

Project



League Bilong Laif
(League for Life):
PNG Program Evaluation

Partner



Year

2015–2016

Purpose



The NRL's League Bilong Laif (LBL) program began as a three-way partnership between the Australian Government, the Papua New Guinea (PNG) Government, and the Australian Rugby League Commission. LBL is a result of a comprehensive program design process, strategically designed to contribute to development outcomes, which include:

1. Improve student engagement with education in and out of the classroom via communication of positive social messages;
2. Increase opportunities for empowerment of females of all ages; and
3. Improve organisational and management capacity of rugby league in PNG.

The Centre for Sport and Social Impact was commissioned to undertake local survey based research with teachers and NRL PNG development officers to identify progress and indicators of program success.

Method



Data was collected for this research project through survey based research methods, including individual intercept interviews facilitated via iPad software with attendees at the LBL teachers course, the classroom teachers, the leader teacher, and in some cases a follow up visit with a school from the 2015 programs. Data was collected by the local LBL staff as part of their development office duties in 2016.

All quantitative survey responses were analysed using simple frequencies of response to Likert scales. All short-answer qualitative survey responses were thematically analysed for recurring patterns and themes.

Application



From the initial findings, it appears that the schools and the classroom teachers are receiving value from participation in the program, and as a result of the LBL program, positive changes in the students and their engagement with education is being achieved.

It is also important to note the number of female teachers receiving training and being engaged in the program, providing a platform for opportunities to show female teachers in a non-traditional role and assist in role-modelling gender equity in their school and classroom.

