Austraining, as distinct from the routine pastoral care and support provided by institutions to all ADS and ALAS scholars. This approach will limit the demands on scholars for survey data, and mitigate potential confusion about the feedback they are being asked to provide. It would also obviate the need for additional development work on a survey instrument, database, data entry and management.

NZPS scholars are not included in the AusAID annual survey. AusAID and the New Zealand Aid Programme are considering whether PNG NZPS scholars could be included in the survey process, thereby providing consistent data as a basis for monitoring all scholars included in Scholarships PNG. This would be the ideal outcome, again for reasons of efficiency and clarity.

If, however, AusAID does not extend its survey to scholars in New Zealand, Scholarships PNG will undertake an annual student satisfaction survey of NZPS scholars to monitor satisfaction with the on-award support being provided through Austraining. This survey will be implemented using online survey software and will be conducted around the middle of each year, commencing in 2011. The survey instrument and implementation arrangements will be developed, if necessary, during 2011.

5.5 Longitudinal Case Studies

In order to enhance understanding of scholarships in PNG, and to complement other monitoring and evaluation methods being used throughout the program, Scholarships PNG will undertake a series of longitudinal case studies⁶ as part of its evaluative work. The aim is to select a small number of scholars from both AusAID and New Zealand Aid Programme scholarships programs, and track them in depth throughout their involvement in Scholarships PNG. Scholars (cases) will be selected at the time of receiving their award, and will be repeatedly studied throughout their time in Australia or NZ and during the first two years after their return to PNG.

The rationale is that much can be learnt from exploring individual cases in depth, to complement the broad messages we can glean from the quantitative data. While we can't generalise from a case study (i.e. reach conclusions about all scholars), case studies will help us gain insights into the experience of Scholarships PNG scholars, and perhaps identify issues that require further monitoring through our broader M&E efforts. The case study approach is well-suited to scholarships, where the experiences and the issues are complex, contextual, and individual to each scholar on both personal and professional levels.

The case studies will seek to answer a small set of evaluation questions over time, which will be further developed, but which could include:

- What is the history of the scholar's involvement in the scholarship program?
- What were the factors that influenced the scholar's involvement in the scholarship program and what expectations do they (and their family, and their employer) have about their scholarship?
- How does the scholar feel about the award experience: the selection process, the support

⁶ This approach to case study work draws on a number of sources, including Helen Simon's *Case Study Research in Practice* (2009); Robert E. Stake's "Qualitative Case Studies" in *The SAGE Handbook of Qualitative Research*, Third Edition (2005); and David Silverman's *Doing Qualitative Research* (SAGE, 2005)

from Scholarships PNG for course selection, enrolment and mobilisation; the pastoral and academic support provided while on award; the quality and content of the educational experience; the personal and family experience of living and studying in Australia or NZ?

- What was the scholar's experience of returning to PNG, and to work in PNG? What factors influenced this experience (both negative and positive aspects) and how?
- To what extent has the scholarship – the qualification gained as well as the life experience – contributed to the scholar's personal and professional life?
- In what ways is the scholar still connected with Australia, and with other alumni in PNG and elsewhere, after returning to PNG?

Case studies will incorporate existing M&E data from Scholarships PNG, as well as interviews with the scholar, their employer and their family (if appropriate), data from the AusAID scholar surveys, and information from relevant documents and other material. As such, the approach will enable triangulation of data by drawing on multiple perceptions and perspectives to clarify meaning and verify interpretations.

Cases will be chosen on the basis of those which provide the greatest opportunity to learn. In other words, sampling for the case studies will be purposive. The selection of cases is best characterised as intending to achieve 'substantive representativeness', rather than statistical representativeness, aiming to achieve representative variation on key explanatory factors such as gender, level of study and province of employment. It will reflect a balance between efficiency and richness of data. Case selection will enable the preparation of individual case studies for a diverse group of scholars, and will also enable the cross-case analysis that may identify shared patterns that, because they have arisen from a heterogeneous group of cases, will have greater significance.

Because case studies will continue from the time of selection until up to two years after return to PNG, cases will be 'live' for up to five years. This means that the total number of 'live' cases will increase with each new cohort, necessitating the selection of only a modest number of cases from each cohort. Therefore, Scholarships PNG will select ten cases from two cohort, which will result in ten cases in 2011, and twenty in 2012. Commencing case studies after 2012 would be unfeasible without a separate agreement from AusAID to fund them to conclusion, as the majority of data collection and analysis would take place after then end of the current Scholarships PNG contract. More importantly, though, there may not be a strong rationale to undertake more than twenty case studies in light of the intensive effort associated with completing them. The opportunities to learn from case studies would not be significantly increased with more than twenty cases.

Each case study will generally entail five points of investigation:

1. At the time of award, possibly even before the scholar has secured entry into the university and course of their choice ('cycle 1');
2. Shortly after arriving in Australia or NZ ('cycle 2');
3. Around mid-way through the program of study ('cycle 3');
4. Shortly before returning to PNG ('cycle 4'); and
5. A year or more after return ('cycle 5').

The case studies will also have the flexibility to add further interviews if necessary, for example an additional on-award interview may be warranted for scholars doing very long studies (such as PhDs or other four-year degrees).

This periodic approach to data collection will gradually build up a comprehensive picture of the scholarships experience, in a much richer way than a single interview that asks a scholar to think back to earlier events in their scholarship. By collecting data at the time of each event (such as the time of receiving the award, or the time of preparing to return to PNG) it will be much fresher and more vivid, and this can be reflected in the case study.

Case studies will be internal to Scholarships PNG; they will not be used for publicity or communications purposes. This will enable a more meaningful examination of all aspects of the scholar's experience, both positive and negative – an important requirement for learning. Scholarships PNG separately prepares profiles of scholars for public communications purposes, and data collected during case study research could certainly contribute to scholar profiles, but it is important to distinguish between them.

Scholarships PNG will apply ethical practice to the case studies. Scholars will be given detailed information about the intentions and purpose of the case study when they are invited to participate, and about how the case study will be used. Participation in the case study will be entirely optional, and participating scholars will be given the option to have their case recorded anonymously if they prefer it. Participants will be asked to sign a simple, clear consent form so there is an explicit and transparent record of the basis on which the case study is proceeding.

The Scholarships PNG M&E Adviser will develop interview guides and case study report guides for the case studies in October/November 2010. In consultation with the Facility Director, she will select the first ten cases in late 2010 and will undertake the first set of interviews before the 2011 cohort departs for Australia and NZ. Interviews while scholars are on award will be undertaken either by the M&E adviser or by Austraining, using the case study interview guide. All interviews will be recorded and transcribed, enabling accurate data analysis and the use of the scholars own words in case study reporting. In some cases interviews may also be recorded on video to support audio-visual communication of case studies⁷.

The M&E Adviser and the M&E Coordinator will prepare case study reports for each case, as the case studies evolve. The first of these will be written following the second cycle of interviews. Scholarships PNG will also prepare a summary report for submission to the JSC in the second half of 2011, which will identify the key learnings from the early phase of the studies. Following each subsequent cycle of interviews, case study reports will be expanded and revised to incorporate the additional data. As a rule, case study reports will remain internal to Scholarships PNG at least until the case studies have been completed. At the end of each case study, a complete report will be prepared and its use and release will be clarified.

5.6 Annual Thematic Studies

In order to examine a wider range of issues than is possible with routine monitoring and evaluation, Scholarships PNG will conduct an annual Thematic Study. Each year the JSC will choose a theme for investigation, with options suggested by Scholarships PNG. Studies will generally be modest in scope, tailored to address the theme of inquiry. They would either be undertaken by the Scholarships PNG M&E team or could be subcontracted to a local PNG research organisation if appropriate. Most would include a mixed methods approach using

⁷ However it is important to note that case studies are not designed as public communication products, but as evaluation and learning activities. Any use of case study data for the preparation of scholar profiles or other public communication outputs would require separate, additional consent by the scholars and separate preparation and drafting

existing quantitative data from SCHOLAR, OASIS and SIMS, with the addition of qualitative methods such as focus groups or most significant change depending on the appropriate mix for the focus of the study.

These thematic studies will also enable Scholarships PNG to examine instances other than success – instances of failure or alternative outcomes. This is an essential part of Scholarships PNG and its stakeholders achieving a better understanding of the complexities of the scholarships program in PNG.

Indicative themes could include:

- Explore the outcomes for alumni studying in a specific field (e.g. health or engineering) or working in a specific sector (e.g. civil society organisations or higher education institutions)
- Undertake a comparative study examining a parallel sample of ADS alumni with a comparable sample of (say) UPNG alumni. Such a study would potentially provide an opportunity to examine the counterfactual (i.e. the outcomes that scholars may have achieved without support from Scholarships PNG), which has rarely been done in examining scholarships impacts.
- Investigate a group of scholars who withdrew, or were terminated while on award, in order to better understand the experiences and context of scholars who do not succeed in the scholarships program.
- Examine a specific category of awardees (e.g. young women, or students with a disability, or those from a specific province or employer or sector).
- Explore the experiences of family members who accompanied a scholar.
- Investigate the perspectives and experiences of applicants who did not get awarded a scholarship, drawing a sample from shortlisted applicants who did not succeed in securing a scholarship.
- Implement a Most Significant Change study to explore changes in an agency or workgroup that has had a substantial number of alumni. This approach would be suitable where there is a critical mass of scholarships alumni working closely together, enabling a group process of evaluation to examine the impact of scholarships on an institution or workgroup's overall functioning.

Scholarships PNG will undertake one Thematic Study each year, and will conduct them in May or in August/September (i.e. between reporting periods)⁸. A first set of proposed themes will be submitted to the JSC for consideration at a JSC meeting early in 2011.

5.7 Component Two Evaluation

Every two years Scholarships PNG will implement a small-scale evaluation of Component Two, with particular focus on the grants program. It will be undertaken using participatory processes that involve grant recipients, Scholarships PNG staff and key Scholarships PNG stakeholders, with the aim of confirming outcomes that are attributable to Scholarships PNG grants. The first of these evaluations will be undertaken in late 2012 or early 2013, after the grants program has been operating for two years. Scholarships PNG will seek to involve local research or consulting capabilities (possibly even alumni) in undertaking this evaluation, under the guidance of the Facility Director and the M&E Adviser.

⁸ Additional studies could be conducted on request, if additionally funded.

5.8 Evaluation of Selection Process Innovations

The Scholarships PNG design includes a number of innovations in the selection process, designed to improve the effectiveness of those processes. Ultimately, it is intended that improved selection processes will result in higher calibre scholars who achieve greater success while on award and on their return to PNG. Accordingly, the real impact of selection process innovations will not be evident until selected scholars complete their studies. Further, conclusions could not reasonably be reached until at least three cohorts selected through the new processes have completed their studies, the first of these being the 2012 cohort (selected in 2011). This means that a timeframe for establishing impact could be at least 2016 (when the first of the 2014 cohort would be returning to PNG) – beyond the life of this current phase of the program.

Therefore, in order to examine the process innovations at a more immediate level, the M&E system will evaluate the effectiveness of these innovations through a regular survey of the Selection Panel – the ‘users’ of the new selection processes. The first of these surveys will be conducted in 2010, providing a baseline of Selection Panel feedback in advance of the complete implementation of selection process innovations. A draft survey instrument is provided at Annex 5 and, while simple, it will enable straightforward comparisons of Panel views over time, as processes are changed. Again, online survey software will be used for this survey, enabling efficient and straightforward data collection from a small number of panel members. The survey will collect Selection Panel feedback on the selection processes including:

- the application form, including the accompanying documentation such as references and academic records;
- interviews – whether individual (currently for NZPS) or group (in the future);
- written test (survey question to be added in 2011 when written test is introduced); and
- the overall workload and time demands that Selection Panel participation places on Panel members.

In 2014 Scholarships PNG will undertake a preliminary consolidated examination of selection process innovations, drawing together data from:

- Selection Panel Surveys data
- On-award performance and completion data from the Scholarships PNG database
- Qualitative data from the case studies and thematic studies that provide insights into selection processes.

A short report will provide a summary of these data and any tentative conclusions that may be possible about whether the innovations in the selection processes appear to be contributing to any improvements in scholar performance and completion. This report will contain tentative findings only, reflecting the timeframes for determining impact described above.

5.9 Evaluation of Pilot Foundation Program

The pilot foundation program will be developed and designed over the coming months, for implementation in either 2012. Program design will include evaluation processes that will be implemented by the subcontractor, as well as an evaluation by Scholarships PNG. Evaluation will focus on participant satisfaction with the program, and on the pathways followed by participants on completion such as: re-application to Scholarships PNG; application for other scholarships opportunities; progression into PNG-based tertiary study; or entry into the workforce.

5.10 Evaluation of Pre-Departure Program

For 2010 Scholarships PNG will implement the expanded Pre-Departure Program, and will undertake participant evaluations at its conclusion. From 2011 the program will be subcontracted, and the subcontractor will complete annual evaluations of the program for submission to Scholarships PNG. Scholarships PNG will also include a short section on the program in its annual Student Satisfaction Survey (see section 5.3.2 above).

5.11 Evaluation of First Year in PNG

As part of developing the full design and implementation arrangements for the First Year in PNG program, Scholarships PNG will develop an evaluation approach to explore the effectiveness and impact of the program. The evaluation approach will include substantial data collection and analysis by the subcontracted implementing institution(s), as well as a brief additional evaluation study which will be developed and implemented by Scholarships PNG.

5.12 Pastoral Care Monitoring

Scholarships PNG will implement a simple coding approach to managing its records of pastoral care, to enable structured regular reporting of the support provided, and the issues arising – both for RDS scholars and for those in Australia and New Zealand. Issues arising will be coded according to:

- Finance issues
- Academic difficulties
- Family and Personal issues
- Safety and Security issues
- Health issues
- Housing and other Accommodation issues
- Other

For ARDS and NZRDS scholars, pastoral care records (from ad hoc issues arising and from regular pastoral care visits in PNG) will be coded according to this list and attached to individual scholar records in the Scholarships PNG database. For ADS, NZPS and ALAS scholars Austraining will use a parallel coding system in its monitoring and reporting of pastoral care support services provided.

6 AUSAID AND NZ AID PROGRAMME EVALUATIONS

In addition to the specific Tools and Methods described in Section 5, and the individual evaluations included there, Scholarships PNG will be the subject of additional independent evaluation throughout its implementation.

AusAID and the New Zealand Aid Programme will undertake an **Independent Progress Review** (evaluation) during 2012 to assess outcomes of the program and contractor performance, and will make recommendations whether to extend the contract from three to five years. It will also recommend any necessary improvements to Scholarships PNG processes or management arrangements.

At the same time, AusAID and New Zealand Aid Programme will undertake a **Review of the Scholarships PNG M&E system**, to ensure that it is adequately meeting the needs of GoPNG, AusAID and the New Zealand Aid Programme for information collection, analysis and

reporting.

Finally, AusAID and the New Zealand Aid Programme will undertake an **Independent Completion Review** (evaluation) of Scholarships PNG towards the end of the contract.

More broadly, the M&E system is designed to ensure that Scholarships PNG can systematically respond to the monitoring and evaluation requirements of its stakeholders. This includes being able to provide evidence to support investigation of Scholarships PNG performance against the standard DAC evaluation criteria, as well as AusAID's quality criteria and its guiding evaluation questions for scholarships programs⁹. Annex 8 shows how the M&E Plan contributes to AusAID's regular QAI reporting and its evaluation framework.

7 REPORTS

Scholarships PNG will provide four regular reports to the JSC, as follows:

- Six Monthly Reports
- Selection and Mobilisation Reports – ADS, NZPS and ALAS
- RDS Annual Report

As noted in Section 3.1, it is proposed that a single Selection and Mobilisation Report be prepared for ADS, NZPS and ALAS.

In order to ensure that reports are accessible to, and useable by, their readers, Scholarships PNG will focus each report to avoid unnecessary duplication of content. This will also deliver efficiency in report preparation. The Monitoring Framework specifies the report in which data against each indicator will be reported, in accordance with the focused approach. In summary, the main content areas for each regular report will be:

Report	Due Date	Main Content Areas
Scholarships PNG Six Monthly Report	1 February	<ul style="list-style-type: none"> • Awards – summary (all awards) • On award performance/ Student achievement (all awards) • Pastoral Care Issues (annual detail) • Outcomes for Component Two • Grants program annual reporting • Alumni association outcomes
ADS and NZPS Selection and Mobilisation Report	28 February	<ul style="list-style-type: none"> • Applications – details • Awards – details • Selection Panel Feedback on Process • Mobilisation
RDS Annual Report	1 February	<ul style="list-style-type: none"> • Applications and Awards – details • Pastoral Care Issues

⁹ As set out in the 2009 Introductory Guidance on M&E for AusAID Study and Professional Development Award Programs.

Report	Due Date	Main Content Areas
		<ul style="list-style-type: none"> Academic performance and completion
Scholarships PNG Six Monthly Report	31 July	<ul style="list-style-type: none"> Selected evidence towards outcomes (Component One) Applications – summary (ADS, NZPS, ALAS) for current year Return and Reintegration – summary Pastoral Care Issues – summary update (all awards) Grants program update Alumni association update

The Facility Director will lead the preparation of reports, assisted by the two Managers and supported by the M&E Coordinator and M&E Adviser as necessary. The Six Monthly Reports in particular will also draw on input from all Scholarships PNG staff, through six-monthly M&E Workshops described in Section 8 below. Reports will address all the necessary cross-cutting issues, including gender equity, HIV/AIDS, child protection and disability. Outline templates for each report are provided at Annex 3.

8 CONTINUOUS IMPROVEMENT AND LEARNING

Scholarships PNG will invest in continuous improvement and learning through a structured program of staff and stakeholder workshops, underpinned by a commitment to establishing and maintaining a culture of information sharing, participation and team work. The regular workshops will include:

- One day M&E Workshop with all Scholarships PNG staff as part of the process of preparing regular reports. These workshops will enable the Scholarships PNG staff to examine quantitative and qualitative data and progress towards the objectives; to discuss and debate the interpretation of those data; and develop conclusions that will feed into the Six Monthly and other reports. Staff will have the opportunity to participate in presenting and facilitating sessions dealing with their areas of responsibility (making the workshops professional development opportunities as well as learning forums) with support from the Facility Director and the M&E Adviser. The first of these workshops will be held in early December 2010 in preparation for the first round of reporting in February 2011.
- Periodic seminars presenting the findings of annual thematic studies or other evaluation work of Scholarships PNG, or of other researchers examining aspects of scholarship or alumni experiences and outcomes. The audience for these seminars will include stakeholders from GoPNG, the private sector and civil society, alumni from the Australian and NZ scholarships programs, and personnel from other GoPNG and donor programs such as *Strongim Pipol Strongim Nesen*, Provincial Performance Improvement Initiative, and the Sub-National Strategy.
- Internal *M&E Bulletins* prepared by the M&E Coordinator, providing summary information on emerging or strategic issues relevant to Scholarships PNG management and implementation. For example a two-page summary of recent Scholarships PNG

evaluation studies, or a summary of tracer studies examining ADS or NZPS alumni in other countries, or a summary of new M&E techniques that may be applicable to Scholarships PNG.

Scholarships PNG will also experiment with some creative and innovative ways to communicate the findings of its evaluation work to a broader audience, and more effectively to its primary audiences. For example, in preparing the case studies it may also be possible to prepare brief video profiles of scholars which could be compiled into a short DVD of scholar experiences. Similarly, presentations or workshop sessions that are suitable will be produced and disseminated on CD or DVD to enable flexible use and easy duplication and distribution.

9 DATA MANAGEMENT

Scholarships PNG is implementing a new, comprehensive database to support data management and analysis. It is a customised scholarships management system that will unify all the operations of Scholarships PNG, meeting the operational as well as the M&E requirements for scholarships management. All aspects of this M&E Plan will be built into the database, enabling high quality data management and reporting.

Development and implementation of the database will be undertaken over four initial phases, and will be completed by early 2011:

- **Consolidation** – unifying existing operations into a single system that includes all historic data from PATTAf;
- **Integration** – enabling electronic data exchange with OASIS¹⁰;
- **Deployment** – expanding access to the database for remote users (such as case managers in Australia and NZ, and the M&E Adviser based in Australia); and
- **Extension** – expanding the database's features in line with Scholarships PNG functions.

There will be much greater capacity to capture qualitative data by attaching documents and other material to individual scholar records (such as pastoral care records, interview recordings and transcripts for scholars participating in case studies, etc). The consolidation and harmonisation of data fields between the various scholarships programs and throughout the scholarships cycle will also enhance data analysis capacity. The Deployment stage – providing access to data to a set of users external to Scholarships PNG – is expected to enable AusAID and (if required) New Zealand Aid Programme personnel to undertake direct data inquiries on a read-only basis. This will very significantly increase efficiency and underpin a more responsive capacity to provide tailored briefing and policy processes. Database infrastructure will also be expanded and data security, back-up and administration functions significantly upgraded.

10 BUILDING M&E CAPACITY IN DPM AND NTC

Scholarships PNG will work with stakeholders in DPM, NTC and elsewhere in GoPNG in the implementation of this M&E Plan, while recognising that these staff have a multitude of other commitments and demands on their limited time. The approach to continuous improvement and learning will pay particular attention to how best to enhance DPM and NTC involvement in, and understanding of, scholarships monitoring. Initially this is likely to mean focusing on demonstrating the insights that M&E efforts provide, for example by arranging M&E briefings

¹⁰ At the time of preparing Version 2 this phase of development has been delayed, due to development work on OASIS being undertaken by AusAID during 2011. It will be revisited towards the end of 2011.

and workshops that involve stakeholder personnel. Subsequently, Scholarships PNG will also identify opportunities to invite stakeholders to play an increased role in M&E operations, should they so wish. Scholarships PNG will also develop innovative approaches to disseminating M&E products, so as to improve access to M&E findings, and to show alternative approaches to information dissemination that could be of value in other areas of stakeholder operations (e.g. using DVDs to communicate evaluation findings).

Once the database is operational and has proven effective (through the consolidation and integration phases described above), Scholarships PNG will consider how best to involve DPM and NTC – as participants in the selection processes – in the direct use and operation of the database. This may include enabling direct input of some data such as endorsements, or may entail access to limited search and reporting functions that support internal analysis and reporting for the public or private sectors. This expansion of the database would function as an additional capacity building activity; also showing the benefits of sound data management and analysis arrangements.

11 ROLES AND RESPONSIBILITIES FOR M&E

The **Facility Director** has overall responsibility for ensuring that the Scholarships PNG M&E Plan is implemented, and that the information needs of key stakeholders are met to a high standard. She will lead the preparation of all reports specified in this M&E Plan, supervise the M&E Coordinator on a day-to-day basis, and seek input from the M&E Adviser as necessary.

The **M&E Adviser** will provide periodic support and advice to the Facility Director and the staff and stakeholders of Scholarships PNG. In addition to preparing the M&E Plan, she will:

- support the preparation of facility reports;
- develop and oversee the implementation of surveys specified in the M&E Plan, and work with the M&E Coordinator to undertake the data analysis and reporting of these surveys;
- implement the Case Studies and agreed Thematic Studies (working with the M&E Coordinator), or contribute to the sub-contracting of Thematic Studies as necessary;
- develop and support the implementation of continuous improvement and learning activities as specified in this Plan, including six-monthly staff M&E workshops;
- provide input into the development of sub-contracted aspects of Scholarships PNG, with particular reference to M&E and reporting arrangements, such as the on-award support, the Pre-Departure Program and the Foundation Program;
- review the M&E Plan in consultation with Scholarships PNG stakeholders, and prepare an updated M&E Plan following each annual review;
- assist the FD to build the capacity of the M&E Coordinator and all other Scholarships PNG staff with regards to monitoring, evaluation and reporting tasks; and
- visit PNG at least twice a year, and more often if necessary, to implement the agreed elements of the M&E Plan and to provide support and advice to Scholarships PNG staff and management.

The **M&E Coordinator** will provide day-to-day support to the Facility Director and other staff of Scholarships PNG regarding data collection, analysis and reporting. S/he will have particular responsibility for supporting staff with the use of the Scholarships PNG database, and for extracting data from the database and providing it in a range of formats, in response to requests for information. The M&E Coordinator will work with the M&E Adviser to:

- implement the surveys specified in this Plan;
- participate in case studies, thematic studies and other M&E activities specified in this Plan;
- implement agreed elements of the continuous improvement and learning activities specified in the M&E Plan, including the preparation of “M&E Bulletins”

All **Scholarships PNG** staff will participate in the implementation of the M&E Plan, in its review and updating, and in the continuous improvement and learning activities that will rely on the use of M&E products.

The **Joint Steering Committee** will be the primary users of the outputs produced through the M&E Plan, reading and responding to regular reports; providing feedback to Scholarships PNG so M&E arrangements can be calibrated to meet the Committee’s needs, and participating in agreed M&E activities.

12 M&E CALENDAR

A calendar (work plan) of M&E events and activities over the period to February 2012 is provided at Annex 6. This calendar period is aligned with the period of the first Annual Plan, but also provides an indication of the timing for regular M&E activities that would be replicated over subsequent years. The calendar and work plan will be reviewed and updated annually as part of the revision of the overall M&E Plan.

12.1 Reviewing the M&E Plan

In accordance with Scholarships PNG requirements, this M&E Plan will be reviewed, revised and updated at least annually in consultation with all key Scholarships PNG stakeholders. The first revision was undertaken early in 2011, following the first round of regular reporting. As such, the M&E Plan will have been ‘put to the test’ and will benefit from revisions following this first use. Subsequently, revisions will be undertaken annually following the February reporting period.

13 RESOURCES AND BUDGET

Implementation of this plan relies on a number of key resources and their inputs, most notably: the Facility Director, the M&E Coordinator, the M&E Adviser and subcontracted service providers. The FD and M&E Coordinator are full-time resources for Scholarships PNG, and subcontractor inputs will be specified in each subcontract as they are developed, so the resources schedule in Annex 7 provides an estimate of M&E Adviser inputs and the additional facility inputs required to implement the M&E Plan to February 2012.

ANNEX 1: VARIABLES FOR DISAGGREGATION

This table provides detailed definitions of the variables that will be used to disaggregate data for analysis and reporting. From the 2011 selection period (i.e. for the 2012) cohort, with the revised application form, data will be collected for all these variables. Data collection will also include a very large number of additional data through application forms, selection processes and management activities. The routine application of these variables for disaggregation is described in Annex 2: Matrix of Indicators; additional analysis and reporting will be possible using any and all of these variables, as required.

Variable	Proposed Definitions	Notes
Gender	Male Female	
Age	Up to 25 26-35 36-45 46+	Database will compute <i>age at application</i> and <i>age at commencement</i> .
Category of Award	<ol style="list-style-type: none"> 1. AusAID <ul style="list-style-type: none"> • ALA • ALA Fellowship • AA RDS • ADS <ul style="list-style-type: none"> ○ ADS Open ○ ADS Public 2. New Zealand Aid Programme <ul style="list-style-type: none"> • NZPS 	<p>Enables reporting by donor, by scholarships program, and by public/open category.</p> <p><i>Note: NZPS Public category awards include both public sector and private sector employees.</i></p>

Variable	Proposed Definitions	Notes
	<ul style="list-style-type: none"> ○ NZPS Open ○ NZPS Public ● NZ RDS 	
Level of Study	<ol style="list-style-type: none"> 1. Diploma 2. Undergraduate 3. Postgraduate 4. PhD 	Retain existing categories, ensuring that the categories specified on the current NZ form are mapped into the structure.
Province of Employment	Drop down list of Province Names	<p>Province of Employment is likely to be of greatest interest in monitoring geographic distribution of applications and awards.</p> <p><i>Note: Routine reporting will focus on a binary disaggregation between NCD and Provinces, though individual province disaggregation will be possible if and when required.</i></p>
Province of Origin	Drop down list of Province Names	
Family Status	<ol style="list-style-type: none"> 1. Accompanied 2. Non-Accompanied <ul style="list-style-type: none"> ● Without dependents ● with Dependents 	Additional sub-categories will enable analysis of the differences between unaccompanied scholars who have dependent families home in PNG, and those how are without dependents.
Academic Outcomes	<ol style="list-style-type: none"> 1. Successful 	

Variable	Proposed Definitions	Notes
	<ul style="list-style-type: none"> • Unsuccessful 	
Disability	<p>Ask applicants to self-identify as having a disability. (Yes/No)</p> <p>Type of Disability (self identified)</p> <ul style="list-style-type: none"> • physical/ mobility disability • visual impairment • hearing impairment • Intellectual or learning disability 	<p>NZPS and ALA application forms ask a question about special needs in studies. In new application form, we will ensure the question is asked with a clear reassurance that a disability will not disadvantage the applicant.</p> <p><i>Note: disability studies are addressed under Field of Study (below)</i></p>
Field of Study	<ol style="list-style-type: none"> 1. Science and IT 2. Infrastructure* <ul style="list-style-type: none"> • Engineering • Architecture 3. Economic Development# <ul style="list-style-type: none"> • Agriculture & Environment • Rural Development 4. Health*# 5. Education*# 6. Management and Commerce 	<p>Proposed list of Field of Study is built on the CRICOS structure. For ADS/ALAS the database will be able to automatically allocate applications or awards into a category, based on the CRICOS code applying to the course of study.</p> <p>For NZPS and ARDS manual selection of Field of Study will be required using the same list.</p> <p><i>Notes:</i></p> <p>* denotes a sector specified in the PNG-Australia Partnership for Development (others are public service, which is captured in ‘type of organisation’ below; and statistics, which isn’t really a sector of study on its own).</p> <p># denotes New Zealand Aid Programme focus, together with civil society (which is captured in ‘type of organisation’)</p>

Variable	Proposed Definitions	Notes
	<p>7. Social Science, Law, Arts - including</p> <ul style="list-style-type: none"> • Law and justice (ALA) • Economics (ALA) • Policy and political science (ALA) • Journalism (ALA) <p>8. Other</p> <p>Additional check-box for Disability-related studies, Gender-related studies and HIV/AIDS-related studies</p>	
Type of Organisation	<p>1. Public Sector*</p> <p>2. Private Sector</p> <p>3. Civil Society#</p> <p>4. Multilateral Agency/ Bilateral agency or aid program</p>	<p>Category of employing organisation, so Scholarships PNG can disaggregate scholarships accordingly. This will, for example, enable reporting of scholarships provided to the public sector, or scholarships provided to civil society organisations.</p> <p><i>Notes:</i> * denotes a priority for the Partnership for Development # denotes a priority for the NZ Aid Programme.</p>
Extension Cost	<ul style="list-style-type: none"> • Total Cost (by year) • Average Cost (per current scholar) 	
Sector of Employment (both Pre- and Post-Scholarship)	<p>1. Health*# (NZPS 14.0) (including all public sector employees in health)</p> <p>2. Education*# (NZPS 7.0) (including all</p>	<p>The definition of “Government and Community Development” (category 4) is clarified to ensure that government officials working in target sectors such as health, education, infrastructure and economic development, are counted <i>in those sectors</i>.</p>

Variable	Proposed Definitions	Notes
	<p>public sector employees in education)</p> <ul style="list-style-type: none"> Higher Education (to report our 10% quota for AusAID) <p>3. Infrastructure* (including all public sector employees in infrastructure)</p> <ul style="list-style-type: none"> Construction (NZPS 6.0) Energy generation & supply (NZPS 9.0) Transport & Storage (NZPS 21.0) Water supply & sanitation (NZPS 22.0) <p>4. Government & Community Development (<i>except Health, Education, Infrastructure and Economic Development</i>)</p> <ul style="list-style-type: none"> Govt & Civil Society (NZ 13.0) Social infrastructure & services (18.0) <p>5. Finance</p> <ul style="list-style-type: none"> Banking & Financial Services (NZ 2.0) Business & Other Services (3.0) <p>6. Economic Development# (including all public sector employees in economic development)</p> <ul style="list-style-type: none"> Agriculture (NZPS 1.0) 	<p>NZPS application form (and SIMS) has a list of 22 sectors of employment, which need to map into Scholarships PNG categories, as shown.</p> <p><i>Notes:</i> * denotes a sector specified in the PNG-Australia Partnership for Development (others are public service, which is captured in ‘type of organisation’ below; and statistics). # denotes New Zealand Aid Programme focus, together with civil society (which is captured in ‘type of organisation’).</p>

Variable	Proposed Definitions	Notes
	<ul style="list-style-type: none"> • Fishing (NZPS 11.0) • Forestry (NZPS 12.0) • Industry (NZPS 15.0) • Mineral Resources & Mining (NZ 16.0) • Multi-sector & Cross cutting (incl urban & rural devt, research, science (NZ 17.0) • Tourism (19.0) • Trade Policy & Regulation (20.0) <p>7. Other</p> <ul style="list-style-type: none"> • Communications (media, communications, ICT – 4.0) • Conflict prevention, resolution, peace & security (5.0) • Humanitarian Aid (8.0) • Environment (10.0) 	
Level of Employment	<ol style="list-style-type: none"> 1. Executive/ Senior Management / Senior Professional (including senior Principal, Director of Nursing or Nurse Superintendent) 2. Middle Management/ Professional (including Principal, Supervising Nurse 	

Variable	Proposed Definitions	Notes
	<p>Practitioner)</p> <p>3. Senior clerical or Administrative/ Technician/ Supervisory (including specialist or supervising teacher, senior or specialist)</p> <p>4. Clerical or Administrative/ Tradesperson (including semi-skilled, graduate entry public servants, graduate teacher)</p> <p>5. Trainee/ Unskilled (including apprentice or intern)</p>	
Estimated Annual Income	<ul style="list-style-type: none"> • K20,000 or less, per year • K20,001 – K40,000 per year • K40,001 – K70,000 per year • K70,001 – K100,000 per year • More than K100,000 per year 	
Scholarships PNG will also collect data to enable disaggregation by the following variables in response to specific questions or to investigate specific issues or areas of interest:		
	Ineligibility Reasons	
	Non-Completion Reasons (including withdrawal, failure and termination)	
	Activity Type (for Component 3 Grants)	

ANNEX 2: MATRIX OF INDICATORS

The matrix below identifies the agreed indicators of progress and performance for Scholarships PNG. They will underpin the regular reporting to the JSC and will complement other monitoring and evaluation activities undertaken by Scholarships PNG and by AusAID and the New Zealand Aid Programme. The variables for disaggregation specified in this matrix indicate what level of disaggregation will be *routinely reported* in regular reports. The overall M&E system, described in full throughout the M&E Plan, will enable additional data analysis and disaggregation by the full set of variables, if and when necessary.

ID	Indicator	Disaggregation (where relevant)	Source of Information	Data Collection Timing & Frequency	Scholarships PNG Reporting (Timing & Frequency)
COMPONENT 1: SCHOLARSHIPS PROGRAM					
	Objective 1: To provide men and women with the skills and knowledge to contribute to PNG’s economic and social development within the priority areas of National and Provincial governments.				
	Objective 2: To provide men and women with the skills and knowledge to contribute to PNG’s economic and social development within the private sector and civil society				
ADS AND NZPS					
Outcome Indicators					
1.	Evidence (including annotated lists) of positive contributions by Scholarships PNG <i>alumni</i> ¹¹ in the public sector to policies, practices and research that supports GoPNG priorities	<ul style="list-style-type: none">• Sector of Employment• Gender	Follow up interviews and other contact with alumni and employers (sample)	6 months after return 12 months after return 2 years after return	July Six Monthly Report Biennial Component One Outcome Report

¹¹ It is important to note that, as defined in the Glossary, “alumni” does not necessarily mean “a member of an alumni association”. It means someone who has participated in Scholarships PNG.

ID	Indicator	Disaggregation (where relevant)	Source of Information	Data Collection Timing & Frequency	Scholarships PNG Reporting (Timing & Frequency)
2.	Evidence (including annotated lists) of positive contributions by ADS/NZPS alumni <i>in the private sector</i> to policies, practices and research that supports GoPNG priorities	<ul style="list-style-type: none"> • Sector of Employment • Gender 	Follow up interviews and other contact with alumni and employers (sample)	6 months after return 12 months after return 2 years after return	July Six Monthly Report Biennial Component One Outcome Report
3.	Evidence (including annotated lists) of positive contributions by ADS/NZPS alumni <i>in civil society</i> to policies, practices and research that supports GoPNG priorities	<ul style="list-style-type: none"> • Sector of Employment • Gender 	Follow up interviews and other contact with alumni and employers (sample)	6 months after return 12 months after return 2 years after return	July Six Monthly Report Biennial Component One Outcome Report
4.	Evidence (including annotated lists) of positive contributions by ADS/NZPS alumni <i>in higher education and public research institutions</i> to policies, practices and research that supports GoPNG priorities	<ul style="list-style-type: none"> • Gender 	Follow up interviews and other contact with alumni and employers (sample)	6 months after return 12 months after return 2 years after return	July Six Monthly Report Biennial Reintegration Report
5.	% ADS/NZPS Public Category alumni who have returned to work in the public sector 12 months after returning to PNG (e.g. Reintegration Plans activated and implementing)	<ul style="list-style-type: none"> • Gender • Sector of Employment 	Email/phone data collection	Email/ phone data collection by Scholarships PNG, six monthly, from those scholars returned for 12 months	July Six Monthly Report Biennial Component One Outcome Report

ID	Indicator	Disaggregation (where relevant)	Source of Information	Data Collection Timing & Frequency	Scholarships PNG Reporting (Timing & Frequency)
6.	% ADS/NZPS Open Category alumni who are in the workforce 12 months after returning to PNG	<ul style="list-style-type: none"> Gender Sector of Employment 	Email/ phone data collection	Email/ phone data collection by Scholarships PNG, six monthly, from those scholars returned for 12 months	July Six Monthly Report Biennial Component One Outcome Report
Output / Activity Indicators					
7.	Annual number of eligible ADS/NZPS applications	<ul style="list-style-type: none"> Gender Category of Award Sector of Employment Province of Employment Field of Study (including disability- and HIV-related studies) 	Application Forms (data in SCHOLAR)	At time of application	July Six Monthly Report (summary data) ADS and NZPS Selection and Mobilisation Report (detailed data)
8.	Annual number of ineligible ADS/NZPS applications	<ul style="list-style-type: none"> Gender Category of Award <p>Disaggregation reported by additional variables if they are identified as significant during data analysis</p>	Application Forms (data in SCHOLAR)	At time of eligibility checking	Selection and Mobilisation Reports

ID	Indicator	Disaggregation (where relevant)	Source of Information	Data Collection Timing & Frequency	Scholarships PNG Reporting (Timing & Frequency)
9.	Annual number of ADS/NZPS awards	<ul style="list-style-type: none"> • Gender • Category of Award • Sector of Employment • Province of Employment • Field of Study • Level of Study 	Awards Documentation (data in SCHOLAR)	At time of awards	February Six Monthly Report (summary data) ADS and NZPS Selection and Mobilisation Report (detailed data)
10.	Annual number of ADS/NZPS awards to scholars with a disability	<ul style="list-style-type: none"> • Gender • Type of Disability • Province of Employment 	Awards Documentation (data in SCHOLAR)	At time of awards	February Six Monthly Report ADS and NZPS Selection and Mobilisation Report
11.	Annual number and % of ADS/NZPS extensions	<ul style="list-style-type: none"> • Gender • Category of Award • Level of Study • Age • Family Status • Cost (annual total and average per student) <p>Additional disaggregation will be reported (e.g. by Institution, or reason) if analysis identifies significant issues.</p>	SCHOLAR (OASIS, SIMS)	Ongoing	February Six Monthly Report

ID	Indicator	Disaggregation (where relevant)	Source of Information	Data Collection Timing & Frequency	Scholarships PNG Reporting (Timing & Frequency)
12.	Annual number and % of ADS/NZPS award variations	<ul style="list-style-type: none"> • Gender • Category of Award • Level of Study • Age • Family Status <p>Additional disaggregation will be reported (e.g. by Institution, or reason) if analysis identifies significant issues.</p>	SCHOLAR (OASIS, SIMS)	Ongoing	February Six Monthly Report
13.	Annual number and % of ADS/NZPS terminations	<ul style="list-style-type: none"> • Gender • Category of Award • Level of Study • Age • Family Status <p>Additional disaggregation will be reported (e.g. by Institution, or reason) if analysis identifies significant issues.</p>	SCHOLAR (OASIS, SIMS)	Ongoing	February Six Monthly Report

ID	Indicator	Disaggregation (where relevant)	Source of Information	Data Collection Timing & Frequency	Scholarships PNG Reporting (Timing & Frequency)
14.	Academic Outcome (Successful/ Unsuccessful) of ADS and NZPS scholars	<ul style="list-style-type: none"> • Gender • Category of Award • Level of Study • Age • Family Status <p>Additional disaggregation will be reported (e.g. by Institution, or Field of Study) if analysis identifies significant issues.</p>	SCHOLAR (OASIS, SIMS)	At time of graduation or scholarship cessation	February Six Monthly Report
15.	Six-Monthly Summary of Contact with ADS/ NZPS scholars in Australia and NZ	<p>Issues arising grouped into categories and analysed, with disaggregation (if significant) by:</p> <ul style="list-style-type: none"> • Gender • Category of Award • Level of Study • Age • Family Status 	Austraining Reports	Quarterly (every three months)	February Six Monthly Report July Six Monthly Report
16.	Number and % of ADS/ NZPS alumni who return to work in the Provinces on completion of their award	<ul style="list-style-type: none"> • Gender • Sector of Employment • Type of Organisation 	Debrief interview/ workshop with returning alumni	At the time of scholars' return to PNG	July Six Monthly Report

ALA Scholarships					
<i>Outcome Indicators</i>					
17.	Evidence (annotated lists) of contributions by ALAS alumni to policies, practices and research that supports GoPNG priorities		Scholarships PNG Interviews	One year after return	July Six Monthly Report Biennial Component One Outcome Report
18.	% ALAS alumni who are in the workforce 12 months after returning to PNG	<ul style="list-style-type: none"> • Gender • Sector of employment 	Email/ phone data collection	At 12 months post-award completion	July Six Monthly Report Component One Outcomes Report
19.	Participation of ALAS alumni in professional networking in PNG and internationally		Case Studies Tracer Studies	Ad hoc	July Six Monthly Report Biennial Component One Outcome Report
<i>Output/ Activity Indicators</i>					
20.	Annual number of eligible ALAS applications	<ul style="list-style-type: none"> • Gender • Sector of Employment • Province of Employment • Field of Study 	Application Forms (data in SCHOLAR)	At time of application	February Six Monthly Report (summary data) ALAS Selection and Mobilisation Report (detailed data) – February

21.	Annual number of ineligible ALAS applications	<ul style="list-style-type: none"> • Gender • Sector of Employment • Province of Employment • Field of Study 	Application Forms (data in SCHOLAR)	At time of application	February Six Monthly Report (summary data) ALAS Selection and Mobilisation Report (detailed data) – February
22.	Annual number of ALAS awards	<ul style="list-style-type: none"> • Gender • Sector of Employment • Province of Employment • Field of Study 	Awards Documentation (data in SCHOLAR)	At time of awards	February Six Monthly Report (summary data) ALAS Selection and Mobilisation Report (detailed data) – February
23.	Annual number of ALAS awards to scholars with a disability	<ul style="list-style-type: none"> • Gender • Type of Disability • Province of Employment 	Awards Documentation (data in SCHOLAR)	At time of awards	February Six Monthly Report ALAS Selection and Mobilisation Report (detailed data) – February
24.	Annual number and % of extensions for ALAS scholars	<ul style="list-style-type: none"> • Gender • Level of Study • Age • Family Status • Cost (annual total and average per scholar) 	SCHOLAR (OASIS, SIMS)	Ongoing	February Six Monthly Report
25.	Annual number and % of ALAS award variations	<ul style="list-style-type: none"> • Gender • Level of Study • Age • Family Status 	SCHOLAR (OASIS, SIMS)	Ongoing	February Six Monthly Report

26.	Annual number and % of ALAS terminations	<ul style="list-style-type: none"> • Gender • Level of Study • Age • Family Status 	SCHOLAR (OASIS, SIMS)	Ongoing	February Six Monthly Report
27.	Academic Outcome (Successful/ Unsuccessful) of ALAS scholars	<ul style="list-style-type: none"> • Gender • Level of Study • Age • Family Status 	SCHOLAR (OASIS, SIMS)	At time of graduation or scholarship cessation	February Six Monthly Report
28.	Six-Monthly Summary of Contact with ALAS scholars in Australia	<p>Issues arising grouped into categories</p> <ul style="list-style-type: none"> • Gender • Level of Study • Age • Family Status 	Austraining Reports	At least quarterly	February Six Monthly Report July Six Monthly Report
29.	Number and % of ALAS alumni who return to work in the Provinces at the completion of their award	<ul style="list-style-type: none"> • Gender • Sector of Employment • Type of Organisation 	Debrief interview with returning alumni	At time of scholars' return to PNG	July Six Monthly Report

ARDS and NZRDS Scholarships					
<i>Output Indicators</i>					
30.	Annual number of ARDS and NZRDS scholars arriving in PNG	<ul style="list-style-type: none"> • Gender • Home country • Category of award • Field of Study 	Sending Posts (stored in SCHOLAR and SOFEA)	Twice each year	RDS Annual Report (detailed data) February Six Monthly Report (summary)
31.	Annual number of ARDS and NZRDS scholars on award in PNG	<ul style="list-style-type: none"> • Gender • Home country • Category of award • Field of Study 	SCHOLAR and SOFEA	Ongoing	RDS Annual Report (detailed data) February Six Monthly Report (summary)
32.	Annual number of variations for ARDS and NZRDS scholars in PNG	<ul style="list-style-type: none"> • Gender • Home country • Category of award • Field of Study 	SCHOLAR and SOFEA	Ongoing	RDS Annual Report (detailed data) February Six Monthly Report (summary)
33.	Annual number of terminations for ARDS and NZRDS scholars in PNG	<ul style="list-style-type: none"> • Gender • Home country • Category of award • Field of Study 	SCHOLAR and SOFEA	Ongoing	RDS Annual Report (detailed data) February Six Monthly Report (summary)
34.	Academic Outcome (Successful/ Unsuccessful of ARDS and NZRDS scholars	<ul style="list-style-type: none"> • Gender • Home country • Category of award • Field of Study • PNG institution 	PNG Institutions	Ongoing	RDS Annual Report (detailed data) February Six Monthly Report (summary)

35.	Six-Monthly Summary of Contact with ARDS and NZRDS scholars in PNG	Issues arising grouped into categories <ul style="list-style-type: none"> • Gender • Category of Award • Level of Study • Age • Family Status 	Scholarships PNG pastoral care and support records	Ongoing	RDS Annual Report (detailed data) February Six Monthly Report (summary data) July Six Monthly Report (summary data)
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ALA Fellowships

Outcome Indicators¹²

36.	PNG organisations report that ALA Fellows have made an extra contribution as a result of their Fellowship		ALAF Tracer Study	If requested by AusAID	ALAF Tracer Study Report (if requested)
37.	Sustained linkages between Australian host organisation and PNG sending organisation		ALAF Tracer Study	If requested by AusAID	ALAF Tracer Study Report (if requested)

¹² Because Scholarships PNG is only involved in promotion of ALA Fellowships, and not in their management or implementation, **outcome indicators will not be routinely monitored or reported.** However if AusAID requests an ALAF Tracer Study, these outcome indicators would be examined.

ID	Indicator	Disaggregation (where relevant)	Source of Information	Data Collection (Timing & Frequency)	Scholarships PNG Reporting (Timing & Frequency)
COMPONENT 2: PROFESSIONAL DEVELOPMENT INITIATIVES					
Objective 3: To empower young women and men to actively participate in the development of civil society					
<i>Outcome Indicators</i>					
38.	Number of young women and men supported by Scholarships PNG in positions of responsibility or leadership in civil society	<ul style="list-style-type: none"> Gender Additional disaggregation (e.g. by sector of employment, of type of activity) will be reported after analysis, if results are significant	Component Two Evaluation	Biennial – 2012 and 2014	Component Two Evaluation Report
39.	Evidence (including annotated lists) of young women and men supported by Scholarships PNG contributing to development of civil society	<ul style="list-style-type: none"> Gender Additional disaggregation (e.g. by sector of employment, of type of activity) will be reported after analysis, if results are significant	Component Two Evaluation	Biennial – 2012 and 2014	Component Two Evaluation Report
<i>Output Indicators</i>					
40.	Annual number of Grant Proposals received	<ul style="list-style-type: none"> Gender Province of Employment Activity Type Applicants with a disability 	Grant application forms (stored in SCHOLAR)	Each grants round	February Six Monthly Report (annual data) July Six Monthly Report (update)

ID	Indicator	Disaggregation (where relevant)	Source of Information	Data Collection (Timing & Frequency)	Scholarships PNG Reporting (Timing & Frequency)
41.	Annual number of Grants awarded	<ul style="list-style-type: none"> Gender Province of Employment Activity Type Applicants with a disability 	Grant awards records (stored in SCHOLAR)	Each grants round	February Six Monthly Report (annual data) July Six Monthly Report (update)
Objective 4: To strengthen identified professional bodies to provide to their membership opportunities to develop skills and knowledge essential to achieve best practice in the operation of PNG industry, CSOs and government					
Outcome Indicators					
42.	Evidence (including annotated lists) that professional bodies supported by Scholarships PNG are better serving their members		Grant Reports Component Two Evaluation	End of Grant 2012 and 2014	February Six Monthly Reports Component Two Evaluation Report
Output Indicators					
43.	Annual number of Grant Proposals received	<ul style="list-style-type: none"> Province Activity Type 	Grant application forms (stored in SCHOLAR)	Each grants round	February Six Monthly Report (annual data) July Six Monthly Report (update)
44.	Annual number of Grants awarded	<ul style="list-style-type: none"> Province Activity Type 	Grant awards records (stored in SCHOLAR)	Each grants round	February Six Monthly Report (annual data) July Six Monthly Report (update)

Objective 5: To strengthen the capacity and profile of Australian and NZ Alumni Associations in PNG					
<i>Outcome Indicators</i>					
45.	Evidence that PNG-AAA is a more sustainable organisation demonstrating collective self-management		PNG-AAA Annual Report PNG-AAA Grant Reports PNG-AAA Membership Lists	Annual	February Six Monthly Reports
46.	Evidence of PNG-AAA participating in PNG's development through civil society activities including volunteer work		PNG-AAA Annual Report PNG-AAA Grant Reports	Annual	February Six Monthly Reports
<i>Output Indicators</i>					
47.	Annual number and % of AusAID-funded alumni who are members of PNG-AAA	<ul style="list-style-type: none"> • Gender • Category of Award • Type of Organisation 	PNG-AAA Database	Ongoing	February Six Monthly Report
48.	Annual number of PNG-AAA members and NZ alumni who are directly engaged in Scholarships PNG processes (including selection, preparation, mobilization and the return and reintegration of Scholarships PNG scholarship participants).	<ul style="list-style-type: none"> • Gender 	Scholarships PNG Management Information	Ongoing through scholarships cycle	February Six Monthly Report

49.	Number of technical and social events held in PNG involving a professional contribution to, or management by, PNG-AAA		PNG-AAA Annual Report	Annual	February Six Monthly Report (for preceding year) July Six Monthly Report (updated data)
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ANNEX 3 – REPORT TEMPLATES

The following templates for the four regular Scholarships PNG reports provide an outline of the key sections that will be included, as well as brief annotations regarding content and style, where that is necessary.

Scholarships PNG Six Monthly Reports

Six Monthly reports will be prepared in line with this template, and will minimise any duplication of reporting with other regular reports, especially in the February reporting period when all reports are due. The Six Monthly Reports will cover the periods of:

- 1 July – 31 December (submitted 1 February)
- 1 January – 30 June (submitted 31 July)

Report content with respect to component implementation (i.e. Section 2 in the template below) will be differentiated between the July and February reports. This is designed to minimise duplication and provide an appropriate focus for each report. Details are provided below:

In both February and July reports, data will be reported with reference to the greater detail available in other reports, such as the RDS Annual Reports, the biennial Component One Outcomes Reports and others. This means *that not all disaggregation of data will be reported in the Six Monthly Reports, if the required disaggregation is undertaken in other more detailed reports*. In these cases only the most significant disaggregations would be included. In all cases narrative analysis will be included and will refer to previous years' data (baseline).

As a rule, most quantitative data will be provided in an annex to the report, with the main body of the report focusing on the narrative analysis of that quantitative data, with reference to the annex. This will limit the number of charts and tables in the main body of the report and focus the reader (and the writer) on the analysis, rather than the descriptive detail in the data.

Throughout the report, when issues arise that require action or decisions by the JSC, recommendations will be clearly specified. Recommendations will also be summarised in the relevant section (see below).

Six Monthly Report 1 July – 31 December

1. Introduction / Executive Summary

2. Component One Implementation: Scholarships

For each of the subheadings below, the report will provide a brief narrative, and refer to the data relating to the indicators listed. Data and charts are generally provided in an annex.

a. Awards – ADS, NZPS, ALAS

Summary of Awards Data (with full details provided in Selection and Mobilisation Reports).
(Refers to Indicators 9, 10, 22, 23)

b. On Award Performance – ADS, NZPS, ALAS

i. Extensions

(Refers to Indicators 11, 24)

ii. Variations

(Refers to Indicators 12,25)

iii. Terminations

(Refers to Indicators 13, 26)

iv. Academic Outcomes

(Refers to Indicators 14, 27)

c. Regional Development Scholarships

Summary of Arrivals, Ongoing Scholars, Academic Outcomes (Detail in RDS Annual Report)
(Refers to Indicators 30, 31, 32, 33. 34)

d. On Award Support

i. Summary of Services Provided

Narrative summary of services, including pastoral care visits etc.

ii. Summary of Contact with Scholars (Issues)

(Refers to Indicators 15, 28, 35)

e. Student Satisfaction with On Award Support

i. ADS/ALAS/NZPS Scholars

(from AusAID and SPNG Surveys)

ii. RDS Scholars (summary – detail in RDS Annual Report)

(from RDS Student Satisfaction Survey)

f. Scholarships Management

This section provides a report on the main management and administrative aspects of the scholarships programs over the reporting period. This might include, for example, issues with promotions and communications, selection processes, mobilisation, or returning scholars.

3. Component Two Implementation: Professional Development Initiatives

The February report will function effectively as an annual report for Component Two, with the majority of data and analysis in this report. Under each heading below will be a short narrative plus reference to data against indicators where relevant, and comparing progress to preceding years (baseline). It will also identify opportunities for learning and issues arising. The report will also identify any actions or decisions required.

a. Grant Program Outcomes

This will be reported only after the Grants Program Evaluation is conducted in 2012 and 2014 (Indicators 38, 39, 42)

b. Grants to Young Leaders**i. Proposals Received**

(Indicator 40)

ii. Grants Awarded

(Indicator 41)

c. Grants to Professional Associations**iii. Proposals Received**

(Indicator 43)

iv. Grants Awarded

(Indicator 44)

d. Alumni Associations

(Indicators 45-49)

e. Grants Management

This section reports key issues arising in the management and administration of the grants programs, and identifies any decisions requiring JSC approval.

4. Administration and Management**a. (add headings for any necessary issues – e.g. Office Issues/ Personnel Issues etc)****b. Contract Issues****c. Expenditure Summary and Forecast****d. Work plan Update**

This section will refer to an annexed updated work plan, highlighting any significant changes to the planned implementation of activities that require JSC attention or approval. In this Six Monthly Report – submitted shortly after the Annual Plan – there should be few changes to report.

e. Procurement**f. Risk Management**

This section will refer to an updated Risk Management Matrix, which will be annexed to the report, and will highlight any changes in the risk context for Scholarships PNG.

5. Action and Recommendations

This section will summarise the actions Scholarships PNG is taking in response to the issues arising, and what changes will be made to program management and administration. It will also specify any decisions that must be made by the JSC in response to the issues reported, and will provide recommendations regarding those decisions. As such, it will feed directly into discussions at the subsequent JSC meeting or out-of-session consideration of the report

Six Monthly Report 1 January – 30 June

(submitted 31 July)

1. Introduction / Executive Summary

2. Component One: Scholarships

For each of the subheadings below, the report will provide a brief narrative, and refer to the data relating to the indicators listed.

a. Applications

This section reports the applications received in the current reporting year for ADS, ALAS and NZPS. This information would be reported again in the Selection and Mobilisation Reports in February of the following year.

(Refer indicators 7, 8, 20, 21)

b. Scholar Return

This section will report data on scholars who returned to PNG after completing their studies the previous year.

(Refer indicators 16, 29)

c. ADS/ NZPS/ ALAS Scholarships Outcomes

This section will provide reporting on the outcome level indicators for completing scholars to the extent possible, although it will recognise that the timeframes for seeing evidence of outcomes is long. It will also note that the main outcomes reporting for Scholarships will come in the biennial Component One Outcomes Report which will be prepared first in 2012.

d. Regional Development Scholarships

v. Arrivals

(Indicator 30)

vi. Total Current Scholars

(Indicator 31)

e. On Award Support

i. Summary of Services Provided

Narrative report of services – only notable issues need to be included.

ii. Summary of Contact with Scholars (Issues)

(Refers to Indicators 15, 28, 35)

f. Scholarships Management

This section provides a report on the main management and administrative aspects of the scholarships programs over the reporting period. This might include, for example, issues with promotions and communications, selection processes, mobilisation, or returning scholars.

3. Component Two Implementation: Professional Development Initiatives

The July report will provide an update on progress with Component Two, complementing the more detailed reporting provided in the February report. Under each heading below will be a short narrative plus reference to data against indicators where relevant, and comparing progress to preceding years (baseline). It will also identify opportunities for learning and issues arising. The report will also identify any actions or decisions required.

a. Grants to Young Leaders**i. Proposals Received**

(Indicator 40)

ii. Grants Awarded

(Indicator 41)

b. Grants to Professional Associations**i. Proposals Received**

(Indicator 43)

ii. Grants Awarded

(Indicator 44)

c. Alumni Associations

(Indicators 45-49)

d. Grants Management

This section reports key issues arising in the management and administration of the grants programs, and identifies any decisions requiring JSC approval.

4. Administration and Management**a. (add headings for any necessary issues – e.g. Office Issues/ Personnel Issues etc)****b. Contract Issues****c. Expenditure Summary and Forecast****d. Work plan Update**

This section will refer to an annexed updated work plan, highlighting any significant changes to the planned implementation of activities that require JSC attention or approval. In this Six Monthly Report – submitted shortly after the Annual Plan – there should be few changes to report.

e. Procurement**f. Risk Management**

This section will refer to an updated Risk Management Matrix, which will be annexed to the report, and will highlight any changes in the risk context for Scholarships PNG.

5. Action and Recommendations

This section will summarise the actions Scholarships PNG is taking in response to the issues arising, and what changes will be made to program management and administration. It will also specify any decisions that must be made by the JSC in response to the issues reported, and will provide recommendations regarding those decisions. As such, it will feed directly into discussions at the subsequent JSC meeting or out-of-session consideration of the report

ADS, NZPS, ALAS Selection and Mobilisation Report Template

The Selection and Mobilisation Report will provide only data for the current reporting period. As a general rule, the comparisons to baseline and associated analysis will be presented in the Six Monthly Report. As a rule, charts and data tables will be provided in an annex, with selected data presented in the main body of the report when it is useful.

1. Introduction

2. Promotions and Communications

This section will briefly describe the main features of the promotions and communications work undertaken.

3. Selection Process

This section will briefly describe the selection process (cycle) implemented in the reporting year, with particular reference to:

- Applicant profiles used (and how they compare to previous years)
- Targeted promotions activities
- Targets regarding field of study or sector of employment, and quotas for level of study (if applied), noting any changes from preceding years
- Innovations in the selection process compared to previous years

The report will also summarise the findings of any evaluations conducted of selection processes, such as the Selection Panel Survey.

4. Applications

This section will report the total number of applications received, in accordance with the indicator and disaggregation specified in the Matrix of Indicators:

a. Eligible Applications

(Refer Indicators 7, 20)

b. Ineligible Applications

(Refer Indicators 8, 21)

5. Awards

This section will summarise the awards made, in accordance with the indicators and the disaggregation specified in the Matrix of Indicators. It will also confirm compliance with specified targets, such as the minimum 30% Public Category awards, and the 10% quota for Higher Education sector of employment awards. This section of the report will identify any actions or decisions required in response to the analysis.

c. Total Awards

(Refer Indicators 9, 22)

d. Awards to Scholars with a Disability

(Refer Indicators 10, 23)

6. Foundation Program

Once the Foundation Program has been launched, this section will be included and will provide data regarding the cohort of applicants who proceeded into the Foundation Program,

disaggregated by gender and province of employment.

7. Pre-Departure Program

This section will briefly report the implementation of the PDP, including how the program addressed cross-cutting issues such as gender equity HIV/AIDS, disability and child protection. It will also provide a summary of the subcontractor's evaluation and reporting of the program (which could be attached in full to the report if necessary).

8. Mobilisation

This section will report any significant issues arising during the mobilisation process for ADS, NZPS and ALAS scholars for the current cohort, and identify any actions or decisions required in response.

9. Key Issues and Recommendations

This section will draw together all the significant issues that have arisen over the period covered by the report. It will summarise the actions Scholarships PNG is taking in response to the issues arising, and what changes will be made to program management and administration.

It will also specify any decisions that must be made by the JSC in response to the issues reported, and will provide recommendations regarding those decisions. As such, it will feed directly into discussions at the subsequent JSC meeting or out-of-session consideration of the report.

ARDS and NZRDS Annual Report Template

1. Introduction/ Executive Summary

2. Placement Requests

This section will provide data regarding the number of placement requests received, and the success and failure of those requests. Data in both cases will be disaggregated by: home country; gender; level of study.

3. Awards

Awards data will focus on three indicators as specified in the Matrix of Indicators. Data will be compared to baselines and preceding years wherever possible, and the section will conclude with a brief narrative analysis, identifying any lessons arising, and any decisions or actions required in response.

e. RDS Arrivals

This includes discussion of the services provided to arriving students.
(Refer Indicator 30)

f. Total RDS Scholars

(Refer indicator 31)

g. Award Variations

(Refer Indicator 32)

h. Award Terminations

Data will be provided on the number of award terminations in the reporting year, analysed as a proportion of the total cohort and disaggregated as appropriate.
(Refer Indicator 33)

i. Academic Outcomes

(Refer Indicator 34)

4. Pastoral Care

This section will report the *major* pastoral care issues that arose over the period year, sorted into the categories specified in the M&E Plan (see section 5.11). It will report the actions taken in response or the services provided (in summary), and will identify any decisions required or further actions required to respond to pastoral care issues.

This section will also report whether any pastoral care issues are specific to particular groups of RDS scholars. To identify this during the preparation of the report, data will be disaggregated by gender, category of award, level of study, age and family status, although this disaggregation will only be reported if it illustrates significant findings.

Data reported in this section refers to Indicator 35. :

5. Other Services Provided

This section will report other services provided, if relevant. For example, this would include

services to support the students attending the Legislative Drafting workshops in Fiji.

6. Other Issues

This section will be included only if significant other issues require JSC attention or decisions.

7. Expenditure

This section will refer to total expenditure on RDS, disaggregated by donor (AusAID, NZAP), home country and host institution.

8. Key Issues and Recommendations

This section will draw together all the significant issues that have arisen over the period covered by the report, and will summarise the actions Scholarships PNG is taking in response to the issues arising, and what changes will be made to program management and administration.

It will also specify any decisions that must be made by the JSC in response to the issues reported, and will provide recommendations regarding those decisions. As such, it will feed directly into discussions at the subsequent JSC meeting or out-of-session consideration of the report

Note: The ARDS and NZRDS Annual Report will be submitted to AusAID, NZAP and the JSC in accordance with contractual requirements. It will also be provided for information to sending posts in the region, both AusAID and NZAP as relevant.

ANNEX 4 – ARDS AND NZRDS STUDENT SATISFACTION SURVEY

Scholarships PNG ARDS and NZRDS Student Satisfaction Survey 2010

Thank you for agreeing to provide feedback to Scholarships PNG. We want to know how you feel about the support and services we are providing to you while you are on a Regional Development Scholarship studying in PNG.

This survey is asking specifically about your experiences in PNG, not about the overall ARDS or NZRDS programs, which are managed by AusAID and the New Zealand Aid Programmes in your home country. We are interested to know how you feel about *our services* and about your experiences *in PNG*.

Your feedback will be *entirely confidential*, so please be honest in your feedback. We will use the information to better understand the experiences of scholarships students in PNG, so we can continually improve our services. We will also use your feedback to provide general information AusAID and the New Zealand Aid Programme.

Please check the box that corresponds with your answer.

First we would like to ask some simple questions about you.

1. Which scholarships program are you participating in?

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Australian Regional Development Scholarships |
| <input type="checkbox"/> | New Zealand Regional Development Scholarships |

2. Which country is your home?

- | | | | |
|--------------------------|--------------------------------|--------------------------|-----------------|
| <input type="checkbox"/> | Cook Islands | <input type="checkbox"/> | Niue |
| <input type="checkbox"/> | Federated States of Micronesia | <input type="checkbox"/> | Palau |
| <input type="checkbox"/> | Fiji | <input type="checkbox"/> | Samoa |
| <input type="checkbox"/> | Kiribati | <input type="checkbox"/> | Solomon Islands |
| <input type="checkbox"/> | Marshall Islands | <input type="checkbox"/> | Tonga |
| <input type="checkbox"/> | Nauru | <input type="checkbox"/> | Tuvalu |
| <input type="checkbox"/> | Vanuatu | | |

3. Do you have any accompanying family members living with you here in PNG?

- | | |
|--------------------------|-----|
| <input type="checkbox"/> | Yes |
| <input type="checkbox"/> | No |

4. At which institution in PNG are you studying?

- | | |
|--------------------------|------------------------------|
| <input type="checkbox"/> | Divine Word University |
| <input type="checkbox"/> | Pacific Adventist University |
| <input type="checkbox"/> | PNG Maritime College |
| <input type="checkbox"/> | PNG University of Technology |
| <input type="checkbox"/> | University of Goroka |

<input type="checkbox"/>	University of Natural Resources and Environment
<input type="checkbox"/>	University of PNG – Waigani Campus
<input type="checkbox"/>	University of PNG – Taurama Campus – School of Medicine and Health Sciences

Preparation and Arrival

5. Is this the first year of your scholarship studies in PNG?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

**If you answered NO, please turn to Question 9.
(Do not answer Question 6, 7 or 8)**

6. Thinking about the help Scholarships PNG provided in *preparation* for your studies in PNG, how satisfied were you with our services:

a. Placement services – submitting your application to the institution of your choice, and securing your enrolment?

<input type="checkbox"/>	I was satisfied
<input type="checkbox"/>	I was neither satisfied nor unsatisfied
<input type="checkbox"/>	I was unsatisfied
<input type="checkbox"/>	Scholarships PNG did not assist me

b. Assistance in securing a visa for you and (if applicable) for your family?

<input type="checkbox"/>	I was satisfied
<input type="checkbox"/>	I was neither satisfied nor unsatisfied
<input type="checkbox"/>	I was unsatisfied
<input type="checkbox"/>	Scholarships PNG did not assist me

7. Thinking about when you *arrived* in PNG, how did you feel about your initial assistance from Scholarships PNG:

a. Airport Pick-Up

<input type="checkbox"/>	I was satisfied
<input type="checkbox"/>	I was neither satisfied nor unsatisfied
<input type="checkbox"/>	I was unsatisfied
<input type="checkbox"/>	Scholarships PNG did not assist me

b. Welcome briefing and other information provided on arrival

<input type="checkbox"/>	I was satisfied
<input type="checkbox"/>	I was neither satisfied nor unsatisfied
<input type="checkbox"/>	I was unsatisfied
<input type="checkbox"/>	Scholarships PNG did not assist me

c. Transport and transfer arrangements to my study institution and my accommodation

<input type="checkbox"/>	I was satisfied
<input type="checkbox"/>	I was neither satisfied nor unsatisfied
<input type="checkbox"/>	I was unsatisfied
<input type="checkbox"/>	Scholarships PNG did not assist me

8. If you were not satisfied with any aspect of your preparation and arrival, please tell us why:

While in PNG

Please tell us about your *accommodation* in PNG:

9. What sort of accommodation are you living in?

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Accommodation that I am privately renting <i>with my family</i> |
| <input type="checkbox"/> | Accommodation that I am privately renting with friends, or by myself |
| <input type="checkbox"/> | Living with friends or family who live permanently in PNG |
| <input type="checkbox"/> | On-campus accommodation (college, dormitory etc) |

10. How satisfied are you with these aspects of your accommodation in PNG:

- a. the *quality* of your accommodation?

- | | |
|--------------------------|--|
| <input type="checkbox"/> | I am satisfied |
| <input type="checkbox"/> | I am neither satisfied nor unsatisfied |
| <input type="checkbox"/> | I am unsatisfied |

- b. the *security* of your accommodation?

- | | |
|--------------------------|--|
| <input type="checkbox"/> | I am satisfied |
| <input type="checkbox"/> | I am neither satisfied nor unsatisfied |
| <input type="checkbox"/> | I am unsatisfied |

- c. the *location* of your accommodation?

- | | |
|--------------------------|--|
| <input type="checkbox"/> | I am satisfied |
| <input type="checkbox"/> | I am neither satisfied nor unsatisfied |
| <input type="checkbox"/> | I am unsatisfied |

- d. the *cost* of your accommodation?

- | | |
|--------------------------|--|
| <input type="checkbox"/> | I am satisfied |
| <input type="checkbox"/> | I am neither satisfied nor unsatisfied |
| <input type="checkbox"/> | I am unsatisfied |

11. If you are not satisfied with any aspects of your accommodation, please provide us with brief details:

Please tell us about the *financial* aspects of your experiences in PNG.

12. How do you rate the *cost of living* in PNG?

- ☐ It is cheap to live in PNG
☐ It is neither cheap nor expensive to live in PNG
☐ It is expensive to live in PNG

13. How do you rate the *costs of studying* in PNG (i.e. the cost of books, the cost of stationery and other supplies needed to complete your course etc)

- ☐ It is easy to meet the costs of studying in PNG
☐ It is neither easy nor difficult to meet the costs of studying in PNG
☐ It is difficult to meet the costs of studying in PNG

14. If you are experiencing difficulties with any aspects of your financial circumstances, please provide us with details, including whether you have needed to access any additional funds while you have been in PNG (e.g. private savings, employer subsidies, loans etc):

15. Please tell us about your academic experiences studying in PNG, by rating the following issues:

a. The *academic requirements* of my course

- ☐ I have not experienced any difficulties
☐ I have experienced minor difficulties
☐ I have experienced major difficulties

b. *Access to the study materials* I need (e.g. text books, the library, the internet)

- ☐ I have not experienced any difficulties
☐ I have experienced minor difficulties
☐ I have experienced major difficulties

c. *Understanding and using English*

- ☐ I have not experienced any difficulties
☐ I have experienced minor difficulties
☐ I have experienced major difficulties

d. *Stress or anxiety* about my studies

- ☐ I have not experienced any difficulties
☐ I have experienced minor difficulties
☐ I have experienced major difficulties

16. How do you feel about these aspects of your course:**a. The *relevance* of my course**

- ☐ I am satisfied
- ☐ I am neither satisfied nor unsatisfied
- ☐ I am unsatisfied

b. The *quality* of the course (e.g. course content, teaching etc)

- ☐ I am satisfied
- ☐ I am neither satisfied nor unsatisfied
- ☐ I am unsatisfied

c. *Academic assistance* from my institution

- ☐ I am satisfied
- ☐ I am neither satisfied nor unsatisfied
- ☐ I am unsatisfied

17. If you have experienced difficulties, or are unsatisfied, with any academic aspects of your studies, please provide us with brief details:**18. Please tell us about your experiences with the *social and personal* aspects of living and studying in PNG, by rating the following issues:****a. Making new friends in PNG**

- ☐ I have not experienced any difficulties
- ☐ I have experienced minor difficulties
- ☐ I have experienced major difficulties

b. Staying in touch with my family and meeting my family obligations while I am away from home

- ☐ I have not experienced any difficulties
- ☐ I have experienced minor difficulties
- ☐ I have experienced major difficulties

19. If you have family with you in PNG, the experiences of your family with the social and personal aspects of living in PNG

- ☐ They have not experienced any difficulties
- ☐ They have experienced minor difficulties
- ☐ They have experienced major difficulties
- ☐ I do not have my family living with me in PNG

20. Please tell us how you feel about your *personal safety and security* while living in PNG.

- | | |
|--------------------------|--|
| <input type="checkbox"/> | I feel very safe and secure in PNG |
| <input type="checkbox"/> | I feel moderately safe and secure in PNG |
| <input type="checkbox"/> | I do not feel safe and secure in PNG |

21. If you have experienced difficulties with any *personal, social, safety or security* aspects of studying and living in PNG, please provide us with brief details:**22. Now we would like to know how you feel about *the services provided by the Scholarships PNG office in Port Moresby*.****a. The frequency of contact from Scholarships PNG staff**

- | | |
|--------------------------|--|
| <input type="checkbox"/> | I am satisfied |
| <input type="checkbox"/> | I am neither satisfied nor unsatisfied |
| <input type="checkbox"/> | I am unsatisfied |
| <input type="checkbox"/> | This question does not apply to me |

b. Your access to Scholarships PNG if you need help, information, or have any questions

- | | |
|--------------------------|--|
| <input type="checkbox"/> | I am satisfied |
| <input type="checkbox"/> | I am neither satisfied nor unsatisfied |
| <input type="checkbox"/> | I am unsatisfied |
| <input type="checkbox"/> | This question does not apply to me |

c. The effectiveness of Scholarships PNG in assisting you to resolve any difficulties you have experienced.

- | | |
|--------------------------|--|
| <input type="checkbox"/> | I am satisfied |
| <input type="checkbox"/> | I am neither satisfied nor unsatisfied |
| <input type="checkbox"/> | I am unsatisfied |
| <input type="checkbox"/> | This question does not apply to me |

23. If you are not satisfied with any aspects of your support from Scholarships PNG, please tell us why:

In Summary

24. Overall, how satisfied are you with:

a. *the academic experience of studying in PNG?*

<input type="checkbox"/>	I am satisfied
<input type="checkbox"/>	I am neither satisfied nor unsatisfied
<input type="checkbox"/>	I am unsatisfied

b. *the support and services you have received from Scholarships PNG, how satisfied are you overall?*

<input type="checkbox"/>	I am satisfied
<input type="checkbox"/>	I am neither satisfied nor unsatisfied
<input type="checkbox"/>	I am unsatisfied

25. If you would like to comment on any *positive* aspects of the support you receive from Scholarships PNG, we would welcome your feedback:

Thank you for providing this important feedback to Scholarships PNG. We will use the information to better understand your experiences in PNG, to improve our services, and to provide feedback to AusAID and the New Zealand Aid Programme about the experiences of scholarships students studying in PNG.

If you have any questions about this survey, please feel free to ask staff of the Scholarships PNG Office: Hiris Birney, Scholarships Manager on 3211766 or 72748332 or Email hbirney@scholarships.org.pg.

ANNEX 5 – SELECTION PANEL SURVEY

Scholarships PNG Selection Panel Survey 2010

Thank you for participating in this survey. Your feedback will be important for Scholarships PNG to ensure that the selection processes for Australian and New Zealand sponsored scholarships in PNG are as effective as possible.

1. Please tell us which scholarships program you participated in the Selection Panel for:

- ☐ Australian Development Scholarships (ADS)
- ☐ Australian Leadership Award Scholarships (ALAS)
- ☐ New Zealand Development Scholarships (NZPS)

2. Thinking about the *written* information you received regarding the applications (i.e. the application forms, the supporting documentation etc):

- ☐ I felt I did not have enough written information to make a good judgement about the applications
- ☐ I felt I had enough written information to make a good judgement about the applications.
- ☐ I felt I had more written information than I needed to make a good judgement about the applications

3. We would welcome any additional comments you would like to make about the application forms or the other written information you received for the applicants.

[more space allowed in actual survey instrument]

4. If you were a member of the NZPS Selection Panel, thinking about the *interview*:

- ☐ I was not a member of the NZPS Selection Panel
- ☐ I felt I did not have enough verbal information from the interview to make a good judgement about the applications
- ☐ I felt I had enough verbal information from the interview to make a good judgement about the applications.
- ☐ I felt I had more verbal information from the interview than I needed to make a good judgement about the applications.

5. We would welcome any additional comments you would like to make about the interviews or the interview process.

[more space allowed in actual survey instrument]

6. Thinking about the time you had to read and consider the applications *before* you met with other Panel members:

- ☐ I felt I did not have enough time to read all the written application documents.
- ☐ I felt I had enough time to read all the written application documents.
- ☐ I felt I had more time than I needed to read all the written application documents.

7. We would welcome any additional comments you would like to make about the time you spent reading applications.

[more space allowed in actual survey instrument]

8. Thinking about the time you spent *discussing* the applications with the rest of the Selection Panel at Panel Meetings:

- ☐ I felt I did not have enough time to discuss the applications with the rest of the Panel.
- ☐ I felt I had enough time to discuss the applications with the rest of the Panel.
- ☐ I felt I had more time than I needed to discuss the applications with the rest of the Panel.

9. We would welcome any additional comments you would like to make about the Selection Panel discussions and meetings.

[more space allowed in actual survey instrument]

10. Thinking about the overall workload that was involved in being a member of the Selection Panel:

- ☐ The workload was less than I expected.
- ☐ The workload was about what I expected.
- ☐ The workload was more than I expected.

11. We would welcome any additional comments you would like to make about the Selection Panel workload.

[more space allowed in actual survey instrument]

12. Finally, please feel free to make any final additional comments about the overall selection process.

[more space allowed in actual survey instrument]

Survey concludes with a detailed thank you.

ANNEX 6 – M&E CALENDAR

[To be printed on A3 and inserted – see Ms Excel file]

ANNEX 7 – M&E RESOURCES SCHEDULE

The following table estimates the major inputs required to implement this M&E Plan. Estimates of Scholarships PNG full-time staff inputs are particularly indicative, reflecting the ongoing nature of their inputs. Inputs from the Facility Director and the two senior managers are combined to enable flexibility in resource allocation over time. Over time, it is expected that the inputs from the part-time M&E Adviser will reduce as the capacity of the M&E Coordinator and other staff of Scholarships PNG increase, and as the M&E systems are institutionalised.

Month	Task	M&E Adviser Inputs (days)	M&E Coordinator Inputs (days)	Facility Director/ Component Manager Inputs (days)
Oct-10	Expand case study methodology	1		
	RDS Survey implementation	3	5	2
Nov-10	Case study selection; materials preparation	2.25		0.75
Dec-10	Case study interviews - in PNG	6.5	6.5	0.5
	Data analysis for Feb Six Monthly Report	5	10	5
	Case study interview transcripts	7		
	Pre Departure Program Evaluation		5	0.25
Jan-11	Case study transcriptions	2	2	
	Six Monthly Report Preparation	2	10	5
Feb-11	Ongoing M&E support			
Mar-11	Thematic Study Proposals to JSC	1.5	1.5	0.25
	Review and update M&E Plan	2	2	1
Apr-11	Arrival case study interviews	5		
Jun-11	Ongoing M&E support		20	
Jul-11	Data analysis for July Six Monthly Report	5	10	5
	Six Monthly Report Preparation	5	10	5
	Sampling for Outcomes Monitoring, system devt	2	10	0.5
Aug-11	Thematic Study	12	15	1
	RDS Survey Analysis and Reporting	3	5	0.25

	Preliminary Case Study write-up and report	3	3	
	AusAID/ NZPS Student Survey (if required)	5	5	
Sep-11	Ongoing M&E support		20	
Oct-11	Ongoing M&E support		20	
	Pre-return case study interviews	0.75		
Nov-11	Case study selection 2012 cohort	1	1	0.5
Dec-11	Case study interviews - in PNG	6.5	8	
	Data analysis for Feb Six Monthly Report	5	10	5
	Case study interview transcripts	7		
Jan-12	Six Monthly Report Preparation	10	15	5
Feb-12	Ongoing M&E support		10	
Mar-12	Ongoing M&E support		10	
	Case Study Interviews (cohort 2011 - mid-point)	2	1	
Apr-12	Case Study Interviews (cohort 2012) - on arrival	2.5	5	
	Transcripts (case studies)	3	5	
May-12	RDS Survey	4	10	
Jun-12	Ongoing M&E support		10	
Jul-12	Six Monthly Report	7	15	5
Ongoing	M&E support and advice (1 day/month)	20		
	Database operation & data management (1 day/week)		48	
	Total Estimated Inputs for M&E Plan Implementation	141	308	42

ANNEX 8 – AUSAID QUALITY AND EVALUATION REQUIREMENTS

The following summary matrix shows how the Scholarships PNG M&E system will provide information to enable AusAID to complete its annual Quality at Implementation Reports, and how it will contribute to evaluation work that will be designed to answer the evaluation questions specified in the AusAID guidance for M&E:

Scholarships PNG M&E contribution to AusAID Quality Criteria

Quality Criterion and Relevant Evaluation Questions	Source of Information
<p>Relevant: Contribute to higher level objectives of the Australian and NZ aid programs as outlined in country and thematic strategies, and to the objectives of Government of PNG</p> <p>Q5. Are alumni contributing to the development of their home country or developing countries of their region in regard to each relevant objective?</p>	<ul style="list-style-type: none"> • Annual Plan • Component One Outcome Reports • AusAID/New Zealand Aid Programme Independent Progress and Completion evaluations
<p>Effective: Achieve clearly stated objectives and continually manage risks.</p> <p>Q2. Are awardees satisfied with selected aspects of their award-related and personal experiences, both in-country and in-Australia/NZ?</p> <p>Q4. Are key milestones of employee reintegration plans being met in regard to each relevant objective?</p> <p>Q7. Have alumni strengthened capacity of their organisations to contribute to the development of their home country of developing countries of their region in regard to each relevant objective?</p>	<ul style="list-style-type: none"> • Student Satisfaction Surveys by Scholarships PNG and by AusAID & New Zealand Aid Programme • Six Monthly Reports; Selection and Mobilisation Reports; RDS Annual Report • AusAID/New Zealand Aid Programme Independent Progress and Completion evaluations
<p>Efficient: Manage the activity to get maximum value for money from aid funds, staff and other resources.</p> <p>Q1. Is the program on track to achieve selected output targets in regard to each relevant objective?</p>	<ul style="list-style-type: none"> • All Scholarships PNG reports – Output Indicators and targets in Annual Plans • AusAID/New Zealand Aid Programme Independent Progress and Completion evaluations

Quality Criterion and Relevant Evaluation Questions	Source of Information
Monitoring and evaluation: Be able to effectively measure progress towards meeting objectives.	<ul style="list-style-type: none"> • AusAID/New Zealand Aid Programme Review of the Scholarships PNG M&E System • JSC feedback on Scholarships PNG reporting
Sustainability: Appropriately address sustainability of the benefits of the activity after funding has ceased, with due account given to partner government systems, stakeholder ownership and phase out. Q6. Are alumni maintaining linkages with Australia and NZ, and networking with other awardees?	<ul style="list-style-type: none"> • AusAID/New Zealand Aid Programme Independent Progress and Completion evaluations
Gender equality: advance gender equality and promote the role of women Q8. Have awards promoted gender equity or other relevant cross-cutting issues?	<ul style="list-style-type: none"> • Thematic studies and Case Studies • All Scholarships PNG reports – data disaggregation • AusAID/New Zealand Aid Programme Independent Progress and Completion evaluations