

Strengthening Health Workforce Education (SHWE) Program in Papua New Guinea (PNG) – Stage 2

Brief 6: Fast Track Program 2 Workshop

Holiday Inn, Port Moresby - Monday 3rd November, 2025 – Friday 07th November, 2025

Background

The November 2025 Continuing Professional Development (CPD) Fast Track Program (FTP) Workshop was delivered under the Strengthening Health Workforce Education (SHWE) Program, funded by the Australian Government's Department of Foreign Affairs and Trade (DFAT) and conducted in a partnership between the Papua New Guinea (PNG) National Department of Health (NDoH), and the WHO Collaborating Centre for Nursing, Midwifery & Health Development at the University of Technology Sydney (WHO CCNM UTS). The SHWE initiative aims to build the capacity of PNG's Nursing and Community Health Worker (CHW) educators to deliver high-quality,

contemporary, and inclusive health professional education.

This second stage of the SHWE Program provides support to sustainably build and strengthen post-graduate programs, research and teaching capacity in the School of Nursing and Midwifery at the University of Papua New Guinea (UPNG) to further improve educational standards across PNG. It also continues work from SHWE Stage One to build capacity in health educators across PNG to enable them to effectively plan and deliver the new revised education programs through delivery of the FTP.

Since late 2024, 33 educators (17 Nursing, 16 CHW) have participated in the second series of FTP



Participants at the Fast Track Program 2 Workshop in November with Dr Ramez Alhazza (DFAT), Dr Sonja Tanevska (PATH) and Prof. Di Brown and Ms Ali Moloney from the WHO CCNM UTS team.

workshops held in April, August, and November 2025. This third and final workshop in the series focused strongly on equity, inclusion, and teaching for diverse health needs, aligning with PNG's National Health Plan commitment to "Leaving No One Behind."



Prof. Di Brown (WHO CCNM UTS) with colleagues from NDoH, Ms Mary Kililo and Mrs Julie Dopsie.

Workshop Purpose and Objectives

This workshop was held at the Holiday Inn Hotel in Port Moresby from 3 – 7 November, 2025.

The overarching goal was to improve the quality of teaching, learning, reflection, and assessment across Nursing and CHW training programs in PNG. The health educators from across the country participated with the aim to be able to create and deliver workable strategies and teaching methods that align with the new revised nursing and CHW curriculums.

Key objectives for the workshop included:

1. Reviewing progress on Fast Track modules and assessment development.
2. Strengthening feedback and feed-forward strategies.
3. Applying critical reflection to enhance constructive alignment.
4. Explaining and applying scaffolding of knowledge and competency.
5. Examining the effects of marginalisation on health outcomes.
6. Improving the rigour and effectiveness of assessment in education programs.
7. Strengthening competence in recognising and responding to gender-based violence.

8. Enhancing skills in designing and delivering student-centred teaching.

Innovative teaching strategies have been used throughout the FTP series to model best practices for participant learning. Modules containing activities based on contemporary and evidenced-based practices were provided by project facilitators for the educators' learning, especially to improve teaching classroom-based subjects with a modern-day approach. Fostering improved methods have been a game changer for many of the participants throughout the workshop series.

Central Theme: Equity, GEDSI and "Leaving No One Behind"

In addition to strengthening teaching and curriculum implementation skills of participants, a significant focus of the workshop was on Gender Equality, Disability and Social Inclusion (GEDSI) and its relevance for health professional education.

Day 1: Reflection, overview of workshop, and finalising of modules

The workshop began with participants reflecting on their experiences and learnings from previous workshops, such as ways they had used teaching methods and ideas from the module activities for in their own classrooms.

The aims and objectives of the current workshop were then introduced, with sessions focusing on -

- Reviewing module and assessment progress
- Understanding issues in assessment across classroom, skills labs and community settings
- Applying Miller's Framework for assessing competence
- Improving feedback and feed-forward approaches
- Enhancing reflective practice

Assessment and Learning

With the focus on assessment and learning, participants were encouraged to identify specific issues in assessment during students' practical



Health educators working on a group activity with Ms Pippa Cadwallander from WHO CCNM UTS.

sessions in classrooms, clinical spaces, or responding to healthcare needs in the community. Activities, including open discussions and role play strengthened the educators' understanding of the relationship between assessment and learning and how they can apply effective assessments of students' performance.

Day 2: GEDSI, marginalisation and inclusive teaching

Professor Di Brown (WHO CCNM UTS) facilitated the day session on GEDSI, explaining its meaning, importance to healthcare.



Role play activity with workshop participants

Participants explored GEDSI principles through discussions and relating it to their role as health professional educators. The sessions emphasised the importance of applying GEDSI principles to guarantee equitable access to care, promote inclusive practice, and address health inequities faced by marginalised people.

Through facilitated dialogue, role plays and structured reflection, participants critically examined:

- How marginalisation impacts health and access to care
- How culture and gender roles reinforce inequities
- The responsibility of educators in preparing students to deliver equitable, respectful and inclusive care
- The need for explicit GEDSI integration in curricula and assessments

Participants shared the damaging effects of marginalisation in their own communities and on health outcomes, and the need for greater information and awareness. The role play activity “the Race of Life” was a key teaching moment as participants were randomised into two groups - the ‘privileged’ and the ‘underprivileged/disadvantaged’, and then asked to undertake everyday behaviours. A experienced differently depending on the group. Participants found this a thought-provoking exercise as they discussed the idea of ‘culture’ being a factor in promoting marginalisation along with the various strict gender roles tied to cultural beliefs. They also reflected on their teaching approaches, the educator’s role in challenging inequity, and ways to encourage critical learning in students for managing situations as health workers in the future.

Day 3: Teaching for diverse populations: children, mental illness, and disaster response

With a focus on developing student-based learning strategies and teaching for a range of diverse populations, educators rotated through specialised sessions focused on:

- Teaching paediatric competencies
- Mental health assessment and care
- Disaster preparedness and response
- Student-centred teaching strategies tailored to specific groups

Workshop participants involved with disaster simulation activities.

A simulated disaster scenario helped educators reflect on bias, cultural practices, and decision-making under pressure.



- Identified gaps and areas for improvement in curriculum implementation.



Small group activities during the workshop

The CHW educators then reviewed the Mental Health and Disaster Preparedness subjects from the new curriculum, while the nursing educators reviewed the Paediatric Assessment subject and Mental Health Strategies for teaching and learning. During role plays, observational assessment was used over assuming the state of a mentally ill patient.

This exercise emphasised the importance of educators' expertise to impart critical skills for different situations to students, especially when faced with limited resources.

Day 4: Constructive Alignment: Developing High Quality Curriculum

Evaluations of the revised curriculums were conducted through constructive alignment sessions. Participants were allocated into groups to represent each semester of their respective program and tasked with linking course learning outcomes to the subjects and assessments. They then presented their work. Additionally, participants":

- Explored the principles of constructive alignment
- Interrogated aspects of their curriculum
- Linked program and course learning outcomes with subject content and assessment tasks

Throughout this session, many educators shared accounts of rolling out the curriculum in their schools (most schools are in their second year of implementation), the challenges they faced, and how they mitigate these challenges.

One of the CHW educators commented that by attending the FTP workshops she was able to elevate her level of teaching by including various techniques learned.

"I am grateful because by attending these workshops I can now see where we are at in terms of the level of teaching as academics and learning for students, and how I can assist my colleagues apply effective methods for smooth delivery in spite of setbacks."

Day 5: Presentations, reflection and closing

On the final day, groups presented curriculum alignment findings and proposed improvements.

The workshop concluded with formal recognition of participants' achievements and closing remarks from NDoH, DFAT and representatives from the PNG Australia Transition to Health (PATH) present.

Certificates of Attendance and Achievement were presented to participants by Australian High Commission (AHC) First Secretary for Health Dr Ramez Alhaaz, acknowledging the educators' significant contributions to strengthening health workforce education. He also thanked them for embracing the idea to develop and support the future health workforce of PNG.

Participants then performed a farewell song to the workshop facilitating team and DFAT as a ‘thank you’ gesture. The presentation of curriculum documents was made to each participating school and a farewell song offered by participants in appreciation.

NDOH Human Resources Training Advisor Mary Kililo thanked the DFAT and WHO CCNM UTS teams for the continuous support through the production of the revised curriculum and trainings.

Dr Ramez Alhazza and Ms and Ms Silientia Tulem from the AHC with Mrs Mary Kilio and Mrs Julie Dopsie (NDoH), and Ms Ali Moloney and Prof. Di Brown (WHO CCNM UTS)

It is hoped that the continuity of this professional health education program for PNG educators will be incorporated into the Nursing School at the UPNG School of Medicine and Health Science (SMHS), once the curriculum for the Graduate Diploma of Health Professional Education (GDHPE) is approved and accredited.



Next Steps

The Fast Track CPD program will continue in 2026 while awaiting the transition from the UPNG SMHS to the new University of Medicine and Health Sciences (UMHS) for the implementation of the Graduate Diploma in Health Professional Education (GDHPE), to support sustainable, locally led capacity building in alignment with PNG’s health priorities.

Happy team members from the WHO CCNM UTS – Mrs Norah Hau’ ofa, Mrs Shirlyn Belden, Ms Amanda Neill, Ms Ali Moloney and Prof. Di Brown.