



2018 EFFECTIVENESS RESULTS



Kokoda Track Foundation

EXECUTIVE SUMMARY

KTF’s 2018 Effectiveness Results summarise KTF’s progress towards long-term changes in its four major program areas of education, health, livelihoods and leadership. In particular, this document outlines output and outcome tracking across 13 projects and 4 program areas by counting tangible outputs, measuring longer term changes over time, and assessing KTF’s contribution to those changes.

In Education, KTF’s suite of projects have had a demonstrable impact on the quantity and quality of elementary teachers across 14 Provinces in remote and rural PNG as well as the quality of operations of schools throughout the Kokoda Track catchment region. Highlights include the training of 3,685 elementary teachers via Teach for Tomorrow enabling 130,000+ children to remain in school and receive an education from certified and qualified teachers. PNG Schools Project has enabled 46 schools to remain open throughout 2018 and enabled their teachers to deliver a high-quality and resourced education to almost 7,000 children; and the Kokoda College has commenced the training pathways for 47 new teachers and community health workers, initially via FODE matriculation studies. Teach for Tomorrow II has commenced activities in five Provinces, up-skilling and supporting 116 teacher trainers who deliver ongoing professional development training to over 3,500 elementary teachers across the five Provinces.

In Health, output and outcome tracking in the Kokoda Track catchment region has demonstrated strong health outcomes for the communities, influenced by KTF’s Healthy Communities project which supports the operations of 12 health facilities in the region. Over the past three years, over 15,000 children have been immunised including over 6,000 in 2018 who received immunisations against the recently remerged polio virus. Over 40,000 people in the catchment region now have reliable access to primary healthcare. Our Eye See PNG and Sight for PNG projects have up-skilled almost 100 people in eye health, diagnosis and vision testing and our new testing technology has tested the eye sight of 1,800 people, prescribing 1,200 with prescription spectacles.

In Livelihoods, KTF’s SolarBuddy and Village Connect have delivered solar solutions to over 19,000 people via individual and household technology systems. Reliance on kerosene has reduced by 80% and time spent on homework after dark by children has increased by 78%. KTF’s Light up PNG project has built the capacity and skills of 9 women’s groups, with two groups successfully reinvesting into their businesses in 2018.

In Leadership, the Archer Leaders alumni has grown to 50 and strong outcomes have been reported in self-esteem, confidence, leadership skills and knowledge, commitment to social justice, and engagement in middle to senior management careers. 2018 saw us increase the annual cohort of Archer Leaders from 6 to 8 via a partnership with a new PNG-based donor.

KTF will continue to closely monitor its project outputs and contribution towards longer-term outcomes over the next 12 months and will undertake a number of internal and external evaluations of projects and program to continue to better understand both our impact and influence and where program and project improvements can be made.



OUR PURPOSE

We work with people and communities to improve the lives and futures of Papua New Guineans.

OUR INSPIRATION

To keep the spirit of Kokoda alive.

EFFECTIVENESS FRAMEWORK

In 2016, KTF introduced its organisational Effectiveness Framework. The purpose of an effectiveness framework is to bring about better outcomes for people living in poverty, through better projects, programs and development approaches (Australian Council for International Development). An effectiveness framework is a way to articulate ‘why’ and ‘how’ NGOs know their operations are impacting on poverty and social change.

KTF’s Effectiveness Framework provides the means to track and sum up the results of KTF’s aid and development programs – by counting tangible outputs, measuring longer term changes over time, and assessing KTF’s contribution to those changes.

KTF uses a Theory of Change model to outline how it will endeavour to achieve its mission and strategic goals. KTF understands that people live in poverty due to complex and multidimensional factors including a lack of access to assets (including physical assets such as shelter, water and sanitation), human rights (such as access to health and education services) and social support (including solidarity in a community and women’s safety and empowerment).

In response, KTF delivers development projects under four main program areas:

- Education
- Health
- Livelihoods
- Leadership

KTF’s goal is to provide sustainable support in these important areas through carefully planned programs and projects designed to promote continuing self-improvement and the empowerment of vulnerable and marginalised communities.

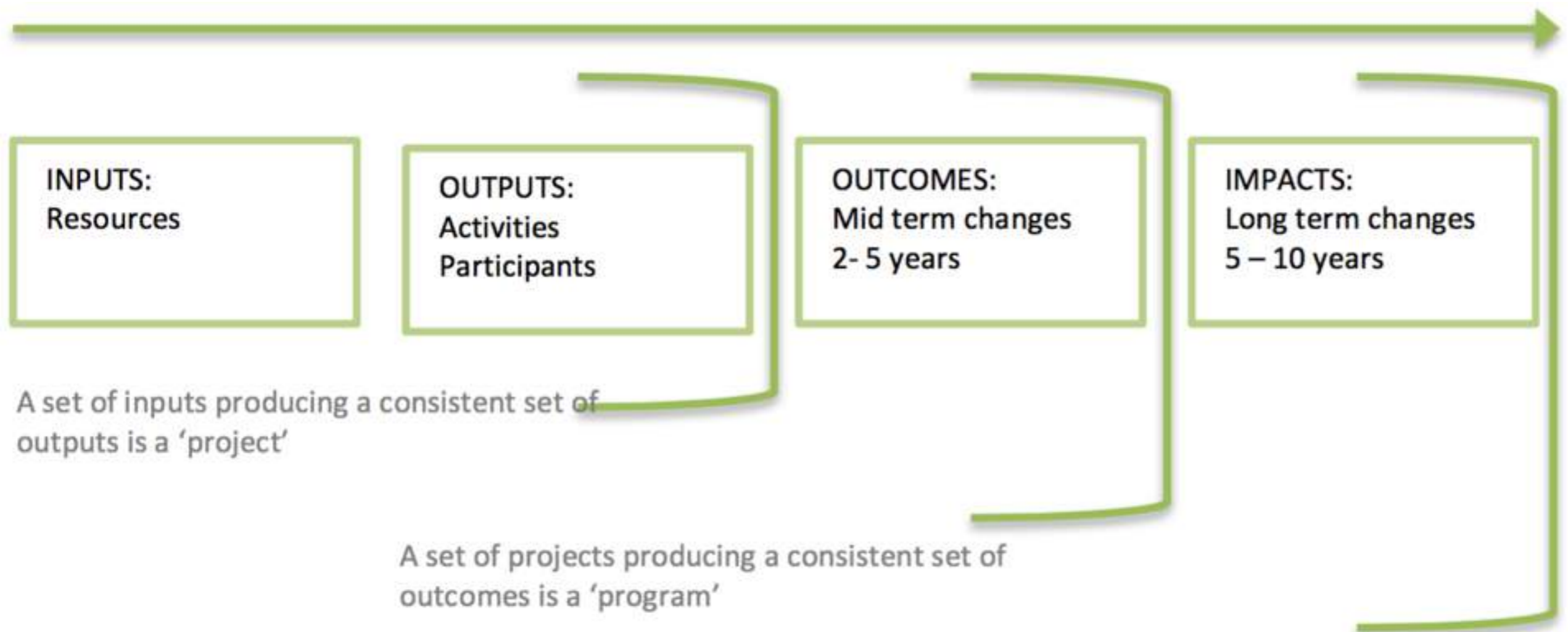
THEORY OF CHANGE

A 'theory of change' explains how activities are understood to produce a series of results that contribute to achieving the final intended impacts. KTF's Theory of Change supports the social, human rights and assets changes needed in PNG to lift communities out of poverty by working across four program areas: education, health, livelihoods and leadership.



PROGRAM LOGIC MODEL

The following program logic is used to describe programmatic interventions within KTF's effectiveness framework:



Inputs - usually time, money, resources, human resources

Outputs - tangible and concrete products or activities delivered by or through KTF, e.g. a training college, school resources, professional development, solar lights

A set of programs producing a consistent set of impacts is a 'strategic plan'

Outcomes - long-term changes that projects or interventions make a contribution to, e.g reduced maternal mortality

Impact - Highest-level of organisational achievement, related to the wide-scale achievement of sustainable outcomes

Education
Health
Livelihood
Leadership

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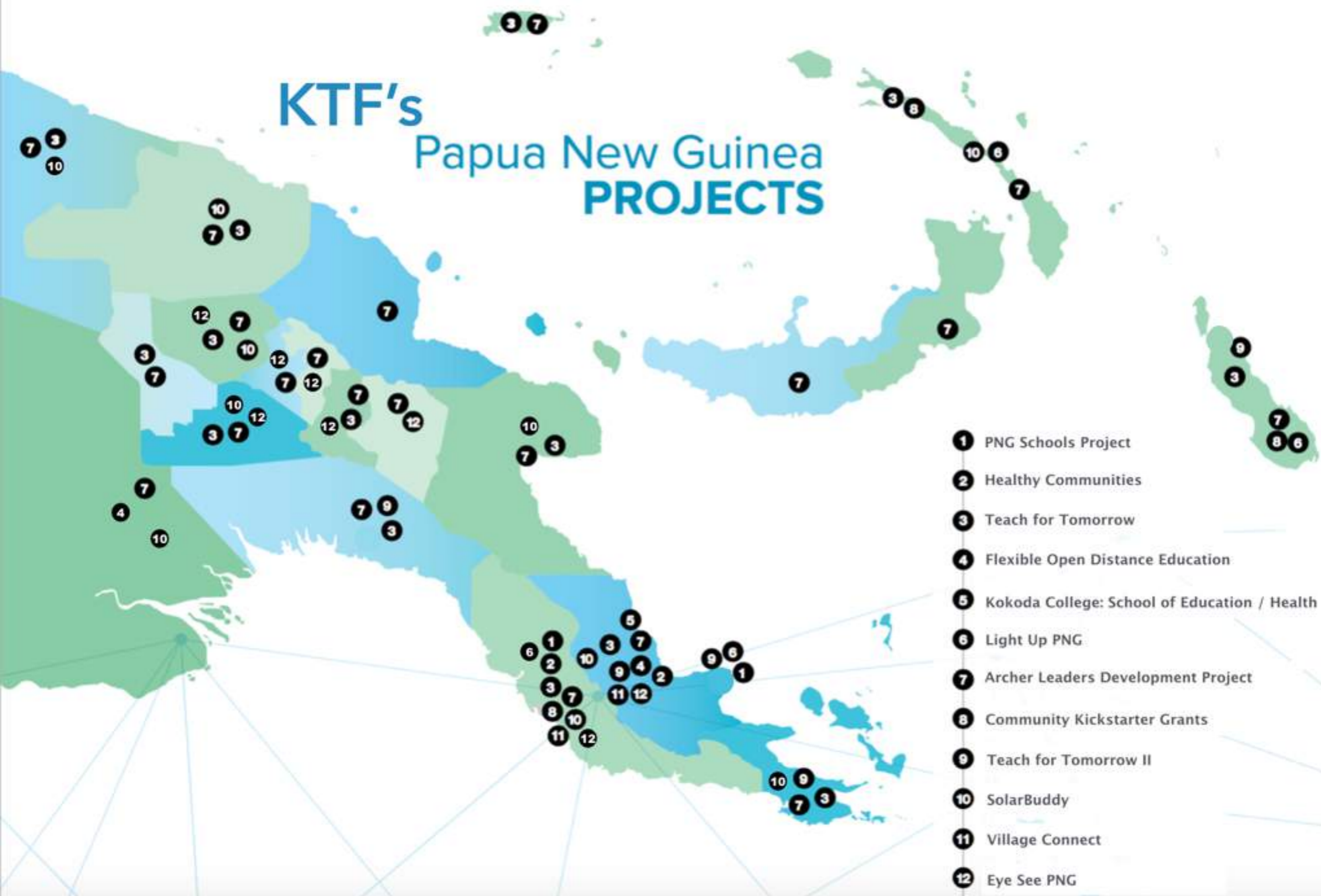


ORGANISATIONAL & GEOGRAPHICAL EXPANSION

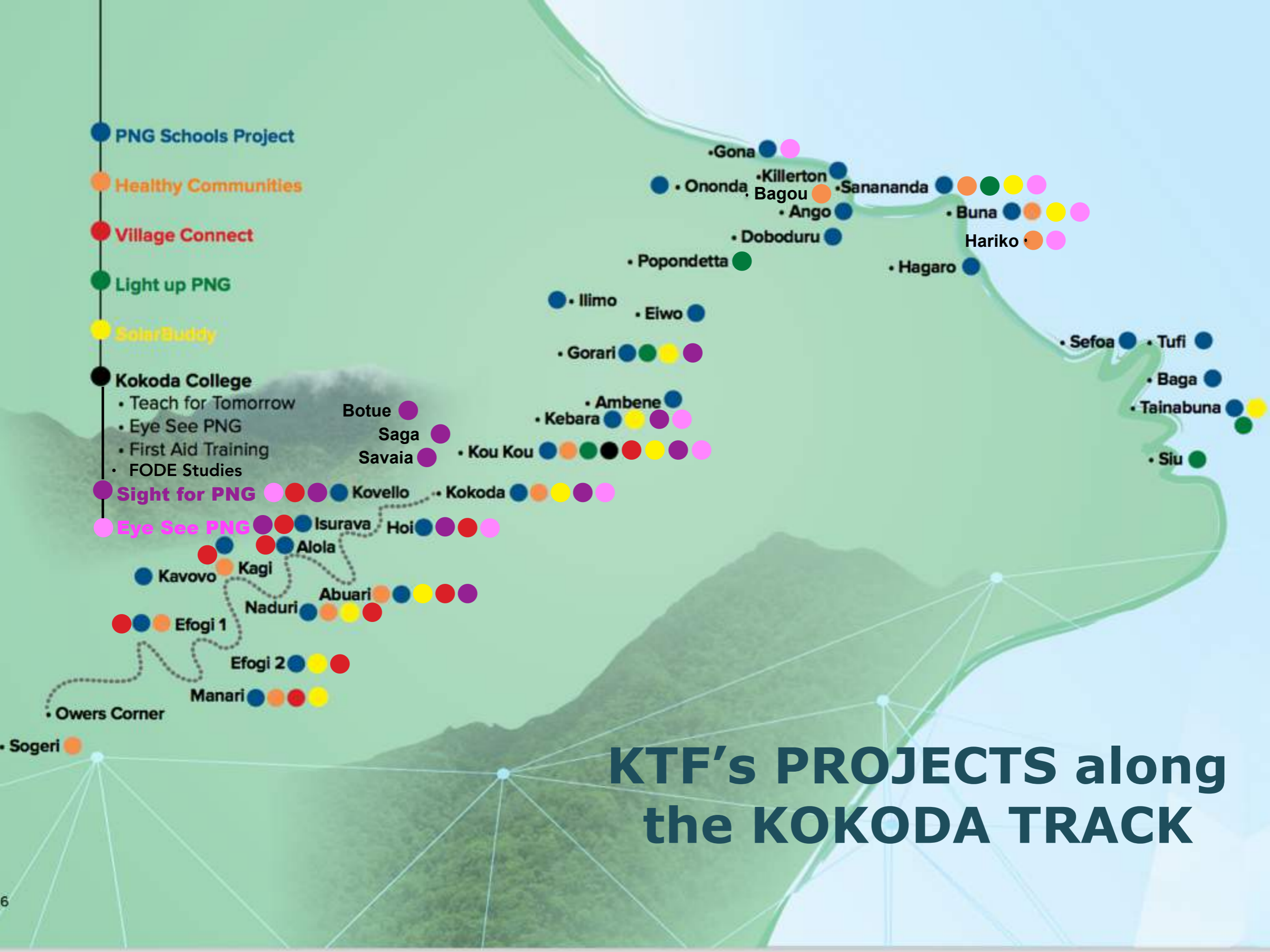
Between 2015 - 2018, KTF significantly expanded its revenue, suite of programs and projects, and geographical footprint:

- The number of KTF projects has increased from 9 in 2015 to 13 in 2018, a 44% increase in number of projects.
- KTF's revenue has increased from \$1.1 million in 2015 to \$2.8 million in 2018, a 154% increase in annual turnover.
- KTF's staff headcount has only increased from 12 to 13 between 2015 and 2018; however staffing has become more specialised and headcount in our Australian and Port Moresby offices has increased.
- KTF's geographical footprint has increased from operating in 2 Provinces in 2015 to 17 Provinces in 2018 as demonstrated by the map on the following pages.
- KTF's operations in the Kokoda Track catchment region have also substantially expanded during this time. The catchment region includes communities in the Sogeri region, all villages along and immediately either side of the Kokoda Track, communities between the Kokoda station and northern beaches of Buna, Gona and Sananada, and communities in the Tufi region. Our education activities in this region increased from operating in 35 communities in 2015 to 46 communities in 2018. Our health activities in this region increased from operating in 5 communities in 2015 to 12 communities in 2018. Many new activities in livelihoods were introduced in this region during this period too and in 2018 we ran livelihoods projects in 18 communities in the region. This is shown in the maps on the following pages.
- As a result of this organisational expansion, the reach of KTF's projects has expanded. This will be examined in close detail throughout this report and KTF's impact on direct beneficiaries and indirect beneficiaries will be explored.

KTF's Papua New Guinea PROJECTS



- 1 PNG Schools Project
- 2 Healthy Communities
- 3 Teach for Tomorrow
- 4 Flexible Open Distance Education
- 5 Kokoda College: School of Education / Health
- 6 Light Up PNG
- 7 Archer Leaders Development Project
- 8 Community Kickstarter Grants
- 9 Teach for Tomorrow II
- 10 SolarBuddy
- 11 Village Connect
- 12 Eye See PNG



KTF's PROJECTS along the KOKODA TRACK

TRACKING OUTPUTS

2016-2018

TRACKING OUTPUTS: 2016-2018

Outputs are tangible, countable results of project activities such as construction, service delivery, training and the number of people who participate in them or benefit from them. Outputs in each KTF project are developed during the project design phase and can be tracked by project staff from quarter to quarter. Some of these Outputs are specific to a program area such as education, health or livelihoods, or a particular target group such as children, women or teachers. Other Outputs are generic and might be found in any project, for example, training or awareness raising. Outputs are monitored by KTF project teams and reported on a quarterly basis. This section outlines the outputs achieved per project between 2016 - 2018.



EDUCATION OUTPUTS

1. TEACH FOR TOMORROW

Over the past two years, KTF has delivered its Teach for Tomorrow project across 14 Provinces in rural and remote PNG. These teachers were part of a large cohort of partially-trained elementary teachers who between 2016 – 2018 needed to urgently complete their Certificates of Elementary Teaching via the mixed-mode, multi-grade, SIU training program. KTF partnered with PNG Education Institute, the National Department of Education and Provincial Departments of Education to deliver the final instalment of the training required for completion and certification.

Our graduates are equipped to deliver the highest quality education to children in Preparatory, Grade 1 and Grade 2 which they are doing across the country. Our graduate teachers are dedicated to their profession and are currently teaching 130,000+ children across PNG. Having access to highly trained teachers ensures children from remote villages receive a great education and are encouraged to stay in school.



PROJECT OUTPUTS: TEACH FOR TOMORROW (2016-18)

| | Program | Project | Output | Indicators (2016) Q1 - Q4 | Indicators (2017) Q1 - Q4 | Indicators (2018) Q1 - Q4 | Total (at project end) |
|---|-----------|--------------------|--|---------------------------------|---------------------------------|---------------------------------|---------------------------|
| 1 | Education | Teach for Tomorrow | Number of elementary teachers trained & eligible for certification | 536 | 1,754 | 1,395 | 3,685 |
| 2 | Education | Teach for Tomorrow | Number of female elementary teachers trained & eligible for certification | 355 | 888 | 747 | 1,990 |
| 3 | Education | Teach for Tomorrow | Number of male elementary teachers trained & eligible for certification | 180 | 866 | 648 | 1,694 |
| 4 | Education | Teach for Tomorrow | Number of elementary teachers with a disability trained & eligible for certification | 54 | 175 | 159 | 388 |
| 5 | Education | Teach for Tomorrow | Number of students in school as a result of teachers trained (via SIU fast track training) | 21,440 | 70,200 | 45,058 | 136,698 |
| 6 | Education | Teach for Tomorrow | Number of schools remaining open as a result of teachers trained (via SIU fast track training) | 406 | 1,189 | 764 | 2,359 |
| 7 | Education | Teach for Tomorrow | Number of Government departments partnered with to deliver T4T programs | 5 | 9 | 7 | 16* |
| 8 | Education | Teach for Tomorrow | Number of Provinces SIU training delivered to | 3 | 7 | 5 | 14* |

**PNG Education Institute and National Department of Education counted across all three years and Milne Bay DoE counted across two, therefore total of 16 Government departments and 14 Provinces*

TEACH FOR TOMORROW OUTPUTS: QUALITATIVE DISCUSSION

KTF's Teach for Tomorrow project came to a conclusion in December 2018 having delivered training to 3,685 elementary teachers across 14 Provinces in Papua New Guinea. This was a multi-Province partnership between KTF, the PNG Education Institute (PNGEI), the National Department of Education (NDoE) and 14 Provincial education authorities.

In 2016, the National Department of Education decided to cease the current mixed-mode training format to train elementary teachers and institutionalise all future elementary training programmes that would be offered for 12 months instead of 3 x 6 weeks that was offered in the past. During this announcement, KTF learnt that thousands of teachers could be dismissed from the profession because these teachers had not completed their Certificates of Elementary Teaching, some for up to two decades. KTF acted swiftly and a MOA was signed between all partners to train these teachers within 2.5 years.

The project was conducted through the Self-Instructional Unit Multi-grade Mixed Mode Training framework owned by PNGEI (the accrediting institution) and KTF contributed the core values (Child Protection, Gender Equity and Inclusive Education) sessions to enhance the training. The training was delivered within six weeks at each location (6 months for Milne Bay Year 1 trainees) and was co-delivered by PNGEI, KTF Lecturers and provincial trainers.

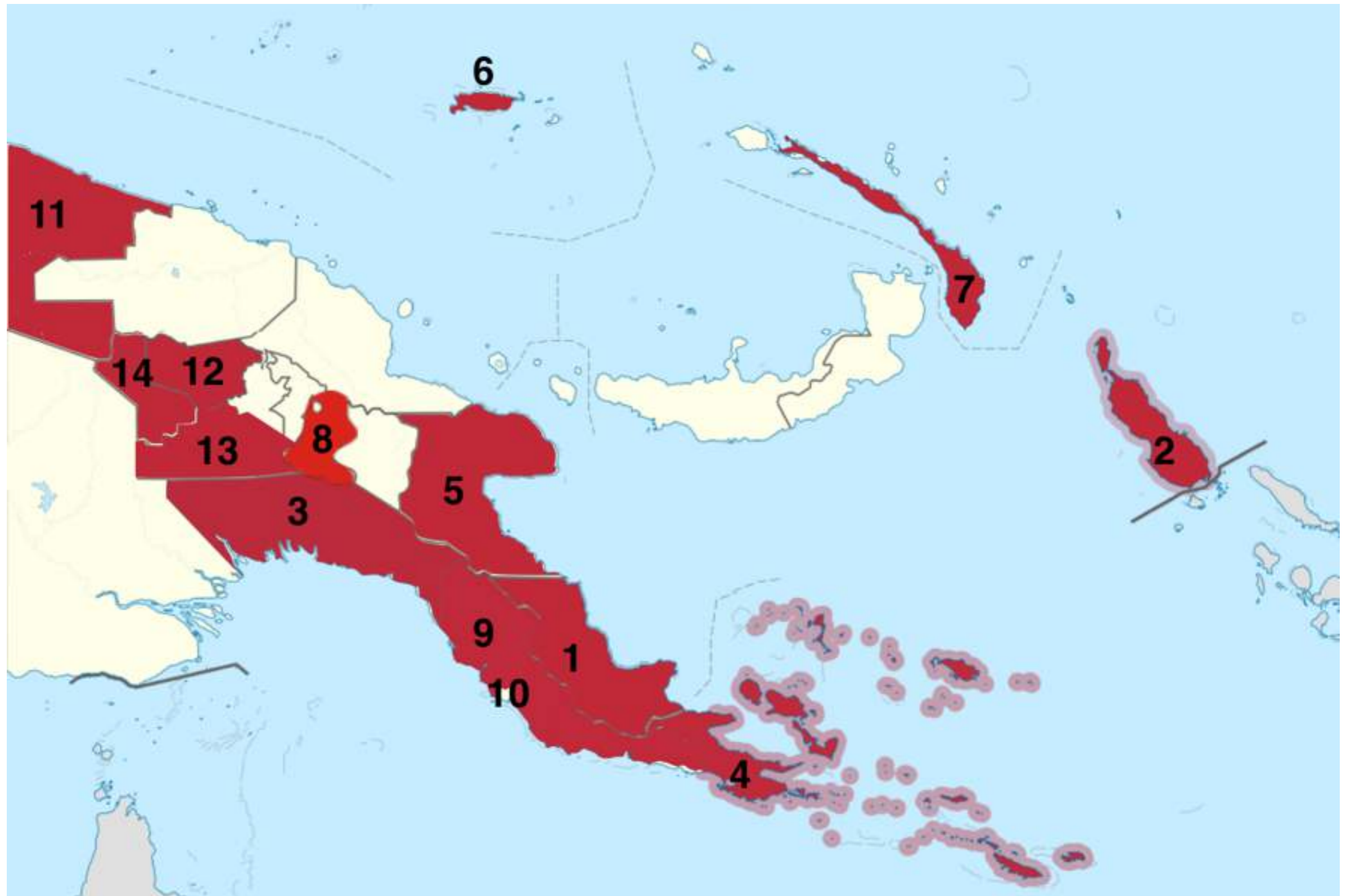
Elementary teachers had to complete twenty-seven (27) SIUs if they were in Year 1, sixteen (16) SIUs if they were in Year 2 and seven (7) SIUs if they were in Year 3. Coupled with that, teachers had to write learning journals each week, complete mastery tests in the SIUs, design and develop a play curriculum and teach components of these during peer teaching which was part of their practicum. The learning was quite intense and time management, attendance and participation in all areas was compulsory.

Qualitative discussions with the partners, trainers and teachers indicate strong support for the project outcomes:

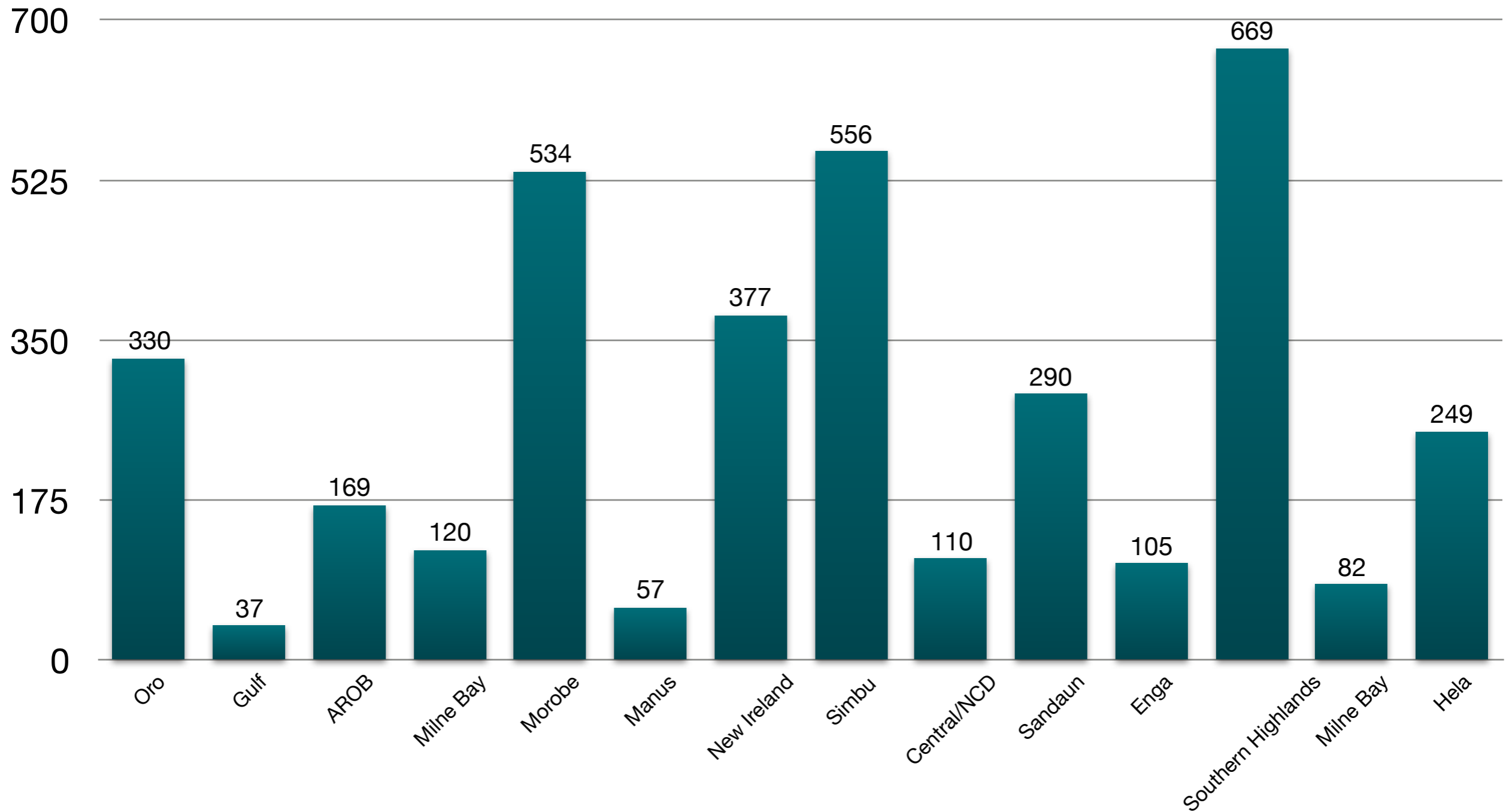
“I have been teaching for 11 years without proper training and certification. My trainers and lecturers taught me how to plan better lessons using the theme-webs and how to create practical activities for students. I am excited to teach in 2019”. (Samuel Kopari, Halungi Elementary School)

“I was really satisfied with how effectively and efficiently the Teach for Tomorrow training was delivered during the past three years across 14 provinces. The training really enhanced the skills and knowledge of these teachers and I am very confident children in remote locations will be well taught in 2019 and for many years to come. Thousands of teachers were trained and will now remain in their profession. It is good to know that these teachers will be moved over to the government payroll soon.” (Petra Arifeae, KTF Programs Manager)

MAP OF TEACH FOR TOMORROW LOCATIONS COMPLETED: 14 PROVINCES



NUMBER OF TEACHERS TRAINED BY TEACH FOR TOMORROW BY PROVINCE



2. PNG SCHOOLS PROJECT

Accessing quality education is an ongoing challenge for parents in PNG. KTF is committed to establishing and improving school infrastructure, supporting the development and posting of quality personnel, and providing school grants that provide supplies, key resources and help schools to remain open across remote areas. Specifically, KTF works to provide teachers with professional development and mentoring opportunities, provides resources and educational supplies to schools to enable their operations, builds educational infrastructure, supports teacher remuneration and works with schools to establish small social enterprises from which they can earn an income to further support the operations of the school. Our PNG Schools Project operates in communities across the Oro and Central Provinces in PNG.



PROJECT OUTPUTS: PNG SCHOOLS PROJECT (2016-2018)

| | Program | Project | Output | Indicators (2016) | Indicators (2017) | Indicators (2018) |
|---|-----------|---------------------|---|-------------------|-------------------|-------------------|
| | | | | Q1 - Q4 | Q1 - Q4 | Q1 - Q4 |
| 1 | Education | PNG Schools Project | Number of schools built or maintained | 8 | 6 | 6 |
| 2 | Education | PNG Schools Project | Number of schools provided with educational supplies | 52 | 42 | 46 |
| 3 | Education | PNG Schools Project | Number of students enrolled in schools provided with educational supplies | 6,980 | 5,000 | 6,610 |
| 4 | Education | PNG Schools Project | Number of water supply systems completed in schools | 2 | 0 | 7 |
| 5 | Education | PNG Schools Project | Number of people served by improved water supplies | 120 | - | 215 |
| 6 | Education | PNG Schools Project | Number of teacher postings supported (wages) | 19 | 20 | 18 |
| 7 | Education | PNG Schools Project | Number of students served directly by teacher postings supported | 580 | 615 | 550 |
| 8 | Education | PNG Schools Project | Number of students in schools with KTF teacher postings supported | 1,250 | 1,312 | 1,060 |

PNG SCHOOLS PROJECT OUTPUTS: QUALITATIVE DISCUSSION

PNG Schools Projects was created to enable children in remote locations in the Oro and Central Provinces to have access to high-quality teaching and learning programmes in both primary and elementary education. This project comprises a range of support for the operations, infrastructure and resourcing of schools including teacher training and remuneration, teacher mentoring and development, infrastructure and classroom maintenance, and a regular and targeted provision of educational resources.

In 2018, eighteen teachers were supported through the salary programme to operate schools that contributed to 17 schools remaining open throughout the year. A total of 46 schools throughout Oro and Central Provinces received educational equipment within the first six months of 2018. Thirty-seven of these schools were in the Kokoda, Northern Beaches and Tufi regions of Oro Province and nine of these schools were in the Mt. Koiari region along the Kokoda Track in Central Province. All resources were selected by the school principals or teachers in charge and delivered in person by KTF officers. Development for the teachers included workshops on how to use the materials in order to better student learning and how to create rich learning environments that foster learning from natural resources and environments.

The aim of PNG Schools Project is to enable best practice schools to get established, operate successfully for a period of time with the aim of transferring the schools operating functions over to more sustainable support avenues including the Provincial Governments, local Churches and other industries, for example the trekking industry for schools located along the Kokoda Track.

“PNG Schools has enabled my school to stay open and to operate effectively for the past 4 years. Previously we faced major challenges. Our government-funded teachers would not stay in their posts and our school inspections did not result in additional staff being posted to the school. With KTF’s support of a regular supply of school resources and the funding of two full-time teachers, we have been able to provide a quality education to 150 children over 4 years. We also received training from KTF and ongoing mentoring and support. In addition, whilst we learnt how to run a school on limited resources and utilising our natural environments, KTF also provided a regular supply of educational resources and classroom materials which were a life-line as otherwise we would be teaching with very little. A more recent partnership with the Kokoda Initiative also saw our classrooms re-built and we now have beautiful facilities for our children to learn in. We are focused on providing a play-based curriculum aligned with the Governments standards-based curriculum; and being a part of the PNG Schools Project has enabled us to thrive and deliver a high quality learning to all children in our catchment region.” (KTF Teacher, Gorari Elementary School)

“Through the PNG Schools Project, KTF has funded my teaching position at Kokoda Elementary. I am able to support my children and buy their clothes, pay for their project fees, buy laundry soap and feed my family. Without this assistance I don't think I would still be teaching. KTF's support to my school with educational resources has helped me provide better learning programmes for my children. I have access to these resources which are turned into relevant information for children to use and support their learning. I feel really proud when I see my student succeed in learning. In the past we have had low attendance because students were not interested in school. In 2018, I had a class population of 35 students. I am always proud when I see my students enjoying my lessons because I know they are learning. Most of my students come from nearby catchment villages such as Botue, Savae, Kokoda Blocks, Kou Kou 1 &2 and Saga villages. Through KTF's training and mentoring programmes, I am able to support the slow learners to build up on their learning and the interest just grows because my classroom is flooded with information put up on displays. My fast learners learners are always happy because they are learning new things everyday. Without these resources I believe students’ interest in learning would be very low.” (KTF Teacher, Kokoda Elementary School)

Central Province

Oro Province



PNG SCHOOLS PROJECT

3. KOKODA COLLEGE SCHOOL OF EDUCATION (FODE)

Kokoda College (School of Education) is a holistic centre of excellence for the training and professional development of elementary teachers and community health workers. Kokoda College offers a series of courses for the training and upskilling of elementary teachers in areas such as pedagogy, behaviour, culture and language, agriculture, food security and traditional lifestyles, nutrition and active lifestyles and assessment, and helps teachers learn to engage parents and communities with learning; and for Community Health Workers in a range of postgraduate specialist content areas including vision and eye health. The main focus of the Kokoda College from 2016 - 2018 was teacher training (via Teach for Tomorrow, reported in Project 1), teacher upskilling (via Teach for Tomorrow II, reported in Project 4) and the of Flexible and Open Distance Education that enables Grade 10 school leavers to upgrade their qualifications to Grade 12 – the new minimum entry requirement for all teachers across the country. The FODE project outputs will be reported in this section.



PROJECT OUTPUTS: KOKODA COLLEGE SCHOOL OF EDUCATION (2017-2018)

| | Program | Project | Output | Indicators (2017) Q1 - Q4 | Indicators (2018) Q1 - Q4 |
|---|-----------|---|--|------------------------------|------------------------------|
| 1 | Education | Flexible & Open Distance Education (FODE) | Number of students who undertook initial PET testings for enrollemnt | 38 | 56 |
| 2 | Education | Flexible & Open Distance Education (FODE) | Number of students enrolled in FODE upgrading Grade 10 certificates. (New pre-requisite for elementary teacher training | 38 | 47 |
| 3 | Education | Flexible & Open Distance Education (FODE) | Number of females enrolled in FODE upgrading Grade 10 certificates. (New pre-requisite for elementary teacher training | 19 | 18 |
| 4 | Education | Flexible & Open Distance Education (FODE) | Number of males enrolled in FODE upgrading Grade 10 certificates. (New pre-requisite for elementary teacher training course) | 19 | 29 |
| 5 | Education | Flexible & Open Distance Education (FODE) | Number of students progressing to Grade 11 or 12 at end of academic year | 0* | 32 |
| 6 | Education | Flexible & Open Distance Education (FODE) | Number of students committed to becoming teachers or health workers at completion of FODE studies | 38 | 32 |

**FODE curriculum was taken off-line halfway through 2017 and wasn't reintroduced until halfway through 2018. The World Bank was engaged by GoPNG to re-write the curriculum, learning materials, assignments, exams and marking guides and hence students could not undertake examinations.*

KOKODA COLLEGE / FODE OUTPUTS: QUALITATIVE DISCUSSION

The decision to deliver the FODE program at the Kokoda College has emerged directly from the needs of community members, often from remote and rural areas across PNG, not having the minimum qualifications to enrol in tertiary studies in teaching and health work. The recent government decisions regarding the accessibility to these two essential professions has impacted rural and remote regions more than any. The restriction of the accessibility has been two-fold: firstly by creating a new minimum entry requirement of Grade 12 qualifications and secondly utilising city-based establishments for the training programs. The average school-lever level for the Kokoda Track region is Grade 8. Therefore, it is a requirement that FODE pathways are provided for people to upgrade to Grade 12 in order to train as teachers and health workers.

The Kokoda College is the only accessible Flexible Open Distance Education (FODE) centre for students from the Kokoda Track catchment region. In 2018, the College tested for entry 47 members of the community, enabling adult learners to resume studies in FODE. By the end of 2018, 18 students were confident enough, and had completed entire subject selection assignments, to sit their exams ranging from Grade 10 English to Grade 12 Physics.

Students need to be able to balance their studies at the college including teacher mentoring and lesson-based activities with their village and family responsibilities. Rotating weeks for subject specific learning and utilising tablet-based technology loaded with curriculum materials enables students pathways for upgrading that would otherwise be impossible with large travel distances to gain the education required.

One of the key aims of the Kokoda College is to encourage in students the desire to retain their commitment to either education or healthcare careers. Qualitative evidence collected to date indicates that these pathways are being fostered for students studying at the College:

“In most areas students are not selected [for tertiary studies] because of their cut off marks. So FODE is the only opportunity for students who are left out to upgrade their marks in FODE Centres. But where I come from there are no FODE Centres so the opportunity to come to Kokoda was a blessing.” (FODE Student)

“During my stay in Kokoda, I’ve been going up and down between the College and the village and I’ve seen the teachers in their schools teaching. I’ve seen how they move around and conduct things. I am dreaming that I want to be one of them.” (FODE Student)

“My observation over the past 12 months has been that the students are still committed to these career pathways. The other activities offered at the College have fostered the students interest in pursuing these careers. For example, FODE students have met many teachers, they have observed the demonstration school, they have seen the training of elementary teachers and had conversations about the importance of teaching. Likewise, those who want to become health workers or nurses spend time with the College health worker, observe the practice of the aid post, and participate in the first aid training and glasses programs at the College. They are still committed to these pathways.” (Martha Bentley, Program Manager)

4. TEACH FOR TOMORROW II

Following on from the success of our Teach for Tomorrow project, KTF is now piloting a follow-up, intensive and targeted professional development and in-service program for elementary teachers. When elementary teachers graduate in PNG, they are often posted to extremely remote locations, where they are the sole teacher in a multi-grade school. Teaching under these circumstances is difficult, and teachers often receive no ongoing training, mentoring or support. Teach for Tomorrow II is a bespoke program for elementary teachers in PNG, where they are supported to be the best teachers they can possibly be. KTF is working closely with its partners at the National Department of Education and PNG Education Institute to ensure that these teachers are not forgotten in the context of proposed educational reform in PNG

The T4TII model is a “train the trainer” one. An in-service program and PD calendar is designed in collaboration with provincial education authorities, trainers and teachers themselves to identify the main needs for each Province. Several key focus areas are taught across the board including: (a) Curriculum: Literacy, Maths, Culture & Community; (b) Assessment & Understanding of Growth; and (c) Professional Discipline & Development; but otherwise courses are bespoke.



PROJECT OUTPUTS: TEACH FOR TOMORROW II (2017 – 2018)

| | Program | Project | Output | Indicators (2017) | Indicators (2018) |
|---|-----------|-----------------------|--|-------------------|-------------------|
| | | | | Q1 - Q4 | Q1 - Q4 |
| 1 | Education | Teach for Tomorrow II | Number of district elementary trainers trained | 55 | 61 |
| 2 | Education | Teach for Tomorrow II | Number of district elementary trainers trained (females) | 12 | 20 |
| 3 | Education | Teach for Tomorrow II | Number of district elementary trainers trained (males) | 43 | 41 |
| 4 | Education | Teach for Tomorrow II | Number of elementary teachers participating in PD and up-skilling by district trainers | 1,167 | 2,481 |
| 5 | Education | Teach for Tomorrow II | Number of students taught by teachers engaged in PD | 47,172 | 61,470 |
| 6 | Education | Teach for Tomorrow II | Number of T4TII Train the Trainer workshops delivered | 4 | 3 |
| 7 | Education | Teach for Tomorrow II | Number of T4T II PD & upskilling group workshops delivered by trainers | 76 | 244 |
| 8 | Education | Teach for Tomorrow II | Number of T4T II PD & upskilling informal sessions delivered by trainers | 190 | 610 |
| 9 | Education | Teach for Tomorrow II | Number of Provinces Teach for Tomorrow II training delivered to | 3 | 3 |

TEACH FOR TOMORROW II OUTPUTS: QUALITATIVE DISCUSSION

The Teach for Tomorrow II workshop is designed to be adaptable to the needs of Provincial trainers in a range of challenging contexts. Clearly identifiable teaching activities across literacy, mathematics and assessment are a key focus of the professional development but are underpinned with accessible and versatile pedagogical applications and skills, allowing our trainers to ‘pick and mix’ to the needs of the group.

After receiving the Train the Trainer Workshop directly from KTF, each trainer goes on to deliver approximately four PD workshops to the teachers that they are responsible for annually. Each workshop has on average 30-50 teachers attend, depending on the environmental context: e.g. islands, mountains or townships. Trainers also deliver the professional development across their region in smaller, less formal school-based groups. These more informal sessions are ongoing through the year and are delivered to the entire team of teachers by each trainer. In most cases, each trainer has over 100 teachers within their cluster that they are responsible for.

“The reinvigorating and updating of skills for a teacher cannot be underestimated. For a teacher to resource groups of students with up-to-date methods and relevant and invigorating material, they need ongoing support and training.” (Martha Bentley, Programs Manager)

“Often out of date teaching methods are being used which can lead to over-worked and disenfranchised teachers, feeling there is little evidence in growth and success through their teaching and learning methods. This can be devastating for the pupils and the staff and can ultimately lead to a lack of educational outcomes for students. Rather than a lack of effort or hard work on the teachers behalf, it is almost always a lack of professional development, which is the destructive, yet avoidable factor to the educational failings.” (Martha Bentley, Programs Manager)

Feedback from the Teach for Tomorrow II workshops to date has been extremely positive. Immediate trainer and teacher satisfaction, learning and skills development outputs have been measured via post-training interviews:

Trainer, David Kamuka, Bougainville: “It has been a privilege for me to sit this two-and-a-half-day workshop with KTF, learning literacy, mathematics and assessment strategies. It is an eye opener and I have certainly grasped what was intended for us to learn. Rote learning was what I am used to after graduating from Teachers College. If we have a paradigm shift from this stage, we will certainly make changes with our teachers who will make changes in our students’ learning. We had a lot of learning in a short period of time. However, now the onus is on us to make it work, giving support to our teachers.”

Trainer, Martin Morris, Bougainville: “Mega thanks to KTF for this workshop, you have been our saviours with your timely intervention which has resurrected us and equipped us with tonnes of knowledge that through delivery in two days will effect eternity. Because I will begin my cluster workshop this week. Please do come back to us and give us some more of these strategies that will help the people of Bougainville.”



Subtract

1. $10 - 6 =$

2. $6 - 3 =$

3. $8 - 7 =$

4. $9 - 7 =$

5. $7 - 2 =$

6. $2 - 2 =$

Exploring environment

Know five senses:

1. Sight — eye
2. Sound — ear
3. Smell — nose
4. Touch — hand
5. Taste — mouth

HEALTH OUTPUTS

1. HEALTHY COMMUNITIES

Our work in health focuses on strengthening primary health care delivery in some of PNG's most remote communities. Our Healthy Communities project supports the ongoing operations of health facilities throughout rural and remote communities in the Oro and Central Provinces of PNG. KTF supports the training and postings of Community Health Workers into aid post and health centre facilities as well as a regular supply of essential drugs and medical resources. With the increased demands of a growing population, the continuation and survival of aid postings is vital for access to basic healthcare.



PROJECT OUTPUTS: HEALTHY COMMUNITIES (2016-2018)

| | Program | Project | Output | Indicators (2016) | Indicators (2017) | Indicators (2018) |
|----|---------|---------------------|--|-------------------|-------------------|-------------------|
| | | | | Q1 - Q4 | Q1 - Q4 | Q1 - Q4 |
| 1 | Health | Healthy Communities | Number of aid posts provided with drugs & medical supplies | 5 | 8 | 12 |
| 2 | Health | Healthy Communities | Number of aid posts maintained | 5 | 7 | 4 |
| 3 | Health | Healthy Communities | Number of water supply systems completed in aid posts | 0 | 0 | 8 |
| 4 | Health | Healthy Communities | Number of people served by improved water supplies | 0 | 0 | 7,630 |
| 5 | Health | Healthy Communities | Number of CHW postings supported (wages) | 5 | 8 | 9 |
| 6 | Health | Healthy Communities | Number of children with access to a health service and/or treatment (excl KMH) | 6,300 | 8,410 | 11,085 |
| 7 | Health | Healthy Communities | Number of adults with access to a health service and/or treatment (excl KMH) | 2,280 | 3,229 | 4,299 |
| 8 | Health | Healthy Communities | Number of children with access to health services including Kokoda Memorial Hospital | 24,045 | 26,155 | 28,830 |
| 9 | Health | Healthy Communities | Number of adults with access to health services including Kokoda Memorial Hospital | 9,378 | 10,327 | 11,397 |
| 10 | Health | Healthy Communities | Number of immunisation patrols conducted | 24 | 28 | 48 |
| 11 | Health | Healthy Communities | Number of children immunised | 4,195 | 4,755 | 6,880 |

HEALTHY COMMUNITIES OUTPUTS: QUALITATIVE DISCUSSION

KTF's Healthy Communities project supports the operations, resourcing and infrastructure of health facilities in remote and rural parts of the Oro and Central Provinces in PNG. KTF supports the salaries and postings of nine full-time Community Health Workers and provides a regular supply of drugs and medical equipment to eleven aid posts and health centres across the Kokoda Track and the Northern Beaches region of Oro Province as well as the Kokoda Memorial Hospital in Kokoda station. Aid posts are the cornerstone of health services for rural and remote PNG. KTF Healthy Communities project facilitates the operation of aid posts, providing vital access to health services to people living in isolated and remote communities.

This project expanded significantly in 2018, to further improve the health of Papua New Guineans. New postings were created for four additional aid posts: the first in Boridi, along the Kokoda Track, followed by three additional facilities in the Northern Beaches - Bagou, Hariko and Sanananda.

"I am very thankful that I am serving the community in Boridi in the remote Mt Koiari region of the Kokoda Track. Despite the fact that it is out in the bush, I get the real joy of serving people. When I started on my first day of working the health centre was flooded with patients. The people have been left out of basic health services and a trained and skilled worker for a long period of time. I am there to serve and I am thankful that I am touching lives".

In October, in partnership with the local village, a new aid post facility was constructed in Sanananda in the North of Oro Province. KTF is funding the salary of a new health worker to operate this post. Prior to the opening, people in this village were required to walk 2 hours to access health services.

Four of KTF's Health Workers undertook life-saving vaccination patrols for Polio in response to an outbreak of the disease in 2018. A little under 7,000 children aged up to 15 years of age were vaccinated during these patrols.

In addition to providing health care, the Community Health Workers engage in community education, advising on hygiene, diet, disease prevention (including HIV and TB), and offer antenatal and post natal care.

KTF is committed to sustainable health projects. In 2018, in collaboration with two partners, the SDA Church and the Kokoda Initiative, KTF was able to successfully hand over the operations of our aid post facility in Efogi, along the Kokoda Track. Our partners have a long-term strategic interest in this community.

KTF also worked closely with partners at the No Roads Foundation and Kokoda Initiative for the operations of the new health centre facility in Buna. KTF appointed a new female community health worker to the facility in 2018 who delivers child and maternal health services to 12 catchment communities.

Central Province

Oro Province



HEALTHY COMMUNITIES PROJECT

2. EYE SEE PNG

The prevalence of blindness and low vision in PNG is high. KTF works with its partners at PNG Eye Care to deliver PNG's first-ever post-graduate training program for Community Health Worker that specialises in eye health. The training enables Community Health Workers to detect and diagnose a range of eye issues including refractive error, myopia, cataracts, stigmatism and other eye disease. Following KTF's geographical expansion trajectories from its Teach for Tomorrow project, the project is expanding across PNG to train Community Health Workers from four main clusters: New Ireland, Highlands, Oro and Central Clusters.



PROJECT OUTPUTS: EYE SEE PNG (2017 – 2018)

| | Program | Project | Output | Indicators (2017) Q1 - Q4 | Indicators (2018) Q1 - Q4 |
|---|---------|-------------|---|------------------------------|------------------------------|
| 1 | Health | Eye See PNG | Number of post-graduate eye health courses delivered | 2 | 2 |
| 2 | Health | Eye See PNG | Number of community health workers trained in eye health | 50 | 33 |
| 3 | Health | Eye See PNG | Number of Provinces represented by community health workers | 6 | 2 |
| 4 | Health | Eye See PNG | Number of people in communities received improved eye health care from community health workers | 50,000 | 33,000 |
| 5 | Health | Eye See PNG | Number of villages with access to trained CHW in eye health | 185 | 160 |
| 6 | Health | Eye See PNG | Number of Provincial Health Authorities partnered with | 2 | 2 |

EYE SEE PNG OUTPUTS: QUALITATIVE DISCUSSION

Eye See PNG is a project designed to upskill Community Health Workers in eye care and eye health. It was determined that there was a limited knowledge of eye care and eye conditions and a need to reduce preventable blindness. In response, the course content was created specifically for the needs of Community Health Workers operating in rural and remote PNG, and is delivered over a 5-day period. KTF worked in partnership with the Brien Holden Vision Institute in Australia and local NGO, PNG Eye Care to develop and deliver this project.

In 2018, this project was delivered to a total of 33 Community Health Workers from across the two provinces of New Ireland and Central. Population data from the aid post catchment areas indicates up to 33,000 people benefitting from this training. These communities are now able to receive eye care in the form of diagnosis and treatment of minor eye conditions and are provided with referral pathways when necessary. Prior to this training, people living in these communities were required to travel to provincial capitals for such care. The hardship of travelling long distances and the costs involved prevented many from making this journey.

Participants in this training have been very engaged and have provided very positive qualitative feedback, both during and initially after the training and since they have returned to their home aid posts and put their skills into practice.

“The eye is an organ that is least trained and focused on throughout our studies and working lives. Most of the time, Community Health Workers do general clinical assessments and administer antibiotics for cases presented with eye. The care of optical requirements was not a prioritised area in our previous training. We are very fortunate and privileged to be trained in this program as it will greatly change our approach during work”

“Previously, we were trying to refer our eye patients all the way to town for the doctor or a trained nurse who went to further studies at a university to diagnose patients. But now I know that most of the patients can actually be diagnosed and treated at our own facility! And we have the skills and knowledge to transfer to people that we serve in the village to prevent damage to the eye and any things that contribute to the damage of the eye.”

However, many health workers also spoke about the limitations for rural community members in accessing vision correcting services or more in depth follow up diagnosis and treatment.

“People desperately need glasses. But a problem the community here encounters is money. The money to travel and then the money to pay for glasses. If the payment for the glasses is pulled down then they will be able to get them, but the price is too high, more than K20, they hardly buy it.”

(See next project update on KTF’s new project Sight for PNG which undertakes vision testing and glasses provision in remote PNG).

3. SIGHT FOR PNG

Vision impairment is both a cause and consequence of poverty. There is a high prevalence of blindness and vision impairment in PNG, especially in remote areas where access to health services are limited. Our Sight for PNG project enables innovative and efficient refractive error testing at scale across remote and rural PNG and the provision of affordable prescription spectacles to those who require them within the majority subsistence population. Currently in pilot phase, our intervention is the first of its kind, in that it enables unskilled personnel to test for refractive error via a simple 'Refraction Wheel' that can be administered efficiently. Training is delivered to teachers, village health volunteers, or community leaders and they are equipped with the skills to test for refractive error. Our spectacle-assembly kit provides durable, flexible, and appealing frames as well as the suite of lenses required to build prescription glasses on the spot.



PROJECT OUTPUTS: SIGHT FOR PNG (2018)

| | Program | Project | Output | Indicators (2018) Q1 - Q4 |
|---|---------|---------------|---|------------------------------|
| 1 | Health | Sight for PNG | Number of testing wheel sketches prepared for analysis | 5 |
| 2 | Health | Sight for PNG | Number of testing wheels designed for prototype testing | 1 |
| 3 | Health | Sight for PNG | Number of prototype testing wheels manufactured | 3 |
| 4 | Health | Sight for PNG | Number of people trained in vision testing (via testing wheel) and glasses assembly | 12 |
| 5 | Health | Sight for PNG | Number of team leaders prepared for vision testing pilot roll-out | 4 |
| 6 | Health | Sight for PNG | Number of people to have their vision tested | 1,800 |
| 7 | Health | Sight for PNG | Number of pairs of prescription spectacles assembled | 1,200 |
| 8 | Health | Sight for PNG | Number of villages vision testing pilot rolled out to | 14 |
| 9 | Health | Sight for PNG | Number of Provinces vision testing pilot rolled out to | 1 |

SIGHT FOR PNG OUTPUTS: QUALITATIVE DISCUSSION

Currently there is no access to vision testing or prescription spectacles for most people in rural PNG. Travelling to Port Moresby for eye-testing is impossible for most and custom-made spectacles are not affordable. This is certainly the case for the rural Kokoda region whereby the only options for vision testing is in Popondetta or Port Moresby (or via YWAM ships); or prescription spectacles can sometimes be purchased at local trade stores without any vision testing taking place. This almost always leads to the wrong prescription spectacles being assigned to a person's required correction.

Our novel system reduces or eliminates these problems and has the potential to reduce significantly the impact of avoidable blindness worldwide. The innovative technology is easily replicable, and allows vision testing services and assembly of prescription glasses to be taken to anywhere there is a need. The project also addresses the current limitations to vision testing and spectacles for people across the developing world. It does not rely on optometrists and expensive pieces of testing and manufacturing technology. It has the potential to be taken to scale right across Papua New Guinea and to other parts of the developing world.

The pilot training program delivered by 4 eye ophthalmologists was well received and was undertaken over 5 days at the Kokoda College. By the end of the 5 days, 4 leaders were trained to be confident and competent in the administration of the new vision testing technology; with a further support team of 8 personnel to assist under the supervision of the team leaders.

These teams then undertook four outreach vision testing expeditions to: (a) Kokoda College cluster; (b) Gorari/Kebara cluster; (c) Saga, Botue, Savaia cluster; and (d) Kovello, Hoi, Isurava cluster. A total of 1,200 of prescription spectacles were assembled and provided over the four clusters.

Pre and post testing and glasses provision data is being collected and analysed in order to track and demonstrate the efficacy of the testing wheel. These results will be reported in 2019.

Qualitative feedback received to date has been extremely positive:

"I can see the world! These glasses have helped me very much every day in my activities. I can see from far away now and the glasses helped me from dangers and I can now do plenty of work." Female, aged 78 years, distance and reading glasses.

"Before I never read books and now I can read. Now I can thread my needles to make my bilums. It's very useful now at this stage. I want extra if I loose this or if it breaks I will be useless. The glasses has made me possible to do all this." Female, aged 48 years, reading glasses.

"Thank you KTF you brought my eye site back. I was blind and couldn't see from distance. You saved my life from getting in to dangers. I can do lot of work now, some work I stopped doing, now I can do again! I can avoid dangers now too as before I was scared to go far out. It has improved my life a lot." Female, aged 79 years, distance glasses.



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LIVELIHOODS OUTPUTS

1. LIGHT UP PNG

In PNG, 6.3 million people live without access to the electricity grid. The lack of reliable light limits people in undertaking daily activities such as business, reading, schoolwork, and household chores. It also increases safety and security risks for families as darkness provides an easy cover for crime during the night. KTF's Light Up PNG project works with female entrepreneurs to establish sustainable, solar-based micro- enterprises in remote areas from which they can earn a reliable income and provide solar solutions to their communities. We build the capacity, skills and confidence of women and support them on their journey to lift their families and communities out of poverty.



PROJECT OUTPUTS: LIGHT UP PNG (2017-2018)

| | Program | Project | Output | Indicators (2017) Q1 - Q4 | Indicators (2018) Q1 - Q4 |
|---|-------------|--------------|---|------------------------------|------------------------------|
| 1 | Livelihoods | Light Up PNG | Number of solar lights (individual) given to women's groups (startup capital for microbusiness) | 500 | 200 |
| 2 | Livelihoods | Light Up PNG | Number of solar lights (individual) purchased by women's groups for sale from microbusinesses | 100 | 150 |
| 3 | Livelihoods | Light Up PNG | Number of women's groups established | 8 | 9 |
| 4 | Livelihoods | Light Up PNG | Number of capacity building workshops conducted with women's groups for (a) small business training; (b) literacy classes; and (c) technical solar training | 8 | 4 |
| 5 | Livelihoods | Light Up PNG | Number of women participating in capacity building workshops | 160 | 80 |
| 6 | Livelihoods | Light Up PNG | Number of women's groups who have reinvested into business by purchasing next set of solar lights | 3 | 2 |
| 7 | Livelihoods | Light Up PNG | Average re-investment into business (PGK) | - | K2,950 |

LIGHT UP PNG OUTPUTS: QUALITATIVE DISCUSSION

The Light Up PNG aims to provide women living in rural and remote communities throughout Papua New Guinea the opportunity to access alternative income-generating activities. The program capitalises on the pressing need for solar energy in isolated locations as only 3.6% of rural Papua New Guinea is connected to the electricity grid. Women's groups are provided with start up capital in the form of solar lights and attend training specifically designed and developed by KTF for women's groups.

In 2018, KTF worked closely with three existing women's groups in Kimaden & Pinkidu in New Ireland Province and at Lontis in the Autonomous Region of Bougainville. All three women's groups were established towards the end of 2017 and were provided with 100 solar lights to sell. All three groups made their first reinvestment from the sales of the lights and a new order of stock was delivered to each of the groups in 2018.

"The lights helped the community so much; solar lights helped mothers, students, teachers and community health workers to complete their work after dark." - Gertrude, Women's Coordinator, Pinikidu Women's Group.

Despite challenging market conditions; tough competition from cheaper and less reliable products in trade stores, as well as complex cultural barriers such as loan systems and the wantok system, all three women's groups persevered and succeeded. Their training allowed them to educate the community on the importance of investing in high quality products that will last longer and had a zero tolerance approach to loaning of the solar lights.

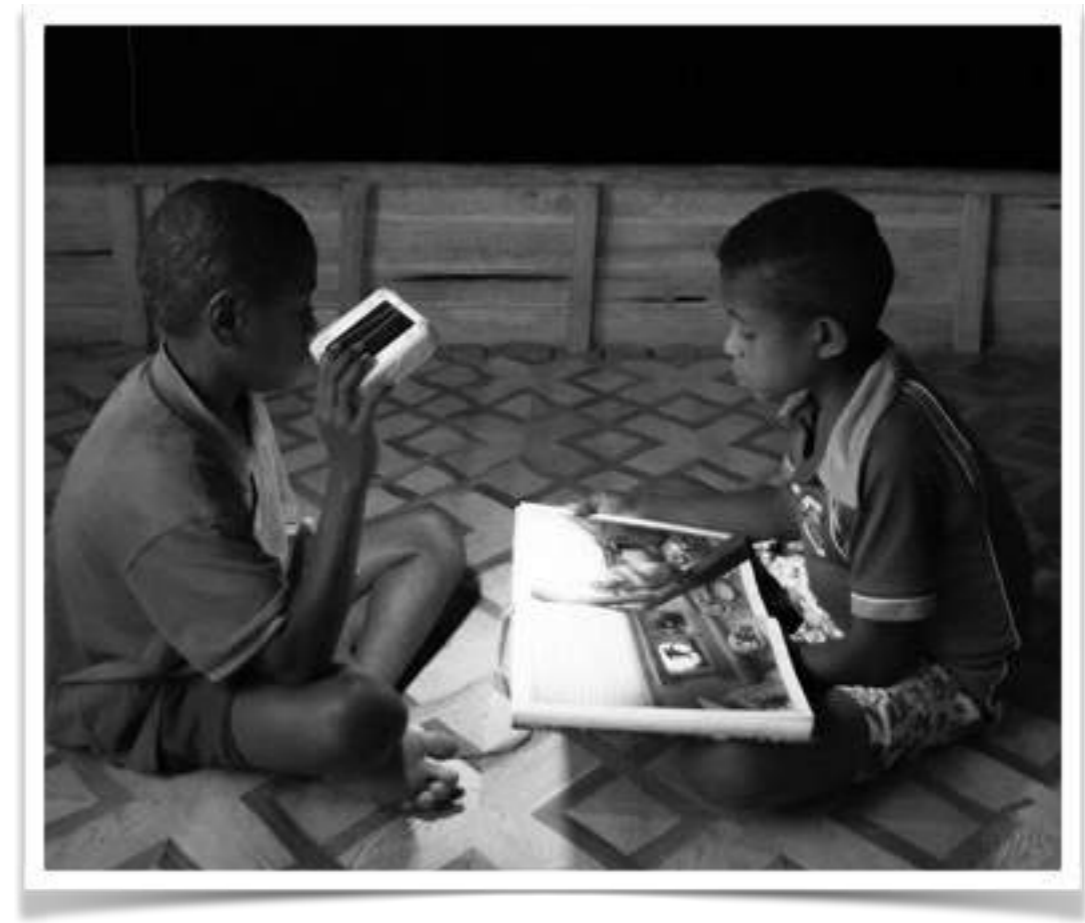
"This program pushed us into practicing the No Credit Policy, which was great because it empowered us to enforce it when we haven't been able to before. This practice has helped us in our other small business ventures as well" - Ursula, Women's Group Member, Pinikidu Women's Group.

A new women's group was established in Popondetta, Oro Province. 30 women were provided with business skills and gender equity training and were provided with 100 solar lights and business resources such as receipt books, stationery, calculators and marketing equipment.

"I know of many women and mothers who sit by the road with their harvest and sell from dawn till dusk waiting for 10t, 20t (5c, 10c). They make 5 Kina (\$2.20) average in a day or sometimes less. It is heartbreaking knowing that this much money will not cater for a bag of food, let alone school fees or medical bills. KTF is investing in these women and are providing an opportunity to earn an alternate income by selling solar lights at the market - a place that they are already attending to sell their vegetables. I was so excited to two of the women's groups reinvest their profit back into the business and purchase additional solar lights to grow their business in some of the most rural parts of New Ireland and Bougainville." - Wilma Mavea, KTF Project Coordinator - Livelihoods

2. SOLARBUBBLY

To light up the lives of children across PNG, we are working closely with SolarBuddy – an Australian charity that seeks to eliminate energy poverty across the world. SolarBuddy engages schools and corporates in Australia who fundraise and assemble solar lights which are then distributed by KTF to schools in PNG whose students are desperately in need of reliable light sources. This program gives children in rural and remote communities access to solar-powered light in their homes, providing a sense of security and the ability to engage in positively stimulating activities after dark. We aim to change the lives of children in PNG by bringing durable and sustainable solar lights to children living in remote areas of PNG. Our SolarBuddy lights have many proven benefits: children study for longer after dark, families spend less of their precious income on toxic kerosene, and women and girls are safer in their villages after dark.



PROJECT OUTPUTS: SOLARBUDDY(2017 – 2018)

| | Program | Project | Output | Indicators (2017) Q1 - Q4 | Indicators (2018) Q1 - Q4 |
|---|-------------|------------|--|------------------------------|------------------------------|
| 1 | Livelihoods | SolarBuddy | Number of SolarBuddy lights given to children | 3,690 | 9,250 |
| 2 | Livelihoods | SolarBuddy | Number of SolarBuddy lights given to teachers | 2,359 | 1,390 |
| 3 | Livelihoods | SolarBuddy | Number of schools SolarBuddy lights distributed to | 16 | 52 |
| 4 | Livelihoods | SolarBuddy | Number of provinces SolarBuddy lights distributed to | 5 | 11 |
| 5 | Livelihoods | SolarBuddy | Number of donor schools in Australia reported back to | 12 | 32 |
| 6 | Livelihoods | SolarBuddy | Number of donor corporates in Australia reported back to | 15 | 14 |

SOLARBUFFY OUTPUTS: QUALITATIVE DISCUSSION

KTF's partnership with Australian charity, SolarBuddy, has to date distributed almost 17,000 solar lights to children and teachers across remote and rural areas in PNG. Qualitative feedback from the students and teachers has been extremely positive with the lights having an impact on quality of life and educational, health and economic outcomes for families in receipt of lights.

Impact on education, wellbeing and feelings of security: "The solar light is so important to me and my brothers and sisters. We have all received our own SolarBuddy light to own by ourselves and use for our personal needs. I use my light for doing my studies, walking around the house and finding things after dark. I feel safer and I enjoy my life more having my very own solar light. I don't have to worry about not being able to see or do anything after dark, or spill kerosene on my skin or breathe its smoke. Solar is so much better."

Reduction on expenditure and use of kerosene: "Ever since I received my SolarBuddy light, my family has not had to spend any money on kerosene. My brother and my two sisters are also at school and we have now all received a solar light from KTF and SolarBuddy. Now that there are four solar lights in the house, it means that my parents don't need kerosene any more. This is better as kerosene is very very dangerous and it hurts our eyes when we read and our chest when we breathe."

"We've done away with kerosene because it makes the house very smelly and is unsafe; solar is a great alternative. Most people in this region have now done away with using kerosene. Some people used to have shortage of breath; this is now cut down. Using the lights is easier."

Flexibility with timing of household activities and homework: "The solar light is used for so many reasons. We sometimes read books at night to each other. We can do our school work after the sun sets because before the sun sets we are very busy - helping our parents in the garden or just sometimes having fun. Now we have more time in the dark to do homework so we don't have to rush to do it before dark."

Economic benefits for whole families: "Our family finances have improved a lot. I don't have to go running around to the store to buy batteries or kerosene anymore; we have the solar lights instead and this has saved us a lot of Kina. Our productivity has improved a lot. One example is that our parents don't have to spend money on kerosene or batteries anymore. They save this money and can spend it on other items that help improve our lives like school supplies and nice things to eat and have in our villages."

3. VILLAGE CONNECT

KTF's Village Connect project provides household solar lighting and energy systems to rural and remote communities throughout PNG. The aim of Village Connect is to connect 2,000 households across PNG with solar light by the end of 2019. With improved power and energy solutions, comes opportunities for villagers to engage in businesses and access communications, technology and other opportunities that improve the livelihoods of PNG people. Households in remote and rural areas for the first time have access to light throughout and outside their homes and an energy station to charge mobile phones and other simple appliances. The project reduces reliance on toxic kerosene and dangerous camp re simply for a source of light.



PROJECT OUTPUTS: VILLAGE CONNECT (2017 - 2018)

| | Program | Project | Output | Indicators (2017) Q1 - Q4 | Indicators (2018) Q1 - Q4 |
|---|-------------|-----------------|--|------------------------------|------------------------------|
| 1 | Livelihoods | Village Connect | Number of household solar systems installed on village houses | 77 | 346 |
| 2 | Livelihoods | Village Connect | Number of solar lights installed on village houses | 308 | 1,038 |
| 3 | Livelihoods | Village Connect | Number of battery charging units installed on village houses | 77 | 346 |
| 4 | Livelihoods | Village Connect | Number of facilities solar systems installed on village schools, aid posts & community centres | - | 31 |
| 5 | Livelihoods | Village Connect | Number of people accessing improved lighting and energy | 539 | 2,422 |
| 6 | Livelihoods | Village Connect | Number of villages illuminated and powered with improved solar systems | 1 | 17 |
| 7 | Livelihoods | Village Connect | Number of provinces Village Connect rolled out to | 1 | 2 |

VILLAGE CONNECT OUTPUTS: QUALITATIVE DISCUSSION

KTF's Village Connect project emerged out of the previous work KTF has undertaken in education and solar energy in the catchment region and the need for larger household and facilities solar lighting and energy systems to be available in the remote and rural areas in which KTF is operating. The operations of education and health facilities via KTF's PNG Schools and Healthy Communities Projects require critical lighting and energy; the ability for FODE students enrolled at KTF's Kokoda College facility to charge their tablets and the strong desire from communities living along the Kokoda Track for more sustainable and affordable lighting systems led to the development of Village Connect.

In 2018, KTF partnered with the private and philanthropy sectors and the Kokoda Initiative to install household solar lighting and energy systems onto every household and school, health and community facility along the Kokoda Track. The systems provide three indoor lights which have a low, medium and high light function and a charging stations enabling devices connected by USBs to be charged, e.g. phones, tablets, radios, TVs and fans.

The immediate response from community members and heads of schools and health facilities has been very positive.

Elementary teacher at Alola Elementary School, Aron Sega, was delighted to receive the solar light installation onto his school and home:

"The solar systems that have been installed on my home and our remote elementary school save me money. Now I am able to do my work at night and my kids can enjoy reading and doing other work after dark. I can enjoy my evening with my family" said Aron.

Local Pastor from Naoro 2 village said: "We can now conduct meetings and Church and community gatherings without worrying about the generator fuel cost. It has relieved our burdens greatly".

Forty-four local volunteers were trained by KTF to maintain the solar lights following the installation to enable them to identify minor faults and replace the batteries when required.

In 2019, KTF will undertake an evaluation of the project to date to demonstrate the impact of the household lighting and energy systems on a range of educational, health and wellbeing, safety and security, economic and livelihoods, and environmental outcomes.



LEADERSHIP OUTPUTS

1. ARCHER LEADERS DEVELOPMENT PROGRAM

KTF is finding and fostering the next generation of PNG's leaders. Running for 8 years, the Archer Leaders Development Program, takes a cohort of final-year tertiary students who have demonstrated immense commitment to their studies, communities and country on an intensive, experiential leadership development journey. The Archer Leaders are matched with high-profile mentors, undertake work experience and community development projects, have their tuition, boarding and professional resource needs supported, and undertake a leadership exchange program to Australia. The program develops the confidence, networks, skills, resources and support systems that the young leaders need to exercise exceptional leadership. Their year-long leadership journey as 'Archer Leaders' results in extraordinary young graduates, with lasting networks and the ability and willingness to create much needed change in PNG .



PROJECT OUTPUTS: ARCHER LEADERS PROGRAM (2015-2018)

| | Program | Project | Output | Indicators (2015) Q1 - Q4 | Indicators (2016) Q1 - Q4 | Indicators (2017) Q1 - Q4 | Indicators (2018) Q1 - Q4 |
|---|------------|--------------------------------|---|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| 1 | Leadership | Archer Leadership Scholarships | Number of applications received for annual Archer Leadership scholarships | 51 | 62 | 50 | 65 |
| 2 | Leadership | Archer Leadership Scholarships | Number of participants in annual Archer Leadership scholarships | 6 | 6 | 7 | 8 |
| 3 | Leadership | Archer Leadership Scholarships | Number of work experience placements completed | 18 | 14 | 14 | 24 |
| 4 | Leadership | Archer Leadership Scholarships | Number of sessions facilitated with key leaders and community organisations | 41 | 44 | 48 | 48 |
| 5 | Leadership | Archer Leadership Scholarships | Number of community projects (small-scale) established | 4 | 4 | 4 | 8 |

ARCHER LEADERS OUTPUTS: QUALITATIVE DISCUSSION

The Archer Leadership Program aims to find and foster the next generation of leaders for Papua New Guinea. The program targets high performing final year university students within PNG who have demonstrated leadership and a willingness to invest in the development of their communities.

The year long program, based on Harvard's Adaptive Leadership, pairs each participant with a high profile mentor, according to participants' professional or personal development need. Participants take part in leadership workshops in Port Moresby in the lead up to the catalyst of the program - a two week exchange trip to Australia. During the exchange, participants are exposed to one or two social issues that are equally affecting Australia and PNG. They then meet with individuals and organisations from across a wide range of organisations (corporate, public sector, media and NGO) who are actively combatting such social issues in the knowledge that each participant will return to PNG equipped with the tools and knowledge so that they themselves are able to tackle some of the social challenges in their own communities

"The Archer experience is a once in a lifetime opportunity I will always look back and be grateful for. Meeting world leaders in Australia from the corporate world to business and health was indeed life changing. It taught me that no matter where life takes you or wherever you are, you can succeed in creating great change and be an adaptive leader. The key aspects of which are discussed on the year round program. It is both a journey to the outside world and into knowing oneself better in order to become better leaders. I am definitely more confident, open and ready to create change in PNG and beyond." Michel Mel, B. Medicine, University of Papua New Guinea.

In 2018, after reviewing 65 applications and interviewing 16 applicants, 8 young leaders participated in the program, the highest intake to date. The 2018 participants were Jetta Caleb - Accounting UPNG, Yvette Krimbu - Mechanical Engineering University of Technology, Raylance Mesa - Architecture University of Technology, Michel Mel - Medicine UPNG, Joshua Kamilo - Communication Science UPNG, Helen Yurus - Law UPNG, Zena Good - Biology UPNG and Damaris Wakip - Mathematics & Computing Science Divine Word University.

Each participant completed work experience with two organisations as part of their time in Australia and all are currently working on community development initiatives as they source work and/or internships. Work experience was facilitated at Oil Search, 7 News, Western Sydney University, Westmead Hospital, Sago Network, Dentons, WWF, Aurecon, Wisetech Global, Wafi-Golpu and KPMG. All participants will graduate from their university early 2019. Leadership meetings were facilitated with Ian Clarke, Global Vice Chair - Dentons, Dianne James, CFO - Westpac and Monica Ryu, Partner - LEK Consulting, to name a few. Participants visited Street University and Auburn Community Centre to further explore issues commonly faced by refugees. Participants were also introduced to business entrepreneurs who are using innovative social ventures to tackle difficult adaptive challenges. Geoff Harris, Co-founder of Flight Centre spoke to the group about his social enterprise cafe in Melbourne and Aysegul Kayahan, Board Director and Entrepreneur spoke about her investment in and resulting impact of SolarBuddy.org - KTF's charity partner.

"The change observed in each participant is extraordinary - some participants transform from shy, yet passionate introverts to shining leaders thinking of innovative and adaptive solutions for their families and communities. Most participants end up working for large organisations and are trusted and respected leaders amongst their communities. They continue to inspire me with their self driven community projects and commitment to creating a more educated, healthier and safer PNG." Mike Nelson, COO, KTF"



“As an Archer Leader for 2018, the most enjoyable experience was the two week trip to Australia, it was an eye opening experience as well as a challenge to see how as Individuals we could network as well as be motivated and to generate curiosity in our minds. It was enjoyable in the sense that, it pushed me personally to think about what adaptive leadership is, especially when it comes to not accepting the status quo but wanting a change for my beloved country through the learning experience from each individual or community that we visited.

It has changed my perspective of wanting to be comfortable and the mediocre expected life of a person. I want change in my community and country and now I'm always very observant of what would be seen as the status quo and how it should change, always being curious and especially the realisation that leadership and life in general shouldn't be about comfortability but the longing to create change in my community by identifying adaptive problems and trying to think about or create discussions with like minded people as to how these adaptive challenges can be addressed.

As such, I am passionate about how education and the power of knowledge can help one person and contribute to the human resource Papua New Guinea needs. My community project that I want to implement is to distribute books to children between the ages of 3-8 to provide books in which would teach phonics.

The program has also reaffirmed my passion for helping people and as a result I would like to be more engaged in my community and hopefully in the long term I would like to work in the government sector specifically focusing on implementation of projects at the district level. As I know that the people or my relatives back home in Boikin, Wewak District, East Sepik Province are eager to help themselves but just need the support for them to venture into agriculture or fishing, basically anything that would help themselves.”

(Helen Yurus, 2018 Archer Leader)

2. ARCHER REIGNITE

2018 saw KTF host the inaugural Archer “Reignite” Conference in PNG. The conference was the first time the Archer alumni members had come together since participating in the year-long leadership development program, aimed at finding and fostering the next generation of PNG leaders.

Based on the theory of adaptive leadership by Ron Heifetz, the Archer conference explored exercising leadership and utilising the power of partnering, deep analysis, new solutions and innovative storytelling to effect change. Facilitated by Collaboration for Impact, the two-day conference created opportunities for the Archer Leaders to collaborate, partner and explore how they will embark on social impact, community development and social enterprise initiatives that address a range of challenges currently facing PNG.



PROJECT OUTPUTS: ARCHER REIGNITE (2018)

| | Program | Project | Output | Indicators (2018) Q1 - Q4 |
|---|------------|-----------------|---|------------------------------|
| 1 | Leadership | Archer Reignite | Number of Archer Alumni who participated in the conference | 40 |
| 2 | Leadership | Archer Reignite | Number of guest speakers engaged to speak to alumni at the conference | 10 |
| 3 | Leadership | Archer Reignite | Number of community / social impact project ideas developed throughout the conference | 5 |
| 4 | Leadership | Archer Reignite | Number of Archer Alumni who pledged to reignite their leadership journeys | 37 |

ARCHER REIGNITE OUTPUTS: QUALITATIVE DISCUSSION

The result of the Archer Leadership Program is a powerful group of 50 Archer Alumni - young Papua new Guinean professionals who are committed to building a brighter future for PNG. In December 2018, KTF hosted the inaugural Archer Conference. The aim of the conference was to bring together the Archer Alumni for two days of professional networking, learning and most importantly, to re-ignite the spark that was illuminated when participants first took part in the Archer Leadership Program. The two days comprised of further adaptive leadership workshops and identifying social challenges faced by the alumni in their communities and societies. Guest speakers from a variety of industries were invited to address the group and share how they have used adaptive leadership to approach challenging situations, from both a professional and personal perspective.

Alumni groups worked on developing concepts of community development projects that would address some of the most complex and challenging issues faced in PNG which ranks the lowest of all pacific nations on the human development index, has some of the worst crime statistics in the world outside of war torn nations and has a low ranking on Transparency International's Corruption Perceptions Index. As part of the workshops, the five most pressing social challenges facing PNG were identified by the alumni: gender-based violence; corruption; climate; education; and youth. Groups then workshopped potential community development and social impact projects that could be implemented to address such challenges. Ideas included the creation of a documentary addressing Gender-Based Violence to be taken on a roadshow throughout the country and screened as an outdoor cinema in villages followed by focus groups and important discussion. In education, it was suggested that all of the alumni contribute ideas and writing pieces enabling the creation of more culturally relevant children's books to be distributed to rural and remote areas throughout PNG. In Youth, it was presented that a group of alumni visit schools throughout PNG to share their journey of leadership and inspire young people to study hard, pursue their dreams and always connect and invest with their communities. During the workshop, the climate focussed group discussed deforestation, food security, increasing populations, disease, disasters, rising sea levels and the resettlement of 'climate change refugees' the world's first of whom are from Papua New Guinea.

A highlight of the conference was an event where alumni members were able to meet a wide range of guests from across the corporate and political fields, bridging gaps and enabling members to grow their professional networks with influential leaders from across Port Moresby, Australia and broader PNG.



“The conference gave me new energy, it really reminded me of how much I loved working with young people. It was very nice to reconnect with all the archer alumni’s and hear about the work they do. I found that I made up excuses of not having time to do any community development work because of my full time job but being at the conference reignited my passion to work in the community development space again. This year I plan to make time for projects and people who are doing amazing work within the community development space.” (Johnetta Lili, Archer Alumni)

“The Archer Conference for me was like a gentle yet in your face reminder of what we possess as Archers and the responsibilities that we have to the Cause! It truly was a weekend of honest sharing and deep self-reflection which was something I desperately needed as an Archer who was transitioning between Uni life and handling the full-time rigours of life as a Lawyer. Ironically the Archer Conference, gave me direct insight to a Lawyer himself (Seb De-Brennan) and his journey of learning how to balance out the demands of putting food on the table, but at the same time doing something you’re passionate about. The space and forum provided by KTF at the Archer Conference for sharing and learning on an intimate level was truly one of a kind and I found it wonderfully complemented and brought to life by our facilitator. As an Archer Leader, I personally believe that I have the responsibility to contribute more to my country than the average Papua New Guinean. I see this not as a burden but as a privilege and it is forums like the Archer Conference that help to galvanise that endeavour.” (Jerome Sesega, Archer Alumni)



OUTCOMES



OUTCOMES

In 2018, KTF undertook three project evaluations and also worked with its partners to collect outcomes-level data for a range of projects and programs. The project evaluations undertaken in 2018 were:

- Kokoda College: Formative Evaluation
- SolarBuddy: Impact Assessment
- Archer Leaders Development Program: Project Evaluation

This section will outline some of the key outcome-level findings elucidated by these project evaluations, as well as other outputs and outcomes that have been tracked via KTF's monitoring activities.

Archers^{M&E}

Solar Buddy^{M&E}

Kokoda College^{M&E}

EDUCATION OUTCOMES

KTF's work in training teachers (via Teach for Tomorrow and Teach for Tomorrow II) has resulted in the following:

Teach for Tomorrow (Pre-service Certificate of Elementary Teaching)

- 3,685 elementary teachers trained and certified, eligible for Government payroll positions
- 54% female teachers; 46% male teachers
- Provinces where the majority of teachers were female: Oro (63%), AROB (80%), New Ireland (58%), Enga (58%) and Hela (70%).
- Provinces where the majority of teachers were male: Gulf (65%) and Sandaun (62%)
- 11% of teachers reported having a disability; with the lowest percentage in AROB (9%) and Southern Highlands (9%) Provinces and the highest in Enga (12%) and Hela (21%) Provinces.
- 136,698 children remain in school due to their elementary teachers completing their formal training and retaining their teaching positions.

Teach for Tomorrow II (In-service Professional Development and Teacher Training)

- 116 Provincial Trainers and/or Cluster Leaders participated in bespoke Train the Trainer workshops
- 28% female trainers; 72% male trainers - whilst trainers and cluster leaders are pre-selected due to previously held roles within provincial education authorities there is a need to identify and foster the development of more female trainers via the T4TII project
- 3,648 elementary teachers provided with tailored professional development, upskilling training via Trainers and Cluster Leaders
- 108,642 children received education from teachers who participated in phase 1 professional development and upskilling training, benefiting from improved teaching practices.

Outcomes for Tracking via Project / Program Evaluation:

- Teacher Outcomes: Improved quality of teaching, improved confidence, improved knowledge and skills, increased commitment to the profession.
- Student Outcomes: Improved student retention, Improved student enrolment, improved student achievement, improved student enjoyment / satisfaction, Improved student progression rates.

EDUCATION OUTCOMES

KTF's work in delivering the FODE program at the Kokoda College has resulted in the following:

- A cohort of 47 students from three regions of PNG are undertaking their matriculation studies and are committed to becoming teachers and health workers after they graduate; 38% female and 62% male students completing matriculation studies. 2019 intake needs to build female enrolments.
- 440 elementary teachers from across Oro and Central Provinces have completed their Certificates of Elementary Teaching (piloted at Kokoda College) and have reported a series of improvements in knowledge, skills, confidence and educational outcomes for their students. These teachers are all eligible for full certification and transfer to Government payroll positions.
- Teach for Tomorrow II has worked with 5 Oro Provincial trainers who deliver professional development and in-service training to 479 elementary teachers across the Province.
- A number of outcomes for surrounding communities were also reported including access to solar lighting and energy systems, increased employment and livelihoods opportunities, and improved access to schooling and primary healthcare services.

Outcomes for tracking via project / program evaluation:

- Number of students matriculating with Grade 12 qualifications
- Number of students going on to enrol in Teacher or Community Health Worker training
- Number of students graduating as teachers and health workers
- Number of students returning to rural posts and working as teachers and health workers

Ongoing challenges for KTF include: navigating the ever-changing policy context and ensuring pre- and in-service training programs are designed with alignment and accreditation from the PNG government; addressing the growing requirement for teachers and health workers for remote and rural PNG when there is unreliable data to clearly diagnose the level of shortages; and designing in- service and professional development programs that meet the wide range of needs of teachers and health workers and then resourcing and partnering with provincial governments to ensure that these programs are rolled out to the remote and rural areas that need them the most.

EDUCATION OUTCOMES

KTF's work in supporting PNG Schools, and as a partner with a consortia of other organisations investing in the development of schools along and around the Kokoda Track, has resulted in the following:

Kokoda Track Catchment

- 14 out of 15 schools along and in the immediate catchment region of the Kokoda Track are open and operational. One school remains closed but due to low village population will likely suspend operations permanently.
- All 14 operating schools along the Kokoda Track are provided with a regular supply of educational resources and stationery, as requested by the school principal / teacher in charge to ensure usefulness of resourcing
- All schools along the Kokoda Track have at least one teacher per 15 students (Teacher: Student ratios range from 1: 13 to 1: 84 with an average of 1: 26). 8 teachers are funded by KTF whilst 4 are funded by GoPNG and 10 are funded by the SDA Church.
- Student enrolments across the immediate catchment region total: 302 males and 276 females.
- 93% of 15-19 year old girls and 96% of 15-19 year old boys are in school or have been to school (Kokoda Initiative, 2018)
- 75% of all females can read and write with higher levels of 15-19 year olds (Kokoda Initiative, 2018)
- Average schooling is Grade 8 (Kokoda Initiative, 2018)

In 2019, catchment region data will be collected and compared with Provincial Education Plans and Reports that are due for release in 2019.

HEALTH OUTCOMES

KTF's work in supporting Healthy Communities, and as a partner with a consortia of other organisations investing in the development of health facilities along and around the Kokoda Track, has resulted in the following:

- 7 of 9 health facilities along the Kokoda Track are open and operational; 5 of 5 health facilities on the Northern Beaches are open and operational
- 7 of 9 health facilities along the Kokoda Track and 5 of 5 health facilities on the Northern Beaches are provided with a regular supply of drugs and medical supplies, as requested by the community health worker in charge to ensure usefulness of resourcing;
- 7 of 9 health facilities along the Kokoda Track have at least one community health worker; average for health facilities excluding Kokoda Hospital is 1 CHW per 890 people (range from 1:462 to 1:1,757)
- 5 of 5 health facilities in the Northern Beaches have at least one community health worker; average is 1 CHW per 1,429 people (range from 1:623 to 1:1,957); However 60% of health facilities across the entire Oro province are closed.

The following statistics are just for the immediate Kokoda track catchment region (whereby 7 of 9 facilities are operational). KTF will collect similar data from the Northern Beaches region in 2019:

- 93% of 2 year olds have a baby book (Kokoda Initiative, 2018)
- 87% of 4 year olds have been fully immunised (Kokoda Initiative, 2018)
- 38% women in Mt Koiari; 64% in Sogeri; and 75% in Kokoda use some form of family planning (Kokoda Initiative, 2018)
- Less than 1% of children under 5 are malnourished (Kokoda Initiative, 2018)
- 8 out of 10 households have awareness of how HIV is transmitted and how to prevent getting infected (Kokoda Initiative, 2018)
- 8 out of 10 households have awareness of TB symptoms and how to prevent getting TB (Kokoda Initiative, 2018)
- 8 out of 10 children sleep under a mosquito net every night (Kokoda Initiative, 2018)

HEALTH OUTCOMES

KTF's work in delivering post graduate, specialised training in eye health and an innovative vision testing project have resulted in the following short-term outcomes:

Improved Vision

1,200 people have received eye testing services and been given a prescription pair of spectacles for distance vision, reading or bi-focals. Our anecdotal evidence collected in the 6 -months since delivery of the project suggests a clear and significant impact on the receipt of vision testing and prescription spectacles on: quality of life, wellbeing, feelings of safety and security, education, and employment and livelihoods opportunities.

Improved knowledge and skills of CHWs

CHW graduates have reported qualitatively about the improvement in skills and knowledge that they have as a result of participating in the Eye See PNG professional development training. CHWs report that their knowledge of the eye, its function, its health, diagnosis, treatment and referral pathways was extremely limited prior to participating in the training.

Via a qualitative evaluation undertaken on the Kokoda College, CHWs interviewed expressed having received knowledge and skills that were broad and detailed and most CHWs still possessed this knowledge and skills at the time of interview and stated that they were implementing them in their practice. For example: "During the training, we learnt about the system, the eye, the anatomy of the eye, and then we learnt about different illnesses that affect the eye, or illnesses that can contribute to having eye disease. Then we learnt about screening and then how to test people who have eye problems."

Some CHWs spoke about being given the skills to diagnose and treat eye issues within their existing facility, when previously they thought they didn't have the skills, knowledge or ability to provide the treatment and would send patients away:

"Previously, we were trying to refer our eye patients all the way to town for the doctor or a trained nurse who went to further studies at a university to diagnose patients. But now I know that most of the patients can actually be diagnosed and treated at our own facility! And we have the skills and knowledge to transfer to people that we serve in the village to prevent damage to the eye and any things that contribute to the damage of the eye."

"For some conditions, we also now know that we cannot treat the eye patient and previously we might have been trying different antibiotics and other forms of treatment that will actually cause damage. When we saw the patients again the damage is already done. For some patients, we have to find any referral pathways that are possible for better care and skilled doctors."

LIVELIHOODS OUTCOMES

KTF's partnership with SolarBuddy has distributed 17,000 solar lights to children and teachers over the past 2 years. In 2018, an Impact Assessment was undertaken, examining the short term outcomes as a result of children receiving the solar lights across two Provinces.

Energy poverty is the lack of access to modern energy services; it especially affects people developing countries whose wellbeing is negatively affected by very low consumption of energy, use of dirty or polluting fuels, and excessive time spent collecting fuel to meet basic needs. Energy poverty impacts a third of humanity — some two and a half billion people do not have access to electricity or modern energy services. Only 3.6% of the rural population in PNG are connected to electricity grid.

The short-term impact of the distribution of SolarBuddy lights in the Oro and Central Provinces in PNG were:

- An average of 53% of girls and 47% of boys received SolarBuddy lights across the distribution regions.
- Lights were distributed to children aged across the school spectrum, with the largest age group to receive lights being 14 year olds.
- 40% of lights were distributed to elementary aged students, 57% were distributed to primary aged students and 3% were distributed to high school students.
- 88% of students surveyed use their SolarBuddy light every night.
- Amongst the students surveyed, there was a 78% increase in average time spent on homework since receiving a SolarBuddy light. The average time spent on homework prior to receiving a light was 1hr and 19 mins. This increased to 2 hours and 22 mins after receiving the solar light.
- For elementary students, the increase in nightly time spent on homework was 68%; whilst for primary students the increase was 85%.
- There was an average 80% reduction in household expenditure on kerosene since receiving the solar lights
- Of those who were paying for kerosene prior to receiving the SolarBuddy light, the average weekly expenditure on kerosene fuel was K20 (\$8.50 AUD) per family per week; or K1,040 (\$444 AUD) per family per year. The average weekly expenditure on kerosene after the students received the SolarBuddy light reduced to K4 (\$1.70 AUD) per family per week; or K208 (\$89 AUD) per family per year.
- Furthermore, 56% of the cohort who were previously purchasing kerosene fuel as a source of lighting prior to receiving the SolarBuddy light, reduced their expenditure on kerosene to Zero Kina per week after they received the SolarBuddy light
- The solar lights were also seen to have a positive impact on a number of other variables including: brightness of the home, the amount students enjoyed being in their home, and to a lesser extent the amount of smoke in the home. These factors all contribute to a person's wellbeing.

LEADERSHIP OUTCOMES

Since 2011, 50 final year tertiary students from 21 of PNG's 22 Provinces have participated in the Archer Leaders Development (ALD) Program. In 2018, KTF undertook an evaluation and invited the 2011 – 2017 cohorts to participate in the evaluation.

A mixed-method evaluation was utilized to measure four levels of impact: 1. Reaction and Satisfaction; 2. Learning; 3. Application and Implication; and 4. Results or Impact.

Many key findings emerged from the quantitative and qualitative data across the four levels of evaluation. Themes emerging from respondents' satisfaction with the ALD program included: increased confidence, improved public speaking, improved networking opportunities and networks, increased understanding of leadership concepts and enhanced professionalism. Strong satisfaction was also reported with the various elements of the 12-month program especially the leadership exchange program to Australia, the mentoring, and the work experience opportunities.

The learning level of the evaluation highlighted a number of key outcomes including strong learning related to opportunities created by broadened perspectives, exposure to different cultures, understanding of social issues, and learning about various elements of adaptive leadership theory.

The third level of evaluation examined the respondents' application of skills, techniques and confidence to their lives because of their participation in the ALD program. Key findings included the positive contribution the program made to alumni' public speaking skills, confidence and self-belief, broadened perspectives, self-awareness, networks and ability to network, commitment to community, and career progression.

The final level of evaluation explored the longer-term outcomes as set by KTF's Leadership Theory of Change. The evaluation demonstrated very strong commitment among the alumni to community and the betterment of PNG society; strong engagement by the alumni in formal and informal community development and social impact projects for the improvement of lives and futures of Papua New Guineans; and the majority of alumni engaged in senior management positions, or on career trajectories to be engaged in senior management positions within a range of sectors including Law, Government, Academia, Mining & Engineering, Accounting & Finance, and NGO / Development..

LOOKING TO 2019

MOVING FORWARD

Knowledge about what works and what does not work is essential to inform the strategic and operational decisions of KTF. Projects must be analyzed throughout implementation and at completion, and the achievement of results should be contrasted with what the original, baseline context was and strategically considered in collaboration with project partners, communities and other stakeholders. It is these stakeholders who must also be involved in determining the level of contribution KTF and its projects made to achieving the various program outcomes.

Ongoing resources must be made available for both KTF's internal monitoring and evaluation activities; but also resources for external evaluation. Project Evaluations moving forward must focus on further evaluating progress towards medium to long term outcomes and the translation of outputs into meaningful change in people's lives. Project evaluations in the next 12 months must also engage external, independent evaluators. An independent evaluation of Teach for Tomorrow is scheduled for the first half of 2019.

Evaluation and monitoring reports are shared widely with KTF partners, project and program staff, and beneficiaries, donors and supporters, board and volunteers and other key stakeholders. Evaluation reports are also published on KTF's website.



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