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ABBREVIATIONS AND ACRONYMS

AAC	Australian Activity Coordinator
AC	Academic Coordinator
AM	Activity Manager
AQF	Australian Qualification Framework
ASF	Advisory Support Facility
AWT	Assessment and Workplace Training
FLM	Front Line Management
FMI	Frontline Management Initiatives
GoPNG	Government of Papua New Guinea
IDB	Islands Development Bureau
IPA	Papua New Guinea Institute of Public Administration
LAC	Local Activity Coordinator
LTA	Local Trainer Assessor
M&E	Monitoring & Evaluation
OTJ	On-the-job
PATTAF	Papua New Guinea – Australia Targeted Training Facility
PDP	Personal Development Plan
PNG	Papua New Guinea
PNGFA	Papua New Guinea Forestry Authority
QASA	Quality Assurance and Systems Advisor
RFT	Request for Tender
TA	Technical Advisor
TP1(s)	Trainer Plus One(s)
WAT	Workplace Assessment Trainer
UDC	Unitech Development and Consultancy Ltd
UPNG	University of Papua New Guinea



GLOSSARY

TERM

Trainer Plus One

MEANING

A PNGFA officer assigned to work as a counterpart trainer to a member of the LTA team. Jointly responsible with LTAs for delivery of workplace training and assessment in Frontline Management and key agents in terms of sustainability of this model of training.



BASIC ACTIVITY DATA

ACTIVITY LOCATIONS

Port Moresby, NCD
Lae, Morobe Province
Oomsis Community Training Centre, Morobe Province
Madang, Madang Province
Kimbe, West New Britain Province

AUSTRALIAN CONTRACTOR

RMIT International Pty Ltd

IMPLEMENTING AGENCIES

RMIT INTERNATIONAL PTY LTD
RMIT TRAINING PTY LTD
Unitech Development and Consultancy Ltd
PAPUA NEW GUINEA INSTITUTE OF PUBLIC ADMINISTRATION
ISLANDS DEVELOPMENT BUREAU
University of Papua New Guinea
DAVID KAY TRAINING AND DEVELOPMENT SERVICES

KEY IMPLEMENTATION DATES

ACTIVITY:	DATE:
Pre-Departure Briefing for Australian training team	19th March 2003
PATTAF Briefing	24th March 2003
Front End Training for local training team	26th March - 12th April 2003
Mid-Term Review for local training team	26th May - 30th May 2003
End of Activity Assessments End of Activity Evaluation	29th September - 8th October 2003

APPROVED AND ACTUAL ACTIVITY COST

AUD337,090.71 (incl. AUD12,505.61 GST)



EXECUTIVE SUMMARY

The aim of the activity is to build capacity in the five divisions of the PNGFA to better enable staff to manage and protect the nation's forest resources on a sustainable basis. The intervention included five concurrent training and assessment programs throughout PNG focussed around certification of personnel in Frontline Management competencies, and in workplace training and assessment skills.

The RFT specified the following outputs:

- certification at AQF levels III – V in Frontline Management competencies for a minimum 74 personnel from Port Moresby (20), Oomsis (5), Lae (22), Madang (7) and Kimbe (20);
- certification of up to five “Trainer Plus One” Personnel in Certificate IV in Assessment and Workplace Training;
- development and trial of training materials for Oomsis Community Training Centre
- Oomsis personnel trained in gender issues

The table below summarises the total number of enrolments and awards for the activity, and enables comparison with specifications as set out in the RFT.

Enrolments and Awards Summary

	Certificate IV	FLM	Total
RFT Specifications	5	74	79
Enrolments	6	42	48
Awards	6	40	46 ¹

A success rate for the activity could be defined as the ratio of awards to numbers specified in the RFT (58%). The completion rate for the activity could be defined as the ratio of awards to enrollees (95%). Given the modest success rate for the activity, the high completion rate, and the results of activity evaluation (see sections 4.3 and 4.4) the sub-contractor concludes the following:

- The activity was cost-effective (see the analysis in section 4.2.1 Value for Money);
- Training and mentoring methods were effective, verified by the high completion rate (see the analysis in section 4.2 Quantitative Analysis);
- FLM competencies were considered relevant and applicable to the PNGFA workplace, and their application has resulted in some positive workplace change (see the analysis in sections 4.3 and 4.4);
- Training methods were considered appropriate (see the analysis in sections 4.3 and 4.4);
- The training model involving internal workplace assessors, led and supported by local trainer assessors, effectively delivered training and assessment services.

In view of lessons learned from activity implementation and evaluation, the following recommendations are proposed for consideration for any future such activity with PNGFA:

1. Strategies should be devised for more effectively engaging senior management and the Manpower Planning and Development Committee, with a particular focus on improving the number of enrolments.

¹ Please note these figures only include numbers for PNGFA personnel; an additional 15 qualifications were awarded as a result of this activity.



2. Training materials require some modification in the following areas:
 - simplification of English and management terminology;
 - translation to Tok Pisin or Motu if needed;
 - inclusion of more case studies and practical examples;
 - provision of reference material for LTAs and TP1s.
3. Consideration should be given to increasing course duration to allow more time and depth for each unit of competency (the Diploma of Business (FLM) is commonly taken over 12 months in Australia)
4. The issue of institutionalisation and the operationalisation of the model within PNGFA needs further attention and consideration. This must include working with the HR and Training Sections of PNGFA to seek their input and to support processes within the PNGFA for development of training programs, policy and codes for management (which could be considered assessable 'action learning projects' within the context of any second phase training activity).
5. Agreements regarding responsibilities for costs and reimbursements associated with the training in the workplace must be clearer to the sub-contractor, LTAs, TP1s and their managers.
6. Gender training should be considered an integral part of the training for all participants in any proposed second phase and should routinely involve both men and women.



1. INTRODUCTION

The PNG Australia Targeted Training Facility (PATTAF) is a new Facility, intended to support governance and capacity building objectives within the PNG – Australia Development Cooperation Program (DCP) by better targeting the training provided through existing and future programs. PATTAF provides management of short-term training (STT) and long-term Australian Development Scholarship (ADS) awards.

PATTAF TTS 02-02 PNGFA is an STT activity, the key features of which are:

- Training combines varied learning methodologies with a focus on work-based application, such as short sessions, workshops, on-the-job training, partnering, shadowing, mentoring, etc
- Training is competency-based and achieves outcomes

This activity completion report (ACR) completes reporting requirements for PATTAF TTS 02-02 PNGFA. The ACR is structured so as to provide an overview of activity inputs and outputs, in relation to pre-determined activity objectives, and an evaluation of the overall impact of the activity on individual participants and the Papua New Guinea Forest Authority (PNGFA) as a whole. Lessons learned and recommendations are included by way of Conclusion (see **Section 6**).

1. ACTIVITY BACKGROUND

1.1 Context and Rationale

The fourth National Goal and Directive Principle of Papua New Guinea's Constitution deals with the nation's forest resources:

“For Papua New Guinea's natural resources to be conserved and used for the collective benefit of us all and to be replenished for the benefit of future generations”

Based on the constitution, the main objective of PNGFA is to manage and protect the nation's forest resources on a sound and sustainable basis. The PNGFA is a Government Authority that amalgamated what were previously nineteen Provincial Forest Divisions and the Forest Research Institute in 1993.

The Mission Statement of the PNGFA is “to promote management of the forest resources of Papua New Guinea as a renewable asset for the well being of present and future generations.” The PATTAF annual targeting processes identified PNGFA as a GoPNG priority agency for STT intervention.

The PATTAF annual targeting process, and the subsequent scoping study undertaken within PNGFA, is outlined in the request for tender documentation (RFT TTS 02-02 PNGFA). The scoping study identified the need for a set of training interventions to build on the new functions of forestry officers in provinces, and to operationalise planning, negotiation and management skills for the Authority. The intervention was linked to the following strategic targets:

- Enhanced service delivery in the provincial and central governments
- Partnerships in place between public and private organizations
- Models for economic generation that impact on poverty alleviation established

At a more specific level, the scoping study identified the need for management training for frontline supervisors and middle managers. The themes around which training interventions should be identified in the PATTAF targeting strategy are broadly described as:



- Managing for outcomes
- Improving service delivery

Managing for outcomes directly relates to the middle management/supervisory skills needed on a day-to-day basis to enable the planning, implementation and achievement of work outcomes within the PNGFA. They are tied to getting things done, to achieving outcomes at a practical and operational level. Service delivery skills include the 'business' skills required in the actual running of any organisation to achieve outcomes. The use of the Frontline Management competencies at AQF levels III-V or equivalent provided a framework for the design, delivery and assessment of outcomes.

There were also some specific skills requirements identified for Oomsis Community Training Centre (Morobe Province) given the strategic importance of managing the training function appropriately and effectively;

1. Training centre management and maintenance
2. Training program / Resource development management and delivery

2.2 Preparation arrangements

The sub-contractor commenced activity preparation in February 2003. Preparations included:

- Materials customisation for FLM and Cert IV in AWT
- Mobilisation and briefing of Australian training team (Academic Coordinator and Cert IV Trainer)
- Development of a Monitoring and Evaluation Framework
- Logistical arrangements for residential training activities for Local Training team
- Contractual arrangements with RMIT entities, Unitech Development and Consultancy Pty Ltd (UDC), Islands Development Bureau (IDB), Papua New Guinea Institute of Public Administration (IPA), University of Papua New Guinea (UPNG), and the activity Quality Assurance Systems Advisor (QASA)

A particular focus of preparations involved the briefing of and on-going communication with the Australian training team and UDC. The Australian team was briefed regarding its crucial technical and support role *vis-a-vis* local trainer assessors. Briefings took place both in Melbourne and Port Moresby, and every effort was made to optimise stakeholder input. The April 2003 Progress Report provides a detailed account of briefing activity.

Local coordination was undertaken by UDC, a function that had a particular focus on management of residential training activities. The roles and responsibilities of the Local Activity Coordinator (LAC) were contractually specified and confirmed via discussion with the UDC Managing Director.

1 ACTIVITY IMPLEMENTATION

3.1 Management and contracting arrangements

The sub-contractor appointed an Activity Manager (AM) and an Australian Activity Coordinator (AAC). The AM had overall responsibility for the implementation of the activity and is a senior member of the sub-contractor's staff. The AM role included the following:

- management of business and contractual relationships with PNG partner organisations including UDC, IPA, UPNG and IDB
- management of Australian inputs



- liaison with PNGFA as the activity customer organisation
- management of client relations (PATTAF)

The AM participated in Melbourne and Port Moresby briefings, and provided a briefing to local trainer assessors (LTAs) at the commencement of the Front End Training program in Lae. Developing relationship with local trainer assessors, assisting them to clarify their roles and responsibilities, and providing them with senior level support were considered crucial strategies for securing successful roll-out of the activity.

The AAC was charged with providing logistical and administrative support from the sub-contractor's Melbourne base. This included timely and high quality production of training materials and reports, provision of trainer support materials, logistical coordination and monitoring of LTA reporting requirements.

To facilitate local coordination arrangements a LAC was appointed. Contractually, the LAC was an appointment of UDC, which in turn was accountable to the sub-contractor for coordination of local services, logistic support, local trainer assessor support, and for liaison with stakeholders including PNGFA and PATTAF. The LAC was based at the site where residential training activities were delivered.

Trainers were contracted from a number of Australian and PNG organisation. Academic Coordination services were provided by RMIT Training Pty Ltd and workplace assessor services (Cert IV training) by David Kay Training and Development Services Pty Ltd. The Australian trainers worked jointly to provide training and support services for a team of six LTAs, who along with nominated PNGFA counterparts ("Trainer Plus Ones"), were responsible for delivery of all workplace training and assessment. The process was moderated by the Academic Coordinator.

All LTAs were contracted through PNG based organisations, including: UDC (2 LTAs), IPA (2 LTAs), IDB (1 LTA) and UPNG (1 LTA). In addition to this team, IPA nominated an additional trainer to provide any required back-up support. All LTAs and Trainer Plus Ones (TP1s), including the support LTA, completed qualifications in Frontline Management (Dip of Business) and Assessment and Workplace Training (Certificate Four). Monitoring and Evaluation services were provided by an Australian-based QASA.

3.2 Activity Objectives

The aim of the activity is to build capacity in the five divisions of the PNGFA to better enable staff to manage and protect the nation's forest resources on a sustainable basis. To attempt to meet this aim, the sub-contractor devised a training methodology that consisted of workplace training interventions, action learning projects, and assessment processes. The intervention included five concurrent training and assessment programs throughout PNG focussed around certification of personnel in Frontline Management competencies, and in workplace training and assessment skills (the latter for LTAs and TP1s only).

The training was designed to support the following:

- on-the job/work-based learning as well as the provision of support mechanisms including mentoring, shadowing and pastoral learning support;
- the 'trainer plus one' approach;
- specific gender training for Oomsis Community Training Centre and specific delivery of (piloting) of training to support the development of learning materials for landowners who participate at Oomsis.



The RFT specified the following outputs:

- certification at AQF levels III – V in Frontline Management competencies for a minimum 74 personnel from Port Moresby (20), Oomsis (5), Lae (22), Madang (7) and Kimbe (20);
- certification of up to five “Trainer Plus One” Personnel in Certificate IV in Assessment and Workplace Training;
- development and trial of training materials for Oomsis Community Training Centre
- Oomsis personnel trained in gender issues

3.3 Key Implementation Dates

The activity commenced 13 March 2003 and was completed 13 October 2003.

Activity rollout included the following key implementation dates and objectives:

ACTIVITY:	DATE:
Pre-Departure Briefing for Australian training team <i>Objective:</i> to brief Australian trainers and M&E personnel on the scope of the project; to clearly define the roles of the latter; to treat issues associated with work and travel in PNG	19th March 2003
PATTAF Briefing (including PNGFA, PATTAF and sub-contractor personnel) <i>Objective:</i> to be briefed by key activity stakeholders; to outline an approach to the activity and respond to any critical issues identified by the customer	24th March 2003
Front End Training for local training team <i>Objective:</i> to induct and train local training teams in competency based training with particular application to Frontline Management; to establish and build the TP1 network	26th March - 12th April 2003
Mid-Term Review for local training team <i>Objective:</i> to review progress to date and to provide additional training and support in areas of identified need	26th May - 30th May 2003
End of Activity Assessments <i>Objective:</i> to undertake moderation of all activity assessment work and to provide LTAs and TP1s	29th September - 8th October 2003
End of Activity Evaluation <i>Objective:</i> to evaluate the impact and success of the activity	



4 ACTIVITY EVALUATION

4.1 Evaluation Framework

Activity evaluation consisted of the following:

- The development of a Monitoring and Evaluation Framework (see the May 2003 Report);
- The collection of base-line data during Academic Induction (at the commencement of training);
- Visits by the QASA to each of Port Moresby, Lae and Madang to collect end-of-activity data through individual interviews and group discussions;
- Collation of data and analysis.

End-of-activity evaluation focussed on assessing the overall impact and effectiveness of the activity around the following themes:

- The relevance of training materials for the range of participants.
- Retention of knowledge and skills by participants at the end of the training.
- The transfer of knowledge and skills to the workplace: how the training has contributed to:
 - building of capacity of officers to manage logging, plantation and natural forestry management programs (Lae and Madang)
 - enhanced management of facility assets (Oomsis)
 - enhanced management of the training program (Oomsis)
 - behavioural and work related changes with regards to gender issues. (Oomsis)
 - development of skills of the Senior Management Group for managerial oversight of the activity. (POM)
 - sustainability of the trainer plus one model (all)
 - development of a strategy to operationalise the training model in PNGFA (POM)
- The appropriateness of this model and training for PNGFA and PNG generally.

The QASA travelled to PNG during the end of activity assessment input (29th September - 8th October 2003) to interview a sample of personnel involved in the activity (see Annex One). Below the sub-contractor provides some analysis of the quantitative data generated through direct project activity (section 4.2) followed by an analysis of a range of views expressed by personnel to the QASA.



4.2 Quantitative Analysis

Table 1 summarises the total number of enrolments and awards for the activity, and enables comparison with specifications set out in the RFT. For a full list of academic results see Annex Two.

Table 1: Enrolments and Awards Summary

	Certificate IV	FLM	Total
RFT Specifications	5	74	79
Enrolments	6	42	48
Awards	6	40	46 ²

A success rate for the activity could be defined as the ratio of awards to numbers specified in the RFT (58%). The completion rate for the activity could be defined as the ratio of awards to enrollees (95%). The relatively low success rate, when compared with the completion rate, suggests that the sub-contractor had some difficulty enrolling personnel into the program, but having secured an enrolment encountered little difficulty in maintaining the participation of personnel through to completion. Whilst enrolments for the Certificate IV in Assessment and Workplace Training exceeded those pre-figured in the RFT, it was the FLM enrolments that lagged, as illustrated in the Table 2 below.

Table 2: FLM enrolments by cohort

	NCD / Southern Region	Morobe	Oomsis	Madang	WNB	Totals
RFT Specifications	20	22	5	7	20	74
Enrolments	17	6	3	6	10	42

Enrolment rates (the ratio of actual enrolments to RFT specifications) were lowest in Morobe (27%) and WNB (50%). In both these cases attempts were made by local training teams to increase enrolments following the initial Academic Induction session. There is not any immediately discernable reason as to why enrolments in these areas were significantly lower than numbers pre-figured in the RFT. Initially it was thought that officers located outside of the Lae and Kimbe Area Offices would be difficult to access and involve in the program, however, remoteness does seem to have been a factor. Ninety per cent of the personnel from WNB who completed a qualification were located in remote areas well beyond the Kimbe Area Office.

4.2.1 Value for money

FINANCIAL INFORMATION IS NOT AVAILABLE ON THE WEBSITE VERSION

Benchmark this against Australian costs (To be completed)

4.3 Qualitative Analysis

The analysis above provides a broad-brush overview of the project and its success in enrolling personnel and in maintaining on-going participation through to completion. Equally important is an evaluation of the overall impact of the training, and an analysis of how participants believe the training

² Please note these figures only include numbers for PNGFA personnel; an additional 15 qualifications were awarded as a result of this activity.



approach can be improved. Below is a summary of comments from individuals made in group sessions and one-to-one interviews. Comments are summarised according to each of the evaluation themes identified above in section **4.1 Evaluation Framework**. A sample of 24 PNGFA personnel from NCD, Madang and Lae cohorts, 5 LTAs, and 2 members of the Australian team were interviewed by the QASA (see Annex One for a list of personnel interviewed). Their responses are recorded below:

The relevance of training materials for the range of participants.

The following *key strengths* were identified:

- Materials can be adapted or ‘translated’ depending on the education and skill level of participants and the particular workplace;
- All participants (with the exception of Oomsis) stated that all the units were relevant to their work;
- Participants were able to undertake the training at a choice of three AQF levels (Certificate III, IV or Diploma);
- Training materials were professionally presented.

The following *key issues* were identified:

- Materials could have been better customised for the PNG context generally and for the PNGFA;
- Participants were unable to source reference materials referred to for each unit from their respective work locations;
- There was a range of responses to the ‘language’ of the training materials. Many participants said language should be simplified. Some participants would like the materials available in Tok Pisin;
- There is no differentiation of the materials for the three levels at which the course is offered (Certificate III, IV or Diploma);
- The materials did not include sufficient case studies or practical examples for application.

The retention of knowledge and skills by participants at the end of the training

The following *key strengths* were identified:

- Participants could all identify practical examples of their work practice they had changed as a result of what they had learnt during the course. Examples include: enhanced OH&S understanding and improvements made in workplace; drafting of job descriptions for some officers who did not previously have them; review of position descriptions with officers that had previously not viewed their PDs; development of a template for use when undertaking monitoring visits to logging sites which assists with a more structured and rigorous approach to such inspections (see also Annex Four for further comments from Madang TP1).

The following *key issues* were identified:

- It is not clear how training needs or gaps identified by participants during the training will be met



The transfer of knowledge and skills to the workplace and how the training has contributed to building of capacity of officers to manage logging, plantation and natural forestry management programs (Lae and Madang)

The following *key strengths* were identified:

- All participants stated they are more confident in their workplace and roles as a result of the course.
- Participants have introduced changes or improvements to work systems and work practice as a result of the course ('evidence' gathered for assessment illustrates a number of good examples which are directly related to building of capacity to manage logging, plantation and natural forestry management programs).
- Officers stated that the course had:
 - Strengthened their leadership qualities;
 - Given them resolve to work with courage, stamina and strength in the sector;
 - Encouraged them to discuss work problems with colleagues;
 - Contributed to team building/improved team performance and better relationships in the workplace;
 - Improved their communication skills and processes within the workplace and with PNGFA customers;
 - Assisted them to pinpoint their strengths and failures;
 - Increased understanding of roles, duties and responsibilities in relation to others and the organisation;
 - Encouraged 'right' behaviour of officers and made them aware that their own behaviour or attitudes influence public relations;
 - Increased their skills for setting priorities and improved time management within their work;
 - Strengthened their commitment to their work

The following *key issues* were identified:

- Changes or improvements to work systems or practice have not been made at an institutional level.

The transfer of knowledge and skills to the workplace and how the training has contributed to:

- ***Enhanced management of facility assets (Oomsis)***
- ***Enhanced management of the training program (Oomsis)***

The following *key strengths* were identified:

- The Project Supervisor and staff achieved their certification despite meeting a range of challenges and difficulties unique to their situation (no electricity, limited office equipment or back-up resources). Achievement through these difficulties has boosted confidence that they can continue to meet the challenges of establishing and managing the Oomsis Community Training Centre and training program;
- Staff state that Nursery and Plantation resource management has been strengthened through skills and awareness raised through the course units;
- As with the list of strengths in the previous table, officers from Oomsis stated they have made changes and improvements to the management of themselves and their duties as a direct result of what they have learnt during the course.



The following *key issues* were identified:

- Course materials were translated to Tok Pisin by the LTA for participants from Oomsis. This was very time consuming.
- A perceived need for further support and specific training for Oomsis especially in community relations, conflict resolution, community development and training of trainers

The transfer of knowledge and skills to the workplace and how the training has contributed to behavioural and work-related changes with regards to gender issues (Oomsis)

The following *key strengths* were identified:

- The FLM course has built the confidence of women (not only at Oomsis) who supervise men as part of their duties in PNGFA
- The gender training was stated as very useful to the women who took part

The following *key issues* were identified:

- There appears to have been some confusion regarding the target group for participating in the gender training
- Only women (along with one of the male LTAs) took part in the gender training. It was not possible to garner the participation of men;
- Communications from the Oomsis LTA and TP1 during project roll-out indicate that there was some apprehension about gender training and how it might be practically applied at Oomsis. It was decided that gender should not be raised directly with Landowner groups as an issue to be addressed, but rather that the focus should be on improving male-female relations at the workplace level.

The transfer of knowledge and skills to the workplace and how the training has contributed to development of skills of the Senior Management Group for managerial oversight of the activity. (POM)

The following *key strengths* were identified:

- No strengths were identified.

Please note: Senior managers were unable to meet with the QASA during the end-of-activity evaluation, therefore the comments below are from non-senior personnel.

The following *key issues* were identified:

- Lack of sufficient consultation and involvement and a subsequent lack of commitment by Senior Management to the program
- There was a general lack of support from line managers and senior management for the FLM participants and in some instances managers actively made life difficult for their staff who were enrolled in the course
- There was a lack of clarity from PNGFA management for participants regarding reimbursements and respective responsibility for meeting the costs of such things as photocopying, fuel and transport to attend the training, etc



The transfer of knowledge and skills to the workplace and how the training has contributed to sustainability of the trainer plus one model (all)

The following *key strengths* were identified:

- Trainer Plus Ones (TP1s) state they are clear about their role as resource people, mentors and guides for their staff

The following *key issues* were identified:

- TP1s do not feel confident that they have reached a level of competency to train others at the end of the training
- TP1s do not have training accountabilities or responsibilities in their position descriptions
- PNGFA Training Section has now filled its two staff training positions, which were vacant at the beginning of the training. These personnel did not participate in the training. If this issue is not addressed, it is likely that this will have a negative impact on the sustainability of the Plus One model
- TP1s say that the training they received is insufficient for them to be fully confident to deliver FLM competencies. Therefore, there is a need to find additional training opportunities to build the skills and confidence of the Training Section in PNGFA to deliver FLM units beyond the scope of the project
- The PNGFA Training Section and the Manpower Planning and Development Committee were not sufficiently consulted or involved in decision-making in this phase of the project for ownership and sustainability to occur

The transfer of knowledge and skills to the workplace and how the training has contributed to development of a strategy to operationalise the training model in PNGFA (POM)

The following *key strengths* were identified:

- The activity has “pointed up” the importance of training and how it can impact on an organization when it is well targeted and focused on workplace issues;
- There is recognition that personnel who are going to take on a training role need to have this written into their position descriptions as an accountability and be resourced to undertake the role;
- There is recognition that PNGFA has within its ranks personnel capable of taking on a peer training role, provided they are supported to do so and that their role is supported by senior management;
- Any strategy to operationalise this model of training within PNGFA needs to include the Training Section, senior management, and key committees such as the Manpower Planning and Development Committee.

The following *key issues* were identified:

- The Manpower Planning and Development Committee (the Training Section reports to this committee) has not been supported or empowered through this phase of the project to develop a strategy to evaluate and, if relevant, operationalise the training model in PNGFA;
- PNGFA have not yet had the opportunity to consider whether they want to run FLM with accreditation (they will need to maintain a link with a Registered Training Organisation if this is the case) or as in-house management training (or some other alternative)



The appropriateness of this model of training for PNGFA and PNG generally

The following *key strengths* were identified:

- Assessment is on-going throughout the training and includes self-assessment;
- Assessment/attainment of certificates is not just for attendance as for other courses/workshops people had attended;
- Each unit of competency requires evidence of application in the assessment process
- Self-assessment assists to identify other training needs of participants and it assists with personal reflection on performance and productivity;
- The model of using LTAs with TP1 personnel in the workplace was appropriate and effective according to all participants;
- The project allowed for flexibility in that each workplace could structure the training program according to their context and needs. For example, structured and block learning complimented by workplace and one-on-one mentoring took place in different combinations in each workplace;
- The induction program was designed/structured by the LTAs and TP1s in a way that was appropriate for each work site;
- The training has made a very positive contribution and had significant impact on strengthening middle management in the PNGFA.

The following *key issues* were identified:

- Participants and TP1s stated they felt time pressure trying to manage the course load with their normal duties
- There is uncertainty about PNGFA recognition of the qualifications and skills that people have gained through the course (all personnel interviewed expressed this concern)

4.4 Evaluation Summary

In addition to group and individual interviews, participants were asked to complete a written questionnaire. The questionnaire results are summarised in tabulated form followed by copies of completed questionnaires in Annex Three. The content of written evaluations is consistent with the data collected via discussion and interview. The most common factors to emerge from written evaluations, and which overlap with discussion based data, are as follows:

Activity Strengths

The most consistently identified activity strengths are as follows:

- Workplace changes and improvements have resulted in the areas of Customer Service (4), the use of Personal Development Plans (5), Communication (4), and in Role Modelling and Leadership (4);
- When asked about the most valuable part of the training, five of 16 respondents indicated that they considered all FLM units to be valuable. When asked about the least valuable aspects of the training, 11 respondents indicated that all units were valuable and did not identify any 'least valuable aspects'. Other respondents identified the following units as valuable: Provide Leadership; Innovation and Change/ Continuous Improvement; and Effective Workplace Relationships;
- Training methods were considered excellent by 3 of 8 respondents who commented on "methods used".



Activity Weaknesses

The most consistently identified activity weaknesses are as follows:

- Five respondents indicated that language used in training materials needed to be simplified, when asked about strengths and weaknesses of training materials (a total of 10 responses were made). This was the second most common response given when personnel were asked how the course could be improved.
- Concerns around language were reinforced with the question “How could training materials be made more relevant . . .?”. Seven respondents wanted language simplified; a further four wanted greater use of case study material.
- Six respondents indicated that the course duration needed to be increased when asked about what improvements needed to be made to the training.

1. ACTIVITY SUSTAINABILITY

Activity sustainability is not easy to assess. Sustainability could be more accurately assessed by post-activity evaluation some 12 months or so following the completion of the activity. No resource, however, had been allocated for this purpose in the activity M&E budget.

Certain features of the activity suggest a sustainable outcome:

- Six PNGFA personnel now have the Certificate IV in Assessment and Workplace Training, a key training qualification that leaves within the Authority a cohort of qualified workplace trainers and assessors;
- The widespread enthusiasm for the activity among participants and their confirmation that FLM competencies have significant application and relevance in the PNGFA workplace;
- The very high completion rate (95%) achieved by participants will inculcate within the culture of PNGFA support for further award-based, workplace training;
- The structure of the training and assessment process and the way in which it can be ‘managed’ by personnel within the context of their on-going work and family commitments;

Certain features of the activity and the PNGFA operating environment suggest a non-sustainable outcome:

- The activity requires the participation of an Australian Registered Training Organisation for the award of qualifications; it is doubtful that PNGFA would have the financial capacity to fund this and other aspects of the activity without some external assistance;
- The lack of confidence expressed by TP1 personnel suggests that the cohort of “in-house” trainer assessors require further input and support before they could function independently as workplace assessors;
- The relatively low level involvement of PNGFA senior personnel may mean that the activity did not capture support at the decision-making level and will therefore not win on-going support;
- Five of the six-person cohort of PNGFA workplace assessors do not have a training function written into their position description accountabilities;
- The Manpower Planning and Development Committee, which plays a crucial role with respect to human resource development, was only marginally involved.



2. CONCLUSION

The sub-contractor concludes that the activity achieved significant success on a number of levels:

- The activity was cost-effective (see the analysis in section 4.2.1 Value for Money)
- Training and mentoring methods were effective, verified by the high completion rate (see the analysis in section 4.2 Quantitative analysis)
- FLM competencies were considered relevant and applicable to the PNGFA workplace, and their application has resulted in some positive workplace change (see the analysis in sections 4.3 and 4.4)
- Training methods were considered appropriate (see the analysis in sections 4.3 and 4.4)
- The training model involving internal workplace assessors, lead and supported by local trainer assessors, effectively delivered training and assessment services

The sub-contractor also concludes that there are areas for improvement and change. The following **recommendations** are therefore proposed for consideration under any future activity:

1. Strategies should be devised for more effectively engaging senior management and the Manpower Planning and Development Committee.
2. Training materials require some modification in the following areas:
 - simplification of English and management terminology;
 - translation to Tok Pisin or Motu may be required for some personnel;
 - inclusion of more case studies and practical examples would assist with workplace application;
 - the provision of reference material for LTAs and TP1s.
3. Consideration should be given to increasing course duration to allow more time and depth for each unit of competency (the Diploma of Business (FLM) is commonly taken over 12 months in Australia)
4. The issue of institutionalisation and the operationalisation of the model within PNGFA needs further attention and consideration. This must include working with the HR and Training Sections of PNGFA to seek their input and to support processes within the PNGFA for development of training programs, policy and codes for management (which could be considered assessable 'action learning projects' within the context of any second phase training activity).
5. Agreements regarding responsibilities for costs and reimbursements associated with the training in the workplace must be clearer to the sub-contractor, LTAs, TP1s and their managers.
6. Gender training should be considered an integral part of the training for all participants in any proposed second phase and should routinely involve both men and women.



ANNEX ONE

Personnel consulted during end of activity evaluation

NAME	Position	Interview Location
1. David Kay	Workplace Assessment Trainer	Port Moresby
2. Bob Neale	Academic Coordinator	Port Moresby
3. Martin Syder	Activity Manager, RMIT	Port Moresby
4. Mapiria Nape	Training Unit Supervisor, (PNGFA Co-Trainer)	
5. Gima Kanimba	Local Trainer, IPA	Port Moresby
6. Michael Orim	Local Trainer, IPA	Port Moresby
7. Simon Peter Tomiyavau	Technical Supervisor, Southern Region (PNGFA Co-Trainer)	Port Moresby
8. Elizabeth Tau	HR Personnel Officer	Port Moresby
9. Douglas Ope	Services Supervisor	Port Moresby
10. Kini Lohia	Mapping Manager	Port Moresby
11. Tash Isaiah	Buildings Supervisor	Port Moresby
12. Vagi Igo	Supervisor Registry	Port Moresby
13. Charles Rawali	Project Supervisor	Port Moresby
14. Charles Pakure	Provincial Forestry Officer	Port Moresby
15. John Nongo	Project Supervisor	Port Moresby
16. Leo Eturu	Technical Officer	Port Moresby
17. Greg Murphy	Director UPNG Open Campus	Madang
18. Popich Samol	Local Trainer, UPNG Open Campus	Madang
19. Eileen Kolokol	Provincial Forest Officer, (PNGFA Co-Trainer)	Madang
20. Michael Mading	Project Supervisor	Madang
21. Nisa Welau	Project Supervisor	Madang
22. Jonah Darius	Project Supervisor	Madang
23. Dewe	Project Coordinator	Madang
24. Eko Maiguo	Local Trainer, UNITECH Forestry Department	Lae
25. Gae Gowae	Local Trainer, UNITECH	Lae
26. John Worimbangu	Technical Supervisor, Momase Region, (PNGFA Co-Trainer)	Lae
27. Prisca Houje	Project Supervisor, (PNGFA Co-Trainer)	Lae
28. Ezekial Yembina	Plantation Leading Hand	Lae
29. Duke Juli	Nursery Leading Hand	Lae
30. Gorothy	Support Person for Duke	Lae
31. Cecilia Iuos	Project Supervisor, Bulolo	Lae
32. Vincent Batau	Inspection Supervisor	Lae
33. Wape Dendroys	Inventory Officer	Lae



ANNEX TWO

Summary of Enrolments and Awards

Region	Total Candidates	Gender	
		Male	Female
NCD	7	6	1
Southern Region	12	12	0
Morobe Region	7	6	1
Oomsis Region	4	2	2
Madang Region	7	5	2
Islands Region	12	11	1
Local Trainer Assessors (LTAs)	12	10	2
RMIT (spare trainer)	2	2	0
PATTAF	1	1	0
Totals	64³	55	9

Diploma Level	Certificate IV Level	Certificate III Level	No Statement to be Issued
5	0	0	1
10	1	0	0
5	0	0	1
1	0	2	0
6	0	0	0
11	0	0	0
6	0	0	0
1	0	0	0
1	0	0	0
46	1	2	2

Cert IV Assessment and Workplace Training
1
1
1
1
1
1
6
1
0
13

³ Please note these are enrolment numbers as opposed to per capita numbers



Tabulation of Academic Results by Student and Cohort

Local Trainer Assessors			
Name	Training Organisation	Diploma of Business (FLM)	Cert IV AWT
Michael Orim	IPA Port Moresby	Competent	Competent
Gima Kanimba	IPA Port Moresby	Competent	Competent
Popich Samol	UPNG Madang	Competent	Competent
Gae Gowae	UDC Lae	Competent	Competent
Eko Maiguo	UDC Lae	Competent	Competent
Hosea Turbarat	IDB Kokopo	Competent	Competent

Support Local Trainer Assessor			
Name	Training Organisation	Diploma of Business (FLM)	Cert IV AWT
Diki Diki	IPA Port Moresby	Competent	Competent

Other FLM Enrollee			
Name	Organisation	Diploma of Business (FLM)	
Angori Wewerang	PATTAF Port Moresby	Competent	

Summary of Academic Results by Regional Cohort

Port Moresby Group– Mapiria and Gima			
Name	Grade Position	Diploma of Business	Cert IV AWT
Mapiria Nape	PNGFA Training Port Moresby	Competent	Competent
Elizabeth Tau	HR Personnel Officer Grade 9	Competent	
Vagi Igo	Supervisor Registry Grade 8	Competent	
Kini Lohia	Mapping Manager Grade 11	Competent	
Tash Isaiahh	Buildings Supervisor Grade 8	Competent	
Douglas Ope	Services Supervisor Grade 9	Extension granted	



Southern Region - Simon Peter and Michael				
Name	Grade Position	Diploma	FLM Cert IV	Cert IV AWT
Simon Peter Tamiyavao	PNGFA Port Moresby	Competent		Competent
Charles Pakure	PFO Grade 9	Competent		
Allanson Avae	Project Supervisor	Competent		
Dickson Kun	Project Supervisor	Competent		
Nicholas Pikut	Project Supervisor	Competent		
Charles Rawali	Project Supervisor	Competent		
John Nongo	Project Supervisor	Competent		
Andrew Aopo	Technical Supervisor Gr	Competent		
Leo Eturu	Technical Officer Grade	Competent		
Dibela Noel	A/PFO Grade 9	Competent		
Nigel Inu	A/PFO Grade 9		Competent	

Kimbe - Amlau and Hosea				
Name	Grade Position	Diploma	FLM Cert IV	Cert IV AWT
Amlau Laubalil	PNGFA Kerevat	Competent		Competent
Sebastian Arthurking	Kimbe PFO Grade 9	Competent		
Maurice Kevea	Accounts Clerk Kimbe Grade 6	Competent		
Peter Ramute	Monitoring Officer SBLC Project 7	Competent		
Niumai Norman	Monitoring Officer SBLC Project 7	Competent		
Ludwig Gunan	Supv Reforestation Naturally Kimbe 8	Competent		
Johnson Pohai	Project Supervisor Kapuluk GR 8	Competent		
Bernard Tewi	Project Supervisor Bialla Grade 8	Competent		
Vincent Galemo	Project Supervisor Arowe Gr 8	Competent		
Leo Bakam	Monitoring Officer Kandrian GR 7	Competent		

Morobe - John and Eko			
Name	Grade Position	FLM Diploma	Cert IV AWT
John Worimbangu	PNGFA Lae	Competent	Competent
Ignatius Okum	Project Supervisor Gr 8 Magi	Competent	
Vincent Bateau	Land Liaison officer Lae	Competent	
Wape Pundiap	Inventory Officer - Bulolo	Competent	
Cecilia Inas	Project Supervisor Bulolo	Competent	
Richard Kali	A/ Inspection Supervisor Lae	Extension granted	



Madang – Eileen and Popich			
Name	Grade Position	FLM Diploma	Cert IV AWT
Eileen Kolokol	PNGFA Madang	Competent	Competent
Jonah Darius	Madang Grade 8	Competent	
Kenneth Mamu	Madang Grade 8	Competent	
Nisa Welali	Madang Grade 8	Competent	
Michael Mading	Madang Grade 8	Competent	
Dewe Enn	Madang Grade 10	Competent	

Oomsis – Prisca and Gae				
Name	Grade Position	Diploma	FLM Cert III	Cert IV AWT
Prisca Houje	PNGFA Oomsis Station	Competent		Competent
Ezekiel Yembina	Nurseryman Service Level 3		Competent	
Duke Joli	Contractor SL3		Competent	



ANNEX THREE

Summary Tabulation of Questionnaire Data

1. Changes in the workplace as a result of the training:

Change	Number
Customer service improvements	4
Planning	3
Use of personal development plans to achieve work duties	5
Development of training materials	1
Communication improvements	4
Role modeling and leadership (managing self)	4
Improvements in nursery seedling production	1
Time management	4
Improved team work	1
Greater focus on organizational mission & goals, etc	1

2. Most valuable things from the training

Most valuable	Number
Focus on job descriptions and organisational aims and objectives	3
Establishing effective workplace relationships	3
Facilitate Work teams	1
Provide Leadership	4
Manage personal work priorities	3
Innovation and change / continuous improvement	4
All units covered were valuable	5
Customer service	3
Assessing staff performance	1
Management skills	1
Understanding and applying performance criteria	1
Developing a workplace learning environment	2
Managing Operational Plans	2
Time management	2
Problem solving	1



3. Least valuable things about the course

Least valuable	NUMBER
All the units were valuable	11
Course duration too short	1
Need to simplify language in materials	1
No answer	1
Facilitate and capitalize on change and innovation	1
Operational Plan	1

4. Strengths and Weaknesses of Training Materials

Weaknesses	Number
English requires simplification	5
Too generic	1
Include more spare paper in training manuals for writing and undertaking exercises	1
More required on developing instruments that can be used for performance enhancement	1
Need more reading material	1
Reference materials not available to participants	2
Strengths	Number
Generic enough for broad application	1
Standards set out in the materials are a useful tool for self-reflection	1
Set out well for structured learning	1
Materials are relevant	1
No comments	10



5. Strengths and Weaknesses of the methods used

Strengths	Number
Drew on experience of officers	1
Use of work location	2
Methods were excellent / good	3
Mentoring, shadowing, OJT	1
Flexible	1
Weaknesses	Number
Need more structured activities for each unit	1
Evidence collection should have been discussed more thoroughly	1
Need to find ways of encouraging commitment	1
Needed more time to discuss each element	2
No weaknesses	1

6. How could the training materials be made more relevant or suitable for the PNG context?

Training materials improvement	Number
Language simplified	7
Materials should be developed for each AQF level	2
More practical examples and case studies in the materials	4

Completed questionnaires will be submitted in hard copy.



7. Please comment on the strengths and weaknesses of the trainers

Trainer strengths	Number
Trainers are good / excellent	2
Trainers are helpful	1
Trainers are supportive	1
Satisfactory	1
Trainer weaknesses	Number
Not enough feedback to LTAs / Plus Ones	1
Need more input from Australian trainers	1
Need to simplify the training approach	1
Trainers required further training	1
Did not take enough responsibility for training delivery	1
Lack experience in management	1

8. How could the course be improved?

Improvements	Number
More classroom learning	1
Increase duration of course	6
Need to focus on management of PNGFA / landowner relationship	1
Simplify Language	3
More examples and case studies	2
Greater support and involvement of management	1
Use of audio presentations	1



ANNEX FOUR

Examples of workplace changes resulting from the activity

From: Popich Samol (Madang Local Trainer Assessor)
To: Amalia Dumapias
Date: 16 December 2003
Subject: Information for Final Report on PNGFA FLM Training

According to Eileen Kolokol, Provincial Forestry Officer, Madang, the changes that have come about as a result of the FLM training are:

Working as a Team

It has been a tradition that officers work individually carrying out their roles/responsibilities because of the nature of their work. This is not the case now because they see that working as a team/group helps them to work more effectively. Problems are more and more solved effectively in a group.

Communication Skills

The officers' communication skills both oral and written have greatly improved. Eileen pointed out that the quality of report writing has improved tremendously.

Resource Management

Resources are managed more wisely, such as using transport for the purpose intended. The do-not-care attitude to looking after the organisation's assets has changed.

Professional Maturity

Any criticism given by colleagues, senior officers etc are accepted as a motivation instead of giving a negative impact on their performance.