Schools-based Rugby League Pilot Program in Papua New Guinea[1]

Design Document

FINAL 17 September 2012

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[1] Initial suggestions for operational program names (TBC by ARLC with ASC during Inception Phase): *Learning with League Program*; or *Junior League Development Program*

Table of Contents

Acronyms and Abbreviations

ADP	PNG Assembly of Persons with Disabilities
APO	Australian Partner Organisation
ARLC	Australian Rugby League Commission
ASC	Australian Sports Commission
ASOP	Australian Sports Outreach Program
AusAID	Australian Agency for International Development
AVFM	Agreements & Value For Money Branch
BSP	Bank South Pacific
CAPF	Australia's Comprehensive Aid Policy Framework
CBR	Community Based Rehabilitation
CO	Community Officer
CPP	Churches Partnership Program
CSR	Corporate Social Responsibility
DfCD	Department for Community Development
DO	Development Officer
DPM	Department of Personnel Management
EHP	Eastern Highlands Province
EMS	Environment Management System
ENB	East New Britain Province
EPBC Act	Environment Protection and Biodiversity Conservation Act
FM/OM	Finance Manager/Office Manager
FMA	Financial Management Act
GoA	Government of Australia
GoPNG	Government of Papua New Guinea
ICM/GM	In-Country Manager/General Manager
ICMT	In-Country Management Team
IT	Information Technology
LLG	Local Level Government
M&E	Monitoring and Evaluation
MDG(s)	Millennium Development Goal(s)
MEA	Multilateral Environment Agreement
MTDP	Medium Term Development Plan
NCD	National Capital District
NDoE	National Department of Education
NEP	National Education Plan

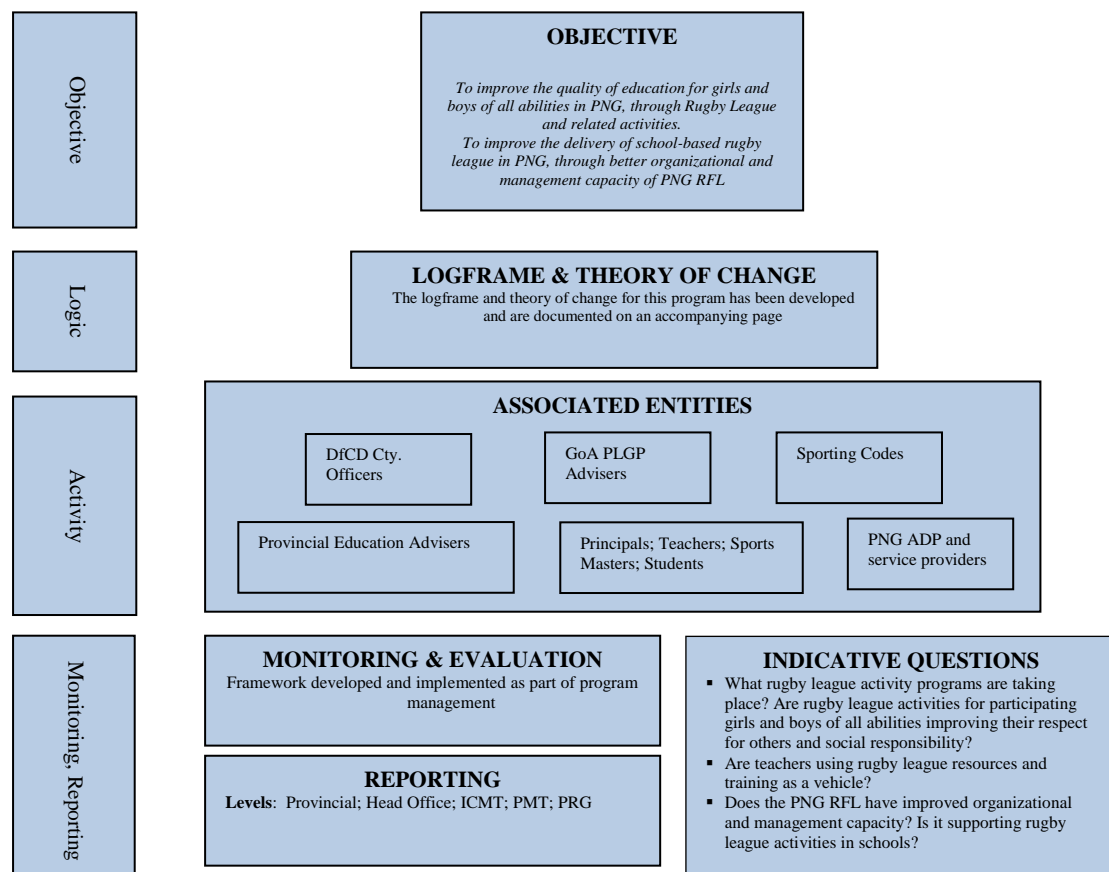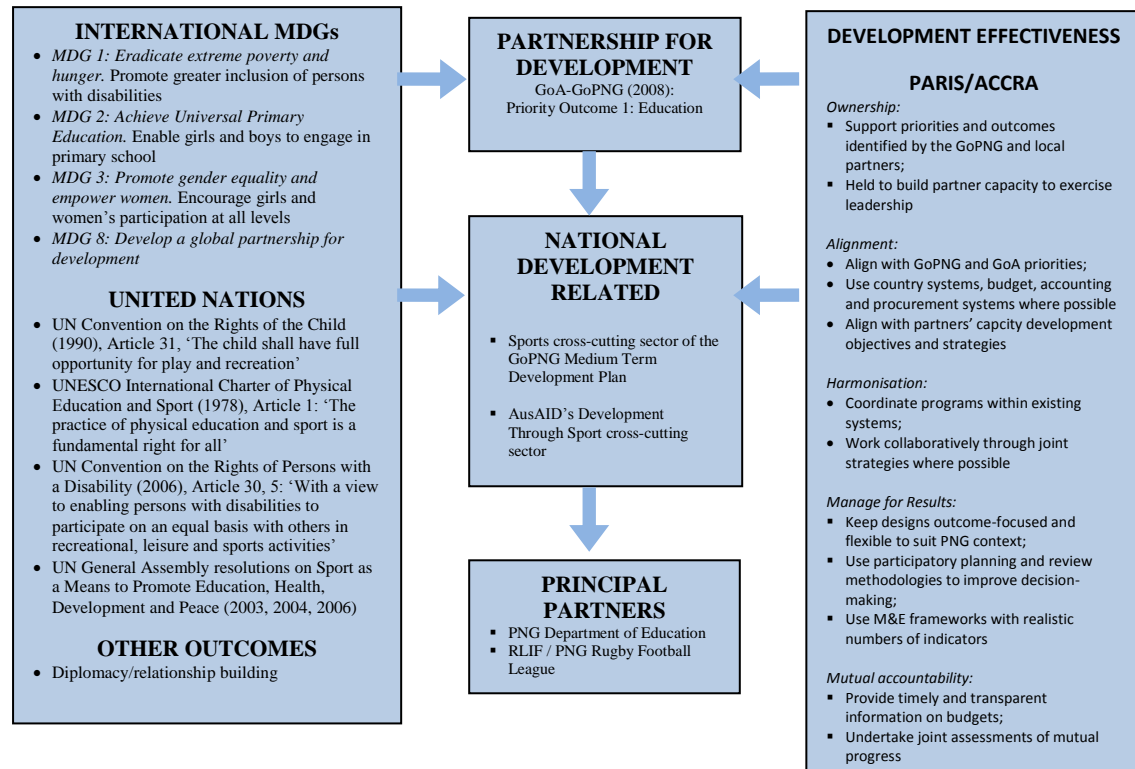| NF	National Sporting Federation
NGO	Non/quasi Government Organisation
P4D	Partnership For Development
PC	Program Coordinator
PD	Program Director
PDD	Program Design Document
PEA	Provincial Education Adviser
PLGP	Provincial and Local Government Program
PM	Program Manager
PM's XIII	Prime Minister's XIII fixture
PMT	Program Management Team
PNG	Papua New Guinea
PNG RFL	PNG Rugby Football League
PO	Provincial Office
PRG	Program Reference Group
PSP	Pacific Sports Partnerships
RL	Rugby League
RLIF	Rugby League International Federation
RLR	Rugby League Reads
RM	Regional Manager
RMM	Risk Management Matrix
SfD	Sports for Development
SfDI	Sports for Development Initiative
SLIP	School Learning Improvement Program
SPSN	Strongim Pipol Strongim Nesen Program
SWOT	Strengths Weaknesses Opportunities Threats analysis
TOR	Terms of Reference
UBE	Universal Basic Education Plan
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UNCPRD	United Nations Convention on the Rights of Persons with Disabilities

Map of Papua New Guinea[2]

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[2] Stars denote the Provincial locations for planned activities:
1. National Capital District (Port Moresby as Head Office)
2. East New Britain Province (Kokopo as Provincial Office)
3. *Proposed roll-out to* Eastern Highlands Province (Goroka as Provincial Office) (Phase 3, Year 2-3).

Schools-based Rugby League Pilot Program in Papua New Guinea
Activity Architecture

2012 - 15: A$4m

INTERNATIONAL MDGs

- *MDG 1: Eradicate extreme poverty and hunger.* Promote greater inclusion of persons with disabilities
- *MDG 2: Achieve Universal Primary Education.* Enable girls and boys to engage in primary school
- *MDG 3: Promote gender equality and empower women.* Encourage girls and women's participation at all levels
- *MDG 8: Develop a global partnership for development*

UNITED NATIONS

- UN Convention on the Rights of the Child (1990), Article 31, 'The child shall have full opportunity for play and recreation'
- UNESCO International Charter of Physical Education and Sport (1978), Article 1: 'The practice of physical education and sport is a fundamental right for all'
- UN Convention on the Rights of Persons with a Disability (2006), Article 30, 5: 'With a view to enabling persons with disabilities to participate on an equal basis with others in recreational, leisure and sports activities'
- UN General Assembly resolutions on Sport as a Means to Promote Education, Health, Development and Peace (2003, 2004, 2006)

OTHER OUTCOMES

- Diplomacy/relationship building

PARTNERSHIP FOR DEVELOPMENT
GoA-GoPNG (2008): Priority Outcome 1: Education

NATIONAL DEVELOPMENT RELATED

- Sports cross-cutting sector of the GoPNG Medium Term Development Plan
- AusAID's Development Through Sport cross-cutting sector

PRINCIPAL PARTNERS

- PNG Department of Education
- RLIF / PNG Rugby Football League

DEVELOPMENT EFFECTIVENESS

PARIS/ACCRA

Ownership:
- Support priorities and outcomes identified by the GoPNG and local partners;
- Held to build partner capacity to exercise leadership

Alignment:
- Align with GoPNG and GoA priorities;
- Use country systems, budget, accounting and procurement systems where possible
- Align with partners' capcity development objectives and strategies

Harmonisation:
- Coordinate programs within existing systems;
- Work collaboratively through joint strategies where possible

Manage for Results:
- Keep designs outcome-focused and flexible to suit PNG context;
- Use participatory planning and review methodologies to improve decision-making;
- Use M&E frameworks with realistic numbers of indicators

Mutual accountability:
- Provide timely and transparent information on budgets;
- Undertake joint assessments of mutual progress

Objective

OBJECTIVE

To improve the quality of education for girls and boys of all abilities in PNG, through Rugby League and related activities.
To improve the delivery of school-based rugby league in PNG, through better organizational and management capacity of PNG RFL

Logic

LOGFRAME & THEORY OF CHANGE
The logframe and theory of change for this program has been developed and are documented on an accompanying page

Activity

ASSOCIATED ENTITIES

DfCD Cty. Officers

GoA PLGP Advisers

Sporting Codes

Provincial Education Advisers

Principals; Teachers; Sports Masters; Students

PNG ADP and service providers

Monitoring; Reporting

MONITORING & EVALUATION
Framework developed and implemented as part of program management

REPORTING
Levels: Provincial; Head Office; ICMT; PMT; PRG

INDICATIVE QUESTIONS

- What rugby league activity programs are taking place? Are rugby league activities for participating girls and boys of all abilities improving their respect for others and social responsibility?
- Are teachers using rugby league resources and training as a vehicle?
- Does the PNG RFL have improved organizational and management capacity? Is it supporting rugby league activities in schools?

Executive Summary

This document recognises the importance of rugby league in Papua New Guinea (PNG) as a vehicle to achieving social development outcomes. It presents the design of a three year schools-based rugby league pilot program in PNG; part of a broader 10 year investment plan. The design will be presented to the Australia-PNG Ministerial Forum in late 2012 (date TBC).

Context

This design reflects a joint engagement and commitment by the Government of Australia (GoA) and Papua New Guinea (GoPNG) to this pilot program activity over the three year period since August 2009[3].

At the 2011 Australia-PNG Ministerial Forum, Ministers created a bilateral Taskforce - represented by Government of PNG (GoPNG) Secretary, Department of Personnel Management, John Kali, and AusAID Director General, Peter Baxter – to look at options to support the development of rugby league (RL) in PNG at grassroots level.

Accordingly, this document outlines a pilot program that is consistent with the Taskforce objectives, and is further informed by design team consultations, discussions and engagement with stakeholders, research and analysis in PNG (June to August 2012[4]). There is significant stakeholder support for this program at national level, including NDoE, and at sub-national level from Provincial Government.

Program Objectives

To improve the quality of education for girls and boys of all abilities in PNG, through Rugby League and related activities.

To improve the delivery of school-based rugby league in PNG, through better organizational and management capacity of PNG RFL.

Program Outcomes

1. *Improved quality of education for girls and boys of all abilities in PNG through Rugby League[5] and related activities.*

2. *Increased capacity of teachers - through resources and training - to conduct Rugby League-based activities in the school environment.*

3. *Improved organisational and management capacity PNG RFL to manage the development and delivery of school-based rugby league in PNG.*

Program Indicators (aligned to program outcomes 1-3)[6]

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[3] In August 2009, the Australian Government allocated up to AUD4 million to help develop rugby league in PNG as a vehicle to achieving social development outcomes, as part of the joint AusAID-funded ASC implemented Pacific Sports Partnerships (PSP) program.

[4] Design Missions (12-22 June; 23-27 July 2012). Design Team included: Ms Tamara Haig, Team Leader; Mr Martin Roberts, Australian Sports Commission (ASC); Mr John Wilson, Australian Rugby League Commission (ARLC); Mr Madako Suari, GoPNG Department of Education (NDoE) note: for part of mission; Ms Karyn Murray for much of mission for Ms Brooke Kilah, Ms Madeleine Moss for part of mission, Ms Lydia Butut-Dori for Ms Lesley Possiri (AusAID).

[5] Note: Across sport activities, the term 'quality' sport activities has a particular meaning. This refers to participatory, inclusive, gender equal, well-organised initiatives. This definition is separate to the meaning of 'quality education' activities.

[6] Note: The ASC will support the ICMT to work directly with the ASOP's research and evaluation partner, Sustineo to ensure independent, robust evaluation of the program. This M&E partner will further define the M&E for the program.

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1. Improved *quality of education* experience for girls and boys of all abilities: measured through behaviour change aimed at improving respect for others and social responsibility, and delivery of rugby league programs to children[7]. *Indicative questions:* What rugby league activity programs are taking place; and are rugby league activities for participating girls and boys of all abilities improving their respect for others and social responsibility?

2. Increased *capacity of teachers to conduct rugby league-based activities:* measured through the provision of teacher training, and ongoing uptake of training and use of resources. *Indicative question:* Are teachers using rugby league resources and training as a vehicle?

3. Improved *organisational and management capacity* of the PNG RFL in delivery of school-based rugby league activities: measured through organisational assessments, assistance provided and organisational achievement. *Indicative question:* Does the PNG RFL have improved organisational and management capacity? Is it supporting rugby league activities in schools?

Program Components

The pilot program's activities and results will be defined through four Components:

1. *Program Management*

    Objective: To build robust, good practice management of the pilot program to ensure its smooth delivery of activities across all Components 1 – 4.

2. *Partnerships*

    Objective: To encourage a sense of ownership of the pilot program and help build a sense of pride and capability in the pilot program's ongoing delivery

3. *Program Delivery*

    Objective: To attract and engage elementary-primary school girls and boys of all abilities in quality, inclusive, rugby league-based programs. This Component will provide on-field and in-class: (a) activities (skills and values for students) (via a 4-6 week program); (b) resources for teachers and students; (c) training for teachers. This will be:

    - An elementary-primary schools pilot program, with Year 1 (Phases 1 - 2): likely 20 selected schools[8] (and up to 12,000 school girls and boys of all abilities) across two provinces. This will allow for deeper engagement with schools, to enable measurement of behaviour change.

    - A PNG-based pilot program, with Year 1 (Phases 1 – 2) activities in two provinces: National Capital District (NCD); East New Britian (with proposed roll-out to Eastern Highlands Province In Phase 3 (Year 2-3).

4. *Capacity Building of Implementers (PNG RFL)*

    Objective: To build the organisational and management capacity of a PNG rugby league organisation for school-based RL development and delivery in PNG. For example, this could include:

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[7] Children will be engaged in the classroom with rugby-league based content providing *positive social messages*; they will have *social responsibility messages* reinforced with on-field activities; there will be a *focus on participation for all* (girls, boys and children with disabilities)

[8] Schools will be determined using criteria and guidelines, based on governance, location and interest/demand, and in close consultation with GoPNG partners, particularly Provincial Education Advisers

- Supporting a PNG-based RL management team and partnering with RLIF given its current role in overseeing the governance and management of PNG RFL, which is in administration[9]
- Assisting PNG RFL with their immediate priorities as part of the pilot program's Phases 1 - 2, for example, through capacity building that commences with a joint assessment of current operations including governance structure; assistance to develop a strategic and operational plan.

Program Logic

Component	Program Goals/Outcomes			Key Result Areas *see M&E Plan for detailed KPIs*
	1	2	3	
Component 1: Program Management	X	X	X	*Well-managed* program staff, resourcing, structures to support program.
Component 2: Partnerships	X	X	X	Established and ongoing *relationships with partners* that support the delivery of the program.
Component 3: Program Delivery	X	X		1. Improved *quality of education* experience for girls and boys of all abilities. 2. Increased *capacity of teachers to conduct rugby league-based activities*
Component 4: Capacity Building of Implementers (PNG RFL)			X	Improved *organisational and management capacity* of the PNG RFL in delivery of school-based RL activities

Delivery Modality

The pilot program will be funded by AusAID, and managed through AusAID's Pacific Sports Partnerships (PSP) implementer, the Australian Sports Commission (ASC). The key PNG partner organisations are the GoPNG National Department of Education (NDoE) and the PNG Rugby Football League (RFL).

The pilot program will be implemented by the Australian partner organistion, the Australian Rugby League Commission (ARLC) through an in-country management team (ICMT). ARLC will support a PNG-based RL management team and partner with RLIF given its current role in overseeing the governance and management of PNG RFL, which is in administration.

All activities, training, resources and work through the four program Components will be delivered in PNG, through the ICMT's recruited Regional Manager and Development Officers in each Provincial Office. The ICMT will work through stakeholders as part of Component 2: Partnerships, in order to implement the work programs for Component 3: Program Delivery and Component 4: Capacity Building of Implementers (PNG RFL).

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[9] The PNG RFL is the recognised body governing the game of rugby league in PNG. They have been in administration since 1 December, 2011 which the RLIF accepts with regular reports from RLIF in-country director John Numapo. While in office the interim committee appointed Ivan Ravu as the acting general manager in-country who has been fulfilling domestic obligations of the league to date.

Funding and length of assistance

The Australian Government will invest AUD4 million in this 3 year pilot program, commencing with key PNG-Australia RL activities (for likely launch late 2012), and schools-based activities aiming to commence from 2013 for Term 2 (TBC).

The proposed approach for the program of assistance covers three Phases:

Phase 1 – Inception (Year 1 i.e. Month 1 - 6)
- Set-up Head and Provincial Offices, recruit staff, establish systems. Note: ARLC will be assisted significantly with these logistics (reducing lead times, overhead costs and logistical issues with location/security of offices) by likely co-locating with Cricket PNG in the NCD, ENB (and during proposed roll-out in EHP). This pilot program will learn lessons from Cricket PNG, that is widely considered the best administered NF in PNG and has similar school-based programs, including funding from the PSP.
- Establish partnerships and relationships at national, provincial, local levels
- Develop basis for Year 1 RL training program including on-field and in-class materials and resources and a Yearly Planner, and PNG RFL assessment

Phase 2 – Foundation (Year 1 i.e. Month 7 – 12)
- Implement sound program management, build on partnerships
- Review the operational plan at 6 months and assess needs
- Deliver key program activities, resources and training via Provincial Offices
- Carry out joint assessment with PNG RFL, start capacity building program

Phase 3 – Growth (Year 2 – 3)
- Build on earlier Phases' program management and partnerships
- Develop SWOT reviews to identify discrete opportunities, refine operations
- Respond to Mid-Term Review (Year 2) and new program design (Year 3)

Key Partnerships and Stakeholders

To encourage a sense of ownership of pilot program activities, the ICMT Head and Provincial Office staff will engage with and be informed by key stakeholders through partnership activities and initiatives under Component 2, including:

- Partners: NDoE and PNG RFL[10]
- Government: Department for Community Development (DfCD); GoA Provincial and Local Government Program (PLGP) Advisers
- Education Sector: Provincial Education Advisers; Schools - Principals, Teachers, Sports Masters, Students and Parents
- Sporting Codes: Relevant PNG sport associations including national federations
- Non Government Organisations: PNG Assembly of Persons with Disability (ADP) and provincial service providers

Critical Risks and Challenges

Due to the nature of this three year initiative as a pilot program (and part of a broader 10 year investment plan), this program will *unlikely be fully sustainable* (nor managed
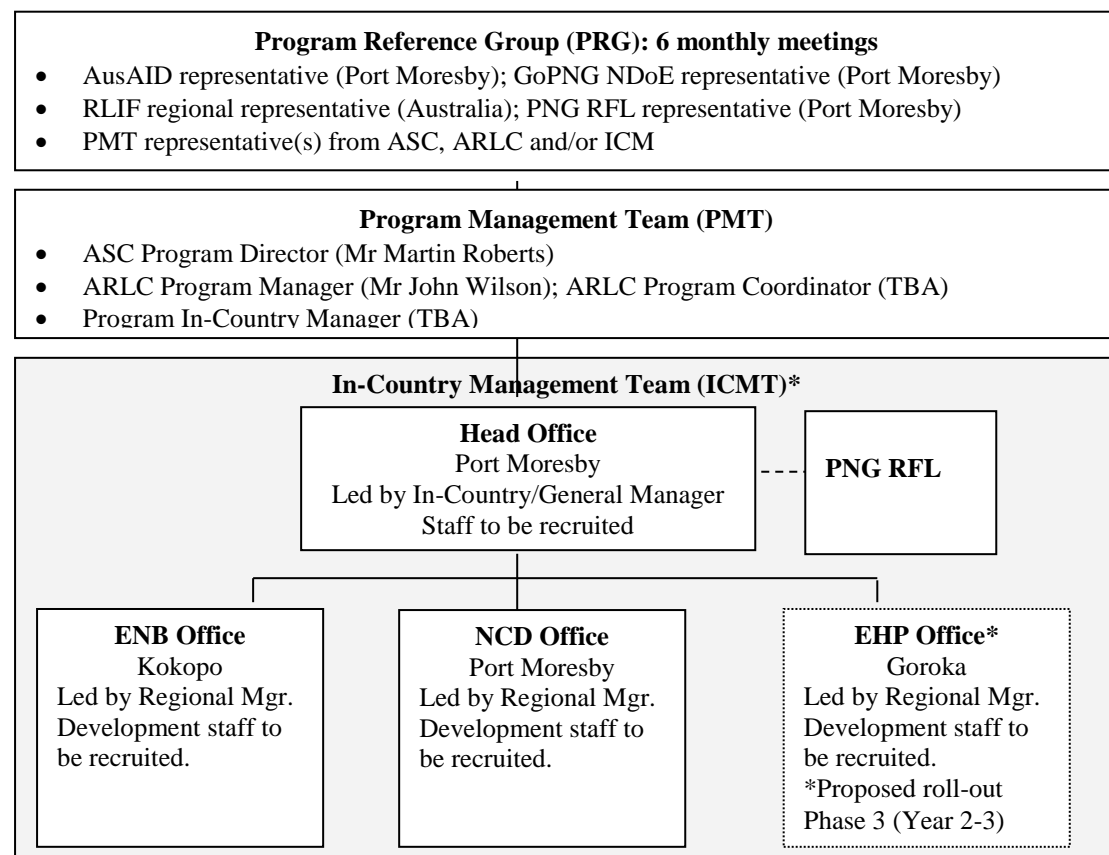
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[10] Note: Specific activities with PNG RFL will be addressed under *Component 4*.

by PNG RFL) within the initial three year timeframe. High risks are noted here. See document for full listing of key risks and their proposed management strategies.

Key Risk Events	R	Proposed Risk Mitigation Strategy
Program and stakeholder impetus to deliver early activities underestimates **set-up time needed** to establish operations	H	Build in Phase 1 – Inception, 6 months of activities to ensure focus on set-up of offices, staff, systems, relationships at Provincial level, and start activities in Term 2, 2013
PNG stakeholder organisations do not have a sense of **ownership** of program, in turn undermining its delivery	H	Build in a specific Component with activities to engender ownership via partners, through coordination, ensuring their feedback and inputs in the planning and delivery cycle
High interest in rugby league and **confusion** between program and NRL Bid Team schoolboys competition	H	Develop early, clear communications at all levels (national to student) that set realistic expectations on scale, and the differences/ coordination with NRL Bid Team activities
Unresolved **governance disputes** within PNG RFL makes long-term vision for rugby league difficult to build	H	ASC to sign Partnership Agreement with RLIF and PNG RFL. RLIF to manage ongoing engagement with PNG RFL. Build Component activities to support PNG RFL in delivery of school-based rugby league activities.
Rapidly changing conditions in rugby league or school-based, program environment in PNG outdates the program design	M	Develop SWOT reviews 6 monthly to refine program operations in line with/response to changing conditions/ opportunities and to pursue discrete opportunities

Governance Structure

Program Reference Group (PRG): 6 monthly meetings
- AusAID representative (Port Moresby); GoPNG NDoE representative (Port Moresby)
- RLIF regional representative (Australia); PNG RFL representative (Port Moresby)
- PMT representative(s) from ASC, ARLC and/or ICM

Program Management Team (PMT)
- ASC Program Director (Mr Martin Roberts)
- ARLC Program Manager (Mr John Wilson); ARLC Program Coordinator (TBA)
- Program In-Country Manager (TBA)

In-Country Management Team (ICMT)*

Head Office
Port Moresby
Led by In-Country/General Manager
Staff to be recruited

PNG RFL

ENB Office
Kokopo
Led by Regional Mgr.
Development staff to be recruited.

NCD Office
Port Moresby
Led by Regional Mgr.
Development staff to be recruited.

EHP Office*
Goroka
Led by Regional Mgr.
Development staff to be recruited.
*Proposed roll-out Phase 3 (Year 2-3)

1 Analysis and Strategic Context

1.1 Country and Sector Issues

PNG Development Context

With a population of around 6.5 million, PNG is home to over 800 different linguistic and cultural communities, with around 85% living in rural areas (90% employed in the agriculture sector). PNG's population is spread across 22 provinces and over 90 districts, with significant disparities and differences between these in terms of implications for pilot program implementation[11].

For example, in the two provinces proposed for this pilot program: National Capital District (NCD) (population of 300,000+ in 2011) has 3 Local Level Governments (LLGs); and East New Britain (ENB) Province (population of 270,000+ in 2011) has 18 LLGs[12]. NCD has 45 elementary and 42 primary schools, and ENB has 312 elementary and 133 primary schools.[13]

Australian Aid and Education in PNG

In 2012-13 the total Australian aid program for Papua New Guinea (PNG) is A$491.7 million. Through the Australia-PNG Partnership for Development (P4D)[14] (2008) and in line with PNG's MTDP, GoA and GoPNG jointly selected education, health and HIV, law and justice, and transport as the four priority sectors for the aid program. Education is not only the Australian aid program flagship sector, but a focus for AusAID in PNG: since 2000, AusAID has disbursed over A$350 million to the PNG education sector, through 14 major education programs.[15] PNG has over 10,000 schools; most are elementary or primary (210 are secondary and five are universities).

Shared Australia-PNG Context: Education and Sports

GoA and GoPNG have shared goals and strategic commitment to address the development issue of *quality in education*, and the use of *sports as a vehicle for development.* This is reflected in key policy documents for both governments, namely: priority outcome 1 (education) of the GoA-GoPNG Partnership for Development (2008); the sports cross-cutting sector of the GoPNG Medium Term Development Plan; and AusAID's Development Through Sport cross-cutting sector priorities. There is significant stakeholder support for this program at national level, including NDoE, and at sub-national level from Provincial Government.

GoPNG: Investment in Sport

In August 2012, the newly elected O'Neill Government nominated the Hon. Justin Tkachencko as the PNG Minister for Sports and Pacific Games. In September, Minister Tkatchenko met with the RLIF and local officials to discuss a more

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[11] AusAID (2010). Australian Support for Basic and Secondary Education in PNG, 2010-2015: Delivery Strategy.
[12] Publicly available online: various PNG provincial Wikipedia entries
[13] PNG National Research Institute (NRI) (2010). Papua New Guinea: District and Provincial Profiles.
[14] As noted in the P4D (2008), in 2011 approximately 85 per cent of Australian aid to PNG was to be provided under the Partnership for Development
[15] AusAID (2010). Australian Support for Basic and Secondary Education in PNG, 2010-2015: Delivery Strategy.

sustainable governance for PNGRFL. In the short-term, GoPNG has invested AUD500,000 into rugby league, primarily for the annual Prime Minister's XIII match between the PNG and Australian rugby league teams (September 2012 in Port Moresby). Moreover, GoPNG has invested significantly in rugby league in PNG in recent years, including through an AUD10 million investment in the country's commercial bid for a team in the NRL (NRL Bid).

GoPNG: Sport governance bodies

The *Papua New Guinea Sports Foundation* (PNGSF) reports to the Minister for Sports, as the PNG Government's key agency for sports development. The *PNG Olympic Committee* (PNGOC) is an NGO representing its members, PNG's 32 National Sporting Federations (NFs), and it coordinates the participation of PNG in any multi-sport events patronised by the IOC, including Pacific Games, Commonwealth Games and Olympic Games. *Provincial Governments* also fund and support sports at the provincial and local government levels though their respective provincial Departments for Community Development (DfCD) Sports Officers.

International Conventions and Charters

Article 31 of the UN Convention on the Rights of the Child (UNCRC) (1989) recognises that not only do children have the right to play but States must also "encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity." Further, Article 1 of the International Charter of Physical Education and Sport (UNESCO, 1978) states that, "The practice of physical education and sport is a fundamental right for all."

A comprehensive report[16] concluded that sport – from play and physical activity to organized and competitive sport – is a powerful and cost-effective way to advance the Millennium Development Goals, the agenda agreed to by world leaders at the UN Millennium Summit, and 'A World Fit for Children'.

Learning Environment through Sport

The same UN report[17] states:

Reaching large numbers of children and adolescents, schools are an ideal place to provide opportunities for sport, recreation and play. In turn, sport, recreation and play improve the quality of education by developing the whole child, not just their intellectual capacities. They boost school enrolment and attendance and improve learning and educational achievement. Physical education classes promote good health practices and ways to prevent illness and disease, information and skills that children can take home to their families…Finally, sports can promote family and community involvement in education. Parents can become active in their children's education....

This UN report also cites a study, where 6- to 12-year-old children who received five hours of physical activity each week showed significant improvement in academic

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[16] United Nations Secretary-General and Taskforce (2002). Sport for Development and Peace: Towards achieving the Millennium Development Goals.
[17] ibid.

performance compared with children receiving only 40 minutes of physical activity per week.[18]

Sport and Development Links

A recent ASC report[19] notes that sport for development supports several core principles of Australia's aid program, including accelerating progress towards the MDGs and a commitment to improve aid effectiveness. The central tenet of the AusAID-funded, ASC managed Australian Sports Outreach Program (ASOP) is to support people in developing countries to live better lives.

The report finds that beyond physical health, Sport for Development programs – and in particular, ASOP – have helped partner governments: promote gender equality and empower women; address health issues including Non Communicable Diseases (NCDs); improve the quality of life of people with a disability; improve social cohesion including through youth engagement and participation; develop life skills for work, school and community benefit; combat HIV and AIDS, malaria and other diseases; and develop partnerships by addressing needs of developing countries.[20]

Examples of ASOP programs that have met *gender equality* outcomes include:

- In Tonga, ASOP-funded village-based netball clubs just for women have afforded safe, comfortable spaces that allow women to make their own decisions, and plan and delivery activities. It also enables them to address their own health issues.

- In Fiji, ASOP-funded activities worked with female Sport Ambassadors to launch the Women with Disability and Sport Working Group, that is encouraging women with disabilities to take on leadership roles as coaches, officials, committee members and Sport Ambassadors.

- In Nauru, ASOP-funded Epon Keramen (EK) achieved its target of having women in at least one third of all leadership positions, with member registrations showing increased numbers of female coaches and officials. This means more women making decisions, planning, running competitions and tournaments, and conducting and leading sport sessions

The AusAID-funded, ASC-managed Pacific Sport Partnerships (PSP) demonstrated significant (40% to 45%) female participation in programs (not traditionally available to women) linked to schools and communities. There are increased opportunities for women to develop in sport (participation and platyer pathways) and to develop their leadership skills through management, governance, officiating and coaching involvement. In Fiji, Samoa and PNG, Female Development Officers (FDOs) have actively increased female participation in cricket.

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[18] Shephard R., and R. Lavelle 1994, cited in the International Council of Sport Science and Physical Education (ICSSPE) document presented at theThird International Conference of Ministers and Senior Officials Responsible for Sport and Physical Activities (MINEPS III), Punta del Este, Uruguay, 3 December 1999.

[19] ASC (October 2011). Australian Sports Outreach Program (ASOP) Overview: Annual Report/ Quality At Implementation (QAI) Report.

[20] Similar findings are also referenced by UN Sport for Development and Peace (http://www.un.org/wcm/content/site/sport/home/sport)

Value of Sport for Education Outcomes

A recent report for the AusAID Education Resource Facility[21] reviewed relevant
sport-based initiatives that aimed specifically to increase: access to education; school
enrolment; school attendance and participation; and school retention. It reviewed 27
programs across the world, including in PNG and the Pacific that used sports to
achieve a variety of education-related aims. Some examples and excerpts – relevant to
this pilot program - follow[22]:

- *The Pacific Junior Sports Project, Vanuatu*
  Program Purpose: Increase enrolment and participation
  Example activities: Increase physical activity; Trains local teachers, coaches and
  volunteers to run inclusive and participatory sports activities
  Program Outcomes/Impact: Increased school retention, and academic
  achievement. Raises the importance of regular exercise teamwork, and
  communication.

- *Physically Active Youth, Thailand*
  Program Purpose: Increase enrolment and participation
  Example activities: Increased sport and physical activity
  Program Outcomes/Impact: Increased school attendance. Significant
  improvement in school performance, increased levels of student discipline,
  improved concentration and planning skills, communication skills and decreased
  incidences of anti-social behaviour.

- *BSP School Kriket, PNG*
  Program Purpose: Increase participation in sports
  Example activities: Students and young people are taught how to play cricket.
  Program Outcomes/Impact: Increased participation of children in sport and
  physical activity at school.

- *Pikinini Sports Partnership, PNG*
  Program Purpose: Promote health and well-being
  Example activities: Develop and support physical education and personal
  development in schools.
  Program Outcomes/Impact: Increased access and participation in sports.
  Encourage young people to continue with education.

- *Fiafia Sports Program, Samoa*
  Program Purpose: Promote health and well-being
  Example activities: Improved physical activity opportunities at school through a
  range of games and activities
  Program Outcomes/Impact: Improve concentration and ability to achieve. Helps
  children become more focused, pay more attention, be good listeners and develop

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[21] AusAID Education Resource Facility (ERF) (2010). Use and Effectiveness of Sport-based
Initiatives: ERF Task #10157. Provided by ASC, September 2012.
[22] Where possible impact is reported. However as many programs are not evaluated, desired outcomes
are reported in most cases.

skills in perseverance, building self-esteem, trust and respect. Help all children to attain optimum health and a healthy lifestyle.

Another example of integrating education on an issue (while seeking **behaviour change** in students) is the use of role plays, open discussions and games/activities (that draw on feelings and attitudes towards e.g. exclusion) as part of sport activities. The Kicking AIDS Out! (KAO) Initiative and book[23] show ways to learn these lessons.

There are opportunities for this pilot program to adapt the KAO approach to deal with other issues through the course of the program (such as gender and disability inclusion), and use this on-field and in-class discussion around issues to seek behaviour change[24]. This could in the example of 'respect for all', be combined with tools such as children signing on to a code of conduct that make clear for all students values such as respecting all team members, all are equal, respecting the referee's decision, the consequences for poor behaviour.[25]

Addressing Sport Governance Issues

A key component objective for this pilot program is to build the capacity of a professional, flexible, sustainable PNG rugby league organisation for school-based RL development and delivery in PNG. This would be supported by principles of good sporting governance and administration.

Sports governance principles[26] include: 1. Board composition, roles and powers; 2. Board processes; 3. Governance systems; 4. Board reporting and performance; 5. Stakeholder relationship and reporting; 6. Ethical and responsible decision=making. Toolkits, such as VicSport's Good Governance Toolkit (2010) reflect similar good governance practice principles and can be useful resources in guiding good governance efforts for the PNG RFL and sporting federations in PNG.

Development Through Sport: Australian aid in the Pacific

See Annex A for information on current Australian support and funding for development through sport assistance to PNG and the Pacific.

The Story of Rugby League in PNG

"The 'league' code is most prominent and is played professionally in England, Australia, New Zealand (the current world champions), France and PNG, the only country in the world where it is considered a national sport…. Rugby league has a strong presence in the Pacific and indeed the Pacific has a strong presence in rugby league… 'one in four players in the NRL are of Pacific Island descent... no less than 100 NRL players come from Samoan, Tongan, Māori, Fijian or Cook island

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[23] Mwaanga, O.S. (Year unknown). Kicking AIDS Out: Through Movement Games and Sports Activities.

[24] AusAID. Background information on HIV/AIDS Behaviour Change Communication (BCC). Provided by AusAID.

[25] Discussion with Tony McGee, AusAID Development Through Sport Adviser, September 2012.

[26] ASC (2012). Australian Sports Commission: Sports Governance Principles.

backgrounds.' ...of the fifteen Australian clubs, 22.5 percent (or eighty-six players) have Pacific island backgrounds. The trend can also be seen amongst under 20 players as well as under 18s and 16s[27]."[28]

Rugby League is a highly popular national sport in Papua New Guinea. Many say that PNG is "rugby mad". It is a sport played across PNG's 22 provinces; in small villages, using makeshift balls and goals, through to elite international level.

Rugby league games and the few international games held in PNG (like the Australian Prime Minister's XIII fixture, held in September between Australia and PNG) draw massive crowds – over 12,000 people – and are televised and covered on radio. The Australian 'State of Origin' contest between the Blues and the Maroons is closely followed and most say the televised broadcast of these matches 'stop the nation'.

Rugby League is deeply embedded in PNG's history. It was first played in Papua New Guinea in the late forties; introduced by Australian soldiers stationed in PNG during and after the Second World War. PNG was admitted to the game's International Federation in 1974, just as they became independent (1975). On 6 July 1975, the well-supported men's international team, the Kumuls played their first ever international game at Lloyd Robson Oval in Port Moresby. They were beaten 40-12 by England. Recently, in September 2012, PNG Women's Rugby League (PNG WRL) made contact with ARLC, interested in engaging through this pilot program.

Now, the Rugby League International Federation (RLIF) ranks the PNG Kumuls as World number 4, and both women[29] and men play rugby league across the country. There is no PNG women's team currently registered with the RLIF. Competitions pyramid from the local club level through regional/provincial levels to the national level. As at June 2012, the PNG RFL lists: 26,381 players across 23 leagues (ranging from U/13 to A Grade) and nine teams in the 'Digicel Cup' national competition; 88 registered coaches; and 56 registered referees. Anecdotally though, it is understood that 100,000 people play in competitions unofficially across PNG.

PNG has produced many players that have been able to further their career in both Australia and England. These players include: Marcus Bai; Stanley Gene; Adrian Lam; David Westley; John Wilshere; Eddie Aila; Makali Aizue; Mark Mom; Tom O'Reilly; Elias Paiyo. Players in more recent times include: Newcastle's Neville Costigan; Gold Coast's David Mead; and North Queensland's James Segeyaro.

Of priority in the short-term for rugby league in PNG is the PM's XIII fixture in September 2012, and the World Cup competition (2013). Separately, on a broader sports level, PNG Games will be held in Kokopo (East New Britain) in November 2012 and PNG was selected to host the 2015 Pacific Games.

1.2 Problem Analysis

A. 'Quality' in Education Challenges in PNG

Of the five goals set out in the GoPNG National Education Plan (NEP) (2005-14) and the GoPNG Universal Basic Education (UBE) Plan (2010-19) the pilot program will

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[27] Cadigan (2008) in the Samoan Observer.

[28] Extended quote from Stewart-Withers, R and Cassidy, N (2009), Sport for Development: Rugby League and Papua New Guinea

[29] The RLIF lists 3,000 PNG women players of rugby league. Ref: RLIF (2012). RLIF Annual Report

have the greatest opportunity to contribute to the goal of quality education. In PNG, the Government's policy of tuition fee-free education up to Year 10 began in 2012 and is expected to increase enrolments. Whilst this is a positive development, it will place greater pressure on class sizes, learning materials, infrastructure and teachers.[30]

Some other key identified[31] constraints and challenges to reaching this goal of quality education include: lack of learning and teaching materials; lack of qualified trainers/teachers; low student value of education/attitude and behaviour; and low levels of consideration for girls education, for disability special needs.

In brief, the pilot program will respond to these issues by: building in provision of resources; training teachers; including girls and children with disability special needs.

B. Unresolved Governance Disputes for PNG RFL

In 2010, the Rugby League International Federation (RLIF) recognised the PNG Rugby Football League (RFL) as being in administration over disputed claims to the governance of the PNG RFL. These issues have delayed the progress of the Rugby League program in PNG since it was announced in August 2009, as the ARLC was unable to partner with its counterpart organisation, the PNG RFL.

Key constraints to be addressed through this pilot program include: lack of capacity of the PNG RFL to operate fully while governance issues are unresolved; the lack of interim support to PNG RFL for priority areas.

In brief, the pilot program will respond to these issues through: capacity building for PNGRFL in delivery of school-based RL activities that commences with a joint assessment of current operations including governance structure; assistance to develop a strategic and operational plan.

C. Difficulty in harnessing sport (and rugby league) for development outcomes

National sports, like rugby league, that engage so many in PNG can have a more positive influence in society. Through this pilot program, there is an opportunity to develop the governance and management of the PNG RFL to play a key role in rugby league's ability to contribute to positive social development outcomes in school-based activities, and through the schools-based pilot program of activities, contribute to quality education outcomes.

Key constraints to be addressed through this program include: perceptions of rugby league as a contact, boys-only sport; views that rugby league is synonymous with elite, professional development pathways; perceptions of parents of girls and children with disabilities that rugby league is not appropriate for these groups of children.

In brief, the pilot program will respond to these issues by: clearly explaining the non-contact, all inclusive (for both girls, boys and children with disabilities), and both on-field and in-class nature of activities; building in values and options that explain other non-elite pathways for those interested in rugby league (e.g. coaching, refereeing).

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[30] AusAID (2012). Budget 2012-13: Section on Opportunities For All in relation to Papua New Guinea.
[31] AusAID (2010). Australian Support for Basic and Secondary Education in PNG, 2010-2015: Delivery Strategy.

1.3 Lessons Learned

A review of critical lessons learned indicates that the pilot program most needs to:

- Deliver in-school activities that focus on a *safe, fun and attractive* environment
- Ensure *program management* and reporting does not burden teachers
- Develop clear, supportive *partnerships* and work through these in the provinces
- Ensure *capacity building* of implementers (PNG RFL) in delivery of school-based rugby league activities includes assessments
- *Mainstream* inclusion (gender and disability) and 'sport for all' in activities

Lessons from Education in PNG

Some lessons from AusAID's experience working in the PNG education sector:

- *AusAID Document – Basic Education in PNG:* develop partnerships at sub-national levels and that support the PNG education system; reinforce country level ownership; better use of government systems; ensure capacity building supports national/provincial/local plans; give greater attention to demand-side approaches; mainstream gender in all education interventions; complement quality aspects such as teacher training and education materials/resources.

- *AusAID Education Team[32]:* to impact on *quality* education goals in PNG with respect to this program, there is potential to reinvigorate teachers, support them with additional resources, translate on-field activities to assist teachers with their curriculum, assist by training teachers in developing a lesson plan, linking into communities, and at minimum, support schools that have a SLIP[33].

Lessons from Sport and Development

Lessons drawn from literature reviews and key studies on the topic:

- *UN Documents*: There are physical, mental and social benefits of sport; it has a role to play in promoting development and peace and achieving the MDGs.[34] The UN recommends: sport and physical activity be incorporated into the development agenda of countries, with a focus on young people; agencies should facilitate the development of innovative partnerships involving sport for development; sports initiatives should organise participation in and access to 'sport for all'.[35]

- *AusAID Document[36]:* Link with decision-makers and government structures; engage and tailor approach at sub-national/local community level; Encourage leadership and champions/role models; align objectives with development priorities; be realistic about outcomes from small-scale activities; complement skills training with access to facilities/equipment; build in links with broader aid program (volunteers, scholarships); work through partnerships and assess capacity of organisations; set aside funding as incentive to develop innovative initiatives.

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[32] Design Team discussions with AusAID Education staff, during and post Design Missions.

[33] NDoE is focusing on using each school's School Learning Improvement Plan (SLIP) to implement the Universal Basic Education (UBE) program in PNG, with each SLIP determining areas of school focus to improve across the priority GoPNG education areas of retention, equity, quality and access.

[34] UNICEF (2004). Sport recreation and play.

[35] UN Secretary-General and Taskforce (2002). Sport for Development and Peace: Towards achieving the Millennium Development Goals

[36] AusAID (2011). Lessons Learned: Sports for Development (and applied to the Africa Concept)

Lessons from Sport in PNG and the Pacific

Some lessons drawn from the experience in sport across PNG and the Pacific:

- *Review of SfDI[37]:* national leadership and development effectiveness is undermined by aid unpredictability (i.e. predictability of future aid flows); program design and implementation must be based on a realistic analysis of the political economy and bureaucratic context; implementation of grassroots SfD activities requires a critical mass of people with a mix of sport skills, community development skills and interpersonal skills. Also, consider a capacity development strategy; strengthen existing community-level sport structures.

- *ASC Document[38]:* Objectives and results: need for clear objectives; need for an expressed need and real demand/high value from the population; need to address both individual and organisational strengthening; link to development and donor priorities. Partners: select partners with sufficient capacity; seek mutually beneficial partnerships; build good trust and open communication; ensure relationship with multiple people in the organisation. Technical support/quality control: ensure simple M&E; build strong technical guidance. Expansion: start small and grow with demand; work with champions; use peer-to-peer models.

Case Study:
Achieving Education Outcomes through Rugby League in Fiji Schools

The Australian Partner Organisation, *ARLC*, has used the popular *'Rugby League Reads'[39]* – home readers (for Years K to 2) and magazine and teachers' resource (for Years 3 to 6) that focus on rugby league as key reading content – as a way to engage children in learning through rugby league in schools. There are eight progressive home readers, and in the magazine and teachers' resource all 16 clubs are represented in each issue as is text focusing on a player from each club, selected as the 'Reading Captain'. Every year 3 editions are printed and kept up-to-date with state curriculum.

The RLR Years 3 – 6 readers have been used across NSW (extensively, i.e. in 550 of 700 Western Sydney schools), ACT, Queensland, Victoria and briefly in Fiji. In 2012, ARLC Ambassadors and staff from the Community, Culture and Diversity Unit engaged with students in Fiji during a brief visit, with the aim of using Rugby League as a vehicle to encourage their learning. During the visit, RLR readers were shared with students, and on-field clinics were held.

Key findings from a 2010 review of RLR magazine use in 10 NSW schools included: an improvement in students' attitudes; higher levels of students' voluntary reading interest; an increase in participation, including through the use of Reading Captains; approval from teachers who were impressed by the English Syllabus focus and the relevant links to the curriculum.

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[37] Independent Evaluation Team for GoPNG and GoA (2010). PNG-Australia Sport for Development Initiative (SfDI): Independent Progress Report. And preceding 2009 PNG-Australia SfDI: Issues Paper. SfDI was an A$2.5 million program funded by AusAID, implemented by the PNG Sports Foundation (2008 – 2010).

[38] ASC (2010). Elements/Lessons from Successful SfD Programs: drawn from various international progams by a variety of peers

[39] 700 Australian schools use Rugby League Reads as key resources in their curriculum.

1.4 Consistency with Existing AusAID and other Donor Programs

Australian Aid Program in Papua New Guinea

The total Australian aid program for Papua New Guinea (PNG) is A$491.7 million in 2012-13. Through the Australia-PNG Partnership for Development (P4D)[40] (2008) and in line with PNG's MTDP, GoA and GoPNG jointly selected education, health and HIV, law and justice, and transport as the four priority sectors for the aid program. Another P4D priority outcome area is strengthening of CSOs.

AusAID also supports initiatives in PNG to strengthen CSOs including democratic systems and economic and public sector reform at national, provincial and local levels, which are essential to improved service delivery in priority sectors, and promotes gender equality across programs.

This pilot program will support GoA and GoPNG shared goals and strategic commitment to address the development issue of *quality in education*, and the use of *sports as a vehicle for development,* (see further discussion in Section 1.5 Rationale for AusAID Involvement) in particular through support of:

- Priority outcome 1 (education) of the GoA-GoPNG Partnership for Development
- The broader P4D priority outcome area of strengthening democratic governance
- The sports cross-cutting sector of the GoPNG Medium Term Development Plan
- AusAID's Development Through Sport cross-cutting sector priorities.

Further, the pilot program will support key aspects of GoPNG's *quality*-related goals in education (aka of the UBE priorities)[41] through Component 2 Program Delivery of rugby league activities in schools (activities, training and resources). It will:

- Complement the *quality*-identified areas of improvement wherever possible, namely teacher training and education materials/resources, and hence support the P4D shared development outcome of, 'improving the performance by students completing grade eight' (primary school).

- Address some key constraints and challenges to reaching this goal of *quality* education, i.e[42]. lack of learning and teaching materials; student value of education/attitude and behaviour; and consideration for girls education, for disability special needs.

The pilot program will also support the strategic goal, 'Promoting Opportunities for All', as part of Australia's Comprehensive Aid Policy Framework to 2015-16 (CAPF) (2012). Although not directly contributing to these results, nor at large scale, the pilot program's activities will complement some aspects in CAPF's Results Framework: attendance at school by girls and boys; training of teachers; provision of resources; contribution to better quality education; inclusion in schools for children with disabilities.

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[40] As noted in the P4D (2008), in 2011 approximately 85 per cent of Australian aid to PNG was to be provided under the Partnership for Development

[41] The five goals are set out in the GoPNG National Education Plan (NEP) (2005-14) and the GoPNG Universal Basic Education (UBE) Plan (2010-19): Access; Retention; Quality; Equity; Management. These are also referenced in AusAID (2010). Australian Support for Basic and Secondary Education in PNG, 2010-2015: Delivery Strategy.

[42] ibid

Interactions with Regional Programs

AusAID funds A$8 million p.a. in Development Through Sports initiatives across the Pacific, Latin America and Caribbean. This is through two vehicles managed by the ASC: the A$15 million PSP (2009-13) programs; and the A$14 million Australian Sports Outreach Program (ASOP) (2009-14).

As this pilot program will be a PSP initiative in PNG, the Australian Partner Organisation, ARLC will be able to learn from and share experiences of other PSP initiatives across the Pacific – including Fiji, Samoa, Solomon Islands, Tonga and Vanuatu – through ASC.

Interactions with Country Programs

The pilot program will coordinate with AusAID country programs in PNG, particularly:

- The four *sporting codes* that receive AusAID funding through PSP implementer, ASC: cricket; netball; football; rugby union. This will enable the ICMT to share lessons with and learn from other sports, including to better coordinate and deliver activities at a provincial, district and school level.

- AusAID's *Policy and Coordination* Team given its key role at Desk and Post as Secretariat to the GoA-GoPNG Rugby League Taskforce. In Australia, the PMT will be able to update AusAID on program management through the ASC and PRG six monthly meetings. In PNG, the ICMT will be able to share program updates with the Team, including on gender initiatives and work with PLGP staff in the provinces, and seek assistance for public affairs or in-country coordination.

- AusAID's *Education* Program given its support of NdoE's delivery of education goals. The ICMT will be able to share updates of the program activities in schools and work with Provincial Education Advisers, school principals, teachers, sports masters and students across two provinces (NCD; ENB).

- AusAID's *Democratic Governance* Team that supports activities within DfCD, SfDI, the A$100 milllion grants program Strongim Pipol Strongim Nesen (SPSN) (2010-14), the A$50 million Churches Partnership Program (CPP) (2010-15) and disability inclusion. The ICMT will be able to update the AusAID team on its work in provinces with DfCD Officers, PLGP advisers and NGOs such as ADP.

Interactions with Relevant Donor Activities in PNG

There are no known donors other than AusAID working with GoPNG to support initiatives using sport as a tool to achieve development outcomes. To date, Australia has been the only donor funding work in this area, such as through funding the A$2.5 million Sports for Development Initiative (SfDI) (2008 – 2010).

Interactions with Private Sector

There is however strong private sector support for sports in PNG. Both PNG Sustainable Development Program (PNG SDP) and BHP Billiton have expressed early interest in supporting expansion of this Schools-based Rugby League Pilot Program in PNG. More broadly in relation to sport, companies such as Bank South Pacific (BSP) and Dulux support Cricket PNG's operations, and there is interest from charity arms/Corporate Social Responsibility (CSR) arms of mining firms in supporting sports/Rugby League activities in PNG.

1.5 Rationale for AusAID Involvement

Context and Commitment

This design reflects a joint engagement and commitment by the Government of Australia (GoA) and Papua New Guinea (GoPNG) to this pilot program activity.

On 6 August 2009 the Australian Government announced AUD15 million (2009-2014) to strengthen sporting cooperation with the Pacific under the PSP. Up to AUD4 million was allocated to help develop rugby league in PNG as a vehicle to achieving social development outcomes.

At the 2011 Australia-PNG Ministerial Forum, Ministers created a bilateral Taskforce - represented by Government of PNG (GoPNG) Secretary, Department of Personnel Management, John Kali, and AusAID Director General, Peter Baxter – to look at options to support the development of rugby league (RL) in PNG at the grassroots level.

Accordingly, this design outlines a pilot program that is informed by design team consultations, discussions and engagement with stakeholders, research and analysis in PNG (June to August 2012[43]) and is consistent with Taskforce objectives.

Shared Goals

GoA and GoPNG share a strategic commitment to address the development issue of *quality in education*, and the use of *sports as a vehicle for development*:

- The Australia-Papua New Guinea Partnership for Development (2008): Priority outcome 1: Education, aims to pursue significant measurable progress towards the achievement of Universal Basic Education (UBE) and improve access to *quality* education at basic, secondary, technical and tertiary education levels by 2015

- Education is a priority in GoPNG's Vision 2050, Development Strategic Plan 2010-30 (DSP), and Medium Term Development Plan 2011-15 (MTDP). Education is the global flagship sector for AusAID, is key to AusAID's strategic goal of promoting opportunities for all, and defined specific learning pillars[44]

- Sports is a key cross-cutting sector for PNG[45] "to harness the power of sport for personal development, community development and national development". AusAID has a Development Through Sport program of A$8 million p.a. that uses sport as a vehicle or means to achieve non-sporting outcomes.

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[43] Design Missions (12-22 June; 23-27 July 2012). Design Team included: Ms Tamara Haig, Team Leader; Mr Martin Roberts, Australian Sports Commission (ASC); Mr John Wilson, Australian Rugby League Commission (ARLC); Mr Madako Suari, GoPNG Department of Education (NDoE) note: for part of mission; Ms Karyn Murray for much of mission for Ms Brooke Kilah, Ms Madeleine Moss for part of mission, Ms Lydia Butut-Dori for Ms Lesley Possiri (AusAID).
[44] One of the three pillars is "improving learning outcomes so that children and youth achieve the basic skills necessary for productive lives". Some AusAID-defined strategies for this include: prioritizing literacy and numeracy; resourcing the learning process; promoting learning assessment; and supporting systems. This program will seek to complement this pillar and utilise similar strategies.
[45] GoPNG (2010). Medium Term Development Strategy: section 5.15 Sports pp.131-132.

Key Design Principles

At its December 2011 meeting, the Taskforce agreed that the rugby league pilot program would have a number of key principles, in keeping with AusAID and GoPNG priorities, development objectives, and the PNG rugby league context:

(a) It should be *promote gender equality* by taking into account the different needs and roles of girls and boys and women and men.

(b) It should have *participation targets* and have a clear *monitoring and evaluation* framework built into the design

(c) The mechanism set in place should have a *clear, apolitical governance structure*.

At its February 2012 meeting, the Taskforce also noted that: the pilot program should complement the education system priorities and that the pilot program should not distract the Department of Education from its goal of delivering education services (including UBE); and that the objectives of this pilot program will remain separate to the development of elite sports, which will not be pursued by the Australian aid program.

Stakeholder Feedback

Taskforce Leader Secretary Kali supports a pilot program that: encourages *ownership* of the pilot program and helps to build a sense of pride; reinforces children's skills training by imparting core *values* in teamwork, inclusion and participation; and develops a sound, effective *governance* and management structure for ongoing sustainability.

Positive feedback and strong interest has also been received during consultations with over 30 PNG Government, Non/quasi-government Organisations (NGOs), education sector stakeholders including provincial education advisers, school principals, teachers, sports masters and students, AusAID programs, and PNG sporting codes/ organisations. Please see Annex A for the list of and design team thanks to those met.

2 Program Description

2.1 Program Objectives

To improve the quality of education for girls and boys of all abilities in PNG, through Rugby League and related activities.

To improve the delivery of school-based rugby league in PNG, through better organizational and management capacity of PNG RFL.

2.2 Program Outcomes

1. *Improved quality of education for girls and boys of all abilities in PNG through Rugby League[46] and related activities*

2. *Increased capacity of teachers - through resources and training - to conduct Rugby League-based activities in the school environment*

3. *Improved organisational and management capacity PNG RFL to manage the development and delivery of school-based rugby league in PNG*

2.3 Program Indicators

These pilot program indicators are aligned to program outcomes 1-3:

1. Improved *quality of education* experience for girls and boys of all abilities: measured through behaviour change aimed at improving respect for others and social responsibility, and delivery of rugby league programs to children[47]. *Indicative questions:* What rugby league activity programs are taking place; and are rugby league activities for participating girls and boys of all abilities improving their respect for others and social responsibility?

2. Improved *capacity of teachers to conduct rugby league-based activities:* measured through the provision of teacher training, and ongoing uptake of training and use of resources. *Indicative question:* Are teachers using rugby league resources and training as a vehicle?

3. Improved *organisational and management capacity* of the PNG RFL in delivery of school-based rugby league activities: measured through organisational assessments, assistance provided and organisational achievement. *Indicative question:* Does the PNG RFL have improved organisational and management capacity? Is it supporting rugby league activities in schools?

2.4 Program Components

Further detail can be found in Annex E: Logframe. The Pilot program's activities and results will be defined through four Components:

1. *Program Management*
2. *Partnerships*

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[46] Note: Across sport activities, the term 'quality' sport activities has a particular meaning. This refers to participatory, inclusive, gender equal, well-organised initiatives. This definition is separate to the meaning of 'quality education' activities.

[47] Children will be engaged in the classroom with rugby-league based content providing *positive social messages*; they will have *social responsibility messages* reinforced with on-field activities; there will be a *focus on participation for all* (girls, boys and children with disabilities)

3. *Program Delivery*

4. *Capacity Building of Implementers (PNG RFL)*

Program Logic

Component	Program Goals/Outcomes			Key Result Areas *see M&E Plan for detailed KPIs*
	1	2	3	
Component 1: **Program Management**	X	X	X	*Well-managed* program staff, resourcing, structures to support program.
Component 2: **Partnerships**	X	X	X	Established and ongoing *relationships with partners* that support the delivery of the program.
Component 3: **Program Delivery**	X	X		1. Improved *quality of education* experience for girls and boys of all abilities. 2. Increased *capacity of teachers to conduct rugby league-based activities*
Component 4: **Capacity Building of Implementers (PNG RFL)**			X	Improved *organisational and management capacity* of the PNG RFL in delivery of school-based RL activities

Component 1: Program Management

Objective: To build robust, good practice management of the pilot program to ensure its smooth delivery of activities across all Components 1 – 4

Result: Evidence of established, good practice program management including through funding, systems, offices, staffing and reporting

Outcome 1.1 **Funding:** Sound financial including budget management across all program activities

Outcome 1.2 **Systems**: Robust systems that aid in the smooth delivery and reporting of the program

Outcome 1.3 **Offices:** Set-up and maintained well-functioning offices and logistics that support program delivery

Outcome 1.4 **Staffing:** Recruited and mobilised staff to fulfil Head Office and Provincial Office functions

Outcome 1.5 **Reporting:** Clear reporting that communicates key program results and progress

Outcome 1.6 **SWOT Reviews**: Key, minimal 6 monthly SWOT reviews are undertaken to review opportunities[48] and/or refine the program in response to new, emerging or changing situations for the program

Component 2: Partnerships

Objective: To encourage a sense of ownership of the pilot program and help build a sense of pride and capability in the program's ongoing delivery

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[48] For example, to pursue a discrete opportunity to work with a disability service provider and children with disabilities in a focused five week program

Result: Evidence of established, productive, ongoing program relations with partners, government, education sector, sporting codes and NGOs

Outcome 2.1   **Partners:** Established key partnerships and stakeholders and ongoing cooperation with NDoE, Provincial Education, RLIF and PNG RFL

Outcome 2.2   **Government:** Established and maintained key GoPNG cooperation through DfCD COs and GoA PLGP Advisers

Outcome 2.3   **Education:** Established and ongoing program delivery through Provincial Education, key school contacts and students

Outcome 2.4   **Sporting codes:** Cooperation and coordination with relevant PNG sporting associations including NFs

Outcome 2.5   **NGOs:** Established and ongoing program delivery through PNG ADP and provincial service providers

Component 3: Program Delivery

Objective: To attract and engage elementary-primary school girls and boys of all abilities in quality, inclusive, rugby league-based programs

Result: Evidence of school girls and boys of all abilities gaining skills and values through rugby league-based activities, resources and training

Description: This Component will provide on-field and in-class: (a) activities (skills and values for students) (via a 4-6 week program); (b) resources for teachers and students; (c) training for teachers, through:

- An elementary-primary schools pilot program, with Year 1 (Phases 1 - 2): likely 20 selected schools[49] (and up to 12,000 school girls and boys of all abilities) across two provinces. This will allow for deeper engagement with schools, to enable measurement of behaviour change.
- A PNG-based pilot program, with Year 1 (Phases 1 – 2) activities in two provinces: National Capital District (NCD); East New Britian (with proposed roll-out to Eastern Highlands Province In Phase 3 (Year 2-3)

Outcome 3.1   **Selection**: Schools selected for program that meet agreed criteria on basis of governance, location and interest/demand, in line with anticipated 4 schools per province for each Term

Outcome 3.2   **Schedule**: Established schedule for school-based program delivery, in line with 2 schools per 4-6 week period/Province

Outcome 3.3   **Activities**: An on-field and in-class skills and value-based program is developed that caters for school girls and boys of all abilities

Outcome 3.4   **Resources**: Resources are appropriate, procured, distributed and utilised in line with aims of program, including kits (balls/tags) and readers

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[49] Schools will be determined using criteria and guidelines, based on governance, location and interest/demand, and in close consultation with GoPNG partners, particularly Provincial Education Advisers

Outcome 3.5   Training: Training is provided for teachers and students that enables their ongoing ability to govern and administer the skills-based programs

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3A. Teacher Feedback for Program Delivery

On 25 July 2012, during Design Mission 2, a Planning Workshop was held with teachers, Department of Education (NDoE) representatives and a PNG Assembly of Persons with Disability (ADP) representative in Port Moresby.

Two *critical success factors* were raised through the workshop and in consultation with NDoE and Secretary Kali. These will be integrated into the pilot program operations, particularly through delivery of Component 3 activities in schools, with ongoing teacher feedback:

- **Broader inclusion**: The need to ensure the principle of all-inclusive activities (such as both gender inclusion and inclusion of children with disabilities)
- **Targeted messages**: The need to have an overarching, broad message at the heart of the pilot program[50] (through a principal value-based framework), and targeted, local messages per school in implementation (including school-value-based options)[51].

3B. Description of On-field and In-class Activities

The participation objectives for the five week program in schools will be to: improve quality of the educational experience; ensure all ability/gender inclusion; ensure a safe, fun, learning based environment; engage key social responsibility messages. Teachers will be encouraged to interact throughout the 5 weeks of the program. In brief, the program will entail:

- Initial: Engagement
- Set-up: Coordinate and outline school program; Confirm numbers and schedule
- Week 1: Overview; Skill session 1; Introductory skills
- Week 2: Behaviour discussion; Skill session 2; Game sense skills
- Week 3: Behaviour discussion; Skill session 3; Game sense skills
- Week 4: Rugby League in the classroom; Engage with reading, healthy lifestyles
- Week 5: Overview; Skill games; Presentation
- Wrap-up: Evaluation; Teacher education

Additional Provisions

In addition to this five week program in schools, the pilot program will allow for:
- increased support for *teacher capacity development* (through allocated time spent in professional development with teachers – each Term);
- increased focus on *student engagement*, especially for gender and disability inclusion (through allocated holiday-based rugby-league based activities – each

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[50] including for branding purposes across the program. Examples only from another program: 'Kick Malaria Out'. This branding would be applied to for example, each football provided through the program to children in participating schools.
[51] For example, each school in PNG has a motto, or values at the school. These social responsibility themes e.g. fairness for all, leadership, can be incorporated in to the five week program and the 'behaviour discussion' components in Week 2 and 3.

Term[52]);
- *increased support for engagin*g with NDoE, Provincial Education Advisers and School Principals (allocated time for this engagement each Term).

These measures will support a **longer-term, more in-depth** engagement with schools (both teachers and students) with the support of the national and sub-national GoPNG education system. These provisions will enable a stronger evidence base from which to measure the impact of the program on the sought **program outcomes and on behaviour change**, and also evidence to draw upon in assessing the three year pilot from an AusAID education perspective (as part of the broader 10 year investment agenda).

Holiday Program

The holiday programs enable the pilot program to meet the needs of specific target groups (e.g. inclusion of girls and children with disabilities) more fully, as well as enable additional (secondary follow-up) student engagement in rugby-league based activities. The benefits include:
- parents will be able to view and participate;
- teacher opportunities for development and mentoring;
- changed perception of rugby league as a physical game for boys/men only;
- girls and children with disabilities interacting in a safe, fun environment;
- opportunity to re-engage community stakeholders (PNG WRL, PNGAPD);
- following on from the school program allows for extra targeted messaging.

Gender Considerations

There are different roles – and perceptions - of girls and boys in relation to rugby league activities in PNG. One key aspect of the program will be to encompass "ball skills" and a modified game of rugby league - that will enable both girls and boys to participate in program activities.

3C. Summary of Expected Outputs

Under Component 3, the expectations over the three year pilot program is to :

- Visit at least 80 *schools (Year 1: 20 schools; Year 2-3: 30 schools each year)*
- Provide almost 50,000 *students* with a rugby league experience
- Provide *training* to over 500 teachers
- Provide 500 *resources* to teachers who undertake training
- Provide up to 100 *resource kits* to schools

3D. Detail of Expected Outputs

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[52] The holiday programs enable the pilot program to meet the needs of specific target groups (e.g. inclusion of girls and children with disabilities) more fully, as well as enable additional (secondary follow-up) student engagement in rugby-league based activities. The benefits include: parents will be able to view and participate; teacher opportunities for development and mentoring; changed perception of rugby league as a physical game for boys/men only; girls and children with disabilities interacting in a safe, fun environment; opportunity to re-engage community stakeholders (PNG WRL, PNGAPD); following on from the school program allows for more pilot-program targeted messaging.

Ref.	Item	Schools (80)	Participants (50,000)	Staff (13)	Total per Item
1	**Hats**	500		26	**526**
2	**T-shirts**			26	**26**
3	**Polos**			26	**26**
4	**Shorts**			26	**26**
5	**Track suits**			13	**13**
6	**Kit bag**	100		13	**113**
7	**Whistles**	300		30	**330**
8	**Footballs**	1,000		200	**1,200**
9	**Stationery Kit**		50,000		**50,000**
9	**Kicking Tee**	300		50	**350**
10	**Tags (sets)**	400		60	**460**
11	**Markers**	5000		1500	**6,500**
12	**Pump**	100		15	**115**
13	**Skill Manual**	200		100	**300**
14	**Early readers (set)**	100		20	**120**
15	**RLR magazines (set)**	100		20	**120**
16	**Cars**			7	**7**
17	**Coaching resources**	500			**500**
				Total Items	**60,732**

3E. Notes on provision of resources:

- *Social Marketing Campaign Specialist*: The PMT will consider options to engage a social marketing campaign specialist to research, test and finalise key messaging and appropriate strategies in relation to collateral items. This will include considering gender messaging and program resources to promote gender equality.

- The importance of a positive *social responsibility message* from the pilot program is reflected in the program plan to provide *each child* in a participating school *with a stationery kit*, that is branded with the universal, positive message. This resource per child will be utilised *at school* during all education processes, and will include for example a case, pencil, bag tag, eraser, ruler.

- The importance of providing a kit of *on-field resources* e.g. tags, markers, pump, and *in-class resources* (one per school, in addition to the stationery kit per student) e.g. 30 each of Rugby League Readers, magazines and teacher's manual, is reflected in the program plan to provide each school with one resource kit for the sports master/mistress.

- The program will *assess the interest or demand* from teachers in the school to gain further *in-class resources* for non P.E. classes. In this case, there may be opportunity, with additional funding or private sector support to extend the provision of in-class resources.

- In the first instance, the program will provide *in-class resources from existing* Australian-based, Queensland curriculum-compliant resources for each sports master/mistress to use to complement the NDoE curriculum. However, the program will *assess the interest or demand in tailoring the resources* for cultural appropriateness, social responsibility and PNG-specific content, and gauge additional funding or private sector support to support this tailoring of resources.

Component 4: Capacity Building of Implementers (PNG RFL)

Objective: To build the organisational and management capacity of a PNG rugby league organisation for school-based RL development and delivery in PNG

Result: Evidence of partnership, engagement, co-location, advice and assessments that form the basis for targeted capacity building assistance

Description: For example, this could include:

- Supporting a PNG-based RL management team and partnering with RLIF given its current role in overseeing the governance and management of PNG RFL, which is in administration[53]

- Assisting PNG RFL with their immediate priorities as part of the pilot program's Phases 1 - 2, for example, through capacity building in delivery of school-based activities that commences with a joint assessment of current operations including governance structure; assistance to develop a strategic and operational plan

Outcome 4.1 **RLIF**: An ASC partnership is established with RLIF in-lieu of PNG RFL, while PNG RFL resolves governance disputes

Outcome 4.2 **Co-location**: Office co-location support is provided to a PNG RFL representative within the ICMT Head Office

Outcome 4.3 **Advice**: Advice is provided to guide and ensure the compliance of PNG's entry into international fixtures/competitions

Outcome 4.4 **Joint Assessment**: Baseline and annual joint organisational assessments are undertaken with PNG RFL

Outcome 4.5 **Assistance**: A targeted capacity building program is initiated in line with needs identified from the joint organisational assessments

2.5   Form(s) of Aid Proposed

Delivery Modality

The pilot program will feature a mix of aid modalities, tailored to in-country capacity needs and the phased approach for the program:

- Key underpinning *partnerships* that build *ownership*, based on: GoA-GoPNG shared goals (2008 Partnership for Development: Education Schedule); lessons from across AusAID funded, PSP implemented programs through ASC; the Australian Partner Organisation, ARLC and counterpart organisation, PNG RFL

- Commitment to strengthen the *use/governance of GoPNG/key stakeholder systems*, via working with Provincial Education Advisers, school principals, teachers and sports masters, DfCD Community Officers and PNG RFL

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[53] The PNG RFL is the recognised body governing the game of rugby league in PNG. They have been in administration since 1 December, 2011 which the RLIF accepts with regular reports from RLIF in-country director John Numapo. While in office the interim committee appointed Ivan Ravu as the acting general manager in-country who has been fulfilling domestic obligations of the league to date.

- An overarching *program framework* with built-in joint strategic (Program Reference Group (PRG)) and delivery (Program Management Team (PMT) and In-Country Management Team (ICMT)) mechanisms

- *Program-based personnel assistance,* including in the direct provision of pilot program delivery activities, training and resources in the provinces (via Regional Managers and Development Officers), advice and a later *capacity building program of assistance* for the PNG RFL

- *Training teachers* and equipping them with the skills and tools to enable their ongoing governance and delivery of the rugby league skills and core *values* (in areas of teamwork, inclusion and participation) shared through the pilot program

Provincial Delivery

Stakeholders and GoPNG feedback during the design missions agreed there was the need to ensure delivery of activities occurs at the grassroots level i.e. in the provinces. There was broad consensus on the selection of provinces for the pilot program:

Southern region: Nearly all organisations have Headquarters in *Port Moresby, NCD*. Given the location of existing infrastructure, the PNG RFL, key donors, NDoE and other stakeholders in Port Moresby - and the need to work in both a regional and metropolitan location including for visibility - Port Moresby is of central importance. Further, the location close to sporting fields and Lloyd Robson oval are also important. It also allows easy access and travel to the islands of PNG.

Islands region: East New Britain Province (town of Kokopo) has been selected because of its strong support as a well governed, administered province in the islands. Feedback from other sports, including its base for the NRL Bid Team's All Schoolboys competition, and for the School Cricket program, makes East New Britain a logical choice. There is also strong support from the Provincial Education Adviser, and DfCD Officers in the Province.

Proposed roll-out to Highlands region (town of Goroka): The *Eastern Highlands Province is* selected as a potential roll-out for Phase 3 (Year 2-3) because of its importance within the current and future growth areas of rugby league in PNG. Rugby league is very popular in the highlands. These is some allocated budget provision for this and 6 monthly SWOT reviews may assist in reviewing this potential roll-out.

Potential growth – roll-out to Momase region (town of Lae or Madang): There has been no *Momase province* selected, in part due to the program's keen interest in focusing on a quality delivery of activities in maximum two locations. There is interest in considering a province in Momase for later potential program roll-out (after proposed roll-out to EHP in the Highlands region) where possible and 6 monthly SWOT reviews may assist in reviewing these opportunities.

Delivery Summary

The pilot program will:
- Be funded by AusAID, and managed by the PSP implementer, the Australian Sports Commission (ASC)
- Feature key PNG partner organisations of the GoPNG National Department of Education (NDoE) and the PNG Rugby Football League (RFL)

- Be implemented by the Australian partner organistion, the Australian Rugby League Commission (ARLC) through an in-country management team (ICMT)
- Enable ARLC to support a PNG-based RL management team and partner with RLIF given its current role in overseeing the governance and management of PNG RFL, which is in administration
- Have all activities, training, resources and work through the four pilot program Components delivered in PNG, through the ICMT's recruited Regional Manager and Development Officers in each Provincial Office
- Ensure the ICMT works through stakeholders as part of Component 2: Partnerships, in order to implement the work programs for Component 3: Program Delivery and Component 4: Capacity Building of Implementers (PNG RFL).

2.6 Estimated Indicative Program Budget and Timing

The Australian Government will invest AUD4 million in this 3 year pilot program, commencing with key PNG-Australia RL activities (for likely launch late 2012), and schools-based activities aiming to commence from 2013 for Term 2 (TBC). It is part of a broader 10 year investment plan.

Of this budget, allocations are made across nine key line items such as staff which includes the key cost for all program delivery in schools; reporting (includes M&E, gender and inclusion specialist, ARLC program manager and coordinator roles); domestic and international travel, which includes training Quality Assurance visits to provinces; and coaching and development (which includes all school kit resources per student, staff planning workshops, and teacher Professional Development Programs).

Indicative Program Budget summary: By Financial Year Allocation

Ref.	Item	2012-13	2013-14[54]	2014-15	Total
INDICATIVE PROGRAM BUDGET: OCTOBER 2012 – SEPTEMBER 2015 (Allocation by Fin. Year AUD)					
1	**Staff**	235,000	281,000	286,000	**802,000**
2	**Reporting[55]**	260,000	225,000	225,000	**710,000**
3	**Travel**	200,500	237,000	237,000	**674,000**
4	**Occupancy Space**	115,000	110,000	110,000	**335,000**
5	**Communication**	26,000	23,000	23,000	**72,000**
6	**Administration Expenses**	30,000	45,000	45,000	**120,000**
7	**Coaching & Development[56]**	227,000	220,000	220,000	**667,000**
8	**Initiatives**	30,000	15,000	15,000	**60,000**

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[54] Note: There is some allocated budget provision for Year 2 roll-out to Momase region. This allocation could also be considered to cover other options or higher-than-expected program operational costs.
[55] Note: This includes M&E Specialist, Gender and Inclusion Specialist, and ARLC program management costs (i.e. part-time Project Manager and Project Coordinator positions).
[56] *Ref 7. Coaching & Development*: Includes funding for school kits (utilised to run the program), participant resources, the planning workshop for staff, coaching for teachers and staff, and teacher professional development that includes accreditation and paperwork for teachers to become part of the RLIF teacher accreditation system, which reverts to the ARLC coaching accreditation database.
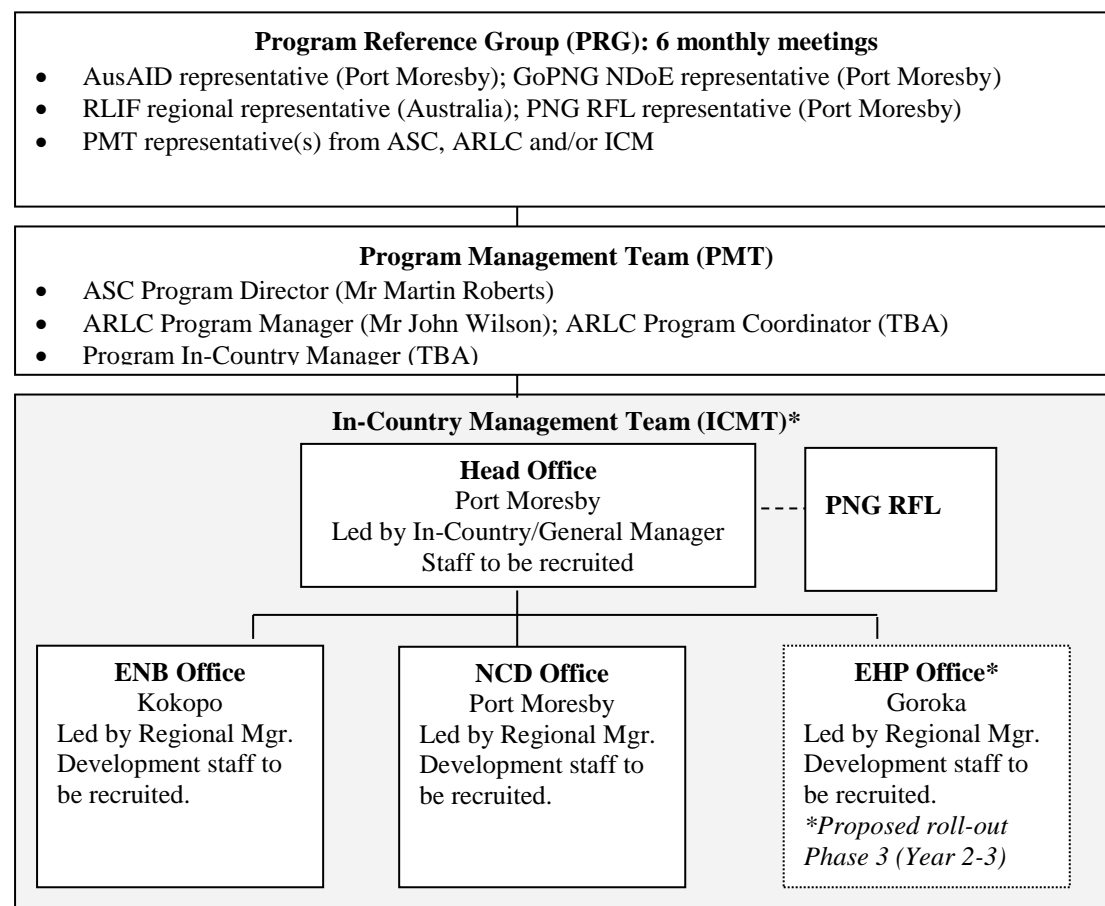
9	PNG RFL[57]	20,000	20,000	20,000	**60,000**
	Total	1,143,000	1,176,000	1,181,000	**3,500,000[58]**

3 Implementation Arrangements

3.1 *Management and Governance*

Governance Structure

The focus is on realistic and simple governance arrangements.

Program Reference Group (PRG): 6 monthly meetings
- AusAID representative (Port Moresby); GoPNG NDoE representative (Port Moresby)
- RLIF regional representative (Australia); PNG RFL representative (Port Moresby)
- PMT representative(s) from ASC, ARLC and/or ICM

Program Management Team (PMT)
- ASC Program Director (Mr Martin Roberts)
- ARLC Program Manager (Mr John Wilson); ARLC Program Coordinator (TBA)
- Program In-Country Manager (TBA)

In-Country Management Team (ICMT)*

Head Office
Port Moresby
Led by In-Country/General Manager
Staff to be recruited

- - - **PNG RFL**

ENB Office
Kokopo
Led by Regional Mgr.
Development staff to
be recruited.

NCD Office
Port Moresby
Led by Regional Mgr.
Development staff to
be recruited.

EHP Office*
Goroka
Led by Regional Mgr.
Development staff to
be recruited.
**Proposed roll-out
Phase 3 (Year 2-3)*

Delivery Modality and Governance Structure

This pilot program will use a decentralised, sub-national model for delivery of the school-based rugby league activities, with a central office based in Port Moresby. This model – of a regional office in each province where activities will take place (that are themselves based in the regions) – is widely used across PNG by AusAID programs successfully such as by Strongim Pipol Strongim Nesen (SPSN) and by sporting federations such as the well-administered and governed Cricket PNG.

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[57] *Ref 9. PNG RFL*: The value of the capacity building to PNG RFL is higher when reflecting actual in-kind support to be offered over the course of the program. This includes administrative support for the PNG RFL managements, such as general office co-location, and shared office equipment/stationery and other access to facilities within the PMT/ program office in Port Moresby.
[58] Note: This amount excludes the provision for ASC management fee.

Key advantages of this model include: **effectiveness** i.e. ability to closely monitor and access school sites on a weekly basis at the local level, including quick response times and flexibility in scheduling activities and working with schools' needs; *sustainability* i.e. ability to build the necessary ongoing relationships with local service providers, NGOs and government; comparative **efficiency** i.e. saving on high domestic costs for flights to provinces multiple times per week to conduct program activities in schools.

Key disadvantages to this model include: **monitoring** i.e. difficulty of remotely monitoring of staff based activities in the field, from head office; and overall **efficiency** i.e. the overall operating cost of well-run program delivery of regionally-based/ sub-national activities in PNG is high and office costs and overheads are significant.

Key strategies will be employed to offset the disadvantages to the model: **efficiency** i.e. the program is likely to co-locate with the well-governed Cricket PNG that runs a similar program of activities, also PSP-funded (BSP School Cricket) to this pilot program in similar provinces. This will allow quicker set-up in NCD and ENB (the two initial provincial locations), reduction in costs associated with office overheads, and keen synergies in scheduling activities and learning from their successful model.

One example of Cricket PNG's model that this pilot program intends to trial related to **monitoring** i.e. Regional Managers and Development Officers send in a weekly report on the week's activities and plan for the upcoming week via affordable *mobile* messages to the head office, with the submission of these reports also linked to fortnightly salary payments. In addition, this pilot program's GM/ICM will also undertake regular *training Quality Assurance visits to Provinces*, and staff from regions (RMs, DOs) and the Gender and Inclusion Specialist will also take part as part of the In-Country Management Team (ICMT) in si*x monthly planning/review meetings* together. Both QA visits and 6 monthly planning meetings are features of Cricket PNG's successful model of delivery across 11 provinces.

Roles and Responsibilities

Program Reference Group (PRG)

The PRG will meet six monthly to fulfill its roles, as follows:
- Provide an overall strategic reference and resource to the PMT
- Consider PMT reports on progress to date, finance and implementation issues
- Consider PMT requests on emerging issues that require PRG assistance
- Consider PMT plans for the program over upcoming six months

The Co-Chairs - relevant AusAID and NDoE representatives - will call the PRG meetings. The Chair will be supported by the PMT Secretariat i.e. the Program Director, Program Manager, and In-Country/General Manager, with the Program Coordinator to circulate an agenda and any papers prior to meetings.
The PMT Secretariat will record the PRG's discussions and any actions agreed in minutes of the meeting.

Program Management Team (PMT)

The PMT will function as the key management arrangement, responsible for all program implementation. It will be responsible for:
- Managing and reporting all work programs, budgets and performance
- Daily operational management of the program
- Meeting quarterly to review all operations across Components 1 - 4, issues, opportunities and budget measures
- Providing PMT Secretariat support, reports and plans to the PRG

The PMT will consist of the Program Director (ASC), Program Manager (ARLC), Program Coordinator (ARLC) and In-Country/General Manager (ICMT).

GoPNG Partner Agency: NDoE

The National Department of Education (NDoE) will:
- Be the key GoPNG implementing agency responsible for working alongside the PMT and ICMT to coordinate the delivery of rugby-league skills based activities, training and resources in selected schools

NDoE and Provincial Education Advisers' current schedule of meetings will be a formal avenue for ICMT Head and Provincial Office staff to mutually engage with and be informed by school priorities. It is suggested that any updates on the pilot program – including school selection/training progress/forward training plans/any issues arising – be discussed internally as part of these meetings.

PNG Partner National Sporting Federation (NF): RLIF *and* PNG RFL

The pilot program will support a PNG-based RL management team and partner with the Rugby League International Federation given its current role in overseeing the governance and management of PNG RFL, which is in administration.

The RLIF regional representative and PNG RFL representative will:
- As members, attend the Program Reference Group (PRG) meetings
- Partner with each other to ensure NF coordination for the program
- Undertake key roles and responsibilities as defined for the PRG

Key Stakeholders

The ICMT Head and Provincial Office staff will engage with and be informed by key stakeholders through ongoing activities under Components 2 and 3:

- Partners: NDoE and PNG RFL[59]
- Government: Department for Community Development (DfCD); GoA Provincial and Local Government Program (PLGP) Advisers
- Education Sector: Provincial Education Advisers; Schools - Principals, Teachers, Sports Masters, Students
- Sporting Codes: Relevant PNG sporting associations including NFs

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[59] Note: Specific activities with PNG RFL will be addressed under *Component 4.*

- Non Government Organisations: PNG Assembly of Persons with Disability (ADP) and provincial service providers

AusAID will:
- As a member, attend the Program Reference Group (PRG) meetings
- Partner with GoPNG's NDoE to ensure coordination for the program
- Undertake key roles and responsibilities as defined for the PRG

Through the Desk-based Activity Manager AusAID will be responsible for:
- Communications and managing contracts with the PSP implementer, ASC
- Joint appointment with GoPNG agencies and ASC of members to the PRG
- AusAID's participation of the PRG as a key member
- Internal AusAID coordination and reporting, information via ASC
- Monitoring and reporting on ARLC performance, information via ASC

The AusAID Desk-based Activity Manager and AusAID Post in Port Moresby will work together on a regular basis. They will both report to the AusAID Section Manager in Canberra.

PSP Implementer: Australian Sports Commission (ASC)

ASC will:
- As a member, attend the Program Reference Group (PRG) meetings
- As a member of the PMT and Program Director, oversee the program
- Agree on Partnership and Yearly Funding Agreements for the Australian Government (through the PSP) with ARLC and RLIF
- Undertake key roles and responsibilities as defined for the PRG, PMT, PD

Through the Program Director, ASC will be responsible for:
- Communications and managing contracts with ARLC
- ASC's participation of the PRG and PMT
- Internal ASC coordination and reporting, information via ARLC
- Monitoring and reporting on ARLC performance, information via ARLC

Australian Partner Organisation (APO):
Australian Rugby League Commission (ARLC)

The ARLC will be responsible for:
- Managing and reporting all work programs, budgets and performance
- Daily operational management of the program, reporting to ASC
- Arranging quarterly PMT meetings to review all operations across Components 1 - 4, issues, opportunities and budget measures
- Providing Secretariat support to the PMT, reports and plans to the PRG

The ARLC will be responsible for pilot program Phase 1 – 3 activities.

3.2 Implementation Plan

Phased approach

The proposed approach for the pilot program of assistance covers three Phases:

Phase 1 – Inception (Year 1 i.e. Month 1 - 6)
- Set-up Head and Provincial Offices, recruit staff, establish systems. Note: ARLC will be assisted significantly with these logistics (reducing lead times, overhead costs and logistical issues with location/security of offices) by likely co-locating with Cricket PNG in the NCD, ENB (and during proposed roll-out in EHP). This pilot program will learn lessons from Cricket PNG, that is widely considered the best administered NF in PNG and has similar school-based programs, including funding from the PSP.
- Establish partnerships and relationships at national, provincial, local levels
- Develop basis for Year 1 RL training program including on-field and in-class materials and resources and a Yearly Planner, and PNG RFL assessment

Phase 2 – Foundation (Year 1 i.e. Month 7 – 12)
- Implement sound program management, build on partnerships
- Review the operational plan at 6 months and assess needs
- Deliver key program activities, resources and training via Provincial Offices
- Carry out joint assessment with PNG RFL, start capacity building program in the delivery of school-based rugby league activities

Phase 3 – Growth (Year 2 – 3)
- Build on earlier Phases' program management and partnerships
- Develop SWOT reviews to identify discrete opportunities, refine operations
- Respond to Mid-Term Review (Year 2) and new program design (Year 3)

The three-Phased approach was selected for a number of reasons:
- To allow ARLC to *quickly set-up* offices, recruit staff and establish systems within the first three months, while at the same time building the partnership, engagement and *mobilising support* through the PRG, PMT.
- To allow for *lessons learned* in Phase 1 (Inception) and Phase 2 (Foundation) to be built into the design and delivery of training and activities in Phase 3 (Growth)
- To build in *staged, incremental capacity building* – for example, to provide continuity of local teacher training, resources and activities that could be supplemented across provinces in future program activities

Critical Path Activities (at early implementation)

ARLC will undertake early, critical Phase 1 (Month 1 - 6) activities i.e.:
- Set-up Head and Provincial Offices ensuring these are fully operational, recruit staff and hold a PMT Strategy Workshop, establish systems. Note: ARLC will be assisted significantly with these logistics (reducing lead times, overhead costs and logistical issues with location/security of offices) by likely co-locating with Cricket PNG in the NCD, ENB (and during proposed roll-out in EHP). This pilot program will learn lessons from Cricket PNG, that is widely considered the best administered NF in PNG and has similar school-based programs, including funding from the PSP.

- Establish partnerships and relationships at national, provincial, local levels and hold a Demonstration/Presentation Forum for key stakeholders
- Develop basis for Year 1 RL training program including on-field and in-class materials and resources and a Yearly Planner, and develop the basis for the PNG RFL assessment

The priority will be to establish practical logistical and office arrangements under Component 1 (Program Management) and engage with key stakeholders via Component 2 (Partnerships). These key activities will facilitate the additional Phase 1 activities (Month 1 – 6):

Component 3 (Program Delivery)
- Identification and selection of elementary-primary schools (12 per province for Year 1), by using criteria and guidelines based on governance, location and interest/ demand, and in close consultation with Provincial Education Advisers.
- Development of initial School Programming Schedule (for roll-out beginning school Term 2 (program Phase 2)), including M&E reporting and evaluation tools needed
- Development of: 4-6 week program of on-field and in-class activities; 'school kits' including gear (e.g. tags, balls) and resources (student readers appropriate to age/year group, and teacher manuals)

Component 4 (Capacity Building of Implementers (PNG RFL))
- Development of basis for Year 1 PNG RFL joint organisational assessment (to be undertaken in Phase 2 as a basis for developing an agreed capacity building program of assistance to improve governance and management)
- Commencement of support for a PNG-based RL management team via: office co-location with the program's PMT; commencement of support to PNG's entry into international fixtures/competitions

Proposed Approach to Implementation

Note: Each Phase will be informed by quarterly PMT and six monthly PRG meetings.

Program

(3 years: 1 October 2012 to 30 September 2015)

Phase 1: Inception (Year 1: Mth 1 – 6) *Oct 2012 – Mar 2013*	**Phase 2: Foundation** (Year 1: Mth 7-12) *Apr – Sep 2013*	**Phase 3: Growth** (Year 2 – 3) *Oct 2013 – Sep 2015*

The focus will be to establish: • Component 1 (Program Management) presence, systems • Component 2 (Partnerships) engagement. It will also focus on key program work i.e.: • Component 3 (Program Delivery) school selection and program development • Component 4 (Capacity Building) start of support.	The focus will be to: • Implement sound program management (Component 1) • Build on partnerships (Component 2) It will also focus on: • Delivery of key program activities, resources and training in provinces (Component 3) • Joint assessment with PNG RFL, start to capacity building program (Component 4)	The focus will be to: • Build on earlier Phases' program management (Component 1) and partnerships (Component 2) It will also focus on: • Developing SWOT reviews to identify discrete opportunities, refine operations (Component 1) • Response to Mid-Term Review (Yr 2) and a new program design (Yr 3) (Component 1)

3.3 Monitoring and Evaluation Plan

See Annex D for a more detailed Monitoring & Evaluation Plan.

Stakeholder Roles

Key monitoring and evaluation stakeholders for the pilot program include:
- The Program Reference Group (PRG)
- Program Management Team (PMT)
- GoPNG Partner Agency: NDoE
- PNG Partner National Sporting Federation (NF): RLIF *and* PNG RFL
- AusAID (Desk-based Activity Manager and Post)
- PSP Implementer: Australian Sports Commission (ASC)
- Australian Partner Organisation (APO): Australian Rugby League Commission (ARLC)

The **PRG** will meet six monthly to review PMT reports on monitoring and evaluation of progress to date and implementation issues. This will include reporting at program and Component levels against the M&E Plan.

The **PMT** will meet quarterly to monitor the program, its progress and Component work programs, budgets, performance and operations. These reviews will be central to reporting on monitoring and evaluation of the program.

PNG Partners' - NDoE and Provincial Education Advisers, and RLIF and PNG RFL - current schedule of meetings will be a formal avenue for ICMT Head and Provincial Office staff to provide updates on monitoring and evaluation for the program. This is in addition to reporting to them for the PRG.

The **AusAID** Activity Manager will monitor and report on ARLC's program delivery through information provided by PSP implementer, ASC, and manage communications and contracts with ASC. This is in addition to their PRG role.

The PSP implementer, **ASC** Program Director will oversee monitoring and evaluation of the pilot program through review of quarterly progress reports from ARLC against the M&E Plan. This is in addition to ASC's PRG and PMT roles.

In addition to ARLC's PRG and PMT roles, the Australian Partner Organisation (APO), **ARLC** Program Manager - assisted by the Program Coordinator and the In-Country/General Manager – will directly manage and report on work programs, budgets and performance, including:
- finalising the M&E Plan and quarterly reporting against the Plan
- establishing KPIs to monitor outcomes and outputs
- developing data sources for these KPIs, including baseline data
- arranging means to both gather and report on data.

Independent M&E

The ASC will support the ICMT to work directly with the ASOP's research and evaluation partner, Sustineo to ensure independent, robust evaluation of the program.

This will include developing and employing appropriate tools to monitor and evaluate the impacts of the program, such as through generation of a baseline for outcome level indicators, and independent evaluations.

This is to also include: Developing a logic model mapping the proposed impacts and outcomes of the program; Establishing a tailored M&E framework; The participatory development of appropriate monitoring tools to indicate the program's progress against its objectives and intended outcomes. Sustineo will also consider ways to best ensure sufficient staff capacity/expertise within the ICMT staff roles to adhere to monitoring and evaluation.

They will also, where possible, also take part in the In-Country Management Team (ICMT) si*x monthly planning/review meetings* enabling a review of achievements across the pilot program, and planning with respect to M&E for the upcoming periods.

M&E Plan[60]: Overview by Component (See Annex D for a more detailed Monitoring & Evaluation Plan)

Description	Program Outcomes			Key Performance Indicators	Means of Verification/ data sources
	1	2	3		
Component 1: Program Management	X	X	X	*Well-managed* program staff, resourcing, structures to support program.	**Process Indicators:** Measured through the *physical set-up and ongoing maintenance* of offices, finances, program reporting and other systems that support program delivery. *Indicative questions:* Are the appropriate staffing, resourcing and structures in place? Are these supporting program delivery?
Component 2: Partnerships	X	X	X	Established and ongoing *relationships with partners* that support the delivery of the program.	**Process Indicators:** Measured through the ongoing provincial based activities *and engagement with partners* including NDoE, Provincial Education Advisers, School Principals and Teachers and other stakeholders. *Indicative question:* What partnership activities are taking place? Are these partnership activities supporting the delivery of an improved program?
Component 3: Program Delivery	X	X		1. Improved *quality of education* experience for girls and boys of all abilities. 2. Increased *capacity of teachers to conduct rugby league-based activities*	**Outcome Indicators[61]:** 1. Measured through *behaviour change* aimed at improving respect for others and social responsibility, and *delivery* of rugby league programs to children.[62] *Indicative questions:* What rugby league activity programs are taking place; and are rugby league activities for participating girls and boys of all abilities improving their respect for others and social responsibility? 2. Measured through the provision of teacher training, and ongoing uptake of training and use of resources. *Indicative question:* Are teachers using rugby league resources and training as a vehicle?
Component 4: Capacity Building of PNG RFL			X	Improved *organisational and management capacity* of the PNG RFL in delivery of school-based RL activities	**Outcome Indicators:** Measured through organisational assessments, assistance provided and organisational achievement. *Indicative question:* Does the PNG RFL have improved organisational and management capacity? Is it supporting rugby league activities in schools?

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[60] Note: The ASC will support the ICMT to work directly with the ASOP's research and evaluation partner, Sustineo to ensure independent, robust evaluation of the program. This M&E partner will further define the M&E for the program.

[61] *For example:* RL programs established in 20 schools (where 25,000 boys and 25,000 girls are introduced to RL and 50% are still engaged after 12 months, and where each school has been provided with 2 teacher training and support visits by a professional RL trainer over a 12 month period and has RL-related readers amd equipment designed to improve reading skills)

[62] Children will be engaged in the classroom with rugby-league based content providing *positive social messages*; they will have *social responsibility messages* reinforced with on-field activities; there will be a *focus on participation for all* (girls, boys and children with disabilities)

3.4 Procurement Arrangements

Indicative Procurement Timeline

An indicative timeline dependent upon prompt and quality attendance on all necessary preparatory activities is as follows:

#	Task	Timing
1	Provide Independent Appraisal to Peer Review Panel – conduct Peer Review. Draft Peer Review recommendation minute.	27 August – 7 September 2012
2	Design Adviser to revise the draft Program Design Document to incorporate recommended changes arising from the Peer Review. Submit final PDD to AusAID	10-14 September 2012
3	AusAID to review final PDD and negotiate any further changes with ASC and ARLC	17-28 September 2012
4	Minute to AusAID delegate of Independent Appraisal and Peer Review Panel recommendation for award	1 October 2012
5	ASC to establish a Partnership and Funding Agreement between the Australian Government, ARLC, RLIF	8 October 2012
6	Mobilisation of Australian Partner Organisation, ARLC	15 October 2012

Notes: FMA 9 - Procurement Outcome Approval submitted to delegate & signed – has already been approved.

For Critical Path Activities (at early implementation) and overall approach to implementation, see Section 3.2 Implementation Plan

3.5 Sustainability Issues

Due to the nature of this three year initiative as a pilot program (and part of a broader 10 year investment plan), this program will *unlikely be fully sustainable* (nor managed by PNG RFL) within the initial three year timeframe.

Sustainability considerations for the pilot program have been built in to the design – on program management and program delivery levels, via appropriate implementing vehicles, government ownership/partnerships and the support environment for a program of rugby-league based activities.

Some issues and strategies to address them follow:

Sustainability Issue	Strategy/Design Response
July 2012 PNG **election** could result in a change of GoPNG priorities in sports education	Work with GoPNG and NDoE to ensure incoming Government is briefed on the program design, goals and intended outcomes
Program design and implementation lacks clear **sustainable strategy** to continue activities at sub-national level	Build partnership roles and approach in to program from outset, specifying Component specific activities, and engaging key provincial stakeholders throughout

Systems, resources or support from selected Phase 1-2 GoPNG Provinces reduces or becomes unviable to support roll-out	Ensure careful, regular monitoring and actual verification of progress at Provincial and school levels. Build in clear two-way feedback and information to Provincial stakeholders. Seek to build their systems
Challenges in implementing UBE policy, **burdens on schools**, teachers and class sizes hampers roll-out of program	Adopt a flexible school-based program in line with school needs (weekly over 4-6 weeks, or in blocks). Track and report on school resources and burdens weekly from POs.
PNG stakeholder organisations do not have a sense of **ownership** of program, in turn undermining its delivery	Build in a specific Component with activities to engender ownership via partners, through coordination, ensuring their feedback and inputs in the planning and delivery cycle
Unresolved **governance disputes** within PNG RFL makes long-term vision for rugby league difficult to build	ASC to sign Partnership Agreement with RLIF and PNG RFL. RLIF to manage ongoing engagement with PNG RFL. Build Component activities to support PNG RFL delivery of school-based rugby league activities.
Ongoing requirements for **technical advisers/personnel** – in form of Regional Managers and Development Officers – to continue delivery of programs	Well-scoped personnel, with clear training of teachers role in TORs. Regular assessment of needs. Collect data to support personnel effectiveness, school capacity.
Range of **other sustainability issues** as become apparent through program implementation	Apply 'staged' assessment of sustainability issues (as become evident through progress reporting, at least quarterly).

3.6 Overarching Policy Issues

Gender

Of note, PNG ratified the *Convention on the Elimination of Discrimination Against Women* (CEDAW) in 1995. GoPNG has its own gender policy, the *National Policy for Women and Gender Equality 2011-15* (DfCD).

This pilot program will ensure that there are equal opportunities for both school girls and school boys, male and female teachers, and both genders across its program delivery. The pilot program's operations will support AusAID's gender equality policy outcomes, in particular AusAID's gender equality policy, *Gender equality in Australia's aid program – why and how (2007)* and its Thematic Strategy, *Promoting opportunities for all: gender equality and women's empowerment (2011)*. One key goal of the pilot program is to contribute to the quality of education for girls and boys of all abilities in PNG through Rugby League. This will benefit both girls and boys, and children with disabilities.

AusAID and GoPNG policies in relation to gender equality explicitly describe the need to identify and respond to the different education needs of women and girls, men and boys. In addition, AusAID's gender equality thematic strategy calls for maximising opportunities in education programs to promote gender equality.

Some brief gender actions are noted below. Please see more comprehensive gender actions to be taken in this pilot program at **Annex A.**

Actions:

- Develop practical strategies for use in program delivery to engage women and girls in different ways to boys and men
- Ensure program is designed for total inclusion and participation by all, including a designed pathway that maximizes girls' opportunities in the game, messages that deliver awareness of all playing and non-playing opportunities
- Address perception or view that girls do not participate in rugby league based activities by making clear the expectation of girls' participation
- Mainstream gender in all program and sub-program activities – assist ICMT staff, and communities (including service providers in provinces) to mainstream
- Undertake training/awareness to ensure implementers of activities understand and are committed to equal opportunities for girls and boys, men and women
- At each stage of the design, implementation, or M&E of sub-programs, ICMT staff to address the different needs of, and impacts on, women, men, girls and boys
- Collect gender disaggregated baseline data, and monitor progress against updated data (program and sub-program levels) on girls' participation in activities and women's role in key decision-making roles from PRG, PMT, and ICMT

Environment

The design of any sub-program activities, such as concerning school grounds, sporting fields, needs to take into account any environmental concerns. The pilot program must comply with the AusAID policy, *Environmental Management Guide for Australia's Aid Program, AusAID, (2005*) and GoA's *Environment Protection and Biodiversity Conservation Act 1999)* and GoPNG environment legislation.

Actions:
- Ensure school selection for rugby league based activities assesses on the basis of existing, sufficient grounds/sporting facilities available, and that particular direction is given to the school not to prepare any grounds in any way
- Assess all sub-program options or opportunities against GoA/GoV environmental feasibility standards (particularly if they relate to infrastructure)
- Ensure sub-program activity progress reporting identifies positive and negative impacts on the physical environment of any activities and ways to enhance/mitigate these
- Check if additional independent environmental assessments are needed (desk review or field-based EIA by GoPNG's responsible Ministry)

HIV-AIDS

The HIV epidemic is a major concern in PNG, with the prevalence of HIV infection in PNG now 0.9% of the adult population. Everyone who lives, works or plays sport in PNG is at some risk of HIV infection. It is estimated that more than 34,000 people between 15 and 49 currently live with HIV in PNG. The pilot program will need to ensure its activities meet AusAID's HIV/AIDS Strategy, *Meeting the Challenge, 2004,* seek direction from the PNG National AIDS Council Secretariat and comply with the HIV 'Sports Place' Policy (a policy of the Committee on HIV Prevention Through Sport (2008)).

Actions:

- Eliminate stigma and discrimination in the sport, whether in relation to actual or perceived HIV status, including through training
- Ensure that HIV/AIDS prevention and management measures are adopted in all sub-programs, and the pilot program meets GoPNG standards
- Ensure the program's HIV/AIDS strategy is operational, in all key materials, and guidance is provided to staff and other potential implementing partners
- Assess all sub-programs in terms of their potential impact on the spread of HIV/AIDS, either positively or negatively, and resources required to implement HIV-AIDS mainstreaming practices.
- Review options for initiatives including developing workplace HIV/AIDS policies and HIV/AIDS into training curriculums for staff
- Incorporate gender policies and programs for workplaces that recognise the vulnerability of women in relation to HIV-AIDS and ways to ameliorate risks

Anti-corruption

In February 2012 the PNG Minister for National Planning, Hon. Sam Basil, and the Director General of AusAID, Peter Baxter, issued a joint statement outlining the zero tolerance approach to fraud and corruption in Australia's Aid program in PNG, agreed to by the Australian and PNG Government in 2011.

The pilot program will ensure policies and practices support strong anti-fraud and anti-corruption messages within its program delivery. Definitions of fraud and perpetrations of fraud must be clearly articulated, understood and applied in the program and through its activities, consistent with AusAID's policy, *Tackling corruption for growth and development (2007)*. A program Fraud Control Plan must ensure staff activities on fraud control, prevention, detection, investigation and reporting processes and procedures comply with GoPNG and GoA's Commonwealth Fraud Control Guidelines. Program staff and stakeholders must understand what constitutes fraud/corruption, AusAID's zero tolerance to fraud/corruption, and the Fraud Control Plan measures.

Actions:

- Develop and implement a Fraud Control Plan and financial measures and anti-fraud/corruption measures in to operations of funds for program activities
- Ensure program activities support GoPNG's priorities and plans to improve governance and tackle corruption, and is consistent with Australia's, '*Tackling Corruption for Growth and Development*' policy.
- Consider means to work within and strengthen PNG RFL anti-corruption efforts in proper management of funds under future activity delivery by PNG RFL
- Seek opportunities to reduce corruption in the disbursement of program funds, such as through improving budget processes, public financial management, and procurement systems
- Ensure program activities have agreed financial procedures with controls and audit requirements

Child Protection

PNG ratified the *Convention on the Rights of the Child* (CRC) in 1993. AusAID's expectations, including child protection compliance standards for implementing agencies such as ASC and ARLC, are outlined in *the Child Protection Policy (2008).* This outlines a zero tolerance for child abuse, and care if working with children., including police checks on people working with children. The policy specifies the minimum standards with which all AusAID providers must comply in their operations and in their dealings with any staff they may engage. Further, this program will need to ensure due care is shown to children to prevent illness or injury, and ensure it has its own insurance policies in place to cover the scope of its activities in schools.

Actions:
- Apply the ARLC policies to all program activities, and train staff in its use, proper application and collect documentation on its adherence i.e. *Child protection check; Media, Images and publicity policy; Insurance policy (Public Liability); Existing Illness/injury policy; Risk Management process (Per program); Code of Conduct*
- Ensure program supports GoPNG policies and legislation for child protection and Australia's obligations to the UN *Convention on the Rights of the Child*, incorporated within the *AusAID Child Protection Policy, 2008.*
- Assess program activities for child protection implications through any direct or indirect staff, teacher or partner contact with children.
- Check the implementing partner meets AusAID standards ie policy, code of conduct, criminal record checks, child-safe recruitment and screening.
- Consider using extra safeguards for the protection of children, such as an NGO/CSO partner could be engaged to assist with development of practical Child Protection measures, training and ongoing support of staff and the establishment of a complaints mechanism to create a safe space for the reporting of child abuse and strategies for immediate and appropriate responses to all reported cases. The Gender and Inclusion Specialist could also assist with this.

Disability

People with disabilities make up the world's largest and most disadvantaged minority – about 15% of the global population. The 2000 PNG Census identified 13,688 people aged 10 years and older with some kind of impairment, while the PNG National Policy on Disability extrapolates a figure of over 520,000 people with a disability in PNG. The program's activities should be consistent with the *Development for All: Towards a disability-inclusive Australian aid program 2009-2014*. PNG adopted a policy on Special Education in 1993 (now referred to as Inclusive Education), aiming to integrate children in former 'special schools' across a unified education system.

Some brief disability inclusion actions are noted below. Please see more comprehensive gender actions to be taken in this pilot program at **Annex A.**

Actions:
- Engage with local stakeholders such as PNG Assembly of Disabled Persons (PNGADP) (established in 2002), the national Disabled People's Organisation in PNG, and Disability People's Organisations, Provincial Government and service providers e.g. Callan Services (a major provider of health services, CBR and

inclusive education) to develop an understanding of issues regarding inclusion of children with disabilities

- Plan to hold specific girl and disability clinic days, engaging with local stakeholders (mentioned above) and facilitated by Regional Managers and Development Officers, in holiday periods to create awareness of the skill-based activities to parents and the community.
- Ensure program activities comply with the *UN Convention on the Rights of Persons with Disabilities (UNCPRD)* and GoPNG's *National Policy on Disability (2005)*
- Work with DfCD, the department responsible for both human rights and disability issues, through Community Officers at the provincial and local levels.

3.7 Compliance with the Environment and Biodiversity Conservation Act

The Australian partner organisation, the ARLC will need to be fully aware of and responsive to the assessment, management and mitigation of potential environmental impacts through the course of its program activities. The proposed program is deemed to comply with the Government of Australia *Environment Protection and Biodiversity Conservation Act 1999.*

- The *Environmental Management Guide for Australia's Aid Program 2003* has been reviewed with respect to the proposed program. This Guide describes AusAID's environmental management system (EMS), outlines the steps to be followed in environmental assessment of activities, and the procedures for managing potential environmental impacts.
- The Guide describes AusAID's legal obligations under *the Environment Protection and Biodiversity Conservation Act 1999* (EPBC Act). It also provides guidance for sustainable approaches to managing the environment and using scarce natural resources, as specified in AusAID's 2002 publication, *Australian Aid: Investing in Growth, Stability and Prosperity.*
- The EPBC Act is Australia's principal national legislation pertaining to the protection of the environment. The Act requires AusAID to consider advice from the Minister for the Environment and Heritage before entering 'into a contract, agreement or arrangement for the implementation of a program that has, will have or is likely to have a significant impact on the environment anywhere in the world' (EPBC Act 1999, section 160, ch. 4, part 11, division 4, subdivision A).

Recommendation: No further action is required. Environmental assessment is complete. The AusAID Activity Manager or ASC representative should ensure monitoring for unexpected environmental impacts is incorporated into the activity's Monitoring and Evaluation process. Given this, the EPBC Act Referrals Information Form will not be completed. This Form is only required if a program is to be referred to the Minister for Environment and Heritage under the EPBC Act. Note: If planning any infrastructure development, the program personnel must re-consider the IEA Marker Questions, as noted below.

A summary of the assessment made follows:

Initial Environmental Assessment (IEA): Environmental Marker Questions[63]

Questions	Response	Notes
1. Is the activity in an environmentally sensitive location or sector?	No	-
2. Is there potential for the activity to have an impact on the environment?	No	-
3. Is the explicit, or implicit, aim of the activity to have a positive environmental impact?	No	-
4. Is the activity relevant to Multilateral Environment Agreements?	No	See Note regarding Marker 4
5. Could the activity have significant negative environmental impacts?	No	-

NOTE re Environmental Marker Question 4: Is the activity relevant to MEAs?

The Australian Government is signatory to many MEAs (such as conventions and protocols). Most MEAs do not place restrictions on overseas aid activities. AusAID must report regularly on Australia's assistance to developing countries in implementing their obligations under MEAs. The following MEAs may be of some relevance for this Program:[64]

MEA	Brief explanation	Implications for program
Convention on Biological Diversity (Rio de Janeiro, 1992)	Objectives are the conservation of biological diversity, the sustainable use of its components and the fair and equitable sharing of the benefits arising out of the use of genetic resources	No current implications for program. There are currently over 250 MEAs dealing with various environmental issues, though without provisions directly relating to sports activities (unless via other indirect impacts such as sporting grounds/ infrastructure). Australia is a party to many Conventions, as is PNG (for example, to Rio 1992). If program scope changes to include infrastructure, these MEAs should be re-visited.
Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES) (Washington, 1973)	Aim is to help protect species that are endangered with extinction and that are, or may be, affected by trade.	

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[63] *Environmental Management guide for Australia's Aid Program, 2003 (pg ix)*
[64] ibid. Guideline 2 – MEAs. Page 11, 45

3.8 Critical Risks and Risk Management Strategies

See Annex H for a full Risk Management Matrix (RMM)

Risks – critical challenges to success - have been identified, impact estimated, including the risks' likelihood of occurring, likely impact and overall risk rating. Management responsibility and a subsequent risk management strategy are outlined for each risk. A summary of some of the key (component-specific) risks and mitigation strategy follow.

Risks will be continually monitored and managed by ARLC through the in-country management team (ICMT) and in particular the ICM/GM. This will include an early revision of the RMM (in Phase 1 – Inception, month 1).

Summary: Risk Management Matrix[65]

Key Risk Events	R	Proposed Risk Mitigation Strategy
Policies and procedures surrounding the **safeguard of children** in the school environment are insufficient	M	Child protection policies should be established in Phase 1 – Inception, practical guides and measures established, training for staff provided, and police checks on staff ensured
Program and stakeholder impetus to deliver early activities underestimates **set-up time needed** to establish operations	H	Build in Phase 1 – Inception, 6 months of activities to ensure focus on set-up of offices, staff, systems, relationships at Provincial level, and start activities in Term 2, 2013
PNG stakeholder organisations do not have a sense of **ownership** of program, in turn undermining its delivery	H	Build in a specific Component with activities to engender ownership via partners, through coordination, ensuring their feedback and inputs in the planning and delivery cycle
High interest in rugby league and **confusion** between program and NRL Bid Team schoolboys competition	H	Develop early, clear communications at all levels (national to student) that set realistic expectations on scale, and the differences/ coordination with NRL Bid Team activities
Strong **views of rugby league** as contact sport, for boys, competitive, undermines program's skill-based activities	M	Build common, mutual appreciation and shared interest in the program's skills/values benefits and inclusion of girls, children with disabilities, elementary-primary, non-contact.
Unresolved **governance disputes** within PNG RFL makes long-term vision for rugby league difficult to build	H	ASC to sign Partnership Agreement with RLIF and PNG RFL. RLIF to manage ongoing engagement with PNG RFL. Build Component activities to support PNG RFL delivery of school-based rugby league activities
Rapidly changing conditions in rugby league or school-based, program environment in PNG outdates the program design	M	Develop SWOT reviews 6 monthly to refine program operations in line with/response to changing conditions/ opportunities and to pursue discrete opportunities.

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[65] M denotes Medium-level risk. H denotes High-level risk.

Schools-based Rugby League Pilot Program in Papua New Guinea

Annexure

FINAL 17 September 2012

Annex A: Sector/Problem and other Relevant Analyses

Gender

Of note, PNG ratified the *Convention on the Elimination of Discrimination Against Women* (CEDAW) in 1995. GoPNG has its own gender policy, the *National Policy for Women and Gender Equality 2011-15* (DfCD).

This pilot program will ensure that there are equal opportunities for both school girls and school boys, male and female teachers, and both genders across its program delivery. The pilot program's operations will support AusAID's gender equality policy outcomes, in particular AusAID's gender equality policy, *Gender equality in Australia's aid program – why and how (2007)* and its Thematic Strategy, *Promoting opportunities for all: gender equality and women's empowerment (2011)*. One key goal of the pilot program is to contribute to the quality of education for girls and boys of all abilities in PNG through Rugby League. This will benefit both girls and boys, and children with disabilities.

AusAID and GoPNG policies in relation to gender equality explicitly describe the need to identify and respond to the different education needs of women and girls, men and boys. In addition, AusAID's gender equality thematic strategy calls for maximising opportunities in education programs to promote gender equality.

Gender Equality Considerations in Resources/Materials

The program principle becomes important when considering the content of reading and resource materials that will be distributed to schools and to children that will participate in the program. There has been a lot of work in PNG to develop school curricula and texts that do not reinforce negative gender stereotypes or portray girls and boys in roles that will restrict their development.

For early readers this can be as simple as showing girls and boys participating in a game as equals. This issue of image is particularly important as rugby league is seen as a "boys" game – so materials distributed to schools in PNG under this activity need to ensure that they do not have negative impact eg girls are the cheers leaders and boys play the game.

The PMT with ICMT plans to create gender-sensitive resources for Phase 3 (Year 2-3) of this pilot program. This will involve working with PNG CSOs/NGOs and private sector organisations - who have approached ARLC to further engage in the program – to build on ARLC's Learning resources, and where possible, also complement the PNG Education Curriculum.

Gender considerations have been taken into account through the pilot program including: women in leadership roles (on Program Management Team, Female Development Officers and female students in the delivery of the program). A range of other practical actions are outlined below.

Actions:

- Develop practical strategies for use in program delivery to engage women and girls in different ways to boys and men

- Ensure program is designed for total inclusion and participation by all, including a designed pathway that maximizes girls' opportunities in the game, messages that deliver awareness of all playing and non-playing opportunities

- Address perception or view that girls do not participate in rugby league based activities by making clear the expectation of girls' participation

- Mainstream gender in all program and sub-program activities – assist ICMT staff, and communities (including service providers in provinces) to mainstream

- Undertake training/awareness to ensure implementers of activities understand and are committed to equal opportunities for girls and boys, men and women

- At each stage of the design, implementation, or M&E of sub-programs, ICMT staff to address the different needs of, and impacts on, women, men, girls and boys

- Collect gender disaggregated baseline data, and monitor progress against updated data (program and sub-program levels) on girls' participation in activities and women's role in key decision-making roles from PRG, PMT, and ICMT

- Ensure equal involvement of women teachers during school consultation and that women's teachers and school girls needs such as safety and accessibility are considered

- Engage with local stakeholders such as PNG Women's Rugby League (PNG WRL) to develop an understanding of issues regarding inclusion of girls, and encourage PNG WRL to play a key role in creating a clear pathway for girls to continue in the game.

- Plan to hold specific girl and disability clinic days, engaging with local stakeholders (mentioned above) and facilitated by Regional Managers and Development Officers, in holiday periods to create awareness of the skill-based activities to parents and the community.

- Utilise Female Development Officers/ambassadors to deliver or engage throughout the program

- Position girls and women in leadership roles, within the program and within school clinics

- Train program staff to be sensitive to the needs of girls through providing safe environments and directly discussing such topics with relevant participants

- Encourage participant input in planning appropriate, non-competitive activities for girls

- Review and tailor/apply lessons from ARLC's '*Statement of Rugby League Commitment to Inclusion'*, for example: build on League's capacity for greater inclusion of women as players, officials, supporters; ensure League's and ASC's Inclusive Sport Program Rugby League aims to be a 'sport for all'.

- Include holiday program of activities each Term that specifically addressing the inclusion of girls

Disability

People with disabilities make up the world's largest and most disadvantaged minority – about 15% of the global population. The 2000 PNG Census identified 13,688 people aged 10 years and older with some kind of impairment, while the PNG National Policy on Disability extrapolates a figure of over 520,000 people with a disability in PNG. The program's activities should be consistent with the *Development for All: Towards a disability-inclusive Australian aid program 2009-2014*. PNG adopted a policy on Special Education in 1993 (now referred to as Inclusive Education), aiming to integrate children in former 'special schools' across a unified education system.

Actions:
- Engage with local stakeholders such as PNG Assembly of Disabled Persons (PNGADP) (established in 2002), the national Disabled People's Organisation in PNG, and Disability People's Organisations, Provincial Government and service providers e.g. Callan Services (a major provider of health services, CBR and inclusive education) to develop an understanding of issues regarding inclusion of children with disabilities
- Plan to hold specific girl and disability clinic days, engaging with local stakeholders (mentioned above) and facilitated by Regional Managers and Development Officers, in holiday periods to create awareness of the skill-based activities to parents and the community.
- Ensure program activities comply with the *UN Convention on the Rights of Persons with Disabilities (UNCPRD)* and GoPNG's *National Policy on Disability (2005)*
- Work with DfCD, the department responsible for both human rights and disability issues, through Community Officers at the provincial and local levels.
- Ensure an 'all inclusive' message is supported by Development Officers' active engagement and inclusion of children with disabilities in to activities
- The program should be aware of and seek to address, the stigma, discrimination and negative attitudes that often face disabled people and their families in PNG
- Train program staff to be sensitive to the needs of children with a disability through providing safe environments and directly discussing such topics with relevant participants;
- Encourage participant input in planning appropriate, non-competitive activities for children with a disability;
- Where appropriate, incorporate Community-Based Rehabilitation (CBR) guidelines into program activities.
- Review and tailor/apply lessons from ARLC's '*Statement of Rugby League Commitment to Inclusion*', for example: ensure opportunities to participate in all aspects of the game are accessible and cater for all individuals; Continue work done through the Rugby League Disability Action Plan to increase opportunities for people with a disability to participate in all aspects of League; ensure League's and ASC's Inclusive Sport Progrsm Rugby League aims to be a 'sport for all'.
- Include holiday program of activities each Term that specifically addressing the needs of children with disabilities

Selective Literature Review

Rugby League (2008), 'Building a Nation Through Sport' in Papua New Guinea, NRL Pty Ltd

The Rugby League International Federation (RLIF) and most national Rugby League Federations have key focus areas. These include pillars such as: governance and management; game development (including community development); talent development; competitions; positioning and marketing.

Activities within the governance and management pillar provide some direction for potential activities within the program's Component 4: Capacity Building of Implementers (PNG RFL).

These could include: governance; operations; financial management; stakeholder relations; communications; risk management. These areas should also be the focus for a joint organisational assessment with PNG RFL that will form the basis for a targeted capacity building program of assistance in delivery of school-based rugby league activities.

PNG RFL's comprehensive long term strategic plan (2008) seeks to demonstrate that:
- The PNG RFL is economically stable and sustainable
- The PNG RFL is free of undue influence
- The facilities used by the PNG RFL meet NRL standards
- The PNG RFL can secure sustainable sponsorship

Stewart-Withers, R and Cassidy, N (2009), Sport for Development: Rugby League and Papua New Guinea

Potential of sport for development: In the past decade a multilateral attempt has been made to form a strategic approach to using sport as a tool for development and peace. In 2001 the UN appointed its first Special Adviser to the UN Secretary-General on Sport for Development… The UN's 'Sport for Development and Peace: Towards Achieving the Millennium Development Goals' (2002), was a document formally acknowledging what role sport can play in realising the UN's Millennium Development Goals (MDGs)… four strategic development areas to focus upon have now been put forth, these are: (1) Basic *Education* and Child Development; (2) *Health* Promotion and Disease Prevention; (3) *Conflict* Resolution and Peace Education; and (4) *Community* Development.

The paper points out (Kidd (2008) the irony of trying to marry the agendas of developing elite level sport and sport for development, another limitation in the field of sport for development… involved with measuring the impacts of sport in developmental contexts (Kidd and MacDonnell (2007)), and the prevalence of gender biases in sport for development practice and theory. Further, on limitations it notes: Sport is a place where many undesirable human traits such as cheating, drug abuse, corruption and excessive nationalism are exhibited (Levermore, 2008a, p. 188), and sport amplifies matters of homophobia and the marginalisation of women

Government of PNG (2012) Education website: http://www.education.gov.pg/Students/index.html
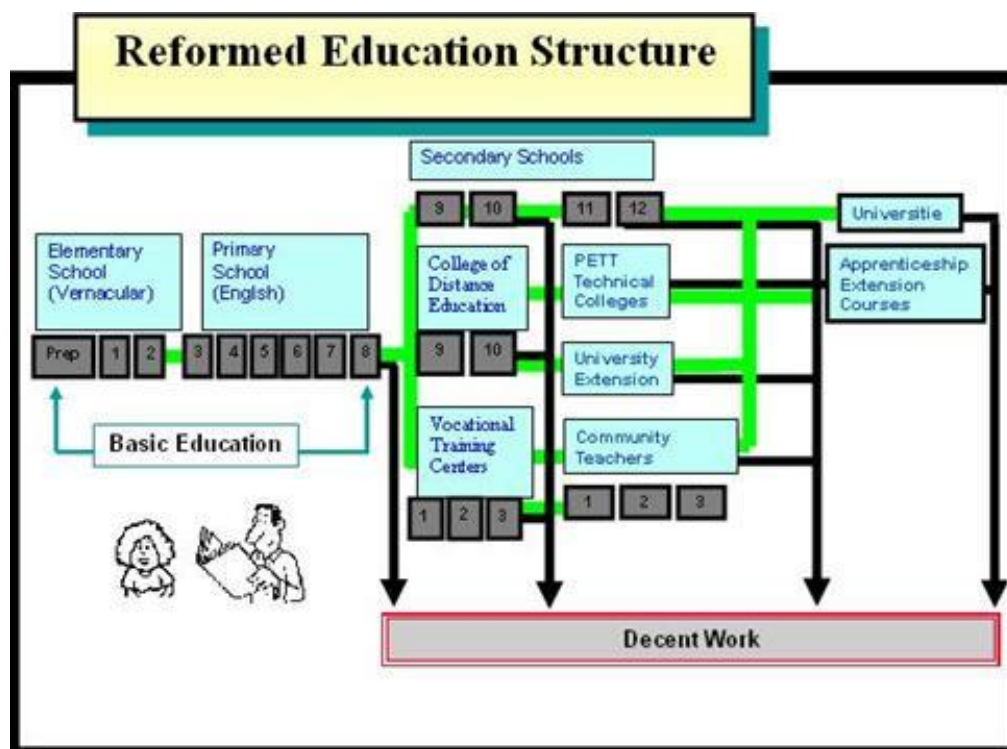
Basic Education

At 6 years of age all children begin their basic education in an *elementary school* in a language that they speak. For the next three years they develop the basis for sound literacy and numeracy skills, family and community values including discipline; personal health care and respect for others.

At 9 years of age children continue their basic education in a *primary school*. Primary education in PNG covers the grades 3 to 8 and is divided into lower primary, grades 3-5 and upper primary grades 6-8. There are separate syllabuses for upper and lower primary. After six years of primary education that begins with a bilingual program, children have the skills to live happily and productively, contribute to their communities and use English to understand basic social, scientific, technological, and personal concepts and value learning after grade 8.

Integration with Curriculum*: *Teachers in the Planning Workshop for this program noted that in-class based resources and activities may best complement the "Culture and Community" syllabus at the *elementary* level, the "Community Living" and "Physical Education" syllabus at the *lower primary* level, and the "Making a Living" and "Personal Development" syllabus at the *upper primary* level.

Review of select Province's Education Plans

National Capital District
Education Plan (2006 – 2015)

The priority of this plan is to provide the opportunity of nine years of basic education. In order to complete nine years of basic education every child will have the opportunity to enrol at elementary prep class and be educated up to Grade 8.

Elementary school (with respect to quality):

Minor outcome E2 Quality Curriculum and Monitoring: *A relevant outcome based elementary curriculum that is implemented and monitored...* The language of instruction in all elementary school will be the language of the school community and will be selected by the Board of Management. The language used in the elementary schools in the National Capital District will be English, Tok Pisin, Police Motu and other common languages spoken in the communities…Skills development is important even at this elementary level and integrated activities will be developed and maintained.

Minor outcome E3 Quality Teacher Education and Training: *A sufficient number of appropriately trained and qualified elementary school teachers are available...* All teachers will be given the opportunity to further improve their professional knowledge and skills. This will be achieved through provision of ongoing advice and guidance from the inspectors and an in-service program… Women will be particularly encouraged to participate in leadership and management training.

Primary school *(with respect to quality):*

*Minor outcome P2 Quality Curriculum and Monitoring: A relevant outcome-based education that is fully implemented and effectively monitored...*The NCD Division of Education through this Curriculum Committee will develop locally – based programs as well as support materials, which will include school journals and Big Books that are linked to the reform curriculum. This support will include the provision of training. The NCD Division of Education will ensure that appropriate students' and teachers' teaching and learning materials are available to support the HIV/AIDS policy implementation.

Minor outcome P3 Quality Teacher Education and Training: Sufficient appropriately trained and qualified teachers prepared for primary schooling... Cluster workshops, NIST Week and Induction workshops for new head teachers and graduates will be held annually. Teacher will be encouraged to have a greater input in decisions regarding the implementation of curriculum at the school level… The NCD Division of Education will continue to encourage teachers to take up on- going training programs that will equip them to effectively teach the new primary school curriculum and to deal specifically with acknowledged problems being faced in grades 3 to 8

Eastern Highlands Province
Division of Education, Provincial Education Plan (2007 – 2016): Education for an Achievable Future

To reflect the National Education Plan 2005 – 2014, this plan is focused on the major emphasis on Basic Education and Technical Vocational Education and Training (TVET). This will also reflect the theme: "Education for an achievable future"… The priority for the Eastern Highlands Province is to provide 9 years of basic education from elementary prep through to grade 8.

Elementary school (with respect to quality):

Minor outcome E2 Quality Curriculum and Monitoring: A relevant outcome based elementary curriculum that is implemented and monitored… a number of in-service workshops will be planned and conducted in consultation with the National Department of Education. The relevant support materials will have to be approved and produced for use by the schools… The language of instruction will remain the language the community selected. English will be introduced at Elementary One.

Minor outcome E3 Quality Teacher Education and Training: A sufficient number of appropriately trained and qualified elementary school teachers are available for all elementary schools by 2016… The Province will support by subsidizing the elementary teacher training programs in the province. The community involvement in the appraisal of teachers will further strengthen the monitoring of teachers' performance and behaviours or conduct. The Division of Education will ensure that new teaching positions are created with the elementary schools to fulfil the desire of the communities to open new schools.

Primary school *(with respect to quality):*

Minor outcome P2 Quality Curriculum and Monitoring: A relevant outcome-based education that is fully implemented and effectively monitored… The number of Students to the number of textbook will be issued on a 1:1 ratio in upper primary schools and a 1:2 ratio for lower primary schools… The province will ensure appropriate students' and teachers' materials are produced and supplied to schools to support HIV/AIDS Policy as well as other curricula materials.

Minor outcome P3 Quality Teacher Education and Training: Sufficient appropriately trained and qualified teachers prepared for primary schooling… The professional development program will be through provincial in-service program and DEPI training. Multi-grade teaching will continue to counter teacher shortage in remote schools… The increasing importance of guidance and counseling at primary schools particularly in the upper grades will be provided through an on-going training of school guidance and counselors to help with student problems. All primary schools in the province will have school guidance and counsellor positions, which will be funded by the province.

East New Britain
Provincial Administration, Provincial Education Plan (2005 – 2014)

The new and Education Reform Implementation Strategies Education Plan presents the outcomes for education in East New Britain and the strategies used in achieving Universal Primary Education up to Grade 8 level by 2014. We will sustain this and also improve on our retention rates at all levels of schools in the province. We remain committed to teaching the first three years in the language of the community.

Elementary school (with respect to quality):

Minor outcome E2 Quality Curriculum and Monitoring: *A relevant outcome based elementary curriculum that is implemented and monitored…* a number of in-service workshops will be planned and conducted in consultation with the National Department of Education. The language of instruction in all elementary school will be the language of the school community and will be selected by the Board of Management.

Minor outcome E3 Quality Teacher Education and Training: All teachers will be given the opportunity to further improve their professional knowledge and skills. This will be achieved through provision of ongoing advice and guidance from the inspectors and an in-service program… Women will be particularly encouraged to participate in leadership and management training.

Primary school *(with respect to quality):*

Minor outcome P2 Quality Curriculum and Monitoring: A relevant outcome-based education that is fully implemented and effectively monitored… The number of Students to the number of textbook will be issued on a 1:1 ratio in upper primary schools and a 1:2 ratio for lower primary schools… The province will ensure appropriate students' and teachers' materials are produced and supplied to schools to support HIV/AIDS Policy as well as other curricula materials. This support will include the provision of training.

Minor outcome P3 Quality Teacher Education and Training: Sufficient appropriately trained and qualified teachers prepared for primary schooling… The increasing importance of guidance and counseling at primary schools particularly in the upper grades will be provided through an on-going training of school guidance and counselors to help with student problems. All primary schools in the province will have school guidance and counsellor positions, which will be funded by the province. Teacher will be encouraged to have a greater input in decisions regarding the implementation of curriculum at the school level

Development Through Sport: Australian aid in the Pacific

Australia's principal vehicles for Development Through Sport assistance are funded by AusAID and managed by the ASC. They include:

- The Australian Sports Outreach Program (ASOP), a A12.9 million program (2009-14) in PNG and the Pacific, where ASOP activities use sport, when it is the most suitable vehicle, to achieve a non-sporting development outcome; and
- The Pacific Sports Partnerships (PSP) program, an A$3 million p.a. program (2009-14) that works through sport-related partner organisations and then agrees on development priorities that need to be addressed.

The three tables below illustrate the ASOP Pacific Country Programs[66], ASOP Small Grants to PNG, and PSP programs (including PNG-specific components).

In summary, with the start of this program initiative in rugby league based activities, AusAID will fund approx. $1,670,903 p.a. in PNG-based development through sports activities. This funding is through the PNG-specific components of the PSP programs and the ASOP Small Grants Program.

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[66] Note: There is no ASOP Country Program for PNG.

Table: ASOP Pacific - Country Programs[67]

ASOP Country	Partner(s)	Core Activities	Budget (2011-14)[68]
ASOP Fiji	Fiji Paralympic Committee	**Matua and Duavata Sports** Improve the quality of life of people with disability (PWD). *Matua Sports*: Contribute to the healthy development of children with disabilities. *Duavata Sports*: Raise community awareness about people with a disability and advocate for their right to fully participate in society.	A$432,000
ASOP Kiribati	Kiribati Ministry of Internal and Social Affairs (MISA). Betio Town Council. Teinainano Urban Council.	**Kiribati Community Club** Increase young people's physical activity, improve their health related behaviours and increase young people's opportunities for leadership.	A$1,056,000
ASOP Nauru	Nauru Ministry of Health, Education and Sports. Local communities	**Epon Keramen (EK)** Facilitate increased engagement of Nauruans in community activities and improve their health related behaviours.	A$477,000
ASOP Samoa	Ministry of Education, Sports and Culture. Ministry of Women, Community and Social Development. Ministry of Health	**Samoa Sport for Development Program (SSfD)** Facilitate increased youth leadership and improve the health related behaviours of villagers.	A$775,500
ASOP Solomon Island	Save the Children Australia	**Youth Outreach Partnerships Program (YOPP)** *YOPP Sport:* Facilitate increased youth leadership and improve their health related behaviours. Enhance the ability of young men and women to plan, organise, manage and participate in youth-led sports activities. *Contribute to YOPP:* Improve health and livelihood opportunities, particularly women and young people, through building sustainable livelihoods.	A$1,401,000
ASOP Tonga	Ministry of Health. Ministry of Training, Employment, Youth and Sport. Tonga Netball Association.	**Tonga Sport for Development Program** Facilitate increased women's leadership and improve the health related behaviours of women in Tonga.	A$968,000
ASOP Vanuatu	Department of Youth Development, Sports and Training (DYDST). Implementing organisations (Save the Children Australia, Sanma Frangipani Association and Aniwa Community)	**Nabanga Sport for Development Program** Promote healthy lifestyles to young people through sport based activities and assist in preventing the migration of rural youth to urban centres.	A$932,000
		Total	**A$6,041,500**

[67] Note: There is no ASOP Country Program for PNG
[68] Budget allocations exclude agreed management fees and other ASOP non- country programs (e.g. ASOP research)

Table: ASOP Pacific - Grants to PNG (2011-12)[69]

ASOP Grant Recipient	Core Activities	Funds to PNG
East New Britain Netball Association	**Pikinini Pikinetta Junior Netball Program.** To develop a sustainable training program for netball development in East New Britain province and encourage healthy lifestyles through exercise and nutrition.	A$7,468
Central New Ireland Surf Club	**Women and Youth Surf Project.** Provide surfboards to enable a more females in local communities to participate in surfing.	A$8,438
Papua New Guinea Karate-Do Federation	**Instructors Training Camp.** A karate coach from Australia to facilitate a coaching and training camp in Port Moresby for approximately 36 national instructors/coaches to equip them with intermediate and advance knowledge and techniques.	A$10,000
Cricket Papua New Guinea	**Regional Cricket Project.** To build the capacity of regional centres to increase community participation in cricket, especially women, children and people with a disability. This project includes training volunteers in administrative, coaching and umpiring skills; providing communities with appropriate equipment; and promoting healthy lifestyles.	A$9,997
	Total	**A$35,903**

Table: Pacific Sports Partnerships (PSP) programs

Sport-Partners	Countries	Core Activities	Funds (incl. ASC 10% management fee)	PNG component per annum (excl. ASC 10% management fee)
Football Federation Australia. Oceania Football Confederation (OFC). Australian Government	Cook Islands, Fiji, PNG, Samoa, Solomon Islands, Tonga, Tuvalu, Vanuatu.	Delivery of the Oceania Football Confederation's **Just Play** junior football development program for 6-12yrs. Focus: female inclusion; contribution to education	A$4m/3 years (2009-2012)	**A$128,800**
Cricket Australia. International Cricket Council (ICC East Asia Pacific). AusAID/ASC	Fiji, PNG, Samoa, Vanuatu	Capacity building of national cricket federations, incl. support of coaches and officials development. Enhanced junior dev programs (6-16 yrs)	A$1.6m/4 years (2010-2014)	**A$113,598**
Netball Australia. Netball New Zealand. Oceania Netball Confederation. AusAID/ASC	Cook Islands, Samoa, Vanuatu	Capacity building of national netball federations. Development of netball related, health and participation initiatives that contributes to a positive influence on girls' and women's lives.	A$2.95/ 5 years (2010-2014)	**A$85,000**
Australian **Rugby Union.** International Rugby Board. AusAID/ASC	PNG, Solomon Islands, Samoa	**Pacific In Union.** Capacity building initiatives in identified member unions. Development of coaches and officials, and regional union development program targeting increased junior participation.	A$2.45m/4 years (2011-2014)	**A$137,200**
*PNG RLIF[70] for PNG RFL. Australian **Rugby League** Commission. AusAID/ASC*	*PNG*	***Proposed**: Schools-based rugby league skills program and governance program to PNG RFL*	*A$4m/3 years (2012-2015)*	***A$1,170,000** planned*

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[69] Maximum funds under this small grants program are A$10,0000 p.a.

[70] Partnering with RLIF given its current role in overseeing the governance and management of PNG RFL, which is in administration.

5 Sports; 10 Partners	9 Countries	Sport and development programs	A$15m to June 2014	A$1,635,000

Table: Key Sports in PNG – an Overview[71] [excluding Rugby League (see next section)]

Sport	Description
Soccer/football	- A number of strong local and regional clubs draw considerable corporate support. - The national level competition – the PNG National Soccer League – is an 8-team-strong semi-professional league. - A PNG team (Hekari United) made history by qualifying for the FIFA Club World Cup in the UAE in 2010, the first Pacific Island club to do so. Hekari also won the Oceania Football Champions League in 2010. - Soccer benefits from its popularity in neighbouring Pacific Island countries, support from FIFA, and strong support from universities.
Cricket	- Arguably the best administered sport in PNG and has attracted considerable corporate sponsorship (from the Bank of South Pacific and Dulux) to facilitate a school cricket program (52,000 children participated in 2010 and 116,000 participated in 2011), hold regional competitions, improve grounds. - The men's team currently ranks 19 out of 106 international cricket teams. Cricket PNG supports women's cricket and the PNG team currently ranks 12 out of 40 international teams. - Cricket PNG has access to around PNGK5 million (approx AU$2.1 million) in funding for 2011.
Netball	One of the most popular women's sports in PNG, but remains poorly funded compared to men's sport and is organised with the help of volunteers
Rugby Union	- Not as popular as rugby league but still retains a strong following in PNG and achieves high levels of attendance at matches. - It is becoming increasingly popular with women players. - Union draws strong corporate support, including for its national team, the Puk Puks.
Basketball and **Volleyball**	Participation rates are significant for men and women at the village level, but the sports suffer from a lack of funding and organisational support
AFL	Benefits from Australian administrators and support
Boxing, kickboxing, taekwondo, bodybuilding, weightlifting, squash, golf, surfing, triathlon and **cycling**	Have smaller, but enthusiastic, core bases of support

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[71] Provided by ASC (2012)

PNG-Australia Rugby League Taskforce

Terms of Reference

Purpose

To progress Australian aid program assistance that contributes to development in PNG through increased participation in rugby league at the grassroots level.

Background

On 6 August 2009, at the Pacific Islands Forum, then Prime Minister, Kevin Rudd MP, announced $15 million (2009-2014) to strengthen sporting cooperation with the Pacific. The PSP program is delivered through partnerships between the Australian Government and Australian, regional and Pacific island sports organisations. $4 million was allocated to help develop grassroots rugby league in PNG as a vehicle to achieving social development outcomes.

Development of the PSP rugby league partnership has been on hold since December 2009 awaiting resolution of internal governance disputes affecting the PNGRFL.

Prior to the disputes, the initial partners had made significant progress in developing a Partnership Arrangement and in identifying priority areas for assistance. The partners shared the vision of using rugby league to help develop young people in PNG to be healthy, educated and socially responsible community members.

On 12 October 2011, at the Australia-Papua New Guinea Ministerial Forum, Ministers agreed to create a bilateral taskforce which would look at options to support the development of rugby league in PNG at the grassroots level.

Ministers also discussed the importance of sport more generally as a tool for promoting social development in PNG. In response, in parallel to the Rugby League Taskforce, AusAID will engage with stakeholders in PNG and Australia to strengthen broader development through sport assistance by:

- Developing a preliminary plan (Concept Document) to clarify broader future development through sport assistance with PNG – a second phase of the Sport For Development Initiative.
- Strengthening the PSP in PNG by providing opportunities for a broader range of sports to contribute; and improving coordination between sports, alignment with development priorities and integration with broader development through sport work.

Taskforce Objective

Taskforce objectives are to facilitate the engagement and support of key stakeholders in the development of a PNG-Australia rugby league partnership that:

(i)   Supports the development of a professional, flexible and sustainable rugby league organisation(s) that effectively manage the development and delivery of a grassroots national schools rugby league program in PNG; and

(ii)   Assists the partner organisation(s) deliver a national schools rugby league program that:

- provides opportunities for boys and girls to participate in quality rugby league-based activities; and

- promotes the value of education and contributes to improvements in health-related behaviours and social responsibility.

Scope of the Taskforce's assignment

The Taskforce will engage with relevant stakeholders to:

- Agree on an approach that will facilitate progress with the development and delivery of a grassroots national schools rugby league program in PNG.

    - Including by identifying the most appropriate partner organisation(s) in PNG.

- Facilitate PNG National Department of Education endorsement and support for the national schools rugby league program.

- Facilitate the support of key Australian stakeholders (Australian Rugby League, National Rugby League) to assist the partner organisation(s) in PNG develop and deliver a grassroots national schools rugby league program.

- Facilitate a forum to discuss the role PNG's private sector (past, current or potential future supporters of rugby league) can play in assisting develop and deliver a grassroots national schools rugby league program in PNG.

- Endorse a three-year PNG-Australia rugby league partnership delivery plan.

Taskforce Representatives

The Taskforce will comprise:

- Peter Baxter (Director General, AusAID) as Australian Government nominee; and

- John Kali (Secretary, Department of Personnel Management) as PNG Government nominee.

The Taskforce will receive secretariat support from AusAID.

Duration and Phasing

The work of the Taskforce will be completed by the 2012 Ministerial Forum, or once relevant agreements are signed, unless directed otherwise by Ministers.

Reporting

The Taskforce will provide to the Governments of PNG and Australia:

(i)   A preliminary report that outlines outcomes of the initial 14 December Taskforce meeting by 20 December 2011.

(ii)   A final report on Taskforce outcomes at the 2012 Australia-PNG Ministerial Forum.

THE GOVERNMENT OF PAPUA NEW GUINEA
AND
THE GOVERNMENT OF AUSTRALIA

AIDE MEMOIRE
FIRST MEETING OF THE PNG-AUSTRALIA RUGBY LEAGUE TASKFORCE

14 December 2011

1. Overview

On 6 August 2009, at the Pacific Islands Forum, Prime Minister Rudd, announced $15 million (2009-2014) to strengthen sporting cooperation with the Pacific. The PSP program is delivered through partnerships between the Australian Government and Australian, regional and Pacific island sports organisations. $4 million was allocated to help develop rugby league in PNG as a vehicle to achieving social development outcomes. Progress towards developing a rugby league partnership has been on hold since December 2009, awaiting still unresolved governance disputes within the PNG Rugby Football League (PNGRFL).

On 12 October 2011, at the Australia-Papua New Guinea Ministerial Forum, Ministers agreed to create a bilateral taskforce which would look at options to support the development of rugby league in PNG at the grassroots level. Ministers agreed that the taskforce would comprise, from Australia, Mr Peter Baxter, Director General of AusAID, and from Papua New Guinea, Mr John Kali, Secretary of Department of Personnel Management. It was also agreed that AusAID would provide secretariat support to the taskforce as required. The taskforce was directed by Ministers to provide an initial report by the end of 2011. A final report on the taskforce and implementation plan for a grassroots rugby league program in PNG is to be presented to the 2012 PNG – Australia Ministerial Forum.

The taskforce met for the first time in Canberra on 14 December 2011.

2. Terms of Reference and Scope of the Taskforce

On 14 December, the taskforce endorsed the Terms of Reference at Attachment A. It was agreed that the taskforce will:

(i)   support the development of a professional, flexible and sustainable rugby league organisation(s) that effectively manages the development and delivery of a national schools rugby league program in PNG; and

(ii)   assist the partner organisation(s) deliver a national schools rugby league program that:

- provides opportunities for boys and girls to participate in quality rugby league-based activities;

- promotes the value of education and contributes to improvements in health-related behaviours and social responsibility.

Although it was agreed that the taskforce would focus on rugby league, the taskforce also recognised the importance of sport as a tool for development more generally. In parallel to the taskforce, AusAID will engage with stakeholders in PNG and Australia to strengthen development through sport by:

(i)   Developing a preliminary plan (Concept Document) to clarify broader future development through sport assistance with PNG – a second phase of the Sport For Development Initiative[72].

(ii)   Strengthening the PSP in PNG by providing opportunities for a broader range of sports to contribute; and improving coordination between sports, alignment with development priorities and integration with broader development through sport work.

3. Options for developing a rugby league partnership in PNG

The taskforce agreed development through sport assistance could make a positive contribution to development efforts in PNG: providing benefits to health and education; promoting social responsibility (as a tool against drug and alcohol abuse, violence and crime), and strengthening communities. This is separate from the development and fostering of elite sports, which the taskforce agreed would not be pursued by the Australian aid program.

The taskforce noted the difficulties in engaging with the PNG Rugby Football League (PNGRFL) at this time, given its unresolved internal governance issues. The taskforce also noted that these issues were unlikely to be resolved in the short term, and agreed that an alternative option should be found to enable the two governments to progress the development of rugby league in PNG as a vehicle to achieving social development outcomes. The taskforce reiterated its desire to leave open the option of providing assistance and support to the PNGRFL in the future, once governance issues were resolved in a satisfactory manner.

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[72] From 2008-2010, AusAID's principal vehicle for support to sports-related development activities in PNG was the Sports for Development Initiative which was managed by the PNG Sports Foundation (PNGSF). $2.5 million allowed PNGSF to assist communities plan and conduct quality sport programs that helped address locally identified development priorities. Australia is currently reviewing ongoing assistance with PNGSF.

In the meantime, the taskforce agreed to explore an option of working through the PNG education system to progress rugby league assistance. This option could involve working with schools and provincial education officials, with the endorsement and support of the Department of Education, to deliver school based rugby league programs. The taskforce noted that it was not envisaged that the Department of Education would deliver the program, as the rugby league program should not distract the Department of Education from its goal of delivering education services. Rather, a rugby league program could be designed to complement and support informal structures already in place to promote school-based sports competition in some areas of PNG. The taskforce discussed including the PNG Sports Commission as a partner in this option. The taskforce also recognised the importance of working with churches as they play a significant role in the education sector in PNG.

The taskforce agreed that the focus of activities should be at the grassroots level and not developing rugby league at the elite level. Therefore, the taskforce agreed that it was not appropriate to provide support to or through the PNG NRL Bid Team.

In addition, the taskforce agreed that the rugby league program would have a number of key principles:

(i)   It should be gender neutral, and use culturally appropriate ways to promote the program to girls. This could include promoting a non-contact version of rugby league to promote participation amongst girls.

(ii)   It should have participation targets and have a clear monitoring and evaluation framework built into the design.

(iii) The mechanism set in place for this program should have a clear, apolitical governance structure.

The taskforce also noted that it may be necessary for the program to have the initial scope of targeting secondary school students, and certain areas (e.g. urban and peri-urban areas), before seeking to expand across other levels of education and areas.

4. Towards a Design and Implementation Plan

It was agreed the taskforce would meet again in early 2012 in PNG.

Key action items that will be completed before the next meeting are:

- AusAID to provide Government of PNG with background information to inform initial consultations between Mr Kali and PNG Department of Education.

- Mr Kali to consult with PNG Department of Education about the proposed schools-based approach for delivering a rugby league program in PNG.

- AusAID to facilitate attendance by Australian-based partners (Australian Sports Commission, Australian Rugby League and Australian Schoolboys Rugby League) at a follow up meeting between the Taskforce and the PNG Department of Education in early 2012.

AIDE MEMOIRE (DRAFT FOR CLEARANCE)
SECOND MEETING OF THE PNG-AUSTRALIA RUGBY LEAGUE TASKFORCE

21 February 2012

1. Overview

On 6 August 2009, at the Pacific Islands Forum, Prime Minister Rudd, announced $15 million (2009-2014) to strengthen sporting cooperation with the Pacific. The PSP program is delivered through partnerships between the Australian Government and Australian, regional and Pacific island sports organisations. $4 million was allocated to help develop rugby league in PNG as a vehicle to achieving social development outcomes. Progress towards developing a rugby league partnership has been on hold since December 2009, awaiting still unresolved governance disputes within the PNG Rugby Football League (PNGRFL).

On 12 October 2011, at the Australia-Papua New Guinea Ministerial Forum, Ministers agreed to create a bilateral taskforce which would look at options to support the development of rugby league in PNG at the grassroots level. Ministers agreed that the taskforce would comprise, from Australia, Mr Peter Baxter, Director General of AusAID, and from Papua New Guinea, Mr John Kali, Secretary of Department of Personnel Management. It was also agreed that AusAID would provide secretariat support to the taskforce as required. The taskforce was directed by Ministers to provide an initial report by the end of 2011. A final report on the taskforce and implementation plan for a grassroots rugby league program in PNG is to be presented to the 2012 PNG – Australia Ministerial Forum.

The taskforce met for the first time in Canberra on 14 December 2011. The second meeting of the taskforce was in Port Moresby on 21 February 2012, and also included the Secretary for Education (PNG), the Australian Sports Commission, and the Australian Rugby League Commission.

2.   Proposed schools-based approach

Due to ongoing difficulties in engaging with the PNG Rugby Football League up to this time, the taskforce had previously agreed to explore the option of working through the PNG education system to progress rugby league assistance. It was not envisaged that the Department of Education would deliver the program, as the rugby league program should not distract the Department of Education from its goal of delivering education services. Rather, the rugby league program should be designed to complement and support informal structures already promoting and delivering school-based rugby league programs in some areas of PNG.

PNG taskforce representative, Mr Kali, noted that the intention was to use Rugby League as a tool to attract and engage young people in schools, and that this should be a "back to basics" approach. In taking forward a schools-based approach, the intention was to foster increased participation and skill levels of young people in rugby league. This could be complementary to the Government's tuition free education policy.

The Department of Education (which was represented by the Secretary for Education, Dr Sinebare) endorsed the Taskforce's proposal to work through the school system to deliver a national junior rugby league program, to progress development outcomes. Dr Sinebare agreed that sport can be an important element of the education process and that the proposed partnership approach was supported by the Department.

Taskforce discussions reiterated that development through sport assistance could make a positive contribution to development efforts in PNG, providing benefits to health and education; promoting social responsibility (as a tool against drug and alcohol abuse, violence and crime), and strengthening community-level outcomes. The taskforce also reinforced that the objectives of this assistance will remain separate to the development and fostering of elite sports, which the taskforce agreed would not be pursued by the Australian aid program.

3. Design and Implementation Plan

Taskforce members discussed and agreed next steps and a proposed timeline for developing a new Rugby League initiative, to be delivered by the 2012 PNG-Australia Ministerial Forum. The proposed timeline provides a clear set of milestones which must be achieved for delivery, and is summarised at Attachment B.

Taskforce members, Department of Education, Australian Rugby League Commission and Australian Sports Commission supported AusAID's proposal to engage a consultant to:

▪ lead on the design of a national schools rugby league program; and

▪ lead on the development of a Concept Document for broader development-through-sport assistance in PNG.

The proposed timing for the design mission will be in April/May and will need to include appropriate analysis in PNG. The outcome of the design mission will be an approach to delivering the rugby league assistance that complements the Department of Education priorities without placing an administrative burden on the Department of Education.

The rugby league design mission will include representatives from Australian Sports Partners (the Australian Sports Commission and Australian Rugby League Commission).

4. Next Steps

Key action items arising from the Taskforce meeting are:

• AusAID to finalise the draft timeline in consultation with Secretary Kali.

• Secretary for Education (Dr Sinebare) to nominate a liaison officer to work with the upcoming design team and Rugby League taskforce, on the Department's behalf.

• PNG Secretary for Education and Liaison Officer to facilitate a meeting between a representative of the Australian partners and the Department of Education.

- AusAID to draft Terms of Reference for the proposed rugby league program design mission, to be approved by the Taskforce and Department of Education.

- AusAID to identify possible candidates to lead the design mission, to be agreed by Government of PNG (represented by Secretary Kali).

- AusAID to draft Terms of Reference for the development of a Concept Document to outline options for broader development-through-sport assistance in PNG, to be approved by the Taskforce.

Terms of Reference
Design of a National Schools-based Rugby League Program in PNG

Purpose

1. These Terms of Reference will guide the design of a national schools-based rugby league program in Papua New Guinea (PNG) that makes a positive contribution to development outcomes in PNG.

Background

Pacific Sports Partnerships

2. On 6 August 2009, at the Pacific Islands Forum, former Prime Minister Rudd, announced $15 million (2009-2014) to strengthen sporting cooperation with the Pacific. The Pacific Sports Partnerships (PSP) program is delivered through partnerships between the Australian Government and Pacific Island, Australian and regional sports organisations. $4 million was allocated to help develop rugby league in PNG as a vehicle to achieving social development outcomes. Progress towards developing a Rugby League Program has been on hold since December 2009, awaiting unresolved governance disputes within the PNG Rugby Football League.

Australia-PNG Rugby League Taskforce

3. At the 12 October 2011 Australia-PNG Ministerial Forum, Ministers agreed to create a bilateral Taskforce which would look at options to support the development of rugby league in PNG at the grassroots level. Ministers agreed that the Taskforce would comprise: Mr Peter Baxter, Director General of AusAID from Australia, and Mr John Kali, Secretary of Department of Personnel Management from Papua New Guinea. A final report on the Taskforce and implementation plan for a grassroots Rugby League Program in PNG is to be presented to the 2012 Australia-PNG Ministerial Forum.

Australia-PNG Rugby League Taskforce Terms of Reference

4. On 14 December 2011, Terms of Reference were endorsed for the Australia-PNG Rugby League Taskforce (Attachment A). It was agreed that the Taskforce will:

    a) support development of a professional, flexible and sustainable rugby league organisation(s) that effectively manages the development and delivery of a national schools rugby league program in PNG; and

    b) assist the partner organisation(s) deliver a national schools rugby league program that:
        ▪ provides opportunities for boys and girls to participate in quality rugby league-based activities; and
        ▪ promotes the value of education and contributes to improvements in health-related behaviours and social responsibility.

5. Under the Terms of Reference, the Taskforce is to endorse a three-year PNG-Australia Rugby League Partnership delivery plan.

6. Recognising the importance of sport as a tool for development more generally, the Taskforce has agreed that in parallel to the design of the rugby league schools-based initiative, AusAID will engage with stakeholders in PNG and Australia to develop a preliminary concept document to clarify broader future development-through-sport assistance with PNG (draft Terms of Reference at Attachment B).

Proposed schools-based approach

7. On 14 December 2011, due to ongoing difficulties in engaging with the PNG Rugby Football League up to this time, the Taskforce agreed to explore the option of working through the PNG education system to progress rugby league assistance.

8. The intention of the program is to complement education system priorities. On 21 February 2012 the PNG Department of Education, in endorsing the Taskforce proposal to work through the school system, identified school attendance, self-discipline, respect and social responsibility as potential areas of focus.

9. The PNG Department of Education will not deliver the program, as the rugby league program should not distract the Department of Education from its goal of delivering education services. Rather, the rugby league program should be designed to complement and support informal structures already promoting and delivering school-based rugby league programs in some areas of PNG.

10. At its 14 December 2011 meeting, the Taskforce agreed that the rugby league program would have a number of key principles:

    a) it should be gender neutral, and use culturally appropriate ways to promote the program to girls. This could include promoting a non-contact version of rugby league to promote participation amongst girls;
    b) it should have participation targets and have a clear monitoring and evaluation framework built into the design; and
    c) the mechanism set in place for this program should have a clear, apolitical governance structure.

11. At the same meeting, the Taskforce also noted that it may be necessary for the program to have the initial scope of targeting secondary school students, and certain areas (e.g. urban and peri-urban areas), before seeking to expand across other levels of education and areas.

12. The objectives of this program will remain separate to the development of elite sports, which will not be pursued by the Australian aid program.

13. The PNG-Australia Rugby League Partnership activities are to be launched in late 2012 or early 2013.

14. The Taskforce wishes to leave open the option of providing assistance and support to the PNG Rugby Football League in the future, once governance issues are resolved in a satisfactory manner.

15. In accordance with the Pacific Sports Partnerships program, the Australian delivery partners will be the Australian Sports Commission and Australian Rugby League Commission.

Mission Objective

16. The objective of this design mission is to produce a design document for a national schools-based rugby league program that aims to support improved school attendance, self-discipline, healthy living, respect and social responsibility of school girls and boys in PNG.

17. The program design document should:

   a) outline an interim series of activities to ensure a rigorous approach to identifying schools that will benefit from the program;
   b) outline the timing and process that will be followed to move from the interim activities to implementing the schools-based rugby league program; and
   c) consider options to engage and work with the PNG Rugby Football League to build their capacity to effectively lead and manage the schools program.

Scope of the assignment

18. Design activities will include:

   a) an initial consultation mission to PNG (up to 12 days);
   b) a follow-up consultation mission to present and discuss draft design document with key stakeholders (up to 5 days); and
   c) a peer review of the design document.

19. The design should include:

   a) an analysis of the strategic and operational context;
   b) confirmation and refinement of achievable outcomes;
   c) identification of an approach to deliver rugby league assistance that complements PNG's education priorities (as outlined in the Australia-PNG Partnership for Development Education Schedule) without placing an administrative burden on the PNG Department of Education;
   d) identification of primary delivery partners in PNG;
   e) proposed governance arrangements and roles and responsibilities of partners;
   f) analysis and integration of policy issues, such as gender;
   g) a full risk assessment and development of a risk management strategy, including the risks to children;

h) development of performance indicators within a monitoring and evaluation framework for the activity; and

i) development of a costed design.

20. The design team should consult with the following stakeholders:

a) Department of National Planning & Monitoring;
b) National Department of Education;
c) PNG Minister for Sports;
d) PNG Sports Federation;
e) PNG Sports Foundation;
f) PNG Rugby Football League;
g) existing school-based rugby league program stakeholders;
h) relevant rugby league organisations in PNG;
i) AusAID Sport For Development Initiative Program Manager/Democratic Governance team;
j) AusAID PNG Law & Justice team;
k) targeted provincial schools and education officials;
l) PNG Assembly of People with Disability; and
m) Leadership PNG.

21. The design document must meet AusAID's quality principles, design requirements and conform to AusAID documentary standards.

Specification of the team

22. The design team will consist of:

a) a Team Leader (responsible for finalising the written report) with strong expertise in design and a thorough understanding of Australia's aid program;
b) an Australian Sports Commission representative;
c) an Australian Rugby League Commission representative;
d) a PNG Department of Education representative; and
e) an AusAID representative.

23. Skill sets required by the Team Leader:

a) extensive design experience;
b) experience in community development and/or capacity development and/or governance and leadership;
c) an understanding of the PNG context, including working at the sub-national level;
d) a thorough understanding of the Australian aid program and experience in aid program development, planning, monitoring and evaluation;
e) excellent interpersonal and cross-cultural communication skills, including a proven ability to liaise and communicate effectively; and
f) the ability to provide timely delivery of high-quality written reports.

24. It is not necessary for the Team Leader to have experience in a development-through-sport environment. The Australian partner organisations (AusAID, Australian Sports Commission and Australian Rugby League Commission) will provide development-through-sport and development-of-sport experience.

Reporting roles and responsibilities of the team

25. The Team Leader will:

   a) plan, guide and develop the overall approach and methodology for the design;
   b) be responsible for managing and directing the design's activities, representing the design team and leading consultations with government officials;
   c) be responsible for managing, compiling and editing inputs from other team members to ensure the quality of reporting outputs;
   d) be responsible for producing an aide memoire, synthesising material into a clear draft design and a final design document; and
   e) represent the team in peer reviews, if required.

26. The team member from AusAID will:

   a) provide advice, relevant documentation from AusAID, and an understanding of AusAID processes;
   b) ensure the design is informed by AusAID development-through-sport policy, and lessons learned from existing development-through-sport assistance;
   c) ensure consideration of broader AusAID and government interests; and
   d) contribute to the required dialogue, analysis and writing of the report, as directed by the Team Leader.

27. The team member from the PNG Department of Education will:

   a) provide advice, relevant documentation from GoPNG, and an understanding of GoPNG processes;
   b) provide an understanding of the PNG education system, including at the sub-national level; and
   c) contribute to the required dialogue and analysis as directed by the Team Leader.

28. Representatives from the Australian Sports Commission and Australian Rugby League Commission will:

   a) provide advice, relevant documentation, and an understanding of development-through-sport and development-of-sport experience; and
   b) contribute to the required dialogue and analysis as directed by the Team Leader.

Duration and Phasing

29. The design will commence by 18 June 2012 and be completed by 30 September 2012.

Outputs

30. The following reports are to be provided:

   a) *Mission Planning Document* – for agreement with AusAID prior to initial consultation mission.

   b) *Initial Scoping Report* - to be presented to AusAID Post and Canberra, the Australian partner organisations and the Government of PNG (Department of National Planning and Monitoring and the Department of Education) by mid-July, at the completion of the in-country mission. The format for the Aide Memoire will follow AusAID's template.

   c) *Draft Design Document* - to be provided to AusAID Post and Canberra and the Government of PNG (Department of National Planning and Monitoring and the Department of Education) by the end of August. Feedback from AusAID and other stakeholders will be provided in writing and through the follow-up consultation mission.

   d) *Follow-up Consultation Mission Aide Memoire* - to be presented to AusAID Post and Canberra, the Australian partner organisations and the Government of PNG (Department of National Planning and Monitoring and the Department of Education) at the completion of the in-country mission. The format for the Aide Memoire will follow AusAID's template.

   e) *Final Design Document* – final document by the end of September, incorporating advice from the follow-up consultation mission and advice from the peer review. The report will be no more than 40 pages (plus annexes).

Review of the Design Document

31. After the follow-up design mission and incorporation of feedback into the design document, a peer review of the design document will be held. The peer review will include representatives from AusAID, Australian Government and non-government partner organisations and the Government of PNG.

Attachments

   a) PNG-Australia Rugby League Taskforce Terms of Reference
   b) Draft Terms of Reference for Development of a Concept Document for broader development-through-sport assistance in PNG
   c) Aide Memoire First Meeting of the PNG-Australia Rugby League Taskforce 14 December 2011
   d) Aide Memoire Second Meeting of the PNG-Australia Rugby League Taskforce 21 February 2012.

List of People and Organisations Consulted

We record our appreciation and thanks to all those who met with us during our visit for sharing their time, valuable insights and advice.

We also thank AusAID Post staff Madeleine Moss, Lydia Butut-Dori and Lesley Possiri for significant logistical support in arranging and facilitating meetings/schedules, and their overall guidance.

The Design Team stakeholder consultation schedule included Port Moresby, NCD (12-16, 19, 21 June 2012 then 23-27 July 2012) and a provincial visit to Kokopo and Warangoi in ENB (16-18 June 2012).

Design Team Briefing (Canberra): 5 June 2012

Name	Organisation
Karyn Murray	AusAID PNG Desk, Director
Flynn Dovey	AusAID PNG Desk
Brooke Kilah	AusAID PNG Desk
Tony McGee	AusAID Development-Through-Sport Adviser
Kaye Schofield	AusAID Principal Education Adviser, SfDI Reviewer
Chris Wheeler	AusAID Governance Policy Section
Nat Burke	AusAID Governance Policy Section
Corinne Tarnawsky	AusAID Gender Thematic Group
Brooke Winterburn	AusAID Disability Thematic Group
Chad Clarke	AusAID Design Group
Justin Ferris	AusAID Pacific Division Quality Area

Design Mission 1: 12-22 June 2012

Name	Organisation
John Kali	Department of Personnel Management
Rhoda Yani	Department of National Planning and Monitoring
Osana Mera	Department of National Planning and Monitoring
Amanda Kikali	Department of National Planning and Monitoring
Lina Luina	Department of National Planning and Monitoring
Charlene Mell	Department of National Planning and Monitoring
Shane Morris	PNG NRL Bid Team
Luke Taita	National Department of Education
Margaret Muh	Department of Provincial and Local Government Affairs
Ngen Isana	Leadership PNG Inc
Ivan Ravu	PNG Rugby Football League

John Numapo	PNG Rugby Football League
Greg Campbell	Cricket PNG
Akuila Tubal	East New Britain Provincial Government
Alois Tobata	East New Britain School Rugby Development Program
Meli Tamlik	East New Britain School Rugby Development Program
David Tamtu	East New Britain School Rugby Development Program
Kevin Wright	NGIP Agmark Gurias Rugby League
Sione Faiva	East New Britain Provincial Education
Christine Maisu	East New Britain Community Development
Teachers and students	Warongoi Secondary School, East New Britain
Teachers and students	Warongoi Primary School, East New Britain
Teachers and students	St Peter Chanel Primary School, Port Moresby
Ipul Powaseu and officials	PNG Assembly of Persons with Disability
Joe Kanekane	Law and Justice Sector Secretariat
Catherine Gill	Law & Justice Section, AusAID
Steve Sims	Yumi Lukautim Mosbi
Tim Bryson	Australian High Commission
Madeleine Moss and team	Policy & Coordination Section, AusAID
Belinda Bayak-Bush	Democratic Governance Section, AusAID
Gabriel Pillay	Education Section, AusAID
Cindy Wiryakusuma	Gender Section, AusAID
Rose Gawaya	Gender Section, AusAID
Paul Bridgman	Provincial and Local Government Program, AusAID
Jennifer Clancy and team	Democratic Governance Section, AusAID
Dr Naihuwo Ahai	Strongim Pipol Strongim Nesen Program
Martin Brash	Strongim Pipol Strongim Nesen Program
Justice Gua	Incentive Fund

Design Mission 2: 23-27 July 2012

Name	Organisation
John Kali	Department of Personnel Management

Ian Kemish	Australian High Commissioner
Tim Bryson	Australian High Commission
Madako Suari	National Department of Education
Iammo Launa	PNG Sports Foundation
Ivan Ravu	PNG Rugby Football League
Greg Campbell	Cricket PNG
Madeleine Moss and team	Policy & Coordination Section, AusAID

Planning Workshop: 25 July 2012

Name	Organisation
Madako Suari	National Department of Education
Maryanne Tadep	National Department of Education
Tracey Wilson-Kavana	National Department of Education
Michael Mera	National Department of Education
Peter Terence	National Department of Education
Elijah Waide	National Department of Education
Hilda Tapungu	St Peter Chanel Primary School
Turagi Varina	St Peter Chanel Primary School
John Wamil	St Peter Chanel Primary School
Nadia Vitaharo	Hohola Demonstration Primary School
Lillian Girana	Hohola Demonstration Elementary School
Kila Alu	Hohola Demonstration Elementary School
Kingsley Ruguna	Hohola Demonstration Primary School
Ben Theodore	PNG Assembly for Persons with Disability

AGENDA
Planning Workshop
for **National Schools-based Rugby League Program**
in Papua New Guinea

Date: Wednesday 25 July, 2012

Venue: Health and HIV ISP Office, Muruk House,
               Waigani, Port Moresby, PNG

Purpose: To give an overview of the planned program and gain teacher feedback
               on the practical delivery of activities, resources and training for this.

Attendees: *NDoE*: Madako Suari; Maryanne Tadep; Tracey Wilson-Kavana;
               Michael Mera; Peter Terence; Elijah Waide

               AusAID: Madeleine Moss, Lesley Possiri

               St Peter Chanel Primary School: Hilda Tapungu; Turagi Varina; John
               Wamil

               Hohola Demonstration Primary School: Nadia Vitaharo; Lillian Girana;
               Kila Alu; Kingsley Ruguna

               PNG Assembly for Persons with Disability: Ben Theodore

               Design Team: John Wilson (ARLC) – Facilitator, Martin Roberts (ASC),
               Tamara Haig (Team Leader)

Supporting material:

               Powerpoint presentation (and notes handouts): Madako Suari
               Powerpoint presentation: John Wilson
               Rugby League teacher/student magazines, football, tags etc: John Wilson
               Group combined views (butchers paper) on: Planning; Delivery;
               Evaluation; Ideas: All
               Background/Toksave on the program; Aid Memoire: Lesley Possiri;
               Tamara Haig

Time: **12 – 1pm:**   Lunch – all

               1 – 4pm: Open and welcome: Madeleine Moss; Madako Suari

                               Overview of program: John Wilson

                               Workshop sessions in Groups: Planning; Delivery;
                               Evaluation; Ideas: All

                               Reporting Back: Groups 1 – 4 representatives

                               Close and thanks: John Wilson

Thank you for joining us and planning together.

As part of consultations for this joint Government of Australia and Government of
PNG initiative, the design team thanks you for participating in this planning
workshop.

WORKSHOP SESSIONS

Planning Workshop
for **National Schools-based Rugby League Program
in Papua New Guinea**

Summary

The Workshop aimed to give an overview of the planned program and gain practical teacher feedback on how best to plan, deliver and evaluate the program. Workshop feedback indicated significant support and interest in the program for elementary-primary school children/teachers.

Some key *critical success factors* raised through the workshop included:

- **Broader inclusion**: The need to ensure the principle of all-inclusive activities (such as both gender inclusion and inclusion of children with disabilities)

- **Targeted messages**: The need to have an overarching, broad message at the heart of the program[73] (through a principal value-based framework), and targeted, local messages per school in implementation (including school-value-based options).

Further, the issue of **sporting coordination by NDoE** was raised regarding sports' direct approaches to schools regarding incorporation in the school P.E. curriculum. A suggestion was made for NDoE to consider, beyond the scope of this immediate program, a role for a Sporting Coordinator/similar that could be a reference point for sports' engagement and interest in working with schools and vice-versa for teachers.

A list of all teams' feedback on four key topics follows:

Topic 1. Planning

Team prompts: School selection; Scheduling/timing; Teacher training & development; Procedures & approvals

Groups' feedback:
- Inclusive to SLIP
- Gender balance; All inclusiveness
- Sufficient space
- Previous sports program exposure
- Cluster workshop (Training Of Trainers)
- Schedule – Term 1 or 2 – straight after Christmas break to start program
- Elementary/primary – incorporate into PE lessons and incorporate into school sports days (e.g. St Peter's on Wednesday)
- Must involve all community in the plan
- Engaged with programme
- Acquitted pre-training for teachers
- Ensure good understanding of the sport activity and how it is delivered
- Work closely with sport masters/mistress in schools
- Integration of the program with the syllabus, including resources (books/balls/teacher training etc)

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[73] including for branding purposes across the program

- E.g. School identified issue linked to sport activities (Just Play, social issues, malaria etc)

Topic 2. Delivery

Team prompts: Your role (as teachers)?; Access to space; Equipment & resources; When/duration?; On-field, in-class activities; What messages?

Groups' feedback:
- BSP School Cricket example: Do a 1 day clinic for teachers prior to running the program, then the teacher briefs other teachers. Do a 6 week basic skills program during the sport period. Teacher attends the clinic, too.
- Find ways to make sure the program is friendly to the curriculum outcome
- Weekend program for selected schools and students, involving parents. Duration: 2 hours
- Integrate the Rugby League activities into theory/the classroom. In primary: in PE classes. In elementary: in Culture & Community lessons.
- Booklets – graded – for different levels. Resources that children can use as remedial, extra resources to review in class after finished activities
- How do we include children with disability? Rugby motivates, empowers those children especially. Include them.
- Before start a game (with elementary children) show them charts and pictures to help explain
- Social messages for upper primary could include e.g. everyone is a winner (don't turn your loss in to aggression or conflict after school), and for elementary e.g. remember to drink water when you play sport. Other messages: it's okay to be a good loser (focus on participation and fun – not competition). Sport boosts morale.
- Include a water cooler, and first aid kit as part of the kit
- Teachers should be involved with children and their development
- Engage children in feedback on what they thought of the program through media – talk back. Shows awareness, and evaluation.

Topic 3. Evaluation

Team prompts: Data gathering; Observe & measure change; Who evaluates?; What to evaluate?; Where to evaluate?; How to evaluate?

Groups' feedback:
- Attendance – girls and boys (statistics) (compared to other days)
- Teachers observe behaviour to make comparisons – try to measure behaviour change
- Teachers gather information and stories and report to Development Officer. Development Officer pulls together full report.
- Template to make reporting easier and so teachers know what to look for
- Teachers can ask simple feedback questions from kids
- Messages: can use the material (e.g. messages on the footballs, 'do not discriminate')
- Engage students' interest – how? Through questionnaire interviewing students: participation and expression of knowledge
- Develop a monitoring template (checklist)
- Bridging skills on field to class activities: integrate them

- Inspiration for further development
- Teachers participate in meeting and evaluating class/group report i.e. individual reports and a group/school report
- Feedback from parents, community
- Templates and simple questionnaires to kids
- Need to talk about evaluation in awareness activities
- Parents and teachers can identify behaviour changes
- Evaluation needs to try to measure/account for inspiration, behaviour, skills level, relationships, motivation, builds respect, gender equality.

Topic 4. Your Ideas

Team prompts: Your questions; Your concerns; Your understanding; What do you think?; Ideas for program names?
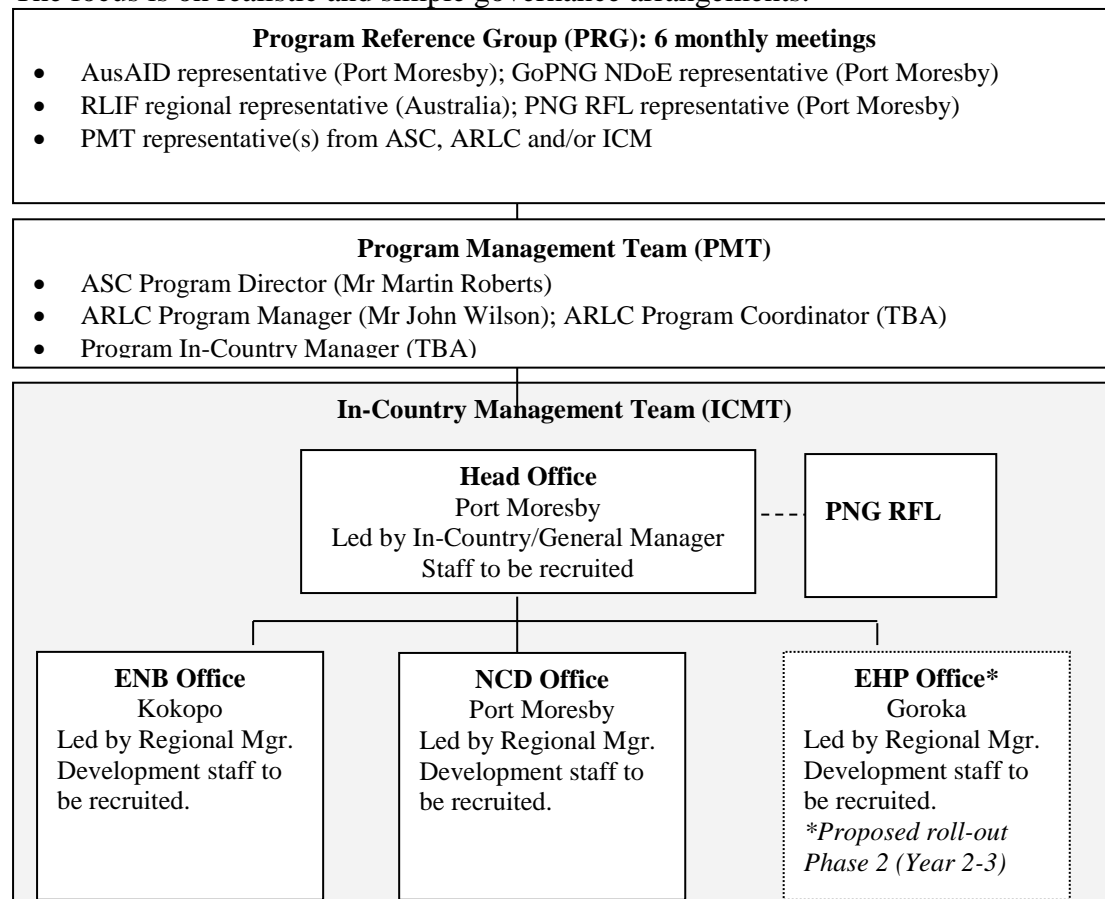
Groups' feedback:
- What is rugby league? (awareness)
- Is it necessary for girls..? Confront cultural expectations
- Should/could parents be involved? How?
- How can parents be involved? Understanding
- Parents – teachers – children
- Begin with children at an early age
- Safety depends on age, gender, size of children
- Children and education – parental view
- Teachers' involvement – skills (time)
- What is the benefit of this for children, teachers, school, parents, community? Explain for each of these groups
- It is a great idea to start early
- For sustainability, position to be created for a Sports Coordinator
- Protocol to be developed
- Constant in-service for selected teachers, especially sports teachers
- In-class resources (are they going to be provided?)
- Selection criteria for schools
- Involve implementers
- Child-friendly schools concept
- Concern: No politics in this concept
- Concern: Target drug and child abuse (message)
- Concern: Injuries and compensation
- Concern: Facilities/environment is not conducive to program
- Concern: Teachers' workload
- Ideas for names:
  - "Rugby, Rugby, iu stap we!"
  - "Save na pilai rugby gut"
  - "Lainim na pilai wantaim League"
  - "Liklik Kumul"
  - "Kirapim Yanpela Kumul"
  - "Go Kumul"
  - "Hamamas wantaim rugby"

Annex B: Program Management and Implementation Arrangements

Governance Structure

The focus is on realistic and simple governance arrangements.

Program Reference Group (PRG): 6 monthly meetings
- AusAID representative (Port Moresby); GoPNG NDoE representative (Port Moresby)
- RLIF regional representative (Australia); PNG RFL representative (Port Moresby)
- PMT representative(s) from ASC, ARLC and/or ICM

Program Management Team (PMT)
- ASC Program Director (Mr Martin Roberts)
- ARLC Program Manager (Mr John Wilson); ARLC Program Coordinator (TBA)
- Program In-Country Manager (TBA)

In-Country Management Team (ICMT)

Head Office
Port Moresby
Led by In-Country/General Manager
Staff to be recruited

- - - **PNG RFL**

ENB Office
Kokopo
Led by Regional Mgr.
Development staff to be recruited.

NCD Office
Port Moresby
Led by Regional Mgr.
Development staff to be recruited.

EHP Office*
Goroka
Led by Regional Mgr.
Development staff to be recruited.
Proposed roll-out Phase 2 (Year 2-3)

Roles and Responsibilities

Program Reference Group (PRG)

The PRG will meet six monthly to fulfill its roles, as follows:
- Provide an overall strategic reference and resource to the PMT
- Consider PMT reports on progress to date, finance and implementation issues
- Consider PMT requests on emerging issues that require PRG assistance
- Consider PMT plans for the program over upcoming six months

The Co-Chairs - relevant AusAID and NDoE representatives - will call the PRG meetings. The Chair will be supported by the PMT Secretariat i.e. the Program Director, Program Manager, and In-Country/General Manager, with the Program Coordinator to circulate an agenda and any papers prior to meetings.
The PMT Secretariat will record the PRG's discussions and any actions agreed in minutes of the meeting.

Program Management Team (PMT)

The PMT will function as the key management arrangement, responsible for all program implementation. It will be responsible for:
- Managing and reporting all work programs, budgets and performance
- Daily operational management of the program
- Meeting quarterly to review all operations across Components 1 - 4, issues, opportunities and budget measures
- Providing PMT Secretariat support, reports and plans to the PRG

The PMT will consist of the Program Director (ASC), Program Manager (ARLC), Program Coordinator (ARLC) and In-Country/General Manager (ICMT).

GoPNG Partner Agency: NDoE

The National Department of Education (NDoE) will:
- Be the key GoPNG implementing agency responsible for working alongside the PMT and ICMT to coordinate the delivery of rugby-league skills based activities, training and resources in selected schools

NDoE and Provincial Education Advisers' current schedule of meetings will be a formal avenue for ICMT Head and Provincial Office staff to mutually engage with and be informed by school priorities. It is suggested that any updates on the pilot program – including school selection/training progress/forward training plans/any issues arising – be discussed internally as part of these meetings.

PNG Partner National Sporting Federation (NF): RLIF *and* PNG RFL

The pilot program will support a PNG-based RL management team and partner with the Rugby League International Federation given its current role in overseeing the governance and management of PNG RFL, which is in administration.

The RLIF regional representative and PNG RFL representative will:
- As members, attend the Program Reference Group (PRG) meetings
- Partner with each other to ensure NF coordination for the program
- Undertake key roles and responsibilities as defined for the PRG

Key Stakeholders

The ICMT Head and Provincial Office staff will engage with and be informed by key stakeholders through ongoing activities under Components 2 and 3:

- Partners: NDoE and PNG RFL[74]
- Government: Department for Community Development (DfCD); GoA Provincial and Local Government Program (PLGP) Advisers
- Education Sector: Provincial Education Advisers; Schools - Principals, Teachers, Sports Masters, Students

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[74] Note: Specific activities with PNG RFL will be addressed under *Component 4.*

- Sporting Codes: Relevant PNG sporting associations including NFs
- Non Government Organisations: PNG Assembly of Persons with Disability (ADP) and provincial service providers

AusAID will:
- As a member, attend the Program Reference Group (PRG) meetings
- Partner with GoPNG's NDoE to ensure coordination for the program
- Undertake key roles and responsibilities as defined for the PRG

Through the Desk-based Activity Manager AusAID will be responsible for:
- Communications and managing contracts with PSP implementer, ASC
- Joint appointment with GoPNG agencies and ASC of members to the PRG
- AusAID's participation of the PRG as a key member
- Internal AusAID coordination and reporting, information via ASC
- Monitoring and reporting on ARLC performance, information via ASC

The AusAID Desk-based Activity Manager and AusAID Post in Port Moresby will work together on a regular basis. They will both report to the AusAID Section Manager in Canberra.

PSP Implementer: Australian Sports Commission (ASC)

ASC will:
- As a member, attend the Program Reference Group (PRG) meetings
- As a member of the PMT and Program Director, oversee the program
- Agree on Partnership and Yearly Funding Agreements for the Australian Government (through the PSP) with ARLC and RLIF
- Undertake key roles and responsibilities as defined for the PRG, PMT, PD

Through the Program Director, ASC will be responsible for:
- Communications and managing contracts with ARLC
- ASC's participation of the PRG and PMT
- Internal ASC coordination and reporting, information via ARLC
- Monitoring and reporting on ARLC performance, information via ARLC

Australian Partner Organisation (APO):
Australian Rugby League Commission (ARLC)

The ARLC will be responsible for:
- Managing and reporting all work programs, budgets and performance
- Daily operational management of the program, reporting to ASC
- Arranging quarterly PMT meetings to review all operations across Components 1 - 4, issues, opportunities and budget measures
- Providing Secretariat support to the PMT, reports and plans to the PRG

The ARLC will be responsible for program Phase 1 – 3 activities.

Annex C: Detailed Indicative Budget & Cost Estimates

TABLE 1: TOTAL INDICATIVE PROGRAM PRICE	
Item	**Maximum Amount Payable A$ (Years 1 – 3)**
Total Management Fee: to be paid as Milestones (ref Table 3)	3,500,000
TOTAL INDICATIVE PRICE (excluding GST)	3,500,000

TABLE 2: TOTAL MANAGEMENT FEE: SUMMARY				
Item	**Year 1 A$**	**Year 2 A$**	**Year 3 A$**	**Total A$**
Total Management Fee	1,143,000	1,176,000	1,181,000	**3,500,000**[75]

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[75] Note: This amount is for all program costs over 3 years, and excludes the provision for ASC management fee.

TABLE 3: MILESTONE PAYMENTS									
No.	Description	Due Date	Verifiable Indicator	% of TMF (Yr 1)	Value TMF (Yr 1)	% of TMF (Yr 2)	Value TMF (Yr 2)	% of TMF (Yr 3)	Value TMF (Yr 3)
1	Mobilisation Plan, including M&E Plan, Risk Plan	End month 1: 31 OCT 2012	Acceptance in writing by ASC	40%	457,200				
2	Quarterly Report (Year 1, Qtr 2), assuming prior Quarterly Report	End month 6: 31 MAR 2013	Acceptance in writing by ASC	30%	342,900				
3	1st Annual Report, assuming prior Quarterly Report	End month 12: 30 SEP 2013	Acceptance in writing by ASC	30%	342,900				
			SUMMARY: YEAR 1	**100%**	**1,143,000**				
4	Quarterly Report (Year 2, Qtr 2), assuming prior Quarterly Report	End month 18: 31 MAR 2014	Acceptance in writing by ASC			50%	588,000		
5	2nd Annual Report, assuming prior Quarterly Report	End month 24: 30 SEP 2014	Acceptance in writing by ASC			50%	588,000		
			SUMMARY: YEAR 2			**100%**	**1,176,000**		
6	Quarterly Report (Year 3, Qtr 2), assuming prior Quarterly Report	End month 30: 31 MAR 2015	Acceptance in writing by ASC					50%	590,500
7	3rd Annual Report, assuming prior Quarterly Report	End month 36: 30 SEP 2015	Acceptance in writing by ASC					50%	590,500
			SUMMARY: YEAR 3					**100%**	**1,181,000**

Ref.	Item	Year 1 A$	Year 2 A$	Year 3 A$	Total A$
	TABLE 4: DETAILED INDICATIVE ACTIVITY COST BREAKDOWN				
1	**Staff**: General Manager; Administration Manager; National Development Manager; Regional Manager (x2 in Year 1. x3 in Year 2-3); Development Officer (x4 in Year 1. X 6 in Year 2-3); Casual Budget; Apparel	235,000	281,000	286,000	**802,000**
2	**Reporting**[76]: ARLC Program Manager and Coordinator; Monitoring and Evaluation specialist; Gender and Inclusion Specialist	260,000	225,000	225,000	**710,000**
3	**Travel**: Vehicle hire (includes petrol); Accommodation GM; Accommodation RMs; GM Travel; Expenses; ARLC Staff Travel; Program Management Team (PMT) Travel	200,500	237,000	237,000	**674,000**
4	**Occupancy Space**: Rent (power and utilities); Office furnishing; Office equipment	115,000	110,000	110,000	**335,000**
5	**Communication**: Laptops; Mobiles; Wireless Networks	26,000	23,000	23,000	**72,000**
6	**Administration Expenses**: Stationery/General Office; Advertising	30,000	45,000	45,000	**120,000**
7	**Coaching & Development**[77]: Development Kits; School Kit (resource per student); Participant resource; 6 monthly Planning Workshop (staff development and strategy); Program delivery (providers); Teacher Professional Development Program	227,000	220,000	220,000	**667,000**
8	**Initiatives**: Growth opportunity; Program Launch (Apparel and Resources – Year 1)	30,000	15,000	15,000	**60,000**
9	**PNG RFL**[78]: Capacity and Support	20,000	20,000	20,000	**60,000**
	TOTAL ACTIVITY DELIVERY COSTS	1,143,000	1,176,000	1,181,000	**3,500,000[79]**

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[76] Note: This includes M&E Specialist, Gender and Inclusion Specialist, and ARLC program management costs (i.e. part-time Project Manager and Project Coordinator positions).

[77] *Ref 7. Coaching & Development*: Includes funding for school kits (utilised to run the program), participant resources, the planning workshop for staff, coaching for teachers and staff, and teacher professional development that includes accreditation and paperwork for teachers to become part of the RLIF teacher accreditation system, which reverts to the ARLC coaching accreditation database.

[78] *Ref 9. PNG RFL*: The value of the capacity building to PNG RFL is higher when reflecting actual in-kind support to be offered over the course of the program. This includes administrative support for the PNG RFL managements, such as general office co-location, and shared office equipment/stationery and other access to facilities within the PMT/ program office in Port Moresby.

[79] Note: This amount excludes the provision for ASC management fee.

Annex D: Monitoring and Evaluation Framework

Independent M&E: The ASC will support the ICMT to work directly with the ASOP's research and evaluation partner, Sustineo to ensure independent, robust evaluation of the program. This will include developing and employing appropriate tools to monitor and evaluate the impacts of the program, such as through generation of a baseline for outcome level indicators, and independent evaluations. Other inclusions:

- Developing a logic model mapping the proposed impacts and outcomes of the program;
- Establishing a tailored M&E framework, including that clearly takes into account gender and disability inclusion provisions and indicators;
- The participatory development of appropriate monitoring tools to indicate program's progress against its objectives and intended outcomes.

Sustineo will also consider ways to best ensure sufficient staff capacity/expertise within the ICMT staff roles to adhere to monitoring and evaluation. They will also, where possible, also take part in the In-Country Management Team (ICMT) si*x monthly planning/review meetings* enabling a review of achievements across the pilot program, and planning with respect to M&E for the upcoming periods.

M&E by *Program Outcomes*

Outcome Description	Link to Program Components				Program Indicators: Description	Program Indicators: Indicative Question
	1	2	3	4		
1: Quality of Education	X	X	X		Improved *quality of education* experience for girls and boys of all abilities: measured through improved respect for others and social responsibility, and delivery of rugby league programs to children[80].	What rugby league activity programs are taking place? Are rugby league activities for participating girls and boys of all abilities improving their respect for others and social responsibility?
2: Capacity of Teachers	X	X	X		Improved *capacity of teachers to conduct rugby league-based activities:* measured through the provision of teacher training, and ongoing uptake of training and use of resources.	Are teachers using rugby league resources and training as a vehicle?
3: Governance and Management	X	X		X	Improved *organisational and management capacity* of the PNG RFL in delivery of school-based rugby league activities: measured through organisational assessments, assistance provided and organisational achievement.	Does the PNG RFL have improved organisational and management capacity? Is it supporting rugby league activities in schools?

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[80] Children will be engaged in the classroom with rugby-league based content providing *positive social messages*; they will have *social responsibility messages* reinforced with on-field activities; there will be a *focus on participation for all* (girls, boys and children with disabilities)

M&E by *Program Components*

Component Description	Link to Program Outcomes			Key Performance Indicators	Means of Verification/ data sources
	1	2	3		
Component 1: Program Management	X	X	X	*Well-managed* program staff, resourcing, structures to support program.	**Process Indicators:** Measured through the *physical set-up and ongoing maintenance* of offices, finances, program reporting and other systems that support program delivery. *Indicative questions:* Are the appropriate staffing, resourcing and structures in place? Are these supporting program delivery?
1.1	X	X	X	• **Funding**: budget plan and actual	• **Funding**: evidence of program and line-item budgets for PNG and per provincial office, and by component and operational function
1.2	X	X	X	• **Systems**: establish systems, policies	• **Systems**: established financial, program management, reporting, IT and communications, HR, program delivery and cross-cutting policies
1.3	X	X	X	• **Offices**: set-up offices, logistics	• **Offices**: evidence of Head/Provincial Offices set-up and logistics/ security and other provisions arranged and operational
1.4	X	X	X	• **Staffing**: recruited and mobilised	• **Staffing**: evidence of TORs filled as per Head/Provincial Office needs, staff weekly reports on program delivery, six mthly staff meetings
1.5	X	X	X	• **Reporting**: provincial through to PRG	• **Reporting**: evidence of weekly from Provinces to ICM, weekly from ICM to ARLC, monthly and quarterly from ARLC to ASC, six monthly from PMT to PRG, and evidence of response to Mid-Term Review (Yr 2) and new program design (Yr 3). Evaluation directly after program. Follow up report – have the schools continued to use the resources, ease of use, durability of resources, any other issues our program has impacted.
1.6	X	X	X	• **SWOT Reviews**: SWOT reviews	• **SWOT Reviews**: evidence of Strengths Weaknesses Opportunities Threats (SWOT analyses) to identify discrete opportunities and/or refine the program in response to new, emerging or changing situations for the program
Component 2: Partnerships	X	X	X	Established and ongoing *relationships with partners* that support the delivery of the program.	**Process Indicators:** Measured through the ongoing provincial based activities *and engagement with partners* including NDoE, Provincial Education Advisers, School Principals and Teachers and other stakeholders. *Indicative question:* What partnership activities are taking place? Are these partnership activities supporting the delivery of an improved program?
2.1	X	X	X	• **Partners**: established and ongoing	• **Partners**: evidence of established partners in and cooperation through NDoE, Provincial Education Advisers, and RLIF and PNG RFL

Component Description	Link to Program Outcomes			Key Performance Indicators	Means of Verification/ data sources
	1	2	3		
2.2	X	X	X	• **Government**: established and ongoing	• **Government**: evidence of established government stakeholder cooperation through DfCD Community Officers and GoA PLGP Advisers
2.3	X	X	X	• **Education**: established and ongoing	• **Education**: evidence of program delivery through Provincial Education Advisers, locally with principals, teachers, sports masters, students
2.4	X	X	X	• **Sporting codes**: established and ongoing	• **Sporting codes**: evidence of cooperation and coordination with relevant PNG sporting associations including National Sporting Federations
2.5	X	X	X	• **NGOs**: established and ongoing	• **NGOs**: evidence of program delivery through PNG Assembly of Persons with Disability (ADP) and provincial service providers
Component 3: Program Delivery	X	X		1. Improved *quality of education* experience for girls and boys of all abilities. 2. Increased *capacity of teachers to conduct rugby league-based activities*	**Outcome Indicators[81]:** 1. Measured through *behaviour change* aimed at improving respect for others and social responsibility, and *delivery* of rugby league programs to children.[82] *Indicative questions:* What rugby league activity programs are taking place; and are rugby league activities for participating girls and boys of all abilities improving their respect for others and social responsibility? 2. Measured through the provision of teacher training, and ongoing uptake of training and use of resources. *Indicative question:* Are teachers using rugby league resources and training as a vehicle?
3.1	X	X		• **Selection**: schools selected for program	• **Selection**: evidence of selection of elementary-primary schools (12 per province for Year 1), using criteria and guidelines based on governance, location and interest/demand, in close consultation with Provincial Education Advisers
3.2	X	X		• **Schedule**: schedule establish for delivery	• **Schedule**: evidence of schedule (and delivery against) for 2 schools per 4-6 week period/Province (12 per Province p.a.)
3.3	X	X		• **Activities**: on-field and in-class program	• **Activities**: evidence of on-field and in-class inclusive and promotion of gender equality activities including through lesson plans, 25% in-class program. Participants (gender, ability,

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[81] *For example:* RL programs established in 20 schools (where 25,000 boys and 25,000 girls are introduced to RL and 50% are still engaged after 12 months, and where each school has been provided with 2 teacher training and support visits by a professional RL trainer over a 12 month period and has RL-related readers amd equipment designed to improve reading skills)

[82] Children will be engaged in the classroom with rugby-league based content providing *positive social messages*; they will have *social responsibility messages* reinforced with on-field activities; there will be a *focus on participation for all* (girls, boys and children with disabilities)

Component Description	Link to Program Outcomes			Key Performance Indicators	Means of Verification/ data sources
	1	2	3		
					frequency, teacher interaction through programs) both in table form and pictures.
3.4	X	X		• **Resources**: kits (balls/tags) and readers	• **Resources**: evidence of delivery of # (numbers) of kits, readers per student, and manuals for teachers (by grade/age group level (student, teacher and sports master), gender, ability, school, LLG, district, province, region). Resources provided – on-field equipment and learning resources.
3.5	X	X		• **Training**: for teachers and students	• **Training**: evidence of delivery of # (numbers) of training programs provided to students and teachers, including sports masters (by grade/age group level (student, teacher and sports master), gender, ability, school, LLG, district, province, region). Teachers accreditation – Referees, coaching, first aid. Educational component feedback from teacher/education department. Focus groups with children, teachers and parents –asking things like Are children engaged in the material? Are they getting the messages? Are they developing their PE skills? Are all participating? And checking with the children understanding/acceptance of the messages.
Component 4: Capacity Building of Implementers (PNG RFL)			X	Improved *organisational and management capacity* of the PNG RFL in delivery of school-based RL activities	**Outcome Indicators:** Measured through organisational assessments, assistance provided and organisational achievement. *Indicative question:* Does the PNG RFL have improved organisational and management capacity? Is it supporting rugby league activities in schools?
4.1			X	• **RLIF**: partner in-lieu of PNG RFL	• **RLIF**: evidence of established partnership and engagement with RLIF, given it currently oversees the governance/management of PNG RFL
4.2			X	• **Co-location**: office co-location within ICMT HO	• **Co-location**: evidence of physical office co-location facilities within established ICMT Head Office for PNG RFL representative
4.3			X	• **Support**: for PNG's entry into international fixtures/competitions	• **Advice**: ARLC and RLIF support offered to PNG RFL to ensure compliance for PNG's entry into international fixtures/competitions
4.4			X	• **Joint Assessment**: baseline, annual	• **Joint Assessment**: evidence of an early baseline assessment with PNG RFL and with resolving governance issues, a later joint assessment
4.5			X	• **Assistance**: targeted capacity	• **Assistance**: agreed outcomes from joint assessments as means for identified, agreed areas of

Component Description	Link to Program Outcomes			Key Performance Indicators	Means of Verification/ data sources
	1	2	3		
				building	capacity building – the basis for targeted assistance, with the support of RLIF

Annex E: Logframe

Program Level	Program Goals/ Outcomes			Indicator	Means of Verification	Key persons responsible: the PM (AUS); GM (PNG). *Supported by…*	Key timing (by month or year)
	1	2	3				
Program Objectives	X	X	X	*To improve the quality of education for girls and boys of all abilities in PNG, through Rugby League and related activities.* *To improve the delivery of school-based rugby league in PNG, through better organizational and management capacity of PNG RFL.*			
Program Outcomes	X	X	X	*1. Improved quality of education for girls and boys of all abilities in PNG through Rugby League[83] and related activities.* *2. Increased capacity of teachers - through resources and training - to conduct Rugby League-based activities in the school environment.* *3. Improved organisational and management capacity PNG RFL to manage the development and delivery of school-based rugby league in PNG.*			
Component 1: Program Management	X	X	X	**Objective 1:** To build robust, good practice management of the pilot program to ensure its smooth delivery of activities across all Components 1 – 4	**Key Result Area 1:** *Well-managed* program staff, resourcing, structures to support program. **Process Indicators:** Measured through the *physical set-up and ongoing maintenance* of offices, finances, program reporting and other systems that support program delivery. *Indicative questions:* Are the appropriate staffing, resourcing and structures in place? Are these supporting program delivery? **Means of Verification 1:** See below	ICMT; POs including Provincial RMs and DOs *[via Component 1]*	Year 1 - 3
Outcome 1.1	X	X	X	**Funding:** Sound financial including budget management across all program activities	**Funding**: evidence of program and line-item budgets for PNG and per provincial office, and by component and operational function	FM/OM	Monthly, quarterly
Outcome 1.2	X	X	X	**Systems**: Robust systems that aid in the smooth delivery and reporting of the program	**Systems**: established financial, program management, reporting, IT and communications, HR, program delivery and cross-cutting policies	FM/OM;	Phase 1 – Inception, ongoing

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[83] Note: Across sport activities, the term 'quality' sport activities has a particular meaning. This refers to participatory, inclusive, gender equal, well-organised initiatives. This definition is separate to the meaning of 'quality education' activities.

Program Level	Program Goals/ Outcomes			Indicator	Means of Verification	Key persons responsible: the PM (AUS); GM (PNG). *Supported by…*	Key timing (by month or year)
	1	2	3				
Outcome 1.3	X	X	X	**Offices:** Set-up and maintained well-functioning offices and logistics that support program delivery	**Offices**: evidence of Head/Provincial Offices set-up and logistics/ security and other provisions arranged and operational	ICM/GM and FM/OM, RMs	Phase 1 – Inception, ongoing
Outcome 1.4	X	X	X	**Staffing:** Recruited and mobilised staff to fulfil Head Office and Provincial Office functions	**Staffing**: evidence of TORs filled as per Head/Provincial Office needs, staff weekly reports on program delivery, six mthly staff meetings	PM, ICM/GM, RMs, DOs	Weekly, monthly, quarterly
Outcome 1.5	X	X	X	**Reporting:** Clear reporting that communicates key program results and progress	**Reporting**: evidence of weekly from Provinces to ICM, weekly from ICM to ARLC, monthly and quarterly from ARLC to ASC, six monthly from PMT to PRG, and evidence of response to Mid-Term Review (Yr 2) and new program design (Yr 3). Evaluation directly after program. Follow up report – have the schools continued to use the resources, ease of use, durability of resources, any other issues our program has impacted.	PMT, ICM/GM, RMs, DOs	Weekly, monthly, quarterly, Year 2, Year 3
Outcome 1.6	X	X	X	**SWOT Reviews:** Key, minimal 6 monthly SWOT reviews are undertaken	**SWOT Reviews**: evidence of Strengths Weaknesses Opportunities Threats (SWOT analyses) to identify discrete opportunities and/or refine the program in response to new, emerging or changing situations for the program	ICM/GM, RMs	Phase 1, ongoing
Component 2: Partnerships	X	X	X	**Objective 2:** To encourage a sense of ownership of the pilot program and help build a sense of pride and capability in the pilot program's ongoing delivery	**Key Result Area 2:** Established and ongoing *relationships with partners* that support the delivery of the program. **Process Indicators:** Measured through the ongoing provincial based activities *and engagement with partners* including NDoE, Provincial Education Advisers, School Principals and Teachers and other stakeholders. *Indicative question:* What partnership activities are taking place? Are these partnership activities supporting the delivery of an improved program?	ICMT; POs including Provincial RMs and DOs *[via Component 2]*	Year 1 - 3

Program Level	Program Goals/ Outcomes			Indicator	Means of Verification	Key persons responsible: the PM (AUS); GM (PNG). *Supported by…*	Key timing (by month or year)
	1	2	3				
					Means of Verification 2: See below		
Outcome 2.1	X	X	X	**Partners:** Established Key partnerships and stakeholders and ongoing cooperation with NDoE, Provincial Education, RLIF and PNG RFL	**Partners**: evidence of established partners in and cooperation through NDoE, Provincial Education Advisers, and RLIF and PNG RFL	PMT incl PD, PM, ICM/GM	Phase 1 – inception, ongoing
Outcome 2.2	X	X	X	**Government:** Established and maintained key GoPNG cooperation through DfCD COs and GoA PLGP Advisers	**Government**: evidence of established government stakeholder cooperation through DfCD Community Officers and GoA PLGP Advisers	RMs	Phase 1 – inception, ongoing
Outcome 2.3	X	X	X	**Education:** Established and ongoing program delivery through Provincial Education, key school contacts and students	**Education**: evidence of program delivery through Provincial Education Advisers, locally with principals, teachers, sports masters, students	RMs, DOs	Phase 1 – inception, ongoing
Outcome 2.4	X	X	X	**Sporting codes:** Cooperation and coordination with relevant PNG sporting associations including NFs	**Sporting codes**: evidence of cooperation and coordination with relevant PNG sporting associations including National Sporting Federations	ICM/GM, RMs	Phase 1 – inception, ongoing
Outcome 2.5	X	X	X	**NGOs:** Established and ongoing program delivery through PNG ADP and provincial service providers	**NGOs**: evidence of program delivery through PNG Assembly of Persons with Disability (ADP) and provincial service providers	RMs, DOs	Phase 1 – inception, ongoing
Component 3: Program Delivery	X	X		**Objective 3:** To attract and engage elementary-primary school girls and boys of all abilities in quality, inclusive, rugby league-based pilot	**Key Result Area 3:** 1. Improved *quality of education* experience for girls and boys of all abilities. 2. Increased *capacity of teachers to conduct rugby league-based*	PMT; ICMT; POs including Provincial RMs and DOs	Year 1 - 3

Program Level	Program Goals/ Outcomes			Indicator	Means of Verification	Key persons responsible: the PM (AUS); GM (PNG). *Supported by…*	Key timing (by month or year)
	1	2	3				
				programs	*activities* **Outcome Indicators[84]:** 1. Measured through *behaviour change* aimed at improving respect for others and social responsibility, and *delivery* of rugby league programs to children.[85] *Indicative questions:* What rugby league activity programs are taking place; and are rugby league activities for participating girls and boys of all abilities improving their respect for others and social responsibility? 2. Measured through the provision of teacher training, and ongoing uptake of training and use of resources. *Indicative question:* Are teachers using rugby league resources and training as a vehicle? **Means of Verification 3:** See below	*[via Component 3]*	
Outcome 3.1	X	X		**Selection**: Schools selected for program that meet agreed criteria on basis of governance, location and interest/demand, in line with anticipated 4 schools per province for each Term	**Selection**: evidence of selection of elementary-primary schools (12 per province for Year 1), using criteria and guidelines based on governance, location and interest/demand, in close consultation with Provincial Education Advisers	ICM/GM, RMs, DOs	Phase 1 – inception, beginning of each Term, ongoing
Outcome 3.2	X	X		**Schedule**: Established schedule for school-based program delivery, in line with 2 schools per 4-6 week period/Province	**Schedule**: evidence of schedule (and delivery against) for 2 schools per 4-6 week period/Province (12 per Province p.a.)	RMs, DOs	Beginning of each Term, weekly, ongoing
Outcome 3.3	X	X		**Activities**: An on-field and in-class skills and value-based program is	**Activities**: evidence of on-field and in-class inclusive and promotion of gender equality activities including in	DOs	Beginning of each Term,

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[84] *For example:* RL programs established in 20 schools (where 25,000 boys and 25,000 girls are introduced to RL and 50% are still engaged after 12 months, and where each school has been provided with 2 teacher training and support visits by a professional RL trainer over a 12 month period and has RL-related readers amd equipment designed to improve reading skills)

[85] Children will be engaged in the classroom with rugby-league based content providing *positive social messages*; they will have *social responsibility messages* reinforced with on-field activities; there will be a *focus on participation for all* (girls, boys and children with disabilities)

Program Level	Program Goals/ Outcomes			Indicator	Means of Verification	Key persons responsible: the PM (AUS); GM (PNG). *Supported by…*	Key timing (by month or year)
	1	2	3				
				developed that caters for school girls and boys of all abilities	lesson plans, 25% in-class program. Participants (gender, ability, frequency, teacher interaction through programs) both in table form and pictures.		weekly, ongoing
Outcome 3.4	X	X		**Resources**: Resources are appropriate, procured, distributed and utilised in line with aims of program, including kits (balls/tags) and readers	**Resources**: evidence of delivery of # (numbers) of kits, readers per student, and manuals for teachers (by grade/age group level (student, teacher and sports master), gender, ability, school, LLG, district, province, region). Resources provided – on-field equipment and learning resources.	DOs	Beginning of each Term, weekly, ongoing
Outcome 3.5	X	X		**Training**: Training is provided for teachers and students that enables their ongoing ability to govern and administer the skills-based programs	**Training**: evidence of delivery of # (numbers) of training programs provided to students and teachers, including sports masters (by grade/age group level (student, teacher and sports master), gender, ability, school, LLG, district, province, region). Teachers accreditation – Referees, coaching, first aid. Educational component feedback from teacher/education department. Focus groups with children, teachers and parents –asking things like Are children engaged in the material? Are they getting the messages? Are they developing their PE skills? Are all participating? And checking with the children understanding/acceptance of the messages.	DOs	Beginning of each Term, weekly, ongoing
Component 4: Capacity Building of Implementers (PNG RFL)			X	**Objective 4:** To build the organisational and management capacity of a PNG rugby league organisation for school-based RL development and delivery in PNG	**Key Result Area 4:** Improved *organisational and management capacity* of the PNG RFL in delivery of school-based RL activities **Outcome Indicators:** Measured through organisational assessments, assistance provided and organisational achievement. *Indicative question:* Does the PNG RFL have improved organisational and management capacity? Is it supporting rugby league activities in schools? **Means of Verification 4:** See below	ASC; ARLC; RLIF; PNG RFL; ICMT; POs *[via Component 4]*	Year 1 - 3

Program Level	Program Goals/ Outcomes			Indicator	Means of Verification	Key persons responsible: the PM (AUS); GM (PNG). *Supported by…*	Key timing (by month or year)
	1	2	3				
Outcome 4.1			X	**RLIF**: An ASC partnership is established with RLIF in-lieu of PNG RFL, while PNg RFL resolves governance disputes	**RLIF**: evidence of established partnership and engagement with RLIF, given it currently oversees the governance/management of PNG RFL	PD, PM, ICM/GM	Phase 1 – inception, ongoing
Outcome 4.2			X	**Co-location**: Office co-location support is provided to a PNG RFL representative within the ICMT Head Office	**Co-location**: evidence of physical office co-location facilities within established ICMT Head Office for PNG RFL representative	PD, PM, ICM/GM	Phase 1 – inception, ongoing
Outcome 4.3			X	**Advice**: Support is provided to guide and ensure the compliance of PNG's entry into international fixtures/competitions	**Advice**: ARLC and RLIF support offered to PNG RFL representative to ensure compliance for PNG's entry into international fixtures/competitions	PD, PM, ICM/GM	Phase 2, ongoing
Outcome 4.4			X	**Joint Assessment**: Baseline and annual joint organisational assessments are undertaken with PNG RFL	**Joint Assessment**: evidence of an early baseline assessment with PNG RFL and with resolving governance issues, a later joint assessment	PD, PM, ICM/GM,	Phase 2, ongoing
Outcome 4.5			X	**Assistance**: A targeted capacity building program is initiated in line with needs identified from the joint organisational assessments	**Assistance**: agreed outcomes from joint assessments as means for identified, agreed areas of capacity building – the basis for targeted assistance, with the support of RLIF	PD, PM, ICM/GM	Phase 2, ongoing

Annex F: Theory of Change

This theory of change document aims to clarify how the schools-based rugby league pilot program in PNG could contribute to its expected **program objective**, namely:

A professional and flexible rugby league organisation that supports quality rugby league activities in PNG. This includes the delivery of rugby league activities in schools to promote respect for others and social responsibility, with participation by girls and boys of all abilities.

With respect to **program outcomes**, the program will deliver to these indicators:
- Improved quality of education[86] experience for girls and boys
- Improved capacity of teachers to conduct rugby league-based activities
- Improved organisational and management capacity of the PNG RFL in delivery of school-based rugby league activities

The three sought program outcomes will be achieved through three **pathways**.
- Using rugby league as a tool to deliver outcomes for children in schools
- Delivering activities, training and resources through, and building teacher capacity
- Building the capacity of key implementers in the PNG RFL

Theory of action: Program activities will support these pathways and the achievement of outcomes. This will include:
- Providing key rugby league based on-field and in-class activities
- Providing direct teacher training and resources to build their delivery of activities
- Providing means and mechanisms for a program of capacity building assistance

Key pilot program **principles** will: reflect the approaches and values that the program will adopt; and guide activities. These key program principles include:
- The program should promote gender equality by taking into account the different needs and roles of girls and boys and women and men, and seek ways to promote participation to girls. It should also engage an *inclusive* approach, particularly for the inclusion of children with disabilities;
- The program should complement the *education* system and *teacher* priorities and not distract the Department of Education from its goal of delivering education services. It should aim to build teachers' capacity to deliver ongoing activities;
- The program mechanism set in place should have a *clear, apolitical governance structure* and further support a capacity building approach when aiming to build the governance and administration of an effective rugby league organisation

This theory of change considers how change might occur during this program in order to reach the expected outcomes. Key **assumptions** made include:
- An inherent interest by students, teachers and schools in the greater participation of students in Rugby League in PNG
- The clear, key role that education has in PNG as a basis for developing a schools-based rugby league pilot program through this design
- In the medium-term, the PNG RFL or similar organisational vehicles/modalities can be identified/strengthened in order to sustainably deliver RL activities at a school-based/grassroots level in PNG

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[86] The identification and measure of contribution to 'quality education' will be further refined during Phase I of the Program, including in the M&E Plan due in Quarter 1.

Theory of Change Diagram

Program Objectives	*To improve the quality of education for girls and boys of all abilities in PNG, through Rugby League and related activities.* *To improve the delivery of school-based rugby league in PNG, through better organizational and management capacity of PNG RFL.*		
Program Pathways	Using rugby league as a tool to deliver outcomes for children in schools	Delivering activities, training and resources through, and building teacher capacity	Building the capacity of key implementers in the PNG RFL to delivery school-based rugby league activities
Program Outcomes	Improved quality of education for girls and boys of all abilities in PNG through Rugby League[87] and related activities	Increased capacity of teachers - through resources and training - to conduct Rugby League-based activities in the school environment	Improved organisational and management capacity PNG RFL to manage the development and delivery of school-based rugby league in PNG
Program Outcome Indicators	Improved quality of education experience for girls and boys of all abilities	Improved capacity of teachers to conduct rugby league-based activities.	Improved organisational and management capacity of the PNG RFL in delivery of school-based rugby league activities.
Key Outputs	Select schools, schedule / On-field in-class activities / Teacher, student resources	Teacher, student training	Partner with RLIF/RFL / Co-location support / Advice for RFL priorities / Target RFL capacities
Activities	Sound financials, systems / Offices set-up, staffed / Clear results reporting	Work through key, ongoing partners and stakeholders	Education partner delivery / NGOs engaged delivery / SWOT reviews of opps / Pursuit of discrete areas, refine ops

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[87] Note: The term 'quality' sport refers to participatory, inclusive, gender equal, well-organised initiatives. This is separate to the meaning of 'quality education' activities.

Annex G: Position Descriptions/Terms of Reference

Terms of Reference:
Program Director, ASC

Location	Canberra, Australia. Up to 6 monthly travel including to PNG as Member, PRG meetings and as part of PMT
Duration	Up to 1 day/week over the program period of 36 months.
Expected start	1 October 2012
Reporting	To AusAID representative

Function(s)
- As Program Director, provide all program management oversight and guidance for the delivery, monitoring and evaluation of the program.
- Provide direction to Program Management Team (PMT) on priorities, work program and delivery of reports / milestones.

Qualifications and Experience
- Minimum 5 years' experience in senior roles managing development through sports initiatives
- Advanced tertiary qualifications in relevant discipline
- Significant experience leading programs of this substantive content in developing countries, including ideally in PNG and/or Pacific Island Countries
- Leadership of technical and program teams to develop, deliver and monitor development through sports initiatives in developing countries
- Excellent written and spoken communication skills with proven stakeholder liaison and management (governments, donors, sporting federations and organisations, advisers, national staff)

Note: This position *does not* involve working directly with children

Terms of Reference:
Program Manager, ARLC

Location	Australia. Up to 6 monthly travel including to PNG as Member, PRG meetings and as part of PMT
Duration	Up to 1 day/week over the program period of 36 months.
Expected start	1 October 2012
Reporting	To Program Director

Function(s)

- As Program Manager, provide guidance to the ICM/GM to design and manage the delivery, monitoring and evaluation of the program, including across Components 1 – 4 i.e. program management, partnerships, program delivery, Capacity Building of Implementers (PNG RFL)
- Provide key inputs to the ICM/GM to guide the Program Management Team (PMT) on priorities, work program and aid in the delivery of reports / milestones
- Provide significant input to the ICM/GM for the preparation of program delivery activities, resources and training, in collaboration with other In-Country Management Team (ICMT) members including the Regional Managers and Development Officers, and with assistance from the Program Coordinator.

Qualifications and Experience

- Minimum 5 years' experience in mid-level roles managing sports/rugby league programs or commensurate industry experience
- Qualifications in relevant discipline, or equivalent practical experience in sports
- Experience managing programs of this substantive content in developing countries or indigenous communities, including ideally in PNG and/or Pacific Island Countries
- Management of range of trainers and inputs to deliver similar program outcomes, including activities, training and resources
- Strong written and spoken communication skills with proven stakeholder liaison and management (governments, donors, sporting federations and organisations, advisers, national staff)

Note: This position *does not* involve working directly with children

Terms of Reference:
Program Coordinator, ARLC

Location	Australia. Up to 6 monthly travel including to PNG as Member, PRG meetings and as part of PMT
Duration	Up to 1 day/week over the program period of 36 months.
Expected start	1 October 2012
Reporting	To Program Manager

Function(s)
- The Program Coordinator will provide all program coordination, logistics, travel and administrative support for the delivery of the program.
- This will include assistance to the In-Country Management Team (ICMT) Office Manager, and secretariat duties for the PRG and PMT.
- This includes formatting and submission of reports.

Qualifications and Experience
- Practical work experience in coordinating sports/rugby league programs
- Qualifications in relevant discipline, or equivalent practical experience in sports
- Experience coordinating programs – including travel and logistical support - of this substantive content in developing countries or indigenous communities, including ideally in PNG and/or Pacific Island Countries
- Sound written and spoken communication skills

Note: This position *does not* involve working directly with children

Terms of Reference:
In-Country/General Manager, ICMT

Location	Port Moresby, NCD, Papua New Guinea.
	Regular travel, including to Provincial Offices and schools
	Participation as Member, PRG meetings and as part of PMT
	and leader of the ICMT
Duration	Up to 5 days/week over the program period of 36 months.
Expected start	1 December 2012
Reporting	To Program Manager

Function(s)
- Design and manage the delivery, monitoring and evaluation of the program, including across Components 1 – 4 i.e. program management, partnerships, program delivery, Capacity Building of Implementers (PNG RFL)
- Guide the Program Management Team (PMT) on priorities, work program and aid in the delivery of reports / milestones
- Prepare program delivery activities, resources and training, in collaboration with other In-Country Management Team (ICMT) members including the Regional Managers and Development Officers, and with assistance from the Program Manager and Program Coordinator.

Qualifications and Experience
- Minimum 5 years' experience in middle management roles, with experience managing sporting programs beneficial
- Qualifications in relevant discipline, or equivalent practical experience in sports
- Experience managing programs of this substantive content in PNG and/or Pacific Island Countries
- Management of range of trainers and inputs to deliver similar program outcomes, including activities, training and resources
- Strong written and spoken communication skills with proven stakeholder liaison and management (governments, donors, sporting federations and organisations, advisers, national staff)

Notes:
- This position *does not* involve working directly with children
- Women are encouraged to apply for leadership and frontline delivery roles
- The GM/ICM will be responsible for leading the work of a sub-committee to develop and implement strategies to promote the inclusion of girls and children with disabilities. The sub-committee will include the Gender Specialist and one staff person from each Regional Office (RM or DOs).

Terms of Reference:
Finance/Office Manager, ICMT

Location	Port Moresby, NCD, Papua New Guinea. Occasional travel, including to Provincial Offices and schools Participation as Member, ICMT in planning/review meetings (six monthly) and working with ICM/GM on finance/audit visits to Provinces
Duration	Up to 5 days/week over the program period of 36 months.
Expected start	1 December 2012
Reporting	To In-Country/General Manager

Function(s)
- Plan, budget and acquit finances against agreed plan across the program, including by Province and across Components 1 – 4 i.e. program management, partnerships, program delivery, Capacity Building of Implementers (PNG RFL)
- Guide the Program Management Team (PMT) on financial status, priorities, work program and aid in the delivery of financial reports / milestones
- Prepare program budgets and acquittals for the delivery of activities, resources and training, in collaboration with other In-Country Management Team (ICMT) members including the Regional Managers and Development Officers, and with assistance from the Program Manager and Program Coordinator.

Qualifications and Experience
- Minimum 5 years' experience in mid-level roles managing finance of programs, with experience of managing aid or major donor-funded programs beneficial
- Qualifications in relevant accounting or financial discipline
- Experience managing finance of programs of this substantive value, provincial nature and level of sub-program activities and office operations in PNG
- Proven experience using financial systems and proper processes to ensure program finances are maintained, and anti-corruption and anti-fraud measures are in place
- Strong written and spoken communication skills with ability to clearly articulate financial and budgetary implications of program activities to key stakeholders

Notes:
- This position *does not* involve working directly with children
- Women are encouraged to apply for leadership and frontline delivery roles

Terms of Reference:
Regional Manager, Provincial Office (1 position per each of 3 provinces)

Location	Provincial Office: NCD; ENB (or in Phase 3: EHP) Regular travel within Province and to Provincial schools Participation as Member, ICMT in planning/review meetings (six monthly) and working with ICM/GM for training Quality Assurance visits to Province
Duration	Up to 5 days/week over the program period of 36 months.
Expected start	1 February 2012
Reporting	To In-Country/General Manager

Function(s)
- Manage the Provincial delivery, monitoring and evaluation of the program across Components 1 – 4 i.e. program management, partnerships, program delivery, Capacity Building of Implementers (PNG RFL)
- Deliver on agreed Provincial priorities, work program and aid in the delivery of reports / milestones, including weekly, monthly and quarterly from the Province
- Prepare and implement Provincial program delivery activities, resources and training, through the Development Officers and in collaboration with key partners and stakeholders at the Provincial, district and LLG level

Qualifications and Experience
- Minimum 5 years' experience in managing and delivering sport programs
- Qualifications in relevant discipline, or equivalent practical experience in sports
- Experience managing program delivery of this substantive content in PNG provinces, including – ideally – some experience in a school environment
- Implementation and management of range of trainers and inputs to deliver similar program outcomes, including activities, training and resources
- Strong written and spoken communication skills with proven stakeholder liaison and management (government, sporting organisations, staff, schools, students)

Notes:
- These positions *will involve* working directly with children.
- Women are encouraged to apply for leadership and frontline delivery roles
- One staff person from each Regional Office (RM or DOs) will be responsible for working as part of a sub-committee to the ICM/GM and Gender Specialist for this pilot program, to develop and implement strategies to promote the inclusion of girls and children with disabilities.

Terms of Reference:
Development Officer, Provincial Office (1 position per each of 3 provinces)

Location	Provincial Office: NCD; ENB (or in Phase 3: EHP) Regular travel within Province and to Provincial schools Participation as Member, ICMT in planning/review meetings (six monthly) and working with RM for training Quality Assurance visits to Province
Duration	Up to 5 days/week over the program period of 36 months.
Expected start	1 February 2012
Reporting	To Regional Manager

Function(s)
- Deliver on agreed Provincial priorities and work program, namely the delivery of schools-based rugby league activities, training and resources, including training teachers to deliver activities in ongoing way
- Aid in the delivery of reports / milestones on work activities or plans, including weekly, monthly and quarterly from the Province
- Implement Provincial program delivery activities, resources and training, in collaboration with key partners and stakeholders at the Provincial, district and LLG level
- Assist the Regional Manager with implementing other program Provincial priorities across Components 1 – 4 i.e. program management, partnerships, program delivery, Capacity Building of Implementers (PNG RFL)

Qualifications and Experience
- Experienced in training on distinct training modules with tailored syllabus and competency-based requirements to improve operational capability and standards for these identified key levels of staff in the agencies.
- Excellent written and spoken communication skills to achieve training outcomes. Ability to work with translators to communicate between English and Arabic.

Qualifications and Experience
- Minimum 5 years' experience in managing and delivering sport programs
- Qualifications in relevant discipline, or equivalent practical experience in sports
- Experience delivering sports training and/or practical experience preparing, delivering and monitoring the impact of sports training in PNG provinces, including – ideally – some experience in a school environment
- Experienced in training on distinct training modules or lesson plans, ideally to a syllabus or competency-based requirements, that improves capability and standards for identified teachers and sports masters in agencies
- Strong written and spoken communication skills to achieve training outcomes

Notes:
- These positions *will involve* working directly with children.
- Women are encouraged to apply for leadership and frontline delivery roles
- One staff person from each Regional Office (RM or DOs) will be responsible for working as part of a sub-committee to the ICM/GM and Gender Specialist for this pilot program, to develop and implement strategies to promote the inclusion of girls and children with disabilities.

Terms of Reference: Short Term Adviser (STA)
Gender and Inclusion Specialist

Location	Across Provincial Offices: NCD; ENB (or in Phase 3: EHP) Regular travel, including to Provincial Offices and schools Participation as Member, ICMT in planning/review meetings (six monthly)
Duration	Up to 5 days/quarter over the project period of 36 months; or 10 days every 6 months.
Expected start	1 January 2012
Reporting	To Project Manager and ICM/GM

Function(s)
- Integrate *gender and disability inclusion* considerations in to the delivery, monitoring and evaluation of the project, including across Components 1 – 4 i.e. project management, partnerships, program delivery, capacity building of implementers (including joint organisational assessments)
- Guide the Project Management Team (PMT) on the integration of *gender and disability inclusion* considerations in to the priorities, work program – including through the review of program delivery actual practice and other similar 'best practice' - and aid in the delivery of reports / milestones
- Integrate *gender and disability inclusion* considerations in to the program delivery activities, resources and training, in collaboration with other In-Country Management Team (ICMT) members including the Regional Managers and Development Officers, and with assistance from the Project Manager and Project Coordinator.

Qualifications and Experience
- Minimum 5 years' experience in roles incorporating and integrating *gender and disability inclusion* considerations into programs
- Qualifications in relevant discipline
- Experience integrating *gender and disability inclusion* considerations in to similar projects in PNG and/or Pacific Island Countries
- Management of range of staff inputs to deliver similar project outcomes for improved *gender equality and disability inclusion*
- Strong written and spoken communication skills to achieve *gender and disability-related* positive program outcomes

Notes:
- This position *may involve* working directly with children.
- Women are encouraged to apply for leadership and frontline delivery roles
- The Gender and Inclusion Specialist will be responsible for assisting the GM/ICM in the work of a sub-committee to develop and implement strategies to promote the inclusion of girls and children with disabilities. The sub-committee will also include one staff person from each Regional Office (RM or DOs).

Terms of Reference: Short Term Adviser (STA)
Monitoring and Evaluation Specialist(s)*
* Note: The ASC will support the ICMT to work directly with the ASOP's research and evaluation partner, Sustineo to ensure independent, robust evaluation of the program.

Location	Remote-based and in-country visits as required Participation as Member, ICMT in planning/review meetings (six monthly), where possible
Duration	Inputs/assistance each quarter or 6 monthly over the project period of 36 months.
Expected start	1 January 2012
Reporting	To Project Director and Project Manager Working alongside ICM/GM

Function(s)

- Develop and employ appropriate tools to monitor and evaluate the impacts of the program, such as through generation of a baseline for outcome level indicators, and independent evaluations.
- Develop a logic model mapping the proposed impacts and outcomes of the program
- Establish a tailored M&E framework
- Use participatory methods to develop appropriate monitoring tools to indicate the program's progress against its objectives and intended outcomes
- Consider ways to best ensure sufficient staff capacity/expertise within the ICMT staff roles to adhere to M&E
- Where possible, also take part in the In-Country Management Team (ICMT) si*x monthly planning/review meetings* enabling a review of achievements across the pilot program, and planning with respect to M&E for the upcoming periods

Notes:

- This position *may involve* working directly with children.
- The Monitoring and Evaluation Specialist may be able to assist the GM/ICM and Gender and Inclusion Specialist in the work of a sub-committee to develop and implement strategies to promote the inclusion of girls and children with disabilities. The sub-committee will also include one staff person from each Regional Office (RM or DOs)

Annex H: Risk Management Matrix

ID	Risk Event	Impact(s) on Program	L	C	R	Risk Treatment(s)	Responsibility
KEY OVERALL PROGRAM RISKS							
1.	July 2012 PNG **election** could result in a change of GoPNG priorities in sports education	Changed GoPNG priorities could significantly impede program endorsement and roll-out	2	4	8	Work with GoPNG and NDoE to ensure incoming Government is briefed on the program design, goals and intended outcomes	Taskforce Sec. John Kali, DPM; NDoE; AusAID Secretariat
2.	Program design and implementation lacks clear **partnership and engagement** approaches at sub-national level	Lack of partnership definition and engagement undermines long term GoPNG and stakeholder capacity building/ownership	2	3	6	Build partnership roles and approach in to program from outset, specifying Component specific activities, and engaging key provincial stakeholders	PRG; PMT; ICMT; Provincial RMs and DOs
3.	Systems, resources or support from selected Phase 1-2 GoPNG **Provinces** reduces or becomes unviable to support roll-out	Fewer Provincial, district, LLG and school-based staff available to support delivery of in-school activities, training and resources	2	4	8	Ensure careful, regular monitoring and actual verification of progress at Provincial and school levels. Build in clear two-way feedback and information to Provincial stakeholders	PMT; ICMT; Provincial RMs and DOs
4.	Challenges in implementing UBE policy, **burdens on schools**, teachers and class sizes hampers roll-out of program	Direct impact on implementing school principals, teachers, sports masters, students and parents. Lessens program sustainability.	3	4	12	Adopt a flexible school-based program in line with school needs (weekly over 4-6 weeks, or in blocks). Track and report on school resources and burdens weekly from POs.	ICMT; POs including Provincial RMs and DOs; School principals, teachers
5.	Moving too fast on **scaling up** across schools impacts negatively on the quality and effectiveness of activities	Performance measures that favour quantity may detriment reviews of quality, effectiveness. Scaling up may seem popular, short-term fix.	2	3	6	Build rigour into the planning cycle, informed by reporting from Provinces; review SWOT analyses on capability/capacity, interest, governance; use Phased incremental approach	PRG; PMT; ICMT; Provincial RMs and DOs
6.	Monitoring and Evaluation Framework (**MEF**) lacking detail to assess effectiveness of inputs, outputs and outcomes	Lack of clarity on performance measures at activity to goal level undermines program effectiveness and continuous improvement	3	3	9	M&E should be built in to all activities and linked to progress reports and financial payments from outset. M&E should be clearly articulated from PMT to PO levels.	PMT; ICMT; POs including Provincial RMs and DOs
7.	Policies and procedures surrounding the **safeguard of children** in the school environment are insufficient	Practical application of child protection policies at school-level fail to safeguard children adequately	3	3	9	Child protection policies should be established in Phase 1 – Inception, practical guides and measures established, training for staff provided, and police checks on staff ensured	ICMT; POs including Provincial RMs and DOs

ID	Risk Event	Impact(s) on Program	L	C	R	Risk Treatment(s)	Responsibility
KEY COMPONENT-SPECIFIC RISKS							
8.	Program and stakeholder impetus to deliver early activities underestimates **set-up time** to establish operations	Inability to set-up Head and Provincial Offices and systems, and recruit staff delays or reduces the number of Phase 2 activities	3	5	15	Build in Phase 1 – Inception, 6 months of activities to ensure focus on set-up of offices. Co-locate with Cricket PNG for synergies. Start activities in Term 2, 2013	ICMT; POs including Provincial RMs and DOs *[via Component 1]*
9.	PNG stakeholder organisations do not have a sense of **ownership** of program, in turn undermining its delivery	Lack of engagement with PNG stakeholder organisations will hamper program's effectiveness and delivery in the Provinces	3	4	12	Build in a specific Component with activities to engender ownership via partners, through coordination, ensuring their feedback and inputs in the planning and delivery cycle	ICMT; POs including Provincial RMs and DOs *[via Component 2]*
10.	**High interest** in rugby league (high attendance) and **confusion** between program and NRL Bid Team schoolboys competition	Very high expectations of activity delivery, and lack of clarity between program and other rugby league activities undermines goals	4	3	12	Develop early, clear communications at all levels (national to student) that set realistic expectations on scale, and the differences/ coordination with NRL Bid Team activities	PMT; ICMT; POs including Provincial RMs and DOs *[via Component 3]*
11.	Strong **views of rugby league** as contact sport, for boys, competitive, undermines program's skill-based activities	Early views build unrealistic expectations of program outputs and outcomes, including the focus on skills/values-based benefits	3	3	9	Build common, mutual appreciation and shared interest in the program's skills/values benefits and inclusion of girls, children with disabilities, elementary-primary, non-contact.	ICMT; POs including Provincial RMs and DOs *[via Component 3]*
12.	Unresolved **governance disputes** within PNG RFL makes long-term vision for rugby league difficult to build	Current status of unresolved disputes within PNG RFL have a negative impact on the long-term transition for the program	3	5	15	ASC to sign Partnership Agreement with RLIF and PNG RFL. RLIF to manage ongoing engagement with PNG RFL. Build Component activities to support PNG RFL.	ASC; ARLC; RLIF; PNG RFL; ICMT; POs *[via Component 4]*
13.	**Rapidly changing conditions** in rugby league or school-based, program environment in PNG outdates the program design	Changes in program conditions during Phases and duration risks rendering some activities as outdated, less effective	3	3	9	Develop SWOT reviews 6 monthly to refine program operations in line with/response to changing conditions/ opportunities and to pursue discrete opportunities.	PRG; PMT; ICMT; POs *[via Component 1]*

Likelihood (L)	Rare (1)	Unlikely (2)	Possible (3)	Likely (4)	Almost Certain (5)
Consequence (C)	Negligible (1)	Minor (2)	Moderate (3)	Major (4)	Severe (5)
Risk (R)		Low (1-5) – preferred	Medium (6-11)– acceptable	High (12-15) – undesirable	Very High (16-26) – unacceptable