

**Activity Completion Report**

**of the**

**PATTAF VCP Masters of Education (Leadership)**

**In**

**Papua New Guinea**

**PATTAF VCP 01-02-03**

**Author: Bronwen Harvey, TAFE GLOBAL Pty Ltd**

**Inputs: PATTAF VCP Masters of Education Steering Committee Members**

**July 2006**

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## General Information

### Glossary

|            |   |
|------------|---|
| Mixed mode | A delivery strategy that uses a combination of self-paced distance education materials and face to face instructional with mentoring support. |
| my-csu     | Dedicated internet site for CSU course delivery   |

### Abbreviations

|        |   |
|--------|---|
| ACR    | Activity Completion Report                              |
| AusAID | Australian Agency for International Development         |
| CELT   | Centre for Enhancing Learning and Teaching, CSU         |
| CSU    | Charles Sturt University                                |
| GoPNG  | Government of Papua New Guinea                          |
| ICT    | Information and Communication Technologies              |
| M & E  | Monitoring and Evaluation NCD National Capital District |
| NDoE   | National Department of Education (Papua New Guinea)     |
| OLSH   | Our Lady of the Sacred Heart                            |
| PATTAF | Papua New Guinea-Australia Targeted Training Facility   |
| PNGEI  | Papua New Guinea Education Institute                    |
| PTC    | Primary Teachers College                                |
| TESD   | Teacher Education and Staff Development(NDoE)           |
| TG     | TAFE GLOBAL   |
| UNIGOR | UNIGOR Consultancy Limited                              |
| UoG    | University of Goroka                                    |
| VCP    | Virtual Colombo Plan                                    |

### Certification

This Activity Completion report has been completed in consultation with activity stakeholders, as represented on the PATTAF VCP Masters of Education Steering Committee, and in accordance with guidelines provided by the PATTAF office.

Signed:

Bronwen Harvey, Project Manager.

## Basic Activity Data

### Activity Location

This activity involved teacher educators from eight different institutions in seven provinces, and from the Teacher Education and Staff Development (TESD) Division of NDoE. They undertook a combination of residential and workplace based studies and mentoring visits. Residential programs were held at both University of Goroka, Eastern Highlands Province and PNG Education Institute, NCD.

The participating institutions were:

- Balob Teachers College, PO Box 2127, Lae, Morobe Province, PNG
- Madang Teachers College, PO Box 218 Madang, Madang Province, PNG
- Dauli Teachers College, PO Box 16, TARI, SHP, PNG
- Gaulim Teachers College, PO Box 1343, Rabaul, ENBP, PNG
- St Benedict's Teachers College, PO Box 542, Wewak, East Sepik Province, PNG
- Holy Trinity Teachers College, PO Box 274, Mt Hagen, WHP, PNG
- OLSH Kabaleo Teachers College, PO Box 138, Kokopo, ENBP, PNG
- Papua New Guinea Education Institute, PO Box 1791, Boroko NCD, PNG
- TESD, Department of Education, PO Box 446, Waigani, NCD, PNG

Locations are shown on the map below.



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### Partner agencies

The head contract for this activity was made between GRM International (managing contractors for the PNG—Australia Targeted Training Facility, PATTAF) and TAFE GLOBAL Pty Ltd, an Australian based project management company. TAFE GLOBAL sub-contracted Charles Sturt University, Australia and Unigor Consulting Limited (the project arm of University of Goroka) to manage the educational delivery aspects of the activity.

## Key Dates

|                                |                                    |
|--------------------------------|------------------------------------|
| Contract signing               | 29 September 2003                  |
| Inception period               | 25 August 2003 - 22 September 2003 |
| Steering Committee meeting 1   | 25 August 2003                     |
| Semester 1                     | 22 September to 30 November 2003   |
| Lahara program (Residential 1) | 22 September – 3 October 2003      |
| Residential 2                  | 9 February to 20 February 2004     |
| Semester 2                     | 26 January to 30 June 2004         |
| Steering Committee meeting 2   | 22 April 2004                      |
| Semester 3                     | 5 July – 30 November 2004          |
| Residential 3                  | 5 July -16 July 2004               |
| Steering Committee meeting 3   | 8 July 2004                        |
| Semester 4                     | 19 February-30 June 2005           |
| Residential 4                  | 19 February–4 March 2005           |
| Steering Committee meeting 4   | 3 March 2005                       |
| Steering Committee meeting 5   | 30 June 2005                       |
| Residential 5                  | 27 June - 8 July 2005              |
| Semester 5                     | 1 July - 30 November 2005          |
| Steering Committee meeting 6   | 31 January 2006                    |
| Graduation                     | 22 March 2006                      |

## **Executive Summary**

The aim of this activity was to strengthen teacher education in Papua New Guinea. From August 2003 to December 2005, forty one teacher educators participated in a scholarship program which allowed them to upgrade their qualifications through an internationally recognised University without having to take leave from work or leave their home country. The scholarship program was part of the Australian government's commitment to the Virtual Colombo Plan announced in 2001, and was administered by the PNG—Australia Targeted Training Facility (PATTAF), an initiative of the Australian Government.

Charles Sturt University offered a Masters of Education program (including graduate certificate and Graduate Diploma exit points) via Mixed mode with development and delivery support from University of Goroka. The program was delivered over 5 semesters and covered 8 subjects. Participants were given recognition for previous study and work experience. Participants attended a two-week residential school program each semester, during which lecturers from CSU and UoG provided an overview of the subject content and introduced the self-paced materials and readings as well as the assessment tasks. For the balance of each semester, participants continued with their normal teaching roles, with some agreed leave each week for study groups. They were supported by mentors from UoG who visited each group of students at their colleges (or other agreed location) every semester. The mentor visits provided support to students and gave them the opportunity to ask questions about assessment tasks and other elements of the study program.

Of the 41 participants who commenced the program, 38 completed the M.Ed program. One participant was unable to complete the full degree program for medical reasons, but successfully achieved a Graduate Diploma in Education. One participant was eligible for the award of the Graduate Diploma, but elected to complete the requirements for his Masters degree at a later date. Only one participant did not achieve an award outcome. The objective at design was for 40 participants to upgrade qualifications exiting the program with an award at certificate diploma or masters level. Of the 41 participants, 34 were male and 7 female.

Representatives from National Department of Education (NDoE), PATTAF, TAFE GLOBAL, CSU, UoG and the student body formed a steering committee which met each semester to review activity progress and monitor and respond to emerging risks. All stakeholders actively supported the activity and satisfactorily addressed any terms of reference specified for them in the scope of services. NDoE expressed a desire for similar programs in future and indicated continuing support for the partial release for study policy applied in this activity.

Monitoring and evaluation was conducted throughout the activity and primarily assessed participant reaction and learning. Overall, feedback was positive and stakeholders were satisfied with activity progress and outcomes. PATTAF is conducting a separate Impact Assessment study that will provide data on the longer term development impacts of the scholarship program.

Lessons learned include:

- The cooperation of NDoE in approving release study time was essential in enabling participants to undertake the necessary hours of study and to complete assignments. Despite this condition some students were not granted adequate release in some institutions. As a result a large percentage of assignments were submitted after due dates, only a few with approved extensions; and some student groups were under-prepared for mentor visits. There is a need to ensure, through consultation, a supportive institutional environment for future program participants, particularly where students have not been engaged in academic study for some time.
- Provision of a supportive work environment for program participants also needs to take into account that in some institutions senior management do not have a degree of equivalent standing. If college management feel threatened by the new knowledge or the higher qualifications of staff participating in the M.Ed program this can reduce the impact in the workplace. As well as briefing staff of participating colleges about the program to build support it would be beneficial to include senior staff in future qualifications upgrade programs. This would also minimise risks associated with lecturing staff having to attend residential programs and not being able to deliver scheduled lectures/classes.
- Participants would feel more confident if they had a clearly documented statement of entitlements, conditions and expectations at the beginning of the program. This would help to provide information to family members as well.
- There may be a benefit in imposing a return of service obligation on M.Ed. participants to reduce the risk of participants seeking employment elsewhere. Graduates would need to serve the Department for a minimum specified period or be liable for some or all of the costs of their degree.
- Limited access to internet and email facilities is a source of frustration for participants. The practice of communicating with students through one email address in several of the remote institutions overcame, in large measure, the problem of individual accounts being disconnected or not working due to poor local information technology support, non-payment of phone accounts, power outages, etc. While limited access to internet and email facilities caused some initial frustration in the more remote institutions, the program worked within local sustainable capacities.
- Not all mentors were lecturers at the residential schools where subjects were commenced, assignments reviewed and procedures established (though all were invited to attend). As a result there was some loss of continuity reported. Ensuring lecturers and mentors are the same individual is important to sustaining continuity of approach.
- There may be benefits in having a more structured mentoring program in future mixed mode activities. Not only should mentors be actively involved in the lecture component at the residential program, but there should be a greater amount of communication between each mentor and each participant

prior to mentoring visits to ensure that participants get maximum benefit from mentor visits. Increased email access would help this.

- If similar programs are delivered in future it is suggested that the selection of participants by NDoE should be done in consultation with the partner University to confirm academic capacity of all nominees, including capacity for academic writing.
- An opportunity for PNG lecturer visits to CSU during course development and implementation would have enhanced the PNG capacity building objective in distance education and flexible learning.

# 1 Background

## 1.1 Request

In August 2001, the Australian Minister for Foreign Affairs and Trade, the Hon Alexander Downer, and the then World Bank President James Wolfenson launched the Virtual Colombo Plan (VCP) with an Australian contribution of \$200 million over five years. This joint initiative addresses the root causes of poverty through the use of information and communication technologies (ICTs). Its major focus is to improve education and access to knowledge in developing countries through distance education and support for policy development using ICTs. Australia's aim was to provide up to 200 Virtual Colombo Plan scholarships to be offered to educators involved in the provision of basic education activities which would enable educators to study while remaining in their home countries.

The PNG National Department of Education (NDoE) is supporting the upgrade of the professional qualifications of academic staff of the Primary Teachers Colleges and PNGEI, and selected officers of the Teacher Education and Staff Development Division (TESD) under the auspices of the VCP. PATTAF and NDoE agreed to make 40 scholarships available in 2003.

The request for tender was made in February 2003 and TAFE GLOBAL selected as the preferred provider in August 2003.

## 1.2 Context and Rationale

The Government of Papua New Guinea and the Government of Australia piloted a Virtual Colombo Plan Master of Education Program through distance delivery mode, with the aim being to strengthen teacher education in PNG National Department of Education. The PNG-Australia Targeted Training Facility (PATTAF) managed this pilot. The pilot provided the opportunity to:

- Observe the effectiveness of mixed mode delivery in the PNG environment for participants and employers
- Establish whether mixed mode, workplace based programs are a more cost effective way of upgrading skills and qualifications than traditional on-campus scholarships
- Support NDoE to build the capacity of its workforce and improve quality of basic education services
- Address Australia's commitment under the VCP
- Build the capacity of a PNG university to deliver a mixed-mode Masters of Education program

This activity supported the NDoE to upgrade the professional qualifications of selected academic staff of seven Primary Teachers Colleges and the Papua New Guinea Education Institute (PNGEI), and selected officers of the Teacher Education and Staff Development Division (TESD).

### **1.3 Preparation for Implementation Arrangements**

PATTAF selected TAFE GLOBAL as the activity contractors as a result of a competitive tendering process, with the academic program to be delivered and accredited by Charles Sturt University with support from University of Goroka through Unigor Consulting Limited. TAFE GLOBAL managed contracting arrangements with the two sub-contracted firms (CSU and Unigor) and mobilised international personnel for implementation. In consultation with the NDoE and PATTAF, the consortium identified a draft course structure and selected eight (8) subjects to be completed for the award of Master of Education (course work).

The University partners:

- customised materials to address requirements of the PNG context whilst still complying with Australian accreditation arrangements
- developed a program for inducting students and preparing them for mixed mode study
- developed a delivery program for the first subject
- arranged a venue and accommodation for the Lahara session
- managed all logistics for course participants including domestic travel The PNG National Department of Education selected forty
- one (41) participants from teacher education institutions and the Teacher Education and Staff Development Division (TESD).

## 2 Implementation Performance

### 2.1 Activity Management and Contracting Arrangements

#### Contracting arrangements

TAFE GLOBAL was contracted to manage the project including overall financial management, sub-contractor management, coordination of all international travel and accommodation, provision of secretariat services for the steering committee, responsibility for risk management, oversight and coordination of inputs and outputs and activity reporting.

CSU was subcontracted by TAFE GLOBAL to contextualise, deliver and accredit a Master of Education course in mixed mode, and to award certificates, diplomas or degrees, as appropriate, to graduating students.

Unigor was contracted by TAFE GLOBAL to assist with the contextualisation and co-deliver and assess the course, provide mentoring support and domestic logistics support and to host the Lahara and Residential programs.

#### Activity personnel

| Name                    | Role                           | Organisation | Date                         |
|-------------------------|--------------------------------|--------------|------------------------------|
| Mr. Peter Holden        | Project Manager                | Tafe Global  | August 2003 to December 2004 |
| Ms. Bronwen Harvey      | Project Manger                 | Tafe Global  | January 2005-January 2006    |
| Professor Robert Meyenn | Technical Director             | CSU          | Project duration             |
| Mr. Peter Reeves        | Course coordinator             | CSU          | Project duration             |
| Dr. Api Maha            | In country coordinator         | Unigor/UoG   | Project duration             |
| Dr. Steve Pickford      | Lecturer                       | CSU          | Semester 4 and 5             |
| Mrs. Nasain Maha        | Gender Equity advisor/Lecturer | Unigor/UoG   | Semester 3, 4 and 5          |
| Dr. Wilfred Kaleva      | Mentor/Lecturer                | Unigor/UoG   | Project duration             |
| Dr. Kay Owens           | Lecturer                       | CSU          | Semester 1                   |
| Dr. Robyn Hall          | Lecturer                       | CSU          | Semester 1                   |
| Mr. Bob Hill            | Lecturer                       | CSU          | Semester 3                   |
| Ms. Zeffie Nicholas     | Lecturer                       | CSU          | Semester 3 and 4             |
| Dr. Arnold Kukari       | Mentor / Lecturer              | Unigor/UoG   | Project duration             |
| Dr. Gairi Onagi         | Mentor / Lecturer              | Unigor/UoG   | Semester 4                   |

| <b>Name</b>         | <b>Role</b>                    | <b>Organisation</b> | <b>Dates</b>         |
|---------------------|--------------------------------|---------------------|----------------------|
| Dr. Michael Mel     | Lecturer                       | Unigor/UoG          | Semester 5           |
| Ms. Kiley Humphreys | Project administration         | TAFE GLOBAL         | Project duration     |
| Dr. Peter Rushbrook | Lecturer                       | CSU                 | Semesters 1, 2 and 3 |
| Mrs Maretta Semos   | Gender Equity Advisor/Lecturer | Unigor/UoG          | Semester 3           |
| Mr. Bondi Mulavo    | Lecturer                       | Unigor/UoG          | Semester 3           |
| Dr. Kapo Malpo      | Lecturer                       | Unigor/UoG          | Semester 4           |
| Dr. James Yoko      | Mentor                         | Unigor/UoG          | Semester 4           |
| Ms. Pauline Jones   | Lecturer                       | CSU                 | Semester 5           |

### **Activity type**

This activity piloted the mixed mode delivery of Charles Sturt University's (CSU) Master of Education (Coursework) in collaboration with the University of Goroka (UoG) in PNG. Delivery comprised 8 units over a 5 semester period in mixed mode in PNG. The activity allowed for flexible exit points at Graduate Certificate (4 subjects) and Graduate Diploma (6 subjects) levels.

The activity was a capacity building activity in that it strengthened the capacity of the host colleges through qualifications and skills upgrading of managers and staff, and that it built the capacity of UoG to deliver a mixed mode program.

### **Stakeholder coordination and consultative mechanisms**

An activity Steering Committee or Monitoring Group was established during the inception phase and the first Steering Committee meeting held on the 25 August 2003. The steering committee comprised representation from key stakeholder groups including:

- PATTAF
- NDoE
- TAFE GLOBAL
- CSU
- Unigor
- Student body

Student representatives were identified during the first Lahara session and participated in subsequent steering committee meetings. The student representatives were Ms Theresa Hamadi, PNGEI, and Mr Brian Tieba, TESD. Mr Neville Unduka, PNGEI, replaced Mr Tieba for the final steering committee meeting.

The steering committee met 6 times during the life of the activity.

The managing contractor and partners also established a partnership meeting during the inception phase as a mechanism to ensure smooth coordination of

administrative and coordination matters impacting on activity implementation but not requiring stakeholder input. The first of these meetings was conducted on Monday 26 August. Three such meetings were held. The partners also maintained regular telephone and email communication for coordination and problem solving.

### **Reporting requirements**

(a) Agreed Final Work Plan including:

- Customised Masters course to reflect PNG needs, and made suitable and ready for mixed mode delivery through course work
- M&E framework - mobilisation report - reporting framework. Activities to be completed - Lahara program designed and delivered
- Support mechanisms established

(b) Reports at the completion of each semester of activities:

- Pre-semester Training Report on cohort participation,
- Progress - Support mechanisms; and
- Training delivered outcomes achieved

(c) Semester 2, as (a) and (b).

(d) Semester 3 as (a) and (b).

(e) Semester 4 as (a) and (b).

(f) Semester 5 as (a) and (b).

### **Analysis of management arrangements**

The head contract clearly defined inputs and outputs but not objectives. This was resolved at a later date (see 2.2).

Where adjustments to management arrangements were required, such as substitution of personnel, the Facility management were helpful and approved substitute personnel in a timely manner.

The steering committee mechanism was a useful tool for information sharing and problem solving. However, there was some lack of clarity as to the degree of its operational authority.

Coordination between the partners was effective with all activity inputs taking place in a timely manner. Logistical arrangements ensured the presence of participants at residential sessions and were handled effectively and in a timely fashion by the in-country partner. There was only one instance of a delay in the conduct of a mentoring program which was directly linked to a delayed payment by the managing contractor to the in-country partner.

Strengths of the management and contracting arrangements were in the relationships established between the stakeholders allowing open communication about issues arising, and in the clear definition of activity inputs and outputs provided in the contract documentation.

Weaknesses of the management and contracting arrangements were minimal. Some management challenges were related to local decision-making processes

cutting across project arrangements. These were successfully resolved through direct consultation or through steering committee meetings.

### Management and contracting rating

|  |               |                    |          |                   |
|--|---------------|--------------------|----------|-------------------|
| Based on implementation experience, the design of the management arrangements was satisfactory |               |                    |          |                   |
| Indicate the extent of your agreement by placing a cross in the appropriate box                |               |                    |          |                   |
| Strongly agree   | Agree Neither | Agree nor disagree | Disagree | Strongly disagree |
|  | X             |                    |          |                   |

## 2.2 Activity Objectives

Activity objectives were not formally documented at program inception, however, PATTAF subsequently identified the following objectives:

1. To improve education and access to knowledge in developing countries by the use of Information and Communication Technologies
2. To deliver a Masters of Education course using multiple modes of delivery including ICTs
3. To enable 40 participants, selected by the NDOE, to complete a Masters in Education course, or exit at Graduate Diploma or Graduate Certificate level
4. To customise the Masters course to suit the PNG environment
5. To enhance the administrative and academic expertise of UoG in delivering mixed mode
6. To enable participants to contribute to the further development of teacher education in PNG, using ICTs as part of that development.

The initial request for tender specified the following services to be provided under the activity:

### Customising an existing Master Program

This is to comprise 8 units over a 5 semester period. The Masters course is to allow for flexible exit points at Graduate Certificate and Graduate Diploma levels. The use of mixed mode distance education should aim to achieve maximum application of appropriate technologies and must also recognise the diversity of learning styles and requirements in the PNG context.

### Delivery of the mixed mode Masters Program

The delivery by mixed mode of the customised Masters in Education to a cohort of no less than 40 participants. Delivery is to begin early in the 2003 academic year.

### The 'Lahara' Program

The provision of an initial introductory 3-week residential course (Lahara Program) at a selected site in PNG for all participants prior to the Masters course commencing. This course will be designed to:

- prepare participants to engage in the Masters program
- explain expectations and requirements for participation and success
- specify timelines and schedules
- ensure that participant skills are adequate for the use of appropriate technologies
- establish learning/study skills
- establish and explain strategies for academic, technical and pastoral support
- prepare participants for content expectations
- further develop research skills for participants

### **Residential preparatory sessions each semester**

The provision of a series of two-week residential preparatory /support sessions prior to the commencement of each semester during the Masters programs will aim to:

- review the previous semester's work and address issues arising
- introduce participants to the nature of the forthcoming semester's program and its requirements
- enhance study and research skills
- develop a common understanding of relevant text and other resources and their use

### **Ongoing support mechanisms**

The provision of the following ongoing support mechanisms for the duration of the course:

- Pastoral - looking after the wellbeing and welfare of participants throughout the Masters course
- Academic - supporting participants with academic issues and research requirements
- Technical - supporting the application of appropriate technology. The use of an intranet program could also be considered.

In-country support must be provided for students and it is expected that this should be provided at the specific institutions (PTCs, PNGEI and NDOE) on the basis (at minimum) of one week each semester by an in-country coordinator.

### **Monitoring and evaluation**

The development of a comprehensive monitoring and evaluation approach to ensure that quality is maintained and planned participant outcomes are monitored and achieved. The monitoring framework should identify any unexpected trends or developments and the contractor will need to ensure that PATTAF is advised in a timely manner.

### **The provision of qualitative and quantitative data on student progress**

While the design of the final Masters program will be decided following a process of negotiation and consultations with the successful contractor, there are some specific structural features which must be incorporated:

- The Masters course must be accredited in Australia and be delivered in PNG through mixed mode

- The course must be culturally responsive, and appropriate and allow participants to draw upon the PNG education system for relevant content and context
- Participants should be able to undertake two units each semester
- The successful contractor must appoint an in-country coordinator to provide support for participants on an ongoing basis for the duration of the program
- Specific gender strategies should be put in place to ensure that the gender awareness goals of AusAID are addressed
- The course will be supported by readily available and adequate texts, course outlines and resource materials that are to be supplied by the successful contractor. Use of intranet services should be considered, as should email services and limited access to the internet services
- Reporting will be in accordance with the requirements of PATTAF using the protocols required of the PATTAF Reporting
- The development and dissemination of all materials will be subject to PATTAF approval.
- Variations to the implementation included:
  - The Lahara was conducted over a two week rather than a three week period.
  - The final residential program was conducted in Port Moresby at the PNG EI, rather than at the University of Goroka, because of the requirement for reliable computer and internet access by all participants.
  - Course materials were not required to be reviewed by PATTAF prior to dissemination each semester.
  - Monitoring and evaluation was limited to monitoring of course delivery elements; overall impact monitoring is being managed by PATTAF under a separate process.

The required services were clearly articulated in the initial scope of services, and were in keeping with activity logic. The selection of a predominantly homogenous group of students (ie predominantly all staff of teacher training facilities) was a strength, as was the selection of several participants from each site. This allowed participants to form study groups at their work-sites and supported the learning process.

If similar programs are delivered in future it is suggested that the selection of participants by NDOE should be done in consultation with the partner University to confirm academic capacity of all nominees, including capacity for academic writing.

|  |       |                            |          |                   |
|--|-------|----------------------------|----------|-------------------|
| Based on implementation experience, the design of the management arrangements was satisfactory |       |                            |          |                   |
| Indicate the extent of your agreement by placing a cross in the appropriate box                |       |                            |          |                   |
| Strongly agree   | Agree | Neither Agree nor disagree | Disagree | Strongly disagree |
|  | X     |                            |          |                   |

## 2.3 Activity Achievements

Activity achievements as measured against the objectives are shown below.

| Objective   | Achievements  |
|---|---|
| To improve education and access to knowledge in developing countries by the use of Information and Communication Technologies                         | The mixed mode delivery approach included a combination of face to face lectures, on-site mentoring support, paper-based distance education materials, email access to lecture staff, access to CSU web-facilities for students (my-csu), training in use of the internet and online databases as a research tool. Participants were provided with an allowance to ensure they were able to cover the costs of access to internet and email services each semester.   |
| To deliver a Masters of Education course using multiple modes of delivery including ICTs  | CSU, with support from University of Goroka, delivered an 8 subject Master of Education (Course-work) program via mixed mode over a 5 semester period from September 2003 to December 2005. ICTs, as described above, were used as part of the delivery strategy. Participants made use of information and communication technologies to support their learning. Examples of this include the use of the My-CSU site to check enrolment details and results, and to access the CSU library databases, use of email to communicate with lecturers about assessment tasks and grades and use of internet to access academic research, which was then cited in assessment tasks. |
| To enable 40 participants, selected by the NDoE, to complete a Masters in Education course, or exit at Graduate Diploma or Graduate Certificate level | 41 participants were selected to participate in the program. 40 participants completed all the requirements for a Graduate Diploma (6 subjects) with one student graduating with this award. 1 participant is eligible for a graduate Diploma but has elected to continue his studies with the aim of achieving a   |

|  |   |
|--|---|
|  | Masters of Education at a later date. 38 participants graduated with the award of the degree of Master in Education.  |
| To customise the Masters course to suit the PNG environment  | <p>CSU staff with significant PNG experience, and in collaboration with colleagues at UoG, were involved in subject selection and in customising the self-paced learning materials and assessments to suit the needs of the PNG cohort.</p> <p>Orientation to each subject at residential programs was jointly delivered by CSU and UoG lecturers to ensure that material was relevant, suitably communicated and that participants were able to engage with the material and were prepared for self paced study during the remainder of the semester. Refinements to course delivery were made progressively as participants worked through the materials.</p> <p>The full suite of distance education materials for the M.Ed program were handed over to UoG at the conclusion of the activity.</p> |
| To enhance the administrative and academic expertise of UoG in delivering mixed mode   | 10 UoG staff were involved in the delivery of the Masters subjects via mixed mode. 4 UoG staff took on the role of mentor and undertook site visits to participant workplaces during the activity.  |
| To enable participants to contribute to the further development of teacher education in PNG, using ICTs as part of that development. | <p>The subjects selected for the master of Education program were:</p> <p>EER500 - Understanding and Critiquing Educational Research</p> <p>EPT503 - Professional Portfolios</p> <p>ESA507 - Managing Curriculum Change</p> <p>ESA501 - Leadership in Education 1</p> <p>EEE504 - Issues in Assessment &amp; Evaluation</p> <p>ESA502 - Leadership in Education 2</p>   |

|  |   |
|--|---|
|  | <p>EEL406 - Mentors and Mentoring<br/> ERP403 - Special Topic in Education</p> <p>Each of these subjects provided links to relevant online resources and web based journal articles and additional readings. Participants were encouraged to consider the relevance of international literature and practices in teacher education to their own disciplines and institutional roles, and to draw upon lessons learned in comparable contexts. Because participants remained in the workplace for the majority of their study time, they were able to link research and readings directly to their operational roles in teacher education.</p> |
|--|---|

Of the three students who did not complete all requirements for the Master of Education: - The first student took leave of absence for three of the five semesters and did not attempt coursework during that time and did not complete enough subjects to be eligible for an award.

- Due to a stroke, the second student was on sick leave for part of the fourth and all of the fifth semester and did not complete all assessments for the course. He was subsequently eligible for and accepted a Graduate Diploma of Primary Education.
- Due to work commitments, the third student only completed enough subjects for a Graduate Diploma but declined the award preferring to finish the Masters studies at a later date.

All of these instances were closely monitored, and options and support were provided. However, these circumstances ultimately proved to be beyond the control of stakeholders involved in the activity.

Despite some late submission of assignments in the final subject, the remaining 38 students all graduated with a Masters of Education.

In many respects this was a difficult undertaking due to the high risk of ICT failure as a result of lack of local IT support in some institutions and their remote settings. All institutions provided much needed support by keeping their facilities running and open for students to access. A strong commitment to the success of this program was demonstrated in all institutions often in the face of difficult circumstances (power blackouts, mail irregularities, transport uncertainties, etc). In addition, TESD granted special work release time for students to work on and

complete assignments. This concession alleviated the difficulties that often come with working at night in some less secure and less facilitated settings.

|  |       |                            |          |                   |
|--|-------|----------------------------|----------|-------------------|
| Based on implementation experience, the design of the management arrangements was satisfactory |       |                            |          |                   |
| Indicate the extent of your agreement by placing a cross in the appropriate box                |       |                            |          |                   |
| Strongly agree   | Agree | Neither Agree nor disagree | Disagree | Strongly disagree |
| X  |       |                            |          |                   |

## 2.4 Development Impact

Results from an exit survey conducted by the contractor highlight the following individual impacts identified by the participants:

- Enhanced professional knowledge
- Increased confidence / personal development - Improved teaching practice
- Enhanced research skills
- Improved management skills
- Leadership
- Improved academic writing

Longer term impacts of this activity are likely to include:

- Overall improvement in the professionalisation of teacher education and recognition of its status as a higher education undertaking
- Improved academic culture resulting in more scholarly approaches to teaching and practice-based research, small research projects and external consultancies.
- Improved development and delivery of primary teachers education curriculum and management of curriculum change.
- Improvements in institutional based professional development through mentoring strategies
- Improvements in administrative leadership and institutional policy development.
- Development of more productive partnerships with other sectors in education and local, provincial and national providers
- Pursuit of further studies at doctoral level by some graduates (male & female)
- Strengthening of relations between PTCs, PNGEI, UOG and CSU

Other development impacts include:

- Increase in number of NDoE staff holding post-graduate qualifications
- Promotion of graduates to more senior roles within their institutions.
- The motivating effect graduates have upon their own communities as examples of people who have achieved through education

Unintended impacts include:

- NDoE / teachers college personnel leaving the department to take on other employment as a result of having gained a higher qualification. One instance

of this has already occurred with one TESD staff member accepting a position at University of Goroka; another PTC lecturer being offered a position at Divine Word University. NDoE have commented that other factors have influenced staff movements, not just qualifications upgrades

|   |       |                            |          |                   |
|---|-------|----------------------------|----------|-------------------|
| <i>The activity will probably have a satisfactory overall impact</i>            |       |                            |          |                   |
| Indicate the extent of your agreement by placing a cross in the appropriate box |       |                            |          |                   |
| Strongly agree  | Agree | Neither Agree nor disagree | Disagree | Strongly disagree |
| X   |       |                            |          |                   |

## 2.5 Gender

There were forty one (41) participants in the VCP Project. Of these 32 were teachers college lecturers, 4 from the Teacher Education Division of the National Department of Education, and 5 from Papua New Guinea Education Institute.

Out of the 41 participants, 7 were females and the rest males. As far as gender equity is concerned, four teachers' colleges (Dauli, Madang, Balob, Kabaleo and Gaulim) and the Teacher Education Division of NDOE had male students only. Holy Trinity and St. Benedict had both male and female students with the females out-numbering the male. Only PNGEI had a nearly equal number of male and female students.

| Category                 | Male | Female | Total |
|--------------------------|------|--------|-------|
| Participants             | 34   | 7      | 40    |
| Academic program staff   | 11   | 5      | 16    |
| Project management staff | 3    | 2      | 5     |

| Category            | Male | Female | Total |
|---------------------|------|--------|-------|
| Masters Graduates   | 31   | 7      | 38    |
| Diploma Graduates   | 1    | -      | 1     |
| Continuing Students | 1    | -      | 1     |
| Total               | 33   | 7      | 40    |

The gender specialists on the project, Mrs Maretta Semos and Mrs Nasain Maha from UNIGOR, provided individualised support and advice for the female participants.

The project team were committed to modelling gender equity principles. This included readings and references by female academics, lectures by female

academics and case studies specifically relating to the role of gender in education.

Mrs Nasain Maha, one of the activity gender specialists, provided the following comment on the way in which gender has been addressed in this activity.

*Gender should not be a major factor in any academic activity. That is, academic abilities are not dependent on gender. One either has the ability or doesn't. Study is largely dependent on personal commitment and determination which are not the domain of any particular gender.*

*The factors that have a lot of impact on study are gender roles, work responsibilities, and assistance from the institutions.*

*It is a well known fact that working women have two full time jobs – the office and house work. Some husbands may have been expected to carry their fair share of house work. Studying under the VCP program, the scholar needs spousal assistance.*

*Furthermore, the scholar in such a program has to be able to carry both his/her institutional as well as study responsibilities.*

*Finally, VCP students needed assistance from their institutions in terms of time allowance and computer facilities. While some students received these, others didn't. These three factors may have some impact on the completion rate of VCP students.*

|  |       |                            |          |                   |
|--|-------|----------------------------|----------|-------------------|
| <i>The differential gender impacts of the activity and gender components were satisfactory</i> |       |                            |          |                   |
| Indicate the extent of your agreement by placing a cross in the appropriate box                |       |                            |          |                   |
| Strongly agree   | Agree | Neither Agree nor disagree | Disagree | Strongly disagree |
|  | X     |                            |          |                   |

## 2.6 Monitoring of Activity

Activity monitoring took place at the level of reaction, results and impact. The subcontractors measured reaction and results data which has been submitted with all previous end of semester reports.

In summary, student satisfaction levels with content, delivery assessment and relevance of subjects were high. Some dissatisfaction was expressed with accommodation for the initial Lahara program and access to computer and internet facilities at University of Goroka. Quality of lecture staff was generally rated as high, as was coordination of travel arrangements and the residential programs.

The activity managers addressed feedback from the student surveys identifying areas of concern; an example of this was the identification of alternative accommodation for program participants attending residential programs at University of Goroka.

The reaction data provided a useful measure in checking program relevance and overall participant satisfaction.

Completion data from each subject is shown below:

| <b>Subject code</b> | <b>Subject Name</b>                                      | <b>Pass</b> |
|---------------------|--|-------------|
| EER500              | EER500 Understanding and Critiquing Educational Research | 41          |
| EPT503              | Professional Portfolios                                  | 40          |
| ESA507              | Managing Curriculum Change                               | 40          |
| EEE504              | Issues in Assessment and Evaluation                      | 40          |
| EEL406              | Mentors and Mentoring                                    | 38          |
| ESA502              | Leadership in Education                                  | 39          |
| ERP 403             | Special Topic in Education                               | 38          |

In addition to quantifiable data, CSU has implemented quality assurance procedures to ensure the quality of its course development and delivery. For this activity, this includes regular review meetings between the CSU lecturers responsible for subject delivery and assessment and the Dean of the Faculty of Education. During these review meetings, evaluation reports from each residential program are considered, together with student assessment results and any complaints or other feedback received from students. The Dean ensures that lessons learned from each semester are passed on to CSU lecture staff responsible for the next semester's delivery program.

To monitor the use and impact of multiple delivery modes (including ICTs) it was originally proposed to track log-ins to My-CSU and keep a log of all emails. Conducting the access audit proved to be too arduous for CSU IT, but CSU lecturers did informally monitor usage.

My-CSU was most frequently used by students to check their grades, subject enrolments and subject details. In the first semester when students completed research subject EER500: Understanding and Critiquing Educational Research, My-CSU was used to search databases at the CSU library. During the remaining semesters My-CSU was predominantly used during the residential programs when students had more reliable ICT connection than those available in their base locations, as well as support from CSU and UoG academic staff.

The provision of readings as part of the DE materials reduced the requirements for in-depth library research. Lecturers report that participants did make use of the internet to search for and download copies of articles.

An exit survey was conducted with all participants attending the graduation at UoG in March 2006. The findings of this survey are attached at Annex 5

PATTAF are currently undertaking an impact assessment.

|  |
|--|
| <i>The monitoring of the activity was satisfactory</i> |
|--|

| Indicate the extent of your agreement by placing a cross in the appropriate box |       |                            |          |                   |
|---|-------|----------------------------|----------|-------------------|
| Strongly agree  | Agree | Neither Agree nor disagree | Disagree | Strongly disagree |
|   | X     |                            |          |                   |

## 2.8 Capacity Building

Capacity building through this activity occurred at two levels. The first was the capacity building of the students through the study program. As a result of this study program, staff from eight PNG teacher training institutions and the Division of Teacher Education and Staff Development have now developed and demonstrated knowledge and skills in:

- Educational research, including understanding and critiquing research, conducting primary research and preparation of research papers
- Developing professional portfolios
- Managing curriculum change
- Leadership in education
- Assessment & evaluation
- Mentoring

This achievement is linked to activity objective six (6): contribution to further development of teacher education in PNG.

In addition, capacity building has taken place at the institutional level through the transfer of distance education resources from Charles Sturt University to University of Goroka. Distance Education resources in the following subjects have been provided:

EER500 - Understanding and Critiquing Educational Research  
 EPT503 - Professional Portfolios  
 ESA507 - Managing Curriculum Change  
 ESA501 - Leadership in Education 1  
 EEE504 - Issues in Assessment & Evaluation  
 ESA502 - Leadership in Education 2  
 EEL406 - Mentors and Mentoring  
 ERP403 – Special Topic in Education

By using a team-teaching/counterpart approach, the program has ensured that University of Goroka staff are familiar with the content of these subjects and the way in which students will use the subject resources in mixed mode.

This achievement is linked to activity objective five (5): enhance the administrative and academic expertise of UoG in delivering via mixed mode.

Strengths of the capacity building approach have included:

- Excellent collegial relations between CSU & UOG staff
- Progressive consultations on curriculum materials and assessments
- Team teaching during residential schools - Working with Masters level students in DE mode

- The immediacy and convenience of Email contact
- Emerging interests in cross institutional research and scholarship in teacher education

Weaknesses of the capacity building approach have included

- Limited in country time for collegial collaborations
- No opportunities for UOG lecturers to visit CSU, particularly its Learning Materials Centre to see distribution and receipt processes in distance education
- Need for capacity building at UOG in online course delivery (Setting up course and subject forums, uploading and downloading course files, researching databases etc.)
- More strategic linking and targeting of capacity building collaborations to UOG's current and future program commitments

|   |       |                            |          |                   |
|---|-------|----------------------------|----------|-------------------|
| <i>The capacity building provided under the activity was satisfactory</i>       |       |                            |          |                   |
| Indicate the extent of your agreement by placing a cross in the appropriate box |       |                            |          |                   |
| Strongly agree  | Agree | Neither Agree nor disagree | Disagree | Strongly disagree |
|   | X     |                            |          |                   |

## 2.9 Procurement

Procurement under this activity has included:

| Items  | Comment   |
|--|---|
| Distance/self-paced learning materials for the 8 subjects of the Masters program | Developed by CSU in Australia and shipped to PNG each semester  |
| Text books supporting the 8 subjects of the Masters program                      | Procured in Australia and shipped to Australia  |
| Stationery for participants  | Purchased locally in Port Moresby each semester and delivered to residential program destination  |
| Accommodation for program participants   | Used GoPNG facilities where available such as NSI and PNG EI  |
| Domestic air travel for program participants and mentors                         | Although a range of local airlines were initially used, a steering committee decision meant that from Semester two onwards all travel was booked through Air Niugini. This had some impact on reimbursable costs for the activity which have been absorbed by the managing contractors. |

## 2.10 Risk Management

A risk management matrix was developed at inception. Whilst all stakeholders were expected to contribute to identifying emerging risks, TAFE GLOBAL's Project Manager was responsible for ensuring identified risks were appropriately addressed.

Throughout the activity there were no risks that had a major impact on the activity. Minor impacts included:

| Risk  | Response   |
|---|--|
| Teacher institutions not providing adequate support for students/ Local study groups not working well together (partly related to the lack of support at a college level) | Direction from NDoE for teacher institutions to release students from work duties for up to one day per week to participate in study activities  |
| Travel costs and other reimbursable costs increasing significantly due to Monitoring Committee decisions concerning air travel and residential accommodation              | Contractor absorbs costs   |
| Changes to the project management team during Semester 3  | A new project manager (Ms Bronwen Harvey) has been proposed and accepted by PATTAF/AusAID.   |
| Academic expectations and participants' workload  | The matter of participant workloads was referred to the Steering Committee for who resolved that NDoE would advise teaching institutions to release students of the M.Ed. from duty up to one day a week for study purposes.   |
| Timeliness of reporting and invoicing   | TAFE GLOBAL will comply with GRM's newly implemented procedure requiring monthly forecasts of deliverables.  |
| Emerging need for reliable access to computers and internet for final subject   | 5 <sup>th</sup> residential conducted at PNG EI using Learning Centre. This involved identifying and implementing alternative travel and accommodation arrangements for participants and making additional travel and accommodation arrangements for academic staff from UoG. An analysis of costs involved revealed that this could be implemented at no additional cost to the program |

|  |   |
|--|---|
| Students suffer ill-health and are unable to complete assessment events. | On being notified of one student's inability to complete assessment events due to health problems, CSU agreed to extend the time frame for completion of assessment for the affected student and will continue to monitor his recovery and capacity to complete assessment. Although not able to complete within the 5 semester period, the student may be eligible to re-enrol for the incomplete subjects at the discretion of CSU.           |
| Senior staff changes in NDOE in Semester 5.                              | Dr Tapo, the steering committee chairman and NDoE contact for the project, has been acting in a higher position following the untimely death of one of his departmental colleagues. The staff member acting in Dr Tapo's position (Mr Kingston Alu) is also a student on the program and cannot therefore take on the role of steering committee chair. Dr Tapo has agreed to continue in the role of committee chair and departmental contact. |

|   |       |                            |          |                   |
|---|-------|----------------------------|----------|-------------------|
| <i>Risk management for the activity was satisfactory</i>                        |       |                            |          |                   |
| Indicate the extent of your agreement by placing a cross in the appropriate box |       |                            |          |                   |
| Strongly agree  | Agree | Neither Agree nor disagree | Disagree | Strongly disagree |
|   | X     |                            |          |                   |

## 2.10 Activity Management

### Consultative/oversight mechanisms

The Steering Committee met on six occasions throughout the project and provided valuable feedback on operational issues, as well as a forum for resolving emerging issues. The Steering Committee meetings ensured that activity stakeholders, including NDoE, were kept informed of activity progress.

All members participated actively and effectively.

This activity completion report was considered at the sixth and final steering committee meeting, giving all stakeholders the opportunity to contribute to and

comment on reporting on activity achievements and other matters. In addition, CSU and UoG provided written content for the Activity Completion Report.

|   |       |                            |          |                   |
|---|-------|----------------------------|----------|-------------------|
| <i>The performance of the consultative/oversight mechanisms were satisfactory</i> |       |                            |          |                   |
| Indicate the extent of your agreement by placing a cross in the appropriate box   |       |                            |          |                   |
| Strongly agree  | Agree | Neither Agree nor disagree | Disagree | Strongly disagree |
| X   |       |                            |          |                   |

**NDoE**

NDoE selected the program participants, supported their release from duties to attend residential programs and supported their release from duty for up to one day per week to participate in study groups or undertake individual study related to the program.

Through directly addressing students during residential activities, the AS TESD encouraged participants to make the most of the opportunity presented by participation in the program.

The AS, TESD also chaired the 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> steering committee meetings.

|   |       |                            |          |                   |
|---|-------|----------------------------|----------|-------------------|
| <i>The performance of the NDOE was satisfactory</i>                             |       |                            |          |                   |
| Indicate the extent of your agreement by placing a cross in the appropriate box |       |                            |          |                   |
| Strongly agree  | Agree | Neither Agree nor disagree | Disagree | Strongly disagree |
| X   |       |                            |          |                   |

**PATTAF**

PATTAF professional staff provided advice and guidance to the activity managers throughout the program. PATTAF representatives participated in Steering Committee meetings and gave feedback on reports submitted throughout the activity. The mixed mode adviser is currently facilitating an impact assessment of the activity.

PATTAF administrative staff facilitated visas for international project personnel and addressed requests for contract variations. The facility made its premises available for meetings on request.

|   |       |                            |          |                   |
|---|-------|----------------------------|----------|-------------------|
| <i>The performance of the PATTAF was satisfactory</i>                           |       |                            |          |                   |
| Indicate the extent of your agreement by placing a cross in the appropriate box |       |                            |          |                   |
| Strongly agree  | Agree | Neither Agree nor disagree | Disagree | Strongly disagree |
| X   |       |                            |          |                   |

## Sub-contractors

The subcontractors tasks as described in the scope of services were to:

- Customise an existing Masters Program
- Deliver the mixed mode Masters Program
- Develop and deliver the 'Lahara' Program
- Conduct residential preparatory sessions each semester
- Provide ongoing support mechanisms
- Conduct monitoring and evaluation
- Provide qualitative and quantitative data on student progress

The sub-contractors have undertaken these tasks.

| <i>The performance of the subcontractors was satisfactory</i>                   |       |                            |          |                   |
|---|-------|----------------------------|----------|-------------------|
| Indicate the extent of your agreement by placing a cross in the appropriate box |       |                            |          |                   |
| Strongly agree  | Agree | Neither Agree nor disagree | Disagree | Strongly disagree |
| X   |       |                            |          |                   |

## Recipients/beneficiaries

The recipients/beneficiaries of this activity were the 41 students participating in the program. The majority of students actively and enthusiastically participated in the residential programs. Students also managed their self-paced readings and assessment work throughout each semester reasonably well, although mentors frequently reported lack of or limited preparation for mentor visits. However, approximately half of all assignments were submitted after the due date suggesting that participants struggled with time management in the independent study component of the program.

| <i>The performance of recipients/beneficiaries in the activity was satisfactory</i> |       |                            |          |                   |
|---|-------|----------------------------|----------|-------------------|
| Indicate the extent of your agreement by placing a cross in the appropriate box     |       |                            |          |                   |
| Strongly agree  | Agree | Neither Agree nor disagree | Disagree | Strongly disagree |
|   | X     |                            |          |                   |

## 2.11 Sustainability

At the completion of this pilot, and taking into account the results of the course evaluations, UoG will have the capacity to continue delivering the CSU Master of Education course in PNG. To enhance the sustainability and continuation of program, Unigor were given the following responsibilities during the pilot:

- Co-presenters at all residential programs
- Responsible for mentor visits during each Semester and reports from those visits
- Jointly responsible for the selection of subjects

- Jointly responsible for the contextualisation of all subjects including the sourcing of relevant readings
- Responsible for technical support (computer labs, internet access) during the residential programs
- Responsible for gender equity and support
- Responsible for pastoral care in-country
- Responsible for coordinating and supporting the attendance of all participants at each residential, including travel and accommodation
- Responsible for maintaining accurate financial records and timesheets
- Responsible for reporting at the end of each Semester on UoG's involvement in the pilot program

|   |       |                            |          |                   |
|---|-------|----------------------------|----------|-------------------|
| <i>The benefits of the activity are sustainable</i>                             |       |                            |          |                   |
| Indicate the extent of your agreement by placing a cross in the appropriate box |       |                            |          |                   |
| Strongly agree  | Agree | Neither Agree nor disagree | Disagree | Strongly disagree |
|   | X     |                            |          |                   |

## 2.12 Phase Out/Exit Strategy

This activity was designed as a pilot which was intended to allow stakeholders to:

- Observe the effectiveness of mixed mode delivery in the PNG environment for participants and employers
- Establish whether mixed mode, workplace based programs are a more cost effective way of upgrading skills and qualifications than traditional on-campus scholarships
- Support PNG NDoE to build the capacity of its workforce and improve quality of basic education services
- Address Australia's commitment under the VCP - Build the capacity of a PNG university to deliver a mixed-mode Masters of Education program.

As such it was a discrete activity with limited requirement for a phase out or exit strategy.

Phase out activities have included:

- Hand over of DE materials for M.Ed program from CSU to UoG
- Graduation ceremony conducted at UoG
- Activity completion reporting.

|   |       |                            |          |                   |
|---|-------|----------------------------|----------|-------------------|
| <i>The activity phase/out/exit strategy is satisfactory</i>                     |       |                            |          |                   |
| Indicate the extent of your agreement by placing a cross in the appropriate box |       |                            |          |                   |
| Strongly agree  | Agree | Neither Agree nor disagree | Disagree | Strongly disagree |
|   | X     |                            |          |                   |

### 3 Conclusions and lessons learned

Of the 41 participants who commenced the program, 40 were eligible to graduate with an award. Factors influencing this high retention rate include:

- Initial staff selection
- Interest levels of participants / Motivation to complete a post-graduate degree
- Support from TESD/NDoE - The mentoring program
- Relevance of the M.Ed to the day to day work of participants.

A program such as this can be delivered at approximately half the cost of traditional scholarship programs, and has the added benefit of having learning applied in the workplace, retaining staff in the workplace and minimising disruption to home and college life.

#### Overall rating matrix

|                           | Weak | Marginally satisfactory | Satisfactory overall | Fully satisfactory | Good practice |
|---------------------------|------|-------------------------|----------------------|--------------------|---------------|
| Appropriateness of design |      |                         |                      | X                  |               |
| Achievement of objectives |      |                         |                      | X                  |               |
| Management                |      |                         |                      | X                  |               |
| Sustainability            |      |                         | X                    |                    |               |
| Overall assessment        |      |                         |                      | X                  |               |

#### Lessons learned

- The cooperation of NDoE in approving release study time was essential in enabling participants to undertake the necessary hours of study and to complete assignments. Despite this condition some students were not granted adequate release in some institutions. As a result a large percentage of assignments were submitted after due dates, only a few with approved extensions; and some student groups were under-prepared for mentor visits. There is a need to ensure, through consultation, a supportive institutional environment for future program participants, particularly where students have not been engaged in academic study for some time.
- Provision of a supportive work environment for program participants also needs to take into account that in some institutions senior management do not have a degree of equivalent standing. If college management feel threatened by the new knowledge or the higher qualifications of staff participating in the M.Ed program this can reduce the impact in the workplace. As well as briefing staff of participating colleges about the program to build support it would be beneficial to include senior staff in future qualifications

upgrade programs. This would also minimise risks associated with lecturing staff having to attend residential programs and not being able to deliver scheduled lectures/classes.

- Participants would feel more confident if they had a clearly documented statement of entitlements, conditions and expectations at the beginning of the program. This would help to provide information to family members as well.
- There may be a benefit in imposing a return of service obligation on M.Ed. participants to reduce the risk of participants seeking employment elsewhere. Graduates would need to serve the Department for a minimum specified period or be liable for some or all of the costs of their degree.
- Limited access to internet and email facilities is a source of frustration for participants. The practice of communicating with students through one email address in several of the remote institutions overcame, in large measure, the problem of individual accounts being disconnected or not working due to poor local information technology support, non-payment of phone accounts, power outages, etc. While limited access to internet and email facilities caused some initial frustration in the more remote institutions, the program worked within local sustainable capacities.
- Not all mentors were lecturers at the residential schools where subjects were commenced, assignments reviewed and procedures established (though all were invited to attend). As a result there was some loss of continuity reported. Ensuring lecturers and mentors are the same individual is important to sustaining continuity of approach.
- There may be benefits in having a more structured mentoring program in future mixed mode activities. Not only should mentors be actively involved in the lecture component at the residential program, but there should be a greater amount of communication between each mentor and each participant prior to mentoring visits to ensure that participants get maximum benefit from mentor visits. Increased email access would help this.
- If similar programs are delivered in future it is suggested that the selection of participants by NDoE should be done in consultation with the partner University to confirm academic capacity of all nominees, including capacity for academic writing.
- An opportunity for PNG lecturer visits to CSU during course development and implementation would have enhanced the PNG capacity building objective in distance education and flexible learning.